

The Effect of Principals' listening on Organizational Outcomes and the Moderating Role of Stress

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Abstract

This study dealt with the integration between two related literatures that have not yet been integrated into the context of educational organizations: interpersonal listening and organizational outcomes. Specifically, this work focused on the impact of teachers' listening experience on turnover intentions, organizational citizenship behavior, and teachers' organizational commitment, and the role of stress as a moderating factor. In two field studies, I found that when principals and colleagues listen to their teachers, they foster an open and receptive work environment that helps them adapt during stressful times (i.e., pandemic-induced lockdown). Specifically, the two studies examined the role of perceived principals' listening to teachers on workplace outcomes. Study 1 ($N=218$) was conducted during the first nationwide lockdown in Israel. Study 2 ($N=247$) was conducted during a later lockdown and controlled for social support to test the independent effects of the two distinct interpersonal experiences. Findings supported my hypothesis that principals' and colleagues' listening would be associated with lower teacher turnover intention. Furthermore, in line with the hypotheses, teachers high on perceived stress generally reported higher turnover intentions. However, the detrimental effect of perceived stress was not observed when teachers evaluated their principals as good listeners. Finally, I hypothesized and found that principal listening and predicted increased organizational commitment, organizational citizenship behavior (OCB) even when

controlling for the effects of social support. Specifically, teachers were more likely to help one another when feeling listened to by their principals.