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Exploring Strategies to Reduce Voluntary Employee Turnover in Public Higher Education Institutions

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Walden University
2021

Abstract

Exploring Strategies to Reduce Voluntary Employee Turnover in Public Higher

Education Institutions

by

Jennifer Christine Brito

MSM, St. Thomas University, 2000

BBA, Florida International University, 1997

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

October 2021

Abstract

The cost of voluntary employee turnover affects business success or failure. Turnover

costs for replacing mission-critical, public higher education institutions employees

influence student experience and satisfaction. Grounded in Herzberg's motivational-

hygiene theory, the purpose of this qualitative single case study was to explore strategies

three department managers at a public higher education institution use to reduce

voluntary employee turnover in South Florida. Data were analyzed using thematic

analysis of semistructured interviews and organizational documents such as policies and

procedures. Four themes emerged were the need for personnel action forms,

organizational policies, performance reports, and training reports. A key recommendation

for higher education department managers is to implement a recognition and rewards

program that could improve job satisfaction and loyalty to the organization, which leads

to reduced voluntary turnover. The second recommendation is for department managers

to adopt an open communication policy to keep employees informed of organizational

updates and engaged in the organization, influencing their intent to leave the

organization. The impact for positive social change includes reduced turnover rates that

keep employees employed, engaged in their local communities, and invest in local

economies.

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Dedication

I dedicate this doctoral study to my husband, whose continued support has been overwhelming. Andy, thank you for allowing me to pursue this degree and for pushing me and believing in me. To my children, Andy Jr. and Matthew, I know this journey was never easy, and I spent a lot of time away from you, but know that if you keep working hard, accomplishments are not far behind. Please know I love you very much, and you make me so proud every day. To my parents, stepparents, and in-laws, thank you for your love, support, and encouragement. To my extended family, thank you for your support during this long journey. To my coworkers, thank you for your encouraging words during this journey. I feel blessed to have such an amazing network of support.

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Section 1: Foundation of the Study

Voluntary employee turnover is costly for organizations. The loss of organizational knowledge and the increasing costs of recruitment, selection, and training force organizations to want to retain their best performers (Alam & Asim, 2019). According to McFeely and Wigert (2019), replacement costs for one employee can cost organizations 50% to 200% of the employee's annual salary. Other costs of voluntary employee turnover are morale and lost productivity from those who remain with the organization (Winne et al., 2019). Therefore, leaders need to understand the factors that provoke voluntary employee turnover (Huang et al., 2019). In this study, I explored the strategies department managers in public higher education institutions use to reduce voluntary employee turnover.

Background of the Problem

Voluntary employee turnover of talented employees can cause undue hardship to organizations because of increasing replacement costs and exiting employees' knowledge and skills (Lee et al., 2017). Employees with extensive institutional knowledge are valuable resources for public higher education institutions (An, 2019). Higher education leaders must understand the impact employee turnover has on organizational performance, job satisfaction, and turnover intent for those who remain with the organization (Rizwan et al., 2017). Employee voluntary turnover lowers organizational productivity, performance, and growth, affecting student success outcomes, and state funding (Berman et al., 2019).

Problem Statement

Voluntary employee turnover and replacement of employees' costs U.S. organizations up to $2.6 million every year (McFeely & Wigert, 2019). One hundred and eight thousand employees in public higher education institutions voluntarily left their employer in May 2019 (Bureau of Labor Statistics [BLS], 2019). The general business problem is that public higher education institutions are incurring losses in revenue from voluntary employee turnover. The specific business problem is some department managers in public higher education institutions lack the strategies to reduce voluntary employee turnover.

Purpose Statement

The purpose of this qualitative single case study is to explore strategies that department managers in public higher education institutions use to reduce voluntary employee turnover. The targeted population for this study consisted of three department managers at one public higher education institution located in South Florida, who have successfully implemented strategies to reduce voluntary employee turnover. Department managers are appropriate participants for this study because they identify and develop strategies to reduce voluntary employee turnover for the organization. The implications for positive social change include when employees stay with an organization, they have stable income, which means continued spending in the community. Reducing voluntary employee turnover may contribute to the improvement and continuity of services for students, leading to higher graduation rates. Higher education institutions that retain high-

performing employees influence and work closely with the students who will contribute to the local economy upon graduation.

Nature of the Study

Qualitative, quantitative, and mixed-method approaches were considered for this study. Using a qualitative research method relies on the views of participants and is primarily exploratory research to understand reasons, opinions, and motivations, which provides insights into a specific problem (Hammarberg et al., 2016). Qualitative research enables more complex aspects of an individual experience to be studied, provides fewer restrictions or assumptions on the data collected, and allows participants to provide data in their words (Hammarberg et al., 2016). I selected a qualitative design approach for my doctoral study because I explored successful strategies to reduce voluntary employee turnover. Therefore, qualitative was the best approach for my study. In contrast, a quantitative study consists of using primary and secondary data sources to test a hypothesis (Hochbein & Smeaton, 2018). A quantitative study was not appropriate because I did not test a hypothesis. A mixed-methods approach combines details of both qualitative and quantitative methodologies to test a hypothesis between variables (Brannen, 2016). A mixed-methods approach was not appropriate because a quantitative factor is required to study the relationships between variables and test a hypothesis.

I considered four qualitative designs for suitability for this study: narrative, phenomenology, ethnography, and case study. Using a narrative study concentrates on studying a single person, gathering data through a collection of stories, experiences, reporting the individual experiences, and discussing the meaning of those experiences for

the individual (Bruce et al., 2016). A narrative design was not appropriate because individual life experiences were not the emphasis of this type of study. A phenomenological study focuses on people's subjective experiences and interpretations of the world (Alase, 2017). Phenomenology was not the best choice because lived experiences of the participants were not the focus. An ethnographic study involves a descriptive study of culture and people, traditions, and norms that are in a specific geographical location over time (Yin, 2018). Ethnography was not appropriate for this study because cultures were not analyzed, and the study did not take place over time. Researchers who use a case study design may gain a real-world perspective and awareness of a phenomenon (Yin, 2018). Finally, researchers use a case study to investigate a phenomenon within a specific group and provide an in-depth view from participants to explore a critical problem (Yin, 2018). Since I investigated the voluntary employee turnover phenomenon and interviewed participants to gain an in-depth view to exploring successful strategies to reduce voluntary employee turnover, a case study design was the most appropriate design.

Research Question

What successful strategies do department managers in public higher education institutions use to reduce voluntary employee turnover?

Interview Questions

1. What strategies do you use to reduce voluntary employee turnover?
2. How do employees respond to these strategies?

3. What barriers do you encounter in implementing the strategies to reduce voluntary employee turnover?

4. How do you evaluate the effectiveness of the strategies to reduce voluntary employee turnover?

5. What role does management have in your strategies to reduce voluntary employee turnover?

6. What additional information would you like to share regarding strategies that reduce voluntary employee turnover?

Conceptual Framework

Herzberg, Mauser, and Snyderman developed the motivational-hygiene theory in 1959 (Herzberg et al., 1959). The motivational-hygiene theory indicates that a certain set of factors exist in the workplace can cause job satisfaction, and another set of factors can cause job dissatisfaction (Herzberg et al., 1959). The motivational-hygiene theory includes job content, known as motivators, and job context, also referred to as hygiene factors influencing job satisfaction (Ashton, 2018). Examples of job content strategies that organizations use are variations of work responsibility, recognition, advancement, and sense of achievement (Khan et al., 2018). Examples of job context strategies that organizations can implement are compensation strategies, work environment changes, company policy, and job security (Alshmemri et al., 2017). Motivation and job satisfaction are the primary constructs of the two-factor theory (Herzberg et al., 1959). The constructs of the two-factor theory was the appropriate lens to explore job content

and job context strategies because understanding what motivates employees will assist leaders to understand why people voluntarily leave their organizations.

Operational Definitions

Employee motivation: Employee motivation is the provocation of eagerness and determination to pursue a course of action towards work (De Sousa Sabbagha et al., 2018).

Employee turnover: Employee turnover is the movement of employees in and out of the organization (Hom et al., 2017).

Job satisfaction: Job satisfaction occurs when employees experience pleasure with the performance of work (De Sousa Sabbagha et al., 2018).

Organizational Commitment: Organizational commitment is an employee's willingness to perform optimally on behalf of the organization (Mabaso & Dlamini, 2018).

Total Rewards: Total rewards are everything that an employee perceives to be of value in connection with the employment relationship (Mabaso & Dlamini, 2018).

Turnover intention: Turnover intention is an employee's objective to end the employment relationship with an employer (Huang & Su, 2016).

Assumptions, Limitations, and Delimitations

Assumptions

According to Wolgemuth et al. (2017), an assumption is a realistic expectation, which is something that we believe to be true. Tested assumptions through research studies expand the professionals' body of knowledge (Reinecke et al., 2016). I assumed

that participants answered each interview question thoroughly and honestly. I also assumed the interview questions yielded responses that contributed to answering the research question. Another assumption was that the responses reflect a larger pool of department managers in public higher education institutions to obtain common themes about strategies used to minimize voluntary employee turnover.

Limitations

The limitations of the study are those characteristics of design or methodology that affect or influence the interpretation of the findings of the research (Liao & Hitchcock, 2018). Participants in this study were department managers at one higher education institution. The results of my study could have been different if the participants were from another region. Another limitation was that one or more participants could have withdrawn for some reason or changed employers or positions during this study. The last limitation was that the study population was restricted to the South Florida area.

Delimitations

Delimitations define the parameters of the investigation, in research, which frequently deal with such matters as population, sample, and/or setting (Liao & Hitchcock, 2018). One delimitation of this study was the department managers that participated in this study are from one public higher education institution restricted to the South Florida area. Another delimitation was that newly hired department managers who are not familiar with strategies to reduce voluntary employee turnover were excluded from this study.

Significance of the Study

Contribution to Business Practice

Academicians, human resources practitioners, and leaders of institutions of higher learning will find this study helpful in understanding strategies use to reduce voluntary turnover. Understanding the factors that improve employee turnover is beneficial to organizations because of the cost of recruiting and training employees in the public higher education industry. This study will provide insights and knowledge that leaders can use to retain top talent in public higher education institutions. In addition, the findings of this study will help leaders understand what contributes to increasing job satisfaction and organizational commitment. Department managers can make impactful decisions on retaining top talent to ensure a highly productive workforce (Alam & Asim, 2019). Lastly, this study will add to the existing literature on employee retention, employee job satisfaction, employee motivation, and voluntary employee turnover.

Implications for Social Change

The findings of this study will contribute to positive social change by reducing voluntary employee turnover of talented workers in public higher education institutions. Successful strategies should be in place to reduce voluntary employee turnover. Social change may occur by enhancing employee performance, engagement, and overall well-being that may affect families and the local community. Reducing turnover provides less stress on employees and their families create more stable employment and income, resulting in more spending in the community, and less reliance on government assistance.

A Review of the Professional and Academic Literature

The literature review provides a critical examination and summary of current and previous research used to explore strategies leaders implemented to reduce voluntary employee turnover. Professional and academic literature provides the foundation for the topic of voluntary employee turnover. I used the Walden Library to obtain research for the literature review. I retrieved from the following research databases: Google Scholar, Business Source Complete, EBSCO Primary, Emerald Insight, ProQuest Central, SAGE Journals, Wiley Online Library, ScienceDirect, and ABI/INFORM Collection. I checked documents using Ulrich's periodicals directory for peer-review confirmation. I used the following search terms: *Herzberg's two-factor theory, Herzberg's motivation-hygiene theory*, *voluntary employee turnover, employee turnover intentions, employee retention, retention strategies, organizational commitment, employee motivation, motivational factors,* and *job satisfaction.* The literature review contains 166 peer-reviewed journals and publications, of which 135 (81%) have a publication date between 2017 and 2021.

Motivational-Hygiene Theory (Two-factor Theory)

Herzberg's two-factor theory is the conceptual framework to explore voluntary employee turnover in the workplace. Employees' intent to leave or stay with an organization is influenced by their level of satisfaction or dissatisfaction with their work. Frederick Herzberg, Bernard Mauser, and Barbara Bloch Snyderman created the motivational-hygiene theory in 1959 to investigate which organizational factors influence an employees' work environment that can cause satisfaction or dissatisfaction and influence employee attitudes and motivation (Herzberg et al., 1959). The first is an

intrinsic factor, also called the motivation factor, which is the work condition related to the satisfaction needs for psychological growth (Herzberg et al., 1959). The second is an extrinsic factor, also called the hygiene factor, which is the work condition related to dissatisfaction caused by discomfort or pain (Alshmemri et al., 2017). According to Herzberg et al., some factors cause satisfaction in the workplace, which is unique and separate from factors that cause dissatisfaction in the workplace, causing employee turnover. Workplace factors affect an employee's satisfaction in the workplace.

Herzberg's two-factor theory focuses on workplace factors and employee perception of those factors. The motivational-hygiene factor theory has two constructs: motivators and hygiene factors (Kampkötter, 2017). Herzberg et al. (1959) performed studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction (Raziq & Maulabakhsh, 2015). Because of the study, Herzberg et al. developed a theory of motivation and job satisfaction (Ngo-Henha, 2018). Herzberg et al. reasoned that the factors that cause job satisfaction are different from those that cause job dissatisfaction. Herzberg et al. argued that job-enrichment is required to motivate employees. The job must utilize the employees' skills and competencies to maximize and focus on motivational factors that can improve work quality (Sanjeev & Surya, 2016). Both satisfaction and dissatisfaction are not on a continuum, increasing as the other diminishes, but are independent phenomena (Ngo-Henha, 2018). Employee satisfaction has two dimensions: hygiene and motivators; these dimensions affect the work environment, employee motivation, and job satisfaction (Holston-Okae & Mushi, 2018). There are workplace factors that affect employee satisfaction and motivation.

Management behaviors and workplace factors affect employee satisfaction. Leaders must be mindful of employee satisfaction and the organizational climate to reduce employee turnover (Judge et al., 2017). The two-factor theory provides a framework for employee job satisfaction and management behavior (Herzberg et al., 1959). According to Herzberg et al., the employee's job should have enough challenge to utilize the employee's full ability. Regardless of organizational type, managers must be mindful of the hygiene and motivation factors that will improve employee retention and reduce voluntary employee turnover (Ćulibrk et al., 2018). A job should exploit the full ability of the employee (Kampkötter, 2017). According to Herzberg et al., employees who demonstrate increasing levels of ability should have increasing levels of responsibility. Herzberg (1974) substantiated that once one need is satisfied, it ceases influencing the employee's behavior. Employee satisfaction affects every aspect of an employee, and organizational leaders should create a supportive organizational climate that boosts productivity and fosters commitment using Herzberg's motivation and hygiene factors (Judge et al., 2017). Employee perception of management and workplace factors can influence employee satisfaction and motivation.

The two-factor theory provides a framework for understanding employee motivation. The motivational-hygiene theory implies that a job must utilize the employee's skills and competencies while focusing on motivational factors that will improve work-quality (Ćulibrk et al., 2018). Intrinsic factors related to the job itself can propel an employee's motivation and performance to higher levels (Kampkötter, 2017). Extrinsic factors related to the conditions surrounding the job must be satisfied first,

which leads to a state of being neither satisfied or dissatisfied (Kampkötter, 2017).

Motivated employees enable others to reach for and satisfy the factors Herzberg et al.

ascertained as real motivators, such as achievement, advancement, and development,

representing a far deeper level of meaning and fulfillment (Alshmemri et al., 2017). Jobs

that incorporate employee proficiencies and provide motivational factors increase

employee motivation and improve the work (Dhamija et al., 2019). Positive intrinsic job

factors can influence employee motivation, performance, and satisfaction.

The premise of the two-factor theory is that every job should be reviewed to

determine how it could improve and satisfy the employee (Alshmemri et al., 2017).

Kampkötter (2017) suggested that organizations could create job satisfaction conditions

by providing opportunities for achievement, advancement, and worker contributions.

Kampkötter also indicated that organizations that create work that matches employee

skills and abilities and offer training and development opportunities could increase job

satisfaction. Herzberg et al. (1959) believed that if motivators were in place, employees

would begin to use their influence on other employees to increase productivity and

improve performance. Evaluating employee experience in everyday work is critical to

enhancing employee job satisfaction (Ahmad et al., 2018). A positive employee

experience increases organizational performance, engagement, productivity, motivation,

and job satisfaction.

Herzberg (1974) attested leaders who implement motivational factors could

increase employee job satisfaction in the workplace. In the two-factor theory of

motivation, the motivation factor is defined as a work condition related to the satisfaction

of psychological growth (Radwan & Zhu, 2017). Motivator factors involve job content, and the absence of these conditions does not necessarily dissatisfy employees (Hur, 2017). Motivational factors are intrinsic and related to the job (Holmberg et al., 2018). Motivators are a sense of achievement, meaning employees will know that their work contributes to the organization's success as they have received recognition for their achievement, which helps them feel good psychologically (Mansaray, 2019). Motivational factors positively affect job satisfaction and often increase in total output (Park & Johnson, 2019). Motivators can drive employee motivation and performance to higher levels (Hur, 2017). Therefore, these factors positively influence morale, satisfaction, efficiency, and productivity (Radwan & Zhu, 2017). Motivational factors that satisfy employees' intrinsic psychological needs through achievement, recognition, responsibility, advancement, and the work's nature increase job satisfaction and psychological growth (Abdulrahman & Hui, 2018). The presence of motivational factors improves employee performance and increases employee job satisfaction.

External aspects of a job can affect employee job satisfaction. Hygiene factors are extrinsic prerequisites that can help employees achieve a fundamental level of job satisfaction, which leaders must reinforce to reduce dissatisfaction (Hur, 2017). The hygiene factor is defined as a work condition related to dissatisfaction caused by discomfort or pain and is known to demotivate employees (Mansaray, 2019). When in place, several factors will result in general satisfaction and prevent dissatisfaction (Park & Johnson, 2019). According to Radwan and Zhu (2017), the hygiene factors that prevent dissatisfaction are quality supervision, working conditions, interpersonal relationships,

company policy and administration, and total compensation. Hygiene factors or maintenance factors do not motivate people; they prevent dissatisfaction and maintain the status quo (Sanjeev & Surya, 2016). Hygiene factors do not produce positive results, but they prevent negative results (Hur, 2017). Improving hygiene factors will lower job dissatisfaction (Holmberg et al., 2018). Hygiene factors are not motivators, and maintain a zero level of motivation or, in other words, these factors do not provide any satisfaction but eliminate dissatisfaction (Hur, 2017). Leaders should understand how hygiene factors affect employee perception and satisfaction.

Job conditions and the work setting can influence the employee's view of the organization. According to Kampkötter (2017), hygiene factors are job conditions that are essential for the existence of motivation at the workplace. Hygiene factors are also known as dissatisfiers or maintenance required to avoid dissatisfaction in the workplace and do not lead to apparent satisfaction (Park & Johnson, 2019). Hygiene factors are the conditions that, when adequate or reasonable in a job, pacify the employees and do not make them dissatisfied (Mansaray, 2019). Herzberg posited that organizations must eliminate job dissatisfaction by fixing obstructive organizational policies, provide adequate support and nonintrusive supervision, create, and support a culture of respect and dignity, ensure that wages are competitive, provide job security, and provide meaningful work (Park & Johnson, 2019). The actual work setting is a source of potential job dissatisfaction rather than the work itself, and leaders should address and provide a better work environment to prevent job dissatisfaction (Ashraf, 2019). A positive work environment is critical to reducing job dissatisfaction.

Leaders who utilize motivational factors can improve employee performance and job satisfaction. Motivational factors yield positive satisfaction and are inherent to work (Holmberg et al., 2018). According to Radwan and Zhu (2017), motivators symbolize the psychological needs that are perceived as an additional benefit to the employee. Organizations must create conditions for job satisfaction by addressing the motivating factors associated with work, called job enrichment (Hur, 2017). According to Herzberg (1966), every job should be examined to determine how it could be made better and satisfy the person doing the work. Organizations should consider providing opportunities for achievement, recognizing employee contributions, creating work that is rewarding that matches the skills and abilities of the employee, providing opportunities to advance in the organization through internal promotions, offering training and development opportunities, so that employees can pursue positions they want within the organization (Radwan & Zhu, 2017). Satisfier factors are inalienable to work can increase employee performance and job satisfaction (Ashraf, 2019). Motivators are the sources of satisfaction and are related to the content of work, which is intrinsic to employees.

Herzberg et al. (1959) focused on the significance of internal job factors that motivate employees in the workplace. The two-factor theory provides a framework throughout many studies exploring employee turnover and job satisfaction (Holston-Okae & Mushi, 2018). Herzberg et al. investigated what variables are perceived as desirable goals for organizations to achieve and identified undesirable conditions leaders should avoid. Certain factors tend to be consistently related to job satisfaction or related to job dissatisfaction in the two-factor theory (Holmberg et al., 2018). Herzberg et al. defined

two sets of factors in deciding employee working attitudes and performance: motivation and hygiene factors. According to Radwan and Zhu (2017), the factors motivating people at work are different and not merely the opposite of the factors that cause dissatisfaction. The growth or motivator factors deal with the job itself (the job content), and at the same time, while the dissatisfaction/pain avoidance is extrinsic to the work (job environment) (Hur, 2017). Applying the two-factor theory can enhance job satisfaction and reduce employee turnover (Holston-Okae & Mushi, 2018). The two-factor theory is the connection between employee motivation and employee behavior.

Motivators contribute to positive employee satisfaction. According to Mansaray (2019), in the two-factor theory, certain factors motivate employees; the factors are achievement, recognition, the nature of the work, responsibility, advancement, and growth. Any increase in these factors will improve satisfaction and commitment; therefore, these factors can motivate employees (Park & Johnson, 2019). Herzberg stated that managers have previously been more concerned with hygiene factors (Radwan & Zhu, 2017). Sanjeev and Surya (2016) discovered that managers were not able to obtain the desired behavior from employees and to increase motivation. Herzberg (1974) explained that the factors that give employees the motivation to work often have to do with giving them a greater sense of purpose and significance in their current position. Pham and Nguyen (2020) proposed that leaders recognize employees as valuable individuals and as team members provide opportunities for responsibility, contribution, creativity, and growth while improving the work environment to be respectful to benefit the business's operation to prevent poor morale and turnover.

The critical implications of the two-factor theory are that it emphasizes job-enrichment to motivate employees (Park & Johnson, 2019). The job must maximize the employee's skills and competencies while focusing on the motivational factors that can improve work quality (Radwan & Zhu, 2017). Job enrichment involves providing an employee with more responsibility for a job and challenges individual skill (Putri & Setianan, 2019). According to Park and Johnson, enrichment involves increasing the decision-making authority and encouraging the employee to tasks. Job enrichment gives workers meaningful work experience, autonomy, personal growth, responsibility, and a greater variety that requires higher knowledge and skills (Radwan & Zhu, 2017). Job enrichment is essential because it motivates employees to give the best performance, leading to reduced absenteeism and turnover (Putri & Setianan, 2019). The goals of job enrichment are to increase personal growth, fulfill needs for achievement, and responsibility, and provide recognition.

The two-factor theory indicates how managers should manage their employees appropriately for all people's good at work (Lussier, 2019). Herzberg's research proved that people would strive to achieve hygiene needs because they are unhappy without them, but once satisfied, the effect soon wears off, which indicates that satisfaction is temporary (Matimbwa & Ochumbo, 2019). Although hygiene factors do not lead to extra work, they are needed as building blocks to start productivity; however, hygiene factors alone do not motivate (Mansaray, 2019). The two-factor theory includes that if motivator factors are present in conjunction with hygiene factors, then the job will be satisfying for employees (Hur, 2017). The two-factor theory indicates building stable levels of

motivation can result in excellent job performance and the presence of motivators related to the job content of the employee will increase productivity (Matimbwa & Ochumbo, 2019). Correcting hygiene factors will improve the working environment and help reduce job dissatisfaction (Park & Johnson, 2019). Managers who apply the two-factor theory's constructs can have a positive effect on the workplace by increasing motivation and productivity and improving performance and job satisfaction.

Motivational factors have a positive effect on the workplace and employees. According to Herzberg (1966), motivational factors steer satisfaction while hygiene factors steer dissatisfaction. Furthermore, Herzberg stated that individuals that achieved motivational factors would result in enhanced performance. Motivational factors, such as achievement, career opportunities, and recognition, are intrinsic to the job that inspires employees to stay with their organization (Shahrawat & Shahrawat, 2017). According to Herzberg (1974), hygiene factors, including management style, interpersonal relationships, favorable working conditions, and compensation, do not motivate employees but must remain in an organization to attain employee happiness. An absence of hygiene factors could result in employee dissatisfaction and cause voluntary employee turnover (Alshmemri et al., 2017). Khoshnevis and Tahmasebi (2016) found a relationship between motivational and hygiene factors among all employees, which determines satisfaction and dissatisfaction. Employees' job satisfaction and intent to stay or leave an organization is influenced primarily by hygiene and motivational factors.

Maslow's Hierarchy of Needs Theory

  The hierarchy of needs includes human motivation and human needs that influence behaviors. Maslow (1943) posited that inherent needs dominate human behavior. Abraham Maslow created the hierarchy of needs in 1943 to explain why there are needs that drive people (Lussier, 2019). Maslow determined that human needs are arranged in a hierarchy from most to least (Tahir & Iraqi, 2018). Maslow's hierarchy of needs assumes that individuals are motivated to fulfill basic needs before moving towards more advanced needs (Tahir & Iraqi, 2018). According to Maslow, there are five levels of human needs that every person requires and works towards satisfying those needs: physiological, safety, social, esteem, and self-actualization. Maslow based the theory on a belief that when a need is not met, the need to satisfy a particular need dominates individual behavior.

  Fulfilling each stage in the hierarchy of needs must occur before advancing to the next stage. According to Maslow (1943), the hierarchy of needs consists of five stages, which Maslow attests are divided into deficiency needs and growth needs. The first stage of Maslow's hierarchy is the physiological stage, which is the basic needs of a human being, such as food, water, and sleep (Maslow, 1943). Safety is the second stage of Maslow's hierarchy of needs, which concerns good health and job security (Maslow, 1943). The third stage, social needs, relates to interaction and can include family and friendship (Maslow, 1943). The esteem stage, which is the fourth stage, involves self-esteem, confidence, achievement, and respect (Maslow, 1943). Self-actualization, the last stage, involves creativity, problem solving, truth, justice, and wisdom (Maslow, 1943).

Lower order needs (physiological, safety, and social) and higher-order needs (esteem and self-actualization) can affect workplace behavior and employee attitude (Mansaray, 2019). Individuals must satisfy lower needs before satisfying the higher needs of the hierarchy.

A significant criticism of Maslow is that managers would need to know which needs are required to achieve employee satisfaction. Maslow's theory has received criticism for not being empirically verified and does not consider human beings' cultural and individual differences (Lussier, 2019). According to Tahir and Iraqi (2018), not all employees are governed by the same needs. Different individuals may be motivated by different needs at the same time (Mansaray, 2019). According to Acevedo (2018), Maslow created the hierarchy of needs from an individualistic perspective. Researchers have proved there is lack of hierarchical structure of needs, as suggested by Maslow (Sanjeev & Surya, 2016). Every person tries to satisfy their needs in some order and may not follow the hierarchy (Shahrawat & Shahrawat, 2017). There is no standard measurement to measure the satisfaction of needs (Sanjeev & Surya, 2016). Some cultures place social needs above other basic needs; there is minimal evidence to suggest that Maslow's needs are in a hierarchical order (Mansaray, 2019). The difficulty with Maslow's theory is providing leaders the ability to recognize all individual needs.

Maslow's theory is descriptive of human needs and corresponding satisfaction, while Herzberg's theory is prescriptive on employee needs that rely on reward and recognition. In Maslow's and Herzberg's theories, people must attain a specific set of needs to be satisfied and motivated at work (Shahrawat & Shahrawat, 2017). According

to Tahir and Iraqi (2018), Maslow's theory is achieved through a pyramid of needs while the Herzberg theory follows a two-way model in which people meet two specific needs. In Maslow's theory, the lower order needs, such as friendship, job security, water, and food, could be considered hygiene factors such as Herzberg's theory (Lussier, 2019). Likewise, the need for recognition, promotion, and responsibility could be considered the motivators of Herzberg's theory. Maslow contributed to identifying individual needs while Herzberg et al. offered understanding into the ambitions and motivations that cultivated satisfaction of individual needs (Shahrawat & Shahrawat, 2017). Maslow and Herzberg shared the same viewpoint about which factors are critical and essential for individuals to be motivated at work (Lussier, 2019). Both theories are significant in understanding the motivational needs of employees and their future behavioral outcomes.

Alderfer's ERG Theory

Alderfer's theory is based on Maslow's theory to study human motivation and human needs. Clayton Paul Alderfer introduced the ERG theory model as a reaction to Maslow's hierarchy of needs (Gudkova et al., 2019). Alderfer's ERG theory compressed Maslow's five levels of human needs into three classifications: (a) existence, (b) relatedness, and (c) growth (ERG) (Snow, 2019). The ERG theory suggests that people are motivated by needs from more than one level simultaneously; there is no strict progression from one level to the next and satisfying more than one need can be a motivating factor (Alderfer, 1969). This theory has also received criticism for a lack of research (Guillén et al., 2015). Alderfer further argued that there exists a frustration-regression component that if needs remain unsatisfied at the higher levels; the person will

become frustrated and go back to pursuing lower-level needs again. Alderfer's theory abbreviated Maslow's theory by allowing the order of needs to differ for different people (Hur, 2017). Managers must recognize that employees have multiple needs that need to be satisfied.

Alderfer's theory has received criticism because it lacks clear guidelines for individuals to satisfy any of the needs simultaneously, and much time would be required to observe an individual (Sun & Teng, 2017). According to Snow (2019), Alderfer's theory suggests that individual needs change over time and that individuals cannot attach to a single need. The ERG theory suggests that individuals are motivated to behave in a particular way to satisfy one of the three sets of needs but will want to meet the most prominent first (Snow, 2019). Alderfer failed to provide straightforward guiding principles to help managers drive employee motivational behavior (Hur, 2017). The model suggests that individuals drive behavior to satisfy one of the three sets of needs.

While Alderfer's theory and Herzberg's theory have commonalities, Alderfer asserted that individuals could move to a higher level without satisfying a lower level. The ERG theory and the two-factor theory have several critical differences between the two theories (Sun & Teng, 2017). Alderfer's approach is useful as it recognizes that a person is motivated by more than one need simultaneously (Hur, 2017). Alderfer explained that if higher-level needs are not satisfied, an individual might return to lower-level needs as motivators (Sun & Teng, 2017). However, Alderfer's theory fails to distinguish between satisfaction and dissatisfaction, which Herzberg's theory includes (Sun & Teng, 2017). While both Alderfer and Herzberg confirm that needs must be

satisfied to promote motivation, the Herzberg model is practical in its flexibility to explain job satisfaction in the workplace.

McClelland's Theory of Needs

Using Maslow's hierarchy of needs, McClelland established the theory of needs to understand employee needs and provide a strategy for managers to increase motivation. David McClelland developed the theory of needs in 1961, which states that individuals possess three needs that are not instinctual but learned through culture, age, and experiences (Rybnicek et al., 2017). These behavioral needs are the need for achievement, power, and affiliation (Ryan & Deci, 2017). McClelland's theory indicates that motivators are present in every individual in varying degrees; one will be the dominant motivator (Khurana & Joshi, 2017). Prerequisites exist for applying this theory; managers should identify individual needs, and managers should motivate individuals according to those needs (Ryan & Deci, 2017). According to Schüler et al. (2018), when a need is strong, it drives the individual's behavior to satisfy the need. The theory of needs refers to power in two facets: personal and institutional (Rybnicek et al., 2017). McClelland indicates that all individuals from every age, culture, and gender have a dominant motivating factor, mainly dependent on personal life experiences (Ryan & Deci, 2017). McClelland proposed that individuals have an inherent dominant motivating factor.

Several limitations exist in McClelland's theory. McClelland's theory has received criticism from researchers who have concluded that individual needs can vary based on culture, economic background, and gender (Khurana & Joshi, 2017). Some

researchers have stressed that McClelland's theory is not very practical to use in organizations because it is time-consuming, difficult to measure, and expertise is required (Ryan & Deci, 2017). McClelland critics contend that using the Thematic Apperception Test (TAT) to ascertain individual motivation is unreliable and ambiguous (Khurana & Joshi, 2017). In developing his theory, McClelland used the Thematic Apperception Test, which is a projective personality assessment psychological test that asks subjects to tell a dramatic story based on the picture displayed and can help individuals understand their unconscious self (Rybnicek et al., 2017). The TAT results are difficult to generalize and are often subjective (O'Gorman et al., 2020). Critics further attested that no proof exists that acquired needs are sustained over time (O'Gorman et al., 2020). The limitations listed confirm that McClelland's theory is not an appropriate theory for this study.

Similarities exist between the theory of needs and the two-factor theory. Like Herzberg, McClelland stated that high achievers are more concerned with motivators, and low achievers are concerned with hygiene factors (O'Gorman et al., 2020). McClelland's model does not suggest lower-order needs. McClelland's need for achievement is not identical to the two-factor theory (Schüler et al., 2018). McClelland asserted that individuals acquire specific needs over time based on their own life experiences (O'Gorman et al., 2020). McClelland's three needs model affected an individual's motivation and effectiveness in specific job functions (Khurana & Joshi, 2017). The theory of needs and the two-factor theory suggest a particular behavior (O'Gorman et al., 2020). McClelland offers a three-factor approach, while Herzberg presents a two-factor model, but both parallel Maslow's theory.

The content theories of motivation outlined how to understand best to motivate employees. Maslow, Herzberg, Alderfer, and McClelland illustrate what employees generally need and want to achieve a better work environment to increase morale and productivity (Ramli, 2019). Content theories of motivation attempt to identify what motivates people while focusing on an individual's personal needs (Ozsoy, 2019). Herzberg concluded that there are two categories of factors that affect motivation and job satisfaction in the workplace (Ramli, 2019). The two-factor theory suggests that employees expect certain needs from management and is a robust framework for this study.

Job Satisfaction

Job satisfaction is the collection of feelings and beliefs people have about the job that can influence their intent to stay (retention) leave (turnover) an organization. Motivational factors can influence job satisfaction, turnover, retention, and engagement (Khoshnevis & Tahmasebi, 2016). Matimbwa and Ochumbo (2019) identified the work environment, presence of promotional opportunities, feedback practices, a system for recognition, appreciation, and training and development opportunities as drivers of motivation and job satisfaction. Kalgin et al. (2018) concluded that job satisfaction influences the use of performance management tools and turnover intentions. Eliyana et al. (2018) uncovered that job motivation and job satisfaction affect organizational commitment, and job performance and organizational commitment significantly affect employee's job performance. Directive and supportive leadership styles positively and significantly predicted employee job satisfaction (Mwaisaka et al., 2019). Alam and Asim

(2019) determined that a positive working environment increases job satisfaction. Job satisfaction is an effect rather than a cause of performance (Froese et al., 2019). Satisfied workers are more motivated, productive, and provide better customer service that builds long-term customer relationships (Pang & Lu, 2018).

Improving overall job satisfaction and understanding organizational issues can reduce turnover and turnover intentions. Chipunza and Malo (2017) discovered that organizational factors have a significant role in establishing job satisfaction. According to Vorina et al. (2017), employee engagement can influence job satisfaction. Vorina et al. further stated that the more engaged an employee is the more satisfied employees are with their job. Chipunza and Malo determined that job compatibility, supervisor compatibility, and work group compatibility heavily influenced job satisfaction. Kampkötter (2017) found that recognition based on performance affects job satisfaction. According to Tadesse (2020), the existence of knowledge management processes leads to high job satisfaction. Knowledge management processes include knowledge formation, distribution, acquisition, allocation, and application (Tadesse, 2020). According to Ćulibrk et al. (2018), a relationship between job satisfaction and organizational commitment exists, as well as an association between job satisfaction and job involvement. Al Mamun and Hasan (2017) determined that job satisfaction is the main factor in turnover intention. By knowing the key elements that go into job satisfaction, leaders can choose to make appropriate changes to increase employee satisfaction and motivation.

Job satisfaction is a critical indicator of how employees feel about the job and is a predictor of work behaviors such as commitment and motivation. According to Tomaževič et al. (2018), there are specific job-related factors that can lead to job satisfaction. Worker job satisfaction levels depend on their perceptions of the job (Yousef, 2016). Suchitra (2018) explained that there are work-related factors that affect employee attitude towards their work. Managerial style, technology, work environment, relationships with peers, the presence of a reward system, and career opportunities affect employee cognitive, affective, and behavioral components of employee attitude towards the job (Suchitra, 2018). It is in the organization's best interest to change employee attitude (Judge et al., 2017). However, changing attitudes is ambiguous, but providing educational opportunities, a positive working environment, and continuous feedback on performance can help with this challenging endeavor (Judge et al., 2017). The right attitude towards work will lead to job satisfaction (Suchitra, 2018). Employees' relationships within the organization with managers and colleagues can affect job satisfaction (Tomaževič et al., 2018). Job satisfaction and organizational success are significant factors that lead to a positive work attitude and work environment.

Employee job satisfaction influences employee performance and organizational commitment. Employee job satisfaction determines organizational performance, and there is an apparent link between both constructs (Bakotić, 2016). Al Mamun and Hasan (2017) determined that top-down transparent communication is about employee well-being concerns about scheduling, work environment, and development opportunities that contributed to employee motivation and job satisfaction. Park et al. (2019) linked

communication and transparency as factors that can eliminate job dissatisfaction. Employees who experienced job satisfaction during the first year of employment at a new job; do not experience the same level of satisfaction during their tenure (Chadi & Hetschko, 2017). Employees with unsatisfactory working conditions experienced lower job satisfaction, productivity, and work engagement, affecting organizational performance (Yalabik et al., 2017).

Employee job satisfaction is how content or satisfied employees are with the job. Chou and Ramser (2019) linked organizations invested in their employees' continual development to increase productivity, engagement, satisfaction, and motivation. Learning organizations have significant job satisfaction among employees (Ege et al., 2017). Zeffane and Melhem (2017) argued that employee development and feedback could increase job satisfaction and performance. Froese et al. (2019) learned that merit-based rewards increase job satisfaction, which lowers voluntary employee turnover. Froese et al. also stated that when organizations provide rewards to employees' is contingent upon individual performance; high performers are less likely to leave. Lang et al. (2016) determined that the individual's work performance and career satisfaction could affect voluntary employee turnover. Organizations that provide development opportunities to their employees contribute to safe and healthy working conditions, affecting job satisfaction (Haraisa, 2018). Employees with higher job satisfaction may impact motivation and productivity.

Organizational Commitment

Organizational commitment predicts workplace variables, such as job satisfaction, employee empowerment, and retention. According to Az (2017), there are three types of organizational commitment affective, continuance, and normative. Affective commitment is emotion-based, and it indicates that employees want to stay because they want to stay (Az, 2017). Continuance commitment is cost-based, and it indicates that employees need to stay because they need their jobs (Az, 2017). Normative commitment is obligation-based and indicates that employees should stay because of organizational investment in their development and experience (Az, 2017). Affective and normative commitment connects with satisfaction with pay, career development opportunities, and the job itself (Luz et al., 2018). Gaining employee organizational commitment is contingent upon gaining managerial support and recognition from the organization (Wilkins et al., 2017). A high level of organizational commitment reduces employee turnover intentions (Kang et al., 2015). Employee commitment connects to workplace factors such as job insecurity, role stress, employability, empowerment, and leadership (Lambert et al., 2017).

Organizational commitment is critical for organizations and can influence job satisfaction, voluntary turnover, and turnover intention among employees (Yousef, 2016). Employees are committed to the organization when leaders are committed to their personal and professional development, provide rewards, and provide ideal working conditions (Judge et al., 2017). Leaders that focus on specific job training and provide employee welfare programs could increase organizational commitment (Lee et al., 2017). Wilkins et al. (2017) discovered that organizations with the appropriate level of rewards

increase work efficiency, work effectiveness, and productivity, which increases organizational commitment. Strong organizational commitment can lead to an increase in performance, lower turnover, lower absenteeism, and supportive organizational culture (Lambert et al., 2017). Employees with high organizational commitment increase employee job satisfaction and contribute to organizational success.

The presence of employee development opportunities can strengthen organizational commitment and improve organizational outcomes. According to Kurniawati and Wahyuni (2019), organizations that incorporate employee development into their organizational strategy increase employee organizational commitment. Brogaard (2017) argued that training and communication on training opportunities have a profound effect on employee organizational commitment. Organizations that adopt a continual learning strategy will increase organizational commitment (Hunegnawu, 2019). Commitment and empowerment to the organization increase when there is a presence of organizational learning opportunities (Kadhim et al., 2018). An employee who receives continual development of knowledge and skills is more willing to perform for an organization, which increases organizational commitment, and customer confidence (Adamska & Minárová, 2014). Organizational commitment is a fundamental requirement that optimizes organizational performance and reduces voluntary employee turnover.

Organizational Environment

Leaders who understand the work environment may provide effective staff management, which can influence productivity, job satisfaction, and reduce employee turnover. Leaders must implement strategies to retain top talent and maintain their

competitive advantage in a global economy (Khalid & Nawab, 2018). Iqbal et al. (2017) found that a relationship exists with organizational culture and employee retention. Iqbal et al. (2017) uncovered that fair and equitable salary and benefits increase job satisfaction, which can increase employee retention. Khalid and Nawab predicted that an employee's role within an organization significantly influences employee retention. Effective management of the organization can increase employee satisfaction and employee retention.

Increasing employee engagement and retention is critical to organizational success. Leaders must help department managers identify the right mix of strategies to influence employees to perform and engage with the organization (Vorina et al., 2017). Kundu and Lata (2017) confirmed that a supportive work environment increases employee retention. Leaders who provide a supportive work environment increases organizational commitment (Kundu & Lata, 2017). Organizational commitment and a positive organizational environment can increase employee retention (Kundu & Lata, 2017). Matimbwa and Ochumbo (2019) identified that a positive organizational environment has career ladders, job security, and promotional opportunities that significantly affected employee retention. A supportive organizational environment increases employee commitment and retention.

The workplace environment refers to the condition or environment in which employees must work. Amdan et al. (2016) revealed that there are dimensions of an office environment that affect the organizational commitment relationship and that office dimensions reduce extrinsic motivation among employees in terms of organizational

commitment. Active and efficient communication allows the manager to create a team-working environment (Hom et al., 2017). Van den Heuvel et al. (2017) indicated that a lack of communication and trust in management could cause employees to leave their job voluntarily. Organizations that link rewards to performance can increase employee organizational commitment and job satisfaction (Yousef, 2016).

Providing employees with a positive work environment improves employee retention. Employee retention strategies consist of the work environment, employee growth, compensation, relationship with supervisor and co-workers, and employee advocacy (Arasanmi & Krishna, 2019). Bibi et al. (2018) revealed that supervisor support, training and development opportunities, and work environment affect employee retention. Kossivi et al. (2016) identified development opportunities, total rewards, management/leadership style, work environment, coworker support, work autonomy, and training and development as determinants of employee retention. Al Shamsi and Alsinani (2018) determined that organizational factors directly connect to employee retention, and effective leadership has a substantial relationship with retention.

The organizational environment can affect employee perception of the workplace. Iqbal et al. (2017) found a relationship with organizational culture, employee retention, salary, and benefits with job satisfaction, while job satisfaction has a positive impact on employee retention. Sadikin et al. (2020) determined that company performance increases stress levels, and rewards for the work output influences turnover intention. Chamberlain (2017) emphasized that employees who work for organizations that embrace employee development could experience a positive work culture. Adhvaryu et al. (2019) stated that

front-line employees do one of two things when dissatisfied with the employment

situation: quit or try to work through the employment challenges. Klotz and Bolino

(2019) determined that if leaders investigate why employees leave their organization,

they could identify gaps in culture, benefits, work-life balance, compensation, training,

and development. The quality of an employee's workplace environment can impact

employees' motivation, job satisfaction, and work performance.

Voluntary Employee Turnover

Voluntary employee turnover can create adverse effects on an organization.

Voluntary employee turnover can harm an organization by increasing recruitment

expenses, losing organizational knowledge and experience, training new staff, and

decreasing organizational efficiency (Mathieu & Babiak, 2016). Zhang (2016) described

the factors that influence and cause voluntary employee turnover and provides measures

that leaders of organizations can take to lower turnover incidents. Huang and Su (2016)

outlined that if employees who have a positive experience with a training program will

lead to better job performance and lower voluntary employee turnover. A valued asset of

any organization is the talented workforce who drive organizational success and who

would cause undue hardship to an organization if they were to resign voluntarily (Zhang,

2016). The importance of employee retention is the cost of turnover, the loss of

knowledge, interruption of customer service, turnover leads to more turnover and lower

efficiency.

Mathieu and Babiak (2016) found that the presence of psychopathic traits leads to

abusive supervision, which negatively affects job satisfaction and increases employee

turnover intention. Choi (2020) discovered that employees who benefited from telecommuting's flexibility were less likely to resign voluntarily than employees who did not participate in a flexible arrangement. Kurniawaty et al. (2019) found that work environment and stress influence job satisfaction and that work environment, stress, and job satisfaction affect turnover intention. Negative organizational factors can heavily influence turnover intentions; however, providing a supportive organizational environment increases performance, morale, and job satisfaction.

Park et al. (2016) determined that the lack of organizational support and the lack of mentoring and developing activities induce turnover intentions. Lee et al. (2017) identified that when internal job opportunities are low, job dissatisfaction increases, and there are higher turnover incidents. Reina et al. (2017) discovered that leadership behavior and employee emotional engagement with the organization affected voluntary employee turnover. Selden and Sowa (2015) determined that the leadership attitude towards providing training and development opportunities could significantly influence voluntary employee turnover. Rogers (2020) realized that a solution to reducing voluntary employee turnover is creating more mentorship and training and development programs for employees. Leaders who provide training and development opportunities and a supportive work environment may reduce turnover, increase employee engagement, and increase job satisfaction.

Employees who receive managerial support will view the organization positively, increase engagement, and reduce turnover intentions. Alzubi (2018) found that leadership behavior, the culture of the organization as well as the employee's commitment to the

organization, affected employee turnover intention. Kyei-Poku (2019) discovered that interactional justice from management greatly influenced employees' perceptions of organizational support and belongingness. The lack of organizational support and belongingness leads to an increased incidence of turnover intentions (Kyei-Poku, 2019). Kyei-Poku also indicated employees who experienced high levels of emotional exhaustion have higher incidents of turnover intention. Wu et al. (2017) discovered that invested organizations that invest in employee well-being have highly engaged employees and are less likely to have turnover intention.

The lack of organizational factors such as monetary rewards, management policies and procedures, the job itself, and promotional opportunities can affect voluntary turnover. Chin (2018) argued that internal and external organizational factors influence job satisfaction and voluntary turnover intent. Chin proposed that the following paradigms influence job satisfaction and voluntary turnover intent (a) the nature of the job, (b) career advancement, (c) pay, and (d) management supervision. Similarly, Luz et al. (2018) concurred with Chin's assessment and further posits to include organizational actions, policies, and practices profoundly influence an employee's organizational commitment, job satisfaction, and voluntary turnover intent. Factors inherent to the organization heavily influence employee job satisfaction, organizational commitment, and turnover intent (Hashish, 2017).

Improving two-way communication between managers and employees can impact voluntary employee turnover. Adhvaryu et al. (2019) discovered that employees who have an outlet to provide feedback to management about salary and wages could

minimize an employee's intention to quit. A technique that organizations can utilize is maintenance interviews instead of exit interviews to learn what keeps current top-performing employees from leaving the organization (Gardner & Hom, 2016). Organizations that prioritize employee or internal communication strategies enhance employee engagement and reduce voluntary employee turnover (Kang & Sung, 2017). Managers build trust with their employees when value is placed on communication and feedback, which has been linked to reducing turnover intentions (Zeffane & Melhem, 2017). Managers should facilitate two-way communication with employees to create a satisfied, motivated, and engaged workforce and to attain employee trust.

Employee Training and Development

Employees that receive training and development are better prepared to contribute to organizational competitiveness and success. Organizations that invest in their employee's continual development are more likely to reduce voluntary employee turnover (Brogaard, 2017). Organizations that invest in development opportunities and link them to the employer brand reduce turnover intentions (Ahmad & Daud, 2016). The presence of leadership programs improves organizational performance, increases employee performance, and reduces turnover intentions (Barton, 2019). Organizations that present employee development options to their employees minimize turnover intentions (Kurniawati & Wahyuni, 2019). According to Chamberlain (2017), employees who are stagnated in their careers or lack promotional and developmental opportunities within their organization are more likely to leave. Rogers (2020) noted that supervisors should have conversations with their employees about their development needs and gain

insight into their long-term career goals. Rogers recognized that supervisors who create more on-the-job opportunities could lower the employee's desire to look elsewhere.

Voluntary turnover is a preventable cost for organizations. Agovino (2019) shared that 41 million employees voluntarily left their jobs in 2018, up 8% from 2017. Tarallo (2018) reported that since the US Department of Labor released in the summer of 2018, that open jobs outnumbered job seekers, turnover has steadily increased. Rogers (2020) declared that voluntary employee turnover cost US organizations $600 billion in 2018. Schrage (2016) indicated that employee communication, interactions, and language could highly predict an employee's intention to leave. Hirsch (2016) learned that employers should have clear job descriptions, transparent internal opportunities, and development programs that engage the employee to reduce voluntary turnover.

Employee training and development are essential to every organization's ongoing success, and managers that provide growth and development opportunities can affect turnover intentions. Maurer (2019a) determined that if leaders monitor the number of internal promotions, they could understand development programs needs to enhance employee skills and organizational commitment. Maurer (2019b) found that predictive tools exist to understand voluntary employee turnover behavior. Tarallo (2018) learned in 2017 that employees voluntarily left their employer for three specific reasons: lack of career development opportunities, work-life balance, and manager or supervisor behavior. Wilkie (2020) emphasized that employees will increase their loyalty and stay with an organization if companies invest in their development. Leaders who provide promotional opportunities to their employees increase job satisfaction, employee

commitment and broadened employee skills (Hirsch, 2016). Leaders who offer opportunities for growth and development lower voluntary employee turnover.

Leadership

A leader's influence on employees can affect their commitment to the organization. According to Sun and Wang (2016), leadership is the process of influencing others to facilitate the attainment of relevant organizational goals. Leadership qualities, styles, and behaviors within the organization can significantly influence organizational commitment and voluntary employee turnover (Player et al., 2017). Leaders should understand the culture, and have cultural awareness in the formulation, implementation, and evaluation of the strategic processes (Chang, 2017). Leaders should have the ability to motivate, develop, and engage employees to increase and drive outcomes to help organizations achieve their mission and strategic objectives (Park & Pierce, 2020). The leadership style of an organization's management is critical for communication, empowerment, and transformation for workplace culture and employee perception (Player et al., 2017). The essential function of a leader is to influence behavior to achieve a goal for an organization by building, maintaining, and developing a team.

An effective leader connects with the employees and understands the tasks, the skills required to perform, and the overall environment. According to Hanaysha (2016), leaders who have the skill to communicate and empower employees is critical for organizational success. Leaders empower employees to contribute to improved organizational commitment, increased job satisfaction, and reduced employee turnover (Hayward et al., 2016). Employees need effective leadership to ensure organizational

success (Lorber et al., 2016). Employees with a positive perception of organizational leaders experience higher job satisfaction (Hartnell et al., 2016). Leaders who effectively communicate with the workforce contribute to an increased organizational commitment, job satisfaction, and lower employee turnover (Hayward et al., 2016).

Poor leadership can influence employee engagement, motivation, morale, and voluntary employee turnover. Leaders who do not value employee empowerment and collaboration reduce organizational morale (Lorber et al., 2016). According to Fatima (2016), organizational leaders should communicate with honesty and transparency to empower employee involvement in adding value to organizational success. Leaders who focus on reducing employee turnover as a strategic initiative must use this strategy to increase and maintain a competitive advantage (Lorber et al., 2016). Leaders should focus on developing and inspiring employees to accomplish organizational goals (Hussain & Deery, 2018). Luthra and Dahiya (2015) stressed that effective leadership involves transparent communication, favorable employee behavior, and acceptable morale. Leaders that create a vision, foster commitment, and inspire trust can increase employee motivation.

Leadership Style

Leadership styles are a behavioral pattern adopted by leaders to direct the behavior of members of an organization to achieve goals. According to Butt et al., (2019), leadership style affects employee attitudes and performance. A leader's style significantly influences job satisfaction (Al-Sada et al., 2017). Torlak and Kuzey (2019) asserted that leadership style affects both job satisfaction and organizational commitment.

Leaders who provided employee support contribute to job satisfaction and organizational commitment (Butt et al., 2019). Not all leadership styles have positive effects on job satisfaction but can influence employee attitudes and performance and significantly affect job satisfaction and organizational commitment (Ohunakin et al., 2019). Leaders adopt a leadership style to provide direction, implement plans, and motivate people.

Transformational Leadership

Transformational leaders motivate their followers. Transformational leaders stimulate and inspire their employees to achieve outcomes while empowering employees to advance the mission of the organization (Agasisti et al., 2018). Leaders with a transformational leadership style expect higher performance levels related to higher job satisfaction (Muterera et al., 2018). Transformational leaders provide their followers with a clear mission, vision, goals, and objectives, which reduces stress and increases job satisfaction among employees (Torlak & Kuzey, 2019). The transformational leadership style promotes organizational transformation and improves organizational learning, which increases job satisfaction and increases performance that can help achieve organizational goals (Agasisti et al., 2018). Transformational leaders inspire, empower, trust, and coach their employees (Muterera et al., 2018). Transformational leadership involves changing and transforming people by considering the followers' motives and satisfying their needs.

The transformational leadership style actively develops relationships and transforms the workplace and the meaning of work. Transformational leaders motivate their followers to do more than expected by raising their level of consciousness about the

importance and value of goals (Muterera et al., 2018). Leaders with a transformational style set out to empower, motivate, and nurture followers by becoming a role model that initiates and implements a strong vision for an organization (Torlak & Kuzey, 2019). According to Torlak and Kuzey, transformational leaders guide the development of positive, productive change through inspiration and motivation. Transformational leadership's four behavioral components are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Agasisti et al., 2018). Leaders who use a transformational leadership style exhibit idealized influence by promoting communications within an organizational environment, increasing employee motivation and job satisfaction, and reducing voluntary employee turnover (Muterera et al., 2018). In transformational leadership, leaders serve as mentors by encouraging learning achievement and individual development.

Transformational leaders' emphasis is to generate a vision for the organization while transforming followers' performance. Transformational leaders utilize inspirational motivation to provide a vision to followers that will satisfy organizational goals, increase job satisfaction, and reduce employee turnover (Torlak & Kuzey, 2019). Leaders with a transformational style stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in a new way (Agasisti et al., 2018). According to Muterera et al. (2018), transformational leaders pay attention to an individual's need for achievement and growth by acting as a coach or mentor to create a supportive climate for employee growth. Employees with growth and development opportunities have higher job satisfaction and lower employee turnover

(Torlak & Kuzey, 2019). Transformational leaders cultivate higher job satisfaction, higher motivation, and lower voluntary employee turnover (Torlak & Kuzey, 2019). Leaders that utilize inspirational motivation can help employees fulfill goals (Agasisti et al., 2018). Transformational leaders have a clear collective vision and manage to communicate the vision effectively to all employees while stimulating innovation and development.

Servant Leadership

Servant leaders consider the team's needs over their own. Servant leadership is about serving others and helping employees develop and perform as highly as possible by promoting genuine team ownership and harnessing a team's collective power (Linuesa-Langreo et al., 2018). A servant leader focuses on the needs of others before conserving their own by building a sense of community, which leads to higher engagement (Sheikh et al., 2019). Leaders with the servant leadership style increase innovation among employees and improve relationships between team members and other stakeholders (Sheikh et al., 2019). According to Wang et al. (2019), servant leaders use persuasion rather than their authority to encourage people to act while building consensus within a workgroup to support everyone's decisions. A servant leader's greatest strength is their interactions with their employees, positively impacting employees and their job satisfaction (Wang et al., 2019).

Servant leaders can influence core employee outcomes like job satisfaction, engagement, performance, creativity, customer service behaviors, and turnover intentions. Employee empowerment is the foundation of a servant leader. Servant leaders

are committed to the personal and professional development on their team (Linuesa-Langreo et al., 2018). According to Bauer et al. (2019), servant leaders recognize the values that others bring to solving a problem. Servant leadership style cultivates a culture of education, development, and followers' empowerment to become leaders (Wang et al., 2019). A servant leader is thinking about the next generation, the next leader, and the next opportunity to consider strategies and actions to help future leaders build on a solid foundation (Bauer et al., 2019). Thacker et al. (2019) discovered that servant leaders are all about employee empowerment, which improves the customer experience, increases employee commitment, increases job satisfaction, and reduces voluntary employee turnover. Servant leadership focuses on the humble and ethical use of power, cultivating a genuine relationship between leaders and followers, and creating a supportive and work environment.

Charismatic Leadership

Charismatic leaders are powerful communicators that inspire employees to accept their vision. In leadership, charisma is a unique quality of leaders whose purpose, power, and extraordinary determination differentiate them from others (Luu et al., 2019). A charismatic leader's behavior reflects the formulation and articulation of a vision that proposes a future better than the status quo while taking on high personal risk (Pietsch et al., 2018). Charismatic leaders use impression management to cultivate their relationships with employees while building trust that followers will identify with and accept unquestioningly (Papagiannakis & Lioukas, 2017). Followers of charismatic leaders develop an emotional involvement and contribution to accomplishing the organizational

mission (Luu et al., 2019). Charismatic leaders inspire others with their vision (Pietsch et al., 2018). Charismatic leaders gather followers with personality and charm while inspiring followers to give extra output and effort to increase performance and motivation.

Charismatic leaders can articulate the organizational vision and have followers accept the vision and drive positive results. A charismatic leader articulates their vision to others, gathers followers through their charm and personality, and motivates employees to achieve the goals of the organization (Papagiannakis & Lioukas, 2017). According to Papagiannakis and Lioukas, charismatic leaders are associated with high levels of job satisfaction and performance among followers. Charismatic leaders can inspire and motivate their followers to perform at a higher level to increase job satisfaction and motivation (Pietsch et al., 2018).

Charismatic leaders utilize charisma to broaden and elevate followers' interest in the organization and increase higher output. The charismatic leadership style uses self-confidence, enthusiasm, and a high degree of expressiveness to increase employee motivation and performance (Papagiannakis & Lioukas, 2017). A charismatic leader can sell their vision by inspiring and driving the results desired (McClean & Collins, 2018). According to Bazawi et al. (2019), charismatic leaders increase employee loyalty through motivation and inspiration, which leads to higher employee engagement and lower employee turnover.

Charismatic leaders are highly persuasive and are effective in boosting creativity, motivation, production, and satisfaction. A charismatic leader articulates their vision to

others, gathers followers through their charm and personality, and motivates employees to achieve the goals of the organization (Papagiannakis & Lioukas, 2017). According to Papagiannakis and Lioukas, charismatic leaders are associated with high levels of job satisfaction and performance among followers. Charismatic leaders can inspire and motivate their followers to perform at a higher level to increase job satisfaction and motivation (Pietsch et al., 2018). The charismatic leadership style uses self-confidence, enthusiasm, and a high degree of expressiveness to increase employee motivation and performance (Papagiannakis & Lioukas, 2017). A charismatic leader can sell their vision by inspiring and driving the results desired (McClean & Collins, 2018). According to Bazawi et al. (2019), charismatic leaders increase employee loyalty through motivation and inspiration, which leads to higher employee engagement and lower employee turnover. A charismatic leader can transform their employees to pursue organizational goals over self-interests.

Employee Motivation

Motivation is a characteristic that contributes to the achievement of goals and comes from the enjoyment of work itself. Employees require competitive income, social connections, growth, development, and challenges to initiate motivation (Agasisti et al., 2018). When employees have a job with varied tasks and the ability to grow, they tend to stay more motivated (Agasisti et al., 2018). Many employees are goal-oriented and provide employees with the ability to achieve goals that can be personally satisfied (Samanta & Lamprakis, 2018). When goals are accomplished, managers provide rewards upon completion, satisfying and motivating some employees (Agasisti et al., 2018). Some

employees accomplish goals; some create personal satisfaction upon completion naturally, such as learning, growth, and self-esteem, to increase motivation (Samanta & Lamprakis, 2018). Motivation is the internal and external factor stimulating desire and energy in people to be continually interested and committed to a job and to attain a goal.

Employee motivation is the driving force behind employee behavior (Aguenza & Som, 2012). Employees will compare themselves to others to ensure there is fair treatment (Cummings et al., 2018). If employees feel that fair treatment does not exist, they will lack the motivation to work hard (Pawirosumarto et al., 2017). Mubarok and Darmawan (2019) uncovered that transparent internal communication contributed to employee motivation. Shannon (2019) discovered that communication was a motivating factor among employees with emotional factors such as respect, trust, and appreciation as another motivating factor.

Leaders who provide positive reinforcement, recognition, and effective communication can motivate and influence others (Shirey, 2017). Leaders who focus on best creative practices, understand employee value, build valuable training and development opportunities, and align incentives and performance objectives with team input can increase employee motivation (Pawirosumarto et al., 2017). Investing in employee development opportunities can increase employee job satisfaction and motivation (Fowler, 2018). Appreciation and praise are drivers of employee motivation across industries and organizations (Mendis, 2017). Motivated employees may be more loyal to an organization when leaders value employee contributions.

An effective rewards system recognizes intrinsic rewards and extrinsic rewards and increases motivation. Rewards provide recognition to people for their achievements and contribution can increase employee motivation (Alhmoud & Rjoub, 2019). If rewards are attainable and employees know, how to attain them, and they act as motivators then employees will improve their performance (Bruni et al., 2020). Designing incentives encourage people to achieve objectives and provide motivation (Mabaso & Dlamini, 2018). Aguenza and Som (2012) listed financial rewards, job characteristics, career development, recognition, management, work-life balance, and psychological factors as motivational factors impacting employee retention, turnover, and engagement. Managers should create conditions for employees to motivate themselves (Alhmoud & Rjoub, 2019). Employees are motivated when there is an expectation to attain a goal and a valued reward that satisfies their needs and wants.

Employee Turnover

Employee turnover happens when employees leave an organization for many reasons such as discharge, voluntary resignation, retirement, and death. According to Van den Heuvel et al. (2017), leaders are responsible for increasing employees' development, decreasing voluntary turnover, and turnover intentions. Nahar et al. (2017) stated that there are factors such as (a) lack of career development, (b) employee-employer relationship, (c) job satisfaction, (c) performance, (d) promotional opportunities, (e) work-life balance, (f) career goals, (g) lack of management involvement, and (h) lack of promotional opportunities that can lead to employee turnover. Some factors influence employees to search for other job opportunities (Dutta & Khatri, 2017). There are

organizational reasons for voluntary turnover, such as organizational instability, lack of recognition, poor communication, and unsatisfactory recruitment practices (Luthra & Dahiya, 2015). Leaders should understand why employees leave their organization (Hussain & Deery, 2018).

The more embedded an employee, the more likely the employee stays at the organization. Hom et al. (2017) defined organizational embeddedness as the amount of connections employees have with one another, and the comfort level within the organization. According to Dechawatanapaisal (2017), three factors predict organizational embeddedness: career opportunities, work-life balance, and job characteristics. Organizational embeddedness strategies may increase employee commitment and employee performance (Luthra & Dahiya, 2015). An employee's lack of organizational embeddedness can lead to employee turnover (Hom et al., 2017). The more embedded an employee is, and the more connections an employee has with others within the organization, the less likely the employee will leave an organization (Luthra & Dahiya, 2015).

Cable (2018) emphasized that employees who do not see a clear career progression eventually look for other job opportunities. Hougaard (2019) determined that leaders who put their employees first focusing on development and training would cultivate future leaders and reduce employee turnover. Dube (2019) asserted that using a framework of coaching, mentoring, and training activities to help employees grow and advance within an organization would decrease turnover. Jaramillo (2019) stressed that leaders need to drive employee commitment with role clarity, trust, purpose, and

psychological safety. According to Mabaso and Dlamini (2018), there are three reasons employees voluntarily resign: inadequate compensation, limited professional development opportunities, and insufficient recognition. Organizations that provide a lack of advancement and growth opportunities can cause high performing employees to resign (Widodo & Damayanti, 2020). Leaders who emphasize career development can positively influence employees' views of the job and the employer.

Total Rewards

Total rewards are a comprehensive valuation of employee compensation, benefits, and perks they receive for providing work. A total rewards strategy consists of five components: pay, benefits, work-life balance, performance management, appreciation programs, and employee and career development programs (Ćulibrk et al., 2018). Work-life balance is an essential aspect of total rewards, as voluntary turnover decreases, and motivation of those left behind increases (Froese et al., 2019). Work-life balance has become a relevant issue in higher education institutions (Mohammadi & Karupiah, 2019). Safe and healthy working conditions affected job satisfaction, which leads to increased learning in an organization (Haraisa, 2018). Reward systems should include a mix of extrinsic and intrinsic rewards (Bruni et al., 2020). Extrinsic rewards provided by organizations in the form of base pay will help attract and retain employees and increase effort and minimize dissatisfaction (Widodo & Damayanti, 2020). Intrinsic nonfinancial rewards related to responsibility, achievement, and the work itself may have a longer-term and more profound impact on motivation and reduce employee turnover (Mendis, 2017).

A total rewards package must tie together the organizational strategy, workforce strategy, and the HR strategy. Organizational leaders should have the right mix of total rewards, including performance management and job autonomy, to maintain employee motivation, increase job satisfaction, and increase employee retention (Mabaso & Dlamini, 2018). According to Hanaysha and Majid (2018), organizations can achieve employee motivation and organizational commitment when adopting a comprehensive total rewards strategy. Organizations that adopt a total rewards strategy can retain employees and increase job satisfaction (Mabaso & Dlamini, 2018). Aziz et al. (2019) revealed that an influencing factor of turnover intentions was lower satisfaction with pay. Khan et al. (2018) emphasized that a fair, comprehensive total rewards system significantly prevents voluntary employee turnover. Employee compensation controls the relationship between the employee's organizational role and retention and that the influence of the employee's organizational role has on employee retention (Khalid & Nawab, 2018). Total rewards should align each employee with the organizational objectives.

According to Hougaard (2019), people-centric organizations focus on employee health and well-being, which increases employee commitment to being valued. Employees seek flexibility from their supervisors to explore different ways to get the job done (Cable, 2018). Witters and Brim (2019) asserted that engaged employees are committed to the organization's mission when leaders focus on employee well-being. Miller (2017) emphasized organizations that regularly recognize employees for their organizational success and contributions experienced high job satisfaction and lowered

voluntary employee turnover. Dube (2019) stressed that organizations that do not express employee appreciation should build an employee experience strategy that provides an optimal balance of culture, technology, and physical environment. Leaders seek to maximize productivity from employees, while employees seek satisfaction from work.

Workplace equity refers to the perception that all employees in an organization receive fair treatment. When management understands what employees perceive as meaningful rewards, they can influence their intent to leave or stay with the organization (Froese et al., 2019). Pay is usually the first, and sometimes the only reward most people think about (Mendis, 2017). Meaningful rewards also include office location, the allocation of specific pieces of equipment, assignment of preferred work task, and informal recognition (Widodo & Damayanti, 2020). According to Pang and Lu (2018), there are five significant elements of job satisfaction: an employee's attitude toward management, the company, the workgroup, and general working conditions and monetary benefits. Rewards represent a more direct cause of job satisfaction than performance, where rewards based on current performance enhance future performance (Widodo & Damayanti, 2020). Organizations that understand and provide fair and equitable rewards can influence an employee's decision to seek other employment (Miller, 2017).

Satisfied and motivated employees drive organizational success (Pang & Lu, 2018). Recognition and rewards enhance satisfaction and motivation (Widodo & Damayanti, 2020). Any organizational reward system has three behavioral objectives: to recruit and retain a sufficient number of qualified workers, to motivate employees to perform to the fullest extent of their capabilities, and to encourage employees to follow

workplace rules and increase their performance level to benefit the organization

(Alhmoud & Rjoub, 2019). The top objectives for recognition and rewards include

motivating high performance, reinforcing desired behaviors, and creating a positive work

environment (Widodo & Damayanti, 2020). Content, satisfied, and motivated employees

can drive organizational success (Widodo & Damayanti, 2020). Satisfied employees who

feel fairly treated by management, may trust the organization, and become more willing

to engage in behaviors beyond the standard expectations of the job can drive workplace

success.

Rewards provide recognition to employees for their achievements and

contributions, designed competitively encourage and motivate employees to achieve

organizational objectives to drive success. Managers should implement reward strategies

to improve performance and increase an employees' commitment to the job and the

organization (Bruni et al., 2020). The components of a reward strategy cannot be

managed discreetly but ought to be components of the organization's overall strategy

(Alhmoud & Rjoub, 2019). Organizations with a proper mix of pay, benefits, and

development opportunities reduce employee turnover (Ćulibrk et al., 2018). When the

components of a total rewards program are in alignment to work together, leaders attract,

motivate, and retain employees to drive solutions and results to achieve business needs

(Bruni et al., 2020). Organizational rewards systems lead to rewards that result in a

certain level of satisfaction.

Total rewards managed correctly help organizations achieve its objectives and

obtain, maintain, and retain a productive workforce. Attracting the right people, reducing

turnover, and encouraging the achievement of organizational objectives drive organizational success (Bruni et al., 2020). The concept of total rewards encompasses all the aspects of work valued by employees, including elements such as learning and development opportunities, an attractive working environment, and an attractive pay and benefits package (Widodo & Damayanti, 2020). A fair and comprehensive total rewards system that is holistic, integrative, people-centered, distinctive, and strategic can lower employee turnover (Mendis, 2017). According to Ćulibrk et al. (2018), a total rewards system that is comprehensive can be used to lower employee turnover. Organizational rewards systems may influence employee job satisfaction, motivation, performance, and turnover.

Public Institutions

Leaders of public institutions should seek to understand why employees leave their organization for diverging opportunities in for-profit organizations. Implementing effective retention strategies among the weight of performance funding is a significant concern for public higher education leaders (Hagood, 2019). Increasing turnover affects the educational services to current and future students and the economic earning power for future graduates (Ballart & Rico, 2018). Voluntary employee turnover can affect the bottom-line of public institutions and the achievement of the organizational mission (Knapp et al., 2017). The inability of public institutions to pay competitively is a critical reason employee leave public institutions and seek opportunities in the private sector (Stater & Stater, 2018). Public higher education leaders must mitigate the increasing challenges of voluntary employee turnover.

Public institution leaders should obtain an understanding of employee turnover to be able to implement appropriate intrinsic and extrinsic motivational strategies that will appeal to the workforce. Knapp et al. (2017) asserted that leaders should invest in comprehending how the institutional structure and interdepartmental relationships affect employee and student outcomes. According to Christensen et al. (2017), there are several lessons public institutions can learn from research on public service motivation, such as recruiting and selecting applicants that possess high public service motivation, creating a supportive work environment, encouraging mentor programs, and promoting the institutional mission and values in a meaningful manner. Employees of public institutions find motivation from the mission and vision of the nonprofit organization (Ballart & Rico, 2018). Leaders of public institutions should understand the reasons employees leave their organization.

Transition

In Section 1, I provided an overview of the foundation for this study. Section 1 includes an introduction to the background of the problem, a problem statement, a purpose statement, and the nature of the problem. Within the problem statement, I identified the general business problem, and the specific business problem that is the focus of this study. The purpose statement outlines the justification for conducting the research study, and what the intentions and achievements are with this study. The nature of the study includes the research method and design selected for this study. I presented the central research question as well as the interview questions. In Section 1 of this study, I introduced the conceptual framework, the operational definitions, assumptions,

limitations, and delimitations, including the significance of the study. Section 1 concludes with a review of the professional and academic literature.

Section 2 begins with a reinstatement of the purpose statement, an introduction of the role of the researcher, participants, the research method, research design, population, and sampling. A review of ethical research is presented, including a review of the data collection instruments, data collection technique, data organization procedures, data analysis, reliability, and validity of the study. Section 3 includes a discussion of the study findings, the implications of social change, and my recommendations for action and future research, my reflections on the research experience, and a conclusion.

Section 2: The Project

In this qualitative case study, I explored strategies department managers in a public higher education institution use to reduce voluntary employee turnover. In Section 2, the role of the researcher, the research method and design, and the criteria used for selecting participants for the study are presented. The section also includes the data collection instrument, the data collection techniques, data analysis, reliability, and validity. The findings of this study may offer strategies department managers in public higher education institutions can utilize to reduce voluntary employee turnover.

Purpose Statement

The purpose of this qualitative single case study is to explore strategies that department managers in public higher education institutions use to reduce voluntary employee turnover. The targeted population for this study consisted of three department managers at one public higher education institution located in South Florida, who have successfully implemented strategies to reduce voluntary employee turnover. Department managers are appropriate participants for this study because they identify and develop strategies to reduce voluntary employee turnover for the organization. The implications for positive social change include when employees stay with an organization, they have stable income, which means continued spending in the community. Reducing voluntary employee turnover may contribute to the improvement and continuity of services for students, leading to higher graduation rates. Higher education institutions that retain high performing employees influence and work closely with the students who will contribute to the local economy upon graduation.

Role of the Researcher

My role as the researcher was to determine, collect, and structure the data. I served as the primary data collection instrument in collecting, generating, and understanding the data in this qualitative single case study and used interviews to answer my research question. Qualitative researchers use in-depth interviews as a collection method to gather data (Sandvik & McCormack, 2018). Interviews in qualitative research are used to obtain descriptions of the lived world of the participants for interpretations of the meaning of specific phenomena (Majid et al., 2017). I maintained focus on the viewpoints of the study participants and accepted the information provided, without modification, and by following an established interview protocol.

My role as the researcher for this single-case study was to collect data and to explore the strategies department managers use to reduce voluntary turnover. My professional experience includes over 20 years of human resources experience, of which 16 years is in public educational institutions. I am a midlevel administrator within the organization that was used for the study and has been employed for over 10 years. I do not have any supervisory relationship with fulltime staff. I do not have any supervisory relationship, either current or previous, with any of the participants in the study. I ensured that the participants know I am doctoral student and not to view me as a fellow colleague. I ensured that my research reflects a sincere desire to determine what is authentic, based on the available information. According to Finefter-Rosenbluh (2017), insider research is the study of one's organization. There are benefits when conducting insider research, which includes the knowledge of the environment and participants, familiarity with the

setting, and culture, and accessibility (Berkovic et al., 2020). Berkovic et al. (2020) also

stressed that personal reflection is the proper tool for avoiding bias for internal

researchers. I confirmed that the study participants are provided with precise and prompt

information about their participation in the study. I protected the confidentiality of the

study participants and treated them with respect and fairness.

I followed the ethical guidelines and standards established by *The Belmont Report*

(National Commission for the Protection of Human Subjects of Biomedical and

Behavioral Research, 1979). The application of these principles is the informed consent

process, confidentiality, and privacy (Friesen et al., 2017). Ethics in qualitative research

involves avoiding harm in research. Qualitative researchers are responsible for ensuring

that they adhere to the guidelines of ethical principles and issues in the research study

(Parker et al., 2019). Qualitative researchers need to know their participants, know the

risks involved, and how to minimize risks (Friesen et al., 2017). Assuring confidentiality

should be part of the introduction of the interview (Poth, 2019). It is critical for the

integrity of the study to ensure the confidentiality and privacy of the participants.

Participant names and the company name do not appear in any of the study documents. I

used pseudonyms such as P1, P2, and P3 to protect the confidentiality of the participants

and the organization.

I mitigated my personal bias by the data provided during the interviews, without

modification, by adhering and following a determined interview protocol to guide the

interview process and rely on the participants' responses rather than my own experiences

and perspectives. Member checking provides a means for researchers to mitigate personal

bias (Iivari, 2018). I scheduled a video conference with each participant to review the information obtained from their interview to ensure I correctly interpreted their response. My role as a researcher was to be empathetic and supportive by creating an environment where the participants are comfortable in sharing their perceptions honestly. I obtained data from various sources, such as internal organizational documents, historical archive records, and open-ended interview questions.

I ensured that accurate accounts of the participants' perceptions are precise to maintain integrity and validity. It is critical to establish a genuine relationship with each participant, which can result in mutual respect and trust during the data collection process. I obtained an informed consent form from the participants before I began each interview. Preparation is critical for optimal performance in the interview, which demonstrates the researcher's competence for the subject of the interview and adds credibility in obtaining confidence from the participants (McGrath et al., 2018). Accurate preparation for a successful interview begins with careful planning for the focus and scope of the research question (McGrath et al., 2018). I utilized an interview protocol to guide the interview process, which included asking each study participant the same set of interview questions in the same manner. The interviews were recorded, the interviews were transcribed verbatim, and no personal thoughts were inserted to avoid reviewing data through a personal lens.

Participants

The participants for this qualitative single-case study were three departmental managers from a public higher education institution in South Florida. Selecting

participants is essential to any study; it is critical to identify the focus and delineate participants that appropriately fit the study (Lynch et al., 2019). Similarly, case study participants must possess appropriate knowledge to address the research question (Grant et al., 2019). Eligibility criteria for the study participants include experience working in a higher education environment, utilizing strategies to reduce voluntary employee turnover, and supervisory experience.

I contacted the Vice President of HR and obtained organizational approval to contact managers who fit the criteria. Once I received organizational approval with the list of managers who meet the criteria, I contacted each department manager via email (see Appendix A). In the email, I introduced myself, the research intent and asked for volunteers to participate in semistructured interviews. Once I received an agreement about their willingness to participate, I contacted participants via telephone to establish rapport and coordinate the interview. I sent each participant an informed consent form that details the requirements for participation, information of the study, and a notice that withdrawal from the study may occur at any time. Interviews were conducted in a location that convenient for the survey participants. I provided my contact information to the participants and answered any questions in a professional and respectful manner to establish a positive working relationship.

Research Method and Design

Research Method

Three research methods used by researchers are qualitative, quantitative, and mixed method study. Qualitative research involves understanding underlying reasons and

motivations of a social phenomenon and uncovers trends in thoughts and opinions

(Creswell & Poth, 2018). The focus of the qualitative research method is to explain and

clarify a social phenomenon as expressed by people (Edmonds & Kennedy, 2017). I used

the qualitative method in this study to explore strategies department managers in a public

higher education institution utilize to reduce voluntary employee turnover. Quantitative

research involves statistical numerical data that generalizes results from a sample to the

population of interest and determines relationships, effects, and causes (Yin, 2018). I did

not use statistical data to determine relationships between variables; therefore, the

quantitative method is not viable option for my study. The mixed-methods approach

involves quantitative and qualitative methods in a single study, consisting of mixed data

of numbers, text, and statistical and textual analysis (Baškarada & Koronios, 2018). I did

not use statistical data to investigate relationships between variables; therefore, the mixed

method was not the best choice for this study.

Research Design

I considered three qualitative research designs: case study, ethnography, and

phenomenology. A case study research design involves observing an individual, program,

or event to study for a defined period (Yin, 2018). A researcher uses a case study design

to focus on a single incident, event, organization, or an individual (Hoorani et al., 2019).

The data obtained from a case study cannot be used to generalize; the information

collected relies on the interviewing skills of the researcher, and the articulation skills of

the participants to respond to the interview questions (Hoorani et al., 2019). A single-case

study design was appropriate for this study since I focused on a phenomenon in one

organization. Researchers use single case study or multiple case study designs. A single case study design is used to holistically observe and analyze a phenomenon that few have considered before to define an actual case (Yin, 2018). According to Yin, researchers explore differences within and between cases using multiple case study design. A single case study design is the appropriate choice since I explored one public educational institution. Alternatively, a researcher that uses an ethnography research design observes daily human interactions to study a sociocultural phenomenon (Krase, 2018). I did not choose ethnography because I did not observe daily interactions of participants. A researcher uses phenomenological design to learn about another person by listening to their descriptions of what their subjective world is like for them (Al Kalaldeh et al., 2017). I did not choose phenomenology because the intent of this study is not to understand the beliefs and attitudes of the participants toward the phenomena but rather explore their experience with strategies.

The advantages of using the case study method are that it enables researchers to understand a pattern of behavior studied thoroughly. Results are quick and easily understandable and provides rich and in-depth data with real-life context (Yin, 2018). I conducted interviews with department managers and collected organizational documents until data saturation occurred. Researchers that utilize varied data sources ensure data is valid and reliable and achieves data saturation (Saunders et al., 2017). Data saturation occurs at the data collection level where the data reaches a stage where no new information is gathered and is succinct with the pattern of continuous repetition of the

data collected (Saunders et al., 2017). I interviewed participants until no new themes emerged and data saturation was achieved.

Population and Sampling

The sample consisted of three department managers in one public educational institution in South Florida who utilized strategies to reduce voluntary employee turnover. The researcher must identify the population to create a sampling strategy for a single case study (Yin, 2018). In a qualitative study, the sample size refers to the number of participants a researcher interviews to obtain the data for a study (Sim et al., 2018). Yin stated that various data sources for a single case study could be used to deter the need for a vast sample size, including documents, interviews, and participant observations. On the other hand, Vasileiou et al. (2018) suggested that the redundancy of the information collected and achievement of data saturation can dictate the sample size. According to Hammersley (2017), the sample size is generally small, given the nature of data collection methods and the data itself. Selecting a suitable population can improve transparency and maintain the continuity of the evidence for a study (Rijnsoever, 2017). The eligibility criteria for this study include: (a) experience working in a higher education environment, (b) experience with utilizing strategies to reduce voluntary employee turnover, and (c) supervision of employees. Selected participants that can provide insight and extensive knowledge concerning the research question are acceptable (Asiamah et al., 2017). Purposive sampling is used to determine the qualifications in which the participants must meet to convey the research phenomenon (Serra et al., 2018). I selected a purposeful sampling strategy for qualified leaders who have relevant experience with

voluntary employee turnover strategies. I had the opportunity to communicate directly and follow-up with the qualified participants in my study.

A purposeful criterion sampling is appropriate for the study because I interviewed qualified participants that answered the research question. Purposive sampling targets a specific group of people (Asiamah et al., 2017). Criterion sampling allows the researcher to select the most productive sample to answer the research question (Serra et al., 2018). A purposive sample gives flexibility to researchers to select participants with a specific set of characteristics related to the research problem (Asiamah et al., 2017). Although purposive sampling is less costly, more readily accessible, and more convenient for researchers to use, it is considered a choice based on the researcher's judgment (Serra et al., 2018). The sample size for this study was three department managers, which provided an appropriate scope of experiences and knowledge of effective strategies to reduce voluntary employee turnover. During data collection, data saturation occurs when participants' descriptions become repetitive, indicating that data collection and analysis are completed (Saunders et al., 2017). I interviewed participants until data was repetitive and no new themes emerged during data analysis.

Once approval was received from the Walden University Institutional Review Board (IRB), I contacted the Vice President of Human Resources to obtain organizational approval to conduct my study. Once I received the VP's approval and the names and contact information of potential participants who meet the eligibility criteria, I emailed the eligible participants an invitation (see Appendix A) to participate in the study. Upon receipt of their confirmation to participate, I emailed each study participant an informed

consent form and obtained consent for recordkeeping purposes. I scheduled and

conducted semistructured interviews with each participant separately via a video

conferencing platform. I informed each participant that the interviews would take about

45-60 minutes. I used an audio recorder application on my iPhone to record the

interviews. I maintained a notebook to document observations during the interview. In

this study, the interview questions focused on strategies used to reduce voluntary

employee turnover in a public higher education institution.

<p align="center">**Ethical Research**</p>

In qualitative research, procedures to maintain research integrity and safeguard

participant identities are critical. In following Walden University's IRB guidelines, I

employed each of the ethical principles outlined in *The Belmont Report*, which stresses

respect for persons, beneficence, and justice (National Commission for the Protection of

Human Subjects of Biomedical and Behavioral Research, 1979). Adashi et al. (2018)

discussed ethical considerations exist relating to the target population during doctoral

studies. Walden University IRB approval, 02-19-21-0991873, was obtained before

collecting any data.

I used *The Belmont Report* guiding principles by utilizing an informed consent

process (National Commission for the Protection of Human Subjects of Biomedical and

Behavioral Research, 1979). The informed consent process indicates the purpose of the

study, the associated rights and risks, and the specific protections provided to each study

participant. The aim of informed consent is that the participant's willingness to be a part

of a research study (Yin, 2018). I emailed an invitation to participate to each department

manager that meets the study criteria (see Appendix A). I introduced myself, provide details about the study, and include the informed consent form. I obtained acknowledgment via email of the participants' consent to participate after reading the informed consent form before data collection began.

I completed a web-based training course from the National Institute of Health's (NIH) Office of Extramural Research about protecting research participants' rights. An essential consideration is the protection of research participants (Adashi et al., 2018). To maintain anonymity and protect the participants and the company's confidentiality, I assigned an alphanumeric code to participants using pseudonyms such as P1, P2, and P3. I informed study participants that their participation in my research study is voluntary, and they can withdraw at any time.

No incentive is provided for participating in the study. I ensured that all interview recordings, notes, and organizational documents are kept in a locked storage box, password-protected, to remain in my home for 5 years after this study is published. I will share the summary findings with the study participants upon publication of this study. After 5 years, all physical documents and electronic files on the USB drive associated with this study will be destroyed.

Data Collection Instruments

As the primary researcher for this qualitative study, I was the data collection instrument. Data collection through interviews is a direct and straightforward approach used by qualitative researchers (Moser & Korstjens, 2017). Semistructured interviews are the primary source of data collection, where participants share their experiences related to

strategies they use to reduce voluntary employee turnover. As a secondary data source, I acquired organization-related documents, such as personnel action forms, organizational policies, and memos. A well-constructed interview can assure the achievement of collecting pivotal data while providing versatility to the participants in capturing their knowledge, perceptions, and attributes (Barrett & Twycross, 2018). Upon receiving organizational approval, I emailed the study participants who meet the criteria (see Appendix A). After receiving participant approval and acknowledging participation via email on the informed consent form, I scheduled the face-to-face semistructured interviews virtually, with programs such as FaceTime or Zoom. The use of an interview protocol is a critical aspect of obtaining quality interview results (Yeong et al, 2018). I used an interview protocol, which included the interview questions (see Appendix B).

I shared my interpretation of participant interview responses and asked each participant to verify my understanding for member checking. Member checking is the review of a participant's interview summary that they review and confirm for accuracy (Birt et al., 2016). In the interview process, I received organizational documents including personnel action forms, organizational policies, and memos related to voluntary employee turnover. I used methodological triangulation to validate the data collected from the interviews, organizational documents, and literature review. Triangulation is an approach to research that uses a combination of more than one research strategy (Candela, 2019). Using semistructured interviews, member checking, and triangulation, I ensured the data's reliability and validity.

Data Collection Technique

According to Castleberry and Nolen (2018), the data collection procedure involves the systematic collection of data geared towards answering the research question. Data collection began after receiving IRB approval. A pilot study was not conducted. For my research study, the process began with obtaining organizational approval to conduct the study and by obtaining the names of managers who meet the criteria. I contacted those department managers via email and asked for volunteers (see Appendix A). Data collection included face-to-face interviews with open-ended questions to enhance my understanding of this social phenomenon. The interview process was explained to each study participant and consisted of an informed consent form for participation in the study, the scope of the research, and answered any questions that they may have. I confirmed with the study participants the date and time of the interviews by email. In the semistructured interviews, I gathered data and collected organizational documentation to analyze. Utilizing an interview protocol (see Appendix B) helped maintain consistency in each interview and increased reliability during the interview process.

In a semistructured interview, the interviewer has a list of questions that serve as a set of guidelines, with the interview flowing like a conversation (McGrath et al., 2018). The interviewer has the flexibility to follow up on different areas depending on the participants' responses and interests (DeJonckheere & Vaughn, 2019). A significant characteristic of the semistructured interview is the flexibility and fluidity in the interview structure, where there is space for topics and themes to emerge (Castleberry &

Nolen, 2018). The primary advantage of the semistructured interview is that they provide much more detailed information than what is available through other data collection methods, such as surveys (Castleberry & Nolen, 2018). Semistructured interviews also offer a more relaxed atmosphere to collect information by helping participants discuss a specific topic (DeJonckheere & Vaughn, 2019). The limitations of semistructured interviews are that it can be time-consuming, prone to possible bias, and reliance on the interviewer's interpersonal and communication skills to perform reliable interviews (McGrath et al., 2018).

During the interview, I followed the interview protocol (see Appendix B), which includes open-ended and predetermined questions to provoke the participants to engage in a discussion about strategies they used to reduce voluntary employee turnover. Face-to-face interviews provide the opportunity for the researcher to conduct observations of nonverbal and verbal expressions and ask follow-up questions (Adu, 2019). Asking open-ended questions allows the study participants to provide details on the strategies used to reduce voluntary employee turnover in their departments.

Before starting the interview, I obtained permission from study participants to record the interview and let them know that I was taking notes during the meeting. After the interviews, I interpreted the interview data and scheduled another video conference to share my interpretation of their responses with each participant to validate the information. Soliciting feedback or member checking ensures participant validation (McGrath et al., 2018). Member checking enhances the accuracy and validity of the data collected during an interview (Birt et al., 2016). A review of organizational

documentation as a secondary data source is critical to validate the information from an interview (Yin, 2018). I reviewed the organization's documentation on voluntary employee turnover.

Data Organization Technique

Data collected from the semistructured interviews were confidential to protect the study participants. To record study participant responses, I used web-based software to transcribe the study participant interviews. I downloaded the transcription to a USB drive and conducted member checking by scheduling a video conference with each study participant to review my interpretations of what was shared in the initial interview. Alphanumeric coding such as P1, P2, and P3 was used to mask the participants' names or the company name. The company name or participants' names is not included in the final study.

A locked storage box was used to store physical documents and recordings. I saved all documents on a password-protected USB drive associated with the study. All recordings are on the same USB drive, and I have maintained the password confidential. All hard copy and digital files are stored in a combination locked storage box in my home computer. After 5 years, all documentation and the USB drive used during the study will be destroyed.

Data Analysis

Thematic analysis was used in this study to enhance the data collected. Thematic analysis provides rich, insightful information that is exploratory and aims to understand the data to explain a phenomenon (Nowell et al., 2017). According to Braun and Clarke

(2019), thematic analysis is commonly used to interpret the data collected. My process for conducting thematic analysis was to become familiar with the data by reading and transcribing, and making notes of initial thoughts and ideas. I followed Braun and Clarke's (2006) six-phase approach to thematic analysis. The six phases are (a) familiarization with the data, (b) coding the data, (c) searching for themes, (d) reviewing themes, (e) defining and classifying themes, and (f) generating a report on the findings.

Phase 1 - Familiarization with the Data

I reviewed notes, transcriptions, and documents to facilitate my understanding of the data collected. I immersed myself by transcribing my notes of the interactions with participants, reading the organizational documents, rereading transcripts, and listening to the recordings. Before beginning the coding process, the researcher should familiarize themselves with the data collected (Braun & Clarke, 2006). Researchers must know the data and immerse themselves in it in order to progress to the next phase.

Phase 2 – Coding the Data

I collected data and grouped into themes based on patterns that surfaced. According to Saldaña (2016), coding is a cyclical process that involves linking data to an idea, not just labeling. Data analysis was structured around the research question, which is the foundation for interpretation of the findings. Themes are patterns across data sets that are important to describe a phenomenon and are associated with a specific research question (Roberts et al., 2019). By classifying the data by themes, analyzing the data to ensure that overlapping topics were consistent and relevant, I interpreted the data and determined reasonable conclusions clarifying the research question.

Using the validated interview summaries for data analysis, I organized, sorted, coded, and analyzed the collected data. Codes can derive from data, theory, and relevant research findings (Saldaña, 2016). I used NVivo to create codes based on repetitive words or phrases related to the research question. I used qualitative software to organize the data retrieved from the interviews, audio recordings, observation notes, and organizational documents to create themes.

Phase 3 – Searching for Themes

I searched for potential themes and applied them to the research question. Data analysis in research is accomplished by identifying, coding, theming, decontextualizing, and recontextualizing data (Nowell et al., 2017). Braun and Clarke (2019) pointed out that a researcher organizes codes into themes related to the specific research question. For thematic analysis, Scharp and Sanders (2019) recommend identifying data sets relevant to the research question. I collected the coded data and organized it into themes using NVivo.

Phase 4 – Reviewing Themes

I used NVivo to review, complete the coding process, and identify and organize themes that align with the research question. As defined by Bonello and Mehan (2019), NVivo is a qualitative data analysis (QDA) computer software solution by QSR International. It provides many advantages and makes research significantly more productive. According to Houghton et al. (2017), qualitative researchers use NVivo software to organize data and conduct qualitative analysis. I used NVivo to identify themes and determine conclusions by the frequency of the responses.

Phase 5 – Defining and Classifying Themes

Collecting the data and grouping it into potential themes helped find emerging themes and patterns. Themes are determined by analyzing exactly how each one relates to understanding the data. Researchers reviewed and analyzed the findings in detail to discover what story each theme tells (Nowell et al., 2017). Braun and Clarke (2019) stated that a researcher should explain every theme's unique and specific characteristics. The themes identified in the exported code analysis from NVivo provided an outline to guide the research findings.

Based on the research question, conceptual framework and the literature review, I analyzed each theme and identified the prevailing themes for the study. Participants used words like professional development, training, recognition, rewards, communication with leaders, and performance management system, employee appreciation, performance feedback, and transparent communication. The prevailing themes identified were: (a) performance management system, (b) training and development, (c) recognition and rewards, and (d) leadership communication.

Phase 6 – Generating a Report on the Findings

After I defined and classified the themes, I generated a report on the findings. Upon analyzing, reducing, interpreting, and confirming the data, the final step is to form conclusions (Yin, 2018). The findings report should be concise, reasonable, coherent, and nonrepetitive, giving a compelling account of data across themes (Braun & Clarke, 2006). In each theme, I summarized and demonstrated alignment to the literature review and conceptual framework.

I collected data from multiple sources in order to achieve methodological triangulation for the study. Methodological triangulation involves using multiple qualitative methods to gather data (Yin, 2018). According to Adu (2019), methodological triangulation entails using more than one data source to study a phenomenon. Interviews were the primary source of data. The secondary data source is the review of organizational documents and observation notes. To establish methodological triangulation, I used member checking, organizational documents, and observation notes to achieve methodological triangulation.

The findings align with Herzberg's two-factor theory stating that job satisfaction affects employee perception of leadership and training and education opportunities and recognition and rewards. Herzberg et al. (1959) indicated that certain factors of a job are associated with job satisfaction, and there are other aspects related to job dissatisfaction. I demonstrated alignment of the findings to the conceptual framework, company documents, and literature review. I analyzed the data and through the analysis, where themes emerged.

Reliability and Validity

A qualitative researcher uses reliability and validity to verify data collection from the study participants to ensure research accuracy (Hayashi et al., 2019). Reliability emphasizes that the data collected is consistent, and the findings describe the phenomenon studied (Cypress, 2017). Qualitative researchers must address confirmability, credibility, dependability, and transferability to achieve reliability and validity for a research study (Flynn et al., 2019). Qualitative researchers use triangulation,

member checking, and NVivo to reinforce the research study's reliability and validity (Bonello & Meehan, 2019). Data saturation describes the point at which no new information or concepts emerge during data collection (Saunders et al., 2017). Data saturation, triangulation, member checking, and the NVivo software were used to maintain this study's reliability and validity.

Reliability

Reliability refers to the degree of consistency and accuracy from the research tools used in obtaining the data for a study (Cadez et al., 2017). When conducting qualitative research analysis, it is critical to prepare and organize the data into themes (Cypress, 2017). According to Flynn et al. (2019), some techniques can improve reliability for a qualitative research study (a) triangulation, (b) member checking, and (c) external auditing. Triangulation enhances the accuracy of the interpretation of the collected data (Yin, 2018). Methodological triangulation involves using multiple data collection methods in a case study (Ubeda et al., 2017). Methodological triangulation was employed using interviews, taking notes to capture any change in tone or body language, and reviewing company documents.

An interview protocol and interview observation notes were used to document the procedures for this study. Study participants were asked the same interview questions in the same order and applied member checking to enhance the dependability of the results. To conduct member checking, I emailed each participant their interview summary to ensure accuracy and confirmability. Sharing my understanding of the collected data with the study participants allows the study participants to correct and validate my account.

For good quality research, reliability produces an understanding of a phenomenon (Yin, 2018). Maximizing validity and trustworthiness lead to a credible and defensible result.

Validity

Validity is the instrument's ability to measure what it is designed to measure (Andrade, 2018). In general, validity concerns the degree to which an account is accurate or truthful (Andrade, 2018). In qualitative research, validity involves the degree to which a finding is judged to be interpreted correctly (Turner et al., 2017). Using multiple data sources and data collection methods provides validity and creditability to a qualitative study (Andrade, 2018). Data saturation occurs when no new information and recurrent patterns or themes are evident (Saunders et al., 2017). Reaching data saturation with multiple data sources allows reliability, credibility, transferability, and confirmability of the study findings (Saunders et al., 2017). Triangulation ensures data saturation by utilizing multiple data collection methods (Ubeda et al., 2017). Triangulation, data saturation, and member checking provide quality, credibility, and dependability to qualitative research (Varpio et al., 2016).

As the primary researcher of this study, I analyzed the semistructured interviews and company documents. To verify the data collected, each study participant was provided with an interview summary to review and confirm my interpretations. Member checking and methodological triangulation are validation tools that promote credibility, transferability, and confirmability of a research study (Candela, 2019). I ensured data saturation by interviewing department managers until no new data emerged and no new themes materialized.

Credibility

According to Johnson et al. (2020), credibility refers to the confidence in the truth of data and the interpretation of the data. Methodological triangulation involves using multiple qualitative methods to gather the data (Heesen et al., 2019). I ensured that the interview questions directly aligned with the research question and continued to interview participants until no new themes or data emerged. Researchers use member checking to confirm the accuracy of the data collected by allowing study participants to view and verify the information collected in the truthful representation of the study participants' experiences and views (Iivari, 2018). Participants were asked to review their interview summary to confirm my interpretation before data analysis.

Transferability

Smith (2017) defined transferability as the degree to which results apply in other contexts. In qualitative research, researchers focus on the study results' transferability rather than on external validity (Smith, 2017). According to Smith, future researchers can optimize transferability by carefully detailing the overall research process that will guide prospective researchers. Transferability can be increased by detailing the rationale for population selection, sample size, geographic location, and industry type.

Confirmability

In qualitative research, confirmability refers to how results could be confirmed or corroborated by others (Abdalla et al., 2018). Researchers use triangulation and member checking to confirm that the findings and interpretations reflect the views of the study participation (Heesen et al., 2019). Methodological triangulation is the method used by

qualitative researchers to check and establish validity in a study by analyzing the research question from multiple approaches (Abdalla et al., 2018). I mitigated bias by basing my conclusions on reliable, defensible data during the research process and not on my personal beliefs or experiences. Each participant was asked the same interview questions. I relied on the audio recordings and note taking to prepare the interview summaries. Member checking was used by asking study participants to confirm and verify my summary of their semistructured interviews accurately represents the information provided

Transition and Summary

Section 2 is an overview of a single qualitative case study to explore strategies that department managers use to reduce voluntary employee turnover. This section described the reasons for exploring this phenomenon. Section 2 reinstated the purpose statement and described several facets of the research study, which includes (a) the role of the researcher, (b) participants, (c) research method and design, (d) population and sampling, (e) ethical research, (f) data collection instruments, (g) data organization, (h) data analysis, and (i) reliability and validity.

Section 3 includes the research study's findings, the application to professional practice, the implications of social change, and the recommendations for action, reflections, and the conclusion of the research study.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative single-case study was to explore strategies that department managers in public higher education institutions use to reduce voluntary employee turnover. I conducted semistructured interviews with three department managers at a public higher education institution in South Florida to answer the research question. The department managers were selected because of their knowledge and experience using strategies to reduce voluntary employee turnover. The interview data coupled with the department managers' organizational documents helped achieve data saturation and methodological triangulation. The data collection process successfully answered the research question: What successful strategies do department managers in public higher education institutions use to reduce voluntary employee turnover?

After the interviews were conducted, I uploaded each interview file from my iPhone to my home computer. I transcribed each interview using the audio recording and notes taken during the interview and uploaded each transcript into the NVivo software. The NVivo software allowed me to create codes, find themes, and analyze the data. The participants' identities were masked by replacing their names with P1, P2, and P3. For the member checking process, I emailed each participant an interview summary to ensure the accuracy of my interpretation. This section contains the findings, applications to professional practice, implications for social change, recommendations for action, and recommendations for further research. I concluded this section with my reflections and research study conclusions.

Presentation of the Findings

The research question for this qualitative study is what successful strategies do department managers in public higher education institutions use to reduce voluntary employee turnover? The data collection process included semistructured interviews with three department managers who applied and had proven experience working in a higher education environment, utilizing strategies to reduce voluntary employee turnover and supervisory experience. In one-on-one semistructured interviews, each participant provided information on the strategies they use to reduce voluntary employee turnover.

Each interview was conducted with the video conferencing platform, Zoom, at the participants' chosen day and time, which lasted no more than 60 minutes. I utilized the interview protocol (see Appendix B) as a guide for conducting each interview. After the third interview, no new themes emerged and data saturation was reached. To ensure my interpretations' accuracy, I provided each participant an interview summary for member checking. For the methodological triangulation process, I reviewed organizational documents such as personnel action forms, organizational policies, and memos on voluntary employee turnover as well as the data recovered in the interview process. I utilized the NVivo software to organize, code, and analyze the data collected.

NVivo enabled me to identify and group emerging themes. I uploaded the transcribed interview data, notes, and company documents into NVivo. The data was compiled to discover emerging themes, remove irrelevant text, identify core themes, and check patterns against interview data and company documents. I assigned an alphanumeric code to each participant (P1 to P3) in place of the participants' names to

maintain the confidentiality of the participants. Herzberg et al.'s two-factor theory (1959) considers different factors influencing job satisfaction or dissatisfaction with the job. Using Herzberg et al.'s two-factor theory as a lens, the following themes emerged: (a) performance management, (b) training and development, (c) recognition and rewards, and (d) leadership communication.

Theme 1: Performance Management

All participants emphasized performance management's critical role to ensure high employee satisfaction to retain exceptional employees and increase productivity. P2 and P3 discussed providing regular increases to high-performing employees as a strategy used to reduce voluntary employee turnover. Due to budgetary constraints within their department, performance increases are not provided (P1). P1 utilizes a different approach to motivate employees by conducting regular meetings to discuss the work, the strategies to accomplish goals, and the autonomy to perform to the best of their abilities. Providing continuous feedback to employees about their performance keeps employees engaged on the departmental goals (P3). Every participant credited the organization for having a comprehensive performance management system that allowed conversations about accomplishing goals, which link to the organization's strategic plan. All participants mentioned that employee autonomy helps create a motivating environment.

All participants viewed their organization's performance management system favorably. P1 mentioned, "The presence of a performance management system helps to communicate expectations and feedback to employees." The organization's performance management system fosters a productive and collaborative work environment and ensures

mutual understanding of performance expectations (P2). P3 expressed that "the primary objective of performance management is to communicate, apply, set, and regularly review the expected performance standards for each employee." The most important aspect the participants conveyed is that the organization's performance management system contributes to the overall success by recognizing the achievements of employees.

Participants were vocal about how the performance management system is the best way for employees to know the performance expectations. According to P3, "the organization implemented a mid-year review last fiscal year so that employees are aware of any shifts in priorities in terms of the accomplishment of goals." All of the participants viewed this change as a positive impact on employees. P2 revealed that the employees viewed this change positively in maintaining their engagement in the work itself. Employees want to receive recognition for accomplishing goals that affect the organization and the community it serves (P2). P1 applauds the organization for providing employees the opportunities to meet with managers to discuss goals and collaboratively provide timely feedback. Employees are more likely to be motivated when they have the confidence that their supervisor is provides guidance and tools to ensure the successful accomplishment of goals.

Organizational documents on the performance management system and redacted documents on employee performance were presented by P2 and P3. The documents indicate a formalized performance appraisal system that relates departmental objectives to determine performance goals that is associated with the organization's mission. Both P2 and P3 provided redacted employee documents that revealed employees who

demonstrate exceptional performance have also received numerous pay increases and bonuses based on performance. Employees' performance for completed special projects also demonstrate the organization's commitment to rewarding performance. All participants agreed that the presence of a performance management system and a pathway to reward exceptional employee performance was detrimental in reducing voluntary employee turnover. The employees that have been recognized by their managers have remained with the organization.

Connection to the Conceptual Framework

Leaders should balance both the hygiene factors and motivating factors within an organization. Following Herzberg et al.'s conceptual framework, managers can use motivating factors to increase performance (Shaikh et al., 2019). Motivating factors that affect performance are achievement, recognition, the work itself, responsibility, advancement, and growth (Leksung, 2018). Koo et al. (2019) stated that acceptable employee performance is vital to decrease employee turnover. An employee's view of an organization's performance management can affect their perception of management and the organization, which affects their commitment, satisfaction, and motivation to stay with the organization (Aburumman et al., 2020). According to Shaikh et al. (2019), providing feedback on performance can increase job satisfaction, motivate employees, and reduce voluntary employee turnover. All of the participants commented that the organization's performance management system provides continued guidance and accomplishment of short-term goals through ongoing feedback, which contributes to the reduction of voluntary employee turnover.

Employee performance is one of the effects of Herzberg et al.'s two-factor theory. Performance management starts with the understanding of goals agreed between the employee and the manager (Bušatlić & Mujabašić, 2018). The participants explained the critical role performance management has to the successful operations of the department and the organization. P2 explained that job descriptions guide managers and their employees in the daily performance of tasks and provides a framework to provide meaningful feedback on performance. "Having significant conversations with employees can help with employee motivation" (P1). Consistent conversations about performance is a critical aspect for employee motivation and the accomplishment of goals (Craig, 2019). Herzberg et al.'s (1959) constructs are the foundation for improving employee performance. Participants indicated that the organization provides managers with the tools necessary for productive and meaningful conversations with employees about their performance.

Connection to the Literature

According to the literature, performance, job satisfaction, and motivation increase using intrinsic factors of the job. Performance management systems can be a critical tool for leaders to ensure the accomplishment of goals. Performance management can influence employee job satisfaction and turnover intentions (Eliyana et al., 2018). According to Froese et al. (2019), organizations must monitor employee performance to ensure the accomplishment of organizational goals, affect job satisfaction, and reduce employee turnover. Aligning performance goals with performance increases can improve employee motivation (Pawirosumarto et al., 2017). Organizations that clarify

performance expectations and accompanying rewards and incentives can reduce

voluntary employee turnover (Mabaso & Dlamini, 2018). The participants were adamant

that employee motivation increases if there is a goal to attain and a corresponding reward

to satisfy. The organization's performance management system reinforces the values and

strategic initiatives related to the strategic plan of the organization. The participants view

the organization's performance system fosters a productive and collaborative work

environment necessary to increase motivation, job satisfaction, and reduce voluntary

employee turnover.

Theme 2: Training and Development

Each participant stressed that providing their employees training and development

opportunities increased their motivation and job satisfaction. All participants praised the

organization's commitment to continual learning in providing a platform where

employees can enroll in virtual courses related to an employee's job or career. P1

emphasized that the organization's availability of training and development opportunities

empowers employees to perform and engage in these opportunities. "Providing

development opportunities is a chance to give employees growth in knowledge and skills

that can increase an employee's performance to accomplish departmental goals" (P2). P3

revealed that employees who sought out training and development were more likely to

stay with the organization because employees viewed these opportunities as an

investment in their future. All participants viewed training and development as an

opportunity for their employees to learn and grow, which they believed increased job

satisfaction and work performance.

Participants commended the organization for providing the staff with a robust training and development program that serves the needs of the employee as well as the organization. P2 commented that the organization has been able to bring a focused approach to support the long-term vision of the organization by focusing on specific literacies that employees should possess in the current decade: data, technological, and human. "The three competencies offer a unique opportunity for employees to capitalize on the fast pace of change and build strength among employees" (P2). P1 noted that providing employees with many online options empowers employees to seek out the opportunities offered. P3 mentioned, "The organization provides each department with resources needed to make training and development a visible opportunity for employees to be aware of the growing need for employees to continue learning and growing with the organization."

The participants noted that organization is committed in preparing the workforce by identifying essential skills that is needed in today's workforce. P3 indicated, "The organization has created programs that are specific to skills that will enhance and increase employee productivity." "I am impressed by the abundance of opportunities we provide our employees for development" (P1). P2 is grateful that the organization has the ability and the interest in enriching the lives of employees by providing meaningful opportunities for growth and development. The participants shared that the organization provides enriching seminars with community leaders and influencers that help employees gain valuable knowledge and enhance personal performance.

P1 submitted organizational documents on the training and development program offered by the organization. The documents presented show the organization's commitment to providing learning opportunities for all employees throughout the organization in job knowledge and focused efficiency on improving and cultivating continual learning. P2 provided documents that show a link between performance and development as it relates to employee satisfaction. P2 shared that employees are required to set professional development goals annually and complete a minimum of 20 hours of professional development. P2 stated, "Employees appreciate the organization's commitment to learning." P3 shared that development goals discussed with employees to understand their impact on the organization and its mission. The participants conveyed that the organization is committed and focused on building employee competencies in areas that will propel the organization to continuous success.

Connection to the Conceptual Framework

Providing training and development opportunities is an important component of Herzberg et al.'s motivator construct. Leaders must identify training and development opportunities as an aspect to influence and improve employee job satisfaction. Herzberg et al. established that a motivating factor for employees is growth opportunities (Maleka et al., 2020). Organizations that offer training and development opportunities to their employees increase motivation and job satisfaction and reduce employee turnover (De Sousa Sabbagha et al., 2018). According to Holston-Okae and Mushi (2018), Herzberg attested that the availability of training and development opportunities could highly influence an employee's intent on staying with an organization. The presence of

development opportunities motivates employees, increases job, and organizational

satisfaction (Alrawahi et al., 2020). All of the participants praised the organization's

commitment to employee development and provided a list of developmental

opportunities that all employees can take advantage for their development. Participants

are convinced that the presence of developmental opportunities assists in keeping

employees engaged and motivated. P3 expressed that "the organization's development

program is one of the greatest tools that managers can use to reduce voluntary employee

turnover." Leaders must provide employees with training and development opportunities

to be able to increase motivation and job satisfaction.

Connection to the Literature

The literature focuses on the presence of organizational investment of training and

development opportunities increases organizational success. Employees increase their

organizational commitment when presented with development opportunities. According

to Hur (2017), an essential factor for employees to consider when working in the public

sector is the availability of training and development opportunities. Leaders that place a

focus on training and development can lower employee turnover (Hougaard, 2019).

"Developing employees is critical to growing the operations of the department" (P2). P1

praised the organization's commitment to developing its employees and uses it as a tool

to empower employees to maintain their commitment to accomplishing the department's

goals and reduce voluntary employee turnover. "Development is critical for employee

commitment and investing in employees' increases engagement and retention" (P3).

Mabaso and Dlamini (2018) indicated that inadequate training and development

opportunities cause voluntary employee turnover. Organizations must recognize the need and desire for development opportunities for their employees.

Theme 3: Recognition and Rewards

Participants commended the organization and its commitment to recognizing and rewarding excellence in the industry. "The organization has always been an industry leader within the community and is committed to regularly recognizing its employees' efforts" (P1). P1 also noted the organization's leaders always recognize employee contributions at campus wide events and emails. "Having regular recognition events motivate employees to achieve optimum performance" (P2). P3 indicated, "The organization is committed to its employees by regularly reviewing compensation to be fair and competitive." All participants reported that the organization's commitment to providing a framework for rewarding employees that perform beyond the call of duty and excellent performance.

The participants commended the organization for having a fair and competitive total rewards program that supports and aligns with the organization's values and strategic vision of growth and stability. P1 revealed, "The total rewards statement given to employees' every year places a monetary value to the benefits that the organization offers." The total rewards statement shows the investment the organization provides its employees (P3). "I am thrilled our organization shows employees the value of the rewards provided in a personalized approach" (P2). Research has shown that total rewards statements improve employer and employee relationship by building trust and feelings of satisfaction increased (Albrecht & George, 2018). Participants view the

organization's commitment in maintaining morale, increasing retention, and reducing voluntary employee turnover.

Participants spoke highly of the classification system with P3 stating, "it is the best tool available to let employees know that achievement is achievable." The framework for the organization's classification structure is to support career development while rewarding and retaining staff that provide exceptional contributions to the overall mission (P2). P1 commented, "The total rewards system and pay philosophy of the organization serves to incentivize employees for their specific contributions to the achievement of organizational goals and objectives." "The presence of career levels has provide employees with a clear career path for advancement" (P3). All of the participants agree that the implementation of the organization's total rewards program has improved their ability to provide monetary rewards to their staff.

Participants mentioned that the organization has as unique mechanism for recognition. P1 mentioned an online platform that allows employees to send ecards to one another for service, birthdays, and great work. "The online platform has allowed many staff to get recognized by others throughout the organization and it's nice to see staff get recognized for doing great work" (P2). P1 added that the platform has provided opportunities to recognize employees when the ability to provide monetary awards is not possible. "Having an online platform helps managers honor employees for their contributions in advancing our mission to the community" (P3).

P2 provided documents that demonstrated that providing regular bonuses to recognize the accomplishment of departmental goals and stated, "Employees know the

organization is committed to recognizing and rewarding their employees." P2 and P3

shared that the organization revamped its compensation and classification system to align

with the market. The documents showed that job titles and pay grades had changed to

reflect the market to show competitiveness and transparency on pay. Modifications to

organizational policies reflect the approach to total rewards. Employees receive

recognition and rewards such as promotions and performance increases to incentivize

employees for accomplishing departmental goals and objectives in relation to the

organization's strategic plan (P2). "The organization has an annual recognition ceremony

to recognize employee contributions" (P3). The participants noted that the organization

regularly recognizes employees through monetary rewards or recognition events

throughout the year.

Connection to the Conceptual Framework

Herzberg et al. identified recognition and achievement as critical factors to the

constructs of the two-factor theory. A critical component for leaders to consider is

providing employees with recognition and rewards to increase their job satisfaction and

motivation. Providing recognition and rewards is an essential factor of Herzberg et al.'s

two-factor theory (Holston-Okae & Mushi, 2018). Employees are satisfied with their

work when receiving recognition of accomplishments from leaders (Thant & Chang,

2020). Herzberg attested that a sense of achievement and recognition increases job

satisfaction (Alrawahi et al., 2020). A critical aspect for leadership to consider in

Herzberg et al.'s two-factor theory is to monitor wages to ensure fairness and

competitiveness to lower job dissatisfaction (Ngo-Henha, 2018). "The organization's

total rewards program recognizes the value each employee provides and rewards individual performance regularly" (P3). While recognition is a motivating factor, rewards are a hygiene factor; both are critical aspects for leaders to balance when considering strategies to reduce voluntary employee turnover.

Connection to the Literature

In the literature, recognition and rewards is identified as a significant element to improving voluntary employee turnover. Motivation increases with the acknowledgment of recognition and rewards. Encouraging employees with recognition and incentives to achieve organizational goals and objectives increases motivation (Alhmoud & Rjoub, 2019). According to P2, "Clear employee expectations are to demonstrate the skills, attributes, and capabilities of their role within the organization and exhibit skills and attributes required to be considered for promotions, bonuses, and performance increases" (P2). Employees that view attainable rewards as a motivator will improve their performance and commitment to an organization (Bruni et al., 2020). "The organization allows managers to reward employees with bonuses that provide positive feedback, foster continued improvement, and reinforce good observable performance" (P3). Intrinsic rewards as increased responsibility and achievement of goals influence an employee's decision to stay with the organization (Mendis, 2017). Rewards are meaningful to employees increase their satisfaction with an organization and the job (Widodo & Damayanti, 2020). Organizations that reward and recognize achievements will motivate employees and drive organizational success.

Theme 4: Leadership Communication

Each participant viewed leadership's communication as an integral aspect of reducing voluntary employee turnover. All participants expressed appreciation of the organization's leadership and their commitment to regularly communicating to employees about organizational accomplishments, changes in policies that affect workplace safety, spotlights on employee milestones and achievements, and acknowledging employees' challenges during challenging moments. Meeting with employees on their work goals and accomplishments is a regular occurrence in the department (P1). P1 uses these opportunities to empower employees to look for opportunities to expand and grow within the organization by exchanging ideas and knowledge. Regularly scheduled meetings allow employees to engage with employees, but monthly celebrations acknowledge accomplishments within the team (P2). P3 indicated communicating with new employees and establishing a rapport to gain trust is critical to the department's operations. Establishing a relationship with employees to determine an employee's commitment to the job and the organization (P3). All participants stated that open communication is vital to motivation and job satisfaction in reducing voluntary employee turnover.

P1 provided organizational documents that show leadership communication is a regular occurrence at the organization. P2 and P3 commended the organization for communicating with employees regularly. "The organization does a great job in communicating with the employees" (P2). Organizational records showed leaders are committed to the employees by sharing accomplishments and milestones. P1 explained

that transparent communication with staff is the foundation in developing employee commitment and trust. "Employees feel appreciated when leadership communicates about the state of the organization and welcomes feedback from employees" (P1). All participants follow leadership's example of communicating regularly with their employees.

Participants were very appreciative of leadership's commitment to communication. "The leaders have been very committed to providing employees with information that is current and relevant about the state of our workplace amidst the current political, social, and economic turmoil our country has faced" (P3). "During the pandemic, our leaders were at the forefront communicating with employees during town halls and virtual events reduce misinformation and increase engagement as were all separated and working remotely" (P2). P1 expressed that the staff communicated that they appreciated leadership's ability to help them navigate during the national crisis. Participants commended leadership's effective communication of policies, safety protocols, and health and well-being tips to employees during the economic hardships the organization was facing during the pandemic. P2 is grateful that leaders were able to come together and have a plan for employees that experienced hardships during the pandemic.

Connection to the Conceptual Framework

A significant hygiene factor in the two-factor theory is the achievement of interpersonal relations gained through communication. Holmberg et al. (2018) found that mutual communication between managers and employees increased job satisfaction and

motivation. Haroon and Malik (2018) found that effective communication could create an environment of trust and encouragement, which will foster a reduction in employee turnover intentions. "Communication is an important aspect in obtaining employee commitment and engagement to lower voluntary employee turnover" (P2). Ann and Blum (2020) attested using Herzberg et al.'s theory as a lens; a lack of communication can lead to job dissatisfaction. A strong leadership communication strategy can foster employee motivation and elevate organizational performance (Haroon & Malik, 2018). Internal communications can improve employee engagement and organizational commitment (Tkalac Verčič, 2021). P1 models the organization's communication strategy and communicates with staff regularly either in-person or via video conference. According to Holmberg et al., communication with leaders is a motivating factor influencing employee perceptions of management. P3 indicated that the staff have commented appreciation on leadership's communication approach. Consistent communication with employees will lead to increased motivation and better performance.

Connection to the Literature

According to the literature, effective and transparent communication is an essential component of the employee experience. Open communication and leadership transparency reduce job dissatisfaction. Leaders that communicate organizational accomplishments can increase employee motivation (Park et al., 2019). "The organization uses several communication channels: intranet, emails, weekly employee newsletters, monthly town halls, quarterly roundtables, and social media" (P1). Organizations with a communication approach that focuses on providing employee

wellbeing strategies can improve employee motivation and performance (Al Mamun & Hasan, 2017). "There are monthly newsletters on employee wellness and employee events to bring everyone together to collaborate in celebrating milestones and accomplishments" (P2). According to Kang and Sung (2017), leaders who emphasize effective communication can increase employee engagement and reduce voluntary employee turnover. P1 prioritizes communication with employees to maintain employee engagement and motivation by including them in critical decisions affecting the operations. Zeffane and Melhem (2017) linked reducing turnover intentions with employee value of communication and managers' feedback. A strong communication strategy creates a workforce that is motivated and engaged.

Applications to Professional Practice

The results of this study are beneficial to professional business practice as voluntary employee turnover is a concern across many public higher education institutions. Public higher education leaders need to understand why employees leave and make adjustments internally to decrease turnover of skilled employees. A surge in voluntary employee turnover in a division or department could affect the performance of those who stay behind and the services to students. The study revealed the following themes: a) performance management, b) training and development, c) recognition and rewards, and d) leadership communication. The managers who work at a public higher education institution shared their perspectives on effective strategies to reduce voluntary employee turnover. Leaders in public higher institutions could use these strategies to reduce voluntary employee turnover.

This research applies to institutions of higher learning because voluntary employee turnover is costly to organizations. According to Reed (2021), turnover of university employees' impacts student completion rates and research funding levels. Reed (2021) attested that faculty and staff turnover contributes to lower student graduation levels. Roberts (2018) found that faculty and staff turnover affects the student lifecycle, and the staff who work directly with students play a pivotal role in student academic success. This study can provide public higher education institutions leaders with recommendations that could be applied to improve voluntary employee turnover.

Implications for Social Change

The findings of this study may contribute to positive social change by providing workable and sustainable solutions for leaders at public higher education institutions to reduce voluntary employee turnover. Public higher education institutions are a gateway for females and minorities to gain access to professional opportunities that require degrees of higher learning, which increases spending and improves the economic outlook of communities. The study revealed strategies to reduce voluntary employee turnover and recommendations that could be implemented at public higher education institutions. The loss of employees within a public higher education institution affects the delivery of services provided to the community (Hom et al., 2019). The results of this study can benefit public higher education leaders to implement strategies that may reduce voluntary employee turnover, which can affect student retention and graduation rates and affect the purchasing power within the local economy.

Recommendations for Action

Leaders can apply various strategies to increase job satisfaction and motivation for employees, thus reducing voluntary employee turnover. Recommendations for action may be useful for leaders in public higher education institutions to reduce voluntary employee turnover that provide value to the growth and sustainability of these institutions. Recommendations are: (a) implementing a performance management system (b) provide employees comprehensive training and development opportunities, (c) develop and implement a recognition and rewards program, and (d) adopt an open communication strategy that promotes transparency.

Performance Management System

A well-designed performance management system should align and support the organizational mission and critical success factors. Aligning employee goals to those of the organization is fundamental to a successful performance management system (Brown et al., 2019). Performance management is an ongoing process that emphasizes the need for managers and employees to work together to determine employee goals that focus on organizational success (Kalgin et al., 2018). Participants in this study confirmed that the presence of a performance management system is critical to the organization's success. Performance management allows for two-way feedback for managers and employees to drive knowledge, skills, and abilities to propel departmental effectiveness in achieving the organization's goals and objectives. Leaders should value performance management as a tool to improve and nurture the employee experience.

A performance management system measures and motivates performance at the organizational and individual levels. Performance management should focus on setting expectations, maintaining a 2-way dialogue between supervisor and employee, and measuring performance relative to established performance expectations. The importance of performance management is to sustain performance by linking employees' pay to competency and contribution, providing opportunities for development and growth, and bringing employees under a single strategic umbrella (Pulakos et al., 2019). Linking employee activities with the organization's goals enables employees to perform towards a shared goal while enhancing employee motivation (Chikwariro et al., 2021). Leaders use a performance management system to link individual performance and broader strategic objectives. A successful performance management system links performance to organizational objectives, measures performance, and provides feedback and coaching.

Employee Training and Development

Training and development benefit employees and the organization. Assessing training and developmental needs is critical for implementing an effective training and development program. Ensuring that training and development contribute to the organization's strategies is fundamental in implementing an impactful approach to developing employees (Sung & Choi, 2018). Training and development programs can contribute to the enhancement of employee knowledge and skills, which will increase motivation and increase organizational commitment. Employee commitment and engagement increase when organizations invest and encourage employee training and development (Tacho & Singh, 2018). The participants in this study indicated that training

and development opportunities contribute to reducing voluntary employee turnover. Leaders that provide employee training and development opportunities can improve performance and an employee's willingness to stay with the organization.

Employee training and development builds employees' focus and confidence to perform the tasks assigned. Employee training and development increases organizational morale and enhances employee knowledge and skills (Kasdorf & Kayaalp, 2021). Training and development improve job knowledge and skills increases employee-employer relations, morale, and turnover (Gammanpila & Kodisinghe, 2020). Increasing employee confidence and knowledge in performing the job increases motivation, staff commitment, and morale (Thant & Chang, 2020). The employee's view on the work and the organization improves with the presence of training and development opportunities.

Recognition and Rewards Program

Leaders should implement recognition and rewards programs to show employees appreciation and value of contributions to organizational success. Offering flexibility in benefit offerings and enhancing the choices available to individual employees can reduce voluntary employee turnover (Hussain et al., 2019). According to Kanyambo and Mohammed (2020), the presence of a fair and competitive recognition and rewards program can reduce voluntary employee turnover. Acknowledging service and accomplishments and providing monetary awards to recognize performance are options that lower voluntary employee turnover. A recognition and rewards program can provide an organization with a competitive advantage that will generate positive outcomes. Participants in this study emphasized that rewards, recognition, and a pathway to provide

them to employees were critical to accomplish departmental goals and objectives. Leaders that provide management opportunities to recognize and reward employees can effectively reduce voluntary employee turnover. Leader cannot ignore the strategic value a robust recognition and rewards program can achieve.

A recognition and rewards program that combines a competitive market-driven compensation program, robust benefits package, complete well-being program, and career development opportunities can influence an employee's decision to remain at an organization. Recognizing and rewarding employees for the knowledge, skill, achievements, and commitment to the organization demonstrates the value the employee has on the achieving the strategic goals and objectives. According to Rai et al. (2019), it is critical to link a recognition and rewards strategy to the organization's business strategy, the needs of the employees and the organization. Hussain et al. (2019) emphasized that recognition and rewards program contribute to improving the employee experience at the workplace. A sustainable recognition and rewards program can propel employee engagement, elevate performance, enhance retention, and lower turnover, affecting the overall performance of the organization.

Open Communication

Open communication is pivotal to employee engagement and employee commitment to an organization. According to Abdien (2019), managers that communicate with employees and provide scope and feedback can increase employee job satisfaction, employee engagement, and employee commitment to accomplishing organizational goals. Organizations with more engaged employees produce better

productivity, morale, and job satisfaction (Atouba, 2018). Leaders can significantly influence organizational success with frequent communication.

Leaders who create an effective internal communication strategy can change the workplace. According to Oruh et al. (2020), leaders who continually communicate with employees are more likely to have a motivated workforce to achieve goals since employees can see the connection between the work and the organization's purpose. Leaders that create channels to involve and engage employees and allow two-way communication to flow foster employee motivation and job satisfaction to accomplish the organizational mission (Atouba, 2018). The participants of this study consider employee communication vital to their operations. An open communication strategy is crucial to reducing voluntary employee turnover.

Incorporating a collaborative environment among employees builds trust, accountability, and transparency to accomplish goals and objectives. An open communication strategy promotes teamwork and collaboration and increases motivation, satisfaction, and engagement (Holzwarth et al., 2021). Leaders should establish strategies and develop platforms to increase communication with employees. Providing employees with a location to obtain critical communications like SharePoint or an intranet where for staff can obtain updated, critical information. Using newsletters, town halls or employee groups are methods public higher education institutions can utilize for open communication. Creating a website to post where agendas and minutes of employee meetings can keep employees informed without disrupting work/life balance. Open and effective communication reinforces strategic objectives to employees and improves

employee performance (Kalogiannidis, 2020). Leaders that emphasize open and transparent communication create a healthy workplace focused on performing optimally.

The recommendations for action can reduce the challenges public higher education institutions face when reducing voluntary employee turnover. These recommendations provide public higher education institutions opportunities to reduce voluntary employee turnover. Dissemination of this study will occur through various methods. All participants will receive a 2-page summary of the findings to disseminate among peers and counterparts in other similar organizations. This study will be published and available through ProQuest and the Walden University Scholar works dissertations and doctoral studies collection. In addition, the findings can be shared at professional association conferences in human resources or higher education publications and with other scholarly journals.

Recommendations for Further Research

This qualitative study aimed to explore strategies that department managers in public higher education institutions use to reduce voluntary employee turnover. In this study, three department managers from one public higher education institution were interviewed who provided perspectives on strategies to reduce voluntary employee turnover. A recommendation for further research would be to use a larger sample to include more department managers in other geographic locations to acquire more data on strategies to reduce voluntary employee turnover. Future researchers could understand this phenomenon by using quantitative study to examine relationships between the

constructs of job satisfaction and motivation. I also recommend conducting similar research in different industries to understand the breadth of this organizational problem.

Reflections

This doctoral journey has been a positive experience. I learned about strength, resilience, and perseverance. I could not have pursued this degree without my loving husband, who was my biggest cheerleader. I relied heavily on my faith to see me through this journey. I prayed to my Lord Jesus Christ to give me the strength to accomplish this degree. When I think about the beginning of this journey, I knew going in it would not be easy. I knew that I would be spending a great deal of time away from my children and the rest of my family. I met amazing people along this journey during the two residencies who provided support and encouragement during this process. The doctoral journey has been a true path of self-discovery of my drive and potential.

During the pandemic, I thought it would be challenging to schedule interviews and collect data, but with video conferencing, it was effortless. The participants were kind and respectful, which allowed the interview process to be a wonderful learning experience. The doctoral journey was a challenging experience that enabled me to improve my research and writing skills. This research study convinced me that there is a great deal of work to do in the workplace and that leaders need to focus more on employees' needs to reduce voluntary employee turnover.

Conclusion

Voluntary employee turnover is a costly expense for organizations, including public higher education institutions. Public higher education institutions lose staff that

has critical roles in the successful operations of these institutions. Turnover impairs productivity to a short-staffed workforce and causes inexperienced replacements to under produce. The loss of employees affects the delivery of services to the communities' public higher education institutions serve. Leaders must assess mission-critical employee needs and desires to ensure that they commit to the organization and continue to drive organizational success. The strategies presented in this study revealed that department managers want to retain their high performing employees by providing the development employees' desire and providing recognition and rewards that employees need to continue organizational success. Using these strategies may help public higher education leaders reduce voluntary employee turnover.

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Appendix A: Invitation for Research Study Participation

Email Subject: Invitation for Research Study Participation

Dear [Name]:

My name is Jennifer C. Brito and I am a doctoral student at Walden University, pursuing a Doctor of Business Administration (DBA) degree. I am conducting a research study about strategies used by department managers to reduce voluntary employee turnover in public education institutions. The research study may be useful for department managers in formulating strategies to reduce voluntary employee turnover.

To ensure that you are eligible to participate in this study, you <u>must meet the following conditions:</u>
   a) Be over 18 years old
   b) Have experience working in a higher education environment
   c) Have experience with utilizing strategies to reduce voluntary employee turnover
   d) Supervise employees

If you choose to participate, you will be invited to meet with me for approximately 45-60 minutes either by phone or via video conferencing in an audio-recorded semistructured interview to answer various questions about your experiences with strategies to reduce voluntary employee turnover. During the interview, I will ask you to provide any company documents related to this topic. If these documents have employee identifiers, I ask that you redact the documents, so I will not be able to identify any employees. As part of the member checking process, I will be emailing you an interview summary that will take you 10-15 minutes to review within 5 business days after our interview.

Your identity and your organization's identity will be kept confidential and will not be disclosed within the research study. I will provide you with a summary of the research findings upon completion and publication.

I would like to schedule a date and time to speak to you by phone, or by video conference to explain the research study or to answer questions that you may have about your potential participation in my study.

If you are interested in participating in this study, please respond to this email or contact me at jennifer.brito@waldenu.edu. If you have no interest in participating, please disregard this invitation.

Thank you,
Jennifer C. Brito
Walden University Doctorate (DBA) Candidate

Appendix B: Interview protocol

Date:

Time of Interview:

Interviewee Alphanumeric Code:

Script:

Hello, before I begin, thank you so much for taking time out of your busy schedule to meet with me today. If, at any time during the interview, you would like to stop recording, please let me know. Your participation in this research study is voluntary and you may withdraw your consent to participate at any time. Do you have any questions about the consent form? Do you have any questions about the research study?

I would like to ask your permission to audio record this interview so later I can transcribe our conversation and use your response to gain a better understanding of the strategies that you use to reduce voluntary employee turnover within your organization. May I turn on the recording device?

For recordkeeping purposes, I will ask again your permission to record this interview so later I can transcribe our conversation to ensure I accurately capture your response.

We will begin the interview now.

Interview questions:
1. What strategies do you use to reduce voluntary employee turnover?
2. How do employees respond to these strategies?
3. What barriers do you encounter in implementing the strategies to reduce voluntary employee turnover?
4. How do you evaluate the effectiveness of the strategies to reduce voluntary employee turnover?
5. What role does management have in your strategies to reduce voluntary employee turnover?
6. What additional information would you like to share regarding strategies that reduce voluntary employee turnover?

Observation Notes:

Observations	Description	Thoughts
Attitude and body language		
Organization resources to reduce voluntary employee turnover		
Examples of strategies available		
Impact of managerial behavior toward retaining employees'		
Impact of employees' behavior toward manager after retention strategy		
Desires to improve voluntary employee turnover		

As I conclude this interview, I want to thank you again for taking time out of your busy schedule to support my research study. I will send you an email within 5 business days to review and verify the information I collected from our interview today. The member checking process allows you the opportunity to make changes or discuss anything further that will contribute to my research study. This process should take about 10-15 minutes to review. I ask that you provide feedback within 5 business days, and with your consent, any feedback you provide via email will be documented to update the information from this interview. I want to reiterate to you that any information provided will be kept confidential.

Your input will assist with completing my research study. Your name and the company name will not be included on the final study. Once my research study is completed and published, I will share a 1-2 page summary of the results. If you have any questions or additional comments, I will be available via email or phone.