

2021

## **Puerto Rico School Administrators' Authentic Leadership and Turnover Intent Moderated by Supervisor Support**

Cristal Vazquez Davila  
*Walden University*

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# Walden University

College of Social and Behavioral Sciences

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Cristal Vázquez Dávila

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Walden University  
2021

Abstract

Puerto Rico School Administrators' Authentic Leadership and Turnover Intent

Moderated by Supervisor Support

by

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MS, Walden University, 2016

MS, Cambridge College, 2012

BS, Interamerican University of Puerto Rico, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial and Organizational Psychology

Walden University

February 2021

## Abstract

The turnover rates of Puerto Rican high school teachers continue to increase and have an adverse effect not only on the quality of education but also on the budget of Puerto Rico's Department of Education (PRDE). By examining the factors of perceived supervisor support and authentic leadership influencing teachers' turnover intentions, steps can be taken to reduce the turnover rates. The purpose of this study was to examine the relationship between school administrators' authenticity and the turnover intentions of a sample of high school teachers employed by the PRDE. The framework was based on social exchange theory, authentic leadership theory, and the concept of turnover. The Authentic Leadership Questionnaire, the Turnover Intention Scale, the Perceived Supervisor Support Scale, and a demographic information sheet were used to collect data from the 294 high school teachers employed by the PRDE at the time of the study. By using moderated multiple regression, perceived supervisor support, years of teaching experience, and gender were used as factors to analyze the relationship between school administrators perceived authentic leadership and teachers' turnover intentions. The results showed a significant relationship between school administrators' authenticity and teachers' turnover intentions. Perceived supervisor support, years of teaching experience, and gender also significantly moderated the relationship between school administrators' authenticity and teachers' turnover intentions. The results may be used by the PRDE and any organizational scenario with similar conditions and culture to make decisions and implement policies and strategies to decrease teachers' turnover rates leading to positive social change.

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## Dedication

This dissertation is dedicated to the people who inspired me to be better and succeed. To my daughters, Iadenis and Nallely, remember that if you put your mind and your heart into anything, you can achieve it. To my biggest cheerleader and supporter, my loving Raymond Virola, thank you for pushing me to reach my potential. To my parents, Nilda, Rafael, and Robert, I am blessed to be your daughter. To my siblings, Daniel, and Paloma; my niece, Laura, my nephew, Diego; and my dear Maribel Baez, aka Tata, I was grateful for your help as I completed this educational journey. Without your constant encouragement and support, undertaking and finishing this dissertation would not have been possible. I also dedicate this dissertation to the many friends who supported me through the process. Lastly, this dissertation is dedicated to God, all Puerto Rican educators, and students. You are the anonymous heroes who strive every single day to make a better world possible.

## Acknowledgments

I wish to express my gratitude to my committee members, all of whom were generous with their valuable time and knowledge. I extend my special thanks to Dr. Nancy S. Bostain, my committee chair, for the hours of encouragement, reading, reflection, and patience. Thank you Dr. Lori K. Lacivita and Dr. Samuel Taylor for being my dissertation committee members. I also want to recognize and thank the Puerto Rico Department of Education and Israel Sánchez Coll for providing any assistance that I requested while completing my research. I want to send special thanks to Edaliz González Ildfonso, Norma I. Zayas San Miguel, Myrnelis Sánchez Dávila, Pamela Maurer, Sidney Gaskins, Cynthia Félix, Victor Vázquez Surén, Harold Delgado, Michael Sosa Cardona, Karla Ayala, María de Lourdes Sánchez, Cynthia Rivera, Susan Meléndez, Karla Marrero, Jessica Ortega Irizarry, Carmen Tirado Rodríguez, Yezmett Alicea, Edra Díaz, Joceely Morales, Angela Febres, Diana de Alba, Lizzette Valdivieso, Oneida Rodríguez, Anabeliz Meléndez, Sheila Westerband, Sherryl Calvo, María Ortiz Rosado, Gerardo Ledee Collazo, Christian X. Ramos Vázquez, José O. Rosado, Michael Espinosa, Omairé Reyes and Yamiris Rangel for their continued support and encouragement. I thank Barb Elwert for offering valuable feedback while proofreading and editing my study. Finally, I want to thank the administrators and teachers employed by the Puerto Rico Department of Education for assisting me with this investigation.

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## Chapter 1: Introduction to the Study

### **Introduction**

Teacher turnover has imposed adverse outcomes and considerable expenses on educational organizations (Özoglu, 2015). Once teachers have made the decision to leave their current jobs, they tend to diminish the emotional commitment that they had with their employing educational institutions (Nichols et al., 2016). The result is an adverse effect on administrators' work (Arnup & Bowles, 2016) and the learning environment's daily activities (Simon & Johnson, 2015).

McKinsey (2007) asserted that the availability of quality teachers is a hallmark of high-quality education. Retaining quality educators must be a priority of the Puerto Rican educational system. Even though Puerto Rico is an unincorporated territory of the United States, it has different cultural aspects and a dissimilar educational system. The UNESCO/OECD World Education Indicators Programme (2015) argued that the inability of the Puerto Rican educational system to retain teachers has had been reflected in students' poor academic performance on the standardized test known as META PR.

Because of Puerto Rico's cultural background, which is different from that of the mainland United States, it is important to understand how the turnover rate of teachers can be reduced. One worry relevant to Puerto Rico's turnover rate of teachers is related to the unfavorable conditions in the Puerto Rican educational system and the negative effect that low academic progress can have on Puerto Rican society as well as federal funding (Malavet, 2015). Differences in culture and the dissimilarity of the Puerto Rican educational system to the educational system on the U.S. mainland led to this study on

the implications of teacher turnover rates in Puerto Rico on student achievement at the high school level.

High workload, unfavorable working conditions, and job stress are among the reasons that educators leave the profession (Arnup & Bowles, 2016). Other researchers have suggested that students' misbehavior and lack of school support concerning behavior management have also contributed to the exodus of teachers (Dassa & Derose, 2017; Hong, 2010; Skaalvik & Skaalvik, 2011). Identifying the reasons for teachers to leave their jobs may help administrators to find ways to retain teachers.

Included in Chapter 1 are details about the background of leadership, authentic leadership, supervisors' support, teachers' turnover intentions, and teachers' turnover rates. In Puerto Rico, the terms *school administrators* and *school supervisors* are used synonymously. The need to retain teachers and the effect of turnover on the quality of education are discussed in the problem statement. Theories used to support this investigation were the social exchange theory and authentic leadership theory. Concepts of authentic leadership, supervisor support, and turnover intentions also are discussed. The purpose of the study, along with explanations of the scope, limitations, and statistical design follow. Chapter 1 concludes with an explanation of the significance of the study and its contribution to scholarly research.

### **Background of the Study**

Quality teachers support an effective education system (Lovat & Clement, 2008). Darling-Hammond (2010) stated that having quality teachers is one of the most important aspects of an effective educational system. Darling-Hammond et al. (2005) explained that

identifying the quality of educators' work-life balance and levels of job satisfaction may increase the quality of education and increase commitment to reduce the teacher turnover rate.

Theobald and Michael (2001), along with Grissom and Bartanen (2019), contended that employing and retaining committed teachers are indispensable to the quality of the educational process. Grisson and Bartanen suggested that teacher turnover results in a deficiency of endurance and constancy for learners. Grisson and Bartanen emphasized that teachers who are committed to the learning process maximize students' academic performance. Jennings et al. (2017) noted that increasing the factors critical to ensuring the effectiveness and retention of educators will lead to a more stable and productive learning environment.

Ingersoll (2001) identified a strong connection between teacher turnover rates and the cost to school systems. Ingersoll emphasized that the majority of situations concerning the quality of education is the failure to guarantee that schools are equipped with qualified teachers. Perrone et al. (2019) discussed the connection between organizational leadership climate and teacher turnover rates. For teachers to feel satisfied in their work and less inclined to leave their jobs, they need constant support from administrative leadership. Leadership affecting teacher turnover rates has been investigated by researchers (i.e., Barnes, 2017; Wenglinsky, 2004; Wilson et al., 2011). Futernick (2007) found a connection between teachers' turnover rates and their effect on education. Futernick explained that an essential factor of the teacher shortage is turnover, suggesting that research is often more focused on the negative aspects associated with



students' achievement and economic effect rather than on why teachers decide to leave their jobs.

Oh and Oh (2017) studied the connection between authentic leadership and commitment in the educational setting. Oh and Oh suggested that bad relationships between supervisors and educational staff can influence employees' intentions to stay. Regarding the relationship between authentic leadership and work engagement, Gatling et al. (2016) discussed three factors that can motivate employees to be committed to educational organizations: desire to remain, acceptance of the organizations, and extra effort. Gatling et al. suggested that support from supervisors should be investigated to establish a possible connection to turnover intentions.

Fallatah et al. (2017) used a sample of nurses to examine the relationship between authentic leadership and retention. Results showed that authentic leadership had a significant role in retaining new nurses. Even though Walumba et al. (2008) and Ostrem and Wheeler (2006) addressed authentic leaders and employee trust and engagement, and Bird et al. (2012) addressed teachers' perceptions of school administrators' employee trust and engagement, research on the relationship of perceived supervisor support (PSS) and school administrators' authentic leadership and its applicability to Puerto Rican high school teachers' turnover intentions was warranted. Puerto Rican high school teachers served as the target population of this study.

In the last decade, the quality of teachers and the value of education have been areas of concern (Hong, 2012). Educators continue to leave the profession for reasons other than retirement (Karsenti & Collin, 2015). Some teachers have left the profession

because of the working conditions (Ingersoll, 2001). According to the Puerto Rico Management and Economic Consultant (2014), as of 2013, there was a 10% annual turnover of vocational, technical, and secondary school teachers in Puerto Rico. This turnover rate signified the need to employ approximately 250 new educators per year (Puerto Rico Department of Education [PRDE], 2013).

The increased rate of globalization has meant that educational systems must meet the demand for knowledge and that teachers' turnover intentions can have an adverse effect on meeting this need (Hong, 2012). Research on teacher retention and turnover has been predominant in the sociology and psychology literature for years. Van Droogenbroeck et al. (2014) investigated teacher turnover intentions and found a connection between poor organizational performance and turnover intentions. The vacant teaching positions resulting from turnover can have an adverse effect on students' learning if they cannot be filled with skilled or certified teachers. This negative effect also can disrupt daily educational activities as well as school funding (Amstutz & Sheared, 2000).

Teacher turnover affects the overall school environment and student performance; when educational organizations must recruit new teachers to fill vacant positions, funds are directed away from other school projects or priorities (Sutcher et al., 2016). According to Boyd et al. (2009), when teachers decide to leave, this departure interrupts the stability of students' learning and breaks established teacher-student and teacher-family relationships. The result is a decline in the academic support system that students need to be successful academically.

According to Demerouti et al. (2017), teachers' turnover intentions may be dependent on supervisor support. Ratiu and Suciuc (2013) identified negative supervisor support as leading to deteriorating outcomes in private educational effectiveness because of low levels of educators' satisfaction. Moriano et al. (2011) asserted that globalization has created situations of constant change in the educational system and work engagement. Educational organizations need leaders who motivate and engage teachers who can maintain the quality in education (Irmayani et al., 2018).

Held et al. (2019) proposed that "globalization represents a change in the longitudinal organization of social relationships, generating worldwide networks of interaction, activities, and the exercise of power" (p. 705). Regarding educational leadership, globalization brings vast learning and teaching opportunities for many individuals. Bottery (2016) contended that globalization will have a huge influence on education and that people will expect educators and administrators to meet the challenges that arise with globalization. According to Scott and Webber (2018), globalization comes with the need to have educational transformation and the development of important and new practices from educational administrators and leaders. As such, authentic leadership may help to retain educators.

The connection between authentic leadership and teachers' turnover intentions in Puerto Rico has not been studied. Although Puerto Ricans are U.S. citizens, the culture is distinct and separate from that of the mainland United States. Puerto Ricans have continued to uphold the cultural traditions of their Spanish heritage. Puerto Rico's history

of colonialism and its impact on education may be relevant topics of interest to future researchers (Ogbu, 2009).

Puerto Rican's culture has been influenced by its history. Initially, Puerto Rico was populated by peaceful indigenous people who had traveled to the island from South America. In 1508, Puerto Rico became a Spanish colony and was under European control for the next 400 years. According to the Spanish tradition, cities were established around churches and central plazas. Spanish became the official language. In 1898, the United States took control of Puerto Rico, and the island experienced another cultural takeover (Quiñones, 2011). U.S. customs and practices were imposed abruptly, but they were never fully accepted by Puerto Ricans, who maintained the traditions and practices of the European influence. English became the common second language, but it is only spoken by 20% of the population (Ghali, 2012).

Puerto Rican and Caribbean cultures such as those in Cuba and the Dominican Republic emphasize their loyalty to hospitality, folklore, and their way of life. Puerto Rico has a high level of collectivism that is not comparable to the cultural identities of continental countries (Jaeger, 2006). A family-centered cultural approach has shaped the values, decisions, or policies of organizations in Puerto Rico. Al-Mahmood (2010) suggested that countries with collective cultures see the workers at organizations considering themselves almost part of the organizational family. The collective cultural identity of Puerto Ricans supports citizens' interests and a sense of duty based on loyalty and support. According to Ardichvili and Kuchinke (2002), collectivist cultural attitudes

can be transferred to the workplace. Culturally, Puerto Rico is different from the United States, and those differences lend themselves to further investigation.

Leadership can be viewed as the connection between employees and leaders. In other words, supervisors/administrators assume the role of support, and teachers assume the role of followers (Abu-Tineh et al., 2008). Effective leadership plays a role in the quality of education. Walumbwa et al. (2008) defined authentic leadership as “deeds that motivate and display positive mental dimensions, internalize moral perspectives, create a balance into information processing, and establish a moral climate that cultivates self-awareness” (p. 89). Because school principals often are not seen as leaders in the school environment, even though they are expected to lead distinct groups of personnel (e.g., counselors, social workers, maintenance workers, cafeteria workers, and teachers) to achieve educational goals, it is significant to establish a connection between authentic leaders and educators (Walker & Lloyd-Walker, 2016). According to Jensen and Luthans (2008), authentic leadership was developed to emphasize organizational commitment and its effect on teachers’ work engagement.

### **Problem Statement**

Previous research has associated leadership with such organizational results as job satisfaction and employees’ intentions to leave (Avolio, 2010; Clapp-Smith et al., 2019; Giallonardo et al., 2010). Matta et al. (2015) explained that the ability of school directors to motivate and satisfy teachers has to occur through an effective working relationship between administrators and educators. Ramoo et al. (2013) established that having an

effective working relationship between school directors and educators is essential to retaining teachers.

Even though the connection between authentic leadership and turnover intentions has been studied in the nursing profession and human resources (J. H. Wang et al., 2016; Wong et al., 2010), the connection of authentic leadership to the turnover intentions of teachers has not been investigated. Teacher turnover rates have become a global crisis; particular to this study, the Puerto Rican educational system has seen annual enrollment in teacher preparation programs plummet (PRDE, 2013). It is important to remember that teaching is unlike others profession in terms of preparation, complexity, fulfillment, importance, and influence (Stannage, 2015).

Padilla-Vélez (1993) found that that no research had been conducted on work engagement, authentic leadership, and teachers' intentions to leave the Puerto Rican educational system. The problem is that the factors related to secondary teachers leaving jobs in the Puerto Rican educational system are not known. Not knowing the factors contributing to teachers' intentions to leave may have an adverse effect on different levels of the educational environment. According to Gatling et al. (2016), when teachers leave their jobs, the results are interruptions in everyday school activities, additional costs to recruit or replace staff, discouragement of and decreased social relationships among remaining school personnel, and negative public perceptions toward the PRDE's overall organizational environment. In this research, a possible connection between authentic leadership and teachers' intentions to leave the Puerto Rican educational system was studied.

### **Purpose of the Study**

The purpose of this correlational research using multiple regression analysis was to examine the relationship between the perceived authentic leadership of administrators in the PRDE and high school teachers' PSS and turnover intentions. The variables were authentic leadership and high school teachers' turnover intentions. The moderating variables were PSS, years in the teaching profession, and gender. The target population comprised high school teachers employed by the Puerto Rican educational system.

### **Research Questions and Hypotheses**

The study was guided by five research questions (RQs) and their hypotheses.

RQ1: Is there a correlation between authentic leadership and turnover intention?

*H*<sub>01</sub>: There is no significant correlation between authentic leadership, as measured by the Authentic Leadership Questionnaire (ALQ; Avolio et al., 2007), and turnover intention, as measured by the Turnover Intention Scale (TI-6; Roodt, 2004).

*H*<sub>a1</sub>: There is a significant correlation between authentic leadership, as measured by the ALQ, and turnover intention, as measured by the TI-6.

RQ2: Does school administrators' perceived authenticity, as measured by the ALQ, predict teacher turnover intention, as measured by the TI-6?

*H*<sub>02</sub>: School administrators' perceived authenticity, as measured by the ALQ, does not predict teacher turnover intention, as measured by the TI-6.

*H*<sub>a2</sub>: School administrators' perceived authenticity, as measured by the ALQ, predicts teacher turnover intention, as measured by the TI-6.

RQ3: Do years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>03</sub>*: Years of teaching experience do not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a3</sub>*: Years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

RQ4: Does the impression of school administrators' support, as measured by the Perceived Supervisor Support Scale (PSSS; Eisenberger et al., 2002), moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>04</sub>*: The impression of school administrators' support, as measured by the PSSS, does not moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a4</sub>*: The impression of school administrators' support, as measured by the PSSS, moderates the relationship between their perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.

RQ5: Does gender of the teacher moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?



*H<sub>05</sub>*: Gender of the teacher does not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a5</sub>*: Gender of the teacher does moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.

### **Theoretical Framework**

The theoretical framework of the study was based on the social exchange theory (see Cook et al., 2013) and the authentic leadership theory (see Avolio & Gardner, 2005). According to Pineau Stam et al. (2015), individuals are likely to maintain unbiased social exchange through the standards of reciprocity, indicating that if authentic leaders paid attention to their personnel with respect, consideration, and authenticity, subordinates would be expected to aid the organizations. By sustaining equitable social exchange, teachers may be less likely to have turnover intentions.

The social identity theory posits that people align themselves with their organizations or leaders when they receive attention with respect and fairness (Haslam et al., 2014). Avolio and Gardner (2005) suggested that authentic leadership practices develop the social identity of personnel, meaning that employees are less likely to leave the organizations. The authentic leadership approach was used to support this investigation.

Walumbwa (2008) discussed three major aspects of the authentic leadership approach: interpersonal, developmental perspectives, and intrapersonal. Kiersch and

Byrne (2015) explained that authentic leadership must be examined at the group level (i.e., educational organizations) and the individual level (e.g., teachers) to determine the effect of employees' perceptions of administrators' authentic leadership. Authentic leaders provide psychological support to employees by increasing employees' confidence in their abilities and willingness to stay in their jobs (Amunkete & Rothmann, 2015). Authentic leadership has been viewed as a pattern of leader behavior that promotes and draws upon positive organizational climate and internalized moral perceptions, fosters greater self-awareness and self-development, and promotes positive relationships among subordinates (see Walumbwa et al., 2011). According to Avey et al. (2011), employees' PSS is related to their desire to meet organizational goals and objectives.

### **Nature of the Study**

In this quantitative correlational research study, multiple regression analysis was used. The predictor variable was school administrator authentic leadership. The outcome variable was teachers' intentions to leave their jobs. The moderating variables were years in the teaching profession and impression of supervisor support. Data were gathered by administering the ALQ (Avolio et al., 2007), the TI-6 (Roodt, 2004), and the PSS (Eisenberger et al., 2002). Because the focus of this investigation was a specific target population, purposive sampling was appropriate to obtain the participants. The target population comprised high school teachers from the Puerto Rican educational system who were actively employed at the time of the study. Contact details of potential participants were gathered from the Puerto Rican educational system's public databases.

The educators were contacted through email or telephone to solicit their participation in the study.

The data were gathered from three questionnaires in the database SurveyMonkey. Descriptive analysis involving frequencies; percentages; and summary statistics, including appropriate measures of central tendency, were reported, and computed using SPSS. Multiple regression was carried out to determine statistical significance among the combination of variables (see Vogt, 2011). Pearson's correlation established the connection between authentic leadership and teachers' turnover intentions. Regression analysis was used to test for years of experience as a moderating factor in the teachers' turnover intentions. By using moderated multiple regression, the teachers' PSS and years of experience were used as factors analyzing the relationship between impressions of the authentic leadership of administrators and teachers' turnover intentions.

### **Definitions of Key Terms**

*Authentic leadership:* Avolio et al. (2009) defined authentic leadership as a leadership style that promotes a positive climate and solves situations in the organization. This type of leader possesses certain personality traits: relational transparency, ethical and moral perspective, balanced processing, and self-awareness.

*Supervisor support:* Supervisor support refers to the importance that leaders give to the contributions and well-being of employees (Eisenberger et al., 2002).

*Turnover intentions:* Turnover intentions refer to the decisions of individual to leave organizations or positions (Roodt, 2004).

### **Assumptions**

It was assumed that the instruments selected for this research were valid and reliable in measuring PSS, authentic leadership, and intention to leave the job. Another assumption was that the social exchange and authentic leadership theories were appropriate frameworks for this research. Multiple regression analysis assumptions were that the variables were measured without error, had a linear relationship, and were normally distributed. A final assumption was that all participants offered authentic responses to the PSSS, ALQ, and TI-6. The assumptions of variables used in multiple regression were tested as part of the analysis (see M. Williams et al., 2013). The tests of assumptions helped to increase the significance of the effect size and avoided errors (see Sullivan & Feinn, 2012).

### **Scope and Delimitations**

The scope of the study involved high school teachers in the Puerto Rican educational system. The target population of high school level teachers were selected because of their high turnover rate. The emphasis of this investigation was to examine the relationship between the perceived authentic leadership of administrators and high school teachers' PSS and intention to leave the jobs. The findings can be generalized because the sample was representative of the target population. High school counselors, custodians, librarians, and school administrators were not included in the sample because their professional duties were different from those of teachers.

### **Limitations of the Study**

The results might be generalizable only to the target population of high school teachers employed by the PRDE. According to M. Williams et al. (2013), a limitation may occur whenever multiple regression is used to analyze the variables. Another limitation was the participants' interpretations of the survey questions, which might have been different from the survey designers' intentions (see Groves et al., 2009).

### **Significance of the Study**

The significance of this research was to determine if there was a relationship between the perceived authentic leadership of administrators and high school teachers' PSS and turnover intentions. This research was intended to contribute to the PRDE and other organizational settings with similar conditions and cultures. The results may help school directors and the secretary of education in Puerto Rico to expand their knowledge of teachers' impression of leaders and how those impressions are related to teachers' turnover intentions. The results may be useful to inform policies and strategies to retain highly trained teachers.

Implications for social change can be observed at the individual level (high school teachers), group level (educational community), and organizational level (Puerto Rico's public-school system). According to Morello (2014), a healthy learning environment is indispensable to students' academic success. As teachers reduce their intentions to leave the profession, the result may be positive social change in Puerto Rico's educational system.

## **Summary**

This chapter provided explanations about the background of leadership, authentic leadership, supervisor support, and turnover. The problem, nature, and purpose of this study were discussed. An overview of the theoretical foundation was provided, along with details of the RQs; assumptions, scope, and limitations; and statistical design. Last, the significance of the study and its contributions to the research literature were presented.

Chapter 2 is a review of the research literature supporting this investigation. Chapter 3 provides information about the methodology. Chapter 4 addresses the results, and Chapter 5 presents a discussion of the results and offers recommendations based on the findings.

## Chapter 2: Literature Review

### **Introduction**

Improving the retention of teachers in the Puerto Rican educational system is necessary to maintain the quality of education. Educators leave their jobs for numerous reasons other than retirement (Karsenti & Collin, 2015). Some teachers leave because of unsatisfactory working conditions (Ingersoll, 2011). Teachers' intentions to leave their jobs have political, economic, and social implications. Teacher turnover can have a negative effect not only on the economic resources and budgets of school systems but also on the teaching profession in general.

Workers' intentions to leave their jobs have been studied in such professions as management and nursing (León & García-Saavedra, 2019; Rubel & Kee, 2015), but not in the teaching profession in the Puerto Rican educational system. Van Droogenbroeck et al. (2014) examined teacher turnover intentions and found a relationship between turnover intentions and poor organizational performance. Demerouti et al. (2017) established that teachers' turnover intentions may be dependent on immediate supervisor support.

Supervisor support has been proven to diminish turnover rates of employees in management and nursing. However, it has not been established as a factor in the educational system, and not all research results have lent their support (see Firth et al., 2004). For instance, Tuzun and Kalemci (2019) did not find evidence suggesting an effect between employees' turnover intentions and supervisor support, but Gentry et al. (2007) did discover a positive and significant relationship between employees' intentions

to stay and PSS. The empirical evidence of the relationship between turnover intentions and PSS has had conflicting findings. Suan and Nasurdin (2016) asserted that more research needs to be conducted on the relationship between PSS and turnover intention. Avolio et al. (2004) argued that the relationship between authentic leadership and a positive working environment might affect turnover intentions.

How authentic leadership may be used in the educational setting to retain teachers is an issue worthy of investigation (Gatling et al., 2016). Ling et al. (2017) pointed to the need to investigate the relationship between authentic leadership and employees' intentions to leave their jobs. Liu et al. (2018) argued that it was not yet clear how authentic leadership affected employees' outcomes and behaviors.

Teachers' turnover rates across the globe have reached the crisis stage. In the Puerto Rico educational system, annual enrollment in teacher preparation programs has plummeted (PRDE, 2013). Further research is needed to examine the relationship between the perceived authentic leadership of administrators and high school teachers' intentions to leave their jobs in the Puerto Rican educational system and how PSS may moderate the relationship.

The search for literature relevant to the study was completed. Aside from a review of the literature, the chapter includes an in-depth discussion of the theoretical foundation of the study and explanations of the concepts and variables used in this investigation. Also included is a comprehensive examination of the findings of several investigations explaining the relationship between authentic leadership and teachers' PSS and turnover intentions.



### Literature Search Strategy

The literature review began with a complete search of library databases within the Walden University Online Library. Electronic data searches were conducted to find and categorize articles concerning various features of the phenomenon of *intention to leave the job*. Other search terms were *leadership, authentic leadership, perceived supervisor support, teachers, workplace, organizations, gender, and turnover*. Articles related to the relationship among authentic leadership, PSS, and teachers' turnover intentions were the focus of the literature search.

Originally, the search was bounded by the publication period of 2014 to 2019 to find relevant current studies. Additional material was collected from other libraries, predominantly using educational and psychological databases: EBSCOhost, ERIC, PsycARTICLES, PsycINFO, Academic Search Complete, and SAGE Journals. A search also as conducted for educational concepts: (*teachers and authentic leadership, teachers and perceived supervisor support, teachers and turnover, teacher and intention to leave the job*); ProQuest Central (*authentic leadership and perceived supervisor support*); Thoreau Multi Databases (*teachers and authentic leadership, teachers and perceived supervisor support, teachers and turnover, teacher and intention to leave the job*); and Google Scholar (*teachers and leadership, leadership and authentic leadership, authentic leadership and teacher, teacher and turnover, teacher and intention to leave, and perceived supervisor support*).

## **Theoretical Framework**

The social exchange theory (see Cook et al., 2013) and the authentic leadership theory (see Avolio & Gardner, 2005) were the theories supporting this study of Puerto Rican high school teachers' PSS and turnover intentions. The social exchange theory posits that PSS and authentic leadership can affect teachers' turnover intentions. The authentic leadership theory focuses on practical ways to encourage and lead educators.

### **Social Exchange Theory**

One component of the theoretical framework was the social exchange theory. Social exchange relationships occur when management or supervisors take care of their employees and personnel respond with positive attitudes, effective work behaviors, and positive attitudes (Cropanzano & Mitchell, 2015). Social exchange relationships improve when there is a sharing of common values, resulting in a pattern of mutual responsibility from the people involved in the relationships (Pineau Stam et al., 2015). According to Masterson et al. (2005), teachers engage in employee-employer relationships in two ways, one with the educational organizations and one with immediate supervisors.

Social exchange theorists have suggested that social behaviors are the outcomes of social exchanges. The objective of the exchanges is to expand the rewards and reduce human resource costs (Wei et al., 2019). According to Homans (1961), people consider the potential risks and benefits of social relationships; thus, whenever human beings feel that the risks are worth more than the rewards, they dismiss or leave the relationships.

A basic tenet of exchange theory is the sharing component of relationships. Slack et al. (2015) suggested that reciprocity is the element common to all social relationships.

They suggested that reciprocity can be broken down into two main aspects: Individuals ought not to harm other people who have assisted them, and individuals ought to help other individuals who have aided them. Slack et al. cited the assumptions made by Gouldner in 1960 that the majority of individuals are obliged to adhere to this moral standard of reciprocity in most situations. Quratulain et al. (2018) asserted that there is a belief that receiving something of significance from individuals changes the recipients' perceptions of those individuals. Therefore, a fundamental aspect of exchange development is the theory of reciprocity. Based on the social exchange theory, a social reciprocity norm, whose contravention brings about social disapprobation and other negative actions, occurs in exchange relationships (i.e., teachers who are unhappy with the level of support from supervisors may decide to leave their jobs). Tavares et al. (2016) proposed that the rule of reciprocity functions as the initial mechanism of original social relationships.

The social exchange theory underscores the essential role of supervisory support in teachers' perceptions of authentic leadership and their turnover intentions. According to Blau (1964), social exchange theory serves as the basis for comprehending the roles of employees, organizations, and supervisors in relationships; organizational obligations ensuring employees' well-being; and employees' commitment to the organizations. Studies such as that of Kang et al. (2015) linking social exchange connections to supervisory support have viewed the benefits obtained from supervisors as consistent with employees' contributions to the relationships. When personnel acknowledge that supervisors are supporting them, they have a sense of being part of something, and there

is a desire from staff to meet supervisors' expectations. In addition, positive relationships between subordinates and supervisors are likely to increase job satisfaction (see Haslam et al., 2014) and reduce employees' turnover intentions (see Kiersch & Byrne, 2015). The social exchange theory relates to the RQs in the current study as establishing supervisor support as a factor influencing the relationship between leadership and employees.

The social exchange theory has been defined as a way to understand society as a system of exchanges between individuals based on valuations of reprimands and incentives (see Cook et al., 2013). According to this point of view, human relations are established by the reprimands or incentives that individuals (teachers in the case of the current study) want to obtain from others (supervisors) by using a cost-advantage analysis model as an assessment to measure the relationship ( see Cook, 2015). A very important aspect of the social exchange theory is the notion that interactions that prompt support from other individuals are expected to be duplicated more often than interactions that provoke disapprobation. In other words, if teachers feel rewarded by supervisors, the teachers will likely continue working hard to gain more rewards. Moreover, teachers are more likely to stay in their jobs and not consider any intentions to leave.

In this study, the social exchange theory and the authentic leadership theory were used to examine PSS and turnover intentions. According to the social exchange theory, when supervisors and employees have positive working relationships, they establish mutual comprehension, which supports a rewarding work environment (Cole et al., 2012). Overall, satisfactory working conditions give employees the opportunity to perceive themselves as being encouraged and endorsed; thus, they will be more inclined

to contribute to their organizations with extra effort in the form of commitment.

Cropanzano and Mitchell (2015) stated that effective relationships between employees and employers can be established only when there is mutual adherence to exchange regulations and rules. Iqbal et al. (2017), who studied the educational sector, claimed that key job attitudes were connected to behavioral results, for example, staff retention and performance in educational organizations.

To date, there has been no research on the extent to which teachers' turnover intentions are associated with supervisor support and authentic leadership in the PRDE. Because school leaders can influence teachers' intentions to leave their jobs, it is important to consider if PSS can influence teachers' turnover decisions (Simon & Johnson, 2015). The literature has indicated that working conditions are related to teachers' turnover intentions (Johnson et al., 2015), but no researchers have examined the effect of authentic leadership on Puerto Rico's teachers' turnover intentions using PSS has a moderating factor.

### **Authentic Leadership Theory**

For this investigation, authentic leadership was used as the predictable variable. The concept of authentic leadership, as posited by Cranton and Carusetta (2004), assumes more importance when people confronting conflicting social difficulties become caught in moral dilemmas that are generated by the complex growth of modern civilization. According to Avolio et al. (2009), authentic leadership has been defined as leadership behaviors and patterns that promote positive ethical climates and positive capacities, relational transparency, and balanced information processing, and foster self-awareness

and internalized moral perspectives. Authentic leadership holds four leadership behaviors (Walumbwa et al., 2008): self-awareness, balanced processing, relational transparency, and internalized moral perspective.

The concept of self-awareness indicates the degree that leaders perceive other people's opinions, motives, weaknesses, and strengths concerning themselves (Avolio et al., 2004). Therefore, the concept of self-awareness includes external and internal capacities. According to Walumbwa et al. (2008), external capacity is the ability of leaders to reflect on the self-view that is recognized by others; internal capacity is leaders' self-understanding of their psychological state, including feelings, desires, and beliefs.

Balanced processing implies an impartial analysis of all related information prior to making decisions. Supervisors who have balanced processing ask for views from others who challenge the supervisors' positions. Relational transparency refers to the revelations of some individuals, like reflective feelings and ideas, and the provision of explicit information. Internalized moral perspective refers to leaders' behaviors that are guided by internal values and moral standards, not by external factors such as social environment, organizations, and peers (see Avolio et al., 2004). Supervisors exhibiting high self-awareness implement not only self-image but also self-awareness to increase the effect of their leadership.

Authenticity is the idea on which the authentic leadership theory is centered. Authentic leadership theory contains paradigms such as self-awareness, balanced processing, relational transparency, internalized morality, all of which are significant in

the ethical leadership style that many organizations aspire to achieve (Ötken & Cenkci, 2012). Begley (2001) examined the role of beliefs in authentic leadership and argued that they “make the objectives of leadership more understandable, compelling, and achievable” (p. 354). Branson and Gross (2014) explained that school supervisors need to comprehend the value of self-awareness to become aware of its effect on their leadership performance.

Authenticity as a leadership style is not the only administrative style that includes an awareness of ethics; nevertheless, the difference between self-awareness and relational transparency separates authentic leadership as a practical way to encourage and manage educators (Valentine et al., 2014). As school administrators strive to build a workplace culture that expresses support for and confidence in teachers’ role in the organization, the emphasis should be on meeting the needs of the teachers (Jacques et al., 2015).

## **Literature Review**

### **Social Exchange Theory**

High-quality quality education needs high-quality teachers. One way to maintain or even increase quality in education is to increase teachers’ retention rates. Alkhateri et al. (2018) stated that school administrators must look at their own actions as well as those of supervisors. Administrators of educational systems also must have a deeper understanding of current policies regarding human resources, keeping in mind what changes must be made whenever there are high rates of teacher turnovers.

PSS is based on the social exchange theory, which posits that individuals who feel appreciated are more motivated to do well in the workplace and feel that they are part of

the organization, making it easier for them to decide to stay and contribute effectively (José & Mampilly, 2015). Previous studies have concluded that behaviors and intentions to leave are connected negatively to organizational commitment (Podsakoff et al., 2007; Ricketta, 2015). Why personnel choose to leave their organizations remains an important aspect of the management of human resources.

From a social exchange viewpoint, employees are constantly assessing the quality of their exchange relationships within their organization, and how those exchanges operate is vital to employees' motivation and well-being. According to Rousseau (1990), relationships are constructed based on social reciprocity, that is, satisfactory obligations in exchange for adequate rewards such as emotional support, wages, and career opportunities. A few researchers have presented evidence of the mediational role of support by associates and turnover intentions (Van Dick & Haslam, 2012), but no researchers have focused on the mediational role of support from supervisors. Haslam et al. (2019) suggested that personnel who feel supported by the employing organizations or supervisors feel satisfied in their jobs and are willing to receive and give more support and cooperation to the organizations.

George (2015) suggested that even though the retention of professionals has been researched since the 1990s, new challenges continue to arise on ways to prevent professionals from leaving the organizations. Bakker et al. (2004) explained that when organizations post hiring ads, differences sometimes become evident between what the organizations post and the reality of the organizations' policies that professionals encounter after being hired and trained. It is important that organizations develop policy



frameworks that consider the needs of professionals, especially if they want those professionals to stay and be committed to their jobs and the organizations (Hiltrop, 1999; Igbaria & Siegel, 2002; Sigler, 2009).

More evidence needs to become available to encourage professionals, specifically teachers, to stay in their jobs. Organizations need to do more than implement policies; they also need to make supervisors understand the importance of employee continuity (Raza et al., 2018). The efforts to retain employees must have organizational and individual aspects, such as socialization, organizational culture, and psychological (approve-disapprove/reward or cost-risks), among other aspects of social exchange (Flint et al., 2013; N. J. Williams & Glisson, 2013). Brashear et al. (2015) contended that how much control organizations have to influence employees' decisions to leave their jobs remains unclear. Despite their findings, Brashear et al. suggested that there is more direct supervisor influence in employees' decisions to leave and that further research addressing this aspect is needed.

Regardless of the expectations of different organizational strategies to retain personnel, social values play a vital role in engaging how strategies, policies, and supervisor support can be matched with professional expectations in the workplace. It is important to determine how these strategies relate to employees' decisions to stay in their jobs (George, 2015). According to Avanzi et al. (2018), even though social-based influences are not part of educational organizations, the organizations should still apply the social exchange theory and other theories to determine why teachers, specifically high school teachers, decide to leave their jobs.

School supervisors/administrators can influence teachers' turnover intentions, so it is important to consider the effect of PSS on the teachers' decisions (Simon & Johnson, 2015). The literature has indicated that although working conditions are related to teachers' turnover intentions (Johnson et al., 2015), but researchers have not examined if authentic leadership has an effect on Puerto Rico teacher turnover using PSS as a moderating factor.

### **Authentic Leadership**

Chernyak-Hai and Tziner (2015) asserted that once supervisors understand that they can influence personnel based on their supervisory style, they can then develop relationships with these personnel. Jensen and Luthans (2006) mentioned that although some facets of authentic leadership, including integrity, self-awareness, and consistency, predict greater leadership success, these facts need to be tested in current educational scenarios.

When supervisors possess authentic leadership traits, employees gain the perception that supervisors are facilitators whose main objective is to promote a positive schoolwork culture environment that includes employees in the decision-making process and adherence to ethical standards (Hsiung, 2012). Valsania et al. (2012) stated that a tenet of authentic leadership theory is that leaders possess high moral values and self-awareness; therefore, school supervisors who have these traits can work toward developing positive supervisor-teacher working relationships. D. Wang and Hsieh (2013) suggested that when school supervisors engage in transparency and are deliberate explaining their opinions, personnel are happier in their jobs. Chernyak-Hai and Tziner

(2015) established that authentic traits such as honesty and impartiality may enhance work relationships between leaders and staff.

### ***Authentic Leadership and Turnover***

The relationship between organizations and employees' turnover intentions has been investigated previously, emphasizing the cost of turnovers on organizations. According to J. I. Hancock et al. (2013), regarding educational scenarios, higher rates of teacher turnover mean that educational organizations have to train, recruit, and select new educators to replace teachers who have left. Mello (2014) argued that for employees, economic factors are considered significant incentives to stay or leave. Mello also suggested that the use of income differentials is an incentive to improve retention rates, resulting in a benefit to operational budgets. Amstutz and Sheared (2000) asserted that turnover can have a negative impact on organizational budgets, representing an economic effect of 33% of annual budgets. Mossholder et al. (2015) identified a connection between incompetent leadership and turnover intentions.

Prior research into the leadership-related variables that affect employees' turnover intentions has focused on trust and job satisfaction. It was necessary, therefore, to investigate if PSS and authentic leadership had an effect on teachers' intentions to leave their jobs. Tourangeau and Cranley (2016) noted that employees who left their jobs of their own accord said that they were leaving because they were disappointed with administrative staff and had concerns about the effect of management decisions on employees' tasks. Laschinger and Fida (2014) studied the indirect relationship between authentic leadership and turnover by examining job satisfaction, organizational

commitment, and work engagement. Laschinger et al. (2012) suggested that authentic leadership practices that encourage an empathetic workplace environment by stopping negative interpersonal connections play a role in retaining employees.

### ***Authentic Leadership and PSS***

The PSS of teachers refers to their confidence in the organizations as well as the supervisors (D. Wang & Hsieh, 2013). Empathy, which is essential to authenticity, is related to job satisfaction, which is constructed on the reliability of moral deeds (Sharif & Scandura, 2014). In addition, PSS does not happen without individuals having an understanding of organizational processes and supervisors by developing reciprocal processes in organizational practices (Owusu-Bempah et al., 2014; Xiong et al., 2016).

PSS and authentic leadership are significant concern in various professions such as tourism and hospital care; nevertheless, PSS and authentic leadership relevant to the teaching profession or the Puerto Rico educational scenario have not been examined. Furthermore, how PSS can be a moderating factor in Puerto Rican high school teachers' turnover intentions has not been established in the research literature. The current study will contribute to the literature by using PSS as moderating factor to measure authentic leadership and the relationship between other variables.

### **PSS**

PSS refers to the impressions of staff members toward the importance that supervisors give to employees' contributions (Casper et al., 2011). Previous researchers have emphasized the significant role of PSS in reducing turnover intentions (DeConinck & Johnson, 2009; Galletta et al., 2011; Maertz et al., 2007). Nevertheless, there have

been few studies on the role of PSS as a moderating factor in the relationship between teachers' turnover intentions and authentic leadership.

Bufquin et al. (2017) explained that for organizations to be part of social change, policies must emphasize the needs of employees. To make employees feel valued, organizations must ensure that they feel supported by supervisors. Past studies have found that supervisor may demonstrate opposition in response to poor performance and not support employees to make their best efforts to achieve organizational goals (Vann et al., 2017). When supervisors offer direction and support, toward employees' performance improves, and committed employees are retained (Parker et al., 2001; Rooney & Gottlieb, 2007; Tschopp et al., 2014; Zellars et al., 2002). When trying to improve employees' perceptions of supervisor support, it is important to understand what effect support from supervisors has on employees' turnover intentions (Abou-Shouk & Khalifa, 2017; Husin et al., 2013; Khalifa & Hewedi, 2016).

Contradictory studies concerning PSS and turnover intentions also have been found. For example, some researchers found that PSS significantly affects turnover intentions (e.g., Alameri et al., 2019; Khalifa & Fawzy, 2017; Nahum-Shani et al., 2014), but other researchers reported the irrelevance of the relationship between PSS and turnover intentions (Alkhateri et al., 2018; Hobman et al., 2009).

These aforementioned investigations have lent support to the application and context of the current study. According to Lim et al. (2017), authentic leadership and perceived organizational support are significant variables in reducing employees' turnover intentions. Lim et al. also argued that even though the connection between

turnover intentions and authentic leadership has not been studied in fields other than nursing and tourism, it is reasonable to assume that authentic leaders are expected to support workplace atmospheres that foster positive staff relationships and decrease counterproductive work actions such as bullying and intention to leave. Regardless of the significance of keeping new teachers, no research was found establishing a connection between authentic leadership and high school teachers' turnover intentions.

### **PSS and Turnover Intentions**

Supervisors and their actions may be related to job stress, work engagement, turnover intentions, organizational citizenship behavior, and job satisfaction (Bakker et al., 2008; Karatepe et al., 2013; K. Kim & Jogaratnam, 2010; Sparks et al., 2001; Tang & Tsaur, 2016). Gatling et al. (2017) argued that in the educational setting, supervisors have integrity and foster trust with teachers. When employees feel supported by supervisors, they describe the supervisors as people who pay attention and try to solve disagreements, have great communication within the organization, share organizational decisions with employees, encourage personnel to promote themselves, and give advice (Agrusa et al., 2016; Domínguez-Falcón et al., 2016; Karatepe & Kaviti, 2016).

According to Maertz et al. (2007), employees' turnover intentions are influenced by PSS; in addition, that support can have an effect on employees' attitudes toward and opinions of the organizations. Dirks and Ferrin (2002) asserted that PSS occurs when employees have a positive relationship with the organizations, when they feel that they are part of the organizations, and when supervisors support employees' actions and input. Maertz and Griffeth (2004) explained that there is need to have accountability from

supervisors regarding how they, more often than organizational policies, make employees feel. Nahragang et al. (2011) explained that supervisors' relationships with employees can influence not only employees' turnover intentions but also employees' attitudes toward organizational policies. Consequently, employees' turnover intentions should be considered based on the possible connection between supervisors and employees (Newman et al., 2012).

Gentry et al. (2007) commented that PSS is vital to retain employees. They found no data on a direct connection between turnover intentions and PSS; however, they also concluded that PSS had a considerable inverse effect on employees' turnover intentions when the supervisor-employee relationship had perceived organizational support. When teachers feel supported by supervisors, turnover intentions decline.

Gilbreath and Benson (2014) discovered that the actions of supervisors can be directly connected to the influence of supervisors on employees' mental and physical well-being. Gilbreath and Benson found that the behavior of supervisors, along with the influence of job position, experience, marital status, and age, swayed the prediction of employee burnout. The researchers concluded that improving the ways that individuals are treated by supervisors might be a practical way to increase employees' well-being and the psychosocial job environment, resulting in the retention of employees.

Jung and Yoon (2015) asserted that supervisors need to support and help employees to manage emotional issues that may affect job performance. Teachers who are mentally and physically fit benefit students' educational achievement. Karatepe and Karatepe (2010) indicated that positive supervisor support exists because employees are

able to express their feelings openly to them, making it possible for a healthy workplace environment to exist. Z. Chen et al. (2012) stated that the relationship between burnout and emotional labor among employees can be moderated by supervisor support.

Humborstad et al. (2018) asserted that burnout occurs when supervisor support increases employees' reluctance to provide excellence in service. The variable of supervisor support as a moderating factor in teachers' turnover intentions was not established in previous studies. Huhtala and Parzefall (2007) and Sparks et al. (2001) noted that when there is poor support from supervisors, the stress levels of employees are higher, provoking turmoil and resulting in tension between supervisors and staff members. Whether they are aware or unaware of their behaviors, school supervisors need to comprehend the effect of their support, or lack thereof, on teachers and other employees. The aforementioned discussion of previous research served to explain PSS and its role in authentic leadership and teachers' turnover intentions. The current investigation complements knowledge in the literature by using the PSSS to evaluate the relationship between authentic leadership and Puerto Rican teachers' turnover intentions moderated by PSS.

### **Intention to Leave the Job (Turnover)**

An ongoing situation in school systems is the rate of teachers' turnover, which remains one of the largest challenges for school administrators (Coley, 2009). Numerous studies have presented significant reasons for teachers to decide to leave their jobs (e.g., Brown & Schainker, 2008; Hancock & Scherff, 2010; Ingersoll, 2001; Kukla-Acevedo, 2009; Mancuso et al., 2010). For instance, Ingersoll (2005) noted that the high rate of



teachers' turnover intentions at the time of their study was the result of teachers perceiving that the organizations and supervisors focused more on accountability and assessment rather than on the needs of teachers and their levels of job satisfaction. Some researchers have affirmed that turnover factors can be the lack of input into decisions, low pay, and student discipline problems (i.e., Cochran-Smith, 2004; Dunn, 2008; Ingersoll, 2005; Mancuso et al., 2010).

Biesta et al. (2015) argued that school systems that do not want or encourage teachers' input into the decision-making process will find that those teachers are more likely to leave. Brill and McCartney (2008) found that administrators who consider teachers' input valuable are successful in retaining teachers. When educators know that their input will not affect or change policies, they will tend to leave their jobs (Brown & Wynn, 2009); however, when there is mutual agreement between supervisors and employees, turnover intentions are less likely to happen (Kamrath & Gregg, 2018; Torres, 2016).

Torres (2016) maintained that administrators who retain teachers are constantly involving employees in the decision-making process regarding policy implementation. Moreover, Ajayi and Olatunji (2019) noted that school supervisors who take teachers' input into consideration see an increase in overall job satisfaction, a positive school culture atmosphere, and fewer turnover intentions.

### **Gender and Turnover Intentions**

Several researchers have addressed the issue of gender and turnover intentions in the tourism industry. Women were expected to leave their jobs more often because they

had lower salaries than men (Arnold & Feldman, 2002) and did not feel a connection with their work because of inequalities in the workplace (Chaudhury & Ng, 2010). Weisberg and Kirschenbaum (2006), as well as Cotton and Tuttle (2006), discovered that employers expected women more than men to leave their jobs. The connection between teachers' turnover intentions and leadership using gender as a moderating factor, however, has not received much attention in the research literature.

### **Recent Research Findings: Intention to Leave the Job**

Staff often leave the organizations because of their perceptions relevant to the level of support received from supervisors. Thatcher et al. (2012) found that employees' intentions to leave the organizations have been the focus of industrial/organizational (I-O) practitioners and investigators for years. In their research findings, Thatcher et al. explained that employees' turnover intentions have an effect on organizational budgets and productivity. Because the organizations need to hire and train new personnel, continuity of employee performance, employee retention, and daily work task performance is affected.

Fallatah et al. (2017) explained that turnover intentions are connected not only to budgetary factors concerning the hiring and training of new personnel but also to the possible loss of abilities, skills, knowledge, and other characteristics that are assets to the organizations (Roncesvalles & Sevilla, 2015). These issues are particularly challenging in knowledge-intensive industries such as education, where the professionals are commonly considered the most essential assets because of their expertise in the school system (Naidoo, 2016). As a result, J. H. Kim (2013) studied ways to prevent turnover and

identify the motives compelling employees to leave their organizations (e.g., not feeling valued).

Takase (2010) conducted a thorough analysis of the ways that the decision to leave can be illustrated. Takase determined that turnover intentions engaged multiphase processes: psychological, cognitive, and behavioral. The psychological phase is supported by the cognitive phase, and the final decision of leaving or staying in their jobs is based on employees' behavioral intentions. Mobley (1982) argued that intention to leave can be stated as the deliberate intention of employees to terminate employment with the organizations.

Kuvaas (2006) contended that the decision to leave organizations is the mindful will of employees. Tett and Meyer (2003) explained that decisions to leave are more of a behavioral control that leads to definite turnover actions. Considerable connections among turnover intentions and actual actions of leaving their jobs are a principal part of individual behaviors. Goffee and Jones (2007) argued that professional personnel such as doctors, teachers, accountants, engineers, and nurses are more likely to leave their jobs than stay with the organizations.

According to Gelens et al. (2013) and Abdull Rahman (2012), investigating the turnover intentions of professionals either from organizations or professions entirely should be addressed as distinct situations. High turnover rates can have an adverse effect on organizations' routine activities. Organizations also must make budgetary adjustments to cover the costs of selecting and hiring new professionals to replace the ones who leave (Claiborne et al., 2015). According to Pa Kim (2008), there must be a combination of

factors concerning the retention of professional employees. Talent retention has to be a significant aspect in balancing what is functional in organizational policy versus the value added to organizations when they retain the professional personnel needed for them to be successful organizations (Amunkete & Rothmann, 2015).

Authentic leadership has been considered an essential factor in retaining personnel. Pogodzinski et al. (2012) assumed that rationales are the most pressing determinants of turnover behaviors. They also found that employees want to quit their jobs if they feel unsupported. Leung and Lee (2016) confirmed that intentions to quit are predictive of employee's turnover rates in many organizations. González et al. (2018) contended that teachers' turnover choices generally have been considered realistic decisions about organizations and jobs, not the professions. San Park and Hyun (2009) studied nurses in Korean hospitals and found that their intentions to leave their jobs represented the final rational step in the decision-making process to resign and seek employment elsewhere.

Sun and Wang (2017) commented that the decision to leave their jobs is the last step in a process that begins with employees merely thinking about leaving. Osman et al. (2016) specified that turnover intentions are driven by dissatisfaction with some part of the organizations or the work environment. Hence, teachers' intention to leave their jobs also might include pursuing employment in other professions (Osman et al., 2016).

Babalola et al. (2016) recognized that turnover intentions are a significant factor in employees' decisions to leave their jobs. Griffeth et al. (2010) tried to determine what affected individuals' intentions to quit by investigating the possible antecedents of

turnover intentions. However, the results of previous studies have been inconclusive and inconsistent because of the diversity of personnel in organizations. There has been scant research on the underlying reasons for high school teachers' turnover intentions (Bowe et al., 2017).

Social exchange relates to social interactions between employees and organizations, authentic leadership refers to leaders' self-awareness, and intention to leave has a component that is more behavioral than physical (Schulz et al., 2014). Connections among educational organizations, supervisors, and teachers' PSS have been found to have a direct influence on high school teachers' turnover intentions relevant to their jobs as well as the profession (Barnes, 2017). C. F. Chen and Yu (2014) found that a high rate of leaving jobs had a direct effect on the failure of the social exchange connection among organizations, supervisors, and personnel. Results suggested that what influenced and even improved the retention of personnel were the healthy social exchange relationships among all organizational components (C. F. Chen & Yu, 2014). Karatepe (2013) analyzed workers' opinions toward the relationship with management and found that 43% of the change in turnover intentions emphasized two key aspects: job satisfaction and a diverse workplace. Karatepe explained that further research should be conducted to analyze the ability of supervisors to give support, the emotional stability of employees, and ways that PSS can reduce the emotional burden leading to turnover intentions.

Even though numerous studies have explored the reasons for turnover intentions, the challenge remains for educational organizations to determine why teachers decide to

leave their jobs. It was important to investigate the relationship of authentic leadership to high school teachers' turnover intentions and PSS. School leadership has much to do with teachers' PSS, and authentic leadership is connected to teachers' turnover intentions. As a result, this research adds to the current understanding about the relationship between authentic leadership and teachers' turnover intentions moderated by PSS in the PRDE.

### **Summary**

The literature review described that the vast majority of teachers expect to be supported by their supervisors in their workplace. However, inquiries into teachers' turnover intentions remain (Ababneh, 2020). This review of the research literature sustained that even though authentic leadership plays an influential role in teachers' turnover intentions, examination of moderating factors such as PSS also is needed. Investigators argued that teachers' perception of supervisors often is the deciding factor in turnover intentions. Odland and Ruzicka (2019) examined the outcomes of surveys isolating the variables affecting teachers' intentions to stay or leave. They found that in the 280 surveys, 30 teachers responded that they felt real anger about their workloads and lack of encouragement from supervisors. Kukla-Acevedo (2009) found a strong correlation between teachers' turnover intentions and their perceptions of their workload.

Personal relationships between teachers and supervisors are one of the most significant characteristics of educational organizations. It is important to understand how the Puerto Rican context has made necessary changes in policies or programs to retain high school teachers in the PRDE. Puerto Rican high school teachers have been less inclined to leave their jobs when they felt supported by their school administrators,

resulting in a positive effect on the PRDE budget and students' overall academic progress. Furthermore, this study provided significant data that can help the Puerto Rico Secretary of Education, Regional Office Managers, and School directors in creating awareness of how high school teachers perceive supervisor leadership and how it can be connected to Puerto Rican high school teachers' turnover intentions. For that reason, this study was significant into determining the relationship between authentic leadership and high school teachers' turnover intentions, moderated by PSS in the Puerto Rican educational system.

In this chapter, the review of the literature began with an explanation of the theoretical framework. Then, the principal variables were discussed. Chapter 3 presents a detailed description of the research method.

## Chapter 3: Research Method

### **Introduction**

The purpose of this quantitative, nonexperimental study using multiple regression analysis was to examine the relationship between the perceived authentic leadership of administrators in the PRDE and high school teachers' PSS and turnover intentions. The variables were authentic leadership and teachers' intention to leave their current positions. The moderating variables were PSS and years in the teaching profession, and the target population comprised high school teachers in the Puerto Rican educational system. In this chapter, I present an explanation of the quantitative methods used in the investigation. Also included in the chapter are details about the study rationale and design, target population and sample, design, data collection and analysis protocols, and instrumentation validity and reliability. The chapter concludes with a discussion of the ethical considerations and threats to validity.

### **Research Design and Rationale**

This research was quantitative because its purpose was to learn about the relationship between and among the variables. This study followed a correlational research design using multiple regression analysis to examine the relationship between the perceived authentic leadership of administrators in the PRDE and high school teachers' PSS and intention to leave their jobs. The variables were authentic leadership, which was measured using the ALQ (Avolio et al., 2007), and teachers' intentions to leave the current jobs, which were measured using the TI-6 (Roodt, 2004). The moderating variables were PSS, which was measured by the PSSS (Eisenberger et al.,



2002); gender; and years in the teaching profession identified in the information sheet. The target population comprised high school teachers employed by the PRDE. In this correlational study, surveys were used to collect the data from the participants. Quantitative studies are used to acquire numerical data from a sample taken from the target population (Ástrós Lea & Hulda Dóra Styrnisdóttir, 2016).

Frequencies, percentages, and summary statistics, including appropriate central tendencies measures, were reported and computed using SPSS. Multiple regression was conducted to establish statistical significance among the variables (see Bosco et al., 2015). Pearson's correlation established a connection between authentic leadership and the teachers. Regression analysis was used to test for years of experience as a moderating factor in the teachers' turnover intentions.

## **Methodology**

### **Population**

The target population comprised high school teachers employed by the PRDE. Invitations to join the study were sent to 1,000 public high school teachers in Puerto Rico. Power analysis suggested that a sample of at least 278 educators was needed to have enough data to have statistical significance.

### **Sampling and Sampling Procedures**

Nonprobability sampling was selected to obtain participants. According to Etikan and Bala (2017), nonprobability sampling is used to choose participants because of the convenience of the strategy and the availability of participants. A power analysis was used to determine an appropriate sample size. The sample size was determined by using

G\*Power 3.1.9.4 (see Faul et al., 2009) for multiple regression. An alpha level of .05 and a power level of .89 were used. A multiple linear regression analysis with a power level of .89, an effect size of .06, and alpha estimated the desired minimum sample size to be 278 high school teachers.

### **Recruitment, Participation, and Data Collection**

The recruitment of participants began by contacting the school administrators to explain the purpose of the study. A letter of cooperation was emailed to obtain the teachers' list to participate in the investigation. Once approval was granted from Walden University's Institutional Review Board (IRB approval #08-26-20-0570815) to conduct the study, the teachers were contacted via email to request their participation and signing of the informed consent.

Teachers who expressed an interest in joining the study were sent an email with a link to complete the consent form, a demographic information sheet (see Appendix A), and three questionnaires (i.e., ALQ, TI-6, and PSSS [see Appendices B-G, which include the letters of permission to use the instruments]). The approximate time to complete all questionnaires was 15 to 20 minutes. Participants were asked to complete the questionnaires one at a time. Data were collected from high school teachers from high schools in two educational regions in Puerto Rico.

### **Instrumentation**

#### **Authentic Leadership Questionnaire**

Avolio et al. (2008) developed the ALQ, a 16-item survey used to measure authentic leadership behaviors. The ALQ is a theory-driven leadership survey that

measures the traits that comprise authentic leadership. Responses to the 16 items on the ALQ are measured on a Likert scale ranging from 0 (*never*) to 4 (*frequently, if not always*). The items are divided into four dimensions: relational transparency, ethics and moral, balanced processing, and self-awareness. The scores for each dimension and the final score are based on the sum of the items. The participants answered the items to rate the school administrators' leadership style and the recurrence of their leadership behaviors. The ALQ was appropriate for this investigation because it measured the ways that subordinates rated the supervisors' leadership style.

The ALQ has a Cronbach's alpha coefficient of .70, demonstrating proper reliability, and various measured alpha values greater than .80, representing very good reliability (see Caza et al., 2010). In other investigations conducted in Taiwan, the results of reliability and validity represented Cronbach's alphas between .82 and .95, demonstrating good validity and reliability of the ALQ (see Darvish & Rezaei, 2011; DeVellis, 2012). Examples of the items of the ALQ rater version are "demonstrates beliefs that are consistent with actions" and "analyzes relevant data before coming to a decision."

### **Turnover Intention Scale**

According to Roodt (2004), retention of employees has been a pressing challenge for human resources personnel. The TI-6 is a six-item scale adapted from the 15-item Measurement Scale, also constructed by Roodt. The items on the adapted version of the TIS are measured using a Likert Scale ranging from 1 (*never*) to 5 (*always*). According to Martin (2007) as well as Martin and Roodt (2008), a Cronbach's alpha coefficient of 0.90

explained the internal consistency of the instrument. Jacobs and Roodt (2008) identified a Cronbach's alpha coefficient of 0.91 for the 15-item version of the TIS. The reliability of the TI-6, according to Banai and Reisel (2007), is 0.81. Examples of items on the TI-6 are "How often do you dream about getting another job that will better suit your personal needs?" and "How often have you considered leaving your job?"

### **Perceived Supervisor Support Scale**

The PSSS was developed by Eisenberg et al. (2002) to analyze employees' PSS. This instrument measures five constructs: consideration of employees' opinions and goals, request for special favors, employees' well-being, performance, and mistakes. PSSS uses a 7-point Likert-type scale of responses ranging from 0 (*strongly disagree*) to 7 (*strongly agree*) to obtain ordinal data for each PSS dimension (Eisenberger et al., 2002).

The PSSS was appropriate to use in the study to survey employees' PSS, regardless of profession. This instrument has validity across a variety of businesses (Hutchison, 1997). Pua et al. (2016) reported a Cronbach's alpha of .87 in the PSSS. Rhoades et al. (2001) found the reliability and validity of the PSSS to be .72. The PSSS has been used to recognize correlations among higher levels of organizational effectiveness and lower levels of volunteer employee turnover (Edmondson & Boyer, 2013). Examples of items on the PSSS are "Help is available from supervisors when I have a problem" and "The supervisors care about my opinions."

### **Data Analysis Plan**

The collected data were organized in spreadsheets using Google sheets. The data were analyzed using SPSS. The descriptive analysis that defined the variables and their distribution (see Stangor, 2014) included the ranges, means, and standard deviations. Data screening and cleaning were conducted. Using SPSS, the frequency data in each data set were analyzed.

According to Stevens (2016), surveys that have missing statistics are considered usable when at least 75% of the survey items have been answered. If missing data become evident in the analysis, another test is conducted. Little et al. (2016) asserted that when missing data do not represent significant differences in the sample size, those data will not affect the analysis and results. In order to meet the assumptions for using multiple linear regression analysis, a scatterplot residual was performed to evaluate the relationship among the variables, Pearson's bivariate correlations were used to establish the correlation matrix, and the Kolmogorov-Smirnov test was used to verify residuals in the regression.

Five RQs guided this study:

RQ1: Is there a correlation between authentic leadership and turnover intention?

$H_{01}$ : There is no significant correlation between authentic leadership, as measured by the ALQ (Avolio et al., 2007), and turnover intention, as measured by the TI-6 (Roodt, 2004).

$H_{a1}$ : There is a significant correlation between authentic leadership, as measured by the ALQ, and turnover intention, as measured by the TI-6.

RQ2: Does school administrators' perceived authenticity, as measured by the ALQ, predict teacher turnover intention, as measured by the TI-6?

*H<sub>02</sub>*: School administrators' perceived authenticity, as measured by the ALQ, does not predict teacher turnover intention, as measured by the TI-6.

*H<sub>a2</sub>*: School administrators' perceived authenticity, as measured by the ALQ, predicts teacher turnover intention, as measured by the TI-6.

RQ3: Do years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>03</sub>*: Years of teaching experience do not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a3</sub>*: Years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

RQ4: Does the impression of school administrators' support, as measured by the PSSS (Eisenberger et al., 2002), moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>04</sub>*: The impression of school administrators' support, as measured by the PSSS, does not moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a4</sub>*: The impression of school administrators' support, as measured by the PSSS, moderates the relationship between their perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.

RQ5: Does gender of the teacher moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>05</sub>*: Gender of the teacher does not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a5</sub>*: Gender of the teacher does moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.

Multiple regression was conducted to determine the statistical significance of the variables (see Ástrós Lea & Hulda Dóra Styrnisdóttir, 2016; Bosco et al., 2015).

Pearson's correlation was used to establish a connection between the variables of authentic leadership and teachers' PSS and turnover intentions. To test years of experience as a moderating factor between the variables of authentic leadership and the teachers' turnover intentions, I used regression analysis. By using moderated multiple regression, PSS and the teachers' years of experience were used to analyze the relationship between authentic leadership and the teachers' turnover intentions.

### **Threats to Validity**

Aten and Denney (2019) stated that when the results can be generalized to other situations or people, a study has external validity. A procedural threat to this investigation was the use of participants with specific characteristics (i.e., high school teachers currently working for the PRDE). In addition, this investigation did not follow an experimental design, meaning that the independent variables were not manipulated and did not have any internal threats to validity (Aten & Denney, 2019).

### **Ethical Procedures**

Before any data were collected, even though there was no requirement to obtain permission from the PRDE, a letter was sent informing the department of the study. Permission from Walden University's IRB to conduct the study also was obtained Approval 08-26-20-0570815. To minimize any conflicts of interest and risks, and to protect the participants' privacy and the confidentiality of their survey responses, ethical research guidelines were followed.

The data were obtained and organized on a Google sheet. Participants were assured that their identities would remain confidential and the responses to the questionnaires would remain private. A detailed assessment was finalized to ensure that the participants had responded to all of the survey items. The surveys were removed from SurveyMonkey after the information has been shifted into SPSS. An external hard drive was used to store all electronic data for 5 years, as per Walden University's requirements. The password-protected external hard drive will be kept in a safe. I will be the only



person having access to it. After 5 years, all data pertinent to the study will either be shredded or erased from the external hard drive to ensure that they are not recoverable.

### **Summary**

This quantitative study used multiple regression analysis to examine the relationship between the perceived authentic leadership of administrators in the PRDE and teachers' PSS and turnover intentions. This chapter presented information about the rationale for the research design and provided details about the target population, sample, data collection and analysis, instrumentation, instrumentation validity and reliability, threats to validity, and ethical considerations.

## Chapter 4: Results

### Introduction

The purpose of this quantitative study was to examine the relationship between the perceived authentic leadership of administrators in the PRDE and high school teachers' turnover intentions. An additional purpose of this study was to examine if PSS, years in the teaching profession, and gender had a moderating effect on the teachers' turnover intentions. Included in Chapter 4 are the results of the data collection and analysis protocols and demographic details about the sample.

Five RQs guided this investigation:

RQ1: Is there a correlation between authentic leadership and turnover intention?

$H_{01}$ : There is no significant correlation between authentic leadership, as measured by the ALQ (Avolio et al., 2007), and turnover intention, as measured by the TI-6 (Roodt, 2004).

$H_{a1}$ : There is a significant correlation between authentic leadership, as measured by the ALQ, and turnover intention, as measured by the TI-6.

RQ2: Does school administrators' perceived authenticity, as measured by the ALQ, predict teacher turnover intention, as measured by the TI-6?

$H_{02}$ : School administrators' perceived authenticity, as measured by the ALQ, does not predict teacher turnover intention, as measured by the TI-6.

$H_{a2}$ : School administrators' perceived authenticity, as measured by the ALQ, predicts teacher turnover intention, as measured by the TI-6.

RQ3: Do years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>03</sub>*: Years of teaching experience do not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a3</sub>*: Years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

RQ4: Does the impression of school administrators' support, as measured by the PSSS (Eisenberger et al., 2002), moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>04</sub>*: The impression of school administrators' support, as measured by the PSSS, does not moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a4</sub>*: The impression of school administrators' support, as measured by the PSSS, moderates the relationship between their perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.

RQ5: Does gender of the teacher moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>05</sub>*: Gender of the teacher does not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a5</sub>*: Gender of the teacher does moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.

### **Data Collection**

I investigated the relationship between authentic leadership and high school teachers' turnover intentions in Puerto Rico. In addition, PSS, years of teaching, and teacher gender were analyzed as potential moderators of the connection between authentic leadership and teachers' turnover intentions. Data were gathered using questionnaires requiring Likert scale responses for 7 weeks from teachers working in various high schools in two educational regions of Puerto Rico. The three questionnaires (i.e., ALQ, TI-6, and PSSS) and the demographics sheet were accessible through the SurveyMonkey platform. I created the demographic questionnaire. The participants were Puerto Rican high school teachers of students in Grades 9 to 12. I received unrestricted license access to use the ALQ, TI-6, and PSSS.

After receiving IRB approval to conduct the study, I sent an email to potential participants that provided a link to SurveyMonkey to sign the consent form and access the questionnaires. The link was open for 49 days before being disabled. Then the data set was recorded. The sample comprised 294 high school teachers; sample size was calculated using G. Power with a CI of 95% and an alpha level of 0.05.

A total of 316 individuals tried to access the online questionnaires. Three of them did not meet the criterion of being Puerto Rican high school teachers, so their questionnaires were eliminated from the data set. The completion rate for the questionnaires was 94%. Of the 313 questionnaires, 19 were incomplete, so they also were removed, leaving 294 questionnaires. The data-gathering process generated 294 completed questionnaires.

### **Descriptive Statistics and Demographic Statistics**

Demographic information was gathered from the participants. Table 1 illustrates the frequency counts of the variables. The number of years working as teachers varied from 1 to 3 years (1.4%) to 13 years or more (69.4%), with a median of 13 years. The number of years working as high school teachers at their current schools varied from 1 to 3 years (27.6%) to 13 years or more (15.3%), with a median of 6.5 years. The number of years working as high school teachers varied from 1 to 3 years (13.6%) to 13 years or more (37.4%), with a median of 10 years.

More than half of the participants (62.2%,  $n = 183$ ) taught multilevel grades. The participants were either permanent educators (92.2%,  $n = 271$ ) or transitory educators (7.8%,  $n = 23$ ). A total of 221 (75.5%) participants were women, and 73 (24.8%) were men. The age ranges of the participants were grouped as 18 to 29 years (.7%,  $n = 2$ ); 30 to 49 years (86.1%,  $n = 253$ ); and 50 to 64 (13.3%,  $n = 39$ ), with a median age of 45 years. Most of the teachers had either a bachelor's degree (46.3 %,  $n = 136$ ) or a master's degree (44.5%,  $n = 135$ ). The subject areas taught by the participants were English (33%,  $n = 97$ ); vocational (28.6%,  $n = 88$ ); and special education (13.6%,  $n = 40$ ).

**Table 1***Frequency Counts for Demographic Variables*

Variable	Category	<i>n</i>	%
How many years have you been working as a teacher (please include this current teaching year)? ( <i>Mdn</i> = 13)	1-3	4	1.4
	4-6	21	7.1
	7-9	33	11.2
	10-12	32	10.9
	13 or more	204	69.4
How many years have you been working as a high school teacher at your current school? ( <i>Mdn</i> = 6.5)	1-3	81	27.6
	4-6	66	22.4
	7-9	20	6.8
	10-12	82	27.9
	13 or more	45	15.3
How many years you have been working as a high school teacher? ( <i>Mdn</i> = 10)	1-3	81	27.6
	4-6	66	22.4
	7-9	20	6.8
	10-12	82	27.9
	13 or more	45	15.3
What is your current teaching position?	Biology teacher	2	.7
	Chemistry teacher	10	3.4
	Commerce teacher	11	3.7
	Computer teacher	2	.7
	Cosmetology teacher	1	.3
	English teacher	97	33.0
	Environmental science tea	1	.3
	Homebound teacher	1	.3
	Math teacher	16	5.4
	Physical education teacher	10	3.4
	Physics teacher	1	.3
	Science teacher	3	1.0
	Self-contained teacher	6	2.0
	Social studies teacher	5	1.7
	Spanish teacher	4	1.4
	Special education teacher	40	13.6
Grades taught	Vocational teacher	84	28.6
	9	46	15.6
	10	7	2.4
	11	35	11.9
	12	23	7.8
Employment status	Other	183	62.2
	Permanent	271	92.2
	Transitory	23	7.8
Gender	Female	221	75.2
	Male	73	24.8
	Other	0	0
	Preferred not to answer	0	0
Age ( <i>Mdn</i> = 45)	18-29	2	.7

Variable	Category	<i>n</i>	%
Education	30-49	253	86.1
	50-64	39	13.3
	Bachelor's degree (i.e., BA, BS)	136	46.3
	Master's degree (i.e., MA, MS, MEd)	135	45.9
	Professional degree (i.e., MD, DDS, DVM)	8	2.7
	Doctorate (i.e., PhD, EdD)	15	5.1
	Bachelor's degree (i.e., BA, BS)	136	46.3

*Note.* *N* = 294.

Table 2 contains descriptive information about the items in the three questionnaires used in this investigation. The Cronbach's alpha reliability coefficients for the questionnaires varied from .61 to .89, demonstrating coefficient consistency among the scales. As displayed by the results, the scales had acceptable internal consistency levels.

### **Table 2**

*Min, Max, Mean, Standard Deviation, and Cronbach's Alpha for Each Scale*

Scale	No. of items	<i>M</i>	<i>SD</i>	Min	Max	Cronbach's $\alpha$
ALQ (rater version)	16	2.93	1.21	2.673	3.28	.80
TI-6	6	2.85	1.48	2.459	3.49	.61
PSSS	8	4.72	1.70	2.873	5.76	.71

*Note.* *N* = 294.

Table 3 displays the results of the Kolmogorov-Smirnov test that was performed to verify residuals in the regressions. The significance was greater than .05, indicating a normal distribution of residuals in the regressions.

**Table 3***Kolmogorov-Smirnov Test for Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized residual	.058	294	.018	.980	294	.272

*Note.*  $N = 294$ .

<sup>a</sup> Lilliefors Significance Correction

### Results

The participants' responses to the questionnaires were examined using SPSS. Data correlated to RQ1 on the correlation between authentic leadership and turnover intentions were examined using correlational analysis to examine if authentic leadership considerably predicted the teachers' turnover intentions. Data correlated to RQ2 whether perceived school administrator authenticity predicted the teachers' turnover intentions were analyzed using multiple regression. Data correlated to RQ3 to determine if years of experience were a moderating factor in teachers' turnover intentions used regression analysis. Data connected to RQ4 to determine if PSS and years of experience were moderating factors in the relationship authentic leadership and the teachers' turnover intentions were examined. Data correlated to RQ5 to determine if gender moderated the relationship between authentic leadership and teachers' turnover intentions were examined using multiple regression analysis.

SPSS was used to analyze the collected data. Results were transferred from the SurveyMonkey database to SPSS and coded appropriately to relate to the investigation and variables. Appropriate statistical analysis was completed to answer the RQs. To meet the assumptions of multiple linear regression analysis, scatterplot residuals were



performed to evaluate predicted values, Pearson's bivariate correlations were used to establish the correlation matrix, and the Kolmogorov-Smirnov test was used to verify residuals in the regression analysis between and among the variables in the investigation.

### **RQ1**

Is there a correlation between authentic leadership and turnover intention?

$H_{01}$ : There is no significant correlation between authentic leadership, as measured by the ALQ (Avolio et al., 2007), and turnover intention, as measured by the Turnover Intention Scale (TI-6; Roodt, 2004).

$H_{a1}$ : There is a significant correlation between authentic leadership, as measured by the ALQ, and turnover intention, as measured by the TI-6.

To analyze RQ1, Table 4 Pearson correlation analysis among the variables of authentic leadership and turnover intention was conducted. A Pearson correlation was conducted to determine the relationship between authentic leadership and high school teachers' turnover intentions. Results indicated a statistically significant correlation between authentic leadership and the high school teachers' turnover intentions ( $r = -.436$ ,  $N = 294$ ,  $p = .00$ ). Null Hypothesis 1 was rejected. The correlation was negative, indicating that when school administrators' authenticity was perceived by the teachers, turnover intentions decreased.

**Table 4***Pearson Correlation Between Authentic Leadership and Teachers' Turnover Intentions*

Scale		ALQ (rater version)	TI-6
ALQ (rater version)	Pearson correlation	1	.436**
	Sig. (2-tailed)		.000
	<i>N</i>	294	294
TI-6	Pearson correlation	.436**	1
	Sig. (2-tailed)	.000	
	<i>N</i>	294	294

*Note.* \*\*Correlation was significant at the .01 level (2-tailed).

**RQ2**

Does school administrators' perceived authenticity, as measured by the ALQ, predict teacher turnover intention, as measured by the TI-6?

$H_{02}$ : School administrators' perceived authenticity, as measured by the ALQ, does not predict teacher turnover intention, as measured by the TI-6.

$H_{a2}$ : School administrators' perceived authenticity, as measured by the ALQ, predicts teacher turnover intention, as measured by the TI-6.

Table 5 displays the multiple regression analysis findings for the correlation to examine if PSS moderated Puerto Rican high school teachers' turnover intentions. Multiple regression was run to predict the relationship between teachers' turnover intentions and authentic leadership moderated by PSS. These variables statistically significantly anticipated the teachers' turnover intentions,  $F(2, 291) = 276.365$ ,  $p < .0005$ ,  $R^2 = .655$ . All variables had statistical significance with alpha level prediction,  $p < .05$ , meaning that the variables were more unlikely to affect each other. Null Hypothesis 2 was rejected, indicating that PSS was a predictor moderating the relationship between

authentic leadership and the teachers' turnover intentions, thus reducing their turnover intentions.

**Table 5**

*Predicting Teachers' Turnover Intentions and Authentic Leadership Moderated by PSS*

Model	<i>B</i>	<i>SE</i>	$\beta$	<i>t</i>	Sig.	Lower bound	Upper bound
1	(Constant)	25.186		11.972	.000	21.045	29.326
	TI-6	-.553	-.352	-9.201	.000	-.671	-.435
	ALQ	.471	.591	15.456	.000	.411	.531

*Note.* DV: PSS

### RQ3

Do years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H*<sub>03</sub>: Years of teaching experience do not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H*<sub>a3</sub>: Years of teaching experience moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

Tables 6 to 8 display the regression model predicting the teachers' turnover intentions and perceptions of school administrators' authentic leadership using years of experience as a moderating factor. The results demonstrated that an average of 30.4% ( $n = 89$ ) of the high school teachers had turnover intentions within the first 6 years of being in the teaching profession. An adjusted score of  $R^2 = 29.9\%$  ( $n = 87$ ) demonstrated

a small effect size. According to Hayes and Montoya (2017), a small effect size in the results demonstrated that there was not a lot of variance in the statistical significance of the variables. Years of teaching experience and school administrators' perceived authenticity were statistically significant in predicting the teachers' turnover intentions,  $F(2, 291) = 63.408, p < .000$ .

Predictions were made to establish the teachers' turnover intentions and authentic leadership moderated by teaching years of experience. For 0 to 3 year of teaching experience, turnover intention was predicted as 20.45, 95% CI [19.70, 21.19]; for 4 to 6 years of teaching, intention to leave was predicted as 13.22, 95% CI [12.41, 14.04]; for 7 to 9 years of teaching, intention to leave was predicted as 6.00, 95% CI [3.98, 8.02]; for 10 to 12 years of teaching, intention to leave was predicted as -1.22, 95% CI [-4.52, 2.07]; and for 13 or more years of teaching, turnover intention was predicted as -3.63, 95% CI [-7.35, .08].

In Tables 6 to 8, a 95% CI was used to describe the variability of the means predictions in the categories of 0 to 3, 4 to 6, 7 to 9, 10 to 12, and 13 or more years of teaching experience. Null Hypothesis 3 was rejected, indicating that the CIs showed a variation of tendencies in the teachers' turnover intentions. According to the results, years of experience moderated the connection between turnover intentions and authentic leadership. During the first 6 years of experience, teachers exhibited higher turnover inclinations than teachers with 7 or more years of experience.

**Table 6**

*Regression Model Predicting Turnover Intentions and Authentic Leadership Moderated by Years of Teaching Experience*

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	SE of estimate
1	.551 <sup>a</sup>	.304	.299	3.82473

a. Predictors: (Constant), How many years have you been working as a teacher (please include this current teaching year)?,ALQ

**Table 7**

*Regression Analysis Summary Model Predicting Turnover Intentions and Authentic Leadership Moderated by Years of Teaching Experience*

Model	SS	df	MS	F	Sig.
1 Regression	1855.129	2	927.565	63.408	.000
Residual	4256.912	291	14.629		
Total	6112.041	293			

Note. DV: TI-6

Predictors: (Constant), How many years have you been working as a teacher (please include this current teaching year)? ALQ

**Table 8**

*Prediction Contrast Results Predicting Turnover Intentions and Authentic Leadership Moderated by Years of Teaching Experience*

		Contrast	DV: TI-6
L1 (0-3)	Contrast estimate		20.448
	Hypothesized value		0
	Difference (estimate - hypothesized)		20.448
	SE		.378
	Sig.		.000
	95% CI for difference	Lower bound	19.703
	Upper bound	21.193	
L2 (4-6)	Contrast estimate		13.224
	Hypothesized value		0
	Difference (estimate - hypothesized)		13.224
	SE		.415
	Sig.		.000
	95% CI for difference	Lower bound	12.407
	Upper bound	14.041	
L3 (7 – 9)	Contrast estimate		6.000

		Contrast	DV: TI-6
		Hypothesized value	Table Cont'd
			0
		Difference (estimate - hypothesized)	6.000
		SE	1.028
		Sig.	.000
		95% CI for difference	
		Lower bound	3.976
		Upper bound	8.024
L4 (10 – 12)		Contrast estimate	-1.224
		Hypothesized value	0
		Difference (estimate - hypothesized)	-1.224
		SE	1.673
		Sig.	.465
		95% CI for difference	
		Lower bound	-4.517
		Upper bound	2.068
L5 (13 or more)		Contrast estimate	-3.632
		Hypothesized value	0
		Difference (estimate - hypothesized)	-3.632
		SE	1.889
		Sig.	.056
		95% CI for Difference	
		Lower bound	-7.351
		Upper bound	.086

#### RQ4

Does the impression of school administrators' support, as measured by the PSSS (Eisenberger et al., 2002), moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

$H_{04}$ : The impression of school administrators' support, as measured by the PSSS, does not moderate the relationship between their perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

$H_{a4}$ : The impression of school administrators' support, as measured by the PSSS, moderates the relationship between their perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.

For RQ4, predictions were made to determine if school administrators' perceived support moderated the correlation between perceived authentic leadership and the high

school teachers' turnover intentions. The results of multicollinearity, as supported by tolerance values less than 0.445, suggested that there was an acceptable correlation in the analysis results. Use of the Shapiro-Wilk's test ( $p > .05$ ) provided evidence that the studentized residuals were distributed normally. Multiple regression was run to analyze the interaction between teachers' turnover intentions and PSS. PSS moderated the effect of turnover intentions and authentic leadership administrator was statistically significant with a total variation of 18.2%,  $F(1, 291) = 84.645, p < .001$ . Therefore, 18.2% of the variance in the samples measured could be attributed to PSS.

Simple slopes analysis showed that the correlation between turnover intentions job and authentic leadership ( $b = 0.021, SE = 0.035$ ) was not statistically significant,  $p = .559$ . The coefficient of the interaction term ( $b = -0.408, SE = 0.044$ ) was statistically significant ( $p < .001$ ), indicating that PSS moderated the relationship between authentic leadership and turnover intentions. Null Hypothesis 4 was rejected. Correlation analysis found a moderation in the variables, with the results indicating that when the teachers felt supported by authentic leader, turnover intentions were reduced (see Tables 9-11).

**Table 9**

*Prediction Contrast Results Predicting Impression of School Administrator Moderated by Turnover Intentions and Authentic Leadership*

Model	<i>R</i>	<i>R</i> <sup>2</sup>	Adj. <i>R</i> <sup>2</sup>	<i>SE</i> of estimate	<i>R</i> <sup>2</sup> change <i>F</i> change	<i>df</i> 1	<i>df</i> 2	Sig.
1	.436 <sup>a</sup>	.190	.187	4.11698	.190	68.602	1 292	.000
2	.611 <sup>b</sup>	.373	.368	3.62977	.182	84.649	1 291	.000

a. Predictors: (Constant), ALQ

b. Predictors: (Constant), ALQ, PSSS

DV: TI-6

**Table 10***Shapiro-Wilk's Normality Test*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk's		
	Statistic	df	Sig.	Statistic	df	Sig.
TI-6	.173	294	.000	.899	294	.237

a. Lilliefors significance correction

**Table 11**

*Authentic Leadership, Perceived Supervisor Support, and Turnover Intentions Coefficient Interaction*

Model	B	SE	$\beta$	<i>t</i>	Sig.	95.0% CI for B	
						Lower bound	Upper bound
1 (Constant)	27.434	1.273		21.555	.000	24.929	29.939
ALQ	-.221	.027	-.436	-8.283	.000	-.274	-.169
2 (Constant)	31.518	1.207		26.118	.000	29.143	33.893
ALQ	.021	.035	.041	.584	.559	-.049	.090
PSSS	-.408	.044	-.640	-9.201	.000	-.495	-.320

DV: TI-6

**RQ5**

Does gender of the teacher moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6?

*H<sub>05</sub>*: Gender of the teacher does not moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and teacher turnover intent, as measured by the TI-6.

*H<sub>a5</sub>*: Gender of the teacher does moderate the relationship between school administrators' perceived authentic leadership, as measured by the ALQ, and a teacher turnover intent, as measured by the TI-6.



Table 12 shows the linear regression that was run to determine if gender had a moderating effect on the connection among authentic leadership, PSS, and turnover intentions. To analyze linearity, a scatterplot of gender as a moderating effect on the aforementioned connection was plotted (see Figure 1). Visual examination of the scatterplot suggested a linear relationship among the variables, along with normality and homoscedasticity. There was no outlier. The prediction equation with authentic leadership and PSS was significant,  $F(2, 291) = 86.452, p < .001$ .

Table 13 shows the regression regarding turnover intentions and gender. The analysis demonstrated that gender was a statistically significantly moderating factor in predicting teachers' turnover intentions,  $F(1, 290) = 8.32, p < .001$ , accounting for 39% of the variation in turnover intentions, adjusted  $R^2 = 38.4%$ , a medium-sized effect, according to Hayes and Montoya (2017). When analysis was made by separating gender into male and female categories, the female category had a moderating statistically significant relationship ( $\Delta R^2 = .368 [p = .000]$ ).

For Model 2, the multivariate  $R$  value was .625,  $R^2$  was .390, and the adjusted  $R^2$  was .384, suggesting that gender was positively related to turnover intentions and acted as a moderator of the relationship between authentic leadership and turnover intentions. Both predictors were positively connected to turnover intentions and were significant at  $p = .001$ , meaning that gender was correlated to authentic leadership, PSS, and turnover intention scores. The results established that when teachers felt supported by supervisors manifesting authentic leadership, turnover intentions were lower.

**Table 12**

*Prediction of Gender Moderates the Connection Among Authentic Leadership, PSS, and Turnover Intentions*

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	SE of estimate	R <sup>2</sup> change	F change	df1	df2	Sig.
1	.611 <sup>a</sup>	.373	.368	3.62977	.373	86.452	2	291	.000
2	.625 <sup>b</sup>	.390	.384	3.58496	.017	8.320	1	290	.004

a. Predictors: (Constant), PSSS, ALQ

b. Predictors: (Constant), PSSS, ALQ, what is your gender?

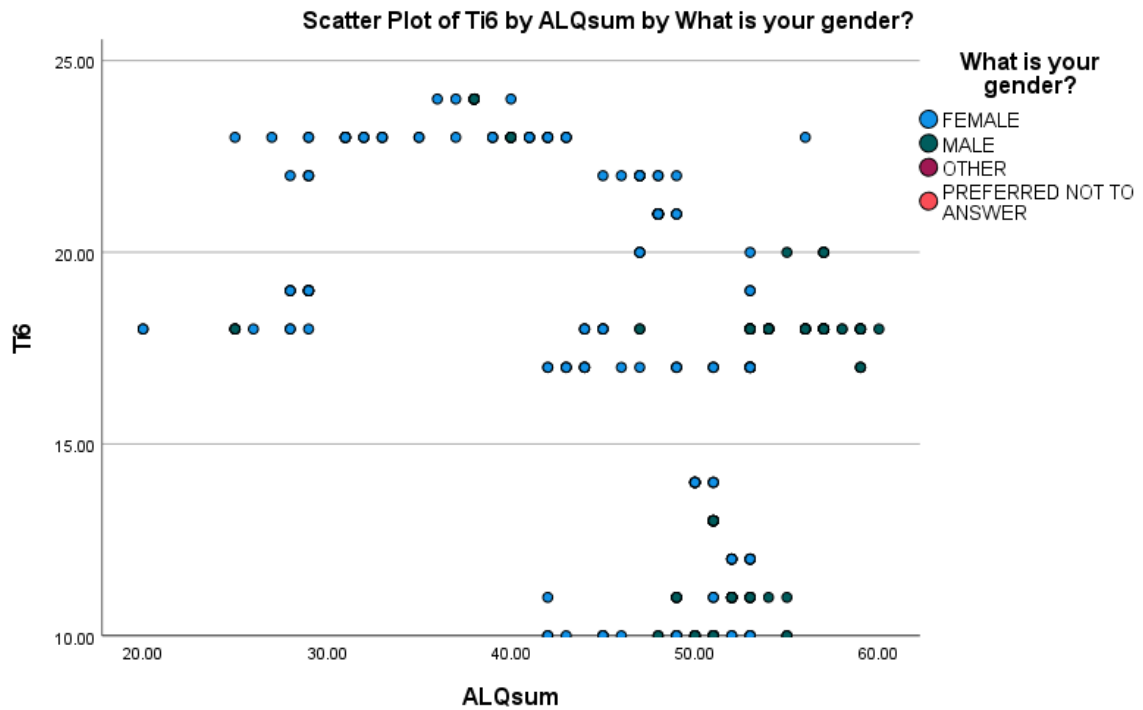
c. DV: TI-6

**Table 13**

*Predicting Turnover Intentions Moderated by Gender*

Model	B	SE	$\beta$	t	Sig.	Lower bound	Upper bound	Tolerance	VIF
1 (Constant)	31.518	1.207		26.118	.000	29.143	33.893		
ALQ	.021	.035	.041	.584	.559	-.049	.090	.445	2.246
PSSS	-.408	.044	-.640	-9.201	.000	-.495	-.320	.445	2.246
2 (Constant)	30.877	1.212		25.469	.000	28.491	33.264		
ALQ	-.035	.040	-.068	-.871	.385	-.113	.044	.342	2.924
PSSS	-.376	.045	-.591	-8.335	.000	-.465	-.287	.419	2.387
What is your gender?	1.627	.564	.154	2.885	.004	.517	2.737	.736	1.359

DV: TI-6

**Figure 1***Linearity Inspection*

### Summary

Survey data obtained from 294 Puerto Rican high school teachers were used to investigate the connection between authentic leadership and the teachers' turnover intentions. An additional objective was to determine if PSS, years of teaching experience, and gender moderated the relationship between authentic leadership and turnover intentions. Chapter 4 provided information about the participants' demographic information and the results.

The results for RQ1 indicated a significant relationship between authentic leadership and turnover intentions, so Null Hypothesis 1 was rejected. The results for

RQ2 indicated that PSS significantly moderated the relationship between authentic leadership and turnover intentions, so Null Hypothesis 2 was rejected. Results for RQ3 indicated that turnover intentions decreased with the number of years of teaching experience, so Null Hypothesis 3 was rejected.

The results for RQ4 showed that PSS moderated the relationship between authentic leadership and turnover intentions, so Null Hypothesis 4 was rejected. The results for RQ5 indicated that gender was correlated to authentic leadership, PSS, and turnover intention scores, so Null Hypothesis 5 was rejected. In Chapter 5, the statistical findings are compared to the literature and assumptions. Also included in Chapter 5 are an explanation of the results, a discussion of the implications for social change, and recommendations for future research.

## Chapter 5: Discussion, Conclusions, and Recommendations

### **Introduction**

The purpose of this quantitative investigation was to examine the connection between authentic leadership in Puerto Rico and the turnover intentions of a sample of high school teachers. The objective was to examine whether PSS, years of teaching experience, and gender moderated the relationship between authentic leadership and the teachers' turnover intentions. In this chapter, I present a discussion of the implications of the results, implications for research and practice, and recommendations for future research.

Gatling et al. (2016) and Padilla-Vélez (1993) argued that high rates of teacher turnover give society negative impressions not only of educational systems but also students' opportunities for academic success. This study was conducted to fill the gap in the literature concerning the connection between authentic leadership and Puerto Rican high school teachers' turnover intentions. In addition, this investigation was conducted to fill the gap in the literature by using gender, years of teaching, and PSS as factors that could moderate the teachers' turnover intentions.

Data were gathered from three Likert-type scale surveys distributed to Puerto Rican high school teachers employed by the PRDE in two educational regions. Data were examined using SPSS and analyzed using multiple regression. In Chapter 5, I discuss the results and limitations of this investigation, offer recommendations for further study, and present implications for positive social change.

## **Interpretation of the Findings**

This segment summarizes the conclusions based on the RQs.

### **RQ1**

A correlational analysis was used to examine the relationship between authentic leadership and Puerto Rican high school teachers' turnover intentions. I found a significant correlation between authentic leadership and turnover intentions. The findings reflect other results in the current literature concerning the association between the variables of authentic leadership and turnover intentions in the workplace environment. The relationship between authentic leadership and teachers' turnover intentions contributes to educational success. Teachers who feel supported by authentic leaders can have a positive effect on students' learning outcomes.

PSS reinforces the relationships established among teachers, parents, and students at the beginning of and throughout the school year. According to Hsiung (2012), when school supervisors have characteristics identifying them as authentic leaders, such as including teachers in the decision-making process, there is an awareness that school administrators enable and encourage a positive workplace environment. Consistent with Laschinger et al.'s (2012) conclusions, the result for RQ1 indicated that school supervisors' authentic leadership has a significant role in retaining teachers and reducing turnover intentions.

### **RQ2**

Multiple regression was used to test the hypothesis that PSS moderated Puerto Rican high school teachers' turnover intentions. PSS did predict the teachers' turnover

intentions and that higher levels of PSS decreased turnover intentions. The findings are comparable with the literature of the investigations concerning PSS when it was investigated in the tourism industry and hospital care (Owusu-Bempah et al., 2014; Xiong et al., 2016).

### **RQ3**

Data that answered RQ3 were tested using a regression model predicting the teachers' turnover intentions and authentic leadership moderated by teaching years of experience. The analysis suggested that 89 (30.4%) of the 294 Puerto Rican high school teachers in the study had contemplated leaving their jobs in the first 6 years. The finding also suggests that during the first 9 years of teaching experience, versus 10 years or more, the high school teachers were more inclined to leave their jobs. The finding relevant to RQ3 is comparable to previous results indicating that the number of years of teaching experience is a predictor of turnover intentions. Perryman and Calvert (2020) argued that teachers are more inclined to leave their jobs during the first years in the profession because they feel a lack of respect and lack of inclusion in the decision-making process. The data that answered RQ3 showed when the teachers were more likely to consider leaving their jobs.

### **RQ4**

Multiple regression was used to assess the relationship between turnover intentions and PSS. PSS moderated the relationship between teachers' turnover intentions and authentic leadership. This finding is supported by the literature that administrators who support their employees have lower turnover rates of teachers (Torres, 2016). The

finding for RQ4 also indicates that Puerto Rican high school teachers were less likely to leave their jobs when they were part of the decision-making process, particularly in regard to implementing policies (Bejarano et al., 2018).

## **RQ5**

Multiple regression was used to assess the hypothesis of gender moderating the correlation between authentic leadership and the Puerto Rican high school teachers' turnover intentions. Gender did significantly moderate this correlation. The conclusions concerning gender contrasted with the findings expressed by Cotton and Tuttle (2006), who suggested that women were more inclined than men to leave their jobs. Weisberg and Kirschenbaum (2006) contended that men and women were equally predisposed to leaving their jobs. In this study, I found findings similar to those of Weisberg and Kirschenbaum that the gender of the teachers moderated the relationship between authentic leadership and the teachers' turnover intentions. The results of the current study revealed that when male and female teachers felt that their opinions did not matter to supervisor, their turnover intentions increased.

### **Interpretation of the Findings and the Theoretical Framework**

According to the social exchange theory (see Cook et al., 2013) and the results of the current study, supervisory support played a role in the teachers' perceptions of authentic leadership and the teachers' turnover intentions. Kang et al. (2015) asserted that there are advantages to organizations when supervisors and employees have consistent positive working relationships. Social exchange theory was used to explain the effect of supervisor support in moderating the relationship between teachers' turnover intentions



and authentic leadership. Results of the study indicated that higher levels of PSS reduced teachers' turnover intentions. Because of the support received from authentic leaders, teachers employed by the PRDE were more likely to be retained.

Authentic leadership theory (see Avolio & Gardner, 2005) also played a role in the perceptions of supervisor support of Puerto Rican high school teachers and their turnover intentions. As Valentine et al. (2014) asserted, authentic supervisors who employ practical ethical procedures encourage their employees and make them part of the decision-making process. The literature suggested that authenticity as a leadership style in the school system may help to promote a positive workplace culture (Jacques et al., 2015). The results aligned with the findings in the research literature of a significant correlation between school administrators' authenticity and teachers' turnover intentions.

### **Limitations of the Study**

The study had some limitations. Limiting the study to Puerto Rican high school teachers could have affected the generalizability of the results to other target populations. Data were gathered using a survey approach, limiting generalization to a particular set of questions and responses.

### **Recommendations for Future Research**

It is essential to continue investigating PSS in the workplace, particularly in regard to teachers, to decrease turnover intentions and reduce the adverse budgetary effects that high turnover rates can have on the educational system. The theoretical framework comprised the social exchange theory and the authentic leadership theory. Future investigations should include Puerto Rican teachers from all levels of education.

Further investigation also should take into importance other aspects, such as organizational culture and group support.

The quantitative design of the study did not consider aspects such as job promotion or job satisfaction that could have been significant to Puerto Rican teachers' turnover intentions. The focus was on the linear connections between and among the variables. Future researchers could analyze ways that the variables are connected in nonlinear correlations. Research with Puerto Rican teachers from all grade levels should be conducted. Furthermore, future research alternatives could address the connection between PSS and the turnover intentions of Puerto Rican high school teachers using a qualitative design approach with a less restrictive response format.

### **Implications for Practice**

I-O specialists may promote the development of mentoring programs with school supervisors and teachers in the Puerto Rican educational system and similar cultural scenarios. To ensure that more employees feel supported by supervisors, the PRDE and other agencies with similar cultural contexts may want to consider developing coaching programs to ensure that supervisors have more authentic leadership skills. Ahmad et al. (2019) stated that coaching can have a direct effect on PSS. I-O specialists could contemplate developing social group support procedures for use in the educational setting. The implementation of coaching programs could help supervisors in the educational setting to learn skills to support teachers and ensure that a positive workplace exists. Coaching and mentoring could support other supervisors in becoming more authentic in their management strategies. Peer support among supervisors could help

Puerto Rico's secretary of education and school directors to implement policies and strategies to promote the retention of high school teachers.

### **Implications for Research**

The outcomes of the study may be valuable in helping to establish positive academic and social environments for teachers, school districts, secretary of education, and students. According to Liu et al. (2018), teaching cannot be compared to any other career in terms of influence, complexity, and preparation. Teachers are more likely to consider turnover intentions if they do not feel supported by supervisors (Gatling et al., 2016). Through constant PSS, teachers can feel part of the decision-making process, improving the overall work performance and school environment. Future researchers should consider investigating, comparing, and analyzing the effectiveness of PSS at all teaching levels. Such research endeavors could help to determine which characteristics of supervisor support and authentic leadership are important to teachers and how they are connected to teachers' turnover intentions.

### **Conclusions**

Puerto Rico and elsewhere continue to experience high rates of teachers' turnover intentions. Danielson (2018) contended that inadequate orientations, limited opportunities for professional growth, and job dissatisfaction are among the factors influencing teachers' turnover intentions. I investigated the connection between Puerto Rican high school teachers' impressions of authentic leadership and turnover intentions moderated by PSS. I also sought to determine if that relationship was moderated by two other factors: gender and years of teaching experience.

Results showed a significant connection between school supervisors' authentic leadership and the teachers' turnover intentions. The number of years of teaching experience significantly moderated the correlation between school supervisors' authentic leadership and the teachers' turnover intentions, with teachers with more years of experience having fewer turnover intentions. Gender also was a moderator in the relationship between authentic leadership and the high school teachers' turnover intentions. When the Puerto Rican high school teachers in the study felt that they had supervisor support, they expressed fewer turnover intentions to leave the educational system, resulting in benefits to students and the educational system in general.

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## Appendix A: Demographic Questions

1. Are you currently employed as a high school teacher (grades 9-12)?
  - a. Yes
  - b. No (If no is checked, thanking you for your time but are ineligible to participate).
  
2. How many years have you been working as a teacher (please include this current teaching year)?
  - a. 1-3
  - b. 4-6
  - c. 7-9
  - d. 10-12
  - e. 13 years and over
  
3. How many years have you been working as a high school teacher?
  - a. 1-3
  - b. 4-6
  - c. 7-9
  - d. 10-12
  - e. 13 years and over
  
4. How many years have you been working as a high school teacher at your current school?
  - a. 1-3
  - b. 4-6
  - c. 7-9
  - d. 10-12
  - e. 13 years and over
  
5. What is the name of your current teaching position? (e.g.. English Teacher)
  
6. What grade of students do you teach?
  - a. 9th
  - b. 10th
  - c. 11th
  - d. 12th
  - e. Other
  
7. What is your current employment status as a teacher?
  - a. Permanent
  - b. Transitory
  
8. What is your gender?
  - a. Female

- b. Male
- c. Other
- d. Preferred not to answer

9. Which category below includes your age?

- a. 18-29 years old
- b. 30-49 years old
- c. 50-64 years old
- d. 65 years and over

10. What is the highest level of school you have completed or the highest degree you have received?

- a. Bachelor's degree (e.g. BA, BS)
- b. Master's degree (e.g. MA, MS, MEd)
- c. Professional degree (e.g. MD, DDS, DVM)
- b. Doctorate (e.g. PhD, EdD)

## Appendix B: Permission to Use ALQ (rater)



To whom it may concern,

This letter is to grant permission for Cristal Vazquez Davila to use the following copyright material for his/her research:

Instrument: ***Authentic Leadership Questionnaire (ALQ)***

Authors: ***Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa***

Copyright: ***2007 by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa***

Three sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Gardner".

Mind Garden, Inc.  
[www.mindgarden.com](http://www.mindgarden.com)

## Appendix C: Permission to Use PSSS

Cristal Vazquez-Davila; reisenberger2@uh.edu

Hi Cristal,  
I am happy to give you permission to use the POS scale.  
Cordially,  
Bob

Robert Eisenberger

## Appendix D: Permission to Use TI-6

You are welcome to use the TIS for your research. For this purpose please find the TIS-15 attached for your convenience. This TIS-6 (version 4) consists of the first six items high-lighted in yellow. You may use any one of these two versions. The TIS is based on the Theory of Planned Behaviour.

The only two conditions for using the TIS are that it may **not** be used for commercial purposes and second that it should be properly referenced (Roodt, 2004) as in the article by Bothma & Roodt (2013) you referred to.

It is easy to score the TIS-6. Merely add the item scores to get a total score. The midpoint of the scale is 18 (3 x 6). If the total score is below 18 then it indicates a desire to stay. If the scores are above 18 it indicates a desire to leave the organisation. The minimum a person can get is 6 (6 x 1) and the maximum is 30 (5 x 6). No item scores need to be reflected (reverse scored).

It is recommended that you conduct a CFA on the item scores to assess the dimensionality of the scale. We found that respondents with a matric (grade 12) tertiary school qualification tend to understand the items better and consequently a uni-dimensional factor structure is obtained.

If you wish to translate the TIS in a local language, you are welcome to do so. It is recommended that a language expert is used in the translate – back translate method.

I wish you all the best with your research!

**RE: Permission to use TI6 Scale**

It is recommended that you conduct a CFA on the item scores to assess the dimensionality of the scale. We found that respondents with a matric (grade 12) tertiary school qualification tend to understand the items better and consequently a uni-dimensional factor structure is obtained.

If you wish to translate the TIS in a local language, you are welcome to do so. It is recommended that a language expert is used in the translate – back translate method.

I wish you all the best with your research!

Best regards