



Teachers' attitudes towards their school managers and their intent to leave: A gender-moderated model

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Abstract

This study seeks to investigate the moderating role of gender on the relationships among teachers' tenure, perceived managerial justice (PMJ), perceived managerial support (PMS), their trust in manager, commitment to manager, and intent-to-leave in an educational context. Collected from a sample of 430 primary school teachers in Turkey, data were analyzed through multiple-group structural equation modeling. Results showed that gender is a moderator in the relationships among tenure, commitment to manager, and perceived managerial justice. Gender also moderates the relationships between PMJ and commitment to manager, PMS, and commitment to manager, PMS and intent-to-leave, and trust and intent-to-leave. Gender effects call for a gender-tuned approach to organizational behaviour in schools and an alignment of leadership practices with this gender-differentiated approach. This study contributes to the current evidence by analyzing gender-specific perceptions on various organizational concepts in a single study and by looking at these concepts from a context where women's participation in the labor force and their formal schooling rate is relatively low.

Keywords Managerial justice · Managerial support · Trust · Commitment · Intent-to-leave · Gender

Introduction

Despite efforts of affirmative action/equal opportunity (AA/EO) theory that intends to overcome gender-specific workplace discrimination (Parker et al. 1997), and amidst the reality of increasing levels of "feminization of labour" (Briskin and McDermott 1993), behaviour of men and women in the workplace demand a more focused and comprehensive attention in order to differentiate gender-

specific organizational behaviour. As stated by Bobbitt-Zeher (2011), men and women experience the world of work quite differently, and most gender differences in the workplace stem from differences in the experiences, responsibilities, and types of stressors that pose differential challenges to the two genders (Petrides and Furnham 2006). In the workplace, in other words, gender might differentiate behaviour, including intent-to-leave, justice, commitment, and trust.

Teacher Turnover: Any Gender Aspect?

Regardless of gender, attracting, maintaining, and retaining teachers in the profession seem to have become a pressing issue (Allen et al. 2019; Buchanan et al. 2013). The report by the National Educational Union (2018) indicated that 80% of teachers have seriously considered leaving teaching in the past 12 months. This has drawn attention to teacher retention because high teacher turnover is argued to have harmful effects on student achievement in the US context (Ronfeldt et al. 2013). Furthermore, in the US, Perryman and Calvert (2019) found that 19% of teachers left teaching in the first five years of their training, 16% of movers were planning on leaving teaching within the next five years, and 23% of these movers were planning on

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leaving within the next 10 years. Additionally, the title of UNESCO's recent report (2016) "The World Needs Almost 69 Million New Teachers to Reach the 2030 Education Goals" makes teacher turnover and teachers' intentions to leave teaching more apparent and highlights that turnover has become a serious international policy issue. For instance, some recent studies (e.g., Cerit and Özdemir 2015; Cerit 2015; Polat and Özdemir 2017; Yüksel and Yüksel 2014) pointed out teachers' increasing intent to leave teaching despite teachers' life-time job security in Turkey's public schools, which raises curiosity regarding the factors that lead to such an outcome in this context. Teachers in such a context may choose to enjoy a life-time job security without being threatened by accountability schemes. However, whether such intentions vary depending on teachers' gender is another question to investigate. Therefore, it deserves to unveil how female teachers fit into this landscape and what organizational factors shape their intentions to leave.

Women in the Workplace: Any Differentiated Perceptions/Behaviour?

Although biological gender per se is not a critical issue in the workplace, the interaction between gender and different value patterns seems to create a discrepancy between attitudes and behaviour of female and male employees (Brough and O'Driscoll 2005). It stands to reason to state that the "feminization of labor" induced by both economic development and global economic integration (Chang et al. 2011) has given rise to "feminization of teaching" (Fischman 2007) given the increasing numbers of women choosing the teaching profession. This can be approached positively in terms of the surge in participation of women in the labor force at large, but it also calls for more specific attention to male-female differences in teachers' intent-to-leave and an examination of factors that can favorably impact their intent-to-stay. Research evidence by Shapira-Lischshinsky (2009) pinpoints some of these differences: male teachers are more likely to leave teaching compared to female teachers; female teachers tend to develop higher levels of intent-to-leave in the case of low-level procedural justice while male teachers tend to think of leaving more than female teachers when they perceive low levels of distributive justice. This initial evidence and awareness raise further questions regarding how female teachers perceive and behave in their school environment. What other factors lead to gender-based perceptual differences that potentially influence behaviour? More specifically, how male and female teachers' managerial justice and support perceptions, their commitment to and their trust in their school principals are interplayed with their intent-to-leave their school?

Some Leverages at Work: Being Just, Supportive and Trustworthy

Justice is at the forefront of organizations because decisions regarding how rewards and punishments are to be distributed need to be made, how these decisions are made, and how individuals interact and socially exchange (Folger and Cropanzano 1998). All these decisions make fair/unfair treatment at work, which is a constant issue that could influence behaviour at work. Perceived managerial justice which is a multi-layered comprehensive construct encompasses: (1) fairness in outcomes; (2) ways that refers to perceived fairness of outcomes (distributive justice), (3) the perceived fairness of the process by which outcomes are distributed (procedural justice), and (4) the way the management controlling rewards and resources is behaving toward the recipient of justice (interactional justice) (Cohen-Charash and Spector 2001). Perceived managerial support means supporting employees in dealing with challenges (Travaglione et al. 2017). Another relevant construct, trust in manager refers to taking others' good intentions and goodwill for granted by agreeing that the other person can be trusted to the right thing (Janoff-Bulman and Parker 2012), whilst commitment to manager is regarded as "a force that binds an individual to a course of action even in the absence of extrinsic motivation" (Meyer and Herscovitch 2001, p. 301). All these are other organizational variables that could have a strong impact not only on how individuals act and feel but also on whether they can develop strong bonds with the organization.

Female Teachers: Contextuality and Contribution of this Study

To have a better picture of the significance and contribution of this study, which was carried out on a corpus of Turkish primary school teachers, it is helpful to focus on women's participation in labor in Turkey. Women's participation in the workforce is increasing all around the world (Adler and Izraeli 1994; Aycan and Eskin 2005; Davidson and Burke 2004). An evaluation of such a participation landscape in Turkey generates troubling figures that raise the demand for more tangible efforts to increase participation. The evaluation tells that the overall female workforce is 28.8%, the number of inactive women increased by 790,000 between 2004 and 2011, reaching 19.4 million in total yet lagging behind OECD (Organization for Economic Cooperation and Development) the average which is 61.8% (Aşık 2012). Marital status, economic conditions, social gender perception, and location are cited as many obstacles behind the low level of women participation in the workforce (Kılıç and Öztürk 2014). The fact that of around 1 million teachers in the public school system in Turkey, 598,772 are female representing 58.4% of the teaching workforce in the public education

system in 2017 (TUIK 2017) raises the question of how school leadership practices are aligned with the behaviour of these teachers in a workforce, where a “patriarchal cultural structure” is quite often manifested in roles, attitudes, gender-based division of work (Kağncioğlu 2017, p.356). It is also observed that stemming from various cultural, political, and regional factors, some negative attitudes towards women are observed in Turkey (Bugay et al. 2019). It is difficult to answer the question of alignment of leadership to gender-differentiated behaviour considering much ignorance on underpinnings of female teachers’ workplace behaviours and lack of efforts for attunement of leadership practices to address and keep track of these behaviours. In fact, in such a context, there is an increasing concern that some women are being disadvantaged and even ignored partly on account of a limited understanding of their behaviours and partly due to the existing patriarchal organizational culture.

There is relatively increasing research (e.g., İlkaracan 2012; Karaca and Kocabaş 2011; Özkanlı 2001; Tuna 2012) on the participation of women in the workforce and the status of women in social and economic life. Moreover, few studies have examined women’s behaviours in schools. For example, Bakır et al. (2017) studied female school principals’ perceptions towards female principalship, Sari (2012) examined gender-related teaching practices, and Şahin and Sak (2016) conducted a comparative analysis of female and male teachers’ job satisfaction. However, to date, there has been no comprehensive evidence exploring gender-moderated organization behaviour at education organizations. This problem is exacerbated, and potential solutions seem to be hindered by a lack of gender-focused research on female teachers’ organizational behaviour such as perceptions of managerial justice, support, trust, commitment, and their intent-to-leave their schools.

Given that women occupy a higher percentage of the workforce in education in the case of Turkey, understanding their behaviours at schools is a significant issue that this study aims to address. Moreover, how teachers’ gender influences the way they view their experiences at school organizations and how their gender alters their perceptions and their behaviours at schools is a focus of this research, which aims at informing gender-aligned practices at various levels. Furthermore, the way females and males interpret and approach organizational concepts might be affected by gender-based differences in terms of relationship-orientation, the differentiated effect of work/family conflict on females and males, and the way individuals with different genders experience stressors in the workplace. At a global level where gender has become a central issue for organizations, evidence on how female and male teachers’ perceptions regarding justice, support, trust in manager, commitment to manager and intent-to-leave differ will contribute to existing literature and bring important theoretical and practical implications in terms of the moderating effect of

gender in educational institutions. This study, thus, aims to investigate these gender-based differences in educational settings as gender-based perceptions seem to go mostly unnoticed in educational institutions. It also aims at developing a gender-differentiated understanding regarding how female teachers’ intentions to leave their school are impacted by (1) how fair they see their administrator(s), (2) how they feel supported in the face of adversity, (3) the level of trust they have developed, and (4) how committed they are to their administrators. In an effort to clear away confusion surrounding gender-based research evidence, this study departs from previous research in its emphasis on a context where women labor force participation and the time they spend on formal education is relatively low, and where gender equality is behind North America and Europe (Verick 2014; World Bank 2013).

Managerial Justice, Trust in Manager, Perceived Managerial Support, Commitment to Manager, and Intent-to-Leave: A Gendered Perspective

Organizational justice concept is founded on John Stacey Adam’s equity motivation theory which suggests that individuals continually evaluate their input-output ratio against that of others and that an individual’s job performance and satisfaction are largely influenced by the degree of equity they perceive (or inequity) (Luthans 2011, p.170). Distributive and procedural justice are viewed as two types of managerial justice. Distributive justice is the perceived fairness of the outcomes/allocations received by an individual (Folger and Cropanzano 1998). When people are in the process of making these justice-related cognitive judgments, they evaluate the appropriateness of these distributed outcomes both on moral and ethical grounds. Accordingly, a person who perceives that, for instance, the salary she/he receives is proportionate to the time and efforts he/she invests in comparison with others’ invested time and efforts and outcomes tend to perceive a relatively high level of distributive justice. Consider a school principal who arranges extra class sessions as a source of extra income (more outcomes) to a teacher with a mediocre performance who makes fewer efforts (an indicator of favoritism at schools). This, then, allows a low-performing teacher to make more money (more outcome/rewards) in comparison with a high-performing teacher. This is likely to disrupt the effort/time-outcome balance and the very basis of distributive justice perceptions. In a similar vein, individuals appraise the process (method, rules) by which allocation decisions are made (procedural justice) (Folger and Cropanzano 1998). Consider a school administrator, for example, who sets performance expectations but fails to develop clear criteria, changes/tweaks the rules and policies according to the person involved, holds information from

certain individuals while more often informs others about policy changes. Such a school principal is more likely to make biased decisions and is less likely to develop and disseminate perceptions of procedural justice at school.

A gender-based distinction is drawn in the literature between procedural and distributive justice. Personal-level evaluations of organizational justice, measured with pay satisfaction and job satisfaction, are better predicted by distributive rather than procedural justice. However, organizational-level justice evaluations, measured by organizational commitment and satisfaction with supervisor, are better predicted by procedural than by distributive justice (Folger and Konovsky 1989; Jepsen and Rodwell 2010; McFarlin and Sweeney 1992). Although various studies have found that both genders tend to be dissatisfied with inequitable pay, it has been argued by others that women tend to be less dissatisfied or more accepting of inequitable pay than men (Lee and Farh 1999).

Despite the lack of gender-moderated studies in the context of education organizations, there is ample research on the relationships among the variables mentioned above. Teachers' trust in management is measured to influence affective organizational commitment positively, and reducing the psychological distance between teachers and managers is suggested as a critical strategy to promote teachers' trust in management (Thomsen et al. 2016). In a study that separates concepts of equity and justice in a teaching and research institution (Balassiano and Salles 2012), affective commitment, an indication of an employee's "emotional attachment to, identification with, and involvement in the organization" (Meyer and Allen 1991, p. 67) is also stated to be determined by perceptions of justice, a finding which is corroborated in a study by Arogundade et al. (2015) who further explored that female teachers are more committed to their schools and that gender, justice perceptions, and type of school combined explain 68% of variance in teachers' commitment.

Başar and Sıgı (2015) have correlated justice perceptions with teachers' intention to quit their schools despite the prevalent assumption that teachers' intention to quit public schools in Turkey is not much likely due to high levels of job security and absence of accountability. Though lacking a gender-based approach towards these relationships, their evidence shows that positive leadership practices foster organizational identification, which buffers individuals' intention to quit their schools. The effects of gender-differentiated relationships among justice perceptions, commitment to organization, and intent-to-quit were explored in a rare education study by Shapira-Lischshinsky (2009) in the context of 1016 teachers (68% female and 32% male). She has highlighted marked differences between the way male and female teachers perceive their work, she underscored that female teachers experience lower distributive justice than males, and that females tend to react to such unfairness less strongly than their male counterparts who plan to leave more ambitiously.

Gender Mediated Relationships

Gender differences in organizations partly result from sex-role socialization in attitudes, relationship-orientation, and behaviour between men and women, and these socialized differences account for inequalities between men and women in the workplace (Ely and Meyerson 2000). Individuals consciously construct their understandings of the organization's gendered structure and the interactions among individuals (Acker 1992; Sargent 2005) and in gendered-occupations, advantage, disadvantage, exploitation or control, action and emotion, meaning and identity are patterned through a distinction between male and female, masculine and feminine (Acker 1990). Cross and Madson's (1997) *self-construal theory* of gender proposes that the differences between men and women in social and organizational life could be the result of men's tendency to have a more independent self-construal while women are more likely to have a dependent self-construal. This is supported by the evidence indicating that women are more relationship-oriented and care more about socialization processes while men assign more importance to pay and other material elements in organizations (Kulik et al. 1996; Lee and Farh 1999).

Rosenblatt et al. (1999) contend that males monopolize or expropriate certain lucrative professions, that there is a "crowning effect" of female employees to less prestigious occupations and jobs, resulting in occupation and job segregation by sex, such as in teaching. This argument is echoed by Hallock (1997) who has observed that women's work is invisible and undervalued. For women, seeking to improve their workplace, demands for dignity, respect, and participation go hand-in-hand. This points out the gender-stereotypical judgement that social perceivers ascribe *communal* qualities (affectionate, supportive, sympathetic, gentle) more to women and they ascribe *agentic* qualities (dominant, aggressive, competitive, adventurous) more to men (Bosak et al. 2008; Eagly 1987; Powell et al. 2002). It is also known that feminine traits, eg., being sensitive and nurturing others (Dennis and Kunkel 2004) could be used as a rationale for women's more intense emphasis on relationships with others.

Studies on gender-specific behaviour and perceptions at work have revealed contradictory results. Gunpath (2006), for example, has discovered that relationships based on gender are non-significant and that neither male nor female employees showed a greater tendency to trust their managers in a South-African context. Some other studies (e.g., Chung 2002; Vandervelde et al. 2003) have also measured non-significant relationships between employees' perceptions of commitment based on gender. Likewise, Mohamed et al. (2006) have found no significant differences related to intent-to-leave based on gender. However, some researchers (e.g., Mathieu and Zajac 1990) have identified that women tend to have higher levels of commitment than men.

Base on the existing evidence on the relationships among these variables, this study seeks to address the following questions:

- Does gender moderate the relationships among tenure and other variables (PMJ, PMS, trust in manager, commitment to manager, and intent-to-leave)?
- Does gender moderate the relationships among perceived managerial justice and other variables (PMS, trust in manager, commitment to manager, and intent-to-leave)?
- Does gender moderate the relationships among managerial support and other variables (trust in manager, commitment to manager, and intent-to-leave)?
- Does gender moderate the relationships among trust in manager, commitment to manager, and intent-to-leave?
- Does gender moderate the relationship between commitment to manager and intent-to-leave?

Method

Participants and Procedure

The population of this study consists of primary school teachers working in a city located in the eastern part of Turkey. A sample of 550 teachers was selected randomly by using cluster sampling method from the population of 4817 teachers. To reach the planned sample size, 30 schools were selected randomly from a total of 267 schools. 550 teachers were working at the selected 30 primary schools. Each school was deemed as a cluster and surveys were administered to all teachers in each cluster. The paper and pencil questionnaires were administered to a total of 430 teachers (188 men and 242 women) who agreed to participate. The remaining 120 teachers (of 550) refused to participate in the study. The response rate was 78.18%. Further demographic information is given in Table 1. The researchers visited each school and distributed the printed forms of the surveys to the participant teachers. They were asked to fill out the surveys at their convenience. The researchers collected the completed surveys from the teachers a week later. Both men and women were equally encouraged to participate in the study to have a more balanced participant group.

Instruments

To measure teachers' justice perceptions about their school managers, "The Organizational Justice Scale" developed by Hoy and Tarter (2004) was used. In their study, a seven-point Likert type scale ranging from strongly disagree to strongly agree was used, ten items of the index loaded strongly on one factor, all the items had factor loadings greater than 0.77 and

explained 78% of the variance. Cronbach's Alpha was 0.97, and the results of the analyses supported the construct validity of the organizational justice scale. Six items were adapted from this scale to measure teachers' perceptions of managerial justice. Higher scores on this scale mean more positive perceptions of managerial justice. In the scale of "perceived managerial justice", item 3 was deleted from the scale and a single factor scale consisting of five items (1, 2, 4, 5, 6) presented a good fit to the data (KMO = 0.901, Bartlett = 0.000, Cronbach's α = 0.930, χ^2 = 3.350, df = 5, χ^2/df = 0.670, RMSEA = 0.000, GFI = 0.997, AGFI = 0.990, CFI = 1.00, NFI = 0.998, IFI = 1.001).

Teachers' perceived managerial support was measured by an 8-item short version of the Survey of Perceived Organizational Support (SPOS), as modified by Rhoades et al. (2001). They used an 8-item short form of this measure with a seven-point Likert type scale (1 = strongly disagree, 7 = strongly agree), exploratory and confirmatory factor analyses showed a good fit to the data for a one-factor model, factor loadings differed between 0.54 and 0.84, and Cronbach's Alpha was calculated to be 0.90. The items of this scale were adapted to measure teachers' perceptions of support they receive from their school manager. Higher scores on this scale mean more positive perceptions about the level of support received from the school manager. In the scale of "perceived managerial support", items 3, 4, and 5 were deleted and the remaining five items (1, 2, 6, 7, 8) represented by a single factor fitted the data well (KMO = 0.855, Bartlett = 0.000, Cronbach's α = 0.848, χ^2 = 14.323, df = 5, χ^2/df = 2.865, RMSEA = 0.066, GFI = 0.987, AGFI = 0.960, CFI = 0.989, NFI = 0.983, IFI = 0.989).

To measure teachers' trust in their school managers, the "Faculty Trust in the Principal" subscale of the "Omnibus Trust Scale" developed by Hoy and Tschannen-Moran (2003) was used. They used a six-point Likert type scale (1 = strongly disagree, 6 = strongly agree), the factor loadings of the items ranged from 0.44 to 0.94, the alpha reliability coefficient for this subscale was 0.98. Nine items from this scale were adapted to measure teachers' trust in their school manager. Higher scores in this scale mean teachers' higher level of trust in their school manager. In the scale of "trust in manager", items 8 and 9 were deleted and a single factor scale consisting of seven items (1, 2, 3, 4, 5, 6, 7) fitted the data well (KMO = 0.928, Bartlett = 0.000, Cronbach's α = 0.905, χ^2 = 22.150, df = 14, χ^2/df = 1.582, RMSEA = 0.037, GFI = 0.986, AGFI = 0.972, CFI = 0.996, NFI = 0.989, IFI = 0.996).

To measure teachers' commitment to their school managers, a questionnaire was used that is comprised of the items related to commitment to manager in the "Organizational Commitment Scale" developed by Karakuş and Aslan (2009). In their study, there were six items related to commitment to manager with a five-point Likert type scale, Cronbach's Alpha Coefficient was 0.83, and factor analysis

Table 1 Demographics ($n = 430$)

Gender	Men	Women			
	188 (43.7%)	242 (56.2%)			
Marital status	Married	Single			
	250 (58.1%)	180 (41.9%)			
Education	Bachelor	Master's	Ph.D.		
	388 (90.2%)	36 (8.4%)	6 (1.4%)		
	Age	22 to 30 years	31 to 40 years	41 and above years	
Tenure in the teaching profession	1 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	21 years and more
	137 teachers (31.86%)	116 teachers (26.97%)	105 teachers (24.41%)	47 teachers (10.93%)	25 teachers (5.81%)

showed a good fit for the data. Higher scores in this scale mean teachers' higher level of commitment to their school manager. In the scale of "commitment to manager", item 3 was deleted and a single factor scale consisting of five items (1, 2, 4, 5, 6) presented a good fit to the data ($KMO = 0.867$, $Bartlett = 0.000$, $Cronbach's \alpha = 0.857$, $\chi^2 = 2.60$, $df = 5$, $\chi^2/df = 0.520$, $RMSEA = 0.000$, $GFI = 0.998$, $AGFI = 0.993$, $CFI = 1.000$, $NFI = 0.997$, $IFI = 1.003$).

The "Scale of Intent-to-Leave School" was developed by Karakuş et al. (2014). They used a five-point Likert type scale, a single factor scale of "intent-to-leave" had three items explaining 77.339% of the variance in the scale, factor loadings ranged from 0.78 to 0.95, and Cronbach's Alpha was 0.91. In this study, one more item was added to the scale to increase the possibility of getting better values at reliability and validity analyses. Higher scores in this scale mean teachers' higher level of inclination to leave their current school. In the scale of "intent-to-leave school", item 3 was deleted and a single factor scale consisting of three items (1, 2, 4) presented a good fit to the data ($KMO = 0.813$, $Bartlett = 0.000$, $Cronbach's \alpha = 0.904$, $\chi^2 = 0.000$, $df = 0$, $\chi^2/df = 0.000$, $RMSEA = 0.000$, $GFI = 1.000$, $AGFI = 1.000$, $CFI = 1.000$, $NFI = 1.000$, $IFI = 1.000$). All these parameters show that the scales used in this study are reliable and valid measures (Table 2).

Analysis

Multiple group structural equation modeling was used. Multiple group structural equation modeling is a robust method for studying measurement invariance and in-group comparison (Deng and Yuan 2015). In structural equation modeling, for testing moderated-mediation between groups, multiple group structural equation modeling is used. In the current study, gender is the grouping variable, the moderation effect of which is tested on the model. Before executing structural equation modeling, a measurement model for males and females was tested for meeting the assumptions of equality of

factor loadings. The measurement model, including factor loadings, was invariant between groups (males and females).

Exploratory factor analysis (with SPSS) and confirmatory factor analysis (with AMOS) were performed for each scale. Measurement models and structural models were developed using the structural equation approach through the Maximum Likelihood method. Structural models were developed through the sums of each scale's items that were summed based on the confirmed measurement models of each scale. For the grouping variable of gender, multiple-group models were developed in AMOS. For determining the path-by-path significant differences between the multiple-group models, the matrix of the critical ratios for differences between parameters (pairwise parameter comparisons) and the matrices of the regression weights, standard errors of the regression weights,

Table 2 Reliability and validity of the scales

Scales	PMJ	PMS	Trust	Commitment	Leave
KMO	0.901	0.885	0.928	0.867	0.813
Bartlett	0.000	0.000	0.000	0.000	0.000
Cr's α	0.930	0.848	0.905	0.857	0.904
χ^2	3.350	14.323	22.150	2.60	0.000
df	5	5	14	5	0
χ^2/df	0.670	2.865	1.582	0.520	0.000
RMSEA	0.000	0.066	0.037	0.000	0.000
GFI	0.997	0.987	0.986	0.998	1.000
AGFI	0.990	0.960	0.972	0.993	1.000
CFI	1.000	0.989	0.996	1.000	1.000
NFI	0.998	0.983	0.989	0.997	1.000
IFI	1.001	0.989	0.996	1.003	1.000

PMJ: perceived managerial justice, PMS: perceived managerial support, trust: trust in manager, commitment: commitment to manager, leave: intent-to-leave, KMO: Kaiser-Meyer-Olkin measure of sampling adequacy, Bartlett: Bartlett's test of sphericity, Cr's α : Cronbach's Alpha, χ^2 : chi-square, df: degree of freedom, RMSEA: Root Mean Square Error of Approximation, GFI: Goodness of Fit Index, AGFI: Adjusted Goodness of Fit Index, NFI: Normed Fit Index, CFI: Comparative Fit Index, IFI: Incremental Fit Index

Table 3 Descriptive statistics of the scales

Scales	Tenure	PMJ	PMS	Trust	Commitment	Leave
\bar{x}_{Males}	14.17	23.15	29.95	35.95	21.65	8.81
sd_{males}	7.44	5.81	6.80	7.26	5.51	4.96
\bar{x}_{females}	9.58	22.77	29.59	35.64	21.97	8.64
sd_{females}	7.65	5.32	5.65	6.22	4.77	4.05
t-value	6.250*	0.706	0.617	0.464	-0.641	0.401
Cohen's <i>d</i>	0.604	0.068	0.059	0.044	0.061	0.038
Effect size <i>r</i>	0.289	0.034	0.029	0.022	0.031	0.02

* $p < 0.001$

and the critical ratios for the regression weights were taken from AMOS and entered to Stats Tools Package. The fit indices of Root Mean Square Error of Approximation [RMSEA], Goodness of Fit Index [GFI], Adjusted Goodness of Fit Index [AGFI], Normed Fit Index [NFI], Comparative Fit Index [CFI], Incremental Fit Index [IFI], and Akaike's Information Criterion (AIC) were used to evaluate the model fit in the structural equation modelling.

Results

Descriptive Statistics and Correlations of the Scales

After the measurement models were confirmed, the sums of the scales were taken for the other analyses. T-test results showed there were no significant differences between males and females except for teachers' tenure (Table 3). T-values were insignificant, and the effect sizes were very low for the variables of PMJ, PMS, trust, commitment, and intent-to-leave. The mean of females' tenure was significantly higher

than that of males ($p < 0.001$), and the effect size showed a moderate effect of gender on this variable ($d < 0.8$).

Male and female coefficients of correlation and determination showed a strong correlation among PMJ, PMS, trust in manager, commitment to manager, and intent-to-leave ($p < 0.01$). However, tenure was weakly correlated with most of the variables in the study, especially for females. In the matrix of males, tenure did not correlate with commitment to manager and had a low level of correlation with intent-to-leave. In the matrix of females, tenure did not correlate with PMJ, trust in manager, and intent-to-leave, and it had a low level of correlation with PMS and commitment to manager (Table 4).

Multiple-Group Structural Equation Modeling in Terms of Gender Variable

In this section, multiple-group analysis results and multiple comparisons of the structural models are presented according to the variable of gender. Some paths had significant regression weights in one of the multi-group models, while it had insignificant regression weights in the other model. Also, some paths had significant z-scores in multiple-group analysis, indicating a significant difference between the multiple-group models (Figs. 1, 2, 3, and Table 5).

In the gender-specific moderated mediation model, the paths of tenure → "PMS", tenure → "trust in manager", "PMS" → "intent-to-leave", "commitment to manager" → "intent-to-leave", and tenure → "intent-to-leave" were insignificant both in the males' and the females' model, so they were deleted from the multiple-group model. After the deletion of these insignificant paths, the model had good fit indices ($\chi^2 = 8.846$, $df = 10$, $\chi^2/df = 0.885$, $RMSEA = 0.000$, $GFI = 0.993$, $AGFI = 0.972$, $CFI = 1.00$, $NFI = 0.994$, $IFI = 1.001$,

Table 4 Coefficients of correlation and determination

		Tenure	PMJ	PMS	Trust	Commitment	Leave
Tenure	r	–	0.222**	0.218**	0.228**	0.054	-0.157*
	R ²	–	0.049	0.047	0.052	0.002	0.02
PMJ	r	0.122	–	0.791**	0.894**	0.698**	-0.574**
	R ²	0.015	–	0.626	0.799	0.487	0.329
PMS	r	0.138*	0.659**	–	0.810**	0.690**	-0.461**
	R ²	0.019	0.434	–	0.656	0.476	0.213
Trust	r	0.078	0.849**	0.735**	–	0.718**	-0.502**
	R ²	0.006	0.721	0.540	–	0.516	0.252
Commitment	r	0.139*	0.707**	0.578**	0.741**	–	-0.458**
	R ²	0.019	0.499	0.334	0.549	–	0.210
Leave	r	-0.080	-0.420**	-0.320**	-0.459**	-0.370**	–
	R ²	0.006	0.176	0.102	0.211	0.136	–

Coefficients below the diagonal are for females ($n = 242$). Coefficients above the diagonal are for males ($n = 188$). * $p < .05$, ** $p < .01$

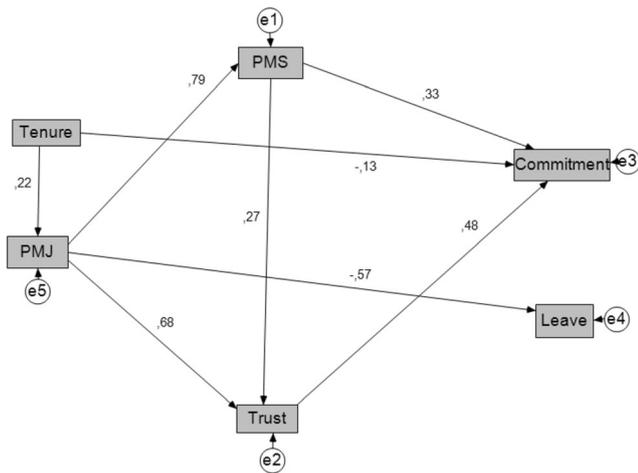


Fig. 1 Standardized parameters of the males' model

the model's AIC (72.846) was lower than both the saturated (84.000) and the independence model (1553.498).

As a response to the first research question, male teachers' PMJ ($B = .183$) and commitment levels ($B = -.101$) were significantly influenced by their tenure, while females' tenure did not have a significant influence on any of the variables in the model.

As a response to the second research question, PMJ was measured to have a positive influence on trust through the partial mediating effect of PMS in both models. PMJ has a positive influence on commitment to manager in both models. Although this influence is through the full mediation effects of both PMS and trust in manager in the males' model, it is through the partial mediation effect of only trust in manager in the females' model. While PMJ has a direct negative influence on intent-to-leave in the males' model ($B = -.57$), this influence is through the full mediation effects of PMS and trust in manager in females' model.

As a response to the third research question, PMS has a positive influence on commitment to manager in both models.

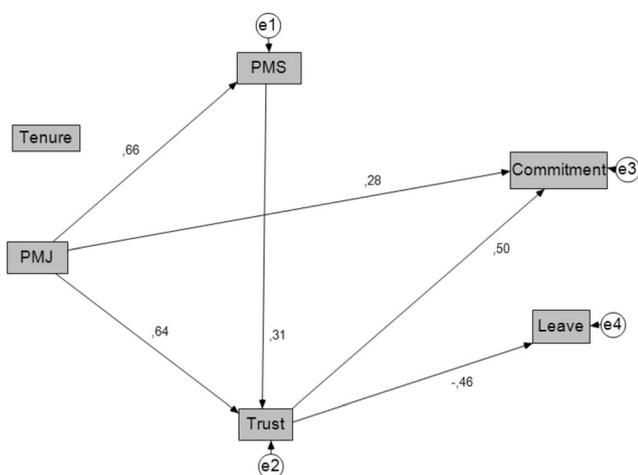


Fig. 2 Standardized parameters of the females' model

Although trust in manager is a full mediator in this relationship in the females' model, it is a partial mediator in the males' model. PMS has a negative influence on intent-to-leave through the full mediation effect of trust in manager in the females' model; however, it does not have a significant influence in the males' model.

As a response to the fourth research question, trust in manager has a positive influence on commitment to manager in both models ($B_{\text{males}} = .259$; $B_{\text{females}} = .370$). However, trust in manager has a negative influence on intent-to-leave only in the females' model ($B = -.46$).

As a response to the fifth research question, no significant relationship was measured between commitment to manager and intent-to-leave in either of the models.

In general, the comparative z-scores between the multiple group models revealed significant differences between the males and females in some paths. Males' PMS was more strongly influenced by their PMJ ($B = .914$) than it was in the females' model ($B = .692$). While the females' commitment was significantly influenced by their PMJ ($B = .236$), the males' commitment was significantly influenced by their PMS ($B = .234$). While the males' intent-to-leave was significantly influenced by their PMJ ($B = -.496$), the females' intent-to-leave was significantly influenced by their trust in manager ($B = -.250$).

Discussion

Due to multiple numbers of variables in the study and to safeguard against potential confusion over observed

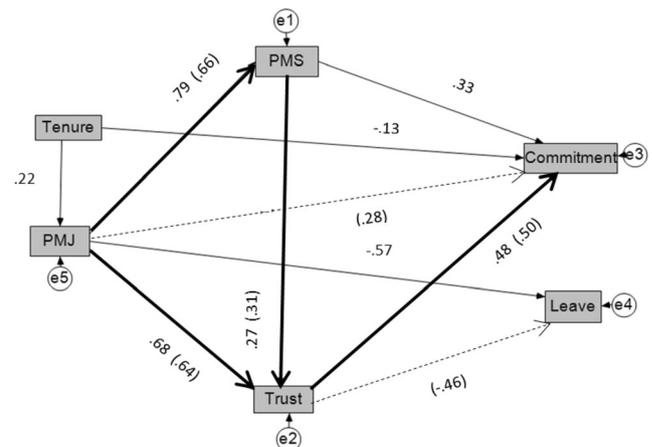


Fig. 3 Composition of the models of the males and the females. Notes: Values within the brackets (...) are the ones of the females' model, values without the brackets are the ones of the males' model, dotted lines (---) are the paths that are meaningful only in the females' model, standard lines (→) are the paths that are meaningful only in the males' model, thicker lines (➔) are the paths that are commonly meaningful in the models of both the males and the females

Table 5 Comparison of the unstandardized parameters with comparative z-scores

Paths			Group 1 (Men)		Group 2 (Women)		z-score
to		from	Estimate	P	Estimate	P	
PMJ	←	Tenure	.183	.002**	.147	.057	-.371
PMS	←	PMJ	.914	.000**	.692	.000**	-2.981**
PMS	←	Tenure	.043	.327	.075	.229	.418
Trust	←	PMJ	.844	.000**	.756	.000**	-1.120
Trust	←	PMS	.290	.000**	.347	.000**	.817
Trust	←	Tenure	.020	.537	-.061	.158	-1.502
Commitment	←	PMJ	.183	.080	.236	.001**	.414
Commitment	←	PMS	.234	.000**	.034	.518	-2.316*
Commitment	←	Trust	.259	.003**	.370	.000**	1.009
Commitment	←	Tenure	-.101	.009**	.068	.137	2.825**
Leave	←	PMJ	-.496	.000**	-.071	.399	2.921**
Leave	←	PMS	.004	.961	.040	.515	.359
Leave	←	Trust	.088	.380	-.250	.003**	-2.597**
Leave	←	Commitment	-.131	.109	-.038	.606	.837
Leave	←	Tenure	-.036	.415	-.037	.490	-.018

PMJ: perceived managerial justice, PMS: perceived managerial support, trust: trust in manager, commitment: commitment to manager, leave: intent-to-leave

relationships, we discussed our results based on our research questions.

The study, as a response to the *first research question*, has revealed that gender moderates the relationship between tenure and commitment to manager and PMJ. Male teachers with higher levels of tenure tend to feel less committed to their manager. This could have stemmed from more experienced teachers' quest for more autonomy, less dependence on the manager, stronger inclination to seek better leadership based on their own definition of leadership, and less contentment with leadership practices in the organization due to higher expectations. Also, teachers with high levels of tenure seem to have more positive justice perceptions. Such a result raises questions. This could follow that school principals make differentiated efforts in being fairer towards veteran teachers and tend to consider the fairness needs of these particular teachers, a possible explanation for more positive justice perceptions by more experienced teachers. This result partially contradicts with previous evidence by Altinkurt et al. (2015). In their meta-analysis of nine studies in Turkey on the seniority-based differences of teachers' justice perceptions, they reported that teachers with ten years and less experience had more positive distributive justice perceptions while teachers with ten or more years of experience had more positive organizational justice in the inter-employee relationships aspect. They explained this difference with an emphasis on career stages stating that teachers with ten and more years of experience expect to take on more different responsibilities such as management and organization of program or project development. They further reasoned that school administrators' egalitarian

practices lead to lower levels of justice perceptions by these veteran teachers. In other words, school administrators' focus on equality rather than equity is one explanation for the perceptions of the lower level of justice by tenured teachers as they want to be treated differently. This contradictory evidence calls for further investigation with both gender and seniority variables so that a more profound contextualized rationale can be presented.

Results regarding the *second question* show that while PMJ has a direct effect on PMS both for female and male teachers, gender does not moderate this relationship. In other words, female and male teachers' managerial support perceptions are similarly influenced by their justice perceptions. This evidence contradicts with evidence by Shapira-Lischshinsky's (2009) study, who found that female teachers also tend to experience lower distributive justice, which could be interpreted as the significance women attach to the distribution of resources and rewards. In other words, females are more likely to accept gender-based inequality in job rewards and conditions. By contrast, males tend to be more socialized to derive satisfaction from outcomes and, thereby, may focus more on outcome-related fairness issues. However, this seems not to be a working hypothesis in our case as managerial support perceptions of both males and females seem to be influenced by how fair they appraise their managers. Besides, this evidence does not support results by Nieva and Gutek (1981) who found that women value pay and promotions less and care more about interpersonal relationships than men, which seems not to apply in the context of our study. Our results could have resulted from the almost equal amount of

pay given to both male and female teachers in the Turkish educational context, which is a highly centralized system working under this following dictum: “equal pay to equal work.” Thus, it stands to reason that in the workplaces with homogeneous work conditions, gender effects may not be that robust (Lee and Farh 1999).

Gender does not emerge as a moderator in the relationships between PMJ and trust in manager, either. Put differently, PMJ significantly influences both PMS and trust in manager regardless of gender. In this non-gender-differentiated relationship, both female and male teachers who have positive justice perceptions tend to feel more supported by their principals and tend to trust their principals. This supports the contention that fair treatment received from the manager increases PMS (Eisenberger et al. 1986). However, multiple group analysis results show that female teachers’ managerial support perceptions were less strongly influenced by their managerial justice perceptions. This finding was not expected because given their socially sensitive nature (better able to recognize others’ intentions) (Eyal and Epley 2017), female teachers’ justice perceptions were expected to be more strongly influenced by the support they receive from their managers. Evidently, female teachers tend to perceive reward and resource allocations (an essential ingredient of organizational justice) as a less strong determiner of their perceived managerial support and trust levels. In other words, female teachers seem to compete less ambitiously for making most out of resources and more for nurturing positive relations, and their support and trust levels are, therefore, less influenced by fairness levels. This could offer a further explanation for why women are more influenced by communal traits (being more gentle, kind, supportive, expressive, affectionate, and tactful) (Powell et al. 2002, p. 178). However, this evidence demands further investigation through a gender-based emphasis on various dimensions of justice perceptions because espoused communal traits by women is expected lead to a more robust variance in interactional justice, which could be a more enduring predictor of their behaviour.

Gender, on the other hand, moderates the relationship between PMJ and commitment to manager. Only female teachers’ commitment levels are directly influenced by their justice perceptions. More clearly, female teachers who perceive that their principal is highly fair are more likely to feel more committed to their managers while male teachers’ PMJ perceptions do not lead to heightened levels of commitment to principal. This finding appears to support the finding (Ramamoorthy and Flood 2004) that women’s commitment levels were higher than men’s at all levels of justice perceptions. Furthermore, the direct positive effect of justice on commitment measured only in the females’ model is likely to confirm assumptions of a “positivist approach” to gender-specific organizational behaviour that suggests reliance on biological determinism or socialization to explain gender-specific behaviour (Hanappi-Egger 2003, p.4). This raises

another question on whether it is biological sex or value systems/socialization or both that lead to such a marked difference.

PMJ seems to directly influence intent-to-leave only in male teachers, meaning that gender is a moderator. However, female teachers’ intentions to leave are influenced by PMJ through the partial mediation effects of PMS and trust in manager. It might be that female employees more frequently experience work-family conflict, work overload, and stress because of the difficulties they encounter when adjusting their familial and work-related responsibilities (Greenhaus and Beutell 1985). Therefore, female teachers seem to need more support from their managers in a trust-based relationship in order to reduce the strain stemming from their gender roles (Ng and Sorensen 2008). This, then, could trigger their intent-to-leave. Besides, male and female teachers attach importance to different perceptions related to their managers. It is known that the managers’ fairness levels urge male teachers to make leave plans. In other words, justice perception is the most critical predictor of male teachers’ intent-to-leave. However, it is the managers’ justice, support, and trust which are crucial for female teachers to develop intentions to leave. This partially supports and deviates from the results of Shapira-Lischshinsky (2009), who found that though female teachers experience lower distributive justice, they are less likely to make leave plans. In this study, however, rather than justice perceptions only, a combination of justice, support, and trust seem to lead female teachers to make leave plans.

Gender moderates the relationship between PMS and commitment to manager in males only, an inquiry in *our third research question*. Namely, male teachers who feel supported by their school principals are more likely to be committed to their principal. In addition, both male and female teachers’ commitment levels are influenced by PMS through the partial mediation effect of trust in manager. However, the effect of PMS is a stronger determiner for male teachers to develop commitment to their managers even if trust is not taken into consideration. Aycan and Eskin (2005) provided reasons for why perceived organizational support is the most potent source of support for males in reducing work/family conflict rather than the other sources of support. They stated that spousal support, for example, is the most important predictor for females in this relationship. They also contended that males expect protection, care, and guidance from their superiors at work, whereas females expect the same from their husbands, who are perceived to be in a better position of authority for them. Therefore, males might give more weight to support from their managers because they see this support as the primary source of support in the workplace. Still, the result that the source of support is differentiated according to gender needs further research attention.

Results as a response to our *fourth question* are twofold: gender moderates the relationship between trust and intent-to-

leave. On the other hand, levels of trust in manager significantly influence commitment to manager in both male and female teachers, meaning that gender does not moderate this relationship. Both male and female teachers' commitment to manager was influenced by their PMJ and PMS through the mediation effect of their trust in manager. A myriad of previous studies reported on positive influence of justice on commitment (Cohen-Charash and Spector 2001; Loi et al. 2006; Olkkonen and Lipponen 2006), on support (Masterson et al. 2000; Meyer et al. 2002; Rhoades and Eisenberger 2002; Rhoades et al. 2001; Stinglhamber et al. 2006), and trust (Aryee et al. 2002; Tremblay et al. 2010). In addition to the evidence revealing that PMS emerged as a mediator between justice and commitment (Loi et al. 2006; Meyer et al. 2002), the current study also identified that trust has a mediating effect together with PMS on the relationship between justice and commitment.

The final question revealed that there is no significant relationship between commitment to manager and intent-to-leave, and the measurement did not situate gender as a moderator. Although the bivariate correlations between commitment to manager and intent-to-leave were moderately significant at both the male and female models, the structural models showed that the source of the variance shared the same antecedents, which both variables have.

Implications, Limitations, and Future Research

Our results show that if managers intend to build trust in followers, they should treat them fairly and be supportive. As the current study implies, the perceptions of justice, support and trust would lead them in turn to develop a wide range of other positive attitudes towards their manager and their organization (e.g., commitment to that manager and intent-to-stay in that organization). A school leader's primary role is to attract and retain high calibre teachers. Hence, if school managers are willing to build and maintain strong trust-based relationships with their constituencies, to increase their commitment, and to enhance their intent to stay in the organization, they should manage the differences among their personnel with greater care and develop school management policies by considering these individual differences. School managers need to consider gender differences, which are generally illustrated as antecedents of commitment. In order to increase employees' commitment levels, school managers should be aware that female and male teachers seem to follow different paths towards their commitment to their managers. School managers should take teachers' individual and demographical differences such as gender into consideration before determining their staff management strategies. If school managers want teachers to develop more positive attitudes and to increase organizational and individual performance at school, they should pay attention to teachers' individual inclinations, vulnerabilities, sensitivities, contextual constraints, inside and

outside school burdens and responsibilities for determining the most effective management strategy for every group of teachers. Previous research showed that intent-to-leave is not only significantly associated with an individual's well-being and performance, but also the strongest predictor of actual turnover (Griffeth et al. 2000). As an antidote for those detrimental effects at the individual and organizational level, the current study stressed that teachers' positive perceptions and attitudes towards their school managers alleviate their intentions to leave. By being aware of these subtleties, teachers can also take action to improve the quality of their relationships with their managers by developing healthy communication lines and building trust-based relationships in order to gain a positive outlook in the workplace and evade the negative consequences of intent-to-leave.

Teachers' turnover intentions and their actual turnover may have some negative consequences for the Turkish education system, particularly when it is viewed from a gendered perspective. The proportion of female teachers at all levels of education in Turkey [56%] is lower than the average of the OECD countries [70%] (OECD 2019). Considering the socio-cultural difficulties female teachers confront in this country (Sari 2012), which may increase their turnover intentions, it is essential for educational leaders to take measures not only to attract but to retain female teachers. However, despite the improvement, patriarchal society and gender-related biases are visible in almost all aspects of life in Turkey (Cin et al. 2018). Because of the barriers to the career advancement of female teachers (Inandi 2009), they are often underrepresented at the administrative positions, as well (Sari 2012). The results of the current study may have been affected by the reality that most school administrators are male, and female teachers are expected to follow a conservative way of commitment and be obedient and compliant at schools (Sari 2012). Therefore, the gender-moderated model for the variables examined in this study may follow different paths for the samples in different socio-cultural contexts.

The data of this study were collected from primary school teachers. There is empirical evidence that primary school setting is more challenging for teachers than secondary level and primary school teachers are more likely to experience stress than secondary school teachers (Cooper and Kelly 2013; Jepson and Forrest 2006). As male and female teachers have different levels of psychological resilience (Muller et al. 2014), this challenging environment might have had an influence on primary school teachers' perceptions, attitudes, and intent-to-leave in such a gender moderated model. The researchers are advised to replicate this model in a study that includes teachers working at different educational levels. The main limitation of the study is that findings were drawn from self-reported data about situations that called for not only to recall but other higher-order thinking processes such as weighting, inference, prediction, interpretation, and evaluation (Podsakoff and Organ

1986). Accordingly, a certain level of bias in the findings may be possible. However, we took some actions in order to obtain better responses. First, participants were assured that their identity would be kept confidential to ensure that participants give honest responses. Second, to decrease the chances of fatigue as a result of completing four different surveys, relatively short surveys were selected and administered. Third, different options were given through five, six, and seven-point Likert type surveys. Another limitation of this study is its cross-sectional nature, in which the researchers designed a correlational study at a single-point in time. It allowed the researchers to compare and correlate many different variables at the same time, but may not provide definitive conclusions about cause-and-effect relationships.

Further, though we aimed at collecting data from a sample of a minimum 10% of the population (550 teachers), the survey return rate was around 79% that signifies a relatively high level of loss of targeted participants. Future research should both consider more varied safeguards against possible self-report bias and add a qualitative phase as part of these measures in order to gain a deeper understanding of behaviour. Loss of data should be addressed in the early stages of the data collection, and it should be mitigated with the involvement of additional participants.

Despite a relatively large sample size, our results can hardly be generalized to other contexts given that the cultural and social expectations regarding gender may profoundly influence how individuals behave and perceive the work environment. Hence, making sense of gendered behaviour calls for a more complex investigation and understanding. Further, some evidence from our work contradicts with the existing evidence in other contexts. For example, that gender does not moderate the relationship between PMJ and PMS is in contrast with the general understanding that women tend to pay more significance to relationships than men because men seem to almost equally care about justice and they feel similarly supported when they sense a just work environment. The lack of observed significant difference between male and female teachers in terms of PMJ's effect on trust and support also seems to invalidate a gendered approach. Thus, we suggest a cautious reading of our evidence by adopting a more socio-cultural lens.

The results of this study make significant contributions to managerial psychology by providing evidence-based insights on organizational behaviour at school literature. It also sheds further light on the gendered perceptions, attitudes, and intentions of teachers as a response to their school administrators' fairness and supportiveness. Moreover, this study presents insights for educational leaders on the antecedents of teachers' commitment and turnover intentions, which are essential indicators of teacher performance and retention. The findings of this study may benefit educational leaders in developing strategies to transform perceptions of teachers in order to optimize the individual and organizational performance and to foster their well-being.

Compliance with Ethical Standards

Conflict of Interest We declare that we have no conflict of interest.

Ethical Approval All procedures performed in our study was following the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Informed Consent Informed consent was obtained from all individual participants included in the study.

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