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## How Principals' Visionary Leadership Practice Reducing Indonesian Teachers' Turnover Intention?

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<p><b>Article History</b></p> <p><b>Article Submission</b> 15 October 2022</p> <p><b>Revised Submission</b> 22 November 2022</p> <p><b>Article Accepted</b> 30 January 2023</p>	<p style="text-align: center;"><b>Abstract</b></p> <p>Leadership is vital to the survival and success of organizations, including schools. Therefore, this study focuses on investigating the effect of a school principal's visionary leadership (PVL) on school governance, reward system, and teacher turnover intention, as well as exploring the role of school governance and reward system in mediating the influence of PVL on teacher turnover intention. A questionnaire on a Likert scale was used to collect research data from 439 honorary teachers from private schools in Indonesia. They were selected by accidental sampling based on their willingness and willingness to fill out the questionnaire entirely without receiving any compensation. Descriptive and correlational analyzes were used to support path analysis. The results show that PVL has a significant effect on school governance, reward system, and teacher turnover intention. In addition, school governance and reward systems have also been shown to mediate the effect of PVL on teacher turnover intention. Thus, a new empirical model was found regarding the effect of PVL on turnover intention mediated by school governance and reward system. This finding can be used as exciting discussion material among researchers and practitioners to reduce turnover intention among teachers through PVL with school governance and reward system mediation mechanisms.</p> <p><b>Keywords:</b> Visionary Leadership; School Governance; Reward System; Turnover Intention; Teacher</p>
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## Introduction

Scholars and practitioners have been interested in the turnover phenomenon for a long time (Hom et al., 2017) because its extension can disrupt organizational dynamics. Turnover is believed to cause great danger to the dynamics of organizational life (Liu & Liu, 2022). Park et al. (2013) show that turnover intention reduces employee productivity. Lin and Huang (2020) also claim that turnover intention negatively influences performance. Gupta (2019) also shows that team members leaving the organization can disrupt team conditions, thereby affecting team quality and performance. Turnover refers to the possibility of employees leaving the organization (Ghadi, 2017), the intention of employees to stop working or the desire to leave the organization (Wombacher & Felfe, 2017), or even employees leaving the organization and being replaced by new employees (Wei, 2015). Turnover intention also implies an individual's feelings about leaving the organization permanently (Gebregziabher et al., 2020) to find a new job (Chen et al., 2021). Turnover includes voluntary and involuntary turnover (Robbin & Judge, 2019). Voluntary turnover occurs when employees resign and stop working based on their own decisions. Meanwhile, involuntary turnover occurs when employees leave the organization at the initiative of executive authorities (Long et al., 2012). Turnover intention can be measured through several indicators, including thinking about leaving the organization, the possibility of quitting work, motivation to find another job, new job opportunities, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021).

The turnover intention phenomenon not only occurs in business organizations (profit) but also in non-profit organizations, including schools. In Indonesia, turnover intention often occurs in private schools, especially among honorary teachers. They are working part-timely with compensation based on the number of teaching hours. Unfortunately, there is no standard rule regarding the amount of their salary per hour, so the amount of their salary is determined by the School Foundation Management. Under such conditions, their accumulated monthly income is so far below the regional (provincial) minimum wage standard, making it less likely that they will meet a decent standard of living. It can put much pressure on temporary teachers, thus encouraging them to look for better jobs and promise a more decent life. In this context, turnover intention tends to be more voluntary, which is the honorary teachers' desire to quits working at private schools based on their own decisions. However, turnover intention among honorary teachers is not only related to compensation (reward system) that does not follow teacher expectations but may also be influenced by inadequate principals' leadership and school governance. Accordingly, this study focuses on investigating the effect of PVL on school governance, reward system, and teacher turnover intention, as well as exploring the role of school governance and reward system in mediating the influence of PVL on teacher turnover intention.

## Literature Review

### PVL on Turnover Intention

Turnover intention, among others, is affected by PVL. Scholars claimed that PVL is related to turnover intention (Khan et al., 2020; Labrague et al., 2020; Manopo, 2020). It indicates that PVL can reduce turnover intention. Visionary leadership refers to the ability of leaders to use their intellectual capacity to manage problems and empower subordinates in order to build and implement new ideas to achieve organizational goals (Kadir et al., 2020). Visionary leadership is also related to the actions of leaders in encouraging others to innovate and formulate a realistic, credible, and attractive vision of the future (Anshar, 2017; Robbins & Coulter, 2020). In addition, visionary leadership also demonstrates the capability of leaders to motivate individuals and teams to be more enthusiastic about achieving their vision (Saba et al., 2017). According to Crosby et al. (2017), visionary leadership includes activities to facilitate and encourage collaboration and provide new ideas, even against prevailing policies. More than that, visionary leadership provides opportunities for developing organizational capacity to meet the interests of employees (Khoiri, 2020). Therefore, visionary leadership can help create cohesiveness and trust and improve commitment and performance (Van der Voet & Steijn, 2021). With all these advantages, visionary leadership reflects leadership qualities that transcend institutional boundaries (Molina, 2018). It

fuels the vitality of visionary leadership research in public management to articulate, communicate, and champion sustainable visions that transcend personal and organizational interests (Jensen et al., 2019). Conceptually, visionary leadership can be measured through indicators: determining superior standards and ideas, clarifying goals and directions, arousing enthusiasm and commitment, having effective communication capacity, reflecting the uniqueness of the organization and the stability of competence, and being ambitious - having the determination to realize ideals (Joseph, 2007; Anshar, 2017). When these indicators are owned and implemented properly by the principal, it can reduce turnover intention among teachers. Therefore, it can promote the first hypothesis (H):

H1: PVL directly affects teachers' turnover intention.

#### School Governance and Teachers' Turnover Intention

Turnover intention is also can be affected by school governance. However, specific studies about the effect of school governance on turnover intention are relatively limited. However, previous studies indicate the impact of fairness as an indicator of governance on turnover intention (Otake & Wong, 2014; Rubel & Kee, 2015). Besides, Chepkemboi et al. (2013) also claimed that fair pay is related to turnover intention. Conceptually, school governance refers to a school's governing board's structures and behaviors, including principals (Ford & Ihrke, 2018). School governance, in its broadest sense, describes a polycentric system of government in which the powers in running schools are separated from the center and combined with other governmental and non-governmental authorities, including subnational political authorities, private management, and school boards (Wilkins et al., 2019). In practice, school governance takes several forms that reflect a multi-level system, which includes state (provincial), municipal, and school institutions (Paulsen & Høyer, 2016). From the corporate perspective, governance refers to the system that regulates and controls the company to create added value for stakeholders. Typically, this is a combination of processes and structures to inform, direct, manage and monitor the company's activities to achieve its goals (Hei, 2017). The main target is to align the interests of individuals, corporations, and society. In practice, this is not easy, so it requires continuous transformation. In this context, Ball and Youdell (2007) describe the transformation of school governance as 'endogenous privatization' by adopting ideas, techniques, and practices from the private sector (business) to schools. The goal is efficiency, cost reduction, and more effective performance management (Bonal & Tarabini, 2016). Furthermore, it places responsibility as a key consideration for school governance, especially those officials who control the design and delivery of education. (Allen & Mintrom, 2010). Therefore, school governance can be measured by indicators of corporate governance, which include transparency, accountability, responsibility, independence, and fairness (Svard, 2017). These indicators can potentially reduce teacher turnover intention if implemented properly in schools. Hence, it can formulate a second hypothesis:

H2: School governance directly affects teachers' turnover intention.

#### Reward System and Teachers' Turnover Intention

Turnover intention is also influenced by the reward system. Prior studies indicated that reward systems negatively affect turnover intention (Wubetie et al., 2020; Kristanti et al., 2021; Kamau et al., 2021; Lee, 2022). It indicates that an excellent reward system can reduce potential turnover intention. Conceptually, rewards are returns in total financial or non-financial form as compensation for carrying out tasks or work performed effectively (Schultz, 2020; Anku et al., 2018). This concept reflects organizational activities in allocating financial compensation and benefits to employees in return for their contributions to helping achieve organizational goals (McKenna, 2020). In addition, rewards are benefits that employees receive in the form of money/cash, benefits, or promotions that stimulate job satisfaction (Din et al., 2021). Thus, rewards can provide situational stimuli that encourage employees to pursue goals (Beckmann & Heckhausen, 2018). Therefore, the award must be given using a certain system in order to make a positive contribution. According to Gomez-Mejia et al. (2014), the reward system must be strategic because it influences peoples' attitudes, behavior, and performance. Hence, the reward system must be fair; it can motivate employees (Ngwa et al., 2019). Greenberg (2012) also argues that the reward system should be given in a generous and fair spirit by considering individual contributions but not always associated with bonuses or monetary rewards. The reward system

can be extrinsic and intrinsic rewards. Extrinsic rewards are received by employees as compensation for the work they do, such as basic salary, incentives or bonuses, benefits, promotions, and additional benefits. Meanwhile, intrinsic rewards include competence, achievement, responsibility, and personal growth (Vecchio, 2006; Byars et al., 2016). Thus, a reward system consisting of salary, benefits, additional income, feelings of ability, skills, personal growth, and responsibility (Vecchio, 2006; Byars et al., 2016; Widodo & Damayanti, 2020) can be used as an indicator for measuring the reward system. When schools can build adequate reward systems, especially salaries, benefits, additional income, feelings of ability, skills, self-development, and responsibility, these conditions have the opportunity to have teacher turnover intention. Therefore, the third hypothesis can be formulated:

H3: Reward system directly affects teachers' turnover intention.

#### PVL and School Governance

Besides influencing turnover intention, school governance is also related to PVL. The researchers demonstrated that visionary leadership influences school governance (Cikaliuk et al., 2020; Kusumawati, 2020; Mishra, 2020). It confirms that visionary leadership is essential for school governance. That means that school principals who have adequate visionary leadership capacity have the opportunity to build good school governance. For example, a school principal who can set high work standards and clarify the goals and directions the school wants to achieve can stimulate transparency and accountability. The principal's ability to arouse teacher enthusiasm and commitment and have a strong determination to realize the aspirations of all school members can also help realize the responsibilities of each school member. Thus, the fourth hypothesis can be proposed:

H4: PVL directly affects school governance.

#### PVL and Reward System

Like school governance, besides influencing turnover intention, the reward system is also affected by PVL. Nevertheless, the specific prior studies investigating visionary leadership's effect on reward systems are challenging to find. However, limited research on the relationship between visionary leadership with pay/salary has been conducted by Sukriadi (2018) and Hayati (2020). More general research, among others, was carried out by Patiar and Wang (2020), indicating that leadership style was related to compensation. It indicated that leadership (including visionary leadership) is related to reward systems, such as pay/salary, money, and compensation. On the other hand, school principals who have adequate visionary leadership capacity have the opportunity to build a sound reward system. For example, a school principal who sets high work standards can inspire teacher enthusiasm and commitment and has a strong determination to realize the school's goals will tend to be interested in developing a reward system that can support the realization of his visionary leadership. Therefore, it can predict the fifth hypothesis:

H5: PVL directly affects reward system.

#### School Governance and Reward System

The reward system is not only affected by PVL but also influenced by school governance. The investigation by Iglesias et al. (2022) indicated that board composition as an indicator of corporate governance is related to pay performance. Other studies show that corporate governance practices affect compensation (Adeusi et al., 2019; Coelho et al., 2019). It addresses that corporate governance relates to pay or compensation as an indicator or other name of reward. Schools that apply the principles of good school governance will tend to give a home to establishing a sound reward system. As an illustration, schools that can solidly uphold the principles of transparency, independence, and fairness can provide goodwill to ensure fair compensation. Apart from that, proper application of the principle of responsibility can also help build an appropriate reward system for teachers, for example, helping to enrich teachers' abilities, skills, and self-development. Therefore, it can formulate the sixth hypothesis:

H6: School governance directly affects reward system.

## Methodology

### Measurement

This study used a survey method via a questionnaire with a Likert scale, from strongly disagree (score = 1) to strongly agree (score = 5), to verify the hypothesis (Hair et al., 2018). The survey was conducted online, designed in Google Forms, and distributed to teachers' groups via the WhatsApp application. The questionnaire was made by the researchers themselves based on theoretical indicators. PVL's indicators: determining superior standards and ideas, clarifying goals and directions, arousing enthusiasm and commitment, having effective communication capacity, reflecting the uniqueness of the organization and the stability of competence, and being ambitious - having the determination to realize ideals (Joseph, 2007; Anshar, 2017). School governance: transparency, accountability, responsibility, independence, and fairness (Svard, 2017). Reward system: salary, benefits, additional income, feelings of ability, skills, personal growth, and responsibility (Vecchio, 2006; Byars et al., 2016; Widodo & Damayanti, 2020). Finally, turnover intention: thinking about leaving the organization, the possibility of quitting work, motivation to find another job, new job opportunities, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021). PVL questionnaire consisted of 12 items; meanwhile, school governance, reward system, and turnover intention had ten items per each. The corrected item-total correlation coefficient ( $r$ ) of them are .496-.904 for PVL, .568-.807 for school governance, .407-.812 for reward system, and .610-.873 for turnover intention. Further, the alpha coefficient of them successively is .952, .910, .867, and .932. The corrected item-total correlation coefficient of all items  $> .361$ , and an alpha coefficient of all construct (variables)  $> .7$ . It indicates the validity and reliability of the instrument (Hair et al., 2018; van Griethuijsen et al., 2015).

### Participant

This research participant involved 439 honorary teachers at private schools in Indonesia who are domiciled in seven provinces, namely Jakarta, Banten, West Java, Riau Islands, NTT, and East Kalimantan. They were selected by accidental sampling based on their willingness and willingness to fill out a questionnaire during the research without receiving any compensation (Widodo, 2021) with the following criteria: a minimum of two years of teaching experience in elementary and high schools with a minimum education diploma. The majority of them were female (62.41%), aged 26-35 years (45.70%), had a bachelor's degree (86.33%), with teaching experience of  $\leq$  five years (54.90%).

### Data analysis

Analysis of the research data begins with validity and reliability tests, followed by descriptive and correlational analysis. Validity and reliability test to determine the validity and reliability of the research instrument. The descriptive analysis describes the condition of each research variable, while the correlational test is to find out the relationship between variables. Validity, reliability, descriptive, and correlational tests were carried out using the SPSS version 26 application. In addition, path analysis was also used to test the research hypothesis. The path analysis was processed with the LisRel 8.80 application. Finally, to determine the significance of the indirect (mediation) effect, the Sobel ( $Z$ ) test was used (Abu Bader & Jones, 2021).

## Results

As presented in Table 1, the variables' mean values from the lowest to the highest were turnover intention (16.00), reward system (37.25), school governance (42.77), and PVL (51.68). Meanwhile, the standard deviation values are school governance (5.138), turnover intention (5.633), reward system (7.095), and PVL (7.850). Generally, mean values are better than standard deviation values. Therefore, it indicates a good representation of the overall data. In addition, the correlation between constructs (variables) is significant at  $p < .01$ . It shows a mutual relationship between variables.



Table 1. Descriptive and Correlation Analysis

Variables	Mean	Std. Deviation	1	2	3	4
PVL	51.68	7.850	1.00			
School governance	42.77	5.138	.694**	1.00		
Reward system	37.25	7.095	.496**		1.00	
Turnover intention	16.00	5.633	-.503**	-.614**	-.615**	1.00

\* means  $p < .01$

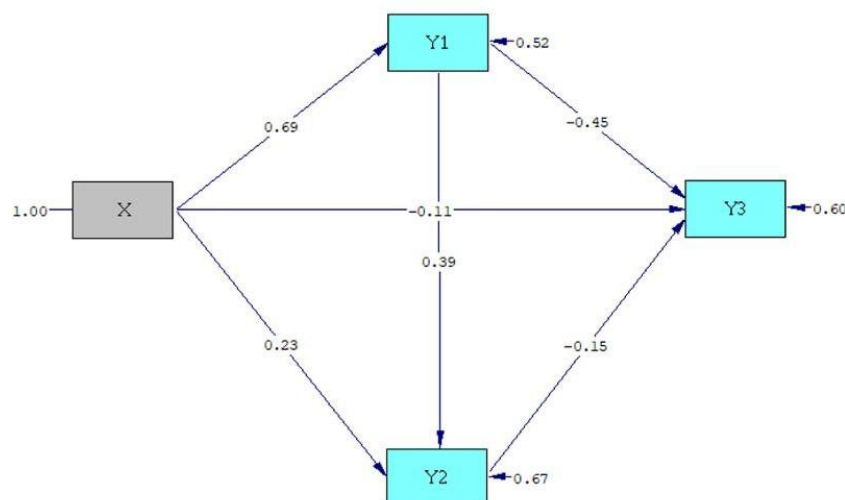
As displayed in Table 2, all the hypotheses were supported. In detail, PVL significantly directly affects school governance (.69;  $p = .01$ ), reward system (.23;  $p = .01$ ), and turnover intention (-.11;  $p = .01$ ). Additionally, school governance (-.49;  $p = .01$ ), and reward system (-.15;  $p = .01$ ) significantly directly affect turnover intention. Finally, school governance significantly directly affects the reward system (.39;  $p = .01$ ). The path coefficients' results are positive and negative. The positive path coefficient indicates that if the predictor variable (independent/exogenous) is improved, it will be followed by an increase in the criterion variable (dependent/endogenous). Conversely, a negative path coefficient (-) indicates that if the predictor variable (independent/exogenous) is improved or increased, it will be followed by a decrease in the criterion variable (dependent/endogenous).

Table 2. Hypothesis Testing Results

Hypothesis	Path Coefficients	T Value	Decision
H1: PVL (X) on turnover intention (Y3)	-.11*	-2.19	Supported
H2: School governance (Y1) on turnover intention (Y3)	-.45**	-8.30	Supported
H3: Reward system (Y2) on turnover intention (Y3)	-.15**	-3.42	Supported
H4: PVL (X) on school governance (Y1)	.69**	20.21	Supported
H5: PVL (X) on reward system (Y2)	.23**	4.14	Supported
H6: School governance (Y1) on reward system (Y2)	.39**	7.14	Supported

\* means  $p < .01$ , \* means  $p < .05$

Figure 1 and Figure 2 show the structural model fit test results: Chi-Square = .000,  $df = 0$ ,  $p$ -value = 1.000000 > .05, and RMSEA = .000 < .08. These results indicate that the theoretical model tested is fit because it is suitable and supported by empirical data obtained from honorary teachers in Indonesia.



Chi-Square=0.00,  $df=0$ ,  $P$ -value=1.000000, RMSEA=0.000

Figure 1. Path Coefficients

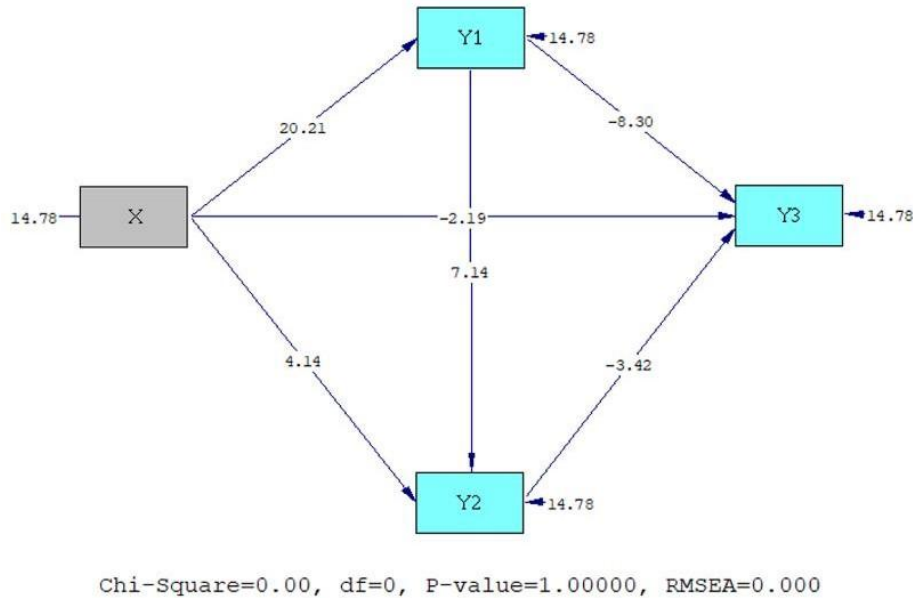


Figure 2. T Value

In Table 3, the effect of PVL on turnover intention, mediated by school governance and reward system, was found to be negatively significant (Z value > Z table at  $\alpha = .01$ ). School governance (-.31;  $p = .01$ ) has greater mediation effect than the reward system (-.04;  $p = .01$ ), indicating that school governance is more dominant in mediating PVL affects turnover intention than the reward system.

Table 3. Mediation Effect Analysis

Mediation Effect	Path Coefficients	Z Value	Decision
PVL (X) on turnover intention (Y3) mediated by school governance (Y1)	-.31**	-12.63	Supported
PVL (X) on turnover intention (Y3) mediated by reward system (Y2)	-.04**	-7.92	Supported

\* means  $p < .01$

## Discussion

This study found that PVL influences school governance, reward system, and turnover intention; school governance and reward system also affect turnover intention, and school governance influences the reward system. In addition, this research also shows the significant role of school governance and reward systems in mediating PVL affects teachers' turnover intentions. Furthermore, the structural model fit test results show significance (fit).

In detail, PVL influences school governance, reward system, and turnover intention. It indicated that PVL is a crucial antecedent for school governance, reward system, and turnover intention. Thus, if the principal can play visionary leadership properly and effectively, there is an excellent chance of improving school governance and the reward system and reducing the potential for turnover among honorary teachers. As an illustration, school principals who apply high work standards and can clearly and realistically clarify the goals and directions that the school wants to achieve can trigger the establishment of solid transparency and accountability in schools. In addition, school principals who are good at arousing teacher enthusiasm and commitment and have a strong determination to realize school goals will also have a strong desire to build a reward system that suits the needs and desires of teachers so that they can support their visionary leadership and can even reduce the resistance of honorary teachers to leave school. This evidence aligns with prior studies that proved visioners' leadership can improve school governance

(Cikaliuk et al., 2020; Kusumawati, 2020; Mishra, 2020) and reward system (Patiar & Wang, 2020; Hayati, 2020) along with reducing turnover intention (Manopo, 2020; Khan et al., 2020; Labrague et al., 2020).

This research also revealed that school governance affects teachers' turnover intention. It shows that good school governance tends to condition low levels of teachers' turnover intention. For instance, a school with high transparency and fairness will let teachers know the actual conditions of the school so that they can position themselves appropriately, whether they should survive or leave school. This empirical fact is similar to prior investigations that school governance relates to teachers' turnover intention (Otake & Wong, 2014; Rubel & Kee, 2015).

This study also shows that the reward system influences teachers' turnover intention, confirming that schools with sound reward systems tend to have low teachers' turnover intention. Subsequently, a reward system is crucial to reducing teachers' turnover intention. This empirical fact makes much sense. When schools can provide adequate compensation to teachers, it will make them not have time to think about leaving school. It is suitable with scholars' claims that the reward system impacts turnover intention (Wubetie et al., 2020; Kristanti et al., 2021; Kamau et al., 2021; Lee, 2022).

Besides, this study also found a significant role of school governance and the reward system in mediating the effect of PVL on teacher turnover intentions. School governance has a stronger indirect (mediation) effect on teachers' turnover intention than the reward system. It has the consequence that school principals need to pay more attention to the development of school governance because it - directly and indirectly - influences teachers' turnover intention. Strictly speaking, the principal must massively socialize, internalize, and implement school governance principles. Accordingly, this study discovered a new empirical model of PVL affecting teachers' turnover intention through school governance and reward system. This evidence can be used as material for exciting discussions among practitioners and researchers in the future, especially as an effort to reduce the potential for turnover through a PVL perspective by mediating school governance and reward systems.

## Conclusion

Turnover can disrupt organizational dynamics and cause danger to organizational life. It reduces employee productivity and performance. This study found that PVL influences teachers' turnover intention, directly or indirectly mediated by school governance and reward system. Accordingly, a new empirical model of PVL affecting teachers' turnover intention, mediated by school governance and reward system, was developed. School governance has a stronger indirect (mediation) effect on teachers' turnover intention than the reward system. It has a consequence that school principals need to pay more attention to the development of school governance through massively socializing, internalizing, and implementing school governance principles, besides improving the capacity of their visionary leadership. Finally, this evidence can be used as material for exciting future discussions among practitioners and researchers, primarily to mitigate turnover intention through a visionary leadership perspective mediated by school governance and reward systems.

## Future Recommendation

This study suggests two recommendations: practical and theoretical. Practically, on his initiative, the principal seeks to increase his visionary leadership capacity through various relevant literature and proactively participate in special visionary leadership training activities. In addition, school principals also need to encourage the realization of smart school governance and a good reward system that has the potential to reduce turnover intention. For this reason, as part of their visionary leadership, school principals need to issue accelerating policies to accelerate the realization of smart school governance and a good reward system in schools. Theoretically, the results of this study require further research, especially to respond to deficiencies or weaknesses that still occur. First, this research only uses a single source (teacher), so further research can add



other sources, such as school principals or students. Second, this research does not use all theoretical dimensions/indicators for each variable. Therefore, dimensions/indicators that were not used in this study can be used for future research. Third, this study uses path analysis and does not explore the qualitative motives behind the causal relationships between variables. For this reason, future research can use mixed methods (quantitative and qualitative).

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