

Predictive Effect of School Leaders Destructive Leadership Behavior on Teachers' Turnover Intention in Primary and Middle Level Schools in the State of Amhara, Ethiopia

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Abstract

The main purpose of this empirical study was to investigate the predictive effect of school leaders' destructive leadership behavior on teachers' turnover intention. A mixed approach with embedded research design was employed. Multi-stage stratified sampling was applied to select 748 teacher respondents. Data were collected using adapted standardized scale of destructive leadership and teachers' turnover intention instrument. Multiple regression and hierarchical multiple regression model were used to analyze the data. The study revealed that there was a strong, positive correlation between destructive leadership behavior and teachers' turnover intention variables, $r = .776$, $n = 748$, $p < .01$. It was also founded that except tyrannical, other predictor variables (i.e., derailed, supportive disloyal and laissez faire destructive leadership behaviors) significantly and positively predict teachers' turnover intention, with

Article Info

Article History:

Received:

May 22, 2024

Accepted:

December 16, 2024

Keywords:

Destructive, leadership, turnover intention, teachers.

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$\beta=.04$, $p>0.05$ for tyrannical, $\beta=.37$, $p<0.001$ for supportive disloyal, $\beta=.21$, $p<0.001$ for derailed and $\beta=.30$, $p<0.001$ for laissez fair DLBs. 65% of the variance in teachers' turnover intention was accounted for the interplay of tyrannical, derailed, supportive disloyal and laissez faire destructive leadership behaviors. Supportive disloyal destructive leadership behavior accounted for the highest variation in teachers' turnover intention.

Cite as:

Bitew, B. A., Tsegay, M. A., & Wolle, G. S. (2025). Predictive effect of school leaders' destructive leadership behavior on teachers' turnover intention in primary and middle level schools in the State of Amhara, Ethiopia. *Research in Educational Administration & Leadership*, 10(1), 187-219.
<https://doi.org/10.30828/real.1488260>

Introduction

Policymakers and educational academics are keeping a close eye on teachers' intentions to retire from the field. As evidenced, for example, by the work of Long et al. (2012), which was mentioned by Imran et al. (2017), the idea of turnover intention attracted the interest of academics and practitioners due to its diverse consequences on the efficient operation of organizations. According to the research of Imran et al., schools must keep their trained teachers on staff in order to ensure that any educational system succeeds. This means that it is important to monitor the intention of teachers to leave the profession. Additionally, it is widely acknowledged that "one of the key drivers for high quality education is skilled, professional, and stable teaching staff" (He et al., 2023). These teachers are essential to providing high-quality education, but their high turnover rate has raised concerns across the globe. Teachers may have plans to leave their positions because they are

working in an atmosphere where there are more career chances and social mobility than ever before, which is the reason behind the concern about teacher turnover in this society.

In Ethiopian context various factors contributes to this issue, as stated by the Ministry in its various yearly educational abstract publications. One of the reasons given for teachers quitting their jobs was an evident lack of leadership (Ministry of Education, 2022). To support this, the Ethiopian education development roadmap mentioned school administration as one of the primary causes of teacher attrition. As a result, one of the reform objectives recommended by the road map is to improve educational leadership.

It is also empirically tested and reported that leadership such like evolving destructive leadership behavior is serving as an incendiary to the problem of attrition. In their investigation of turnover intentions among Chinese rural kindergarten teachers, He et al. (2023) showed a positive correlation between teachers' propensity to leave and destructive leadership. Hattab et al. (2022) conducted a study on the impact of toxic leadership on employee turnover intention in public organizations in Indonesia and discovered that when an organization has a toxic leader, employees want to leave. Moreover, Hyson (2016) conducted a doctoral study on the relationship between destructive leadership behaviors and employee turnover. The study found that both authoritarian and laissez-faire leadership styles were significantly associated with employee turnover, with authoritarian styles accounting for 33% and laissez-faire styles accounting for 57% of the variance in employee turnover, respectively. Furthermore, Naeem and Khurram (2020), two more scholars in the field, conduct an empirical study named "The influence of toxic leadership on turnover intention." The results of the data analysis showed a significant positive

correlation between the intention of employees to leave and toxic leaders. The key takeaway from all of the above empirical findings was that the association between turnover intention and dysfunctional leadership in the study's local schools has not been subjected to scientific examination.

Here, given the local context of this study, the first issue with destructive leadership is the level of understanding that exists because of gaps in the literature regarding the nature and implications of dysfunctional leadership attributes. In support to this, Hogan et al. (1990) as cited in Burke (2006) stated that ignoring the dark side of leadership can result in an inadequate comprehension of it, which suggests that in order to have a more accurate understanding of leadership, we must investigate its dark side. The study's underlying hypothesis was put forth by Baumeister et al. (2001), who suggested that bad occurrences have a higher impact on social interactions than positive ones and that bad events are more common than good ones. This suggests that in order to influence beneficial outcomes in an organization, it may be just as important—if not more so—to comprehend and prevent the negative components of leadership than it is to enhance their favorable features. This again implies that educational policy and strategy aspirations of schools success and reduced teacher attrition without proper understanding and prevention of such a leadership behavior is impossible.

Thus, the primary goal of this study was to ascertain whether teachers' intentions to leave primary and intermediate level schools in the Ethiopian state of Amhara are influenced by destructive leadership. Consequently, the study provided answers to the following research queries:

1. Is there a significant relationship between principals' destructive leadership behavior and teachers' turnover intention in the primary and middle schools?
2. How much of the variance in teacher turnover intention can be explained by each dimension of destructive leadership?
3. Which dimension of destructive leadership behavior contributes more for teachers' turnover intention in the primary and middle schools?

Conceptual Framework of the Study

The center of gravities to develop a theoretical relationship between variables of the study were destructive leadership behavior dimensions and turnover intention. The overall development of this theoretical relationship was guided by the destructive leadership model developed by Einarsen et al. (2007) and the empirical work of Hyson (2016).

The destructive leadership model developed by Einarsen et al. (2007) describes destructive leadership behavior along four dimensions; destructive leader behaviors targeting the followers (tyrannical), destructive leader behaviors that target the organization (supportive-disloyal), behaviors targeted to both (derailed) and a passive destructive leadership behavior (laissez faire). For this research problem, this conceptualization can be used so that it would help to see the level of existence (prevalence) of destructive leadership and various manifestations (dimensions) of destructive leadership as reflected in the framework.

The direct relationship between destructive leadership and turnover intention; and the dimensions of destructive leadership and turnover

intention were theoretically predicted based on the empirical report of Hyson (2016).

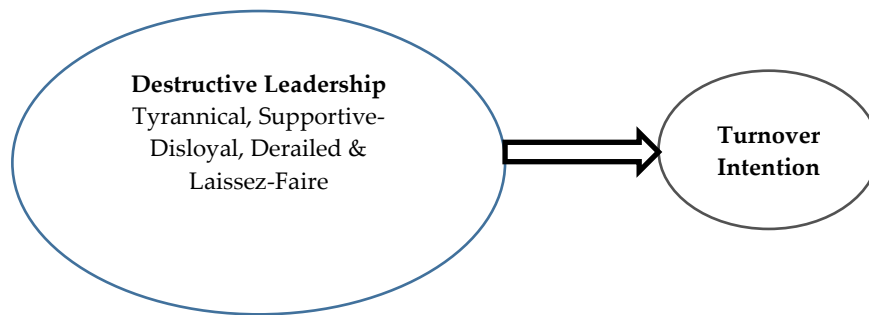


Figure 1. *Theoretical Relationship of Destructive Leadership and Turnover Intention*

Contribution of the Study/ Scholarly Benefit

The conceptual model developed from the empirical data would contribute additional knowledge base to the existing body of knowledge in educational leadership literature. Specifically, there were no previous study about the negative side of leadership conducted in primary and middle level schools' case to the local context of this study. Therefore, the finding of this study would assist to raise further inquiries about destructive leadership prevalence's and its influences on teachers' behavior and other teacher related outcome variables in schools' context. Thus, the study would initiate researchers to undertake further studies worldwide as well as in the Ethiopian schools' context on the negative side of leadership behaviors and to narrow the gaps in the literature.

Literature Review

According to Hyson (2016) there are several opposing theories that explain how and why certain leaders follow destructive leadership behavior while others do not. These theories include the toxic triangle model, the destructive managerial leadership model and the destructive-constructive leadership model. The descriptions and summaries of each model are provided below.

Destructive-Constructive Leadership Model

Einarsen et al. (2007) were the first to research destructive leadership and formulate the model that Aasland et al. (2010) later based to develop this model. Therefore all-encompassing concept of "destructive leadership" is developed by the model's owner.

This model focuses on the three dimensions of a leader's behavior, including whether it is good or harmful to the organization, the subordinate, or both. The actions might be described as "against" or "positive" to an organization or the people who work there. Three main types of active destructive leadership conduct, including tyranny, supportive disloyalty, and derailed leadership behavior, were discovered by the model's creators.

The direct relationship between destructive leadership and turnover intention; and the dimensions of destructive leadership and turnover intention were theoretically predicted based on the empirical report of Hyson (2016).

Destructive Leadership and Turnover Intention

Many studies have shown from the outset that there is a connection between an employee's intention to quit and a leader's destructive leadership style manifested in numerous abusive actions. For example,

a study on the topic of abusive supervision and intention to quit is conducted in India by Pradhan et al. (2020). Examining the relationship between abusive supervision and a subordinate's inclination to resign was the primary goal of their inquiry. The findings also indicated a positive correlation between the intention to resign and abusive supervision. Other researchers have also studied workplace incivility, job fatigue, intentions to leave the company, and job performance, including Rahim and Cosby (2016). They discovered a positive correlation between job rudeness and the intention to leave.

Researchers like Xu et al. (2018) conducted a follow-up study on the relationship between abusive supervision and coworker support and turnover intentions in Ecuador. As in previous studies, the study's findings indicated a positive correlation between abusive supervision and turnover intentions. In an effort to clarify how abusive supervision increases workers' intentions to quit in Pakistan's high-power distance society, Ahmad and Begum (2020) have also investigated the effect of abusive supervision on intention to leave. The findings of this study also indicated that abusive supervision has an impact on intention to leave, both directly and indirectly, in line with the investigations discussed above.

The intention to leave a job was positively correlated with toxic leadership, another aspect of destructive leadership. According to empirical research in this area, toxic leaders may have raised the likelihood that workers would want to leave since their actions could negatively impact workers' well-being and raise discontent, Mehta and Maheshwari (2013). They reaffirm that toxic leadership behaviors have a major impact on the welfare of the organization as well as employees in their study on the effects of toxic leadership on employee job satisfaction and organizational commitment. They went on to say that

it is critical for organizations to not only detect and recognize toxic behaviors but also to respond appropriately to them. It is important to identify toxic managers who need to be replaced, coach those who can change, and place the tough managers in locations where their actions will cause the least amount of harm. The key to maintaining a sustainable competitive advantage in the extremely competitive corporate world of today is having a highly motivated, devoted, and competent staff. Leadership actions undoubtedly have a big impact on each of these categories.

Positive leadership approaches, on the other hand, have a tendency to lessen the appearance of turnover intention. In this regard, Amunkete and Rothmann (2015) conducted research in Namibia on the following topics: psychological capital, job happiness, authentic leadership, and intention to leave. The findings demonstrated that genuine leadership had a negative correlation with leave intention and a positive correlation with psychological capital and job happiness. In a similar vein, Sun and Wang (2017) conduct empirical research on transformational leadership, employee intention to leave, and actual voluntary departure in government agencies. According to the research, transformational leadership fosters a collaborative culture, which serves to both directly and indirectly deter employees from expressing plans to quit.

The literature on the impact of leadership conduct on turnover intentions generally assumed that, as expectations shape the social interactions between leaders and followers, most public organizations would exhibit a similar pattern. The empirical work results of Fosse et al. (2019) are presented here to wrap up this section. They conduct research on harmful leadership styles that are both active and passive. According to their findings, harmful leadership can take both passive

and aggressive forms, and effective measures for mitigating the effects of destructive leadership must take both factors into account.

Materials and Methods

Research Design

This is a quantitative study. It followed positivist paradigm because the nature of this study that is investigating the effect of destructive leader behavior, susceptible followers and conducive environment on the prevalence of destructive leadership properly aligns with the attribute of positivist paradigm. Hence, the concept of positivist paradigm satisfied the current study. To deal with in detail, this study intends to test effect of destructive leader behavior, susceptible followers and conducive environment on the prevalence of destructive leadership through purely quantitative view. After deciding the paradigm that the researcher followed, the next step was selecting the appropriate design that satisfied the study. Therefore, based on the nature of study conducted, the predictive design was selected. To show the argument that urges the researcher to select predictive design is that predictive studies explain the predictions of a well-defined problem through a number of variables believed to be related to a big and complex variable. As a result, the researcher investigated the predictive effect of destructive leader behavior, susceptible followers and conducive environment on the prevalence of destructive leadership using predictive research design.

3.2 Population and Sample

Based on the region's Education Bureau Annual Education Statistics Abstract (2020/2021), there are 5769 government primary and middle-level schools, 50138 (33128 males and 17010 females) teachers, 5769 (589 female) principals, 1509 (453 female) vice principals, and

1999 (1912 male and 87 female) cluster supervisors that were considered as the population in this study. State of Amhara was decided as a study area to be considered intentionally. Because, the problem of this research study were framed based on the researcher's own experience. From 15 (fifteen) zones of the study area representative sample 5 (five) zones which corresponds 30% of whole population were randomly selected using simple random sampling technique of lottery system. A multistage stratified sampling technique followed by convenient sampling was also applied to select appropriate sample units and participants proportionally.

To determine proportional sample size of respondents Cochran formula was used (Cochran, 1977).

The Cochran formula is;

$$N_0 = Z^2 pq / e^2$$

Where:

- e is the desired level of precision (i.e. the margin of error),
- p is the (estimated) proportion of the population which has the attribute in question
- q is 1 – p, and the z-value is found in a Z table.

As a result, the researcher used the assumption that the attribute causing the most variability is shared by half of the study population. Consequently, $p = 0.5$. 95% confidence and at least 5% error in precision are what the researcher is looking for. The normal tables yield a Z value of 1.96 at a 95% confidence level. Thus, the researcher obtains; from calculating the Cochran formula above;

$$(1.96)^2 (0.5) (0.5)) / (0.05)^2 = 385.$$

This is true when the population size (amount) is infinite or not known. But in cases when the population size is finite and known the reduced formula will be used. To this study the total population is 17,795, hence the researcher used the reduced Cochran's formula;

$$n = \frac{n_0}{1 + (n_0 - 1)/N}$$

Where, n_0 is Cochran's sample size recommendation, N is the population size, and n is the new adjusted sample size. Therefore;

$$n = \frac{385}{1 + (385 - 1)/17795} = 377$$

In the end, the design effect is computed as follows: $N = D \times n$, where D denotes the stages of the multistage stratified sampling, n is the adjusted sample size, and N is the design effect. N is equal to 2×377 , or 754. Thus, 754 teachers from each sample study districts were chosen at random to participate in the survey.

Instrumentation

A destructive leadership scale developed by Einarsen et al. (2002) as cited in Hyson (2016) and a laissez faire leadership questionnaire from Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1990), were adapted to measure the prevalence's of destructive leadership behavior.

On the other hand, the instrument used to measure turnover intention was adapted from turnover intent (TI) questionnaire derived from Roodt's (2004) unpublished turnover intention scale as cited in Bonds (2017).

To validate psychometric properties of the measurement tools both the pre-test and pilot test were undertaken.

Psychometric Property Results of the Adapted Instrument

Construct Validity

To ensure the construct validity of the instruments, factor loading analysis was done to determine the factor loading of items in each construct and establish the discriminant and convergent validity of the study's instrument. Composite reliability (CR), also known as Raykov's Rho (r) or component rho coefficient, is a prominent method for evaluating construct dependability in addition to internal consistency (reliability) as determined by Cronbach's alpha analysis (Collier, 2020; Kline, 2016).

According to Collier (2020), the CR possesses an acceptable level of reliability's cutoff value of 0.70, as well as its range. The table below shows that the composite reliability was deemed acceptable. The CR coefficients varied from .85 for supportive disloyal destructive leadership behavior to 0.97 for leader behavior, conducive environment, tyrannical destructive leadership behavior, and turnover intention.

The average variance extracted (AVE) must be more than 0.50 to determine the convergent validity of the latent variables (Collier, 2020). Accordingly, the values of AVE for all constituents of the antecedents of destructive leadership, destructive leadership behavior prevalence, and teacher turnover intention itself were found within the acceptable range $>.50$, indicating acceptable convergent validity across constructs (see Table 2).

Table 1.

Result of AVE, CR and MSV for Construct Validity

S.N	Constructs	AVE	CR	MSV	1	2	3	4	5	6	7	8
1	Tyrannical	0.88	0.97	0.12	0.34	0.25	0.26	0.94				
2	Supportive Disloyal	0.60	0.85	0.55	0.65	0.66	0.68	0.35	0.78			
3	Derailed	0.73	0.92	0.56	0.62	0.61	0.59	0.27	0.72	0.85		
4	Lasses Fair	0.62	0.86	0.56	0.68	0.65	0.69	0.27	0.74	0.75	0.79	
5	Turnover Intention	0.79	0.97	0.57	0.66	0.64	0.75	0.31	0.75	0.71	0.73	0.89

Note. The square roots of the average variance extracted (AVE) are shown in bold. AVE = Average Variance Extracted; CR = Composite Reliability; MSV= Maximum Shared Variance.

The maximum-shared variance (MSV) value should be less than the average variance extracted (AVE) to indicate satisfactory discriminant validity for each concept (Collier, 2020). The findings, therefore, indicated an acceptable discriminant validity of the constructs, with all AVE values that ranged from 0.6 for supportive disloyal construct to 0.88 for tyrannical destructive leadership behavior being greater than the MSV values, which ranged from 0.12 for tyrannical destructive leadership behavior to 0.57 for turnover intention. Additionally, all the observed square roots of AVE in the diagonal were greater than the correlation coefficient in each construct, indicating the confirmed divergent validity. Therefore, both convergent and divergent validity were established based on the aforementioned scientific indicators of AVE, CR, MSV, and the square root of AVE detected in the table.

Table 2.

Instrument Reliability

S/N	Measures	Coefficient Alpha		Number of Items
		Pre-Test	Main Study	
1	Tyrannical	0.96	0.96	4
2	Supportive-Disloyal	0.85	0.92	4
3	Derailed	0.97	0.98	4
4	Laissez-Faire	0.97	0.93	4
5	Turnover Intention	0.86	0.96	8
				24

As indicated above, also in the main study, the overall reliability coefficient for each construct was revealed. Table 2 shows the reliability coefficients for tyrannical ($\alpha = .96$), supportive-disloyal ($\alpha = .92$), derailed ($\alpha = .98$), laissez-faire ($\alpha = .93$), and teacher turnover intention ($\alpha = .96$) indicating excellent reliability coefficients.

Data Analysis

The gathered data were coded, cleaned up, and then preliminary analysis (looking for multivariate outliers, missing values, and verifying multivariate assumptions) was performed. To investigate whether there is a significant association between teachers' intention to leave their jobs and principals' destructive leadership style, Pearson correlation analysis was used. The variance in teacher turnover intention that can be explained by each destructive leadership behavior dimension was found using multiple regression, and the destructive leadership behavior dimension that contributes most to teachers' turnover intention was found using hierarchical regression.

Results

Destructive Leadership and Teachers Turnover Intention

Evaluating the association between teachers' intention to leave their jobs (TTI) and principals' destructive leadership behavior (DLB) in the study area's elementary and middle schools was one of the study's research goals. Pearson The association between DLB and TTI was discovered by correlation analysis, as the table below illustrates. To make sure that the assumptions of normality, linearity, homoscedasticity, and multi-collinearity were all upheld, preliminary studies were carried out.

Table 3.

Correlations between DLB and TTI

S.N	Variables	2	3	4	5	6
1	Tyrannical	.351**	.256**	.266**	.602**	.306**
2	Supportive Disloyal		.674**	.744**	.879**	.745**
3	Derailed			.693**	.830**	.676**
4	Laissez Faire				.847**	.729**
5	Prevalence of DLB					.776**
6	Teachers Turnover Intention					

** Correlation is significant at the 0.01 level (2-tailed).

The results of the Pearson correlation analysis, as shown in table 3, indicate that the intention of teachers to leave their jobs was significantly and favorably correlated with each of the four dimensions of destructive leadership behavior: derailed ($r=.676$, $p<0.01$), supportive disloyal ($r=.745$, $p<0.01$), tyrannical ($r=.306$, $p<0.01$), and laissez-faire ($r=.729$, $p<0.01$). The Pearson product-moment correlation

coefficient was used on the same page to examine the association between teachers' intention to leave their jobs and damaging leadership behavior. As a result, there was a significant positive connection ($r = .776$, $n = 748$, $p < .01$) between the variables measuring teachers' intention to leave their jobs and the prevalence of destructive leadership behavior (DLB), with higher levels of DLB being linked to higher teacher turnover intention.

The Predictive Relationships between DLB and TTI

Determining the extent to which each DL component contributes to the explanation of the variation in teachers' intentions to leave their jobs was the study's other research topic. In order to determine which aspect of destructive leadership behavior best explains the variance in teachers' turnover intention, hierarchical regression analyses were also conducted. Multiple regression analyses were thus used to assess the degree to which each dimension of destructive leadership behavior predicts teachers' intention to leave their position independently.

Table 4.

The Result of Multiple Regression Analysis Predicting Teachers Turnover Intention from Destructive Leadership Behavior

		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	0.54	0.10		5.44	0.00	
	Tyrannical	0.04	0.02	0.04	1.88	0.06	0.88 1.14
	Supportive Disloyal	0.36	0.04	0.37	10.32	0.00	0.38 2.64
	Derailed	0.22	0.03	0.21	6.59	0.00	0.46 2.16
	Laissez-faire	0.34	0.04	0.30	8.42	0.00	0.38 2.64

a. Dependent Variable: Teachers Turnover Intention

R: 0.804

R Square: 0.646

Adjusted R Square: 0.644

As shown in table 4, teachers' intention to leave their jobs is significantly and positively correlated with the other three predictor variables (derailed, supportive disloyal, and laissez faire DLBs), with the exception of the tyrannical predictor variable, which is reported as $\beta=.04$, $p>0.05$, $\beta=.36$, $p<0.001$ for supportive disloyal, $\beta=.22$, $p<0.001$ for derailed, and $\beta=.34$, $p<.001$ for laissez faire DLBs. When the turnover of teachers was regressed on DLBs that were authoritarian, derailed, supportive-disloyal, and laissez-faire, the interaction between these DLBs explained 64.6% of the variation in the model. Consequently, the interaction of every aspect of harmful leadership behavior can predict 65% of the variance in teachers' desire to leave their jobs.

Table 5.

*The Result of Hierarchical Regression Analysis Predicting Teachers
Turnover Intention from Destructive leadership*

Model	R	R Square	Change Statistics						
			Adjusted R Square	R Square Change	F	Change	df1	df2	Sig. F Change
1	.745 ^a	0.556	0.56	0.56	932.82	932.82	1	746	0.000
2	.790 ^b	0.623	0.62	0.07	616.70	134.12	1	745	0.000
3	.803 ^c	0.644	0.64	0.02	449.47	43.93	1	744	0.000
4	.804 ^d	0.646	0.64	0.00	339.14	3.55	1	743	0.060

a. Predictors: (Constant), Supportive Disloyal

b. Predictors: (Constant), Supportive Disloyal, Laissez Faire

c. Predictors: (Constant), Supportive Disloyal, Laissez Faire, Derailed

d. Predictors: (Constant), Supportive Disloyal, Laissez Faire, Derailed, Tyrannical

In order to identify the contribution of each dimension of DLB for teachers' turnover intention and which dimension of DLB contributes more for the model, hierarchical regression was computed. As shown in table 5, all the dimensions of destructive leadership were entered hierarchically into the regression equation based on their beta weights and; supportive disloyal destructive leadership behavior accounted for the highest variation to the model. This variable had explained 55.6% of the variance in teachers' turnover intention and it was statistically significant ($F(1, 746) = 932.815, p < 0.001$). Laissez faire destructive leadership behavior was the second highest predictor variable that was entered to the regression equation. The inclusion of this variable increased the proportion of variance in teachers turnover intention by 6.8%, which was statistically significant increase ($F(2, 745) = 616.7$,

$p < 0.001$). Derailed destructive leadership behavior was the third predictor that was entered into regression equation, its inclusion was also increased the proportion of the variance in teachers turnover intention by 2.1%, which was statistically significant ($F(3, 744) = 449.467, p < .001$). Tyrannical destructive leadership was the last predictor that was entered into regression equation, its inclusion was also increased the proportion of the variance in teachers turnover intention by 0.2%, but not statistically significant ($F(4, 743) = 339.143, p > .05$). Therefore, supportive disloyal dimension of DLB contributes more for the model.

Discussion

Destructive Leadership and Turnover Intention

Investigating the relationship between principals' destructive leadership behavior and teachers' turnover intention in the primary and middle level schools of the study area was the other intention of this study. The study founded that, there is a significant positive correlation between destructive leadership behavior and teachers' turnover intention, with high levels of destructive leadership behavior (DLB) associated with high levels of teachers' turnover intention. The current study's findings are in line with or comparable to earlier findings in the field. He et al. (2023) investigated Chinese teachers' intentions to leave their jobs and engage in destructive leadership. Consistent with the findings of the current study, the results showed a positive correlation between turnover intention and destructive leadership. In their home nation of India, Pradhan et al. (2020) conduct research on the topic of abusive supervision and intention to leave. Examining the relationship between abusive supervision and a subordinate's inclination to resign was the primary goal of their

inquiry. The findings also indicated a positive correlation between the intention to resign and abusive supervision. The results of this investigation are consistent with similar earlier empirical reports. In a similar vein, additional researchers like Rahim and Cosby (2016) investigate workplace rudeness, job burnout, intentions to leave, and job performance. They discovered that workplace rudeness was positively correlated with the intention to leave, which is in line with the results of the current investigation.

Similar to the current study, Xu et al. (2018) conducted a follow-up investigation on the relationship between abusive supervision and coworker support and turnover intentions in Ecuador. The study's findings indicated a positive correlation between abusive supervision and turnover intentions. In an effort to clarify how abusive supervision increases workers' intentions to quit in Pakistan's high-power distance society, Ahmad and Begum (2020) have also investigated the effect of abusive supervision on intention to leave. The present study's findings are similar with Ahmad and Begum's research results, which demonstrated that abusive supervision has an impact on intention to leave in both a direct and indirect way.

Significantly, the current study's findings are in line with previous empirical research in the field, which showed that toxic leadership may have raised employees' intention to leave since such leaders may negatively impact workers' wellbeing and raise discontent (Mehta & Maheshwari, 2013). Analogous and pertinent prior empirical studies to the current discovery have demonstrated that abusive leadership can cause subordinates to experience emotional exhaustion, negative emotions (like depression and anxiety), decreased productivity and job satisfaction, intention to leave the company, and other unfavorable outcomes (Mackey et al., 2021). In this context, Woestman and

Wasonga (2015) conducted a study on destructive leadership behaviors and workplace attitudes in schools. The study found that destructive leadership behavior had a negative correlation with job satisfaction, job stress, and leaving consideration. It was also shown that respondents felt stressed out and thought about quitting their jobs, even if they had high work satisfaction levels. Researchers in the same discipline McCallaghan et al. (2019) also conduct research to investigate how diverse climate influences the association between employee attitudes and harmful leadership. The workers answered questions about commitment, authoritarian leadership, diversity in the workplace, job happiness, and plans to leave. The results of the current study are similar with their findings, which revealed that non-destructive leadership predicted lower levels of intention to quit.

The Predictive Relationships between Destructive Leadership Behavior and Teachers Turnover Intention

Finding the dimension of destructive leadership behavior that best explains the variance in teachers' turnover intention as well as determining how much of the variance in teachers' turnover intention can be explained by each of the DL dimensions was the study's final research question. The study found that the interaction of each destructive leadership behavior dimension can predict 65% of the variance in teachers' turnover intentions. It also found that the supportive disloyal dimension of destructive leadership behavior contributes most to the model, explaining 55.5% of the variance in teachers' turnover intentions. This statistically significant relationship was established ($F(1,746) = 932.815, p < 0.001$). This study revealed that predictor variables (i.e., derailed, supportive disloyal and laissez faire DLBs) significantly and positively predict teachers' turnover intention.

One predictor variable, tyrannical destructive leadership behavior didn't significantly predict teachers' turnover intention.

This finding has similarities and differences from the previous empirical works in the field. Hyson (2016) undertakes a doctoral study on the relationship between destructive leadership behaviors and employee turnover. The results of Hyson's study showed that the intention of employees to leave is highly predicted by both authoritarian and laissez-faire leadership styles. The current study's findings of laissez-faire leadership are consistent with the findings of the previously cited Hyson (2016) study in the field. That being said, the current study's findings about tyrannical leadership diverge from Hyson's research. Once more, Hyson found that supportive-disloyal and derailed leadership did not significantly predict any variation in employee turnover; however, the results of the current study showed that these two types of leadership also significantly predict employee turnover intention. Variations in methodological attributes and circumstance may account for these disparities.

Additionally, Hyson, in his study of the above-mentioned empirical work founded that laissez-faire leadership uniquely accounted for 57% of the variance in employee turnover when controlling for the derailed, supportive-disloyal, and tyrannical leadership behaviors in which laissez-faire leadership ($\beta = .514$, $p = .000$) accounts for a higher contribution to the model. The result of the present study is different from the work of Hyson's. The finding of this study differently revealed that supportive disloyal dimension of DLB contributes more for turnover intention in which supportive disloyal leadership uniquely explained 55.5% of the variance in turnover intention and it was statistically ($F(1,746) = 932.815$, $p < 0.001$). Differences in culture,

context, population, sample and methodological attributes may account for such scientific result variations.

He et al. (2023) undertakes an empirical work in titled destructive leadership and turnover intention among Chinese rural kindergarten teachers: The mediation of ego depletion and the moderation of kindergarten affiliation. The results showed a positive relationship between teachers' propensity to resign and destructive leadership, suggesting that destructive leadership was a risk factor for intention to leave, which is similar with the preceding study's finding. Furthermore, He et al. demonstrated that when confronted with damaging leadership, marginalized subordinates never react negatively; instead, their discontent may fester over time and eventually culminate in silent revolt through departure from the business. In the qualitative data collected, the researcher in the present study founded that because of the presence of power imbalances between, school leaders and teachers, teachers abused via the acts and behaviors of school leaders were not responding in the hostile manner rather strive to leave their working school. In the qualitative data it was also founded that there were teachers who resign from the profession of teaching because of the acts and behaviors of school leaders. It was founded that teachers hesitate to display anger or aggressive behaviors, with the fear of mistreatment cause of power imbalances. In this respect, the finding of the present study is similar with the results of the above-mentioned empirical finding in the field.

The current study's conclusions are in line with those of other earlier investigations. In a study on the impact of toxic leadership on turnover intention and counterproductive work behavior in Indonesian public organizations, Hattab et al. (2022) discovered that workers plan to leave their organizations when led by a toxic person. This suggests

how turnover intention is predicted by destructive leadership. A further empirical study named "The influence of toxic leadership on turnover intention" is conducted by Naeem and Khurram (2020). According to the data analysis results, there is a significant positive correlation ($\beta = 0.468$, $p < 0.05$) between employees' intention to leave and toxic leaders. This finding suggests that when a leader demonstrates toxic behaviors, it becomes harder for staff members to stick around, which heightens their desire to quit. This outcome was also consistent with earlier research that looked at the direct or indirect effects of leaders' behavior on workers' intentions to quit. Workers under toxic leaders are more likely to be dissatisfied with their jobs and plan to quit than those under transformative leaders (Labrague et al., 2020). The results of this study support Weberg and Fuller's (2019) finding that leaders can, through their actions, unintentionally or intentionally create a toxic work environment for their subordinates. This can lead to lower individual performance and work efforts as well as a higher turnover rate.

Contrary to destructive leadership empirical works reported different results for the prediction power of positive leadership attributes for turnover intention. Researchers Saeed et al. (2014) have examined the relationship between leaders and followers and found that information sharing and support from leaders significantly reduces followers' desire to leave. However, according to Schmidt (2014), a toxic leader lacks these characteristics. Therefore, the discussion here implies that the results of the present dissertation work were supported by the previously published existing literature and/empirical works and hence, providing valuable guidance to the school leaders in education sector to control the turnover rate of teachers, the management needs to take into account the behavior of

supervisors/leaders and for the development of positive leadership attributes. Because positive leadership behaviors such like transformational leadership had empirically founded that it has negative relationship with turnover intention. After doing research on the relationship between work stress, turnover intention, and transformational leadership, Suryawan et al. (2021) concluded that there is a negative correlation between the three. This empirical study showed that turnover intention will decline with more transformative leadership. Researchers Xiong and Sui (2023) also looked at how transformative leadership affected the intention of the younger, more knowledgeable workforce to leave, and they discovered that transformational leadership was a poor predictor of this intention. In addition to providing clear goal orientation and paying attention to material and interpersonal care to establish an organizational atmosphere, leaders with compelling character and exceptional leadership abilities may also create an environment where employees won't know they're leaving, and vice versa. Hence, to this study, inversely, destructive leadership behavior of school leaders positively predicts turnover intention of teachers, which is to mean that when the destructive leadership behavior of school leaders increases the turnover intention of teachers also increases.

Conclusion

Based on the finding of the study it is inferred that there is a strong, positive correlation between school leaders' destructive leadership behavior and teachers' turnover intention. Based on the data model of this study, 65% of the variance in teachers' turnover intention can be predicted by the interplay of tyrannical, derailed, supportive-disloyal and laissez faire dimension of destructive leadership behavior.

Supportive disloyal destructive leadership behavior contributes more and accounted for the highest variation in teachers' turnover intention.

Acknowledgment

The authors would like to express their truthful thanks to the study participants for their consent and dedication of their time in providing data.

Disclosure statement

The authors of this empirical study would like to see their original work published in online. We don't have any conflicts of interest in this regard. To be clear, none of our (the writers') financial interests, personal convictions, or other factors may compromise our objectivity. Furthermore, there are no possible competing interests. No potential conflict of interest to this original research article at all.

Ethics Statement

It is required of researchers to take research participants' ethics into account; it is not an option. According to American Psychological Association (APA) guidelines, human subjects research must adhere to the following requirements: Participants must: provide informed consent, which requires them to be aware that they are part of research and to give their permission; not be misled about the nature of the study; if they are, the deception must not be so severe as to render the informed consents invalid; and not be forced in any way to provide consent in order to participate in the study. Participants' identities and actions must remain anonymous, and the researcher may not disclose them in any way. Debriefing procedures must inform participants of the study's purpose and provide contact information for the researchers to discuss the findings. Finally, participants must not be

put in danger, either physically or mentally. Therefore, in the current study, all of the ethical guidelines mentioned above were closely adhered to during the data collecting, analysis, and reporting phases.

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