



T.C.

ANKARA YILDIRIM BEYAZIT UNIVERSITY
THE GRADUATE SCHOOL OF SOCIAL SCIENCES

**THE IMPACT OF ABUSIVE SUPERVISION ON TEACHER TURNOVER
INTENTION: THE MODERATING ROLE OF PSYCHOLOGICAL
EMPOWERMENT AND CREATIVITY**

MASTER'S THESIS

HANAN MOHAMED HASSAN ISSE

DEPARTMENT OF MANAGEMENT AND ORGANIZATION

ANKARA, 2025

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APPROVAL PAGE

The thesis, prepared by Hanan Hassan Isse and titled “The Impact of Abusive Supervision on Teacher Turnover Intention: the Moderating Role of Psychological Empowerment and Creativity” is accepted by a unanimous vote as a master thesis at Ankara Yıldırım Beyazıt University, The Graduate School of Social Sciences, Department of Management and Organization.

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ETHICAL DECLARATION

I hereby declare that this thesis is my own work and that I have not engaged in any unethical behavior violating patent or copyright laws during any stage of its planning and writing. I affirm that all the materials and information included in the thesis has been acquired in compliance with academic and ethical standards, and that I have cited all the sources and references used in this thesis. (28.07.2025)

Hanan Hassan Isse



DEDICATION

This work is dedicated to all the teachers who continue to inspire despite the challenges they face.



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All praise and thanks to Allah, whose mercy, guidance, and strength carried me through every step of this journey.

First of all, I would like to sincerely thank my family for always being my backbone. Your love, prayers, and belief in me have meant more than words can say. You have stood by me through every challenge, and I couldn't have done this without you. I owe this achievement to you more than anyone.

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ABSTRACT

Teacher turnover has emerged as a critical challenge faced by educational systems in developing countries, including Somalia. This study examines the influence of abusive supervision on teachers' turnover intention, with a particular focus on the moderating roles of psychological empowerment and creativity using a cross-sectional, correlational survey research design. A sample of 356 Somali teachers, working in private and government school recruited through convenience and snowball sampling, participated in the study. A quantitative analytical approach was employed, including correlation analysis, and moderation analysis to test the hypothesized model. The findings indicate a significant positive association between abusive supervision and turnover intention. Importantly, psychological empowerment did not buffer the impact of abusive supervision on turnover intention whereas creativity was identified as a significant moderator, suggesting that fostering teacher creativity and encouraging innovative instructional practices can buffer the detrimental effects of abusive leadership. These results have both theoretical and practical implications, highlighting the need to promote supportive leadership and to cultivate environments that enhance teacher creativity. Such interventions are vital for improving teacher retention and ensuring educational stability in fragile and resource-constrained contexts.

Keywords: Abusive supervision, creativity, psychological empowerment, Somalia, teachers

ÖZET

Gelişmekte olan ülkelerde, özellikle Somali'de öğretmen devri eğitim sistemlerinin karşılaştığı kritik sorunlardan biri haline gelmiştir. Bu çalışma, öğretmenlerin işten ayrılma niyeti üzerinde yıkıcı liderliğin etkisini incelemekte; psikolojik güçlendirme ve yaratıcılığın bu ilişkideki düzenleyici rolleri üzerine odaklanmaktadır. Kesitsel ve ilişkisel tarama modeline dayalı olarak yürütülen araştırmada, kolayda örneklemeye ve kartopu örneklemeye yöntemleriyle seçilen özel ve devlet okullarında görev yapan 356 Somalili öğretmen çalışmaya katılmıştır. Araştırmada nicel analiz yöntemleri kullanılmış; korelasyon analizi ve moderasyon analizi ile önerilen model test edilmiştir. Bulgular, yıkıcı liderlik ile işten ayrılma niyeti arasında anlamlı ve pozitif bir ilişki olduğunu ortaya koymuştur. Önemli olarak, psikolojik güçlendirmenin bu olumsuz ilişkiyi zayıflatmadığı görülmürken, yaratıcılığın anlamlı bir moderatör olduğu bulunmuştur. Bu da, öğretmen yaratıcılığının desteklenmesinin ve yenilikçi öğretim uygulamalarının teşvik edilmesinin, olumsuz liderlik etkilerini hafifletebileceğini göstermektedir. Elde edilen sonuçlar hem kuramsal hem de uygulamaya yönelik önemli çıkarımlar sunmakta; destekleyici liderliğin teşvik edilmesi ve öğretmen yaratıcılığını geliştiren okul ortamlarının oluşturulmasının gerekliliğini vurgulamaktadır. Bu tür müdahaleler, öğretmen bağılılığını artırmak ve kırılgan, kaynak sıkıntısı yaşayan eğitim sistemlerinde istikrarı sağlamak açısından kritik öneme sahiptir.

Anahtar Kelimeler: Yıkıcı liderlik, yaratıcılık, psikolojik güçlendirme, Somali, öğretmenler

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1. INTRODUCTION

Bullying supervisors have a substantial impact on both the financial costs incurred by enterprises and the well-being of employees that are usually masked and varied. Abusive supervision has emerged as a significant concern in organizational behavior research due to its persistent and damaging effects on employee well-being and institutional performance (Gallegos et al., 2022). Abusive supervision is characterized by the persistent exhibition of hostile verbal and non-verbal conduct by supervisors (Tepper, 2000).

Abusive supervision has been associated with wide range of negative responses such as public ridicule, silent treatment, unjustified criticism, and blame-shifting (Martinko et al, 2013; Özkan, 2022). The impact of abusive supervision is often subtle, continuous and difficult to prove which can leads to long term psychological harm and organizational dysfunction (Guo et al., 2024). These abusive behaviors have unfavorable effect on workers' psychological health which eventually affects how the employees they supervise perform their tasks (Tepper, Simon, & Park, 2017). Employees are resistant to report their experience of abuse by their supervisors due to fear of losing the job, reputational damage and use silence as a coping mechanism (Breevaart et al. 2022; Harlos & Knoll, 2018; Srivastava et al., 2019). Usually employees consciously try to avoid such supervisors (Jiang et al., 2021) most are unable to respond appropriately because of the supervisor's authority (Cortina & Magley, 2009).

Many researchers focused on exploring abusive supervision in corporate settings (e.g., Arif et al., 2017; Jain et al., 2021; Lee et al., 2013) but within educational institutions usually goes underreport marked by fear and professional constraints that generates negative emotions diminishing teachers' self-efficacy and motivation (Koçak & Demirhan, 2023). Abusive principal

behaviors can substantial effects teacher's psychological and physiological health, not only impacting their professional but personal lives as well. (Blase et al. 2008).

Teachers play an important part in education by facilitating the learning process and establishing discipline which enhances the quality of life benefiting both the individual and society as a whole (Kamau et al., 2021). Toxic leadership has frequently been identified as crucial element impacting the likelihood of teachers quitting (Demirkasimoğlu, 2018). Turnover intention is characterized by an individual or employee's tendency to leave the organization temporarily or permanently (Laily et al., 2022). It has been considered by many scholars as a critical challenge in the field of human resources that affect profitability and productivity of any organization (Belete., 2018). Seo and Chung (2019) discovered that the abusive supervision employees face leads to decreased mental enablement and consequently results to high turnover intentions. Research advocates that staffs who are subjected to abusive supervision may feel more pressured, which subsequently contributes to increased tension, emotional exhaustion and intention to leave (Pradhan et al., 2020).

In such context, Psychological empowerment becomes very important. Psychological empowerment reflects an individual's perception of competence, impact, autonomy and purpose in their work. (Spreitzer, 1995). Sangar and Rangnekar (2014) demonstrated that empowered employees who perceive importance in their job responsibilities, hold the belief that they are contributing to the development of their organization, also they possess a substantial level of self-sufficiency in determining how to complete their tasks. These positive self-images a person might have become a protective factor against abusive behavior from supervisors. Empowerment gives employees the strength to face challenges and increases their commitment, which ultimately

reflects positively on their performance and work, even under difficult circumstances (Seibert et al., 2011).

Creativity, too, may act as a protective shield against the negative impact of abusive supervision. Creative individuals have the capability to develop unique and valuable ideas to approach problems flexibly and find new strategies to overcome workplace challenges. (Zhang & Bartol, 2010). When individuals engage in tasks that require creativity, they often demonstrate intrinsic motivation and emotional engagement in their work, making creativity a protective tool against workplace abuse (Asghar, 2023).

Together, Creativity and psychological empowerment are personal resources that can mitigate the negative impact of abusive supervision. Given the significant influence abusive supervision has on employee outcomes, the primary motivation for this thesis is to explore the impact of abusive supervision on turnover intention and how creativity and psychological empowerment may moderate this relationship within the context of the teaching profession.

Teachers play a crucial role in the education system and national development. Despite their vital role, little attention is paid to their work environment and the daily experiences they encounter, particularly in countries with low levels of research on organizational behavior and leadership, such as Somalia (Salad & Altinok, 2025). The environment whether supportive or harmful has a significant impact on teachers' creativity, empowerment, turnover intention and overall performance, which in turn is reflected in their students. Given the extent to which abusive supervision affects teachers, this study aims to fill a research gap by shedding light on how the issues that are associated with abusive supervision affect teacher's turnover intention and whether

psychological empowerment and creativity buffer these negative impacts of abusive supervision. In addition, this study aims to provide useful insights in order to enhance school leadership and contributing to the global discussion on the negative effects of poor management on educational institutions in developing countries. Using Tepper's abusive leadership (2000) and Spreitzer's psychological empowerment theories (1995), this study investigates the influence of abusive supervision on teachers' choices to stay or depart from educational institutions in Somalia. Moreover, there is a lack of research regarding the moderating effects of creativity and psychological empowerment on the relationship between abusive supervision and turnover intention. This study raises the following research questions to better understand these dynamics:

- What is the impact of abusive supervision on teachers' turnover intention?
- To what extent creativity and psychological empowerment moderate the relationship between abusive supervision and teacher's turnover intention?

1.1 The Educational Context in Somalia

The success of any education system depends not only on the selection of good curricula or classrooms equipped with the latest technology, but also on the competence and stability of its teachers and their efforts to provide a positive and stimulating environment (Darling-Hammond, 2000). However, when the educational environment is toxic or unsupportive teachers become subjected to mistreatment, their abilities decline and they may begin to feel a lack of passion for teaching along with their motivation which affects their ability to perform effectively, ultimately influences overall classroom performance (Van Wyk, 2023). Given the fact that most of studies related to this topic have been conducted in Western contexts, this study aims to shed light on how abusive supervision affects educational setting that differ from those of Western context. These types of dynamics have not been closely studied in fragile places or post conflict educational

contexts. In addition, this study also aims to fill a gap and enriching the literature by combining leadership psychology with work dynamics in educational sector in Somalia. According to Aryee et al. (2008) there is a lack of empirical research about the effect of abusive supervision on work related outcome in developing nations.

Education in Somalia plays a crucial role in rebuilding society after years of instability and civil war, which have led to a decline in the quality of schools in the country, this represents a unique and underexplored context for examining leadership strategies and understanding particularly the impact of abusive supervision on the education sector on teachers which may increase their turnover intention (Ahmed, 2024). Literatures have consistently pointed out the fragile state of the country's education sector. For instance, Salad (2022) highlights key obstacles confronting primary education, including a critical shortage of skilled educators and insufficient opportunities for their professional growth. In the absence of proper training and institutional support, teachers may become increasingly susceptible to negative experiences. The problem is further compounded by the lack of a cohesive school culture and the absence of institutional safeguards. Faqih (2021) research identified several systemic barriers impeding educational development in Somalia. The study revealed three critical institutional weaknesses: (1) fragmented coordination among education stakeholders, (2) inadequate governmental supervision mechanisms, and (3) the complete absence of a national performance tracking framework. These structural deficiencies collectively contribute to disjointed implementation strategies and fluctuating educational standards. Furthermore, the analysis underscored how underdeveloped teacher capacity programs compound systemic inefficiencies, ultimately diminishing overall educational outcomes. Without a clear regulatory framework, teachers may struggle with low confidence and diminished motivation to adopt innovative teaching strategies.

While abusive supervision leaves educator in vulnerable situations and contributes to teacher turnover intention, numerous studies around the world have demonstrated the importance of positive leadership in countering the consequences of abusive supervision. For instance, in the Deep South of Thailand, Promchart and Potipiroon (2020) found that transformational school leaders can meet the basic demands for safety and security among educators working in challenging environments by offering moral support and exhibiting constructive leadership behaviors, which would ultimately reduce their stress levels and intentions to leave. Similar to this, Suleiman and Otieno (2022) emphasized that the primary approach to obtain high-quality education and effective teaching in Tanzanian secondary schools is to establish a peaceful and supportive school environment, which is mainly achieved through effective school management. Furthermore, Idris et al. (2025) indicated that a supportive learning environment, effective leadership, and academic success all play an important role in the quality of education in Somalia. Accordingly, the results of this study confirmed that the quality of education in Somalia is significantly influenced by school management.

Taken together, the findings underscore that leadership style profoundly influences the educational environment along with the systemic issues within Somalia education sector that impacting teachers' professional experiences. Moreover, inadequate support systems, and poor supervisory practices have all been shown to undermine teachers' well-being, diminish their motivation, and weaken their long-term commitment to the profession. Addressing these challenges requires a shift in leadership approaches that centre on empowering and supporting educators in meaningful and sustained ways.

2. THEORETICAL BACKGROUND AND HYPOTHESIS

This study draws upon two key theoretical frameworks to explain the mechanisms through which abusive supervision affects teachers' turnover intention: Tepper's Abusive Supervision Theory (2000), which explains the detrimental effects of hostile leadership, and Spreitzer's Psychological Empowerment Theory (1995), which highlights the role of individual psychological resources in buffering workplace stressors.

2.1 Abusive Leadership Theory and Psychological Empowerment Theory

In organizational behavior and leadership research, Tepper's (2000) construct of abusive supervision has become a foundational concept because of its detrimental impact on individuals and organization. Tepper's define abusive supervisions as subordinate's perception of receiving a hostile response from the supervisor. It focused on the subjective experience from the subordinate's understanding which indicates that the abuse behavior perceived by the employees can vary based on personality, organizational norms and culture (Tepper, 2000; 2007). According to Tepper (2000), abusive supervisors violate standards of respect and dignity, manipulate fair procedures and give rise to feelings of unfair treatment. Such perceived injustices influence range of negative outcomes like job dissatisfaction, psychological distress and turnover intentions.

There are three main mechanisms are used to explain the antecedents of abusive supervision: identity threat (being provoked by subordinates or being sensitive to authority challenges), social learning (being exposed to abusive role models in families or organisations), and self-regulation impairment (stress, goal pressure, emotional dissonance, ethical strain, poor sleep, and work-family conflict). Collectively these understandings help to explore why abusive supervision occurs and reinforce its pervasive negative impact (Tepper et al. 2017).

This theory provides a critical perspective on the detrimental effects of the negative leadership practices, such as abusive supervision, and its impact on school climate. Teachers in educational institutions typically work under the supervision of a principal, and when that principal behaves in a demeaning or controlling manner toward the teachers under his supervision, it negatively impacts their professional engagement, morale and their workplace aptitude ultimately increasing their chances to quit (Demirkasimoğlu, 2018).

Moreover, workers who are subjected to abusive managers often suffer from severe psychological and emotional stress, which can result in poor health, decreased productivity and a higher likelihood of leaving. As a result, companies lose valuable experience and face the burden of recruiting and training replacements (Oliveira & Najnudel, 2022). Furthermore, the detrimental impact of abusive supervision extends not only to the employees who directly experience it, but also to those who are exposed to it. Jiang et al. (2021) found that newcomers who witness their colleagues being subjected to abusive supervision may become less likely to participate and take initiative, thus hindering their social integration in the workplace.

Psychological empowerment theory on the other hand, refers to the person's mental state which is defined by a sense of perceived control, competence, meaningfulness, and effect at work. It is multifaceted motivational construct having four dimensions: 1) Meaning: is the degree to which an individual's work aligns with their personal values, beliefs, and behaviour. 2) Competence: the idea the one can successfully complete tasks and fulfill their responsibilities. 3) Self-determination: refers to an individual's capacity to exercise autonomy and authority in making decisions related to their professional responsibilities. 4) The impact: defined as an individual's sense that they can influence decisions, procedures, and outcomes within their team or organization (Spreitzer, 1995).

Psychological empowerment is characterized as a motivational construct characterized by four cognitions, these collectively represent an active, rather than passive, approach to a job role. Active orientation refers to the desire and ability to shape one's professional position and context. The four dimensions are thought to combine additively to form a larger concept of psychological empowerment. The absence of a single component reduces but does not fully remove, overall feelings of empowerment (Spreitzer, 1995).

Many research studies grounded in psychological empowerment theory have demonstrated its relevance to the educational context, for instance, Dee et al. (2003) explored how school structures and leadership practices affect teachers' sense of empowerment, showing that when educators feel competent and autonomous, they report higher job satisfaction and have high organizational commitment. Similarly, Bogler and Somech (2004) examined how empowerment within school environments influences teachers' organizational and professional commitment, finding that greater psychological empowerment led to stronger engagement and reduced likelihood of leaving the profession.

In addition, research by Fernandez & Quines (2023) found a clear positive correlation between psychological empowerment and teacher's retention. These studies collectively affirm that when leadership fosters autonomy, competence, and meaningful participation, teachers are more likely to remain engaged, committed, and satisfied in their roles core outcomes aligned with psychological empowerment theory. These studies collectively affirm that when leadership fosters autonomy and meaningful participation teachers are more likely to remain engaged, committed, and satisfied in their roles core outcomes aligned with psychological empowerment theory.

2.2 Abusive Supervision and Turnover Intention

Many studies in the past have focused on abusive supervision in corporate environments and its impact on employee's wellbeing and overall performance (Chen & Wang, 2017; Hussain et al., 2020). However, this issue is now being acknowledged as an increasing issue in educational institutions as well (Khumalo, 2019). Throughout the last twenty years, scientists have studied in detail the effects and results of abusive supervisory behavior in a variety of organizational contexts, such as being disrespectful to subordinates, consistently putting blame on them and underestimating their work (Arif et al., 2017; Jain et al., 2021; Lee et al., 2013). In addition, numerous organizations and institutes, i.e. corporates and educational sector, have debated on the implications of abusive supervision (Hussain et al., 2020; Khumalo, 2019).

According to Nguyen et al. (2024), abusive supervision among public sector workers lead to psychological distress and turnover intentions because employees use the idea of leaving as a coping mechanism to mitigate the negative impact on their psychological well-being related with this unfavorable experience. Furthermore, abusive leaders foster an environment that increases the likelihood of workplace bullying, particularly against workers who have already been abused by their supervisors. These workers are viewed as weak and unlikely to receive support from their peers which increases the risk of further discrimination and increase their willingness to leave the job (Özkan, 2022).

Turnover intention is characterized by an individual or employee's tendency to leave the organization temporarily or permanently (Liu et al. 2021). Employee turnover results in a waste of money spent on hiring and training new staff (Al-Suraihi, 2021). Additionally, an organization's

high employee turnover rate raises workloads, hinders work planning, and negatively influences the motivation of current staff (Jha, 2009).

Academic literature has generated significant proof that links abusive supervision with turnover intention. This means that employees who receive abusive supervision indicated higher levels of turnover intention as identified by Tepper (2007). Hussain et al. (2020) conducted a quantitative survey study in various fields including educational institutes as well as public and private organizations in Pakistan. They reported a positive association amongst abusive supervision and retention of staff. With the increase in abusive leadership there was decrease in motivation, working capabilities and increased turnover rate.

In a study on Ethiopian teachers, Bitew et al. (2025) found that fear of further abuse prevented teachers from expressing anger or resisting the abusive behavior from their leaders, and due to power imbalance, many teachers often choose not to confront the abusive behavior, preferring instead to leave their schools. Likewise, He et al. (2023) revealed that destructive leadership behavior significantly contributes to higher rates of intention to resign among kindergarten teachers in rural China, as subordinates who feel unappreciated often remain silent rather than direct confrontation, causing their dissatisfaction to build up until they resign.

Ahmed (2024) found that poor leadership is a major factor driving teacher turnover intentions among secondary school teachers in Mogadishu, with many citing unsupportive supervisory behaviors as a key reason for leaving. Given the limited empirical work directly connecting abusive supervision and turnover intention in Somalia, this study relies on both local and regional research to frame its investigation and better understand how leadership practices

affect teacher retention in Somali schools. The goal is to bridge this gap by drawing from a range of sources to provide a comprehensive perspective on the challenges Somalian teachers face.

H1: Abusive supervision has a significant positive effect on turnover intention

2.3 Psychological empowerment as a moderator

Psychological empowerment has been shown to buffer the negative effects of abusive supervision (Kirrane et al., 2019). Stability and efficacy of any education system relies on teacher's retention, literature shows that teachers might leave for some positive reasons but mostly they leave due to stress, heavy work load and low support of supervisors. (Towers & Maguire, 2017). Ding and Wu (2023) suggested that when employees feel more confident and psychologically empowered, they show more interest in their work and develop a belonging to the organization. Moreover, when teachers see themselves as professionals and are given opportunity, they are more likely to see teaching as a long-term career and to have a better professional identity that strongly impacts the turnover (Day et al., 2006; Somech & Bogler, 2002).

In educational settings, He et al. (2023) observed that teachers who felt empowered were less affected by destructive leadership, maintaining lower levels of turnover intention. Ullah et al. (2021) found that psychological empowerment moderated the relationship between employee engagement and turnover intention, allowing empowered individuals to remain committed even when faced with challenging conditions. Kirrane et al. (2019) further emphasized that team-level psychological empowerment buffered the effects of abusive leadership on employee engagement. These findings align with the results of Dee et al. (2003) who found that highly empowered teachers are more capable of taking on tasks and responsibilities as compared to less empowered teachers. As a result, teachers' decisions to remain in the organization or teacher retention is

influenced by how psychologically empowered they are in the organization (Fernandez & Quines, 2023).

While numerous of previous studies have focused on psychological empowerment as a mediating variable, (Suifan et al., 2020; Lyu et al., 2019). It can also function as a moderator by shaping how individuals react to negative leadership behaviors. Therefore, this study aims to examine whether psychological empowerment buffers the relationship between abusive supervision and teacher's turnover intention. Accordingly, the following hypothesis is proposed:

H2: Psychological empowerment moderates the positive relationship between abusive supervision and turnover intention such that this relationship is weaker in situations of high rather than low psychological empowerment.

2.4 Creativity as moderator

Abusive supervision, which includes hostile and critical behavior from supervisors, has been consistently shown to reduce employees' creativity by increasing stress (Liu et al., 2012). These findings are consistent with the broader literature, which has shown that abusive behaviors cause employee dissatisfaction and turnover intention (Ahmed et al., 2016). However, an effective and encouraging environment supported by supervisors can enhance creativity and act as a catalyst for success at work, as fostering creativity and innovation at the workplace can reduce negative attitudes towards work while enabling mental capacity (Waqas & Sair, 2025). Some researchers propose that creativity can function as a protective factor. Employees engaged in creative tasks are more intrinsically motivated, cognitively flexible, and emotionally invested in their work, using their creativity as a coping mechanism to deal with abuse and mistreatment (Asghar, 2023).

According to Shah et al. (2020), teachers are less likely to quit jobs when they are engaged in more creative tasks, on the other hand, they can experience stress, anxiety and dissatisfaction with work when there is low organization support. In such cases, creativity buffers the stress caused by abusive supervision by fostering a sense of ownership and meaningfulness (Zhang et al., 2014)

According to Hobfoll's Conservation of Resources (1989) theory, individuals experience stress when their personal or professional resources are threatened or diminished. In challenging school environments where teachers face abusive supervision, creativity can act as a personal strength that helps them cope. Teachers who are more creative are able to think more flexibly and find innovative ways to manage pressure, which may help them avoid burnout and reduce the desire to leave their job. Therefore, the following hypothesis is proposed:

H3: Creativity moderates the positive relationship between abusive supervision and turnover intention such that this relationship is weaker in situations of high rather than low creativity.

3. METHODOLOGY

3.1. Theoretical model and Hypotheses

The proposed model illustrates the hypothesized relationships among the key variables of this study. Specifically, it posits that abusive supervision has a direct effect on teachers' turnover intention while psychological empowerment and creativity act as a moderator. This model reflects how abusive supervision influences teachers' intention to leave and whether psychological empowerment and creativity buffer this negative impact. The theoretical model is presented below.

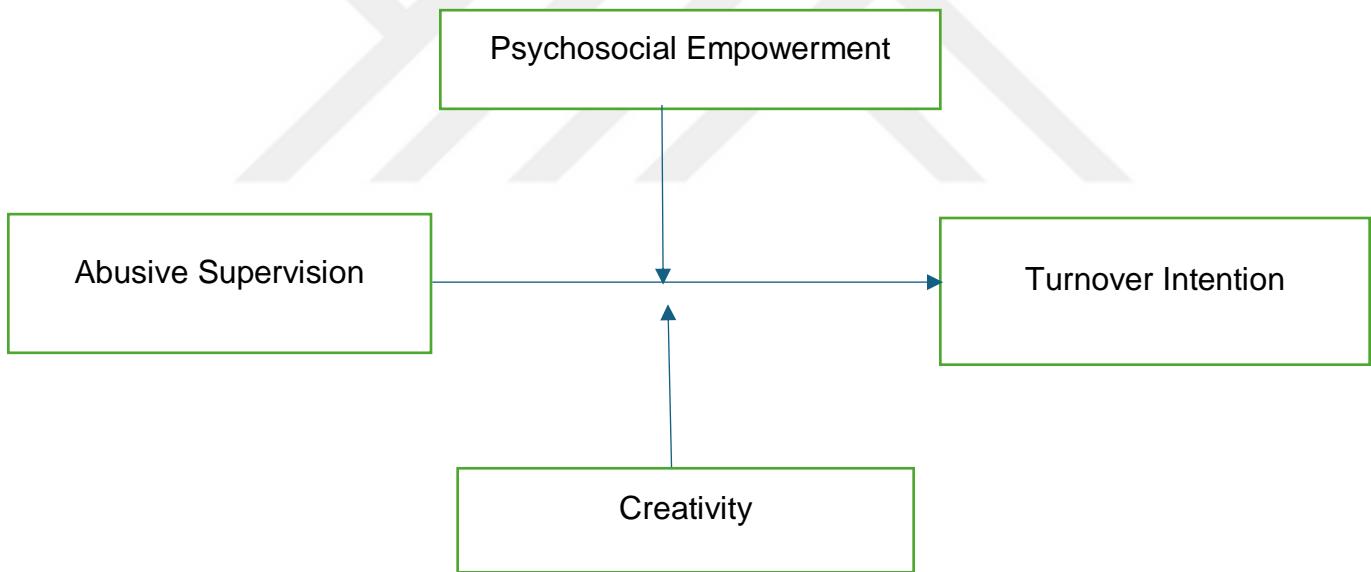


Figure 3.1 Theoretical model

H1: Abusive supervision has a significant positive effect on turnover intention

H2: Psychological empowerment moderates the positive relationship between abusive supervision and turnover intention such that this relationship is weaker in situations of high rather than low psychological empowerment.

H3: Creativity moderates the positive relationship between abusive supervision and turnover intention such that this relationship is weaker in situations of high rather than low creativity

3.2 Research Design

The present study employed a cross-sectional correlational survey research design using a quantitative research approach to analyze and evaluate the relationship between abusive supervision, psychological empowerment, creativity and turnover intention of employees. The research design deemed most appropriate for this research was survey since the data was collected using self-report questionnaires that served as research instruments employed to gather data from groups of individuals, aiming to obtain an understanding of their opinion, attitudes and behavior.

3.3. Sample and Data Collection Procedure

The sample for this study consisted of Somali teachers working in Somalia. Various schools across the country were approached and informed about the research, including its purpose and procedures. Only schools whose administration granted permission for data collection were included. Survey questionnaires, prepared in the form of a Google Document, were then distributed to the teachers through these schools. In total, 356 teachers responded to the survey. The data were collected online using four research scales and a demographic information sheet, all administered and managed through Google Forms. Participants were informed about the

rationale of the study and data were collected only from those who gave their consent. Data collection spanned four months to ensure an adequate response rate.

3.4 Data Collection and measurement Instruments

Four primary instruments were utilized for data collection. The questionnaires are given in Annexure I.

3.4.1 Abusive Supervision Scale

The Abusive Supervision Scale of Tepper (2000) is comprised of 15 items that are answered on a five point Likert scale having response options that ranges from 1 = “I cannot remember him/her ever using this behavior with me” to 5 = “He/she uses this behavior very often with me.” This scale measures how employees interpret abusive conduct that is displayed by their immediate superiors.

3.4.2 Psychological Empowerment Scale

Psychological empowerment scale was constructed by Spreitzer (1995). It comprises of 12 items which have four dimensions, meaning, competence, self-determination and impact. The items are answered on 7-point Likert scales that ranges from strongly disagree to strongly agree.

3.4.3 Employee Creativity Scale

Employees' creative behavior was assessed through the self-report version of the 13-item Creative Behavior Scale, It has two sub-scales: idea generation and idea implementation, and it was originally developed by Zhou and George (2001) for supervisors to measure their employees' creativity. Though, Tan, Lau, and Lee (2019) modified the scale to a self-report format and for the purposes of this study, the second version was utilized. Study participants rated their agreement with each item on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

3.4.4. Turnover Intention Scale

The Turnover Intention Scale adopted from Intention to Quit Scale by Landau and Hammer (1986) comprises three items, and two additional items from Wayne, Shore, and Liden (1997). This scale assesses the potential turnover of employees. A seven-point Likert scale was used to record the responses, with 1 denoting "strongly disagree" and 7 denoting "strongly agree". This scale has established strong reliability and validity in prior studies (Wayne et al., 1997).

3.4.5. Demographic information

In this study, participants replied to questions about their age, gender, highest professional degree, type of institute/school they are teaching at, years of experience and which grade/level do you teach. A demographic information about the participants is given below.

Table 1.**Demographic characteristics of respondents**

Demographic	Classifications	Frequency	Percentage
Gender	Man	194	54.5
	Woman	162	45.5
Age	23-33	92	25.8
	34-44	177	49.7
	45-55	75	21.1
	56 and above	12	3.4
Highest Professional Degree	Associated degree	8	2.2
	Bachelor's degree	153	43.0
	Master's degree	111	31.2
	Doctorate	59	16.6
	Others	25	7.0
Type of Institute/School	Public school	252	65.2
	Private school	124	34.8
Years of Experience	Less than 2 years	9	2.5
	2-5 years	93	26.1
	6-10 years	160	44.9
	11-15 years	66	18.5
	16-20 years	21	5.9
	More than 20 years	7	2.0
Grade/Level you teach	Elementary school	35	9.8
	Middle school	58	16.3
	High school	171	48.0
	Post-Secondary	92	25.8
Total		356	100%

4. RESULTS

This section presents the results regarding the association among abusive supervision, psychological empowerment, creativity and turnover intention. Moreover, we will present the findings whether psychological empowerment and creativity moderate the relationship between abusive supervision and turnover intention. Descriptive statistics of study variables are shown in Table 2.

Table 2. Descriptive statistics of study variables (N=356)

Study Variables	Mean	SD	Min	Max	Skewness
Abusive Supervision	30.08	11.08	15	75	1.73
Psychological Empowerment	65.38	11.16	25	84	-1.58
Creativity	45.43	8.44	22	65	-0.28
Turnover Intention	18.45	4.66	8	35	1.29

4.1 Reliability Test of the Scales

Cronbach's alpha, one of the most commonly used reliability measures for ensuring the accuracy of item scales, was used to assess the reliability of the scales in this study. A high value indicates that the items are well-correlated and accurately reflect the underlying construct, on the other hand, a low Cronbach's alpha value, which is close to zero, is considered not reliable. The table below indicates the value of the study variables: Abusive Supervision ($\alpha = 0.93$), Psychological Empowerment ($\alpha = 0.92$), Creativity ($\alpha = 0.92$), and Turnover Intention ($\alpha = 0.66$). The three scales with α values above 0.90 demonstrate excellent reliability, indicating that their items are highly inter-correlated and consistently measure their respective construct. The Turnover

Intention scale, however, demonstrated a lower reliability coefficient ($\alpha = 0.66$). While this value falls below the conventional threshold of 0.70, it is nevertheless considered acceptable for exploratory research, as reliability values between 0.60 and 0.70 are often deemed satisfactory (Hair et al., 2021).

Criterion validity was supported through significant correlations between each predictor scale and the outcome variable, turnover intention. Abusive supervision was positively associated with turnover intention ($r = .513, p < .001$), whereas psychological empowerment ($r = -.586, p < .001$) and creativity ($r = -.316, p < .001$) were negatively associated with turnover intention, as theoretically expected. Convergent validity was indicated by a strong positive correlation between psychological empowerment and creativity ($r = .511, p < .001$). Discriminant validity was supported by the fact that none of the inter-scale correlations exceeded .80, suggesting that the constructs are empirically distinct.

Table 3.

Cronbach's Alpha

Scales	Cronbach's Alpha
Abusive supervision	0.93
Psychological empowerment	0.92
Creativity	0.92
Turnover intention	0.66

4.2 Bivariate relationships between study variables

Normality was checked by examining the skewness values of the main study variables. Although some variables, such as abusive supervision and psychological empowerment, showed moderate skewness, none exceeded the acceptable threshold of ± 2 . Given the large sample size ($N = 356$), these deviations were considered acceptable in line with the Central Limit Theorem. Therefore, Pearson's correlation was used to examine the relationships among the key variables. The results of this analysis are presented in Table 4, which displays the intercorrelations between the study variables. Abusive supervision was positively correlated with turnover intention, $r(354) = .513, p < .001$, indicating that higher levels of abusive supervision were associated with greater intentions to quit. Additionally, abusive supervision was negatively correlated with both psychological empowerment, $r(354) = -.631, p < .001$, and creativity, $r(354) = -.305, p < .001$, suggesting that individuals reporting more abusive supervision experienced lower levels of empowerment and creativity. Psychological empowerment was negatively associated with turnover intention, $r(354) = -.586, p < .001$, and positively associated with creativity, $r(354) = .511, p < .001$. Creativity was also negatively correlated with turnover intention, $r(354) = -.316, p < .001$, indicating that more creative employees reported lower intentions to quit.

These findings suggest that abusive supervision is linked to increased turnover intention, where psychological empowerment and creativity may serve as protective factors by reducing the likelihood of quitting.

Table 4.

Correlations of the study variables.

Variable	1	2	3	4
1 Abusive supervision	-	-0.631**	-0.305**	0.513**
2 Psychological empowerment			0.511**	-0.586**
3 Creativity				-0.316**
4 Turnover intention				

Note. * p<0.05, ** p<0.001

4.3 Moderation analysis

A moderation analysis was conducted using PROCESS macro v4.2 (Model 1; Hayes, 2022) to examine whether psychological empowerment moderates the relationship between abusive supervision and turnover intentions. The overall model was statistically significant, $F(3, 352) = 71.76$, $p < .001$, and explained approximately 38% of the variance in turnover intentions ($R^2 = .38$). Abusive supervision significantly predicted turnover intentions, $b = 0.109$, $SE = 0.024$, $t = 4.41$, $p < .001$, 95% CI [0.06, 0.15], indicating that higher levels of abusive supervision were associated with higher turnover intentions. Psychological empowerment also significantly predicted turnover intentions, $b = -0.191$, $SE = 0.024$, $t = -7.712$, $p < .001$, 95% CI [-0.24, -0.14], such that individuals with higher psychological empowerment reported lower turnover intentions. The interaction term between abusive supervision and psychological empowerment was not statistically significant, $b = 0.001$, $SE = 0.001$, $t = 0.91$, $p = .36$, 95% CI [-0.001, 0.005], showing that psychological empowerment does not moderate the relationship between abusive supervision and turnover intentions. This finding was supported by the test of the interaction's contribution to the model: $R^2 = .0015$, $F(1, 352) = 0.83$, $p = .36$. These results indicate that while both abusive supervision and psychological empowerment independently

predict turnover intentions, psychological empowerment does not buffer the impact of abusive supervision on employees' intentions to leave (see Table 5).

Table 5.

Moderating role of psychological empowerment in the relationship between abusive supervision and turnover intentions

Predictor	B	SE	t	p	95% CI
Constant	18.57	0.238	77.96	<.001	[18.11, 19.04]
Abusive Supervision	0.109	0.024	4.41	<.001	[0.06, 0.15]
Psychological Empowerment	0.191	0.024	-7.71	<.001	[-0.24, -0.14]
Interaction Effect	0.001	0.001	0.91	0.363	[-0.001, 0.005]

Note. B = unstandardized coefficients. SE = standard error. CI = confidence interval.

A second moderation analysis was conducted using the PROCESS macro v4.2 (Hayes, 2022) Model 1 to see if creativity moderates the relationship between abusive supervision and turnover intention. Again, the overall model was significant, explaining 34.1% of the variance in turnover intention, $R^2 = .34$, $F(3, 352) = 60.64$, $p < .001$. Both abusive supervision ($b = 0.167$, $SE = 0.019$, $t = 8.45$, $p < .001$) and creativity ($b = -0.11$, $SE = 0.025$, $t = -4.46$, $p < .001$) had significant main effects on turnover intention. Importantly, the interaction between abusive supervision and creativity was significant ($b = -0.01$, $SE = 0.002$, $t = -5.12$, $p < .001$), indicating that creativity moderated the relationship between abusive supervision and turnover intention. Conditional effects analysis revealed that abusive supervision was positively associated with turnover intentions across all levels of creativity; however, the strength of this association diminished as creativity increased. Specifically, at low levels of creativity (-1 SD), the effect was strongest ($B = 0.2884$, $p < .001$), while at average levels it was moderate ($B = 0.1378$, p

< .001), and at high levels of creativity (+1 SD), the effect was weaker but remained statistically significant ($B = 0.0914$, $p = .001$) (see Table 7).

Table 6.

Moderating role of creativity in the relationship between abusive supervision and turnover intentions

Predictor	B	SE	t	p	95% CI
Constant	18.12	0.211	85.59	<.001	[17.706, 18.539]
Abusive Supervision (X)	0.167	0.019	8.45	<.001	[0.128, 0.206]
Creativity (W)	-0.113	0.025	-4.468	<.001	[-0.162, -0.063]
Interaction effect	-0.01	0.002	-5.126	<.001	[-0.016, -0.007]

Note. B = unstandardized coefficients. SE = standard error. CI = confidence interval.

Table 7.

Conditional Effects of Abusive Supervision on Turnover Intentions at Different Levels of Creativity

Creativity Level	B	SE	t	p	95% CI
Low (-1 SD = -10.43)	0.288	0.027	10.84	<.001	[0.236, 0.341]
Mean (2.57)	0.138	0.022	6.25	<.001	[0.095, 0.181]
High (+1 SD = 6.57)	0.091	0.028	3.31	0.001	[0.037, 0.146]

Note. Creativity and abusive supervision were mean-centered prior to analysis. B = unstandardized regression coefficient. SE = standard error. CI = confidence interval.

The following table was prepared to clearly and concisely present the hypotheses and to show if the findings were supported or rejected after running the analysis along with its p-value.

Hypothesis	P-value	Supported / Not supported
H1: Abusive supervision has a significant positive effect on turnover intention	p < 0.001	Supported
H2: Psychological empowerment moderates the positive relationship between abusive supervision and turnover intention such that this relationship is weaker in situations of high rather than low psychological empowerment.	p < 0.363	Not supported
H3: Creativity moderates the positive relationship between abusive supervision and turnover intention such that this relationship is weaker in situations of high rather than low creativity	p < 0.001	Supported

This study examined the hypothesis concerning the impact abusive supervision has on teachers' turnover intention and the moderating role of psychological empowerment and creativity in this relation. The findings showed that the hypotheses one and three were supported, demonstrating how abusive behavior increases teacher's turnover intention driving them to leave their jobs. However, when these teachers have a high level of creativity, they are willing to stay despite the detrimental effects of toxic supervision, as their creativity helps them cope better and mitigate the negative impact. In contrast, their level of psychological empowerment was not sufficient to prevent them from considering resignation.

5. DISCUSSION

The main objective of this study is to understand the impact of abusive supervision on teachers' turnover intention. Given the important role teachers play in the success and development of the educational sector, this research aims to understand the ways in which psychological elements such as empowerment, and creativity moderate abusive supervision's effect on teachers' turnover intention. These issues are highly relevant to teachers' daily work and crucial factors in maintaining educational stability and workforce cost. Given the limited research in context related to education sector in developing countries, a survey with well-structured questions were distributed to 356 Somalian teachers to better understand their opinions, attitudes and behaviors. The data were analyzed using SPSS and the finding of the current research further demonstrated that there was statistically significant influence of abusive supervision on turnover intention. Regarding the moderating variables, creativity significantly moderated the relationship between abusive supervision and turnover intention, such that the impact of abusive supervision on turnover intention was weaker among teachers with higher creativity, one the other hand, the moderating effect of psychological empowerment was reported to be not significant, indicating that empowerment level of Somalia teachers did not buffer the influence of abusive supervision on turnover intention.

5.1 Theoretical Implications

This study contributes to the body of literature on organizational behavior and leadership by looking into the effects of abusive supervision on teachers' turnover intention, specifically within the under-researched context of Somalia. Teachers occupy emotionally demanding and socially impactful roles (Tuxford et al., 2015), which could make them more vulnerable to the effects of toxic leadership. In fragile systems like Somalia's, where education system continues to

face structural and resource-related challenges (Faqih., 2021), abusive supervision can further undermine teacher morale and contribute to workforce instability. The data of the current research revealed strong positive relationship among abusive supervision and turnover intention. This is consistent with the rest of the literature on abusive leadership, which has found that employees that encountered abusive supervision endure high stress, anxiety and wished to distance themselves from the organization (Özkan, 2022). Tepper et al. (2007) has also similar findings proving that abusive supervision has a direct influence on turnover intention as it make organization's environment unpleasant, causing employees to look for other jobs. This direct relationship tends to affirm the argument of the study that the abusive supervision increases teachers' intention to leave their positions, and it is a serious damaging factor for any organizational commitment and retention. Negative leadership behaviors are associated with perceptions of violation of the psychological contract involving the employee and the employer (Kayani & Alasan, 2021).

In addition, the current study confirmed that there is a negative correlation between psychological empowerment and teacher's turnover intention, supporting this, prior research found that when teachers experience a sense of empowerment, their dedication to their work tends to strengthen and reduce their intention to leave (Ma & Zhou, 2021). In a similar view, Fernandez and Quines (2023) proposed a model highlighting the combined impact of psychological empowerment, work engagement, and satisfaction with compensation in promoting teacher retention in secondary schools. Their findings indicate that teachers who feel confident in their abilities and have control over their professional responsibilities are more inclined to remain loyal to their institutions.

However, our results revealed no significant moderating effect of psychological empowerment on the relationship between abusive supervision and turnover intentions. Although teachers with higher empowerment reported lower overall turnover intentions, their empowerment levels did not mitigate the negative impact of abusive supervision. This suggests that while psychological empowerment may independently contribute to job retention (Ma et al., 2021), it does not appear to serve as a protective buffer against the detrimental effects of supervisory abuse. Showing that the level of psychological empowerment in Somalian teachers did not prevent them from thinking of quitting their job which emphasizes how harmful abusive supervision is to workers' psychological and emotional well-being.

Psychological empowerment has often been proposed as a buffer against the negative effects of leadership (He et al., 2023; Kirrane et al., 2019). However, a study done by Meng et al. (2016) examining similar concepts has reported non-significant moderation effect of psychological empowerment. They found that psychological empowerment did not significantly alter the relationship between structural empowerment and burnout. Consistent with this result, our study also found that psychological empowerment did not significantly moderate the negative effect of abusive supervision. This outcome may result from the fact that in toxic environments, internal resources such as psychological empowerment can become overwhelmed, thereby diminishing their protective capacity.

Psychological empowerment may not be enough to shield the negative influence of abusive supervision especially in the countries like Somalia, where other factors may contribute to teachers' turnover intention, such as poor working conditions, security concerns and weak institutional support. These challenges could outweigh the positive effects of individual empowerment, making it difficult for teachers to remain motivated despite feeling psychologically empowered. Research

by Ahmed (2024) confirmed that a lack of support from school leadership and a lack of professional autonomy are two of the main reasons for teacher turnover as teachers who do not feel supported by the administration are far more inclined to quit. Similarly, Mdhlalose (2025) reported that, toxic supervision leads to restrictive work atmosphere and this style of leadership discourages enthusiasm and engagement at work and instead leads to poor outcomes and workers willingness to depart from their workplace.

Interestingly, the present research from Somalian teachers under abusive leadership reported that creativity significantly moderated the relationship between abusive supervision and turnover intention. Although abusive supervision tends to decrease creative behavior (Chen et al., 2022), the interaction results suggest that teachers who perceive themselves as more creative are less likely to intend to leave their job as they are intrinsically motivated despite the harmful effect of abusive supervision, which eventually help them handle assigned tasks better than those who lack creativity. This fact supports other studies proving that creativity at the workplace increases people's interest and thus, their job satisfaction, and leaves no room for their turnover (Hammond et al., 2011). Creativity can act as a psychological resource that empowers individuals to cope more adaptively and reframe challenges. This buffering effect is consistent with the view of Tierney and Farmer (2011) which suggests that creative self-efficacy increases resilience and empower employees to face the unpredictable challenges. Creative teachers tend to adapt more easily to toxic work environments by finding new ways to maintain their motivation and emotional well-being. They look at the problems differently, which helps them manage stress without feeling overwhelmed. They often maintain a positive mindset even in the face of negativity. This resilience

allows them to create supportive networks that protect them from negativity, enabling them to maintain focus and continue working toward their goals even under challenging situations.

This finding also supports COR theory, suggesting that teachers who are more creative are better able to protect their mental and emotional resources by responding to toxic leadership in more constructive ways. In contrast, those with lower levels of creativity may struggle to cope which leads to greater stress and a higher likelihood of wanting to leave the profession. Thus, encouraging creativity can be a strategy for schools to reduce the negative impact of abusive leaders and increase teacher retention.

The findings of this study provide empirical support for Tepper's abusive supervision theory by confirming that abusive supervision significantly increases turnover intention among teachers. While the theory has been extensively applied to workplace settings, this research extends its applicability to the education sector, specifically in the fragile context of Somalia. Significantly, the study presents creativity as a moderating variable, demonstrating that teachers with higher creative capacity are more resilient to the unfavorable effects of abusive supervision. On the other hand, the findings challenge the assumption of psychological empowerment theory that empowered individuals are always better protected against workplace stress. In this study, psychological empowerment did not moderate the effect of abusive supervision on turnover intention, suggesting that in fragile contexts like Somalia's education sector, empowerment alone may not be sufficient to buffer the negative impact of toxic leadership. These insights expand the theory by demonstrating that the effect of psychological empowerment is not universal, but shaped by the surrounding organizational, social, and political environment.

5.2 Practical Implication

The findings of this study have critical practical implications for educational policymakers, school leaders and stakeholders involved in the governance of Somalia's education sector. The results confirmed a significant positive relationship between abusive supervision and teachers' turnover intention, indicating that negative leadership behaviors contribute to the high rate at which teachers leave their positions. In a context like Somalia, where the education system is already fragile due to a persistent shortage of qualified teachers and limited institutional capacity, the loss of educators as a result of toxic supervisory practices can exacerbate existing challenges, disrupt student learning and increase the burden on remaining staff. The research underscores the harmful impact of abusive supervision, offering organizations a framework to recognize and address toxic leadership behaviors in order to introduce training programs that equip supervisors with skills for effective and respectful management to minimize such behaviors. By examining the connection between abusive supervision and teacher's turnover, managers can implement targeted interventions in areas with frequent leadership issues. This may include establishing transparent complaint and feedback mechanisms that enable teachers to report abusive behavior without fear of retaliation. Furthermore, incorporating leadership training modules that focus on emotional intelligence, conflict resolution and ethical management practices can help equip school leaders with the skills necessary to manage staff in a constructive and supportive manner. Fostering an environment of respect, cooperation and gratitude within educational institutions also enhances teacher retention and increases their job satisfaction and motivation.

One of the most notable findings of this study is the moderating role of creativity, suggesting that creative teachers may possess stronger internal coping mechanisms or adaptive strategies that help mitigate the negative psychological effects of abusive supervision. This points

to the strategic value of fostering a school culture that supports and nurtures teacher creativity. Educational leaders should provide opportunities for professional autonomy, flexibility in curriculum design, and platforms to innovate in their classrooms. Initiatives such as collaborative lesson planning and educational creativity programs can enhance teachers' sense of efficacy and engagement, making them more resilient in the face of supervisory adversity.

Implementing these strategies will help reduce teacher turnover intention and support the development of a committed, skilled and resilient teaching workforce. This is particularly important in education systems like Somalia, where schools still face serious challenges, such as limited resources, weak infrastructure and broader socioeconomic challenges that impact how education is delivered and supported. These challenges require capable and motivated teachers to contribute to long-term educational improvement.

5.3 Limitations and further suggestions

Some limitations are noted in the study; most important is the cross-sectional nature of study, which does not allow causal conclusions, as well as the fact that self-reports were used, which may lead to bias. The data was gathered through snowball and convenience sampling, which is the other drawback. This strategy reduces participant randomization, which could result in less generalizable study findings, by only recruiting study subjects who are approachable. Data were collected online, as political turmoil and civil unrest made in-person data collection difficult. Additionally, the use of online surveys may have excluded some teachers, particularly those in areas affected by political instability or lacking reliable internet access. The questionnaire was also distributed more widely among staff members in comparable institutions after the reference individuals gave it to the instructors employed by the few major schools. Thus, the sample may be

homogeneous, which would limit the population's representativeness. This restriction might be removed in subsequent studies.

The findings are specific to Somalia education system, therefore, the results may not be generalizable to other counties which may be influenced by other elements like community values, adherence to cultural norms, and the socioeconomic structure that differ from the nation under consideration. To better understand the connection between abusive supervision and turnover intention, future research may examine other potential moderating and/or mediating factors (such as moral disengagement (Newman et al., 2020) and work engagement (Nurjanah & Octafian., 2025). It may also be noted though, that future work may consider adopting more naturalistic or follow-up studies to have a better understanding of the association among abusive supervision and turnover intention.

5.4 Conclusion

In conclusion, teachers face major challenges when abusive supervision is present in educational settings. Abusive behavior and the mistreatment from supervisors ultimately make teachers more probable to leave their jobs. Fostering a positive job environment and improving student achievement require an understanding of how psychological empowerment, creativity, and abusive behavior affect a teacher's decision to stay or leave in the institution. By combining theoretical perspectives and empirical evidence, this study provides an inclusive investigation of the predictors and the main causes of teacher turnover, and how these variables "abusive supervision, creativity and psychological empowerment" influence this decision. The finding of our study confirmed that creativity significantly moderate the negative effect of abusive supervision, therefore, we suggested that fostering teacher creativity and encouraging innovative

instructional practices can buffer the detrimental effects of abusive leadership. By addressing the toxic leadership, and how important supportive and motivating management is, this will eventually enable teachers to flourish in their roles to create more positive and productive learning environment. The good effects of this extend beyond teachers to students. Teacher turnover is reduced in schools with supportive management, resulting in a stable learning environment. Due to this, students are able to establish strong relationships with their teachers, which reduces disruptions and guarantees a smoother reliable learning environment.

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7. APPENDIX

Psychological Empowerment Scale

(Psychological empowerment scale was constructed by Spreitzer (1995))

Psychological empowerment scale was constructed by Spreitzer (1995). It is 12 item questionnaire which has four dimensions, meaning, competence, self-determination and impact. The items are rated on 7 Likert scales ranging from strongly disagree to strongly agree.

- I am confident about my ability to do my job.
- The work that I do is important to me.
- I have significant autonomy in determining how I do my job.
- My impact on what happens in my department is large impact.
- My job activities are personally meaningful to me.
- I have a great deal of control over what happens in my department.
- I can decide on my own how to go about doing my own work.
- I have considerable opportunity for independence and freedom in how I do my job.
- I have mastered the skills necessary for my job.
- The work I do is meaningful to me.
- I have significant influence over what happens in my department.
- I am self-assured about my capabilities to perform my work activities.

Abusive Supervision Scale

(The Abusive Supervision Scale of Tepper (2000))

The Abusive Supervision Scale of Tepper (2000) is comprised of 15 items answered on a 5-point Likert scale with response options that range from 1 = “I cannot remember him/her ever using this behavior with me” to 5 = “He/she uses this behavior very often with me.”

- My boss Ridicules me
- My boss tells me my thoughts or feelings are stupid.
- My boss gives me the silent treatment.
- My boss puts me down in front of others.
- My boss invades my privacy.
- My boss reminds me of my past mistakes and failures.
- My boss doesn't give me credit for jobs requiring a lot of effort.
- My boss blames me to save himself/herself embarrassment.
- My boss breaks promises he/she makes.
- My boss expresses anger at me when he/she is mad for another reason.
- My boss makes negative comments about me to others.
- My boss is rude to me.
- 13. My boss does not allow me to interact with my coworker.
- My boss tells me I'm incompetent.
- My boss lies to me.

Employee Creativity Scale

(This scale was developed by Zhou & George (2001; Tan, Lau, & Lee, 2019)

Study participants rated their agreement with each item on a 5-point Likert scale, ranging from (1. strongly disagree to 5. strongly agree).

- I suggest new ways to achieve goals or objectives.
- I come up with new and practical ideas to improve performance.
- I search out new technologies, processes, techniques, and/or product ideas.
- I suggest new ways to increase quality.
- I often have new and innovative ideas.
- I come up with creative solutions to problems.
- I often have a fresh approach to problems.
- I promote and champion ideas to others.
- I exhibit creativity on the job when given the opportunity to.
- I develop adequate plans and schedules for the implementation of new ideas.
- I am not afraid to take risks
- I am a good source of creative ideas.
- I suggest new ways of performing work tasks

Intentions to quit Scale.

(adapted from Landau & Hammer, 1986; Wayne, Shore, & Liden, 1997)

A seven-point Likert scale was used to record the responses, with 1 denoting "strongly disagree" and 7 denoting "strongly agree".

- As soon as I can find a better job, I'll leave
- I am actively looking for a job outside
- I am seriously thinking of quitting my job.
- I often think of quitting my job at [name of company].
- I think I will still be working at [name of company] five years from now