

# A STRUCTURAL EQUATION MODEL OF TURNOVER INTENTION AMONG SENIOR HIGH SCHOOL TEACHERS IN REGION XI

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## ABSTRACT

*Teacher turnover intention remains a pressing global concern, affecting the stability and effectiveness of educational systems. In Region XI, Philippines, limited empirical research has explored the key factors influencing this issue, particularly in private senior high schools. This study aimed to develop a best-fit model predicting turnover intention by examining the interrelationships among principal leadership style, teacher motivation, and job satisfaction. A quantitative research design was adopted, involving 300 respondents. Data were gathered using adapted and validated instruments: Indvik's Path-Goal Leadership Questionnaire, the Teacher Motivation Survey by Ramzan and Khurram (2023), Spector's (1985) Job Satisfaction Scale, and the Expanded-Multidimensional Turnover Intentions Scale by Ike et al. (2023). Structural Equation Modeling (SEM) was used to test the hypothesized model. Descriptive statistics revealed high levels of perceived leadership style and motivation, alongside moderate levels of job satisfaction and turnover intention. Correlational analysis showed significant negative relationships between turnover intention and the three predictor variables. The final SEM model demonstrated excellent fit indices, confirming its predictive validity. Findings underscore the critical role of supportive leadership, sustained motivation, and improved job satisfaction in reducing turnover intention. This study provides practical insights for school leaders and policymakers aiming to promote teacher continuity and workforce stability in the private education sector. It contributes to the broader understanding of employee retention in developing educational systems.*

**Keyword:** - *Turnover Intention, Leadership Style, Teacher Motivation, Job Satisfaction, Structural Equation Modeling, Private Senior High School, Region XI, Philippines*

## 1. INTRODUCTION

Turnover intention is defined as the employee's conscious desire or inclination to leave their current position within an organization (Huang, 2020). Research conducted globally has consistently identified teacher turnover intention as a critical and persistent challenge facing educational systems. Despite ongoing efforts to address it, this issue continues to undermine teacher retention, school stability, and overall educational quality in many regions around the world (Kamau et al., 2020). As the number of educators contemplating leaving their positions continues to grow, the stability and quality of education face increasing risks, threatening the quality and stability of education and emphasizing the urgent need for effective solutions (Räsänen et al., 2020).

As a matter of fact, teacher turnover intention in public and private schools is a significant problem for the US education system. Almost 14 percent of teachers leave their current position annually due to various reasons (Garcia & Weiss, 2019). In Kenya, 129,600 out of 288,000 teachers expressed intentions to exit the profession (Oduor, 2015). In addition, Ekabu (2019) found that 64.2 percent of secondary school teachers in Meru County

intended to leave teaching. In different areas of Asia, most research has also been drawn attention to focused the issue of employee intention to quit their jobs (Alhmoud & Rjoub, 2020; Grillo & Kier, 2021). Similarly, in Nagasaki, Japan, 30.7 percent of private teachers indicated they were unwilling to continue in their roles in the coming years (Tayama et al., 2019), while in China, the turnover intention among private school teachers surged to 41 percent in 2020, reflecting a significant rise in educators considering leaving their positions amid heightened workplace challenges (Yang et al., 2021).

Further, in the Philippines particularly in Pangasinan, the study revealed that majority of faculty members wanting to leave institutions has been gradually increasing (Reyes, 2017). Moreover, in Manila, results revealed among faculty members, 17.5 percent express intent of leaving due to compensation and job satisfaction, while another 11 percent of the variance in intentions to leave the academia is influenced by institutional leadership type, impacting faculty departure rates (Loquias & Sana, 2012). Furthermore, there is a 15 percent – 25 percent yearly happening of teacher turnover in Surigao del Sur, Caraga Region particularly in Tandag Diocesan Catholic Schools Association which resulted to a decrease of annual teacher turnover intention (Jordan & Olivia, 2022).

Furthermore, In Davao City, a study conducted by Dela Peña (2018) provided valuable insights into the factors influencing turnover intention among employees, revealing that several factors can lead teachers to decide to resign. The study found that three out of 20 teachers chose to leave when their contracts ended, while 16 percent of teachers exited both the profession and their schools each year. Furthermore, a separate study by Laya (2014) focused on selected higher education institutions (HEIs) in Davao City, where it was discovered that 21 percent of faculty members exhibited turnover intention. These findings underscore the significant challenge of turnover intention in both primary and higher education sectors, highlighting the need for further investigation into the reasons behind these decisions and the potential impact on the education system in the region.

In addition, principal leadership plays a pivotal role in predicting teacher turnover intention, with various studies highlighting its significant impact. According to Zhao (2023), principal leadership style, both as a process and a characteristic, is crucial in shaping teachers' decisions to stay or leave. Principal leadership style refers to the way school leaders interact with, guide, and support their teachers to achieve educational objectives. It involves the strategies and behaviors leaders use to motivate, manage, and influence teachers and staff in their roles (Williams, 2021). Consequently, leadership style has emerged as one of the primary factors contributing to teacher turnover intention (Ertosun & Adiguzel, 2018). Muceke et al. (2012) highlighted the direct impact of leadership behavior on teachers' decisions to remain in their positions, noting that ineffective leadership can lead to dissatisfaction and increase teachers' intentions to leave."

Also, a study conducted by Awan and Bukhari (2024) pointed out that teacher motivation is closely linked to turnover intention, with both intrinsic and extrinsic factors influencing whether teachers stay or leave the profession. To add, Nazari and Oghyanous (2021) noted that teacher motivation mediates turnover intentions, intrinsic motivation, linked to a sense of purpose in teaching, enhances job satisfaction and perseverance, while extrinsic factors like salary and recognition also play a role but may have short-term effects. A balanced combination of both intrinsic and extrinsic motivation is essential for reducing teacher turnover intentions such as when teachers feel personally fulfilled and adequately rewarded, they are less likely to consider leaving their positions. This motivation helps retain teachers and maintain stability within the educational workforce. (Ali & Khan, 2024).

Moreover, Zhang et al. (2022) discovered that while high and moderate levels of job satisfaction have comparable effects on turnover intention, low job satisfaction significantly heightens the likelihood of employees choosing to leave an organization. This implies that even moderate levels of job satisfaction can significantly contribute to retaining employees by fostering a sense of commitment and contentment within the workplace. Conversely, dissatisfaction, even if not extreme, can act as a strong catalyst that prompts employees to reconsider their positions and ultimately decide to resign, highlighting the importance of addressing workplace concerns proactively. Similarly, Martin and Kaufman (2013) investigated the link between job satisfaction and turnover intention and concluded that employees who experience higher job satisfaction tend to demonstrate greater organizational commitment. This enhanced commitment, in turn, leads to a decreased intention to leave the organization. This highlights the importance of fostering a positive work environment that boosts job satisfaction as a strategic approach to reducing turnover intention and ensuring employee retention (Irsyadi & Djamil, 2023).

Existing research on teacher turnover intention often examine into broader national contexts or specific school districts, such as those in the United States or Europe. However, this study is significant as it investigates turnover intentions in the Philippines, specifically in Region XI, aiming to address this gap by examining the relationship between leadership style, motivation, and job satisfaction within this regional context (Estrada & Lagas, 2018). While many researchers have explored regarding turnover intention in recent years, none have examined the predictive role of leadership behavior and job satisfaction in this context (Jeswani & Dave, 2012). By employing

Structural Equation Modeling (SEM) and focusing on Region XI to analyze the combined influence of these factors makes this research different from the others. This research study will offer valuable insights and perceptions that can provide interventions to enhance teacher retention strategies in the identified specific region (Lee & Ng, 2014). Not only but also, this research may offer potential to address existing gap in terms of locale, respondents and method and can add to the current body of knowledge by expounding on the roles of leadership style, teacher motivation and job satisfaction in influencing turnover intentions.

The current study holds considerable significance for several reasons, primarily because it systematically identifies the key factors influencing teacher turnover intention, offering a comprehensive and nuanced understanding of how these variables interact to shape educators' decisions to remain in or leave their positions. Teacher turnover has far-reaching consequences, as it disrupts instructional continuity, negatively impacts student learning outcomes, and affects the overall school climate. By uncovering these underlying influences, the study provides valuable insights that can guide the development and implementation of targeted retention strategies and policies specifically designed to address the challenges associated with turnover intention. These informed interventions are essential for fostering a supportive and motivating work environment that encourages teachers to stay committed and engaged in their roles, thereby enhancing both the stability and quality of education over time. While the research focuses on Region XI, its findings have broader applicability, offering practical solutions and best practices that can be adapted to similar educational settings facing comparable issues. Furthermore, understanding these dynamics is crucial for policymakers, educational administrators, and other stakeholders who influence the working conditions of teachers. By leveraging the insights from this study, decision-makers can implement more effective measures that not only reduce turnover intentions but also promote teacher satisfaction, motivation, and professional growth. Ultimately, the study contributes to the long-term strengthening of the education sector by supporting a stable, motivated, and high-quality teaching workforce—an essential foundation for improving educational outcomes and ensuring sustained success for students and schools alike.

The findings of this study will be actively disseminated to school administrators and faculty members through a variety of channels, including In-Service Trainings, educational conferences, and both local and international forums. These platforms will provide valuable opportunities to share insights, engage educators in meaningful discussions, and promote the practical application of the research outcomes within school communities. In addition to these direct dissemination efforts, the researcher plans to submit the study for publication in reputable local and international academic journals and online platforms. This strategy aims to reach a wider audience, including scholars, policymakers, and practitioners, thereby contributing significantly to the broader academic discourse surrounding teacher turnover intention and retention strategies. By sharing the research findings across multiple venues, the study encourages greater collaboration and the exchange of innovative ideas within the educational community. Such engagement not only amplifies the impact of the research but also supports the continuous improvement of educational policies and practices, ultimately benefiting teachers, students, and the education system as a whole.

## 2. METHODOLOGY

This study employed a quantitative research design, a commonly used approach in educational research to explore relationships between variables through numerical data (Creswell, 2014). Quantitative research involves the systematic investigation of measurable phenomena, which can be analyzed using statistical methods to uncover patterns, trends, and relationships (Leedy & Ormrod, 2019). Specifically, this study utilized a descriptive correlational research design, which is aimed at describing the characteristics of variables and examining the relationships between them without manipulating or controlling the variables (Creswell, 2014). This design is particularly effective in identifying correlations and patterns in natural settings, making it an ideal approach for understanding how variables are interrelated (Babbie, 2010; Bhandari, 2020).

In the context of this study, the descriptive correlational design was applied to assess the levels of principal leadership style, teacher motivation, job satisfaction, and turnover intention in private schools in Region XI, Philippines. This approach allowed for a comprehensive exploration of these variables as they naturally occur within the school environment, without any external intervention. Furthermore, the design facilitated the examination of the relationships between these variables, specifically how principal leadership style, teacher motivation, and job satisfaction correlate with turnover intention. To achieve this, questionnaires were distributed to leaders of private secondary schools in Region XI to gather their perspectives on leadership, data practices, and decision-making processes. The study then analyzed the causal factors of principal leadership styles, teacher motivation, job satisfaction, and turnover intention. By applying this research design, the study was able to determine the strength and direction of these relationships, providing valuable insights that can inform strategies to reduce turnover intention and improve teacher retention in the educational sector.

Additionally, Structural Equation Modeling (SEM) was applied to gain a deeper understanding of how principal leadership style, teacher motivation, and job satisfaction collectively contribute to teacher turnover intention. SEM, a robust statistical technique for analyzing complex relationships (Hoyle, 2011), integrates both factor analysis and multiple regression to simultaneously measure direct and indirect effects. This allowed for a comprehensive examination of how these variables influence teacher turnover intention in schools (Kline, 2016). By utilizing SEM, the study was able to capture the full range of interrelated dynamics that affect teachers' intention to leave the profession, offering valuable insights into the factors that influence teacher retention within the context of senior high schools.

### 3. RESULTS AND DISCUSSION

Based from the analyzed data, the Pearson correlations between Principal Leadership Style (PLS), Teacher Motivation (TM), Job Satisfaction (JS), and Turnover Intention. All relationships are statistically significant at the 0.01 level (2-tailed), indicating that these correlations are highly reliable. The moderate negative correlation between PLS and turnover intention ( $r = -0.433$ ,  $p < 0.001$ ) suggests that as principal leadership style becomes more effective, teachers are less likely to express intentions to leave the school. This indicates that principals who demonstrate strong leadership qualities, such as support, engagement, and clear communication, help reduce turnover. Similarly, TM shows a weak negative correlation with turnover intention ( $r = -0.207$ ,  $p = 0.001$ ), meaning that as teacher motivation increases, the likelihood of teachers intending to leave slightly decreases. This suggests that motivated teachers, driven by factors like professional development and personal satisfaction, are somewhat less likely to leave their positions. The weak to moderate negative correlation between JS and turnover intention ( $r = -0.267$ ,  $p < 0.001$ ) indicates that teachers who report higher job satisfaction are less likely to leave. As job satisfaction rises—whether through improved working conditions, recognition, or personal fulfillment—the intention to leave decreases. In all three cases, the negative correlation implies that as PLS, TM, and JS increase, the likelihood of turnover intention decreases, emphasizing the importance of supportive leadership, motivated staff, and a positive work environment in retaining teachers.

**Table 1**

*Significance of Relationship of Principal Leadership Style, Teacher Motivation, Job Satisfaction and Turnover Intention*

		Turnover Intention
PLS	Pearson Correlation	-.433**
	Sig. (2-tailed)	.000
TM	Pearson Correlation	-.207**
	Sig. (2-tailed)	.001
JS	Pearson Correlation	-.267**
	Sig. (2-tailed)	.000

The relationships between Principal Leadership Style (PLS), Teacher Motivation (TM), Job Satisfaction (JS), and Turnover Intention, all of which are statistically significant at the 0.01 level. A moderate negative correlation is observed between PLS and turnover intention ( $r = -0.433$ ), suggesting that effective leadership by principals plays a pivotal role in reducing teachers' intentions to leave their schools. This finding is consistent with research by Kutsyuruba et al. (2021), who emphasized that transformational leadership styles contribute to teacher engagement and retention by fostering trust, collaboration, and professional growth. Principals who demonstrate strong instructional leadership and provide a supportive environment help cultivate loyalty and commitment among teachers, which in turn diminishes turnover intentions. Similarly, Nguyen & Nguyen (2020) confirmed that democratic leadership practices, where teachers are involved in decision-making, also help reduce attrition rates.

Moreover, the relationship between Teacher Motivation (TM) and turnover intention is weak negative ( $r = -0.207$ ), indicating that while teacher motivation is a factor, its direct impact on turnover intention is not as strong as that of leadership style. However, this weak negative relationship suggests that motivated teachers are somewhat less likely to leave their positions. Karakus and Savas (2019) support this finding, noting that intrinsic motivation—such as passion for teaching and opportunities for professional growth—plays a significant role in teacher retention.



Motivated teachers exhibit greater resilience when faced with challenges, maintaining a positive and proactive attitude even in difficult educational environments. Their intrinsic and extrinsic drive to succeed and passion for their students' success enable them to persevere through adversity, making them less likely to consider leaving their positions. This motivation empowers them to adapt to changes, overcome obstacles, and continuously improve their teaching practices, ultimately contributing to a more stable and effective educational environment. As a result, motivated teachers are not only more committed to their roles but also serve as valuable assets to their schools, fostering a culture of excellence and perseverance.

In addition, the weak to moderate negative correlation ( $r = -0.267$ ) between Job Satisfaction (JS) and turnover intention underscores the importance of job satisfaction in influencing teachers' decisions to stay. Teachers who are satisfied with their roles, including aspects such as recognition, support, and the work environment, are less likely to have the intention to leave. Zhang et al. (2023) reinforced this point, showing that job satisfaction is a strong predictor of teacher retention, particularly when teachers feel valued and supported by their colleagues and administrators. High job satisfaction enhances teachers' commitment to their institutions and reduces burnout, making them less inclined to seek alternative employment opportunities.

Further, recent studies consistently demonstrate that effective leadership significantly reduces employee turnover intentions by enhancing job satisfaction and motivation. A study by Zafar (2023) found that participative leadership styles is strongly associated with higher job satisfaction and lower turnover intentions. The study revealed that a shift in leadership style could lead to a fifteen-fold increase in job satisfaction and a seven-fold decrease in turnover intentions. Similarly, Yulianto (2023) reported that transformational leadership negatively impacts turnover intention, with organizational commitment and job satisfaction serving as mediating factors. These findings highlight the critical role of leadership in shaping employee retention. Effective leadership not only fosters a positive work environment but also directly impacts employees' decision to stay with the organization.

Furthermore, this research finding supports these conclusions across various sectors. Irmayati et al. (2023) demonstrated that supportive leadership positively affects job satisfaction and reduces turnover intentions, with employee engagement acting as a mediating variable. In the healthcare sector, Pattali et al. (2024) found that achievement-oriented leadership styles, along with perceived organizational support, significantly decrease nurses' turnover intentions. These studies collectively highlight that adopting effective leadership styles not only boosts employee satisfaction and motivation but also plays a crucial role in reducing turnover intentions across different industries.

The Best Fit Model of Turnover Intention demonstrates a strong and acceptable fit to the observed data. The CMIN/DF value is 1.972, which is well below the threshold of 3.0, indicating an acceptable model fit. The Normed Fit Index (NFI) is 0.952, exceeding the recommended minimum of 0.90, suggesting a good level of model-data correspondence. Likewise, the Tucker-Lewis Index (TLI) stands at 0.966, and the Comparative Fit Index (CFI) is 0.975, both surpassing the 0.90 benchmark and reflecting a very good model fit.

Additionally, the Goodness-of-Fit Index (GFI) records a value of 0.931, which also exceeds the required cutoff of 0.90, further supporting the model's adequacy. The Root Mean Square Error of Approximation (RMSEA) is 0.061, which is below the acceptable maximum of 0.08, indicating a reasonably good approximation in the population. Lastly, the PCLOSE value is 0.102, higher than the minimum acceptable level of 0.05, confirming that the model fit is statistically plausible and not due to chance.

Overall, Model 1 meets all the necessary goodness-of-fit criteria, making it a robust and well-fitting model for analyzing the variables involved in the study.

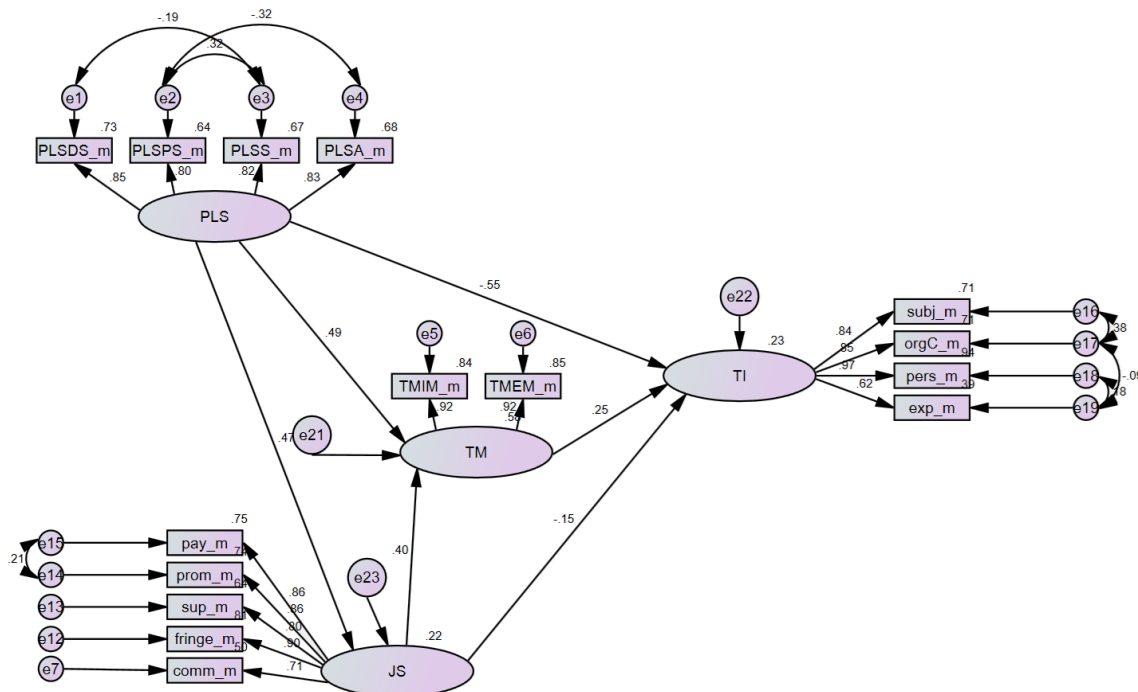
**Table 2**

*Goodness of Fit Measures of the Best Fit Model*

Indices	Criteria	Model 1
CMIN/DF	<3.0	1.972
NFI	>.90	0.952
TLI	>.90	0.966
CFI	>.90	0.975
GFI	>.90	0.931
RMSEA	<.08	0.061
PCLOSE	>.05	0.102

The path diagram reveals that Principal Leadership Style (PLS) has the most significant negative effect on TI (0.55), suggesting that effective and supportive leadership from school principals substantially reduces the likelihood of teacher attrition. In addition, PLS positively affects Teacher Motivation (TM) (0.49) and Job Satisfaction (JS) (0.40), indicating that leadership plays a central role not only in guiding performance but also in shaping attitudes toward work. Notably, TM shows a positive relationship with TI (0.25), which could imply that highly motivated teachers may also be more mobile or open to better opportunities. Conversely, JS demonstrates a modest negative influence (-0.15), affirming that satisfied teachers are less inclined to leave.

**Figure 1**  
The Best Fit Model



Legend: PLS= Principal Leadership Style; TM= Teacher Motivation; JS= Job Satisfaction; TI= Turnover Intention; PLSDS\_m= Principal Leadership Style Directive Style; PLSPS\_m= Principal Leadership Style Participative Style; PLSS\_m= Principal Leadership Style Supportive; PLSA\_m= Principal Leadership Style Achievement-oriented; TMIM\_m= Teacher Motivation Intrinsic Motivation; TMEM\_m= Teacher Motivation Extrinsic Motivation; comm\_m= Communication; fringe\_m= Fringe Benefits; sup\_m= Supervision; prom\_m= Promotion; pay\_m= Pay; subj\_m= Subjective Social Status; orgC\_m= Organisational Culture; pers\_m= Personal Orientation; exp\_m= Expectation

This model is grounded in three foundational theories that strengthen the interpretation of the results. Path-Goal Theory of Leadership (House, 1971) serves as the cornerstone for understanding the role of principal leadership in shaping outcomes. According to this theory, a leader's ability to clarify goals, remove obstacles, and offer needed support influences subordinate performance and satisfaction. The model's findings support this, showing that leadership not only directly reduces turnover but also indirectly influences it by enhancing motivation and satisfaction by the Path-Goal Theory of Leadership (House, 1971), which explains how effective leadership enhances subordinate motivation and satisfaction, thereby reducing turnover intention. The theory emphasizes the leader's role in clarifying goals, removing obstacles, and providing necessary support to influence employee outcomes positively. The study's results, indicating strong perceptions of principal leadership, reflect this theoretical perspective by showing that when leaders are perceived as focused and goal-oriented, teachers experience greater clarity and motivation in their roles. This directly supports the model's claim that leadership reduces turnover intention both directly and through its influence on job satisfaction and motivation.

Moreover, the theory highlights that leadership effectiveness is shaped not only by the behaviors themselves but also by how those behaviors are perceived by followers. This is echoed in the study's findings, which point to less favorable perceptions of participative and supportive leadership styles. As noted by Kakkar and Sivanathan (2021) as well as Priyashantha and Win (2016), leadership styles misaligned with teachers' expectations may limit their effectiveness, even if the intent is positive. Therefore, while strong directive and achievement-oriented leadership may foster performance, the underutilization or misalignment of participative and supportive practices may hinder deeper engagement and emotional investment from teachers—factors also critical in reducing turnover intention. The study thus reinforces Path-Goal Theory's assertion that effective leadership requires both strategic direction and relational sensitivity.

Further, Herzberg's Two-Factor Theory, as discussed by Räsänen et al. (2023), offers a comprehensive understanding of how job satisfaction influences turnover intention by dividing workplace factors into two categories: *motivators* and *hygiene factors*. Motivators, such as opportunities for professional growth, recognition, achievement, and meaningful work, are intrinsic in nature and lead to long-term job satisfaction and engagement. On the other hand, hygiene factors—such as salary, working conditions, company policies, and administrative support—are extrinsic and, while not necessarily motivating, their absence often results in dissatisfaction. The model's relevance is particularly evident in the current study, where SEM results reveal that job satisfaction has a negative effect on turnover intention, but this effect is comparatively weaker than the direct and indirect effects of leadership.

Furthermore, this finding reinforces Herzberg's assertion that merely eliminating dissatisfaction through adequate hygiene factors is not sufficient to fully engage employees or ensure retention. Rather, real motivation and commitment are driven by intrinsic factors, which often stem from supportive and empowering leadership. The weaker influence of job satisfaction compared to leadership in the model suggests that leadership may act as a catalyst for both hygiene and motivator factors—improving working conditions while also fostering a climate of recognition, support, and personal growth. As noted by Rathakrishnan et al. (2016), organizations aiming to reduce turnover should not only address basic needs but also create environments that fulfill employees' higher-order psychological needs. Thus, the integration of Herzberg's theory with the study's findings highlights the essential interplay between strong leadership, motivation, and job satisfaction in minimizing turnover intention.

In addition, Social Exchange Theory (SET), as proposed by Blau (1964) and Gouldner (1960), offers a valuable lens through which to interpret the relationship between principal leadership and teachers' turnover intention. SET posits that workplace relationships are built on reciprocal exchanges, where positive actions by one party lead to a sense of obligation in the other to return the favor. In the school context, when teachers perceive consistent support, encouragement, fairness, and investment from their principals, they are more likely to reciprocate with increased commitment, trust, and a desire to remain in the organization (Coyle-Shapiro & Shore, 2007). This reciprocal relationship forms the basis of the psychological contract between school leaders and teachers, influencing attitudes and long-term behavioral outcomes.

This dynamic clearly supports the model's findings, which show a strong negative path between principal leadership style (PLS) and turnover intention (TI), indicating that as leadership quality improves, the intention to leave significantly declines. These results are consistent with the findings of Chen et al. (2005) and Rawshdeh et al. (2019), who demonstrated that when employees feel valued and respected, they are less likely to withdraw from the organization. SET also emphasizes that emotional and relational exchanges—such as trust, respect, and a sense of belonging—are often more influential than purely transactional rewards in shaping employees' decisions to stay or leave. Thus, the theory reinforces the importance of cultivating high-quality leader-follower relationships as a strategic approach to minimizing turnover intention in educational settings.

Taken together, the integration of the Path-Goal Theory, Two-Factor Theory, and Social Exchange Theory provides a comprehensive explanation for the interplay between leadership behavior, workplace satisfaction, teacher motivation, and turnover intention. Supported by recent literature such as Toropova et. a.,(2021) and Zhang & Zeller (2023), the study underscores the urgent need for school leaders to adopt responsive and relational leadership styles, while ensuring both intrinsic and extrinsic factors are addressed. Grounding the findings in these theories allows for a deeper understanding of the motivational and psychological dynamics influencing teacher retention, making this model a valuable framework for educational policy and practice.

Research highlights the critical role of school leadership in shaping key teacher outcomes, with effective Principal Leadership Style (PLS) directly enhancing job satisfaction (JS) and teacher motivation (TM), which subsequently reduce turnover intention (TI). Studies by Liu and Zhang (2022) and Maynard and Scherrer (2023) emphasize that leadership behaviors, such as providing support and fostering a collaborative environment, increase teachers' satisfaction and motivation, leading to lower turnover intentions. Parsa and Raoufi (2021) also support

these findings, noting that strong leadership creates a cascading effect, where improved job satisfaction boosts motivation, which then reduces the likelihood of teachers considering leaving their positions.

#### 4. CONCLUSIONS

The study examined the factors influencing turnover intention among senior high school teachers by analyzing principal leadership style, teacher motivation, and job satisfaction using Structural Equation Modeling (SEM). Results revealed that the overall perception of principal leadership style was high, with directive and achievement-oriented styles receiving the highest ratings (means of 3.64 and 3.61, respectively), while participative and supportive styles were rated moderately. This suggests that effective leadership practices are consistently evident among school principals. Teacher motivation also received a high overall mean of 3.52, with both intrinsic and extrinsic motivation rated highly, reflecting a generally motivated teaching force. Job satisfaction, on the other hand, was rated moderately (mean = 3.43), with high satisfaction reported in areas such as co-worker relationships and nature of work, while concerns were noted in compensation, promotion, and benefits. Turnover intention was also assessed at a moderate level (mean = 3.34), indicating that while not imminent, there is a notable tendency among teachers to consider leaving their current positions.

Correlation analysis indicated a moderate negative relationship between principal leadership style and turnover intention ( $r = -0.433$ ,  $p < 0.001$ ), a weak negative correlation between teacher motivation and turnover intention ( $r = -0.207$ ,  $p = 0.001$ ), and a weak to moderate negative correlation between job satisfaction and turnover intention ( $r = -0.267$ ,  $p < 0.001$ ). These findings suggest that stronger leadership, higher motivation, and greater job satisfaction are associated with lower intentions to leave. SEM analysis confirmed that Model 1 provided the best fit, with acceptable to excellent fit indices across all criteria. All correlations were statistically significant at the 0.01 level, validating the interconnections among the variables and the model's utility in understanding turnover dynamics.

The study concluded that effective leadership plays a critical role in reducing turnover intention by fostering a structured, supportive, and achievement-oriented environment. Although motivation among teachers was high, it alone was insufficient in preventing turnover intention, emphasizing the need for a more comprehensive approach that includes career development, adequate compensation, and positive work conditions. Moderate job satisfaction, particularly in non-monetary aspects, also emerged as an important factor influencing retention. The moderate turnover intention level highlights the importance of addressing unmet professional and psychological needs to prevent potential teacher attrition. The validated structural model reinforces the influence of leadership, motivation, and satisfaction on turnover intention, underscoring the importance of a supportive school culture that prioritizes teacher well-being and engagement.

Based on these findings, several recommendations are proposed. First, school administrators should invest in leadership development programs that enhance participative, supportive, and achievement-oriented practices to create a positive work environment that encourages retention. Second, school leaders and HR personnel should proactively maintain high levels of motivation and job satisfaction through initiatives such as recognition programs, professional development opportunities, competitive compensation, and inclusive workplace policies. Third, schools should implement early detection mechanisms—such as engagement surveys and regular consultations—to identify and address emerging teacher concerns. Fourth, educational planners and policymakers should establish long-term monitoring and evaluation systems to track critical indicators and guide strategic adjustments. Finally, future research should explore additional variables such as work-life balance and mental well-being and expand the scope to public and rural schools for broader generalizability. Longitudinal and mixed-methods studies are encouraged to deepen the understanding of teacher turnover intention and support the development of sustainable retention strategies in the education sector.

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