Work Anxiety As A Mediator on The Relationship Between Inclusive Leadership and Turnover Intention Among High School Teachers

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Abstract
This study examines the mediating role of work anxiety on the relationship between inclusive leadership and turnover intention among high school teachers in Wuhan, China. The sample consists of 407 educators from the public schools. Data were analyzed using correlation analysis and mediation effect analysis. The study proposes the following alternative hypotheses: H1, more inclusive leadership styles reduce job anxiety among high school teacher; H2, more inclusive leadership styles decrease teachers' turnover intentions; and H3, work anxiety mediates the relationship between inclusive leadership styles and teachers' intention to leave their jobs.
Keywords: Inclusive Leadership, Work Anxiety, Turnover Intention, High School Teachers, Mediation Effect

Introduction
Inclusive leadership, characterized by empathy, effective communication, and collaboration, is particularly essential in high school institutions for fostering welcoming and productive work cultures. Academic staff face challenges such as demanding workloads, pressure to conduct research, and the need for ongoing professional development (Singh et al., 2020). These challenges can contribute to job anxiety and the intention to leave among educators. Research indicates that inclusive leadership fosters employee trust, psychological safety, and a sense of belonging across various organizational contexts (Shore & Chung, 2022). It is associated with increased organizational commitment, reduced stress levels, and higher job satisfaction.

Nevertheless, research on the precise effects of inclusive leadership on teachers' intentions to leave their jobs and experience job anxiety in high school is still lacking (Iqbal et al., 2022). Most studies have concentrated on general education contexts or business settings, paying little attention to the unique dynamics and issues found in high school. In order to close this

gap, this study looks at the connections among high school teachers' intentions to leave their jobs, work anxiety, and inclusive leadership. Using a quantitative research design that incorporates mediation effect analysis and correlation analysis, our goal is to present empirical data regarding the ways in which inclusive leadership styles impact teacher retention and well-being. With a sample of 407 teachers from Wuhan public schools, the study provides insights into the background of Chinese higher education.

It is anticipated that the research's conclusions would provide insightful information for academic institutions' management and leadership development programs. For educational policymakers, administrators, and leaders looking to increase teacher support, lower attrition, and improve overall organizational effectiveness and sustainability in high school settings, it is imperative that they comprehend these dynamics.

Research Objectives and Hypotheses Development
Research Objectives

This study investigates the impact of inclusive leadership on work anxiety among high school teachers and explores how work anxiety mediates the relationship between inclusive leadership and turnover intention. The aim is to determine whether inclusive leadership styles influence school teachers anxiety levels and their subsequent intention to leave their profession. The findings offer insights into fostering supportive work environments and enhancing teacher retention strategies.

Q1. What is the impact of inclusive leadership on work anxiety among high school teachers?
Q2. How does work anxiety mediate the relationship between inclusive leadership and turnover intention among high school teachers?

By studying these issues, we explore the impact mechanism of transformational leadership on the job satisfaction of college teachers, verify the mediating role of work motivation, and the joint moderating effect of transformational leadership and work motivation, and provide theoretical support and practical guidance for improving teachers' job satisfaction.

Hypotheses and Research Framework

This research investigates how leadership styles influence employee well-being and organizational outcomes. It hypothesizes that inclusive leadership styles are negatively linked to work anxiety among high school teacher (Hypothesis 1) and that work anxiety mediates the relationship between inclusive leadership and turnover intention in academic settings (Hypothesis 2). These hypotheses aim to shed light on the complex interplay between leadership, anxiety, and turnover intention among high school teachers, informing organizational management and leadership development strategies.

H1. More inclusive leadership styles reduce high school teacher job anxiety.
H2. More inclusive leadership styles reduce high school teacher's willingness to leave jobs.
H3. Work anxiety mediates the relationship between inclusive leadership styles and turnover intention among high school teacher.

Aligned with the study's overarching aim to understand the impact of inclusive leadership on work anxiety among high school teachers and its mediation on turnover intention, we propose three hypotheses. Firstly, we hypothesize that more inclusive leadership styles correlate with reduced job anxiety among teachers (H1). Secondly, we posit that such inclusive leadership practices also diminish high school teacher's propensity to consider

leaving their jobs (H2). Lastly, we hypothesize that work anxiety acts as a mediator between inclusive leadership styles and turnover intention among teachers (H3). These hypotheses form the foundation of our investigation, aiming to elucidate the intricate dynamics between leadership styles, employee anxiety, and turnover intention within academic settings.
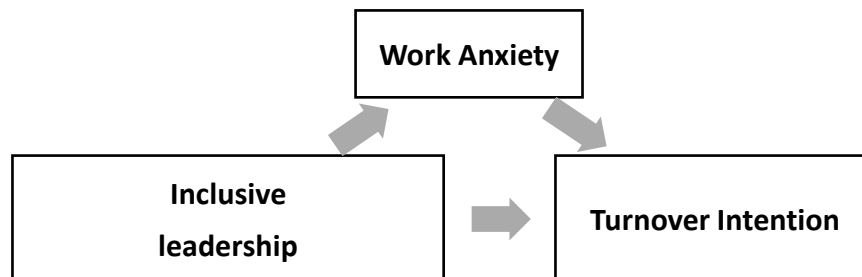

Figure 1. Conceptual Framework

Our theoretical framework is built on inclusive leadership. First, social exchange theory and transformational leadership literature support our research on inclusive leadership, emphasizing that it reduces teacher and staff job anxiety through empathy, communication, and collaboration. Second, conservation of resources theory and job embeddedness framework indicate that inclusive leadership reduces teacher and staff turnover intention by improving job satisfaction, organizational commitment, and perceived support. Finally, based on the stress-strain-outcome model, we explore the mediating role of job anxiety between inclusive leadership and turnover intention. This comprehensive framework aims to gain a deeper understanding of how inclusive leadership affects job anxiety and turnover intention within high school institutions, and provide theoretical support for leadership development and management strategies.

Literature Review
Inclusive Leadership
Inclusive leadership fosters a fair and encouraging climate, ensuring that every teacher feels heard, respected, and valued, thus enabling them to contribute effectively. Evolving from movements for diversity, equity, and inclusion, inclusive leadership emphasizes justice and respect for every teacher. It incorporates concepts from transformational and servant leadership (Kuknor & Bhattacharya, 2022). Initially focused on reputation and compliance, it has now become a strategic necessity for leveraging diversity to gain a competitive edge and ensure sustainability.

Research on inclusive leadership has expanded significantly, highlighting its positive impact on employee behaviors and organizational outcomes. Higher levels of job satisfaction, organizational commitment, and employee engagement are associated with inclusive leadership. (Cenkci et al., 2021). It promotes harmonious teams, efficient communication, and collaborative creativity. The theoretical foundations of inclusive leadership include social exchange theory (Klaic et al., 2020), which views inclusive workplaces as catalysts for employee engagement and performance, and transformational leadership, which emphasizes motivation and empathy.

Future studies on inclusive leadership will examine how it differs across cultures, how to develop leaders, and how to create trustworthy metrics to gauge its effect on an organization's performance. It will be essential to comprehend how inclusive leadership can improve organizational adaptation and resilience in difficult situations. Inclusive leadership

will become more and more important as firms develop because it fosters creativity, teamwork, and long-term success (Kuknor & Bhattacharya, 2022).

Work Anxiety
The psychological discomfort or uneasiness people feel in reaction to work-related pressures is referred to as work anxiety. It includes emotions of anxiety, fear, and fear regarding job duties, performance standards, and coworker relationships (Bellini et al., 2022). An individual's well-being and job performance can be greatly impacted by work anxiety, which can present as physical symptoms including stress, headaches, and exhaustion (Hilty et al., 2022). Work anxiety has changed over time because of awareness of its prevalence, effects on organizational outcomes, and effects on employee health. Its roots can be found in larger psychological theories of stress and anxiety. The study of work-related anxiety has broadened to include its sources, effects, and mitigation techniques.

Finding the causes of work anxiety, such as excessive job demands, little job control, and role ambiguity, is one of the main areas of focus. Reduced job satisfaction, increased intentions to leave the company, absenteeism, and burnout are all associated with work anxiety. The Stressor-Strain Model and the Job Demands-Control Model (Boudrias et al., 2020) are two theoretical models that offer frameworks for comprehending how work-related stresses contribute to anxiety and other adverse effects. These approaches emphasize the value of coping strategies and cognitive assessment in the management of occupational anxiety.

Future studies on work anxiety will keep examining its complex nature and effects on many industries and occupational groups. To comprehend the long-term impacts of job anxiety on employee health and organizational outcomes, longitudinal research is required. Creating efficient interventions and policies is also necessary to reduce work-related anxiety and enhance productivity and well-being among employees. To foster a supportive work environment, increase employee resilience, and improve organizational performance, it is imperative to recognize and address work anxiety.

Turnover Intention
The conscious desire of an employee to quit their current organization is known as turnover intention, and it has been the subject of much research because of the substantial effects it may have on the performance and stability of organizations. As the main indicators of turnover intention, work satisfaction and organizational commitment were the main subjects of early study conducted in the middle of the 20th century. These investigations provided a fundamental knowledge of how increased turnover intentions can result from job role, work environment, and organizational support dissatisfaction. For example, Mobley's model highlights the significance of intermediary elements like the assessment of alternative employment prospects as it outlines a sequence of cognitive steps from initial job discontent to final turnover (Greenwood, 2023). By adding external labor market conditions to this framework, Price and Mueller were able to provide a more thorough explanation of the turnover process. The focus of more recent studies has switched to comprehending turnover intention's dynamic and nuanced nature. The concept of "shocks," or noteworthy occurrences that might start the turnover process, was first presented by Lee and Mitchell (1994) in their Unfolding Model of Voluntary Turnover. This model emphasizes that turnover decisions are not always gradual but can also be sudden reactions to circumstances. Current research also looks at how personality variations, leadership philosophies, and corporate cultures affect employees' desire to leave. Work-life balance, job embeddedness, and organizational fairness

are a few examples of factors that have been found to be important drivers of turnover intention. These factors highlight the intricate interactions between personal, organizational, and contextual factors.

Relationship Between Inclusive Leadership and Work Anxiety
Previous studies have looked closely at the connection between anxiety at work and inclusive leadership. For example, a meta-analysis by Zhao et al. (2020) discovered a negative relationship between workers' work anxiety and inclusive leadership. Furthermore, Davis and Hoskins's study from 2021 showed that inclusive leadership lowers workers' levels of work anxiety by easing their burden on the job and showing empathy and support. Furthermore, Sunderrajan et al.'s research (2021) showed that inclusive leadership lowers work anxiety by boosting workers' self-efficacy and job satisfaction.

These results imply that an inclusive leadership style plays a major role in reducing workers' anxiety at work. They offer strong proof that inclusive leadership is a successful management strategy that improves organizational performance as well as the psychological health of employees. To investigate the strength and applicability of this link in various organizational and cultural situations, more research is necessary.

Relationship Between Work Anxiety and Turnover intention
Previous studies have shed important light on the connection between work-related distress and intention to leave. For example, Yip et al. (2021) discovered that workers with high levels of anxiety at work were more likely to have a higher intention to leave. Their general dissatisfaction with their jobs was partly explained by increased job stress and role conflicts. Additionally, Giao et al. (2020) found that organizational support could lessen the detrimental effect of work-related anxiety on the intention to leave. Higher organizational support levels were associated with feelings of respect and value among employees, which in turn decreased their propensity to leave the company. These results highlight the significance of comprehending and controlling work-related anxiety in reducing the likelihood of employee turnover intention and provide doable solutions.

Methodology
Research Design and Sample Selection
The research techniques employed in the study are described in this section. Larger sample sizes yield more dependable data with lower error and higher statistical power (Mohajan, 2020). The study used quantitative correlational design research, which allows exact measurement of variables and statistical analysis of their interactions. 407 teachers from 20 colleges and institutions in Wuhan, Hubei Province, were the survey's target audience. The respondents were aware of this and agreed to take part in the study anonymously. Wuhan was selected as the study location because it is one of the major centers in China (Yang et al., 2020) and because it is a varied city in central China, which makes representative sampling easier and improves the external validity of the findings. To reduce sample selection bias and make sure that demographic groups were neither over- nor under-represented in the sample, this study applied stratified random sampling (Obilor, 2023) into its sample.

Table 1

The Description of The Sample Characteristics

Variable	Category	n	(%)
Gender	Male	211	51.8
	Female	196	48.2
Education	Less than a college's degree	102	25.1
	college	195	47.9
	Master	71	17.4
	Doctorate and above	39	9.6
Age	Within 30 years old	165	40.5
	31 to 40 years old	175	43.0
	41 to 50 years old	51	12.5
	Over 50 years old	16	3.9
Work Experience	Within 1 years	30	7.4
	1 to 5 years	203	49.9
	5 to 10 years	128	31.4
	Over 10 years	46	11.3

For this study, a total of 407 valid questionnaires were collected. Among them were 211 males and 196 females. Table 1 shows that among them, 195 had a bachelor's degree, 71 had a master's degree, and 102 had less than a bachelor's degree. Only 39 professors hold a doctorate or above. Thirty instructors have worked in a classroom for less than a year, 203 have done so for one to five years, 128 have done so for five to ten years, and 46 have done so for more than ten years.

Questionnaire Design, Pilot Testing and Data Collection Tools
A pre-existing set of questionnaires was modified for this study to assess the conceptual model's constructs. Thirty-three items in total, divided into three constructs this five years, 128 have done so for five to 10 years, and 46 have done and intend to leave (14 items). The three survey tools used were the Global Initiative Leadership Scale (GILS). Glasgow's Inclusive Leadership Scale was used as a model for inclusive leadership. This scale was developed by University of Glasgow academics and is widely used as a research tool to assess how well leaders display inclusive behaviors in the real world and to improve collaboration and production (Carmeli et al., 2010). Workplace anxiety is measured using the Work Anxiety Scale (WAI). Greenberg and colleagues developed this measure to accurately detect workplace anxiety and improve employee well-being (Banks & Henry, 1993). The intention to leave was adapted from the Turnover Intention Scale (TIS) created by Roodt (2004). The scale was designed to assess employees' intentions to leave their firm while controlling for characteristics that impact such inclinations (Lambert et al., 2001). Once the questionnaire design is finished. The questionnaire was graded using a 5-point Likert scale, with 1 representing "strongly disagree" and 5 denoting "utterly agree." Likert scales can be used to swiftly collect large amounts of data, integrate it with qualitative approaches such as open-ended questions, observations, and interviews, and create exceptionally accurate assessments of individual ability and interpretation validity (Nemoto & Beglar, 2013). Two specialists were recruited to review the completed questionnaire design. After removing and altering specific questions, 50 instructors were chosen at random from five Wuhan institutions to participate in a pretest. Pretesting is a crucial phase in the research process

that can help scientists see possible issues and enhance the validity and reliability of data (Presser et al., 2004; Rothgeb et al., 2007). Following pretesting, it was determined that the reliability was good, and Questionnaire Star was eventually used to issue the official questionnaire.

Reliability and Validity Tests and Data Analysis Tools
Table 2
Reliability Analysis

Reliability Statistics	
Cronbach's alpha	N of Items
.920	33

Questionnaire Star is a cutting-edge electronic survey tool that enables users to create, distribute, gather, and review questionnaires with the utmost ease and accuracy. The platform, which was carefully created especially for the usage of questionnaires, generously offers trustworthy and efficient tools for gathering and analyzing data (Iskamto, 2021). We protected participant privacy by using anonymous responses and ensuring participant anonymity, including voluntary involvement in our data collection process. According to Mallery (1999), Cronbach's alpha levels falling below 0.6 are unsatisfactory, values in the range of 0.6 to 0.7 are dubious, values in the range of 0.7 to 0.8 are commendable, and values over 0.8 are exceptionally good. The study's reliability is good, as indicated by its Cronbach's alpha of 0.920, which summarizes the opinions of the researchers. Factor analysis was employed to confirm the validity of the questionnaire, as seen in Tables 3 and 4.

Table 3
Construct Validity Analysis Use Kmo And Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.983
Bartlett's Test of Sphericity	Approx. Chi-Square	12648.511
	df	528
	Sig.	0

The Kaiser-Meyer-Olkin (KMO) test is frequently used to evaluate the degree of applicability of data in order to establish its eligibility for factor analysis. In general, if the KMO value is larger than or equal to 0.5, factor analysis is acceptable because a higher value indicates a stronger correlation between the variables and is therefore more appropriate for the data (Kaiser, 1970). The good construct validity of this study is indicated by its KMO rating of 0.983.

Table 4
Content Validity Analysis Use Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	18.400	55.758	55.758	9.841	29.820	29.820
2	3.639	11.029	66.787	9.486	28.745	58.565
3	1.850	5.606	72.393	4.563	13.828	72.393

This study employed total variance interpretation to determine if the test's or measurement tool's content addressed the idea or measurement domain. refer to Table 4. Three characteristics in all were considered in this study, as we could see from Table 4: inclusive leadership, workplace anxiety, and intention to leave. Generally speaking, total variance explained values of 60%id0% or more show strong content validity because these factors together account for a sizable amount of the data variability (Fidell, 2001). This study's total variance explanation value is 72.393%, indicating that further research can be conducted.

Data analysis methods
The statistical analysis program SPSS (Statistical Package for the Social Sciences), which is frequently used in social science research, was used in this study. First off, it eliminates the requirement for in-depth programming skills and enables researchers to conduct sophisticated statistical studies (Pallant, 2020), and second, SPSS offers strong graphical features for data visualization that aid in comprehending and presenting data more effectively. It also supports an extensive array of statistical tests and procedures, ranging from simple descriptive statistics to intricate multivariate analyses, making it appropriate for a range of research requirements (Bryman & Cramer, 2011). An analytical tool utilized in this study's use of SPSS was Pearson correlation analysis, a statistical technique for determining the direction and strength of a linear relationship between two continuous variables. Researchers can draw conclusions about their data by using Pearson correlation, which offers a straightforward, quantitative way to assess the strength of the relationship between two variables and a way to test hypothesis about the relationship between variables. It is a flexible tool with a wide range of uses, and it is especially helpful for determining linear correlations between variables (Field, 2013). In the study, we also employed and examined mediating effects. This is a crucial tool for comprehending the way a mediator affects a dependent variable when an independent variable is present. The ability to discern between direct and indirect effects can aid researchers in better understanding how and why specific effects happen, and mediation analysis advances theory development by offering empirical support for proposed causal pathways, which helps to hone and broaden theoretical frameworks (Baron & Kenny, 1986). In this study, the first hypothesisnd why specific effects happen, and mediation analysis advances theory development by offering empirical support for proposed causal pathways, which heusive leadership styles lower teachers' willingness to leave their jobsal frameworks (Baron & Kenny, 1986).

Results And Discussion
Correlation Analysis Results and Discussion

Table 5
Correlation Analysis Results

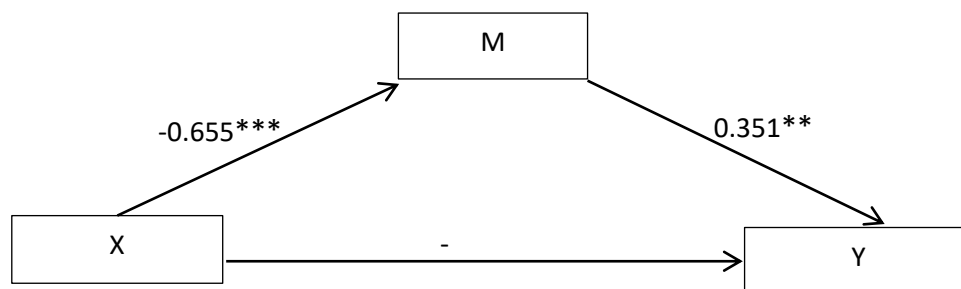| Correlations			
	X	M	Y
X	1		
M	-.645**	1	
Y	-.652**	.407**	1

Correlation is significant at the 0.01 level (2-tailed)**
X= Inclusive Leadership; Y= Intention to Leave; M=Anxiety At Work

Significant correlations between inclusive leadership (X), workplace anxiety (M), and leave intention (Y) are revealed by the correlation analysis. First, with a correlation coefficient of -0.645, the data show a significant negative relationship between inclusive leadership and workplace anxiety. This shows that lower employee anxiety levels are linked to better levels of inclusive leadership. Similarly, a correlation coefficient of -0.652 shows that inclusive leadership also has a negative relationship with the intention to leave. This suggests that employees are less likely to think about quitting the company when leaders exhibit inclusivity. Additionally, a moderate positive association (coefficient of 0.407) has been found between work-related anxiety and the intention to quit. According to this research, employees' intentions to quit their occupations are somewhat correlated with their anxiety levels. When taken as a whole, these associations highlight how crucial inclusive leadership is for lowering anxiety levels at work and, in turn, reduced inclinations to leave. Organizations can increase employee retention rates and well-being by cultivating an inclusive atmosphere.

Mediation Effect Analysis
Specify M, X & Y in the box

Note: ***p<0.001, **p<0.01, *p<0.05

Through the results, it can be found that these path coefficients demonstrate an interesting correlation. First, the path coefficient of X on M is -0.655, reflecting a significant negative correlation between X and the mediating variable M. The path coefficient of X on Y is -0.426, indicating that X directly affects the dependent variable Y, but to a relatively small extent. Secondly, the path coefficient of X on Y is -0.426, indicating that X directly affects the dependent variable Y negatively as well, but to a relatively small extent. Finally, the path

coefficient of the mediating variable M on Y is 0.351, indicating that M has a positive influence on Y. Overall, these results indicate that X indirectly affects the dependent variable Y by influencing the mediator variable M, but at the same time, it also directly affects Y. This may imply that X has a positive effect on Y, but to a lesser extent. This may imply that the mechanism of X's influence on Y is not only through the mediator variable M, but there may also be other ways of influence.

Table 6
Decomposition Table of Total Effect, Direct Effect And Mediating Effect

	Effect	se	LLCI	ULCI	Effect Size
Total effect	-0.656	0.379	-0.730	-0.581	
Direct effect	-0.426	0.464	-0.517	-0.334	64.94%
Mediating Effect	-0.230	0.038	-0.307	-0.158	35.06%

Table 6 shows that X has an influence on Y through the variable M in addition to having a direct effect on Y since the upper and lower bootstrap 95% confidence intervals of the mediation effect of X on Y and M do not contain 0. 64.94% and 35.06% respectively of the overall effect (-0.656) are accounted for by the direct effect (-0.426) and mediating effect (-0.230). Table 6 indicates that H3 in this investigation is supportable. Since the mediating effect of X on Y does not contain 0 in the confidence interval, it shows that X not only has a direct impact on Y but also has an impact through the mediating variable M. Therefore, this shows that the work motivation of high school teachers plays a mediating role between transformational leadership and job satisfaction, supporting the existence of H3.

Conclusion
This study examined the relationship between work anxiety and intention to leave among 407 public school teachers in Wuhan that are under inclusive leadership. The study found strong mediation effects and correlations using quantitative analysis. According to the study, there is a significant inverse relationship between job anxiety and intention to quit and inclusive leadership. On the other hand, there was a somewhat positive link between work anxiety and the intention to quit. Through the mediation of job anxiety, path analysis further illustrated these links and revealed a significant negative indirect effect of inclusive leadership on intention to leave. The study has limitations despite its insightful findings. The restricted scope and educational setting of the data impacted the generalizability of the findings. Furthermore, response bias may be introduced when self-reported metrics are used. Furthermore, the cross-sectional form of the study makes it impossible to establish causality. These limitations might be addressed in future studies using different samples and longitudinal methodologies. However, the study contributes by highlighting how inclusive leadership can lower teachers' intentions to leave their jobs and feel anxious about their jobs. It enhances our comprehension of the influence of leadership on employee outcomes by emphasizing the moderating function of job anxiety. These findings highlight the value of inclusive leadership for teacher retention and well-being and provide leaders and educational institutions with useful insights. This study essentially shows how inclusive leadership reduces job anxiety and creates a supportive work atmosphere, which in turn reduces the intention to leave the company. The effects of leadership dynamics on worker well-being and organizational outcomes can be further investigated.

Statement of Declaration of Interest

The author or authors have disclosed that they have no competing interests to disclose with the preparation, writing, or publication of this work.

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