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## Resilience as a Mediator of Perceived Organizational Justice and Turnover Intention for Licensed School Counselors

Autumn Warren Raffety  
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# Walden University

College of Social and Behavioral Sciences

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Autumn Warren Raffety

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Walden University  
2021

Abstract

Resilience as a Mediator of Perceived Organizational Justice and Turnover Intention for  
Licensed School Counselors

by

Autumn Warren Raffety

MA, American Military University, 2014

BS, Old Dominion University, 2008

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial and Organizational Psychology

Walden University

August, 2021

## Abstract

School counselor shortages and high turnover rates have been reported in school districts across the United States. These high turnover rates have led to critical problems for educational institutions as counselors serve a vital role in organizational success and stability. The purpose of this quantitative study was to investigate the relationship between organizational justice and turnover intention and whether resilience mediated this relationship for 102 licensed school counselors working in elementary and secondary schools in the United States. Equity theory provided the theoretical foundation for this study, and a nonexperimental correlational research design was used to examine the research questions. The four research questions investigated were: (a) to what extent does organizational justice relate to turnover intention, (b) to what extent does organizational justice relate to resilience, (c) to what extent does resilience relate to turnover intention, and (d) to what extent does resilience mediate the relationship between turnover intention and organizational justice. Regression was used to address the research questions and it was determined organizational justice did not relate to either turnover intention or resilience. However, resilience was determined to relate to turnover intention. There was some indication that resilience may mediate the relationship between turnover intention and organizational justice; however, the assumptions required for mediation were not fully met. The results of the study show that organizational justice is not a significant predictor of turnover intention or resilience; however, resilience is a significant predictor of turnover intention. These findings may provide information that can be used to retain school counselors and contribute to positive social change.

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## Dedication

This dissertation is dedicated to my family. To my husband, Adam, thank you for all the love, compassion, and support you have given me throughout this journey; I could not have done it without you. Thank you for being my rock and helping me stay in my land of rainbows and butterflies. I love you! Autumn and Adam versus the world forever.

To my mother, Anne, without whom I would not be the woman I am today, thank you for always believing in me and instilling in me a sense of unlimited imagination, wonder, and determination that has always made me believe I can do anything! Thank you for forever endeavoring to solve a problem like Misty Autumn!

To my father, Richard, sisters and cousin, Adrienne, Angela, and Jason, thank you for your love, support, and patience as I relentlessly discussed all the aspects and specifics of this dissertation in detail, boring you all to tears. Thank you for always keeping me sane and grounded.

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## Chapter 1: Introduction to the Study

In the last decade, shortages of professional school counselors have been reported in school districts across the nation (U.S. Department of Education, [USDE], 2017). The American School Counselor Association (ASCA, 2017) recommends a student to counselor ratio of 250:1 for all K-12 educational institutions. However, the average counselor to student ratio in the United States is almost twice this recommended ratio; most school counselors report caseloads of around 350 students and some as high as 482:1 (ASCA, 2017).

Extant research reveals high turnover rates among school counselors; some reporting that up to 60% of new school counselors quit within their first 2 years (Resilient Educator, 2020). This trend is harmful to educational organizations because school counselors play an essential role in student personal/social development, academic success, and career readiness and significantly contribute to organizational stability and success (Greenham et al., 2019). Therefore, educational institutions must investigate school counselor turnover intention (TI), the organizational factors that may impact TI, and variables that may help mitigate these high turnover rates.

One of the factors often linked with TI is organizational justice (OJ) or the level of fairness perceived in organizational practices, policies, and interactions (Frenkel et al., 2012; Heffernan & Dundon, 2016; Tremblay et al., 2010). Researchers examining the relationship between OJ and TI found that OJ factors like fair compensation, promotional and career opportunities, and just organizational policies and operating procedures that support employees are associated with reduced TI while unfair perceptions correlate with

higher TI (Addai et al., 2018; Al-Shbiel et al., 2018; Arnup & Bowles, 2016; Bayarçelik & Findikli, 2016; Rai, 2013)

One aspect that has repeatedly demonstrated its ability to influence or mediate adverse work behaviors and attitudes like TI is resilience (Hudgins, 2016), where lower levels of resilience correlate with increased TI (Arnup & Bowles, 2016; Ghandi et al., 2017). However, no previous researcher has investigated resilience as a potential mediator between OJ and school counselor TI. Therefore, in this study, I aimed to determine the relationship between OJ and TI for school counselors and whether resilience mediates this connection.

In this chapter, I summarize the background literature related to the study's scope, reveal a significant problem emerging from this research, and identify the gap addressed in this study. The study's purpose is also described, and research questions and hypotheses designed to address the research problem are offered. In Chapter 1, I also discuss the theoretical foundation this study was based on and how it contributes to or advances the field's knowledge. I provide a rationale for the selection of the quantitative correlational design or methodology chosen and outline in detail the assumptions, delimitations, and limitations associated. The chapter closes with a description of the study's significance to the organizational practice, theory, and social change.

### **Background of the Study**

The concept of OJ has been studied extensively in organizational research. OJ refers to an individual's perception of how fair organizational processes, procedures, and policies are or how justly the organization operates (Rupp et al., 2017). According to

Cropanzano et al. (2007), there are three major types of OJ: (a) procedural justice, which refers to the official processes used by organizations; (b) distributive justice, which is concerned with how rewards or outcomes are distributed, and (c) interactional justice, which measures justice as the amount of equity perceived in daily personal interactions. OJ has drawn organizational attention because of its ability to significantly impact employee work attitudes, satisfaction, motivation, and behavior (Moliner et al., 2017). For example, in a meta-analysis involving 190 studies of OJ, Cohen-Charash and Spector (2001) found that OJ effectively predicted employee work outcomes, where equity in OJ dimensions led to proactive work attitudes and behaviors like satisfaction, organizational commitment, increased motivation and performance, and trust. Inequity in these organizational aspects, on the other hand, led to counterproductive work outcomes like job dissatisfaction, negative attitudes, deviant behavior, lower work performance, and TI.

In educational institutions, the organizational focus of this study, similar findings have also been reported. Historically, employees working in primary and secondary educational organizations have reported particularly high levels of stress and anxiety associated with the level of inequity that exists in OJ factors like pay, workload, and inadequate support and appreciation from leaders (Abel & Sewell, 1999; Addai et al., 2018; Kyriacou, 1987; Yuh & Choi, 2017). Furthermore, a negative linear relationship with adverse work attitudes and behavior has been well established, indicating that lower employee perceptions of OJ correlate with higher levels of negative employee work behaviors, attitudes, and decisions (Addai et al., 2018; Khalid et al., 2018; Suifan et al., 2017).

One of the adverse work behaviors often associated with OJ is TI, which is defined as the prospect that an employee will leave or is thinking about leaving their current position (Ali & Bukhari, 2017; Emeji, 2018). TI has shown to be the most significant predictor of actual turnover (Fukui et al., 2019; Hancock et al., 2013; Igharia & Greenhaus, 1992; Tett & Meyer, 1993) leading to adverse organizational outcomes like talent shortages, reduced productivity, and increased costs. Human capital is essential to organizational success because it that has the potential to positively or negatively impact every other aspect of the organization, affecting productivity, performance, profitability, and overall organizational success (Bauman, 2017; Hom et al., 2017; Inuwa, 2017). Consequently, TI is harmful to organizations because it often leads to turnover and negatively impacts the organization's culture and environment, contributing to further employee TI (Lin & Liu, 2017).

The harmful effects of TI have been well documented in educational organizations. Researchers investigating TI for teachers working in K-12 school systems have repeatedly reported problems with high numbers of teachers leaving the profession each year (Tourani et al., 2016) and demonstrated high TI for the position and the education profession (Addai et al., 2018; Adusei et al., 2016). Although TI has proved to be a significant problem in educational organizations and researchers continue to report shortages of professional school counselors with heavy student caseloads, little is known about school counselor TI (Greenham et al., 2019). Therefore, educational organizations must understand how OJ factors affect school counselors, a previously unexplored population with regards to the relationship between OJ and TI.

The relationship between OJ and TI has been well established in various career fields in organizational research, including primary and secondary educational institutions. For example, in a study designed to investigate the impact of OJ and job satisfaction on TI for 114 teachers working in the Offinso South District of Ghana, Addai et al. (2018) found that both OJ and job satisfaction had a negative correlation with TI. Their results showed that as perceptions of OJ and job satisfaction increased, TI decreased for this population. Khalid et al. (2018) reported similar findings with 280 teacher participants working in private schools in Pakistan. A significant negative correlation was demonstrated between OJ and TI; as educator perceptions of OJ increased, self-reported TI decreased, establishing the direct influence fair treatment or OJ has on teacher TI (Addai et al., 2018).

Given the significant influence of OJ on TI and the detrimental impact TIs can have on organizational stability and success, research has also been conducted in organizational psychology in which researchers investigate factors that may mediate these harmful effects (Al-Shbiel et al., 2018; Bayarçelik & Findikli, 2016; Khalid et al., 2018; Suifan et al., 2017). One variable that has demonstrated the ability to mediate adverse organizational factors is resilience (Salimi et al., 2017). Resilience is defined as the psychological ability or process by which people recover or adapt to adversity, stress, perceived threats, or trauma (American Psychological Association [APA], 2020; Luthar et al., 2000; Mancini & Bonanno, 2009; Norris et al., 2009; Sapienza & Masten, 2011).

Resilience helps individuals overcome adversity through both reactive and proactive measures (Youssef & Luthans, 2005). Reactively, resilience helps individuals



identify the harmful impacts of adverse situations, giving them the energy, time, vigor, and information needed to process these events and locate resources to assist them in bouncing back. Proactively, resilience assists individuals in recognizing adverse circumstances as opportunities to increase future growth by advancing the knowledge and skills that can be used in future situations to increase positive outcomes (Bonanno, 2004; Luthans, 2002; Luthans et al., 2006; Reivich & Shatté, 2002; Ryff & Singer, 2003; Youssef & Luthans, 2005).

One adverse organizational outcome resilience has repeatedly shown to influence or mediate is TI (Alola & Alola, 2018; Ghandi et al., 2017; Indirasari et al., 2019). For example, researchers have found resilience to be a significant mediator in the relationship between TI and organizational factors like satisfaction, burnout, work environment (Yu & Lee, 2018), emotional labor (Jung & Park, 2019; Yu & Lee, 2018), conflict and workload (Hidayah & Ardiansyah, 2019; Lanz & Bruk-Lee, 2017), and work engagement (Dai et al., 2019). In previous research educational organizations, a direct and mediating relationship has been demonstrated between resilience and TI; higher levels of educator (Arnup & Bowles, 2016; Park et al., 2019) and school counselor (Ghandi et al., 2017) resilience were related to lower TI.

Both OJ and resilience have each been studied extensively in existing organizational research (Cho et al., 2017; Khan, 2019; Monteiro & Mourao, 2016). However, a gap still exists in the literature regarding how resilience may influence or mediate the relationship between adverse employee responses and OJ. Furthermore, a gap

in the literature exists about the relationship between resilience and OJ, and no research has been conducted to study this association with school counselors.

This study fills a gap in the literature through its investigation of the role resilience may play in mediating or influencing the relationship between OJ and TI and how school counselors, in particular, perceive these aspects in the work setting. This study is also vital to organizational leaders and decision makers in educational institutions as the findings may help shed light on the problem of school counselor TI. The results of this study can provide leaders with a better understanding of how OJ factors affect school counselors and the role resilience may play in reducing counselor TI so that shortages of these crucial professionals can be addressed to increase organizational stability and success.

### **Problem Statement**

School counselors are essential to the success and function of modern school systems (Greenham et al., 2019). The ASCA National Model (2019) identified and described the importance of school counselors in the K-12 school environment, highlighting the fundamental role they play in supporting and assisting all students with personal/social, academic, and career needs, as well as collaborating with other school and community stakeholders to enhance and promote student learning and emotional development. Despite serving a critical role in the education system, the USDE (2017) reported shortages of school counselors in K-12 systems. This problem is exacerbated by the projections made by the Bureau of Labor Statistics (BLS, 2020) indicating that

increases in student enrollment in elementary and secondary schools are expected to grow by at least 8%, increasing school counselor demands.

Previous researchers also indicated that school counselor turnover is a long-standing problem, with reports showing up to 60% of new school counselors leave the career field within their first 2 years (Clemens et al., 2009; Good, 2008; Resilient Educator, 2020); the BLS (2020) has reported increasing demands for school counselors to replace those leaving each year. One factor often associated with TI is the perceived level of OJ that exists within an organization. The significance of OJ to TI has been well established in several human resource management studies that demonstrate how perceptions of fairness in organizational practices, policies, and interactions affect TI (Frenkel et al., 2012; Heffernan & Dundon, 2016; Tremblay et al., 2010).

Cohen-Charash and Spector (2001) and Colquitt et al. (2001) suggested that favorable perceptions of OJ have shown negative relationships with employee withdrawal behaviors like absenteeism and TI. Furthermore, Martin (2015) identified several organizational factors that affect TI, including employee perceptions about pay, promotion, career development opportunities, organizational policies, and interpersonal communications and relationships. The predictive value of each of the OJ factors for TI has also been demonstrated in other career fields (Addai et al., 2018; Al-Shbiel et al., 2018; Arnup & Bowles, 2016; Bayarçelik & Findikli, 2016; Rai, 2013) where perceptions of unfair practices in these aspects have shown to reduce job satisfaction and increase employee TI.

One of the concepts that has been shown to mediate problematic situations, unfavorable conditions, and stressful events often associated with work is resilience (Hudgins, 2016). For example, Hudgins (2016) found that higher resiliency levels were related to lower levels of employee TI and higher perceptions of job satisfaction. Arnup and Bowles (2016) showed that lower self-reported resilience levels were associated with increased intention to leave the career field with elementary and secondary school teachers. Ghandi et al. (2017) demonstrated that resilience significantly impacts TI, where higher levels of resilience were associated with lower TI among Shahriar-based counselors. Although previous research has demonstrated that OJ is a significant predictor of employee TI and that resilience can help mediate the adverse impacts often associated with stressful work within other career fields, no previous research has been conducted to investigate resilience as a potential mediator between OJ and TI (King et al., 2016).

### **Purpose of the Study**

The purpose of this quantitative nonexperimental study was to determine the relationship between perceptions of OJ and TI and whether resilience mediated this relationship for school counselors working in elementary and secondary schools in the United States. This study's objective was to determine if a linear relationship between OJ and TI existed and whether resilience mediated this relationship. This study makes an original contribution to the existing research, offering new understandings about OJ, its association with TI, and the role resilience in mediating this relationship for this previously unexplored population. Examining factors that have been shown to influence

TI is important because these findings may be used to address the problem of school counselor shortages and positively contribute to understandings that increase counselor retention. In turn, increasing counselor retention positively supports the overall success and stability of educational institutions by promoting all students' achievement and development.

### **Research Questions**

In this study, I considered four research questions and associated hypotheses:

RQ1: To what extent does OJ perception, as measured by the Organizational Justice Scale (OJS; Niehoff & Moorman, 1993), predict TI, as measured by the TI Scale (TIS-6; Bothma & Roodt, 2013), among school counselors working in elementary and secondary schools in the United States?

*H<sub>a1</sub>*: OJ is a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

*H<sub>01</sub>*: OJ is not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

RQ2: To what extent does OJ perception, as measured by the OJS (Niehoff & Moorman, 1993), predict resilience, as measured by the Brief Resilience Scale (BRS; Smith et al., 2008) among school counselors working in elementary and secondary schools in the United States?

*H<sub>a2</sub>*: OJ is a significant predictor of resilience among school counselors working in elementary and secondary schools in the United States.

*H*<sub>02</sub>: OJ is not a significant predictor of resilience among school counselors working in elementary and secondary schools in the United States.

RQ3: To what extent does resilience, as measured by the BRS (Smith et al., 2008) predict TI, as measured by the TIS-6 (Bothma & Roodt, 2013), among school counselors working in elementary and secondary schools in the United States?

*H*<sub>a3</sub>: Resilience is a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

*H*<sub>03</sub>: Resilience is not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

RQ4: To what extent does resilience, as measured by the BRS (Smith et al., 2008) mediate the relationship between TI, as measured by the TIS-6 (Bothma & Roodt, 2013), and OJ perception, as measured by the OJS (Niehoff & Moorman, 1993), among school counselors working in elementary and secondary schools in the United States?

*H*<sub>a4</sub>: Resilience significantly mediates the relationship between TI and OJ among school counselors working in elementary and secondary schools in the United States.

*H*<sub>04</sub>: Resilience does not mediate the relationship between TI and OJ among school counselors working in elementary and secondary schools in the United States.

### **Theoretical Foundation**

The theoretical basis for this study was Adams' (1963) equity theory. Equity theory indicates that individuals are motivated toward work goals when practices,

procedures, and policies are considered fair and equitable. Given that equity theory is focused on work motivation, attitudes, and outcomes, it has been widely used in organizational settings (Buttner & Lowe, 2017; Emeji, 2018; Inuwa, 2017; Khan et al., 2019; Sahito & Vaisanen, 2017; Teng & Leong, 2017). In organizational research, equity theory is often referred to as OJ. Greenberg (1987, 1990) describes OJ as the individual perceptions' employees have about the level of justice or fairness that exists within an organization. When equity is perceived in these organizational aspects, motivation and satisfaction increase; perceptions of organizational inequity often lead to adverse work attitudes and outcomes (Greenberg, 1987, 1990).

As will be discussed in Chapter 2, according to equity theory, social exchanges are comprised of a four-component process that includes inputs, outcomes, selected referent(s), and reactions to reduce inequity (Buzea, 2014; Fadil et al., 2005). Equity theory assumes that individuals naturally observe, evaluate, and react to the exchanges that occur in social situations during this process and desire fair returns for the efforts they contribute (Buttner & Lowe, 2017). In the organizational setting, equity theory has contributed to several understandings about work behavior and demonstrated that employees need to be compensated and treated fairly (Kuranchie-Mensah & Amponsah-Tawiah, 2016). When determining equity, employees compare their work inputs and outcomes with colleagues or a referent other and work to restore perceived inequity (Buttner & Lowe, 2017).

Equity theory and OJ theory have been used extensively in organizational research conducted to demonstrate the significant impact OJ has on employee behavior

and organizational outcomes like TI (Deconineck & Bachmann, 2007). Previous researchers using these theories also have suggested that a lack of organizational equity leads to employees seeking other employment, driving higher turnover rates (Emeji, 2018). Therefore, these theories offer insights into the role fairness in organizations may play in school counselor TI.

### **Nature of the Study**

The nature of this study was a quantitative correlational design that aligns with the problem statement to facilitate an understanding of the relationship between the independent, dependent, and mediating variables. This study's correlational analysis was appropriate because it allowed school counselor perceptions of OJ, resilience, and TI to be collected and numerically quantified for statistical analysis (Goertzen, 2017). This research was also nonexperimental because school counselor perceptions could not be manipulated as they occur naturally within the school setting. Survey research was used in this study, as participants completed several surveys using Likert-type scales.

To evaluate the independent variable in this study, school counselor perceptions of OJ, the Niehoff and Moorman (1993) OJS was used (Appendix D). The OJS, was an appropriate assessment tool for this study because it measures the individual perceptions of justice under investigation like rewards and pay (distributive justice), peer and supervisor communications (interactional justice), and organizational process (procedural justice). The scale consists of 20 items total and used a 5-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5), where higher scores indicate greater perceptions of OJ (Niehoff & Moorman, 1993).



TI was measured using the Bothma and Roodt (2013) TIS-6 (Appendix D). The TIS-6 measures items on a 5-point Likert-type scale with response choices ranging from 1 to 5 (*never to always, highly unlikely to highly likely, and very satisfying to totally dissatisfying*). The TIS-6 was an appropriate survey tool for this study because it has demonstrated high validity and reliability for accurately measuring TI, the dependent variable in this study (Appendix D).

Resilience, the mediating variable in this study, was measured using the Smith et al. (2008) BRS (Appendix D). The BRS is made up of six items designed to measure resilience on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), where lower scores relate to lower levels of resilience (Smith et al., 2008). The BRS was especially well suited to this study because it measures resilience as an individual's ability to bounce back from stress or adapt in the face of situations perceived as threatening, stressful, or traumatic (Smith et al., 2008).

Regression analysis was used to establish whether OJ was a significant predictor of TI, while mediation analysis was used to determine if the relationship between OJ and TI was mediated by professional school counselor resilience. The independent variable in this study was OJ, the outcome variable was TI, and resilience was the mediating variable. Voluntary survey data were collected from participants currently licensed and employed as school counselors working in K-12 educational institutions in the United States.

The results of this quantitative analysis should help determine the impact OJ has on school counselor TI and the role resilience plays in this population. According to

Queirós et al. (2017), quantitative research's central objective involves using valid, reliable, and formal instruments and structured procedures when collecting data. The quantitative psychological constructs selected for use in this study have demonstrated valid and reliable measures in previous research with other populations, as evidenced in the literature.

A purposive, nonprobability, voluntary sampling method was used to collect data, administered via Survey Planet in a 35-item survey. A regression mediation analysis was conducted in the Statistical Package for the Social Sciences (SPSS), Version 27 to assess the relationship between OJ and TI and whether resilience mediated this relationship. All participants were recruited through Amazon Mechanical Turk (AMT) crowdsourcing platform and included licensed school counselors living in the United States who voluntarily agreed to participate in the study.

### **Definitions**

The following were used as operational definitions of terms in this study:

*Distributive justice*: A dimension of OJ that relates to perceived individual fairness in the allocation of organizational resources or compensation (Cropanzano et al., 2007; Konovsky & Pugh, 1994; Lamont, 2017).

*Interactional justice*: A dimension of OJ that describes the level of respect and fairness employees believe exists in organizational and leader exchanges (Colquitt et al., 2001; Rani et al., 2012).

*Job satisfaction:* The emotional feeling or mindset that follows a positive evaluation of an individual's work experience and environment (Jehanzeb et al., 2015; Locke, 1976; Rintaugu, 2013).

*Organizational justice:* Interpreted as an employee's appraisal of the equity that exists in the organization's conduct and behavior, which leads to the behaviors and attitudes employees demonstrate (Greenberg, 1990).

*Procedural justice:* A dimension of OJ that is the assessment of how fair or equitable an organization's processes and procedures are (Cropanzano et al., 2007; Pinder, 2008).

*Resilience:* A process by which an individual bounces back, recovers, or adjusts well in the face of adversity, perceived threats, and trauma (APA, 2020; Luthar et al., 2000).

*School counselor:* Licensed education professionals who hold an advanced degree in counseling to assist school-aged students in areas related to academic, personal/social, and career development and success (ASCA, 2019; BLS, 2020).

*Turnover:* The frequency with which employees actually quit or leave an organization (Li et al., 2017; March & Simon, 1958).

*Turnover intention:* An employee's intentional determination or resolve to leave an organization (Tett & Meyer, 1993), often manifested through attitudes and behaviors like thinking about quitting and looking for other employment opportunities (Emeji, 2018).

### **Assumptions**

Lenz et al. (2017) described assumptions as the belief's researchers accept as fact or truth even though they cannot be proven. Although often unverifiable, assumptions are a necessary part of the research process that allow researchers to conduct a study.

However, although necessary, assumptions can potentially influence a study's overall results, which also introduces bias. For this study, five primary assumptions were made.

First, I assumed that all study participants would respond to survey questions honestly, completely, and without pressures or fear of organizational reprisal, which is especially significant when measuring TI (Na-Nan et al., 2020). The second assumption I made was that OJ would influence TI and that resilience would moderate this relationship. The third assumption was that the responses provided by school counselors would offer crucial information that would assist educational institutions and leaders in better understanding the role OJ plays in school counselor TIs and how resilience influences this relationship. A fourth assumption was that all survey participants would be current, licensed school counselors working in the United States. Finally, the last assumption was that the data collection methodology used was reliable, valid, and without bias. Although these assumptions cannot be validated absolutely, each of them was necessary to conduct this study.

### **Scope and Delimitations**

Theofanidis and Fountouki (2018) suggested that delimitations outline the scope or boundaries of the study. Delimitations are set by the researcher when choices are made regarding the study's selected objectives, participants, research questions, theoretical

framework, and methodology. Delimitations are essential because they limit the study's scope and ensure that objectives do not become too broad or impossible to achieve.

This study's research problem directly related to the high rate of school counselors leaving the field, creating shortages of these vital professionals in K-12 school systems. The purpose of this study was to investigate the relationship between school counselors' perceptions of OJ and their TI and whether resilience mediated this association. The scope of this study included licensed school counselors working in K-12 educational institutions. Thus, one delimitation was focusing exclusively on school counselors and omitting teachers, principals, other school faculty members, and employees from other industries or career fields.

Another delimitation in this study involved the purposive, nonprobability voluntary sampling method used. According to Jupp (2006), voluntary samples are made up of participants who self-select or volunteer to participate in the study, often out of a strong interest in the research topic. This method is often used when a researcher is interested in individuals who hold specific credentials, licenses, or educational titles. Only sampling school counselors working in the United States was another delimitation of this study and was chosen to create a boundary to accommodate data and time constraints and ensure the study's aim and goals remained achievable.

Finally, this study's scope was established through the choice to use Adams' (1963) equity theory as the theoretical framework of this research. Another theoretical framework that could have potentially been used for this study was Homans (1961) social exchange theory (SET). Homans' SET theory may have been appropriate for this study

because it is quite similar to Adams' equity theory, as each provides explanations for how individuals evaluate social exchanges and asserts that social behavior is a result of the social exchange process (Cook et al., 2013). However, Adams' equity theory was chosen over SET because equity theory relates directly to the level of fairness individuals perceive in social interactions or relationships. In contrast, SET suggests that individuals evaluate social exchanges by weighing the costs or efforts they put in with the benefits they gain in return, not whether they are fair or just, which was the focus of this study.

### **Limitations**

Although this study's findings contribute to the limited research investigating school counselor turnover, barriers and limitations are still present. A potential barrier for this study includes the fact that I investigated TI and asked participants to disclose whether they planned to quit their job. Accurately measuring TI can be challenging because participants may not answer honestly because of perceived pressures or fear of organizational reprisal. This doctoral research may also have been limited by the fact that other factors, like work motivation and job satisfaction, which are often associated with OJ theory, were not explored.

An additional limitation of this study was that a correlation design was used to determine the relationship between school counselor perceptions, TI, and resilience. Thus, causation could not be inferred in this study; determining a correlation does not on its own establish a causal relationship because often correlated observations; scores can be the result of other causal associations not assessed (Babbie, 2017). Furthermore, because this study sample population included only school counselors working in K-12

schools in the United States, findings may be less generalizable to other populations or counselors working in other geographic regions. Finally, because this study was based on self-reported perceptions of TI, it may not accurately characterize actual school counselor turnover.

### **Significance of the Study**

This study's findings are significant because they contribute to the limited research investigating the relationship between OJ and resilience. Previous researchers have shown that OJ and resilience can accurately predict and influence employee work attitudes, intentions, and behaviors (Cho et al., 2017; Oliveira & Ferreira, 2016). However, this research offers a unique contribution to the previous research because it has been the only study conducted to evaluate resilience as a mediating variable in the relationship between OJ and TI. This study also adds to the limited research focused on school counselor TI (Greenham et al., 2019) and addresses a gap in the literature by focusing specifically on how school counselor perceptions of OJ impact TI and the role resilience plays in this relationship. The results of this study provide crucial insights into how OJ or fairness in organizational policies, practices, procedures, and interactions impact school counselor TI and how counselor resilience mediates this association.

### **Significance to Practice**

Organizational leaders may use the results of this study to address organizational policies, practices, procedures, and programs that build resilience and promote equity to reduce TI. Findings from this study may also help leaders, administrators, superintendents, and other stakeholders recognize the need to promote OJ and resilience

as strategies to reduce TIs and turnover that lead to shortages in the field (Addai et al., 2018; Arnup & Bowles, 2016). This research may help inform educational leaders working in K-12 educational institutions about (a) the role OJ plays in school counselor TI and (b) whether resilience positively influences adverse work situations to reduce TI for this population.

Insights from this research may also offer crucial knowledge about employee retention in school systems. Organizational and educational leaders may use these findings to identify and address OJ practices and procedures that may be increasing TI to improve employee retention (Addai et al., 2018). Educational leaders and stakeholders may use the results to address organizational policies and developmental programs and strategies that build resilience and promote justice to reduce TI.

### **Significance to Theory**

The findings from this study may also advance knowledge in the discipline by contributing to previous understandings related to equity theory. As previously noted, Adams' (1963) equity theory is mostly concerned with an individual's perception of fair treatment in social exchanges and was used as the theoretical bases for this study. The three major assumptions made in Adams' equity theory are that employees desire fair returns for work efforts, naturally compare their contributions and returns with that of others, and if inequity is perceived, will regulate behaviors (positively or negatively) to restore equity balance (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

This study contributes to prior equity theory research because it was designed to investigate a previously unexamined population—in this case, school counselor



perceptions of OJ or the level of equity perceived in organizational factors like pay, rewards, promotion, processes, procedures, and interactions. Extant research using Adams' equity theory has also demonstrated a link between equity perception and employee attitudes and behaviors and attitudes like TI (Akman, 2018; Al-Shbiel et al., 2018; Bayarçelik & Findikli, 2016; Mengstie, 2020; Rai, 2013; Tourani et al., 2016). This study contributes to these findings by determining how school counselor perceptions of OJ correlated with TI. Therefore, this study's findings provide unique understandings for how perceptions of equity impact school counselors and their TI while also contributing to previous and new understandings of how equity theory applies to the organizational setting.

### **Significance to Social Change**

This study also has possible positive social change implications as school counselors are educational resources who provide critical academic, career, and personal/social counseling services vital to all students' success and well-being (ASCA, 2019). Additionally, school counselors work regularly with teachers, parents, administrators, and community stakeholders to foster positive, engaging, and safe school environments that increase the overall success, stability, and effectiveness of educational institutions (Erford, 2015). Increasing counselor retention and addressing shortages positively supports educational institutions' overall success and stability by promoting all students' achievement and continuing development. Thus, examining factors that have been shown to influence TI has the potential to positively contribute to understandings

that can lead to increased counselor retention and promote positive social change on the student, organizational, and community level.

### **Summary and Transition**

In this chapter, I discussed the existing literature related to this study and outlined the theoretical foundation it is based on. The identified problem of school counselor turnover (Resilient Educator, 2020) and reported shortages in the field (USDOE, 2017) were discussed, and research questions and hypotheses were provided. Based on an identified gap in the existing literature, I investigated the relationship between OJ and TI and the mediating role of resilience in this association for professional school counselors. This study's findings are significant because they may draw needed attention to school counselor TI, assist educational leaders in gaining a better understanding of the organizational factors that influence school counselor TI, and show how resilience may affect this connection.

Next, in Chapter 2, a comprehensive review of the extant literature and the research strategy used in this search are provided. I also offer a more detailed explanation of equity theory, the theoretical framework this study was grounded in. A comprehensive review of OJ, TI, and resilience are also offered in Chapter 2 along with a detailed examination of the relationships between these variables. In Chapter 3, the quantitative methodology, correlation design, study variables, and instrumentation are defined and described. Participant selection, recruitment, potential threats to validity associated with the study, and the protections that have been put in place are also discussed, and the data analysis plan is outlined.

In Chapter 4, a description of the demographic and descriptive characteristics of the sample are presented and discussed. The results of the statistical analyses proposed in Chapter 3 will be reported, visually depicted, and explained in Chapter 4. In Chapter 5, a summary of the study's findings is presented and an outline of the potential limitations, recommendations, and implications related to the study will be offered.

## Chapter 2: Literature Review

High school counselor turnover rates are a problem because they are creating shortages in the field (USDOE, 2017). Therefore, the purpose of this study was to determine the relationship between employee perceptions of OJ and TI and whether resilience mediates this relationship for school counselors working in elementary and secondary schools in the United States. The relationship between TI and OJ is well documented and indicates that positive OJ perceptions correlate with lower TI or that as levels of employee OJ perception increase, TI decreases (Addai et al., 2018; Al-Shbiel et al., 2018; Arnup & Bowles, 2016; Bayarçelik & Findikli, 2016; Rai, 2013). Resilience has been used as a mediator in this study because it has shown to positively influence or mitigate adverse situations like TI (Hudgins, 2016). In this chapter, an extensive explanation of the theoretical foundation or bases of this study and a detailed review of the literature are provided.

### **Literature Search Strategy**

To gain a better understanding of equity theory and the previous research that exists in OJ, resilience, and employee TI, an extensive literature search was performed. During this search, I accessed several different research databases to retrieve peer-reviewed journals, books, and articles: Education Source, eBook Collection (EBSCOhost) Emerald Management Journal, SAGE Premier, Science Direct, PsycArticles, Thoreau, Google Scholar, Business Source Complete, ABI/INFORM Complete, Education Source, ERIC, ProQuest Central and ProQuest Science Journals. I also accessed U.S. government agency websites and search engines to obtain relevant

statistics and data. While searching these databases, I also used several different keywords to ensure a comprehensive literature review that provides a wide variety of relevant information regarding equity in organizations. Some of the keywords and phrases I used to locate this research were *equity theory*, *organizational justice*, *procedural justice*, *interactional justice*, *distributive justice*, *resilience*, *intention to leave*, *turnover intention*, *organizational justice theory*, *organizational justice in school settings*, *organizational justice and resilience in education*, and *turnover intention in education*.

I tailored my keywords and phrases to specific databases by paying attention to and understanding the type of database I was searching with regards to the types of journals or articles they publish. For example, when searching within ProQuest Central, I narrowed my search criteria to include more specific phrases like equity and justice in school settings. In contrast, when looking for cognitive or behavioral explanations that may help explain equity theory, I used databases like PsycArticles. To ensure I was locating only academic, scholarly research, I also limited my search to peer-reviewed articles published within the last few years. To assist in my search, I also located other related and pertinent research related to my topic by using the references I found relevant in other articles I was already reading.

## **Theoretical Foundation**

### **Equity Theory**

As stated in Chapter 1, Adams' (1963) equity theory provides the theoretical foundation for this study. Adams developed the theory to explain the inherent need people have to be treated fairly, the processes they use to determine equity or inequity,

and the behavioral adjustments they make to reestablish or restore equity when inequity is perceived. In the work setting, previous research suggests that the concept of equity or the need to be treated fairly should not be viewed as a universally fixed or general idea of what is just, but instead as a subjective perception of what employees believe is fair as these beliefs are what lead to employee attitudes, behaviors, and choices (Buttner & Lowe, 2017; Çeti & Hassan, 2019).

Adams determined that individual beliefs or perceptions about equity develop out of social learning and experience, as the function of the norms, understandings, knowledge, and values held by the social group (Buttner & Lowe, 2017). In other words, Adams (1963) argued that individuals learn from their experiences within their culture, which influence their cognitive and behavioral responses. Thus, individual perceptions of equity may vary depending on an individual's culture and social experiences as these factors help shape the norms and values learned. In line with social learning theory, it is generally accepted that a need for and understanding of equity are linked to an individual's social learning or influenced by what they learn from their social group (Buttner & Lowe, 2017). This learning then provides the foundation for future employee perceptions of equity or inequity and their responses (Çeti & Hassan, 2019). Although equity perception is influenced by an individual's social group, in the organizational setting, equity theory posits that all employees are driven to balance their work efforts and outcomes based on their standard of fairness (Vella et al., 2012).

### ***Equity Perception Process***

Adams' equity theory involves four major components: (a) inputs, (b) outcomes, (c) selected referent(s), and (d) reactions to reduce inequity (Buzea, 2014; Fadil et al., 2005). Inputs in this model are defined as the efforts or contributions an individual puts forth, while outcomes are described as the consequences or results of those inputs (Adams, 1963; Aidla, 2013; Kanfer & Ryan, 2018). According to Inuwa (2017), in the organizational setting, inputs typically include aspects like education, knowledge, duties, skills, hours worked, seniority, effort, and loyalty, whereas outputs include pay, promotions, benefits, rewards, praise, positive feedback, job security, and recognition. The referent other in this process can refer to the self, others, or the groups of others being used for comparison where an individual perceives equity or inequity based on how they believe their inputs and outputs compare with those of the referent other (Adams, 1963). Fairness or equity is perceived when an individual believes they have been treated justly, while inequity reactions are the responses, behaviors, or feelings individuals have to perceived injustice like deviance, anger, TI, and turnover (Buttner & Lowe, 2017).

Equity theory is especially relevant in the work setting because research suggests that in social exchanges and situations, individuals tend to be extremely sensitive to the level of equity or fairness that exists (Clark et al., 2013). Buttner and Lowe (2017) further offered that in the work setting, equity awareness causes employees to assess the level of justice that exists by comparing their work efforts and contributions to the outcomes they receive in return. Also, employees analyze equity in the work setting by evaluating their work contributions and outcomes and comparing them with the efforts and outcomes of

other employees both within their organization and others or the *referent other* in Adams' model (Buttner & Lowe, 2017; Buzea, 2014; Khalifa, 2011). Therefore, the presence of equity depends on the employee believing the outcomes and rewards they receive for their work contributions are fair and equal to those who put forth similar efforts (Adams, 1965; Sahito & Vaisanen, 2017).

Kinicki and Fugate (2011) expanded on the Adams model, proposing three types of equity-based conditions that can occur in the work environment: (a) equity, (b) overpayment, and (c) underpayment. According to Inuwa (2017), equity exists when inputs and outcomes are perceived as being equivalent to that of the referent other. Overpayment, on the other hand, exists when an employee perceives the outcomes they receive are greater than the efforts they make and is often referred to as a positive inequity. Positive inequity has shown an ability to negatively impact employee behavior by evoking feelings of guilt, which can create a sense of not working hard enough for rewards and diminish work motivation (Aidla, 2013). Underpayment or negative equity occurs when the employee perceives that the rewards they receive are inferior to those of the referent other for similar work contributions (Inuwa, 2017). This negative equity condition results in employees feeling overworked for insufficient rewards, which reduces motivation and often leads to other adverse or deviant behaviors (Aidla, 2013).

From the organizational perspective, equity theory also contributes to several assumptions about employee work decisions and behaviors (Kuranchie-Mensah & Amponsah-Tawiah, 2016; Olcum & Titrek, 2015). For example, equity theory assumes that employees desire fair outcomes and returns for work efforts, naturally compare



themselves with others, and are motivated to work hard to restore equity when unfairness is perceived (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Each of these assumptions has significant implications for organizational research because perceived inequity often causes employees to take restorative actions, negatively adjusting work behaviors until equity balance is reached. Pinder (2008) further suggested that employees evaluate the level of justice or equity that exists in their work environment by reflecting on the level of work they contribute and the quality and type of interactions they have with others with the gains and exchanges they receive in return. Where equity in these interactions increases perceptions of fairness and inequity reduces them, resulting in adverse work behaviors.

### ***Equity Responses***

Adams (1963) theorized that when the ratio of inputs to outcomes is perceived as unequal, people feel tension, and the more tension they feel, the harder they work to reestablish equity balance. Huppertz et al. (1978) expanded on this connection between perceptions of inequity and distress by considering equity theory as an understanding of cognitive dissonance. In Huppertz et al.'s interpretation, cognitive dissonance occurs when there is a mismatch between an individual's inputs and outcomes, which causes a need to restore the equity balance. Thus, when imbalances are perceived, individuals seek to restore equity by increasing low inputs, decreasing high inputs, increasing low outcomes, decreasing high outcomes, changing the referent other, or by leaving the exchange process.

Extant studies have also shown that perceived equity or inequity in work settings cause employees to continually adjust their attitudes and behaviors to achieve a perceived balance between inputs and outcomes (Aidla, 2015; Inuwa, 2017). Therefore, from an organizational perspective, perceived inequity can create significant organizational-wide problems as employees will likely diminish work efforts or exhibit other adverse behaviors to restore equity balance (Vella et al., 2012). According to Buttner and Lowe (2017), when employees perceive inequity, feelings of resentment, anger, and withdrawal often arise, which drive employees toward adverse restorative behaviors, including TI.

Because equity theory provides an effective philosophy to understand social interactions, it has been extensively used as a theoretical basis in studies conducted to examine the influence of equity and the factors associated with it and to identify and explore human responses to equity (Khan et al., 2019; Nguyen & Do, 2020; Ryan, 2016; Teng & Leong, 2017; Wang & Jiang, 2017). Equity theory has a long history in the social sciences with many scholars applying it to social and cultural research (Teng & Leong, 2017) customer services (Khan et al., 2019), business and research ethics (Ryan, 2016), human and financial resources, and organizational research. In the organizational setting, equity theory has also been referred to as OJ, which Greenberg (1987, 1990) defined as a subjective idea based on individual perceptions about the morality, justice, and fairness of organizational conduct, procedures, and practices where equity in these aspects increases motivation and satisfaction and inequity reduce them.

Within the organizational setting, equity theory has been used as the lens to study employee factors like job satisfaction, loyalty (Nguyen & Do, 2020), commitment (Vella

et al., 2012), and motivation (Aidla, 2015; Buzea, 2014). Equity theory has been used to examine organizational aspects like pay (Mirabela-Constanta et al., 2019), justice, productivity (Aidla, 2015; Buzea, 2014), strategic change (Wang & Jiang, 2017), and effectiveness (Al-Zawahreh & Al-Madi, 2012). However, I selected Adams' equity theory for this qualitative study because of its ability to evaluate employee perceptions about fairness and predict employee behavior in the workplace (Aidla, 2015). Previous researchers have used equity theory to assess and explain how perceived employee fairness influences TI, providing a framework to study employee perceptions and responses to equity in the organizational setting (Buttner & Lowe, 2017; Deconineck & Bachmann, 2007; Emeji, 2018). Equity theory has also been applied to similar studies in school settings with teachers, shedding light on the adverse behaviors often associated with inequity in schools (Aidla, 2015). Equity theory offers insights and a framework to investigate the role fairness in organizations may play for school counselors as well.

## **Literature Review**

### **Organizational Justice**

The concept of justice is well established in history, dating back to ancient Greek philosophers like Socrates and Plato (Colquitt, 2001). Philosophically, *justice* refers to the morality, righteousness, or fairness of an act, often constructed through legal, ethical, and political systems, where just acts are expected to be upheld and unjust ones rejected. However, when applied to organizational sciences, justice is created socially or based on how the majority of individuals perceive an act (Cropanzano & Greenberg, 1997). Organizational research distinguishes between two essential types of justice known as

descriptive (objective) justice or as what is fair, and prescriptive (subjective) justice or what is perceived to be fair through socially developed constructs (Colquitt, 2001; Cropanzano et al., 2007).

According to Dunaetz (2010), this understanding is crucial in organizational research because subjective or prescriptive justice measures the level of justice in the workplace. In other words, justice research in organizational settings is obtained by connecting previous empirical research on descriptive or objective elements of decision making to prescriptive or subjective perceptions of justice (Cropanzano & Greenberg, 1997). Although several previous researchers have described why organizational psychologists measure OJ subjectively, the most accepted view is that human behavior is grounded in what one perceives as true or real (Colquitt et al., 2001).

Although justice has a long history, the theory of OJ as a scholarly interest is more recent. The establishment of OJ as an organizational concept began with equity theory, which is used to describe the role fairness and justice play in employee behavior, satisfaction, and motivation. Adams (1963) conducted seminal work that led to the concept of OJ by theorizing that fair and just practices motivate individuals, while practices that are perceived as inequitable or unfair cause employees to adjust their level of contribution or productivity to meet the level of rewards or benefits they receive in return. When used in the organizational setting, equity theory is also called OJ, which Greenberg (1987, 1990) defined as a subjective idea based on individual perceptions about the morality, justice, and fairness of organizational conduct, procedures, and

practices where equity in these aspects increases motivation, satisfaction, and organizational commitment and inequity reduces them.

Moliner et al. (2017) made further connections between OJ and behavior, stating that the judgments or perceptions employees form about an organization's conduct result in the behaviors and attitudes demonstrated. Employee perceptions about the level of fairness or justice that exists within an organization can be based on the decisions the company makes, the decision-making processes they utilize (Colquitt & Zipay, 2015), and how individuals within the organization are treated (Muchinsky, 2003). Greenberg and Baron (2008) suggest that OJ refers to the degree to which employees perceive the procedures, practices, outcomes, and interactions of the organization as fundamentally just, which influences employee perceptions and behavior. In organizational settings, OJ is often measured by focusing on three main OJ dimensions: distributive, procedural, and interactional justice (Colquitt et al., 2001; Cropanzano et al., 2007; Yean & Yusof, 2016).

### ***Distributive Justice***

Like each of the OJ dimensions, distributive justice, suggests that individuals need to be compensated for their work outputs in a fair and just manner (Cropanzano et al., 2007). However, distributive justice relates directly to the degree of perceived fairness in compensation, rewards, and incentives (Konovsky & Pugh, 1994). Lamont (2017) also asserts that distributive justice applies to employees' perception of how fairly leaders select candidates for promotion and allocate organizational resources. Niehoff and Moorman (1993) state that when individuals believe that they have been rewarded

equitably or that distributive justice is high, they are more likely to feel satisfied with their work, follow organizational rules, and demonstrate more productive and cooperative behaviors. However, when employees feel under rewarded or that distributive justice practices are low, they often become more dissatisfied with their work, less productive, and more deviant (Chen et al., 2014).

Distributive justice is about the balance between an employee's perception of being compensated and rewarded equitably in relation to the amount of work or effort they have contributed (Lamont, 2017). Wang and Henderson (2018) contribute to the notion that humans have a natural need for distributive justice, reporting that infants as young as 17 months old expect resources and rewards to be distributed based on the amount of effort put in to acquire them. For example, in a study conducted with financial service employees, Smith et al. (2019) found that individuals rated distributive justice as high when the level of compensation aligned with the knowledge and skills needed for the job, when employees were scheduled for work according to the job description, and when recognition and promotions were allocated equally based on the merit of each employee's performance.

### ***Procedural Justice***

According to Cropanzano et al. (2007), procedural justice involves how equitable and fair employees believe their organizational procedures and processes are.

Organizations that rate highly in procedural justice typically implement official rules and procedures that demonstrate ethical, accurate, unbiased, and moral decision-making processes that protect and support all members (Pinder, 2008). Additionally, Colquitt et

al. (2001) suggest that employees perceive procedural justice more favorably when decision-making processes and policies are transparent. Employee perceptions of procedural justice also tend to be higher when members feel they have a voice in organizational decision-making processes and policies (Korsgaard et al., 1995). Furthermore, when procedural justice is high, employees have more trust in their leaders and organization, increasing employee satisfaction and loyalty (Konovsky & Pugh, 1994). Finally, McFarlin and Sweeney (1992) found that procedural justice was a significant predictor of organizational outcomes and commitment.

### ***Interactional Justice***

Colquitt et al. (2001) describe interactional justice as the degree to which individuals believe their exchanges with their leaders are equitable. In other words, interactional justice relates directly to the quality of the interactions between employees and employers and how well employees believe they have been treated in the organizational decision-making processes (Rani et al., 2012). Previous research in OJ has further broken interactional justice down into two additional elements known as interpersonal justice and informational justice (Colquitt, 2001). Interpersonal justice relates to whether employees believe they are treated with respect by their employers while informational justice deals with how honest or truthful employees feel their leaders are.

Overall, interactional justice submits that employees have an innate need to feel respected and valued by their superiors, which involves building high-quality interpersonal relationships between leaders and their employees, based on positive and

supportive interactions (Folger & Bies, 1989). When employees perceive the relationships and interactions they have with their leaders are fair they typically demonstrate more prosocial work behaviors, take on extra tasks willingly, show more organizational loyalty, and produce higher quality work more quickly and efficiently (Cropanzano et al., 2002).

### **Resilience**

The concept of resilience has been researched extensively within several different fields of study, including the social sciences, clinical health care, psychology, trauma, education, and business research (Chmitorz et al., 2018). According to Luthans (2002), resilience refers to an individual's psychological ability to overcome, withstand, or recover from hardships, conflicts, perceived threats, uncertainty, and adversity. However, within resilience literature, how resilience should be defined and approached has been the topic of some debate. According to Chmitorz et al. (2018), resilience research has shifted from a trait-focused to a process focused concept within the last 20 years, while other researchers are now describing resilience from an outcome perspective. Therefore, no universal definition of resilience exists, yet most previous research defines resilience as a trait, a process, or an outcome (Chmitorz et al., 2018; Hu et al., 2015; Kalisch et al., 2015; Liu et al., 2017).

#### ***Trait Resilience***

From the trait approach, resilience is considered an internal fixed characteristic determined by an individual's positive personality type or characteristics, which increases their ability to adapt to hardship, trauma, and stress (Connor et al., 2003; Hu et al., 2015).



For example, Rutter (1985) suggests that resilience involves the interaction of internal factors like temperament, personality, genetics, and experiences, which can help individuals adjust to adversity. Therefore, from the trait approach, people are either born with resilience or not (Block, 1961). However, empirical support for trait resilience alone is not strong and instead seems to suggest that personality type or internal factors only account for one of the many factors that predict or contribute to resilience (Bonanno & Diminich, 2013; Kalisch et al., 2015). Miller and Harrington (2011) suggest that although personality traits may increase the likelihood that an individual will have more positive outcomes when faced with adversity, other factors are also associated with resilience.

### ***Process Resilience***

Chmitorz et al. (2018) state that the developmental or process-oriented approach to resilience is not a stable or static concept, but instead a dynamic process by which individual-level factors such as personality characteristics (hardiness or optimism), personal beliefs (self-efficacy), internal factors like genetics (Reivich & Shatté, 2002; Southwick & Charney, 2018; Southwick et al., 2011) and external factors like environmental and social resources (Hobfoll et al., 2015) together contribute to an individual's ability to adapt to adverse experiences. Therefore, from this approach, resilience is a naturally occurring developmental process by which individuals use both internal and external resources to enhance their ability to problem-solve, adapt, bounce back, or adjust to unfavorable situations and circumstances. Furthermore, because resilience is conceptualized as a dynamic process, it can potentially change and develop over an individual's lifetime (Southwick et al., 2014).

### ***Outcome Resilience***

Outcome resilience, on the other hand, suggests that resilience is a positive outcome that occurs when an individual returns to a healthy state of functioning after a traumatic, stressful, or unfavorable event takes place (Hu et al., 2015). From the outcome perspective, resilience has also been used to refer to a positive outcome despite exposure to adversity and stress (Kalisch et al., 2015). According to this approach, internal factors like genetics and personality, as well as external factors like environmental and social resources, often help determine outcome resilience. Therefore, the difference between process and outcome resilience is that process resilience refers to applying internal and external resilience factors, while outcome resilience is the result of those actions (Rutten et al., 2013; Southwick et al., 2011).

Because previous literature has defined and approached the concept of resilience from each of these major perspectives, there is no universally accepted definition of resilience (Britt et al., 2016). In fact, the ambiguity that exists in the previous literature in defining, applying, and understanding resilience has drawn a great deal of scientific criticism (Bonanno, 2004; Chmitorz et al., 2018; Kaplan, 1999; Luthar et al., 2000). However, some of the most widely used and accepted definitions in resilience literature include: Resilience is the process by which individuals rapidly recover, adapt, or adjust effectively following significant trauma, adversity, stress, or perceived threats (APA, 2020; Luthar et al., 2000; Mancini & Bonanno, 2009; Norris et al., 2009; Sapienza & Masten, 2011). According to Luthans (2002), resilience refers to a psychological ability to overcome, withstand, recover, bounce back, and even thrive in spite of adversity,

conflicts, significant threats, or uncertainty: The ability to rebound and flexibly adjust to stressful or negative experiences and changing demands (Block & Kremen, 1996; Block & Block, 1980; Lazarus, 1993).

Although previous research approaches and defines the concept of resilience differently, the one commonly shared theme the literature seems to be the presence of some type of trauma, adversity, or stressful event and a bounce back from that adversity through positive adaptation followed by development and growth (Britt et al., 2016; Chmitorz et al., 2018).

### ***Protective Factors and Characteristics of Resilience***

Regardless of how resilience has been defined, approached, or measured in previous literature, it has proven to be a valuable protective factor when facing adversity. For example, Youssef and Luthans (2007) suggested that resilience assists individuals rebound from adversity because it recognizes the proactive and reactive measures that can be taken when setbacks arise. Resilience views adversity reactively by acknowledging the damaging effects of negative, overwhelming, and traumatic situations that afford individuals the strength, vigor, and time to process the events and locate resources that allow them to bounce back from such situations (Youssef & Luthans, 2007). In other words, resilient individuals tend to have the ability to recognize the destructive outcomes that could arise when faced with adversity and use this understanding to apply the resources and flexibility that will allow them to adapt and recover quickly from these events.

Resilience also demonstrates a proactive protective role against adverse risk factors because it recognizes these events as opportunities for further development and growth (Bonanno, 2004; Luthans, 2002; Luthans et al., 2006; Reivich & Shatté, 2002; Ryff & Singer, 2003; Youssef & Luthans, 2005). In other words, resilient individuals are more likely to see risk factors like uncertainty, change, adversity, or setbacks, positively by reshaping them into opportunities to increase their skills, knowledge, and development rather than threats, leading to more positive outcomes (Masten, 2001; Youssef & Luthans, 2007). Thus, resilience is viewed as a protective factor or process by which individuals use psychological, biological, environmental, and social resources and abilities (Meredith et al., 2011; Wright et al., 2013) to protect them from stressful or adverse situations or events (Luthar et al., 2000; Masten, 2007). Furthermore, because of the proactive and reactive measures involved, resilience has a role in both the present and future as it has the capacity to enhance future growth and development (Buzzanell, 2018; Caniëls & Baaten, 2019; Ford, 2018; Koronis & Ponis, 2018). A person is considered resilient when their protective factors can mitigate the adversity, trauma, or risks they experience so that they can effectively return to a normal state of functioning (Liu et al., 2017).

Previous researchers have also identified some of the major protective factors or characteristics used to evaluate or assess resilience. For example, Baron et al. (2016) found that individuals that reported higher levels of optimism, self-efficacy, hope, and resilience experienced lower levels of stress. In contrast, other studies have indicated that individuals that possess advanced coping mechanisms, emotional regulation, optimism,

cognitive reappraisal, social support, and executive functioning tend to have greater resilience (Horn et al., 2016; Southwick & Charney, 2012; Southwick & Charney, 2018). Extant resilience studies have also found that an enhanced sense of purpose, enhanced meaning-making abilities, and a belief in a higher power or religiosity play a protective role in resilience (Isaacs et al., 2017; Shen et al., 2017; Southwick & Charney, 2018).

According to Feder et al. (2019), several of the protective characteristics associated with resilience are interlinked. For example, from a biological standpoint, greater emotional regulation involves the stimulation of the ventromedial and anterior cingulate cortex in the brain which is also connected with the increased cognitive functioning essential for decision making and formulating effective responses to risks and threats (Bridgett et al., 2013; Etkin et al., 2015; Sapienza & Masten, 2011). Increased control over emotional regulation also aids in cognitive flexibility and adaptability under challenging circumstances and stressful situations (Genet & Siemer, 2011; Kent et al., 2015).

The emotional regulation strategy, known as cognitive reappraisal or reconstructing the meaning or understanding of an event stimulates areas of the brain that mediate reasoning abilities and moderate activation in the amygdala, responsible for emotional processing and regulation (Buhle et al., 2014). In turn, resilience is supported by these positive emotions because they help create adaptive coping and thinking (Bar, 2009; Ong et al., 2006; Scheier & Carver, 2018). Furthermore, Southwick and Charney (2018) and Machisa et al. (2018) suggested a direct correlation between characteristics like optimism and hopefulness and increased social support from family, friends, and

community members, which are also associated with improved psychological health and well-being.

### ***Resilience in Organizations***

Previous researchers have repeatedly demonstrated and acknowledged resilience as a factor that significantly improves the stability, performance, and functioning of individuals, groups, and communities across many fields of study (Zemba et al., 2019). For example, numerous studies have been conducted in the fields of mental health, psychology, education, and military research that suggest that higher reported levels of resilience were associated with lower levels of traumatic stress, anxiety, adverse mental health outcomes, depression, anxiety, and burnout (Foster et al., 2020; Johnson & Wood, 2017; Lee et al., 2019; Perez et al., 2015; Russell et al., 2019; Vyas et al., 2016). However, resilience as a protective or stabilizing factor in the organizational setting has only recently gained attention (Linnenluecke, 2017; Luthans et al., 2004). In organizational research, the term resilience is typically used to describe systems, organizations, or individual employees that have the capacity to rebound or bounce back from adverse circumstances with limited impact on performance and stability (Linnenluecke, 2017; Southwick et al., 2017). Resilience in individuals is often referred to as employee resilience and defined as an organizational members ability to flexibly and continuously proactively adjust by using available resources to bounce back and thrive, ensuring constant growth and development despite adverse work situations or conditions (Kuntz, Connell, et al., 2017; Kuntz, Malinen, et al., 2017; London, 1993; von Eisenhart Rothe et al., 2013).

Although some previous occupational researchers have analyzed resilience from the trait perspective (Luthans et al., 2007) most organizational scholars describe it as a process by which employees apply their skills, knowledge, and resources as protective factors against adversity (Luthar et al., 2000; Masten, 2007). According to Adam et al. (2016), using this protective process approach, a great deal of the previous research on resilience in organizations have investigated individuals and groups working in careers with an assumed high risk for elevated levels of trauma, stress, and adversity like disaster relief workers (Kendra & Wachtendorf, 2003; Skeffington et al., 2013) first responders like police officers (Paton et al., 2007; Peres et al., 2011) and firefighters (Freedman, 2004). Furthermore, military organizations have conducted a great deal of research involving resilience in work settings identifying factors that positively contribute to resilience and demonstrating the effectiveness of resilience-building programs (Bowles & Bates, 2010; Meredith et al., 2011; Mulligan et al., 2011). While the need for resilience and its protective factors have been well documented among these high-risk occupations, other researchers also acknowledged how different forms of stress could build up over time (Masten, 2007). For example, previous researchers suggests that a lack of work resources, job security, work control, poor relationships and communication with leaders, work overload, and conflicts in life/work balance can create high levels of stress that can increase and worsen over time (Faragher et al., 2004; Johnson & Cooper, 2003), which can negatively impact employees and the organizational performance. For example, (Lee et al., 2019) showed that work stress had a direct negative effect on burnout for emotional workers (school counselors, mental health workers, and call center consultants) and that

resilience mediated this relationship or reduced the adverse impacts of stress for this population.

Hudgins (2016) also states that resilience in organizational settings is important because it has repeatedly shown to mediate problematic situations, unfavorable conditions, outcomes, and stressful events often associated with work. For example, Caniëls and Baaten (2019) found that employee resilience mediated the association between organizational learning and positive work behavior. Specifically, the study revealed that resilience was positively linked to each of the proactive or positive work behaviors assessed, including personal innovation, problem prevention, voice, and taking charge. These findings are consistent with previous work conducted by Meneghel et al. (2016) in which they found that higher levels of employee team resilience were correlated with positive emotions like work fulfillment, relaxation, enthusiasm, and optimism and in turn team resilience was positively associated with increased employee extra-role performance.

Johnson et al. (2005) also suggested that individuals employed in social services, customer services, and educational institutions, in particular, tend to report experiences high in stress that have shown to affect their job satisfaction and psychological and physical health negatively. Thus, demonstrating justification for exploring factors like resilience, which has previously shown to influence adverse situations in these identified high-stress occupations positively. For example, Arnup and Bowles (2016) explored resilience as a possible individual protective factor against the high stress and heavy workloads often associated with the education field. They found that highly resilient



teachers coped better and bounced back more quickly from the stressors connected with stressful work environments than less resilient teachers. Ghandi et al. (2017) reported similar findings in education in a study that showed that school counselors with a higher level of resilience also had higher job satisfaction levels and lower levels of job stress, turnover, and TI. Overall, studies focused on investigating resilience in organizational settings indicate that resilience can significantly improve employee job performance, commitment, proactive behaviors, organizational and employee functioning, and can mediate adverse attitudes, behaviors, and actions (Meneghel et al., 2016; Wang et al., 2017; Zemba et al., 2019). Therefore, organizations across occupational fields can benefit greatly from identifying and investigating employee resilience.

### **Turnover Intention**

Mobley (1977) initially shaped the development of research in withdrawal behaviors and TIs by theorizing that work dissatisfaction leads to thoughts of leaving, considering the costs associated with leaving, and finally, to actual turnover. Later Tett and Meyer (1993), defined TI as an individual's intentional and voluntary determination to leave an organization. While Emeji (2018) suggests that TI involves actively considering quitting and searching for new employment opportunities.

### ***Turnover Intention and Turnover***

Research in TI has been studied extensively across occupational fields. One reason organizational psychologists continue to study TI is that previous research has shown that it is the single most significant determinant of turnover (Fukui et al., 2019; Hancock et al., 2013; Igharia & Greenhaus, 1992; Tett & Meyer, 1993) taking place just

before actual turnover occurs (Carlson et al., 2017). Therefore, it is important to differentiate between TI and turnover. Mobley et al. (1978) describe TI as the likelihood an employee will leave or is considering leaving a job. Turnover, on the other hand, is defined as the rate or frequency with which employees actually quit or leave an organization (March & Simon, 1958; Mauldon, 1928).

In organizational research, turnover is often classified as either voluntary or involuntary turnover (Addai et al., 2018). Voluntary turnover, which is the focus of this research, refers to an employee that leaves the organization or position of their own free will, while involuntary turnover occurs at the behest of the organization through termination (Owolabi, 2012). Given that previous researchers indicate that TI predicts turnover (Cohen et al., 2016; Hom et al., 2017), understanding employee TI can help organizations reduce or prevent unwanted voluntary turnover, which can be very costly.

### ***Impact of Turnover Intentions and Turnover***

Some controversy exists amongst researchers as to whether turnover is a positive and healthy process that allows organizations to rid themselves of low performing and unmotivated workers (Kang et al., 2018; Lashley, 2001) or a damaging outcome that threatens the overall health and growth of the organization (Bauman, 2017; Hom et al., 2017). However, most research indicates that voluntary turnover, at least, is destructive, disruptive, and costly to an organization's overall success, performance, stability, and effectiveness (Arnold et al., 2015; Babalola et al., 2016; Rothausen et al., 2017). For example, seminal research conducted in TI found that high rates of turnover significantly increase organizational costs in the recruitment and replacement of employees (Fisher,

1917), where replacing employees can cost up to 200% of an employee's annual salary (Hale, 1998) while more recent studies suggest similar estimates of between 90% to 200% of an individual's yearly salary (Allen et al., 2010; Hom et al., 2017).

Current research also suggests that high turnover rates can be so costly that they negatively impact the overall success and growth potential of the business (Hom et al., 2017; Nichols et al., 2016). At the same time, Bauman (2017) suggests that, on average, businesses lose between \$4,000 and \$7,000 each year in voluntary turnover costs. The immense costs associated with TI and turnover are primarily related to the need they create for companies to reallocate funding, resources, and efforts to resolve the adverse side effects and avoid the loss of valuable resources and intellectual investments (Rizwan et al., 2017).

Turnover has also shown to impact performance, productivity (Hausknecht et al., 2009; Lin & Liu, 2017; Lin et al., 2017; Shaw et al., 2005) and organizational financial outcomes in adverse ways (Heavey et al., 2013; Hom et al., 2017). In fact, Matz et al. (2014) suggest that turnover and TI directly impact organizational efficiency because losing talented employees creates shortages that make completing job tasks difficult, and increases vacancy, replacement, training, and separation costs (Kadiresan et al., 2015). Employee's considering turnover can also negatively affect the overall morale of the organization, as these employees will likely share their TIs with others, negatively influencing their perceptions and attitudes and leading to further employee TI and turnover (Collini et al., 2015; Katsikea et al., 2015; Lin & Liu, 2017; Lin et al., 2017). Furthermore, because TI often leads to actual turnover, organizations with high TI are at

risk of losing employees who possess valuable knowledge, experience, and skills that can be hired by competitors, significantly damaging the organization's bottom line (Nica, 2016; Zhang, 2016).

### ***Turnover Intention Causes***

Previous research has also identified several organizational factors that often lead to TI, including organizational instability, lack of organizational support, insufficient pay, poor organizational communication and dissemination channels, and low employee involvement (Abid et al., 2016; Zhu et al., 2017). Prior literature also indicates that job dissatisfaction, ineffective leadership and supervision, hostile work environments, and a lack of opportunities for promotion or advancement can lead to employee TI and turnover (Arnold et al., 2015; Babalola et al., 2016; Rothausen et al., 2017). While Al Mamun and Hasan (2017) suggest that effective leadership, setting clear job expectations, a positive stable organizational culture, pay, and sufficient and equal access to resources can significantly reduce employee TI.

The construct of TI is also relevant to school systems. In alignment with the theoretical framework of this study, past studies have found that for teachers working in K-12 school systems, higher levels of TI were related to low perceptions of pay and a lack of promotion opportunities (Addai et al., 2018; Adusei et al., 2016; Loi et al., 2006; Tourani et al., 2016). TI is also a significant problem in educational institutions. For example, Adusei et al. (2016) found that teachers not only had TI for their current teaching position but also experienced TI for the career field and their occupational role. Therefore, studying and assessing TI in school systems is crucial because it can help

organizations reduce the risks and costs associated with turnover so that preemptive measures can be taken to retain valuable employees (Ghandi et al., 2017).

Although turnover is a significant issue in K-12 school systems, little is known about school counselor TI (Clemens et al., 2009; Greenham et al., 2019). However, some literature exists that suggests that TI increased for school counselors when they perceived principal support as low (Clemens et al., 2009) when job roles were ambiguous or perceived as inappropriate (Baggerly & Osborn, 2006; Baker, 2000), and when interactions and relationships between counselor and leaders were weak (DeMato & Curcio, 2004). Furthermore, Greenham et al. (2019) found that school counselor TI was lower when perceived interactions and connections with organizational members were positive, communication and collaboration was effective, administrative support was high, and the workload was manageable. Finally, Rayle (2006) found a correlation between TI and mattering, or that school counselors who felt appreciated and valued had lower TI than counselors who reported feeling undervalued.

### **Organizational Justice and Turnover Intention**

One of the factors that have demonstrated effectiveness in reducing adverse employee outcomes like TI is OJ (Akman, 2018; Pinder, 2008). The significance of OJ to TI has been well established in several human resource management studies that demonstrate how perceptions of fairness in organizational practices, policies, and interactions affect TI (Frenkel et al., 2012; Heffernan & Dundon, 2016; Tremblay et al., 2010). For example, Cohen-Charash and Spector (2001) and Colquitt et al. (2001) suggested that favorable perceptions of OJ have shown negative relationships with

employee withdrawal behaviors like absenteeism and TI. In line with equity theory, Martin (2015) identified several organizational factors that affect TI, including employee perceptions about fairness in pay, promotion, career development opportunities, organizational policies, and interpersonal communications and relationships.

The predictive value of each of the OJ factors for TI is also demonstrated within many different organizations and career fields both nationally and abroad, including financial organizations (Al-Shbiel et al., 2018; Bayarçelik & Findikli, 2016), health care (Mengstie, 2020; Rai, 2013; Tourani et al., 2016), private and public corporations (Aşkun et al., 2018; Vaamonde et al., 2018), customer services and human resources (Ali & Bukhari, 2017; Kang & Sung, 2019; Taha & Esenyel, 2019) and educational institutions (Addai et al., 2018; Khalid et al., 2018). However, the common theme across this research is that unfair practices in OJ aspects have shown to reduce job satisfaction, organizational commitment, prosocial attitudes, and behaviors, and increase employee TI. For example, Al-Shbiel et al., (2018) surveyed Jordanian public accountants, to investigate aspects related specifically to distributive and procedural justice and hypothesized that both types of OJ would be positively connected to work motivation and engagement. They also speculated that both kinds of justice would be negatively associated with TI and that work motivation and engagement would be negatively linked to employee intention to leave. The results supported the researcher's hypothesis that both distributive and procedural justice were positively related to work engagement and negatively to TI, while work engagement proved to be a partial moderator between OJ and TI.

In a similar study, Bayarçelik and Findikli (2016) investigated job satisfaction as a potential mediator in the relationship between employee perceptions of OJ and TI for private and public bank employees in Istanbul. Findings from this study showed that distributive and procedural justice had significant influences on reported employee intention to leave while the relationship between distributive and procedural justice and TI was mediated by job satisfaction. However, this study also highlighted one of the controversies in the existing research regarding the differences between studies about which factors of OJ contribute most to outcomes as their study showed that interactional justice did not have a significant impact on TI or job satisfaction.

Beuren et al. (2019) also demonstrated a connection between OJ and TI in a study designed to assess Brazil's auditors through structural equation modeling. The findings from this research indicated that higher employee perceptions of OJ were positively related to higher organizational commitment and job satisfaction and inversely to TI. Thus, from the equity perspective, employee TI was directly influenced by how fair employees believed factors like pay, rewards, processes, and exchanges were in their organization.

In organizational research and health care literature, extant studies also demonstrate the connection between OJ and TI. For example, Mengstie (2020) examined healthcare workers from public and private hospitals in Ethiopia to determine whether OJ (procedural, distributive, interpersonal, and informational) predicts TI among healthcare workers in each of these sectors. This mixed-method study revealed that overall, healthcare employees had low perceptions of OJ and high TI. Furthermore, each of the

OJ dimensions measured significantly contributed to TI and accounted for about 9.9% of the overall employee TI variation. Therefore, suggesting that OJ was a significant predictor of TI for this population.

Rai (2013) also investigated health care workers in a study designed to assess the impact of OJ on specific attitudes and behaviors such as job satisfaction, organizational commitment, and TI. The results revealed that distributive justice influenced job satisfaction, organizational commitment, and TI. Procedural justice was only significantly associated with organizational commitment, while informational justice affected job satisfaction, and interpersonal justice was not related to any attitude or behavior included in the study. However, Tourani et al. (2016) in a similar study conducted with hospital nurses in Iran reported that all three OJ factors procedural, distributive, and interactional justice had a significant negative relationship with TI. Thus, again suggesting that OJ's distinct dimensions may influence different attitudes and behaviors in diverse ways for various groups.

In organizational research, Aşkun et al. (2018) conducted a study designed to investigate the potential moderating power of self-efficacy in the relationship between OJ and TI for employees working for private organizations. Findings from this study also indicated that a statistically significant, negative correlation existed between distributive, interactional, and procedural justice dimensions and TI. Thus, as employee perceptions of OJ increased, TI decreased.

In a related article, Vaamonde et al. (2018) investigated the potential mediating role of job satisfaction and burnout in the association between OJ and TI. The study



included employees from multiple occupations in private and public organizations in central Argentina. It showed that procedural, distributive, and interpersonal types of OJ had an indirect, negative effect through the mediating variables of job satisfaction and burnout, while informational justice demonstrated had the same effect through job satisfaction alone. These findings indicated that procedural, distributive, and interpersonal justice were connected to lower burnout levels and promoted lower TI and higher job satisfaction among this population. This study's outcomes also revealed that informational justice was positively correlated with job satisfaction, which was shown to decrease employee TI.

Parallel findings have also been demonstrated in studies designed to assess the relationship between OJ and TI in service industries. For example, Kang and Sung (2019) examined the connection between South Korean sales associate's perceptions of OJ, their TI, and the potential role employee job engagement might play in this relationship. Results showed that employee perceptions of OJ had a direct effect on job engagement quality and that higher perceptions of OJ positively influenced job engagement and inversely affected TI. These findings further revealed that job engagement mediated the direct relationship between OJ and TI.

Ali and Bukhari (2017) reported similar findings with customer relations agents from electronic media companies in a study designed to investigate the association between employee perceptions of OJ (procedural, distributive, and interactional justice) and TI through correlational analysis. The results demonstrated a negative correlation between each of the OJ dimensions evaluated and TI. Thus, higher levels of OJ correlated

with lower levels of TI and vice versa. In the hospitality career field, Taha and Esenyel (2019) again confirmed the connection between OJ and TI in a study with employees working in hospitality and using an internal complaint system. The study measured OJ's three major dimensions (distributive, procedural, and interactional justice) and showed that an effective internal complaint system contributed to higher perceptions of OJ. Furthermore, the research showed a direct negative correlation between each of the three dimensions of OJ and TI. Thus, demonstrating that low levels of OJ provoked or brought about TI for employees while increasing OJ perceptions, built employees' desire to remain with the organization.

Several previous studies have also been conducted in educational organizations and reported that individuals working in this career field tend to experience abnormally high rates of frustration and stress related to OJ factors like inequity in compensation, excessive workloads, and a lack of recognition and support from leadership (Abel & Sewell, 1999; Addai et al., 2018; Kyriacou, 1987; Yuh, & Choi, 2017). These high rates of job-related stress, burnout, and heavy workload combined with low levels of compensation, leader support, appreciation, and rewards are a problem because each of these factors has the potential to negatively impact employee well-being, motivation, and lead to burnout and turnover. For example, Loerbroks et al. (2014) state that high-stress and low reward/support work environments can lead to employee burnout, job frustration, and poorer overall health and well-being, which in turn leads to lower levels of motivation, cognitive performance, and higher rates of TI and turnover.

Hilton (2017) asserts that these high educator turnover rates are causing severe shortages in the number of qualified professionals working in many K-12 school systems. For example, Addai et al. (2018) conducted a study to examine the relationship between teacher beliefs in OJ, job satisfaction, and TI in Offinso, Ghana. In their study, job satisfaction was described in terms of cognitive (mental) and affective (emotional) factors where job satisfaction was assessed cognitively by examining the degree of satisfaction individuals felt about the different parts of their jobs, such as workload, hours, pay, and promotional opportunities, whereas affective job satisfaction related to the actual feelings work summoned in employees like was it pleasurable, frustrating, fulfilling, tedious, or rewarding. Addai et al.'s results established that distributive and procedural justice significantly accounted for teacher TI and that the only aspect of job satisfaction assessed that accurately predicted TI was pay. Findings also revealed that TI were negatively correlated with job satisfaction and OJ, or that as perceptions of job satisfaction and OJ increased TI decreased. Thus, from an equity theory perspective, how fairly or equitably teachers believed they were compensated and treated by their employers and organization had a direct influence on their TI.

Khalid et al. (2018) found similar results in a study designed to evaluate OJ (distributive, procedural, interactional) and TI with employees working in the private education sector. The findings from this study are relevant because they showed that distributive and interactional justice had a negative association with TI, which was mediated by employee commitment. However, the correlation between procedural justice and TI was not significant. Thus, reinforcing the previously mentioned disagreement

between studies as to which dimensions of OJ impact TI within different populations. Suifan et al. (2017), suggest that this variation of the influence of justice dimensions is based on the fact that each component of OJ has a distinct and precise role in employee satisfaction which interacts differently within different organizations and populations, producing diverse employee outcomes and behaviors

Khalid et al. (2018) suggested that a potential explanation for the significant relationship between interactional justice and TI could be that employees that reported higher perceptions of OJ felt appreciated or that their efforts were recognized, which reduced TI and their desire to quit. While Addai et al. (2018) proposed that only procedural and distributive justice are significantly related to TI because these dimensions are more strongly involved in predicting satisfaction with pay, which teachers often prioritize. This assumption is in line with Suifan et al. (2017) proposition that when educators receive fair compensation, not as much emphasis is focused on interactional justice. However, from equity theory or OJ theory, when a lack of justice or fairness is perceived in an organization or OJ, employees tend to seek out better employment opportunities and consider TI, which often leads to turnover (Emeji, 2018). However, a gap in the previous literature exists in that no previous literature investigates how OJ factors influence TI for school counselors in particular.

### **Resilience and Turnover Intention**

Previous research has also established a significant relationship between resilience and TI in several organizational settings, including health care, hospitality, customer services, civil service, and education (Hudgins, 2016; Jung & Jeong, 2017; Ko

& Lee, 2019; Ren et al., 2016; Salimi et al., 2017). A great deal of this literature explores the connection between these variables by focusing on how resilience levels correlate and influence an employee TI. For example, Salimi et al. (2017) demonstrate the direct connection between resilience and TI within the healthcare career field. This study aimed to measure critical care nurses' level of resilience and its relationship with their professional TI. The results revealed a significant negative correlation between resilience and TI or that higher levels of resilience were associated with lower TI. These findings were supported in a similar study conducted by Ko and Lee (2019). They found that both job embeddedness and resilience had a significantly positive effect on TI for nurses and concluded that each of these factors was essential for organizations determined to decrease turnover.

Hudgins (2016) also explored the problem of TI in the organizational setting in a study designed to assess employee perceptions of resilience and the connection it has with job satisfaction and TI for lead nurses working in all divisions of a multi-hospital healthcare organization. This study revealed a significant association between resilience and job satisfaction, where higher levels of resilience corresponded with higher levels of job satisfaction, and higher levels of job satisfaction were connected to lower levels of TI. A significant relationship between resilience and TI was also found, meaning that nurses reporting higher levels of resilience had lower TI, which aligns with similar previous studies in the field (Jung, & Jeong, 2017; Ren et al., 2016).

Previous research also suggests that resilience can act as a mediating variable or positively influence the relationship between adverse organizational factors and negative

outcomes. For example, Yu and Lee (2018) investigated resilience and TI to generate a structural model to confirm the impact of satisfaction, burnout, work environment, and emotional labor on nurse TI with job involvement and resilience as potential mediators. The study results showed that burnout and emotional labor had direct and indirect positive effects on nurse TI while resilience had a direct negative effect on job involvement, which in turn had a direct negative impact on TI. Further, both job involvement and resilience mediated the impact of emotional labor, work environment, satisfaction, burnout, and TI. Similar studies also report the mediating role of resilience and its capacity to influence adverse situations and outcomes positively for organizational factors like emotional labor (Jung & Park, 2019), burnout (Guo et al., 2019), job stress (Richards et al., 2016; Zheng et al., 2016), and conflict and workload (Lanz & Bruk-Lee, 2017) in healthcare institutions. Thus, this literature demonstrates the critical role resilience plays in assisting individuals in managing and bouncing back from adverse work situations or factors to reduce adverse employee outcomes like TI (King et al., 2016).

Resilience has also demonstrated its ability to mediate the relationship between organizational factors and adverse outcomes within other organizational settings. For example, Indirasari et al. (2019) investigated resilience as a potential mediator between future time perspective or the willingness to delay immediate satisfaction for future rewards (Zimbardo & Boyd, 2015) and TI from several state-owned businesses. The results of the study indicated that although future time perspective did not have a directly significant correlation with TI, there was an indirect effect when resilience was used as a

mediator between these variables (Indirasari et al., 2019). Furthermore, when resilience was added to the analysis, it fully mediated the relationship between further time perspective and TI. Thus, again demonstrating the capacity resilience has to reduce or negate adverse employee outcomes under adverse work situations and factors.

Alola and Alola (2018) also examined resilience as a potential mediator between workplace incivility and employee TI for individuals working in the hotel industry. The findings revealed that although workplace incivility did have a negative impact on employees, resilience fully mediated the association between workplace incivility and TI. Another study conducted within the tourism and hospitality industry assessed the potential for resilience to reduce TI and increase work engagement to determine whether abusive supervision moderates this relationship for travel agents (Dai et al., 2019). The results from this study showed that resilience had a direct correlation with TI in which higher levels of employee resilience were related to lower levels of TI and higher work engagement. Furthermore, the interaction between abusive supervision and resilience effectively predicted TI and demonstrated that resilience reduced TI more effectively when employees reported lower levels of abusive supervision rather than high levels.

Hidayah and Ardiansyah (2019) also demonstrated the connection between resilience and TI in a study designed to examine the influence of resilience on TI with employees working in civil service, public and private institutions, in education, and entrepreneurs. Based on previous research, the authors hypothesized that adverse work factors like stress, work overload, and other aspects that suppress or overwhelm employees weaken member satisfaction, motivation, commitment, and performance,

leading to TI. However, if an employee were high in resilience, the adverse effects of these work factors could be minimized, reducing negative outcomes like TI (Ghandi et al., 2017). The study results supported the researcher's hypothesis, as resilience did have a significant positive effect on TI for this population (Hidayah & Ardiansyah, 2019). In other words, employee level of resilience influenced TI as employees reporting higher levels of resilience also reported lower TI.

Arnup and Bowles (2016) also showed that lower self-reported levels of resilience were associated with increased TI in the education career field, which is the organizational focus of this study. In this article, Arnup and Bowles investigated the relationship between resilience and TI for elementary and secondary teachers working in education for no more than ten years in Australia to determine whether generalized resilience was related to job satisfaction and TI. The researchers hypothesized that lower levels of teacher resilience would correlate with lower levels of job satisfaction and higher TI. The results of the study demonstrated that lower levels of teacher resilience were, in fact, significantly associated with lower levels of job satisfaction. These findings also showed that lower levels of resilience were significantly related to TI after controlling for demographic variables and job satisfaction for this population.

Park et al. (2019) offered further support for the connection between resilience and TI in the education field in a study designed to assess the association between job stress, resilience, and TI for childcare teachers. Findings showed an inverse relationship between teacher resilience and TI or that higher levels of teacher resilience were correlated with a lower TI level. Ghandi et al. (2017) reported parallel findings with



school counselors in an article that explored the connection between resilience and TI and the mediating roles of job stress and satisfaction. The results demonstrated that resilience had a direct positive effect on job satisfaction and a direct negative effect on job stress. While resilience had an indirect but significant effect on TI, indicating that both job stress and satisfaction effectively mediated the relationship between resilience and TI. Thus, the authors concluded that higher levels of resilience led to lower TI through decreased job stress and higher job satisfaction.

### **Organizational Justice and Resilience**

Although the concepts of OJ and resilience have been studied extensively in existing research, a gap still exists in the literature regarding how this factor may influence or mediate employee attitudes and behaviors in response to OJ perceptions. Additionally, a lack of research exists that investigates the relationship between OJ and resilience in the work setting, and no previous literature has investigated this relationship with school counselors. According to Shoenfelt (2016), although the concept of resilience has been a central theme in other social science areas, it is fairly new to industrial and organizational psychology. In the previous research that has explored resilience in organizational settings, its capacity to positively influence or mediate the negative outcomes often associated with other adverse situations or events related to work is well established. For example, extant studies have demonstrated the protective role resilience plays in adverse work situations like organizational change (Braun et al., 2017; Brown, 2020; Ferreira et al., 2018), abusive supervision (Al-Hawari et al., 2020; Khan, 2019;

Tahir & Khan, 2019), workplace bullying and stress (U. Alola & A. Alola, 2018; Al-Omar et al., 2019; Anasori et al., 2020; Bashir et al., 2019) and crisis (Wald, 2020).

Although limited research exists that directly connects resilience and OJ in the work setting, a great deal of research in industrial and organizational psychology suggests a link between these factors. For example, previous studies have found that strong relationships between organizational members, effective communication and leader/member collaboration, and an understanding of the organization's processes and procedures strengthen resilience in work settings (Frisbie & Converso, 2016; Malik & Garg, 2017). Other extant studies suggest that resilience develops when employees feel valued for their work contributions and when work demands are clearly communicated and addressed (Kachgal, 2015; Kuntz, Malinen, et al., 2017; Seville, 2018). Finally, additional research suggests that leader behaviors, values, and attitudes can help improve or reduce employee resilience in the work setting, as these factors relate to employee perceptions of organizational and leader morality, ethics, and justice (Halkos et al., 2018; Kahn et al., 2018; Moran, 2016; Seville, 2018). Therefore, indicating that OJ factors like fair organizational practices, processes, and interactions affect employee resilience.

The limited research investigating both OJ and resilience is mostly concerned with measuring how these factors can predict or impact work behaviors like employee performance and commitment (Cho et al., 2017; Monteiro & Mourao, 2016). Oliveira and Ferreira (2016) conducted one of the few studies to evaluate resilience and employee perceptions of OJ and the only to investigate the specific OJ dimensions assessed in the current study. However, in this study, resilience and OJ were evaluated as potential

predictors of work engagement. The results showed that both OJ and resilience significantly predicted work engagement or indicated that higher levels of OJ and resilience were associated with higher levels of work engagement and vice versa through multiple regression analysis. These findings are consistent with extant studies examining OJ and resilience as predictors of positive employee commitment to change (Cho et al., 2017) and professional development (Monteiro & Mourao, 2016). Thus, indicating the potential roles they may play in predicting other employee behaviors like TI.

McFadden et al. (2018) investigated resilience as both a potential outcome and mediator in the relationship between organizational work factors like fairness, rewards, values, workload, control, and burnout (emotional exhaustion, depersonalization, and personal accomplishment) for social workers. Through path analysis, the results of this study showed that resilience directly predicted the burnout dimensions of emotional exhaustion and personal accomplishment. At the same time, the second model indicated that resilience acted as a mediator between the organizational factors of reward, control, fairness, and values and the burnout dimensions of emotional exhaustion and personal accomplishment. Thus, the study demonstrated that employee resilience level influenced or mediated, whether employees experienced emotional exhaustion or personal accomplishment.

Previous studies examining psychological capital or cognitive resources individuals often use to deal with adversity, including high self-efficacy, optimism, hope, and resilience, indicate that resilience may act as a mediator between OJ and adverse work outcomes. Rizvi (2016) investigated the relationship between organizational

injustice and employee perceptions of loyalty and voice responses and the potential role psychological capital plays in moderating this association for individuals working in banking. Employee perceptions of loyalty and voice were based on the concept that when employees encounter dissatisfying situations like organizational unfairness and injustice, they may respond through considerate, constructive, prosocial or aggressive voice, or active loyalty or passive loyalty. Findings from this study showed that psychological capital which included resilience, hope, self-efficacy, and optimism acted as a significant moderator between organizational injustice and voice and loyalty responses in each of the four sub-divisions of psychological capital (hope, self-efficacy, resilience, and optimism) where hope and resilience demonstrated the strongest of the four moderating factors.

In another study that suggests resilience may influence employee OJ perceptions, Khan (2019) examined the role of abusive supervision in reducing employee voice and the potential mediating role of distributive justice in the association between abusive supervision and employee voice for employees working in the automobile industry. Khan (2019) tested resilience as a potential moderator between abusive supervision and distributive justice. The results of the study showed that employee perceptions of abusive supervision had a negative effect on employee voice and perceptions of distributive justice. Furthermore, the study also found that resilience moderated the association between abusive supervision and distributive justice perceptions.

A great deal of research exists that explores the capacity for resilience to positively influence or mediate adverse work situations while others have hinted at a link between OJ and resilience. However, this research fills a gap in the literature by

investigating the direct connection between OJ and resilience. Thus, the present study will further our understanding of how resilience could be used to help mitigate adverse employee outcomes associated with OJ.

### **Summary and Transition**

In Chapter 2, an in-depth review of the previous academic literature surrounding the research problem of school counselor TI and a detailed description of the study's background and its theoretical framework, including seminal research, was provided. The major themes described in the literature included OJ, resilience, TI, and school counselor characteristics. Previous literature involving these major themes indicates that OJ is a significant predictor of employee TI, and that resilience can help mediate the adverse impacts often associated with stressful work (Hudgins, 2016). The research gap or lack of previous literature investigating resilience as a potential mediator between OJ and TI was also discussed in this chapter (King et al., 2016). Background information about the connection between themes, how they have each been approached and dealt with in recent literature, and what is currently known and controversial was also provided and supported in this chapter.

In Chapter 3, the research methodology will be described, and explanations and justifications for participant selection, instrumentation, procedures, and the data analysis will be outlined. In Chapter 4, the demographic and descriptive characteristics of the study's sample are discussed and the results of the statistical analyses introduced in Chapter 3 will be reported and described. In Chapter 5, a summary of the study's findings relative to the previous literature and the study's theoretical foundation are presented.

This Chapter also outlines any potential limitations, recommendations, and implications connected to the study.

### Chapter 3: Research Method

The purpose of this quantitative, correlational study was to examine the connection between OJ and TI for elementary and secondary school counselors working in the United States and whether resilience mediates this relationship. While in Chapter 2, I offered a comprehensive review of the research problem, in Chapter 3, I reiterate the research questions under investigation and describe the methodology used in the study. The chapter begins with a description of the quantitative method and phenomenological design used and a discussion of the rationale or reasoning behind selecting these traditions. I then identify the specific methodologies applied, including the population investigated, the instrumentation used, a description of how participants were recruited, and a detailed data analysis plan. Chapter 3 concludes with an account of the potential issues associated with trustworthiness; how reliable, dependable, and ethical the study is; and an outline of the specific steps taken to enhance reliability.

#### **Research Design and Rationale**

The following research questions and associated hypotheses guided this quantitative study:

RQ1: To what extent does OJ perception, as measured by the Organizational Justice Scale (OJS; Niehoff & Moorman, 1993), predict TI, as measured by the TI Scale (TIS-6; Bothma & Roodt, 2013), among school counselors working in elementary and secondary schools in the United States?

*H<sub>a</sub>1*: OJ is a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

*H*<sub>01</sub>: OJ is not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

RQ2: To what extent does OJ perception, as measured by the OJS (Niehoff & Moorman, 1993), predict resilience, as measured by the Brief Resilience Scale (BRS; Smith et al., 2008) among school counselors working in elementary and secondary schools in the United States?

*H*<sub>a2</sub>: OJ is a significant predictor of resilience among school counselors working in elementary and secondary schools in the United States.

*H*<sub>02</sub>: OJ is not a significant predictor of resilience among school counselors working in elementary and secondary schools in the United States.

RQ3: To what extent does resilience, as measured by the BRS (Smith et al., 2008) predict TI, as measured by the TIS-6 (Bothma & Roodt, 2013), among school counselors working in elementary and secondary schools in the United States?

*H*<sub>a3</sub>: Resilience is a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

*H*<sub>03</sub>: Resilience is not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

RQ4: To what extent does resilience, as measured by the BRS (Smith et al., 2008) mediate the relationship between TI, as measured by the TIS-6 (Bothma & Roodt, 2013), and OJ perception, as measured by the OJS (Niehoff & Moorman, 1993), among school counselors working in elementary and secondary schools in the United States?



*H<sub>a4</sub>*: Resilience significantly mediates the relationship between TI and OJ among school counselors working in elementary and secondary schools in the United States.

*H<sub>04</sub>*: Resilience does not mediate the relationship between TI and OJ among school counselors working in elementary and secondary schools in the United States.

The central concepts investigated in this study were OJ, resilience, and TI. The problem under investigation was whether OJ's equity perceptions influence TI and if resilience mediates or influences this relationship for school counselors. Accordingly, the theoretical framework was grounded in equity theory or the idea that individuals need to be compensated equitably for work contributions and treated fairly in social exchanges (Adams, 1963). Furthermore, equity theory suggests that more favorable perceptions of OJ lead to more positive and proactive work behaviors and attitudes, while lower OJ perceptions lead to adverse work behaviors like TI (Moliner et al., 2017).

The predictor variable in this study, OJ, refers to individual employee perceptions about how just or fair the organizations conduct is with regards to processes, procedures, decision making, resource allocation, and employee treatment (Colquitt & Zipay, 2015; Greenberg & Baron, 2008; Rupp et al., 2017). In this study, OJ was measured through its three major dimensions: (a) distributive, (b) procedural, and (c) interactional justice (Colquitt et al., 2001; Cropanzano et al., 2007; Yean & Yusof, 2016). The outcome variable, TI, refers to the prospect or likelihood an employee will quit or is thinking about quitting a job. TI was used in this study to determine the likelihood that participants

would leave their position as this variable is more amenable to research than actual turnover and has shown to be the most significant predictor of turnover (Cohen et al., 2016; Hom et al., 2017; Fukui et al., 2019). Resilience is the process by which employees bounce back or adapt in the face of situations perceived as threatening, stressful, or traumatic (APA, 2020; Luthar et al., 2000; Mancini & Bonanno, 2009; Norris et al., 2009; Sapienza & Masten, 2011) and was used as the mediating variable in the relationship between OJ and TI.

This study incorporated a nonexperimental correlational design because I sought to reveal the type and degree to which a correlation or relationship naturally existed between OJ perceptions, TI, and resilience. I used a quantitative research method, scientific research that involved gathering and analyzing information numerically (Goertzen, 2017). Because it relies on numerical data and evaluation, quantitative research uses measurement scales made up of structured quantifiable questions that permit statistical analysis and allow researchers to explore the how or what being investigated. Quantitative research was especially well-suited to this study because it allows for the examination of individual behaviors, trends, and attitudes to reveal the relationships that exist.

The quantitative method stands in sharp contrast to the qualitative method, which focuses on exploring subjective, in-depth issues using open-ended questioning formats or observations to understand the phenomena of interest better and identify commonalities or themes among responses (Merriam & Tisdell, 2015). Unlike quantitative research, qualitative researchers seek to gather detail-rich information from small populations that

contribute to understanding the phenomena, situation, or experience to derive meaning through words and phrases rather than measuring, manipulating, and controlling variables to make meaning (Ravitch & Carl, 2016). I selected the quantitative method over the qualitative approach for this study because the quantitative method is better suited to making determinations about the relationships between OJ, TI, and resilience.

### **Role of the Researcher**

As the researcher in this quantitative study, my role was to investigate the relationships between variables and collect, analyze, and interpret the data. Collected data were used to address research questions and test hypotheses. An informed consent script that included a description of this study; its potential benefits and risks; a link to the survey comprised of the demographic survey, BRS (Smith et al., 2008), TIS-6 (Bothma & Roodt, 2013), and OJS (Niehoff & Moorman, 1993) was posted to the AMT crowdsourcing platform.

Participants voluntarily agreed to participate and self-identified as licensed school counselors working in public, private, or parochial schools. I created the survey using Survey Planet, a web-based research application that recorded responses devoid of respondent identifying information other than the three demographic questions, which ensured participant anonymity and reduced potential research bias. Each of the three instruments used in this study has shown empirical validity and reliability.

Although every protection was made to reduce potential partiality, my past employment and the organizational relationships I have made within the education career field posed some potential for bias. Having worked as a professional school counselor for

over 10 years, I have a strong connection to this topic in both elementary and secondary schools and am familiar with OJ and turnover issues in school systems. Furthermore, I previously worked as a school counselor in the United States, the population of interest in this study. Therefore, I may have worked with some of the participating school counselors. However, I do not currently work for any U.S. educational institutions, and all completed participant questionnaires were anonymous or devoid of all personally identifiable information.

I neither work for nor have any professional business with the educational systems or participants in this study. Strict adherence to all guidelines set forth by Walden University's Institutional Review Board (IRB) and the ethical principles delineated in the Belmont Report for research involving human subjects including respect for persons, beneficence, and justice were also followed (U.S. Department of Health and Human Services, 2013). I also completed the National Institutes of Health Office of Extramural Research protecting human research participants' training and met all requirements and qualifications needed to protect participant rights throughout this research process prior to conducting this research.

Because there is always the potential for bias to influence a study, researchers must adhere to the ethical standards that guide their field and take steps to ensure that ethical norms are upheld throughout the research process (Lefkowitz, 2017). One source of preconception for this study was my previous knowledge of the school counseling field and my previous experiences with school counselor perceptions of organizational aspects. To reduce the potential for bias, I journaled about the preconceived notions,

ideas, and beliefs I had about school counselor TI, resilience, and OJ perceptions to separate my own ideas from the research questions and hypotheses.

## **Methodology**

### **Sample**

#### ***Target Population***

This study's target population was licensed school counselors who work in elementary and secondary schools in the United States. According to Babbie (2017), a sample refers to a subset of the population drawn from the broader target population. Therefore, this study's sample population was elementary and secondary licensed school counselors residing in the United States who accepted the AMT study request and voluntarily agreed to participate. Participants were provided a link to the 35-item survey created using Survey Planet, and responses were monitored until the required number of participants was reached.

#### ***Sampling Strategy***

A convenience sampling strategy was used in this study as surveys were made available through the AMT crowdsourcing platform and recorded via Survey Planet, an internet-based market survey research firm. According to Cheung et al. (2017), crowdsourcing platforms or online labor markets like AMT are gaining popularity in academic research. For example, AMT allows for the recruitment of individuals or workers who can choose to accomplish tasks advertised to the crowd by requesters on the online AMT platform. Although using the AMT crowdsourcing platform is convenient, it also offers significant benefits, including reduced data collection time, reduced

recruitment costs, and the ability to reach a broader range of potential participants with various demographic characteristics, leading to more diverse samples (Bartel-Sheehan, 2018; Hulland & Miller, 2018; Peer et al., 2017).

According to Babbie (2017), convenience samples like the one used in this study can reduce the generalizability of findings. However, Cheung et al. (2017) stated that recruiting individuals through AMT does not increase or decrease this generalizability issue. Furthermore, AMT provides a unique prescreening system and customized qualification options that allow requesters the ability to create and list desired sample characteristics as qualifications to increase the connection between desired sample characteristics and the actual collected sample (Bartel-Sheehan, 2018; Chandler et al. 2014; Cheung et al., 2017); I used these options to screen out individuals who did not match the target population for this study, increasing external validity and generalizability. According to Hulland and Miller (2018), while workers recruited from AMT are regarded as being made up of diverse populations from organizational and industrial perspectives, a large percentage of workers from this online crowdsourcing, labor market reside in the United States (Peer et al., 2017), which was also a major qualifying criterion for this study. Finally, Hulland and Miller (2018) also report that because participants or workers are compensated only for properly completing work tasks, the quality of data collected from AMT is generally very high.

### ***Power Analysis***

The number of participants required for this study was calculated using power analysis via G\*Power 3.1.9.4 software (Faul et al., 2009). The G\*Power analysis

calculation also included effect size, alpha level, and power levels. Effect size is characterized in terms of small, medium, and large, representing the strength of the relationship between variables in the study.

When it is not possible to calculate a true effect size, the standard effect size generally accepted for behavioral and social science studies is medium (Cohen, 1992; Faul et al., 2009; Funder & Ozer, 2019). Therefore, for this study, an F test, medium effect size ( $p = .15$ ) was selected. The alpha level was set at the traditional 5% ( $\alpha = .05$ ) significance level used in quantitative research. This significance level was used because it reduced the probability of making a Type I error or the possibility of rejecting the null hypothesis when it was true (Frankfort-Nachmias & Leon-Guerrero, 2018). Finally, the test's power level or the probability that the null hypothesis was rejected correctly was set at F 80% ( $1 - \beta = .80$ ). When calculating the G\*Power, F-test was selected under the test family. Under statistical test, multiple linear regression,  $R^2$ , deviation from zero was chosen, and a priori compute required sample size given  $\alpha$ , power, and effect size was selected for the power analysis. Given these conditions, the minimum sample size required for this study was 55 participants ( $N \geq 55$ ). However, my goal was to aim for a larger sample size ( $N \geq 100$ ) to account for the possibility of incomplete surveys or irregularities.

## **Instrumentation**

### ***Organizational Justice Scale***

To evaluate school counselor perceptions of OJ, the Niehoff and Moorman (1993) OJS was used (Appendix D). The OJS is one of the most widely used instruments for

measuring employee perceptions of fairness in organizational literature (Arif, 2018; Zabol et al., 2019). This popularity is partly due to the test's ability to measure participant perceptions of fairness in interactional, distributive, and procedural justice dimensions in one comprehensive assessment.

Pinder (2008) stated that individuals naturally assess the level of fairness in their organization by reflecting on the level of work they contribute and the quality and kind of interactions and communications they have with others compared to the benefits and exchanges they receive in return. When pay, rewards, procedures, processes, and interactions are deemed inequitable or incongruent with perceived employee contributions, job satisfaction, involvement, and commitment tend to decrease (Colquitt et al., 2001). Therefore, the OJS, which measures individual perceptions of justice in factors like rewards and pay (distributive justice), peer and supervisor communications (interactional justice), and organizational process (procedural justice), is an appropriate assessment tool to measure school counselor perceptions.

The OJS is made up of one dimension designed to assess individual opinions of distributive justice and two different measures of procedural justice that incorporate items related to both procedural and interactional justice (Niehoff & Moorman, 1993). The scale consists of 20 items total and uses a 5-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5), where higher scores indicate greater perceptions of OJ. The distributive justice subscale consists of five questions intended to measure the level of justice employees believe exists in their organization regarding aspects like workload,



tasks, schedule, income level, and job outcomes. A sample question within the distributive dimension is “I think that my level of pay is fair.”

The formal procedural justice dimension contains six items and measures the extent to which employees feel their organization takes their opinions into account and that the processes and procedures for gathering and disseminating information are accurate, truthful, and unbiased (Niehoff & Moorman, 1993). For example, a sample procedural question would ask “Job decisions are made by the general manager in an unbiased manner.” The interactional justice dimension contains nine items that assess whether individuals believe the organization considers their needs and that all work decisions are clearly articulated, explained, and justified. A sample interactional justice dimension is “When decisions are made about my job, the general manager treats me with kindness and consideration”. The scale was created from one initially used by Moorman (1991), which demonstrated reliabilities of .90 or above for all three justice dimensions, and confirmatory factor analysis yielded reliabilities ranging from .74 to .92.

Construct and criteria validity for the OJS was initially reported in Niehoff and Moorman’s (1993) research, which used a comparative fit index (CFI) to test the three-factor model of justice and revealed a CFI of .92 for the OJS. The CFI indicated good internal validity as it exceeded the .90 recommended standard for the goodness of fit in the factor analysis, supporting the three-factor model of OJ. This goodness of fit led to OJS’s recognition as an overall score made up of distributive, procedural, and interactional justice. Furthermore, Niehoff and Moorman conducted a second confirmatory factor analysis with the sum of scores from each justice dimension to ensure

the validity of an overall justice score which yielded a CFI of .91 or indicated an excellent fit and led to the decision to use the overall OJS score in this study. Permission to use the OJS was requested and granted via electronic mail (e-mail) by the lead developer, Dr. Brian Niehoff (Appendix A).

### ***Turnover Intention Scale***

School counselor TI was measured using a modified version of the Roodt (2004) 15-item TIS-6. The TIS-6 is a 6-item, shortened version of the original, used, and validated by Bothma and Roodt (2013) as a valid predictor of TI and turnover (Appendix D). The TIS-6 measures items on a 5-point Likert type scale with response choices ranging from 1 to 5 (*never to always, highly unlikely to highly likely, and very satisfying to totally dissatisfying*).

To ensure the modified TIS-6 short version's validity and reliability, Bothma and Roodt (2013) conducted a census-based study involving 2,429 employees. Results indicated that the instrument could effectively distinguish between employees that left and those that stayed with the company at four-month and four-year periods, with leavers and stayers reporting significant differences in respect to the study's theoretical variables, demonstrating differential and criterion-predictive validity. The TIS-6 also measured TI's reliability ( $\alpha = 0.80$ ) and demonstrated internal reliability of .81. In another study, Karatepe and Olugbade (2017) correlated scores of the TIS-6 with scores from similar instruments and found that internal consistency was .85.

These reliability coefficient values lie between 0 and 1 (Viladrich et al., 2017). Values of .70 and above are generally considered acceptable when creating a new

instrument and values of .80 and above for academic research (Nunnally, 1978; Viladrich et al., 2017). Thus, Bothma and Roodt (2013) concluded that the TIS-6 is a valid and reliable scale capable of measuring and evaluating TI and predicting actual turnover in research settings. Permission to use the TIS-6 was requested and granted by the primary author, Dr. Gert Roodt. Dr. Roodt (Appendix B).

### ***Brief Resilience Scale***

The BRS was used to assess school counselor resilience (Appendix D). The BRS, which aimed to measure resilience as an individual's ability to bounce back from stress (Smith et al., 2008), was especially well suited to this study, which defines resilience as the process by which employees bounce back or adapt in the face of situations perceived as threatening, stressful, or traumatic (APA, 2020; Luthar et al., 2000; Mancini & Bonanno, 2009; Norris et al., 2009; Sapienza & Masten, 2011). The BRS is made up of six items designed to measure resilience on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*; Smith et al., 2008).

To reduce or eliminate the potential for participant response bias, the BRS includes both positively and negatively phrased items (Smith et al., 2008). All negatively worded statements on the BRS are reverse coded, so each item's responses on the scale can be added together for a total score of between 6 and 30. The final score on the BRS is then calculated by finding the mean of scores on all scale questions, so total scores range between 1 and 5. Lower scores on the BRS relate to lower levels of resilience, and higher scores indicate greater resilience levels. Scores are categorized as follows: average resilience (1- 2.99), medium resilience (3- 3.99), and high resilience (4- 5).

To evaluate the reliability and validity of the scale, Smith et al. (2008) conducted a series of tests across four different participant samples in the United States. Internal consistency was assessed using Cronbach's alpha, or how closely related the survey items were as a group, alphas across samples ranged between .80 to .91 demonstrating good internal consistency. The BRS's reliability was obtained through test-retest reliability and drew from two of the samples mentioned above. The two participant samples selected were then assessed on the BRS again at either 1 or 3 months after and revealed acceptable test-retest reliabilities between .69 and .62.

Validity for the BRS was established through convergent validity. Convergent validity is used to assess test construction and measures the degree to which a given test correlates with other variables it should theoretically correlate with and differs from others it should not (Anastasi & Urbina, 1997). Smith et al. (2008) reported that the BRS showed positive correlations (.59) with other similar resilience measures like those found on the Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003).

The BRS also demonstrated a positive correlation with other resilience measures it theoretically should like optimism (.69) and a feeling of purpose (.46), and negatively with those it should not like alexithymia and pessimism (-.56; Smith et al., 2008). The BRS was also found to correlate positively with other constructs and outcome measures like those assessing social support (.40), active coping (.41), and negatively correlated with negative interactions (-.46), stress (-.71), depression (-.66), and anxiety (-.60). Permission to use the BMS was requested and granted by the lead developer Dr. Bruce Smith via email (Appendix C).

## **Participant Recruitment and Data Collection**

Data collection for this quantitative study was collected from school counselors through the AMT crowdsourcing platform, who met the following eligibility criteria: worked in an elementary or secondary school in the United States and held a state-accredited school counselor license. An electronic survey was created using Survey Planet which included the demographic survey items, OJS, TIS-6, and BRS. All survey instruments were presented together as one continuous questionnaire consisting of 35 items in total. It was estimated that the survey would take less than 15 minutes to complete. The nonprobability sample was drawn from AMT crowdsourcing platform workers that voluntarily agreed to participate. Participants in this study remained anonymous as data were recorded on the Survey Planet secure and password protected server, to eliminate the risk of identifying participants and analyzed through SPSS, Version 27.

After receiving committee approval, I applied for approval from the Walden University Institutional Review Board (IRB) before conducting research. The IRB is responsible for confirming and certifying that all research procedures, processes, and plans complied with the university's ethical, legal, and institutional standards and the U.S. federal regulations. I received approval from Walden University's IRB to conduct this study on March 26, 2021 (approval number 03-26-21-0759457). As previously stated, access to participants was facilitated through the AMT crowdsourcing platform and data collection was conducted and analyzed using SPSS, Version 27.

After receiving committee and IRB approval, the following steps were taken to gather the research data in this study. I posted my research query or task which included a description of the study, outlined all required criteria needed to participate, and contained an embedded link to the 35-item survey on Survey Planet to the AMT crowdsourcing platform. When creating the link to the survey I also designed it for one-time use to prevent duplicate responses from a single participant. The AMT task instructed all individuals who self-identified as meeting the inclusion criteria and wished to voluntarily participate to accept the AMT, Human Intelligence Task (HIT). Participants or workers then gained access to the survey by clicking the survey link included within the AMT HIT. Before posting the 35-item survey, each question and scaled response option was carefully examined to ensure that the questionnaire was free of errors.

After AMT crowdsourcing workers self-identified as meeting the inclusion criteria, accepted the AMT HIT, and clicked on the survey link, they were directed to Survey Planet to complete the survey. The first page of the online survey contained the informed consent form which provided participants with an overview of the study as well as outlined precisely the nature of the study, participant confidentiality, voluntary participation, benefits and potential risks, and the eligibility criteria used for the study. To further ensure the anonymity of participant responses, signed informed consent forms were not requested. Instead, participants clicked continue to indicate their consent and gained access to the 35-item survey. The informed consent form also specified that clicking continue indicated that they had read and understood the terms, conditions,

benefits, and potential risks associated with the study and would serve as acceptance of voluntary consent to participate.

The informed consent form also described participant rights and steps to withdraw from the study without explanation and provided workers with my contact information, if they chose to withdraw. Furthermore, the consent form specified that in the event a participant contacted me with questions about the AMT HIT or requested to withdraw from the study, the email address used for correspondence would be held separately from the data collection and access would be managed through protected files. No participants contacted me with questions or to request withdrawal from the study. Participants who failed to agree to accept the AMT HIT were not able to access the informed consent form or the 35-item survey.

Data collection began on April 6, 2021, during this timeframe, I collected a total of 102 participant responses. The 35-item survey was set to remain open and available to workers on AMT for three days or until the requisite number of participants for this study was reached. However, data collection efforts were completed in a quick one-day timeframe, at which time the target number of participants was reached, and the survey was automatically closed.

As a thank you and incentive to increase response rates for this study, following the completion of the survey items, participants received a small \$0.50 compensation via Amazon gift card or Amazon Payments. Participants that did not complete the study, were not paid. Before participants were compensated, the AMT HIT was reviewed for completion accuracy, and I approved and paid the HIT for all completed surveys.

Participant AMT worker identification numbers were used to process HIT payments and workers were directed to enter their number when prompted before they submitted the HIT. Worker earnings were automatically transferred to their preferred payment method on the schedule they selected through their AMT account.

Survey Planet and AMT provided live completion rate updates and automatically closed the survey in AMT soon after the target sample size was reached. All 102 participants completed the survey. After data collection was complete, all 102 participant responses were exported from Survey Planet to Excel and then into SPSS for data analysis. Because the AMT HIT outlined and posted the qualifying criteria questions prior to the start of the survey and did not record unfinished surveys, no incomplete data were generated, and all 102 responses were used.

Because participants in this study remained anonymous, a link to a Google Drive folder was also provided to participants at the end of the survey. Participants were informed that they could use the provided link to view the results of the study once completed. Once the study was complete, I uploaded a brief one-page summary into this Google Drive folder that described the study and all findings.

If I had not received enough completed surveys within the allotted timeframe to meet the minimum sample size, I planned to extend the data collection timeframe from one to two weeks by reposting the research query on AMT crowdsourcing platform. If I had not reached the requisite number of participants after a week, I planned to recruit participants from Qualtrics professional panelist's recruitment system. According to Holt and Loraas (2019) Qualtrics is an internet-based market research company that allows



researchers to not only create surveys and collect responses but also reach targeted populations efficiently and has proven to be a reliable and useful data collection tool for academic research.

As an internet-based market research firm, Qualtrics panelists undergo rigorous demographic profiling so they can be matched with surveys for which they meet the identified criteria for eligibility. If necessary, Qualtrics would have been used as a secondary source to acquire more participants that meet the study's criteria by creating a sample frame of panelists whose characteristic aligned with the targeted population of this study. Therefore, both the primary and secondary data collection systems proposed in this study were capable of distributing and collecting the online survey data from licensed school counselors working in elementary and secondary schools in the United States.

### **Data Analysis Plan**

The following procedures were used to analyze the research data collected from school counselors in this study. School counselors who voluntarily choose to participate began by answering the three short demographic questions to collect information about participant age, gender, and employment tenure. The second section of the survey included 32 items coded using Likert type scale questions, 20 items related to OJ (1= *strongly disagree*, 2 =*disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*), 6 items related to TI (1 = *never/to no extent/highly unlikely* and 5 = *always/to very large extent/to highly unlikely*) and 6 resilience items (1= *strongly disagree*, 2 =*disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*) for questions 1, 3, and 5 and reverse coded (5 = *strongly disagree*, 4 = *disagree*, 3 = *neutral*, 2 = *agree*, and 1= *strongly agree*) for items

2, 4, and 6. After the survey closed, completed surveys were examined for missing or invalid responses, and cleaned data were copied into SPSS, Version 27 for data analysis.

The proposed analysis in this study involved three variables of interest (OJ, TI, and resilience) designed to measure the extent to which a relationship between OJ and TI and the role resilience played in this relationship for school counselors working in elementary and secondary school in the United States. This study's independent variable was OJ, measured by the OJS, ranging from 1 to 5, with scores closer to 5 indicating greater perceptions of OJ. The dependent variable was TI and was measured by the TIS-6, with scores ranging from 1 to 5 where higher scores indicated greater TI. Finally, resilience was used as a mediating variable in this study, measured by the BRS, which ranged from 1 to 5, where lower scores related to lower self-reported levels of resilience and higher scores higher resilience.

The analysis to address each of research questions consisted of simple linear and multiple regression. According to Burkholder et al. (2016), linear regression is appropriate when determining whether a relationship exists between two continuous variables.

Each of the following research questions were addressed as follows:

RQ1 asked, to what extent does OJ perception relate to TI among school counselors working in elementary and secondary schools in the United States? RQ1 was investigated using simple linear regression analysis, with the continuous independent variable OJ measured by the OJS and the dependent or predictor variable TI was measured by the TIS-6.

The primary assumptions associated with a linear regression that must be examined before conducting and accepting the linear regression results are normality, homoscedasticity, and absence of multicollinearity (Frankfort-Nachmias & Leon-Guerrero, 2018). However, because this linear regression only included one independent variable, multicollinearity, or the possibility that two or more independent variables were correlated, was not a concern. The normality assumption was assessed using a Q-Q plot that modeled the regression in comparison to a normal line. If residuals did not deviate too far from the normal line, normality was assumed. It is unlikely that the data will present violations to normality because regression analysis is resilient against this type of violation, especially with larger sample sizes. Finally, homoscedasticity was judged using a scatterplot that mapped out the research data points graphically to ensure that they were about the same distance from the line or that no funneling trends existed.

The research data met all the assumptions mentioned above, and the simple linear regression results were interpreted. First, the overall regression between OJ and TI was evaluated to determine if the  $F$  value was significant. According to Frankfort-Nachmias and Leon-Guerrero (2018) significant  $F$  values indicate that the coefficient determination or  $R^2$  does not equal zero. Finding with significant  $F$  values also suggest a correlation between the variables exists and that the  $R^2$  should be assessed to determine the amount of variance in the TI predicted by OJ.

Next, the regression equation for predicting the strength of OJ's effect on TI was calculated using the standardized and unstandardized beta values. Standardized beta ( $\beta$ ) showed the strength of the correlation between OJ and TI, and the unstandardized beta

(B) showed the slope or the estimated average rate of change in the outcome (TI), relative to each one-unit of change in the predictor (OJ).

RQ2 asked, to what extent does OJ perception relate to resilience among school counselors working in elementary and secondary schools in United States? RQ2 was investigated using simple linear regression to determine the relationship between the independent continuous variable measured by the OJS (Niehoff & Moorman, 1993), and the mediator (resilience). In this regression analysis, resilience was the continuous outcome variable, and overall OJ was the continuous predictor variable. Testing for normality and homoscedasticity assumptions was also conducted for this research via the same procedures as RQ1, using the Q-Q plot and residual scatter plot, respectively. The  $F$  value was analyzed to determine regression significance, and  $R^2$  was evaluated to determine the extent to which OJ predicted resilience. Standardized beta ( $\beta$ ) showed the strength of the correlation between resilience and OJ, and the unstandardized beta (B) showed the slope or the estimated average rate of change in the outcome (resilience) relative to each one-unit change in the predictor (OJ).

RQ3 asked, to what extent does resilience relate to TI among school counselors working in elementary and secondary schools in the United States? RQ3 was investigated using simple linear regression. In this step, the linear regression was used to determine the relationship between the mediating variable (resilience) and the dependent variable (TI). In this analysis, TI was the continuous outcome variable, and resilience was the continuous predictor variable. Testing for normality and homoscedasticity assumptions was also conducted for this analysis via the same procedures as RQ1 and RQ2, using the

Q-Q plot and residual scatter plot, respectively. The  $F$  value was analyzed to determine regression significance, and  $R^2$  was evaluated to determine the extent to which resilience predicted TI. Standardized beta ( $\beta$ ) showed the strength of the correlation between resilience and TI, and the unstandardized beta ( $B$ ) showed the slope or the estimated average rate of change in the outcome (TI), relative to each one-unit change in the predictor (resilience).

RQ4 asked, to what extent does resilience, as measured by the BRS (Smith et al., 2008) mediate the relationship between TI, as measured by the TIS-6 (Bothma & Roodt, 2013), and OJ perception, as measured by the OJS (Niehoff & Moorman, 1993), among school counselors working in elementary and secondary schools in the United States?

In mediation analysis, the independent variable (OJ) must first have a relationship with the mediator (resilience) as this relationship signifies the initial part of the mediating effect (RQ2). Mediation analysis also requires that the mediator (resilience) connect with the dependent variable (TI), as it signifies the second part of the model effect, completing the carry-over effect from the independent variable to the mediator the dependent variable.

If it is determined that a relationship exists between the first three research questions, RQ4 will be tested using multiple linear regression with mediation. According to Warner (2013), mediation analysis involves testing the effects of one independent variable (OJ) on the dependent variable (TI) through a second independent variable (resilience). The mediation will be supported if the addition of the mediator (resilience) to

the analysis reduces the strength of the connection between the independent variable (OJ) and the dependent variable (TI).

### **Threats to Validity**

#### **External Validity**

According to Babbie (2017), external validity refers to a study's ability to generalize results or the extent to which the sample is representative of the greater population. Threats to external validity occur when researchers fail to consider or present findings that are generalizable across populations, places, treatments, functions, time, or situations or do not apply to the real world. Burkholder et al. (2016) suggested that one way to reduce threats to external validity is to read and review previous literature thoroughly to build on and find gaps in the literature to narrow the study's focus. This strategy enables researchers to demonstrate support for the generalizability of their research results, to similar findings in other studies and reduces threats by limiting research focus to a particular area. This strategy was utilized in this study as a comprehensive literature review was performed, which led to the identification of the research gap and allowed me to build on previous literature.

This study may also present threats to external validity related to sample bias because of the purposive convenience sampling method utilized. According to Burkholder et al. (2016), purposive samples are drawn based on the research's specific needs or purpose. This sampling strategy is useful because it allows researchers to choose the unit of study (individuals, settings, groups) intentionally because of the significant information they offer (Teddlie & Yu, 2007).

This sampling strategy has the advantage of allowing researchers to answer research questions related to a particular characteristic of interest in which only some individuals in a population behold (Burkholder et al., 2016), which was the intent of this study. However, some of the limitations of this sampling method are that it is more susceptible to researcher bias, errors and can be more challenging to generalize research findings or support research reliability. Convenience sampling or selecting participants that are more easily accessible (Babbie, 2017), also contributed to these potential biases and errors, as research participants were asked to participate through the AMT crowdsourcing platform. Thus, only individuals with access to the AMT crowdsourcing platform that had worker accounts were able to access the survey so all school counselors' opportunities to participate were not equal, making findings less generalizable.

According to Burkholder et al. (2016), external threats to validity occur when a sample is not representative of the greater population. To increase the likelihood that the sample drawn in this study was representative of the targeted population, the minimum sample size for this study was calculated using G\*Power Version 3.1.9 (Faul et al., 2009), and the sample size needed to be considered representative of the whole was obtained (Frankfort-Nachmias & Leon-Guerrero, 2018).

To further reduce potential threats to external validity, SPSS statistical software was also used to increase my understanding of the data through visual depictions, graphic representations, and data analysis. Finally, Babbie (2017) suggested that fully understanding and using appropriate instruments designed to measure the intended

variables being studied can reduce the possibility of making Type I and Type II errors, decreasing threats to external validity. Each of the instruments selected for this study has proven psychometric properties that were appropriate for the proposed research method and design.

### **Internal Validity**

Babbie (2017) defined internal validity as the extent to which a study can determine whether a causal relationship exists between the study's independent and dependent variables. Therefore, because this study used a nonexperimental, correlational design intended to determine the strength and direction of the correlation that exists between OJ and TI and whether resilience mediated this relationship, not to establish causation, this study presented fewer threats to internal validity. However, one potential threat to internal validity in nonexperimental studies is instrumentation (Campbell & Stanley, 1966). When conducting quantitative studies, instrumentation can pose a potential threat to internal validity if researchers use unvalidated instruments, change measurement methods, or alter the instrument's administration from participant to participant.

Instrument validity means the extent to which an instrument measures what it claims to measure, established through Cronbach alpha, or how related items on the test are or through confirmatory factor analysis (DeMonbrun et al., 2017; DeSmet et al., 2018). As discussed earlier in this chapter, to help mitigate against instrumentation threats, each of the measurement tools used in this study has been tested extensively and consistently demonstrated statistically adequate validity. Furthermore, all surveys were



administered to the same participants in the same way via the Survey Planet online survey system so that neither instrumentation nor administration affected what was being measured. The data assumptions associated with the linear regression analysis (normality, multicollinearity, homoscedasticity, and outliers) used in this study were also checked during data analysis.

### **Construct Validity**

According to Burkholder et al. (2016), construct validity refers to the extent to which a study's central premises is appropriately conceptualized and operationalized. Therefore, my role as the researcher was to confirm and demonstrate the study's validity and reliability, which in quantitative research is established through valid and reliable results (Babbie, 2017). As previously stated in this chapter, to increase the validity and reliability of this study's findings, I used only instruments with high validity and reliability that aligned with the background and framework of this study. Permission to use these instruments was obtained in writing and are presented in Appendix A.

Statistical-conclusion validity is also used in quantitative research to establish the validity and reliability of a study's results. According to Burkholder et al. (2016), statistical-conclusion validity means how accurate researchers are about the relationship between the variables tested, which is established through appropriate analysis of the data or that the statistical methods used could answer the research questions. In this study, simple regression analysis was used to assess the relationship between OJ and TI or the direct effect. Multiple regression analysis was used to determine whether resilience mediated this relationship for school counselors working in elementary and secondary

schools in the United States. Therefore, the assumptions associated with multiple regression were assessed, including linearity, independence of errors, homoscedasticity, multicollinearity, undue influence, and normal distribution of errors as violations of these assumptions can lead to inaccurate statistical conclusions.

According to Babbie (2017), a normal distribution resembles a bell-shaped curve or symmetrical distribution where most of the data fall or clusters around the peak or mean of the data and taper off in both directions as points fall further from the mean. The data were examined for the presence of outliers or data points that fall far from the mean to reduce any undue influence. Linearity assumptions were also examined using SPSS to ensure that all assumptions to evaluate the relationship between OJ, resilience, and TI were met. These assumptions were checked to determine how well the data formed a line on a simple scatterplot when showing the comparison of the variable distributions, the independence that existed between variables, whether variances were equal between measurements within the data (homoscedasticity), and multicollinearity or the degree to which the independent variables were associated (multicollinearity) (Frankfort-Nachmias & Leon-Guerrero, 2018).

Finally, as described previously in this chapter, the sample size was calculated to ensure the minimum size requirements for using the statistical tests in this study were met or exceeded. However, this study does present a potential threat to statistical conclusion validity as participants were able to access the survey electronically from anywhere. Because I had no control over the setting in which individuals took the survey, distractions may have occurred that led to response errors that could have created threats

to statistical conclusion validity or could have led to incorrect conclusions about the relationship among variables because of errors in the data.

### **Ethical Procedures**

This study was submitted to the IRB for approval prior to the recruitment of participants to ensure adherence to all ethical procedures. Because this study involved human subjects, the IRB evaluated the proposed study to ensure that no respondents were at risk for harm or pressured to participate in this study. A consent form describing the procedures used and the study's importance was also created and presented to the IRB for approval before the study was conducted. All participants were required to view and consent to this study's terms and procedures before completing the survey. This study was designed to target and focus on professional school counselors who likely varied with regards to demographics, however, it was not the intent of this study to recruit participants specifically from vulnerable populations.

Participants for this study were recruited through the AMT crowdsourcing platform, and survey questions did not contain personally indefinable information like respondent name or email. Participation in this study was anonymous, and I did not have a relationship with participants nor was I in a position to exert power or coercion over them. Before responding to surveys, participants were informed of their rights to voluntarily participate or withdraw from the study at any time without explanation or reaching out to me.

Participants were also free to choose whether to respond to each of the survey items. Savage and Hyde (2014) reported that when participants have freedom over the

information they provide and to withdraw for any reason, the validity of the study, its conclusions, and recommendations are increased. All collected data in this study was anonymous as the survey was completed through Survey Planet, and no personally identifiable information was collected other than the short demographic's questions (age, gender, and employment tenure). All data were kept confidential as only myself and my committee members had access to the data, and all downloaded data were saved on an encrypted and password-protected electronic device. This data will be kept confidential for the mandated five years, at which point it will be permanently deleted and destroyed.

### **Summary and Transition**

Chapter 3 began with a review of the purpose, design, and justification for this study. This section was followed by a restatement of the research questions, which were designed to evaluate the extent to which relationships exist between OJ, resilience, and TI for licensed school counselors working in elementary and secondary schools in the United States. Equity theory or the concept that people need to be compensated equitably for work contributions and treated fairly in social exchanges (Adams, 1963) was also discussed again in this chapter as it provided the theoretical foundation in which this study was grounded. Extant research has also shown a relationship between resilience and TI (Ko & Lee, 2019) and suggests that OJ factors like strong leader/member relationships, effective communication, collaboration, and clear organizational processes and procedures are related to resilience in work settings (Frisbie & Converso, 2016; Malik & Garg, 2017). Therefore, resilience may play a mediating role in the relationship between OJ and TI, which was the basis for this study.

This chapter also discussed the quantitative methodology and the correlation designed used in this study, clearly outlined the independent variable (OJ), dependent variable (TI), and mediator (resilience). Participant selection and recruitment were also discussed, and justifications for the number of participants needed and participant eligibility were also explained and supported. This section also defined the specific instruments used as well as their psychometric properties and justifications for use. Finally, this chapter described the potential threats to validity presented in this study, the steps taken to reduce these risks, and the ethical procedures that were put into place to protect all participants.

In Chapter 4, baseline demographic and descriptive characteristics of the sample are described. The results of the statistical analyses proposed in this study, including data analysis procedures, assumptions testing, and statistical analysis findings will also be reported and described in Chapter 4. In Chapter 5, a summary and interpretation of the study's findings in relation to the previous literature and the study's theoretical foundation are presented. This Chapter will also outline the potential limitations, recommendations, and implications related to the study.

## Chapter 4: Results

The purpose of this quantitative nonexperimental study was to determine the relationship between perceptions of OJ and TI and whether resilience mediated this relationship for school counselors working in elementary and secondary schools in the United States. This study's objective was to determine if a linear relationship between OJ and TI exists and whether resilience mediates this relationship. This study makes an original contribution to the existing research because it offers new understandings about OJ, its association with TI, and the role resilience plays in mediating this relationship for this previously unexplored population. Examining factors that have been shown to influence TI was important because these findings may be used to address the problem of school counselor shortages and positively contribute to understandings that increase counselor retention. In turn, increasing counselor retention positively supports the overall success and stability of educational institutions by promoting all students' achievement and development.

The following research questions and hypotheses guided this quantitative study:

RQ1: To what extent does OJ perception, as measured by the Organizational Justice Scale (OJS; Niehoff & Moorman, 1993), predict TI, as measured by the TI Scale (TIS-6; Bothma & Roodt, 2013), among school counselors working in elementary and secondary schools in the United States?

*H<sub>a1</sub>*: OJ is a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

*H*<sub>01</sub>: OJ is not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

RQ2: To what extent does OJ perception, as measured by the OJS (Niehoff & Moorman, 1993), predict resilience, as measured by the Brief Resilience Scale (BRS; Smith et al., 2008) among school counselors working in elementary and secondary schools in the United States?

*H*<sub>a2</sub>: OJ is a significant predictor of resilience among school counselors working in elementary and secondary schools in the United States.

*H*<sub>02</sub>: OJ is not a significant predictor of resilience among school counselors working in elementary and secondary schools in the United States.

RQ3: To what extent does resilience, as measured by the BRS (Smith et al., 2008) predict TI, as measured by the TIS-6 (Bothma & Roodt, 2013), among school counselors working in elementary and secondary schools in the United States?

*H*<sub>a3</sub>: Resilience is a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

*H*<sub>03</sub>: Resilience is not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

RQ4: To what extent does resilience, as measured by the BRS (Smith et al., 2008) mediate the relationship between TI, as measured by the TIS-6 (Bothma & Roodt, 2013), and OJ perception, as measured by the OJS (Niehoff & Moorman, 1993), among school counselors working in elementary and secondary schools in the United States?

*H<sub>a</sub>4*: Resilience significantly mediates the relationship between TI and OJ among school counselors working in elementary and secondary schools in the United States.

*H<sub>0</sub>4*: Resilience does not mediate the relationship between TI and OJ among school counselors working in elementary and secondary schools in the United States.

In Chapter 4, I present the findings of the study. First, I provide a description of the demographic and descriptive characteristics of the sample, and any discrepancies from Chapter 3 will be noted and discussed. Next, the results of the study will be presented, including data analysis procedures, assumptions testing, and statistical analysis findings. Test findings are organized and grouped by research question and hypothesis, illustrated in graphs and tables, and results for each research question are described in detail.

### **Participant Demographics**

According to Gravetter and Forzano (2016), descriptive statistics are valuable in academic research because they offer a complete picture or description of the characteristics, aspects, and features of a study's participants and variables and assist researchers in finding, understanding, and demonstrating basic patterns in the data. As noted in Chapter 3, participants for this study included licensed school counselors working in elementary and secondary who voluntarily agreed to participate. Three demographic questions were used to create a participant profile for this sample, which included age, gender, and employment tenure (Appendix D).



The total number of responses for this study was 102 ( $N = 102$ ). The sample consisted of 70 men (68.8%) and 32 women (31.4%). The majority of participating school counselors (64.7%) were between the ages 26 and 39 years, 25.5% were between 40 and 59, 7.8% were between 18 and 25, and only 2% of participants were 60 years or older. A majority of participating school counselors had 1 to 5 years of experience ( $n = 41$ , 40.2%); only 4 (3.9%) had less than 1 year of experience, and 6 (5.9%) preferred not to answer. Descriptive statistics were calculated for collected demographics and frequency and percentages were generated for these nominal-level variables in SPSS (Table 1). The total sample size ( $N = 102$ ) was large enough to be considered representative based on G\*Power analysis for a medium effect of  $f^2 = 0.15$ , a power of .80, and an alpha of .05, a minimum sample size of 55 ( $N \geq 55$ ).

**Table 1**

*Frequency Table for Nominal Demographic Variables*

Variable	<i>N</i>	%
Age ranges		
18 to 25 years	8	7.8
26 to 39 years	66	64.7
40 to 59 years	26	25.5
60 + years	6	2.0
Gender		
Female	32	31.4
Male	70	68.6
Employment tenure		
Less than 1 year	41	40.2
1 to 5 years	14	13.7
6 to 10 years	6	5.9
11 to 15 years	31	30.4

20 + years	4	3.9
Prefer not to answer	6	5.9

### Descriptive Statistics

Each of the three survey tools administered to participants—the OJS (Niehoff & Moorman, 1993), TIS-6 (Bothma & Roodt, 2013), and BRS (Smith et al., 2008)—have been extensively used and validated in previous research as discussed in Chapter 3. Although the reliability and validity of these instruments were already established with high Cronbach alpha scores ( $> 0.7$ ) in previous research, to demonstrate further the representativeness of this sample, I examined the Cronbach alphas for each of the three scales in this study sample. To test the strength of each survey tool's reliability, composite scores for the OJS and TIS-6 were generated by first calculating the sum of items for each survey tool in SPSS. For the BRS, three questions (2, 4, and 6) were negatively worded and required reverse coding before composite scores were calculated.

Once composite scores were computed, the George and Mallery (2016) alpha value guidelines were used to interpret the strength of the alphas for all three scales. Each of the scales used in this study met the acceptable value for reliability in this sample, with the exception of the BRS ( $\alpha = .67$ ), which fell just below the acceptable alpha value ( $> 0.7$ ). Scores for the OJS ranged from 1.16 to 4.23 ( $M = 4.03$ ,  $SD = 0.76$ ,  $\alpha = .91$ ). Scores for the TIS-6 ranged from 1.47 to 5.00 ( $M = 3.18$ ,  $SD = 1.30$ ,  $\alpha = .83$ ). Scores for the BRS ranged from 1.56 to 4.09 ( $M = 3.33$ ,  $SD = 0.84$ ,  $\alpha = .67$ ). Descriptive statistics for each of the interval-level variables are presented in Table 2.

**Table 2***Univariate Statistics for Survey Questions*

Variable	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	# items	<i>A</i>
OJ	96	1.16	4.23	4.03	0.76	20	.91
TI	97	1.47	5.00	3.18	1.30	6	.83
Resilience	99	1.56	4.09	3.33	0.84	6	.67

To assess the normality assumption of the data sample, I performed a Shapiro-Wilk test for each of the study's variables. The Shapiro-Wilk tests for each of the three variables were statistically significant, thus indicating that the assumption of normality was not met or that there was a statistically significant difference between the data and a normal distribution. However, it is typically accepted that sample sizes larger than 50 approximate toward a normal distribution even when there are assumption violations (Edmonds & Kennedy, 2016). These interval-level variables were also examined for skewness and kurtosis or whether the data demonstrated symmetry and how heavily tailed the data were in comparison to a normal distribution (Frankfort-Nachmias & Leon-Guerrero, 2018).

### **Analyses and Key Findings**

In the following section, I outline the steps used to analyze the data and describe the results of the analyses. This description includes a review of each of the research questions, assumption testing, and a detailed examination of the results of each analysis. The first three research questions (RQ1, RQ2, and RQ3) involved simple linear regression and analysis of the extent or strength of the relationship between OJ,

resilience, and TI. RQ4 involved multiple linear regression with mediation and analysis of whether, and if so, to what extent resilience mediated the relationship between TI and OJ perception for licensed school counselors working in elementary and secondary schools in the United States who voluntarily agreed to participate.

As discussed in Chapter 3, several primary assumptions are associated with a linear regression that must be examined before conducting linear regression models. According to Frankfort-Nachmias and Leon-Guerrero (2018), the key assumptions connected to linear regression are normality, homoscedasticity, and absence of multicollinearity (Frankfort-Nachmias & Leon-Guerrero, 2018). Therefore, before examining each linear regression model, I calculated and confirmed the assumptions of normality, homoscedasticity, and absence of multicollinearity using SPSS.

### **Research Question 1**

RQ1: To what extent does OJ perception, as measured by the OJS, relate to TI, as measured by the TIS-6, among school counselors working in elementary and secondary schools in the United States? To answer the first research question, I ran a bivariate linear regression to assess the relationship between OJ and TI. For this analysis, OJ was the continuous independent or predictor variable and TI was the continuous dependent or outcome variable. To test the assumptions of linear regression for RQ1, I visually examined linearity using a scatterplot. A visual investigation of the scatterplot graph appeared to depict no clear relationship between OJ and TI. I also visually assessed the normality using a Q-Q scatterplot. Normality was verified visually as the data followed

the normal trend line. Finally, I visually assessed homoscedasticity using a residuals scatterplot, which confirmed the data points were randomly dispersed across the graph.

The results of the linear regression for RQ1 were not statistically significant  $F(1, 99) = .001, p = .981$  (Table 3). The effect size  $R^2$  was  $-.010$ , which is a very small effect (Table 4). The regression equation for predicting school counselor TI from their perceptions of OJ was found to be  $Y' = 80.39 + -.005x X$ . (Table 5). Therefore, for each increase in OJ, the predicted TI index decreased by  $.005$ .

**Table 3**

*Regression ANOVA for Organizational Justice Predicting Turnover Intention*

Model	SS	df	MS	F	<i>p</i>
1 Regression	.068	1	.068	.001	.981
Residual	12095.021	99	122.172		
Total	12095.089	100			

**Table 4**

*Regression Model Summary for Organizational Justice Predicting Turnover Intention*

Model	R	$R^2$	Adj. $R^2$	SE Estimate
1	.002	$-.010$	.000	11.05314

**Table 5***Regression Coefficients for Organizational Justice Predicting Turnover Intention*

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	$\beta$	<i>t</i>	<i>p</i>
1 (Constant)	80.386	3.911		20.553	.000
TI_S	-.005	.200	-.002	-.024	.981

**Research Question 2**

RQ2: To what extent does OJ perception, as measured by the OJS, relate to resilience, as measured by the BRS, among school counselors working in elementary and secondary schools in the United States? To answer the second research question, I ran a bivariate linear regression to assess the relationship between OJ and resilience. For this analysis, OJ was the continuous independent or predictor variable and resilience was set as the continuous dependent or outcome variable. To test the assumptions of linear regression for RQ2, I visually examined linearity using a simple scatterplot. A visual investigation of the scatterplot graph appeared to depict no clear relationship between OJ and resilience. I also assessed the normality for this relationship visually using a Q-Q scatterplot and verified it was met as the data fell along the normal trend line. Finally, homoscedasticity was visually assessed using a residual scatterplot and confirmed that the data points were spread randomly across the graph.

The results of the linear regression for RQ2 were not statistically significant  $F(1, 100) = 0.99, p = .323$  (Table 6). The effect size  $R^2$  was .010, which is a small size

effect (Table 7). The regression equation for predicting school counselor resilience from their perceptions of OJ was  $Y' = 16.88 + -.037xX$  (Table 8). Therefore, for each increase in OJ, the predicted resilience index increased by .037.

**Table 6**

*Regression ANOVA for Organizational Justice Predicting Resilience*

Model	SS	df	MS	F	<i>p</i>
1 Regression	16.161	1	16.161	.985	.323
Residual	1641.300	100	16.413		
Total	1657.461	101			

**Table 7**

*Regression Model Summary for Organizational Justice Predicting Resilience*

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	SE Estimate
1	.099	.010	.000	4.05130

**Table 8**

*Regression Coefficients for Organizational Justice Predicting Resilience*

Model		Unstandardized Coefficients		Standardized coefficients	<i>t</i>	<i>p</i>
		B	Std. Error	$\beta$		
1	(Constant)	16.880	2.984		5.657	.000
	OJS_S	.037	.037	.099	.992	.323

### Research Question 3

RQ3: To what extent does resilience, as measured by the BRS, relate to TI, as measured by the TIS-6, among school counselors working in elementary and secondary schools in the United States? To answer the third research question, a linear regression was used to examine the relationship between resilience and TI. For this analysis, TI was the continuous predictor variable and TI was set as the continuous outcome variable. To test the assumptions of linear regression for RQ3, I used a simple scatterplot graph to assess the linearity assumption visually. A visual inspection of the scatterplot graph appeared to show no clear relationship between resilience and TI. I also assessed the normality for this relationship using a Q-Q scatterplot and verified the data appeared to fall along the normal trend line. Finally, I assessed the homoscedasticity and determined that it was met as the data points were spread randomly across the graph.

The findings of the linear regression for RQ3 was statistically significant  $F(1, 99) = 15.85, p < .001$  (Table 9). The effect size  $R^2$  was .14 which is a medium size effect (Table 10). The regression equation for predicting school counselor TI from resilience was  $Y' = 28.80 + -.505xX$  (Table 8). Therefore, for each increase in resilience, the predicted TI index decreased by .505 points.



**Table 9***Regression ANOVA for Resilience Predicting Turnover Intention*

Model	SS	df	MS	F	<i>p</i>
1 Regression	422.213	1	422.213	15.851	.000
Residual	2636.995	99	26.636		
Total	3059.208	100			

**Table 10***Regression Model Summary for Resilience Predicting Turnover Intention*

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	SE Estimate
1	.372	.138	.129	5.16104

**Table 11***Regression Coefficients for Resilience Predicting Turnover Intention*

Model		Unstandardized coefficients		Standardized coefficients		
		B	Std. Error	$\beta$	<i>t</i>	<i>p</i>
1	(Constant)	28.802	2.568		11.214	.000
	Resilience_S	-.505	.127	-.372	-3.981	.000

**Research Question 4**

RQ4: To what extent does resilience, as measured by the BRS, mediate the relationship between TI, as measured by the TIS-6, and OJ perception, as measured by

the OJS, among school counselors working in elementary and secondary schools in the United States? To answer the fourth research question, I used multiple regression to assess the assumptions associated with the mediation model for resilience as a mediator in the relationship between OJ and TI. I visually evaluated the linearity using a simple scatterplot graph which showed no strong relationship between OJ, TI, and resilience. I also examined the normality for this relationship using a Q-Q scatterplot and it verified as the data appeared to fall along the normal trend line. Homoscedasticity was also met as the data points depicted a random spread across the graph. Finally, the absence of multicollinearity was confirmed by analyzing the variance inflation factor (VIF) associated with the multiple regression, which was calculated as 1.01. According to Stevens (2009), VIF's less than 5 indicate that the absence of multicollinearity has been met.

Cohen et al. (2013) also suggest that several conditions or aspects must be met before conducting a mediation analysis. For a mediating effect or analysis to be supported, the results of the simple linear regression must first demonstrate a statistically significant relationship between the independent variable and the mediating variable. Secondly, the relationship between the independent variable and the mediating variable must also be significant. Third, there must be a significant relationship between the mediating variable and the dependent variable. Fourth the mediator must be related to the dependent variable when factored together with the independent variable, and fifth, the independent variable should not be a significant predictor of the dependent variable when factored together with the mediator.

As presented in the findings for RQ1, the linear regression I conducted with OJ (independent variable) predicting TI (dependent variable) was not significant  $F(1, 99) = .001, p = .981, R^2 = -.010$ . Therefore, OJ was not a statistically significant predictor of TI for this population, and the first condition for mediation was not met. As presented in the results of RQ2, the linear regression I conducted with OJ (independent variable) predicting resilience (mediator variable) was not significant  $F(1, 100) = 0.99, p = .323, R^2 = .010$ , indicating that OJ was not a significant predictor of TI. Thus, the second condition for mediation previously described was also not met. Furthermore, as presented in the results of RQ3, the simple linear regression I conducted with resilience (mediator variable) predicting TI (dependent variable) was statistically significant  $F(1, 99) = 15.85, p < .001, R^2 = .14$ . Thus, the third mediation condition was met as resilience did significantly predict TI.

Finally, I conducted a multiple linear regression with all three of the study variables, OJ (independent variable) and resilience (mediator) predicting TI (dependent variable). The overall multiple linear regression was statistically significant  $F(2, 98) = 7.93, p < .005, R^2 = .14$  (Table 12). The regression equation for predicting school counselor TI from OJ was not significant,  $b = .018, t(98) = .38, p = .708$  (Table 14). However, the effects for predicting school counselor TI from resilience,  $b = -.510, t(98) = -3.98, p < .001$  was significant.

In accordance with the fourth condition needed to support mediation, resilience (mediator) was related to TI (dependent variable) when analyzed with OJ (independent variable). Additionally, OJ was not a significant predictor of TI when analyzed together

with resilience, signifying that the fifth condition for mediation was also met. However, the initial linear regressions I ran for both the relationship between OJ and TI (RQ1) and OJ and resilience (RQ2) were not statistically significant, indicating that the first and second conditions needed to support mediation were not met. Therefore, the results do not support the mediational hypotheses proposed in RQ4.

**Table 12**

*Multiple Regression ANOVA for Resilience Mediating the Relationship Between Organizational Justice and Turnover Intention*

Model		SS	df	MS	F	<i>p</i>
1	Regression	426.018	2	213.009	7.928	.001
	Residual	2633.190	98	26.869		
	Total	3059.208	100			

**Table 13**

*Multiple Regression Model Summary for Resilience Mediating the Relationship Between Organizational Justice and Turnover Intention*

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	SE Estimate
1	.373a	.139	.122	5.18356

**Table 14**

*Multiple Regression Coefficients for Resilience Mediating the Relationship Between Organizational Justice and Turnover Intention*

Model		Unstandardized coefficients		Standardized coefficients		
		B	Std. Error	$\beta$	<i>t</i>	<i>p</i>
1	(Constant)	27.467	4.387		6.262	.000
	OJS_S	.018	.047	.035	.376	.708
	Resilience_S	-.510	.128	-.375	-3.982	.000

### Summary and Transition

Four research questions were answered in this study. The first research question was to what extent does OJ perception relate to TI among school counselors working in elementary and secondary schools in the United States? To address RQ1 I conducted a simple linear regression which was not statistically significant, indicating OJ was not a significant predictor of TI. Therefore, the null hypothesis ( $H_01$ ) for RQ1 was not rejected. The second research question was to what extent does OJ perception relate to resilience among school counselors working in elementary and secondary schools in the United States? To address RQ2 I also conducted a linear regression which was not statistically significant, signifying that OJ was not a significant predictor of resilience. Thus, the null hypothesis ( $H_02$ ) for RQ4 was not rejected.

The third research question was to what extent does resilience relate to TI among school counselors working in elementary and secondary schools in the United States? To

address RQ3 I once again ran a linear regression which was statistically significant, suggesting that resilience was a significant predictor of TI. Given the RQ3 results were statistically significant, I rejected the null hypothesis ( $H_03$ ) and accepted the alternative hypothesis ( $H_a3$ ) that resilience is a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

The fourth research question was to what extent does resilience mediate the relationship between TI and OJ perception among school counselors working in elementary and secondary schools in the United States? To answer RQ4 I conducted a multiple linear regression. Although the overall multiple regression was statistically significant, the first and second conditions necessary to support mediation analyzed in RQ1 and RQ2 were not met. Therefore, I could not conduct a full linear mediation model, and the null hypothesis ( $H_04$ ) for RQ4 was not rejected.

In Chapter 5, a summary and interpretation of the study's findings in relation to the previous literature and the study's theoretical foundation are presented. This Chapter will also outline the potential limitations, recommendations, and implications related to the study.

## Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative nonexperimental study was to determine the relationship between OJ perceptions and TI and whether resilience mediates this relationship for school counselors working in elementary and secondary schools in the United States. This study's objective was to determine if a linear relationship between OJ and TI exists and whether resilience mediates this relationship. This study makes an original contribution to the existing research because it offers new understandings about OJ, its association with TI, and the role resilience plays in mediating this relationship for this previously unexplored population. Examining factors that have been shown to influence TI was important because these findings may be used to address the problem of school counselor shortages and positively contribute to understandings that increase counselor retention. In turn, increasing counselor retention positively supports educational institutions' overall success and stability by promoting all students' achievement and development.

The nature of this study was a quantitative correlational design that aligned with the problem statement because it facilitated an understanding of the relationship between the independent, dependent, and mediating variables. This study's correlational analysis was appropriate because it allowed school counselor perceptions of OJ, resilience, and TI to be collected and numerically quantified for statistical analysis (Goertzen, 2017). This research was also nonexperimental because school counselor perceptions could not be manipulated as they occur naturally in the school setting. Survey research was used in this study, as participants completed several surveys using Likert-type scales. Regression

analysis was used to establish whether OJ is a significant predictor of TI, while mediation analysis determined if the relationship between OJ and TI is mediated by professional school counselor resilience. The independent variable in this study was OJ, the outcome variable was TI, and resilience was the mediating variable.

Voluntary survey data were collected from 102 participants ( $N=102$ ) currently licensed and employed as school counselors working in K-12 educational institutions in the United States. I used a purposive, nonprobability voluntary sampling method to collect data. I used simple linear regression to determine the predictive relationship among OJ (predictor variable) and TI (criterion variable). The relationship between OJ and TI was not statistically significant ( $t = -.024, p = .981$ ). Therefore, the findings for RQ1 supported the null hypothesis ( $H_{01}$ ) that OJ was not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States.

The simple linear regression I ran to determine the predictive relationship between OJ and resilience was also not significant ( $t = .992, p = .323$ ). Therefore, I rejected the alternative ( $H_{a2}$ ) hypothesis that OJ was a significant predictor of resilience and accepted the null hypothesis ( $H_{02}$ ) that OJ was not a significant predictor of resilience among school counselors working in elementary and secondary schools in the United States. However, I did find a statistically significant predictive negative relationship between resilience and TI ( $t = -3.99, p < .001$ ), which supports the alternative hypothesis ( $H_{a3}$ ) that resilience is a significant predictor of TI and rejects the null



hypothesis ( $H_{03}$ ) that resilience is not a significant predictor of TI among school counselors working in elementary and secondary schools in the United States

Finally, I conducted a multiple linear regression analysis with all three of the study variables, OJ (independent variable) and resilience (mediator), predicting TI (dependent variable). The overall multiple linear regression,  $F(2, 98) = 7.93, p < .005, R^2 = .14$ , and the effects for predicting school counselor TI from resilience,  $b = -.510, t(98) = -3.98, p < .001$  were significant (Table 12). However, the regression equation for predicting school counselor TI from OJ was not significant,  $b = .018, t(98) = .38, p = .708$  (Table 14). Nevertheless, the first and second conditions necessary to support mediation examined in RQ1 and RQ2 were not met. Therefore, I could not conduct a full linear mediation model, and the null hypothesis ( $H_{04}$ ) for RQ4 was not rejected.

### **Interpretation of Findings**

#### **Findings in Relation to Previous Research**

The findings from the current study are important for extending the knowledge in the peer-reviewed literature. This study expands the information in the academic discipline by addressing a significant gap in the literature concerning the nature of OJ and TI and the mediating effect of resilience. One way the findings from the current study disconfirm or challenge the previous literature outlined in Chapter 2 involves the relationship between OJ and TI analyzed in RQ1. Although nonsignificant relationships between OJ and TI have been found in previous studies (Hussain & Khan, 2018), the majority of the previous researchers exploring the relationship between OJ and TI reported a statistically significant predictive relationship between these variables (Arif,

2018; Mengstie, 2020; Suifan et al., 2017; Taha & Esenyel, 2019; Tourani et al., 2016; Vaamonde et al., 2018).

Researchers conducting extant studies in K-12 educational institutions also overwhelmingly reported a significant negative relationship between OJ and TI—that as teacher OJ perceptions increased, TI decreased (Addai et al., 2018; Khalid et al., 2018). However, in the present study, I found no statistically significant relationship between OJ and TI and showed a negligible amount of the variance in TI was predicted by OJ for school counselors in this population. One potential reason for these findings and the differences they demonstrate from teachers examined in previous studies may be attributed to the additional education and training requirements school counselors must meet for licensure.

According to the ASCA (2020), although school counselor licensure requirements vary, most states within the United States require a master's degree in school counseling, successful completion of a practicum and internship, and passing scores on national or state comprehensive tests like the Praxis, which is beyond the conditions required for teachers working in K-12 institutions. Thus, school counselors may have been less likely to leave the career field even when their OJ perceptions were low because of the extensive amount of time and resources they invested. Therefore, the findings from RQ1 extend the body of knowledge concerning OJ and TI and challenge the role OJ may play on TI. These results also expand the previous research in the educational discipline suggesting that school counselors may not share similar perceptions about OJ and TI as teachers.

The current study also extends the previous body of literature regarding OJ and resilience. The most significant of these contributions involves the fact that no previous research I could find has been conducted to investigate the direct connection between OJ and resilience. A substantial quantity of previous literature exists in which scholars explored the capacity for resilience to influence or mediate adverse work situations positively (Al-Hawari et al., 2020; Anasori et al., 2020; Bashir et al., 2019; Wald, 2020), and others have hinted at a link between OJ and resilience (McFadden et al., 2018; Oliveira & Ferreira, 2016; Rizvi 2016). However, no researchers have studied the association between these variables directly. Although the linear regression results between OJ and resilience (RQ2) in this study were not statistically significant, this study advances the knowledge in the discipline about the link between these variables.

This study also advances the knowledge in the discipline and confirms previous peer-reviewed literature discussed in Chapter 2. RQ3 was posed to investigate the extent to which resilience relates to TI among school counselors working in elementary and secondary schools in the United States. Previous researchers exploring the relationship between resilience and TI established a significant relationship in numerous studies across several organizational fields and settings (Hudgins, 2016; Jung & Jeong, 2017; Ko & Lee, 2019; Ren et al., 2016). Previous researchers also reported a negative relationship between resilience and TI—that as levels of resilience increase, TI decreases (Salimi et al., 2017; Jung, & Jeong, 2017; Ko & Lee, 2019; Ren et al., 2016). In the present study, I found a statistically significant relationship between resilience and TI and showed that about 14% of the variance in TI was predicted by resilience for school counselors in this

population. Therefore, these findings confirm the results from the peer-reviewed literature and extend the knowledge in the discipline by confirming these results among a previously unexplored population.

The present study also expands on the previous literature regarding the nature of OJ and TI and the mediating role of resilience. The most significant contribution to the nature and relationship between these variables involves the fact that no previous researcher has examined resilience as a potential mediator in the relationship between OJ and TI. Although no previous researcher has evaluated a mediation model using these three variables, the limited research investigating both OJ and resilience has been conducted to measure how these factors can predict or impact work behaviors like employee performance and commitment (Cho et al., 2017; Monteiro & Mourao, 2016).

In the most closely related previous research, Rizvi (2016) found that psychological capital, which includes an element of resilience, mediates the relationship between OJ and adverse work outcomes, which included employee turnover as one of the adverse work elements explored. Although the overall multiple linear regression was statistically significant in the present study, the regression equation for predicting school counselor TI from OJ and predicting resilience from OJ was not significant. Thus, a full linear mediation model was not supported. Resilience did not significantly mediate the relationship between OJ and TI, challenging the body of research indicating that resilience mediates the relationship between OJ and adverse work outcomes like TI.

### **Findings in Relation to Equity Theory**

The theoretical foundation for this study was Adams' (1963) equity theory. Equity theory posits that people have an inherent need to be treated fairly or equitably. Equity theory seeks to shed light on the processes individuals use to determine equity or inequity and the behavioral adjustments they make to reestablish equity when inequity is perceived. Equity theory, also referred to as organization justice theory in organizational settings (Greenberg, 1987, 1990), was especially applicable to the current study because it assumes that employees desire fair outcomes and returns for work efforts, naturally compare these efforts and returns with others, and are motivated to restore equity when unfairness is perceived (Kuranchie-Mensah & Amponsah-Tawiah, 2016; Olcum & Titrek, 2015).

In the organizational setting, work inputs include work efforts, knowledge, education, employment tenure, hours worked, and effort, while outcomes include pay, benefits, recognition, praise, feedback, rewards, and job security (Inuwa, 2017). When imbalances are perceived between these inputs and outcomes, individuals work to restore equity by decreasing or increasing high inputs, decreasing or increasing low inputs, changing the referent other used for equity comparison, or by leaving the exchange process (Adams, 1963; Aidla, 2013; Kanfer & Ryan, 2018). In the current study, the inputs examined were OJ factors which included aspects like pay, benefits, and rewards (distributive justice), organizational processes and procedures (procedural justice), and fair treatment (interactional justice), while the outcome assessed was TIs.

Equity theory has been used as the theoretical foundation extensively in previous research confirming its premise about the correlational relationship that exists between employees need for balance between the inputs they contribute and the outputs they receive (Khan et al., 2019; Nguyen & Do, 2020; Ryan, 2016; Teng & Leong, 2017; Wang & Jiang, 2017). Furthermore, in extant research, equity theory has been used to assess the input to output balance to examine organizational factors like job satisfaction (Nguyen & Do, 2020), commitment (Vella et al., 2012), motivation (Aidla, 2015; Buzea, 2014), productivity (Aidla, 2015; Buzea, 2014), and strategic change (Wang & Jiang, 2017). Within this literature, equity theory was used to explain findings that showed that higher levels of employee inputs were related to lower levels of adverse employee behaviors and vice versa.

In the present study, I failed to accept the alternate hypothesis and accepted the null hypothesis that OJ, which measured the balance between inputs and outputs, and TI which assessed the likelihood that employees were planning to leave the exchange process, were not statically significant. OJ did account for a minimal amount of the variance in TI and demonstrated a negative relationship between these variables, but these findings were not statistically significant. Therefore, these findings built on and extended the current theoretical knowledge while also offering an example of equity theory in practice.

In the work settings, previous research suggests that the concept of equity is not universally fixed, but instead is a subjective perception of what employees believe is fair as these beliefs are what lead to employee attitudes, behaviors, and choices (Buttner &

Lowe, 2017; Çeti & Hassan, 2019). Adams' (1963) proposed that perceptions about equity develop out of social learning and experience as the function of the norms, understandings, knowledge, and values held by a social group (Buttner & Lowe, 2017). Thus, individual perceptions of equity may vary depending on an individual's culture and social experiences, as these factors help shape the norms and values learned. Therefore, the current study also extends the information associated with equity theory by offering an example involving a previously unexamined social group (school counselors) within the previous equity theory body of knowledge.

### **Limitations of the Study**

All studies present some limitations. Although significant attention and care were taken to reduce potential limitations, several limitations were still associated with this study that must be recognized and addressed. First, participants for this study were drawn using a convenience sampling method or from participants that were more easily accessible. In this study, licensed school counselors were asked to participate through the AMT crowdsourcing platform. Thus, only individuals with access to the AMT crowdsourcing platform that had worker accounts could access the survey, so all school counselors' opportunities to participate were not equal, making findings less generalizable.

Caution about the generalizability of the findings included in this study must also be taken as no demographic questions were included in the survey that inquired about the location of participating school counselors. Furthermore, the only requirement set for the survey was licensed school counselors working within the United States. Therefore, the

state, region, or type of school (public, private, or parochial schools) in which participating school counselors were located and working was unknown. Thus, findings may not be generalizable across all locations and school types or representative of all licensed school counselors in the United States.

In this study, demographic limitations were also present as 68.8% of all participants identified as men and 31.4% identified as women. Next, the majority of participating school counselors, 64.7% were between 26 and 39 years old, 25.5% were between 40 and 59, 7.8% were between 18 and 25, and only 2% of participants were 60 years or older. Therefore, results may be less representative of female school counselors and the youngest and oldest licensed school counselors working in the United States.

There were also instrument limitations associated with the findings of this study. Although each of the instruments selected for this study has proven psychometric properties appropriate for the proposed research method and design, all instruments relied solely on self-reported measures. Thus, the potential for participants to respond based on social desirability or in socially acceptable ways (Babbie, 2017) may be higher. This study may also be vulnerable to this limitation because it investigates TI or asks participants to disclose whether they plan to quit their job. Accurately measuring TI can be challenging because participants may not answer honestly due to perceived pressures or fear of organizational reprisal. Although all participants were informed that the findings of this study would remain anonymous, the potential still exists that some participants responded with bias.



The procedures used for this study may also have introduced additional limitations. Data for this study were collected using an online survey tool only available via computer or other electronic devices capable of accessing the internet. Furthermore, the online survey was only available on the AMT crowdsourcing platform, so only individuals with an AMT account could access the survey.

Although AMT prescreening system and customized qualification options were used to increase the connection between the desired sample characteristics and the actual collected sample, licensed school counselors self-identified as meeting the inclusion criteria. Therefore, there were limitations involving the access of the survey and the generalizability of these results to all licensed school counselors. This doctoral research may also be limited by the fact that the procedures included in this study did not investigate other factors, like work motivation and job satisfaction, which are often associated with OJ theory.

Finally, this study was conducted during the COVID-19 pandemic, which may have presented additional limitations. Due to this pandemic, many school districts throughout the United States were required to provide student education and support in a variety of instructional platforms, including in-person, remote instruction, distance learning, and hybrid learning environments (USDE, 2021), often transitioning into and out of these educational formats quickly and without advanced notice. Understandably, these significant and quickly changing educational delivery systems have created the need for individuals working in educational institutions to learn and adapt to new organizational technologies, procedures, processes, communication methods, and work

tasks. Therefore, these significant organizational changes and transitions and their associated personal and social effects may have affected participants' responses, making them less generalizable to findings collected under non pandemic conditions.

### **Recommendations**

This study was designed to determine the relationship between OJ perceptions and TI and whether resilience mediated this relationship for school counselors working in elementary and secondary schools in the United States. One of the strengths of this study was that it incorporated a convenience purposive sampling method that allowed me to intentionally collect responses based on the study's specific purpose or needs (Burkholder et al., 2016; Teddlie & Yu, 2007) in this case, licensed school counselors. The AMT crowdsourcing convenient sampling method or the recruitment of participants that were more easily accessible (Babbie, 2017) allowed me to recruit, survey, and collect participant responses more quickly and affordably. However, these sampling methods may have led to errors and biases as the school counselors' opportunities to participate were not equal, making findings less generalizable. Therefore, further research may benefit from conducting this study using an alternative sampling method designed to gather data from a larger data pool to represent a greater number of licensed school counselors working in elementary and secondary school in the United States to increase external validity.

Recommendations for further research to increase the external validity of this study or the extent to which the sample represents the greater population (Babbie, 2017) might also include adding additional demographic questions to the survey. Adding

additional demographic questions about geographic location, school type (public, private, or parochial schools), and more precise questions about age and employment tenure may offer better understandings of the participating school counselors' characteristics. Thus, making findings more generalizable across locations and school types while also allowing future research to determine how factors like age and employment tenure may affect school counselor perceptions.

Further research may also advance this study by including a research design that allows for more accuracy in participant recruitment. In the current study, individuals self-identified as meeting the inclusion criteria for participation. Therefore, creating a research design that allows the researcher to ensure that all participants possess the required inclusion criteria may increase the reliability and validity of these findings. Furthermore, additional research should be conducted that utilizes a qualitative research design in which school counselors can provide informationally rich responses to these research questions to help better understand the relationships between variables and constructs.

Internal validity also presented specific strengths and challenges that presented important recommendations for future research. For example, the nonexperimental, correlational design I used in this study presented fewer threats to internal validity (Babbie, 2017), as I only attempted to determine the direction and strength between variables, not establish causation. Thus, this study may be advanced in further research that incorporates causal studies capable of exploring and establishing causation between OJ, TI, and resilience. Future studies should also examine other factors that may

contribute to employee TIs. Prior literature on TI has identified several organizational factors that often lead to TI, including organizational instability, lack of organizational support, insufficient pay, poor organizational communication and dissemination channels, and low employee involvement (Abid et al., 2016; Zhu et al., 2017).

Previous research has also shown that job dissatisfaction, ineffective leadership and supervision (Arnold et al., 2015), hostile work environments (Babalola et al., 2016), and a lack of opportunities for promotion or advancement (Rothausen et al., 2017) can lead to employee TI and turnover. Al Mamun and Hasan (2017) also reported that effective leadership, setting clear job expectations, stable organizational culture, pay, and equal access to resources can significantly reduce employee TI. Therefore, future research may benefit from examining other factors like these that have been shown to impact the psychosocial work environment and TI. This recommendation is further supported as I did not find a statistically significant between OJ (independent variable) and TI (dependent variable), indicating that the variance found in school counselor TI may be attributed to some of these other organizational work factors.

Finally, this study was conducted during the COVID-19 pandemic, which may have presented specific challenges. Many school districts have changed and transitioned into and out of in-person, remote instruction, distance learning, and hybrid learning environments (USDE, 2021). Therefore, participating school counselors were likely surveyed working in a variety of different educational formats, which may have necessitated significant changes to their organizational processes and procedures (procedural justice), work interactions (interactional justice), and the benefits, pay, and

rewards they received (distributive justice) affecting their overall OJ response. Furthermore, the COVID-19 pandemic, along with the resulting shutdowns and quarantines, may have also had a significant unforeseen impact on participant's resilience and TI responses. Therefore, future studies might advance this study by repeating it under non pandemic conditions.

## **Implications**

### **Implication for Practice**

The findings of this study provided significant insights that offer crucial knowledge about employee retention in school systems. Given that in this study, I found a statistically significant negative relationship between resilience and TI, it provides important implications for the educational career field and organizational practice. The results of this study showed that as school counselors' resilience increased, their TIs decreased. Therefore, organizational leaders may use the results of this study to draw attention to the need for resilience and to justify the implementation of organizational processes, policies, and programs that build and promote resilience in the educational setting.

Findings from this study may also help leaders, administrators, superintendents, and other educational stakeholders understand the role resilience plays in reducing TI for school counselors in particular and the need to adopt and teach resilience strategies that can reduce TI and turnover that result in shortages in the field (Addai et al., 2018; Arnup & Bowles, 2016). This study also informs educational leaders about the role OJ plays in school counselor TI. Although the present study did not demonstrate a statistically

significant relationship between OJ and resilience, OJ did account for a small amount of the variance in TI and demonstrated a negative relationship between these variables. Or in other words, higher levels of OJ were negatively related to lower levels of TI, suggesting that some school counselors who perceived equity in their organizational setting had slightly lower TI.

This study also reviewed and highlighted several previous studies that reported a direct negative correlation between OJ and TI where higher perceptions of OJ were related to lower levels of TI (Al-Shbiel et al., 2018; Kang & Sung, 2019; Mengstie, 2020; Rai, 2013; Taha & Esenyel, 2019; Tourani et al., 2016; Vaamonde et al., 2018). Furthermore, this research provided previous literature conducted in educational institutions that mirror these findings for other employees working in educational career fields (Addai et al., 2018; Khalid et al., 2018). Therefore, organizational and educational leaders may use these findings to identify and advocate for addressing OJ practices and procedures that negatively impact TI to improve employee retention.

### **Implications to Theory**

The findings from this study also provided significant implications for the study's theoretical foundation by contributing to and expanding the understandings associated with equity theory. As previously noted, Adams' (1963) equity theory proposes that employees need to be treated fairly in social exchanges and was the foundation for which this study was based. The main tenets of Adams' equity theory are based on three assumptions, including the idea that employees desire fair returns for work efforts, naturally compare their contributions and returns with that of others, and if inequity is

perceived, regulate behaviors (positively or negatively) to reestablish equity balance (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

The present study offered theoretical implications as it was designed to use equity theory to investigate a previously unexamined population. This study was the first to measure school counselor perceptions of OJ, or the level of equity perceived in organizational factors like pay, rewards, promotion, processes, procedures, and interactions. Therefore, it expanded on equity theory and offered new understandings for how equity or OJ impacts school counselors in particular.

This study advances equity theory by shedding light on Adams' equity theory and the link that exists between equity perceptions and employee attitudes and behaviors and attitudes like TI (Akman, 2018; Al-Shbiel et al., 2018; Bayarçelik & Findikli, 2016; Mengstie, 2020; Rai, 2013; Tourani et al., 2016). Although I did not find a statistically significant relationship between OJ and TI, the results did show a negative relationship between these variables or that as OJ increased, TI decreased. However, OJ only accounted for a very small, almost negligible amount of variance in TI. Nevertheless, this study provided unique understandings for how perceptions of equity impacted school counselors in particular and their TI while also contributing to previous and new understandings for how equity theory applies to the organizational setting.

### **Implications for Social Change**

This study also offered significant positive social change implications. Examining factors that have been shown to positively influence TI like OJ and resilience, contributes to understandings that lead to increased counselor retention. When talented school

counselors are retained, it brings about positive social change on the individual student, organizational, and community levels. For example, school counselors are vital educational resources that deliver critical academic, career, and personal/social counseling services vital to student's success and well-being (ASCA, 2019). Thus, reducing turnover and retaining the most talented counselors positively impacts individual student success and development.

School counselors also work closely with teachers, parents, administrators, and other community stakeholders to foster positive, engaging, and safe school environments that increase the overall success, stability, and effectiveness of educational institutions (Erford, 2015). Therefore, examining factors like school counselor OJ perceptions, resilience, and TI provides new understandings that can help reduce counselor turnover so that communities do not lose these crucial community supports and leaders. Finally, because findings from this study may help to improve school counselor retention, it also has positive social change implications for educational institutions as school counselors improve the overall success and stability of schools by promoting all students' achievement and continuing development (Greenham, et al., 2019).

### **Conclusions**

According to King et al. (2016), previous research has shown that OJ is a significant predictor of employee TI. Other studies have also reported that resilience can help mediate the adverse impacts of stressful work within other career fields. However, no previous research has investigated resilience as a potential mediator between OJ and TI (King et al., 2016) despite the vital role counselors play in the success, stability, and



function of school systems, student achievement, and development (Greenham, et al., 2019) and the reported shortages of these professionals in K-12 systems (USDE, 2017, BLS, 2020).

In this study, I examined the relationship between OJ perceptions and TI and whether resilience mediated this relationship for school counselors working in elementary and secondary schools in the United States. Previous research has found a significant relationship between OJ and TI (Al-Shbiel et al., 2018; Bayarçelik & Findikli, 2016; Mengstie, 2020; Vaamonde et al. 2018). However, in this study, I did not find OJ to be a statistically significant predictor of TI or resilience. Yet, I did find that resilience significantly predicted TI, indicating the importance of resilience in reducing TI. Further research is needed to better understand the relationship between OJ and TI and whether resilience mediates this relationship for other school counselor populations.

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## Appendix A: Permission to Use Study Instruments

### **Request for Permission to use the Justice Scale**

Sat 10/17/2020 8:15 AM

Dear Dr. Niehoff,

My name is Autumn Raffety. I am a doctoral student at Walden University writing my doctoral dissertation in Industrial and Organizational Psychology. The title of my dissertation is “Resilience as a Mediator of the Relationship Between Organizational Justice and Turnover Intention for Professional School Counselors”. I am specifically interested in the relationship between school counselor perceptions of organizational justice and turnover intention and whether resilience mediates this relationship for school counselors working in elementary and secondary schools in the United States. This study’s objective will be to determine if there is a linear relationship between organizational justice and turnover intention and whether resilience mediates this relationship.

I am seeking your permission to use the Justice Scale as described in your study: Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior (1993). I would like to print and use it to survey and collect participant perceptions of organizational justice, via the Survey Planet experience management software system in my study. If granted permission, I will only use the survey instrument for the purpose of my research study. I will not attempt to sell or use it for curriculum development or compensation and a copyright statement will be included on all copies of the instrument. If you have any questions or would like any more specific

information pertaining to my study, please let me know. If you agree to my use of the Justice Scale, please provide approval via email to autumn.raffety@waldenu.edu. I appreciate your time and consideration.

Respectfully,

Autumn Raffety

Brian Niehoff

Sat 10/17/2020 10:21 AM

To: Autumn Raffety

Autumn

Yes, you have my permission to use the scale. Your research study sounds interesting.

Good luck!

Brian

**Request for Permission: TIS-6 instrument**

Sun 10/18/2020 12:33 AM

To:

Autumn Raffety

Turnover intentions questionnaire - v4.doc

59 KB

Dear Autumn

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 as (Roodt, 2004) as in the article by Bothma & Roodt (2013) in the SA Journal of Human Resource Management (open access).

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 organization. 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!

Best regards

Prof Gert Roodt

**Request for Permission to use the Brief Resilience Scale**

Bruce Smith

Sun 11/1/2020 3:34 PM

To: Autumn Raffety

Hi Autumn,

Thanks for your interest in the Brief Resilience Scale (BRS). You are welcome to use it free of charge and for as much as you like. The only thing we ask is that you try to keep us posted on what you find in using the BRS. We are building a community of resilience researchers around the world to share what we learn and work together when we can.

In case it is helpful to you, I attached the validation article for the BRS that was published in 2008. I also attached an informal Translation Guide for the Brief Resilience Scale and an article on translating measures in case you want to use it for a language other than English. As of October 2020, the BRS has been used in 39 countries, cited over 2,100 times on Google Scholar, and there are a large number of studies showing how resilience as assessed by the BRS may be increased by interventions.

Finally, I also attached the User Guide for the Stress Adaptation Scale, which includes more information about the BRS. The Stress Adaptation Scale includes the BRS and the more recently developed Brief Thriving Scale (BTS). While the BRS assesses the ability to bounce back from stress, the BTS assesses the ability to learn, grow, and benefit from stress. They both seem to be vital for adapting to stress and I encourage you to take a look at the BTS in the User Guide and consider also using it if you can.

Whatever you decide, we hope that the BRS works well for you and wish you the best in your work!

Warm Regards,

Bruce