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Emotion Regulation, Affective, Continuous, and Normative Commitment for Turnover Intentions Among Degree-Seeking Employees

Danette Colleen Sutter
Walden University

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Walden University

College of Social and Behavioral Sciences

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Danette Colleen Sutter

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Review Committee

Dr. James Brown, Committee Chairperson, Psychology Faculty

Dr. Jeremy Grabbe, Committee Member, Psychology Faculty

Dr. Samuel Taylor, University Reviewer, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2021

Abstract

Emotion Regulation, Affective, Continuous, and Normative Commitment for Turnover
Intentions Among Degree-Seeking Employees

by

Danette Colleen Sutter

MS, Walden University, 2012

BS, Geneva College, 2005

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Industrial and Organizational Psychology

Walden University

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Abstract

Multiple researchers have investigated employee turnover related to affective, continuous, and normative commitment, and none reported the predictive power of emotion regulation reappraisal on these components of commitment with turnover intentions among degree-seeking employees. The purpose of this quantitative survey research study was to explore emotion regulation reappraisal and its predictive power for organizational commitment associated with degree-seeking employees' intentions to quit jobs. In this study, a small sample of $N = 18$ degree-seeking employees took part in survey methodology. Multiple regressions were performed to calculate the variance of independent variables, emotion regulation and affective, continuous, and normative commitment associated with the dependent variable turnover intentions. The measures applied were the Emotion Regulation Questionnaire, the Affective Commitment Scale, the Continuous Commitment Scale, the Normative Commitment Scale, and the Turnover Intention Scale. Results report that degree-seeking employees who practice emotion regulation reappraisal may apply this strategy to manage emotion displayed at work for increased job retention. Findings for emotion regulation reappraisal were consistent with the theoretical framework descriptions of the Appraisal theory that individuals' perceptions of events in environments include emotion. The conclusions support positive social change by providing data for research practitioners and human resource personnel that include insights on an emotion regulation strategy practiced among degree-seeking employees to better accommodate and ultimately retain these workers.

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Dedication

To those who graciously stood by me throughout the dissertation process from the beginning to the end. Dedication of this dissertation is meant with heartfelt appreciation. Without your presence, it would not have been possible.

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Chapter 1: Introduction to the Study

The United States civilian workforce is a population of 163,240,000 individuals, of whom 63.1 % are employed (Bureau of Labor Statistics [BLS], 2018a). Employee job retention was impacted during 2018 with 5.6 million employees separated from her or his job in the United States (BLS, 2018b, 2018c, 2019). Employees separating from jobs decreased the employed population to 57.5%. Decreased employee job retention is a disruptive occurrence with costs to both private and government organizations reported in research as billion-dollar losses each year (Saeed et al., 2018; Xiaojuan et al., 2017). The high cost of employee replacement has encouraged organizations to seek employee job retention strategies that may further improve employee retention (Kang et al., 2018; Longa et al., 2014). Longa et al. and Yamazakia and Petchdee (2015) suggested that organizational administrators should apply job retention strategies to encourage employees' positive outlooks with work. Retention is known to increase through employee job commitment although employee turnover intentions to quit their job may continue if commitment is weak (Galletta et al., 20162014).

The national average wage reported is approximately 39.00 dollars an hour (BLS, 2021). Job separations costs an employer wanting to replace an employee one to three times employees' annual salaries to recruit and hire one employee replacement. A yearly average wage of 68, 250 dollars is a replacement cost to the employer per lost employee. Applying an average annual wage of 68,250 dollars across the 5.6 million employees reported separated from jobs is greater than 382 billion dollars in employee replacement costs. This study shows information for potential job retention.

Chapter 1 is an overview of the study. Background information for emotion regulation reappraisal, affective commitment, continuous commitment, normative commitment, and turnover intention among degree seeking employees is reported. The overview of the study proceeds with the problem, purpose, and research questions and hypotheses. Descriptions of the theoretical framework and selected, research method, and definitions of key terms follow these sections. Chapter 1 concludes with a discussion of the assumptions, scope and delimitations, limitations, and significance of the study.

Background

Emotion regulation is an individual desire to manage emotion. Bar-On (2013) and Barrett (2013, 2017) noted that emotions relate to action, responses, decisions, and judgments throughout a person's day. Although emotion relates to action response, the degree of response varies (Bigman et al., 2016; Kreibig & Gross, 2017). Emotion regulation is an individual choice behavior to manage varying degrees of responses to emotion (Kreibig & Gross).

Further, emotion regulation is one's ability to respond to demands presented in varying situations. Gross (2015) and Gross et al. (2011) agreed that emotion regulation starts a response to identify emerging emotion before one applies a strategy to regulate emotion. This starting response is a complex process (Goleman, 1996, 1998, 2006). McRae and Gross (2020) reported that individual emotion regulation can be thoughtful decision or an automatic response to a situation. Whether controlled or automatic, emotion regulation is individual choice behavior used for making decision responses (Sheppes et al., 2014). Selecting an emotion regulation strategy that reevaluates emerging

emotion may provide a response to manage emotion opposed to turning attention away from emerging emotion (Szasz et al., 2016). Nonattentive choices to ignore emotion and not reappraise emerging emotion from a situation would decrease positive outcomes. Responding appropriately to demands in varying situations required a deliberate practice of emotion regulation (Anafarta, 2015).

Researchers have not included individual self-reports of emotion regulation to assess its impact on employee job separation (Grandey, 2015; Grandey & Gabriel, 2015). Tamir and Gutentag (2017) reported that “people regulate their emotions effectively to the emotional state they desire” (p. 86). Gross (2015) describes a process module of emotion regulation. Emotion regulation is applied at five strategic points of focus, which are situation modification, situational regulation, attention deployment, and cognitive change, and response modulation (Gross, 1998). Each point of focus is an individual choice made purposefully to manage emotion. Reappraisal begins a change in cognition with interpretations of requirements, circumstance, or situations for decision-making (Bigman et al., 2016; Myer & Dewall, 2014). Reappraisal establishes a strategy to reevaluate meanings of events in a less negative perspective at varying ages (Livingstone & Isaacowitz, 2018).

Troy et al. (2013) highlighted three main points concerning reappraisal strategy and suggested that emotion with jobs change in work-related situations. First, practicing reappraisal reframes negative emotion to positive emotion. Second, reappraisal is an adaptive emotion-regulation strategy and changes a behavior by changing individual perception of a new requirement (Tamir, 2016; Tamir et al., 2015). Third, reappraisal is

associated with increased psychological health. Gutentag et al. (2017) suggested a change of negative emotion related with jobs to positive emotion may be a known strategy or a newly learned strategy to practice at work. Gutentag et. al. (2017) explained,

Reappraisal to reframe an emotional situation is changing a valued meaning of an occurrence to adapt thoughts or feelings related to situations, task, or job. It may be necessary not only to train people in using reappraisal, but also to cultivate a belief that emotion can be changed. (p. 1232)

In other words, degree-seeking employees might not practice an emotion regulation strategy of reappraisal at work if they have not learned to do so.

Job retention is impacted by employee commitment to work because employees committed to their jobs remain at an organization (Meyer & Herscovitch, 2001; Vandenberghe et al., 2001). The Three-Component Model of Commitment is a quantitative measure of employee commitment across multiple jobs in organizations. Allen and Meyer (1990a) reported that affective commitment is an employee's emotional attachment to their job. Job retention among employees with affective commitment assists an employee's commitment to team and organizational retention (Wombacher & Felfe, 2017). Continuous commitment assists an employee's commitment to remain with an organization because perceived costs of separation are too great to manage (Qablan & Farmanesh, 2019; Takawira et al., 2014). Normative commitment is an employee's obligation to remain at an organization despite, and to support change (Troy et al., 2013).

All three commitment types keep employees engaged with their job. Meyer and Allen's (1991) Three-Component Model of Commitment reports that the three

commitment components vary among employees. Job commitment may contribute new information to industrial and organizational research because organizational policy and employee trends have changed since the inception of this model (Meyer, 2009; Meyer & Parfyonova, 2010; Mowday, 1998).

Meyer and Allen (1991) reported that normative commitment and affective commitment items define separate factors. After repeated testing, the items tend to be highly correlated although each item was initially noted as conceptually distinct. Allen and Meyer (1996) reported similar correlations of affective commitment and normative commitment. Jaros (1997) agreed with Allen and Meyer (1990b) and reported similar questions with normative commitment being a distinct type. Allen and Meyers (1996) and Jaros (1997) questioned whether normative commitment warranted continued consideration in the model. In response, Meyer and Allen (1997) suggested that existing variables contribute to progress of any affective commitment, normative commitment, or continuous commitment factors, depending on employee perception of a job. Allen and Meyers (1997) reported further that the distinction of normative commitment comes from its interaction with other variables, and normative commitment remained in the model. Until now, emotion regulation has not been included in any reports related to describe more distinction among commitment types.

Degree-seeking employees who work full-time or part-time may experience negative emotion generated by requirements of their job and academics (Leedy & Smith, 2012). Negative emotion may encourage disengagement from job-related or academic goals (Creed et al., 2015; Hu et al., 2017). To maintain attendance commitments with job

and academics despite encountering negative emotion, Lent et al. (2017) and Hu et al. (2017) suggested integrating a workable individual strategy. Emotion regulation is not currently included in recommended strategies to promote job retention for degree-seeking employees. Emotion regulation is a known strategy to change negative emerging emotion to positive emotion, yet it has not been thoroughly examined in industrial and organizational research on employees and jobs.

Problem Statement

Degree-seeking employees are increasingly part of the United States workforce. Still, researchers have not examined whether degree-seeking employees in the United States workforce practice emotion regulation reappraisal (BLS, 2018a; BLS, 2018b). Current reports of job retention do not include reports concerning degree-seeking employees' practice of emotion regulation reappraisal, organizational commitment, or intentions to quit (BLS, 2019). The current study for this dissertation reports finding on emotion regulation, organizational commitment, and intentions to quit among degree-seeking employees.

Organizations deploy job retention plans that appeal to employees' ability to manage stress, life responsibility, and jobs (Longa et al., 2014; Xiaojuan et al., 2017). Despite other roles, organizations require appropriate emotion displayed by all employees at work (Extremera & Rey, 2015). Employees enrolled in college has increased to 75.2 % of the college populations in the United States (National Center for Educational Statistics [NCES], 2015). Researchers have not reported emotion regulation strategies practiced for expected emotion display among degree-seeking employee roles (Larkin et al., 2013;

NCES, n.d., 2015). Employees who seek degrees and practice the emotion regulation strategy of reappraisal may learn to manage emotion display that is not appropriate emotion expected at work (Mérida-López et al., 2017; Sohn et al., 2018). Practicing reappraisal may additionally impact frequency to regulate emotion and express appropriate emotion requirements (Naragon-Gainey et al., 2018). Without job commitment, reappraisal may not be practiced independent of employer instruction (Wombacher & Felfe, 2017).

Gross (2015) reported applying an emotion regulation strategy may help individuals determine what is good for them with work situations if employees use the strategy known as reappraisal. Still, researchers have not explored generated emotion from degree-seeking employees and job retention. Although previous researchers identified reappraisal as a component to regulate emotion, it is unknown whether reappraisal is specifically practiced among degree-seeking employees (Goncalves & Trunk, 2014; Tilley, 2014; Warden & Myers, 2017).

There are separate studies available that focus on degree-seeking employees and generated emotion, yet no studies identify who among these employees practice reappraisal and how it may decrease employee job retention (Brady et al., 2018; McCaslin et al., 2016; Meyer et al., 2015). Seeking a degree may be an employee's response to organizational change requirements for higher levels of education for a job. If an employee practices reappraisal to determine that seeking a degree is good for job retention, it may strengthen a degree-seeking employees' commitment to an organization

and remain at their job (Allen & Meyers, 1990b; Creed et al., 2015; Wombacher, & Felfe, 2017).

This study is an opportunity to integrate research on degree-seeking employees with research on the emotion regulation strategy of reappraisal to identify if this strategy increases commitment and retention at work (Macgowan, & Wong, 2017; Meyer & Morin, 2016; Meyer et al., 2015). The data collection shows whether emotion regulation reappraisal is practiced among degree-seeking employees in context with components of job commitment to display appropriate emotion for job retention. More so, there is a gap in the literature regarding degree-seeking employees, the emotion regulation strategy of reappraisal (Gross, 2015) and the three components of commitment, and turnover intentions to quit a job. Even though emotion may generate from employees' jobs, it is unknown whether a process for emotion regulation strategy takes place with emerging emotions among degree-seeking employees at work.

Locke (1976) previously described that a positive or negative emotion at work may generate from the appraisal of one's job. Locke did not report the direction and degree of emotion that may encourage degree-seeking employee job commitment at an organizational level. Lazarus (1966) and Lazarus and Folkman (1986) reported that appraisal of an employee's job situation created emotion that could require the employee to cope with the situation. Lazarus and Lazarus and Folkman did not explore emerging emotion among degree-seeking employees and job situations that challenge job retention. Until this study, research concerning degree-seeking employees practicing reappraisal for emotion generated, commitment and turnover intentions during a work situation is

unreported. Results of this study will narrow the unknown variables related to turnover intentions that identify employees' intentions to quit their job for improved human resource management with job retention among employees.

Degree-seeking employees may provide further insight to possible connections between emotion regulation, job commitment, and turnover intentions, which is a current body of research without full description of these variables (Gross, 2015; Wombacher & Felfe, 2017; Erat et al., 2017). Current employee turnover intention is quantitatively described by employees' intention to quit and made known through descriptions of negative behavior or negative work attitudes (Erat et al., 2017; Schmitt et al., 2015; Wombacher & Felfe, 2017). Emotion regulation is understood to change negative emotion to positive emotion although the emotion regulation data does not specify regulation of emotion expected at work among degree-seeking employees (Naragon-Gainey et al., 2018; Scheibe & Zacher, 2013). More so, this research does not provide analyses with self-reported items to identify relationships with for emotion regulation to job commitment and intention to quit a job.

Turnover intentions to quit jobs is understood through individual employees' increased forward movement to a permanent job change within a certain time frame (Kurniawaty et al., 2019; Qablan & Farmanesh, 2019; Takawira et al., 2014). Depending on the employees work or life situation, a time frame varies from employee to employee (Takaira et al., 2014). Turnover intention differs from an action of turnover by an employee's definite movement that separates employment from an organization

(Kurniawaty, 2019). Turnover intentions may increase production costs if an employee's desire to quit decrease the organizations outcomes (Qablan & Farmanash, 2019).

Schmitt et al. (2015) suggested a negative relationship occur with employee well-being and job satisfaction that emerges from increased employee responsibility. Degree-seeking employee responses for well-being and job satisfaction were not directly surveyed with in this report. Meyer and Morin (2016) and Erat et al. (2017) reported that individual strategies practiced at work have a positive relationship with job commitment even though emotion regulation practiced among degree seeking employees is not assessed by these reports. Grandey and Melloy (2017) reported that increased emotion requirements associated with organizational goals may increase employee negative experiences. Although the importance of these positive and negative relationships is noted in research the relationship with degree seeking employees is not explored in research. The research in this dissertation study indicates degree-seeking employees offer data that should be included with human resource and research practitioner knowledge concerning employee's responsibility.

Reports from previous research suggested negative affect, negative appraisals, and negative emotions had negative relationships for coping that may increase intentions to quit (Anafarta, 2015; Naragon-Gainey et al., 2018). Even though Naragon-Gainey et al. (2018) explained that emotion regulation modifies thoughts and feelings associated with jobs, it is not reported as a practice for degree seeking employees or intentions to quit. These previous studies exclude a report of emotion regulation practiced by degree seeking employees to improve job commitment for decreased intention to quit that may

result in significant patterns of organizational turnover reported in the United States (BLS, 2018a, 2018b, 2018c). Findings from this study reported new information on emotion regulation reappraisal, components of organizational commitment, and employee intentions to quit jobs.

Purpose of the Study

The purpose of this quantitative survey research study was to investigate emotion regulation reappraisal, affective, continuous, and normative components of organizational commitment with degree-seeking employee intentions to quit jobs (Allen & Meyer, 1990b; Gross & John, 2003; Roodt, 2004). The United States Department of Labor (2019) reported that degree requirements for jobs would steadily increase and that 87% of employees in projected growth occupations may work full-time before or after seeking a degree. This study has implications for positive social change in that emotion regulation reappraisal practiced among degree-seeking employees may assist employees to manage emotion expected on jobs (Naragon-Gainey et al., 2018). The knowledge that the practice of emotion regulation reappraisal has a positive impact on appropriate emotion displayed at work gives a direction for other degree-seeking employees across organizations to practice reappraisal (Mérida-López et al., 2017; Sohn et al. 2018). Results from this study provides research practitioners and human resource management personnel with information and insight to increase job retention of degree-seeking employees who practice reappraisal in organizations (Society for Human Resource Management [SHRM], 2018).

Research Questions and Hypotheses

Research Question 1: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict affective, continuous, and normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, among degree-seeking employees?

H₀1: Emotion regulation reappraisal does not predict affective, continuous, and/or normative commitment among degree-seeking employees.

H_a1: Emotion regulation reappraisal predicts affective, continuous, and/or normative commitment among degree-seeking employees.

Research Question 2: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict intentions to quit a job, as measured by the Turnover Intention Scale among degree-seeking employees?

H₀2: Emotion regulation does not predict intentions to quit a job among degree-seeking employees.

H_a2: Emotion regulation predicts intentions to quit a job among degree-seeking employees.

Research Question 3: Do affective, continuous, and/or normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, moderate the relationship of emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, with intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

H₀₃: Affective, continuous, and/or normative commitment does not moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

Ha3: Affective, continuous, and/or normative commitment moderates the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

Theoretical Framework

Previous reports indicate that emotion may be understood by an individual appraisal of emotion related to events and situations that illicit a response to experienced emotion (Cannon, 1914; Hinkle, 1974; Selye, 1974). Reports previously indicated appraisal and emotion related to a person's emotion through cognition (Frijda, 1986; Lazarus, 1991; Scherer et al., 2001) remain valid. Still, these reports are incomplete to describe all employees' current situations. Ng et al. (2018) recently reported the main tenet of appraisal theory is that an appraisal of an event, opposed to an event itself, drives whether and why people experience certain emotion. Previous research of appraisal describes a concept of reappraisal, yet it has not fully explained reappraisal for cognitive change or as a strategy to regulate emotion response (Folkman & Lazarus, 1988; Lazarus, 1966; Lazarus & Folkman, 1986; Smith & Lazarus, 1990).

Process Model of Emotion Regulation

Gross (1998) described a temporal model of reappraisal that indicated emotion regulation is a strategy. This model begins with a reappraisal of an individual's existing emotion that needs managed. Examining a process model of emotion regulation provides

an appropriate framework and theoretical perspective to explore an effective emotion regulation strategy among degree-seeking employees. These employees may learn to understand, or may currently know, that emotion may require emotion regulation to manage emerging negative emotion.

Selection of an emotion regulation strategy for reappraisal with emerging negative emotion may change negative emotion to positive emotion (Gross, 1998). Reappraisal is not examined among emotion and employee job retention research topics related with degree-seeking employees. Gross reported that the process model of emotion regulation has major points of focus with emerging emotion to practice emotion regulation. The model includes situation modification, situation regulation, attentional deployment, cognitive change before emotion response modification. An outcome of this model for emotion response modification is emotion regulation.

Three-Component Model of Commitment

Allen and Meyer's (1990b) three-component model include that affective commitment, continuous commitment, and/or normative commitment may be related to employee experiences (Mowday et al., 1979) with jobs at an organization. It is an adequate model to assess employee commitment to a job related to organizational commitment, and it is a concept of attitudinal, affective, and cognitive constructs (Alvinus et al., 2017). Affective commitment to the organization is a desirable and distinct workplace attachment differentially predictive of job engagement and satisfaction for workplace outcomes (Mowday et al., 1979). Employees with affective commitment want to remain working at an organization. Employees with continuous commitment

believe they should remain working at an organization. Employees with strong normative commitment remain with an organization believing it is a correct action to take. These employees believe they ought to remain working at an organization. Their obligation mindset is to pursue a course of action relevant to a goal to remain with an organization regardless of change.

This study has three significant propositions concerning degree-seeking employees. First, human resource development personnel in organizations recognize that employees display emotion (Naragon-Gainey et al., 2018). Second, organizational commitment includes job attitudes and behavioral actions (Meyer et al., 2012, 2018; Mowday et al., 1984). Third, intentions to quit may lead to turnover (Bothma & Roodt, 2013; Jacobs & Roodt, 2008). Research has an opening to study the impact of emotion regulation reappraisal on organizational commitment and turnover. Major hypotheses of this study include that emotion regulation reappraisal and organizational commitment will show a degree of the association with turnover among these employees. A theoretical framework for this deductive quantitative research will be further explained in Chapter 2.

Nature of the Study

A quantitative design and self-report survey methodology were applied with this study (Creswell, 2013; Jabrayilov et al., 2016). Administration of quantitative self-reported questionnaires to measure participants' practice of the emotion regulation strategy of reappraisal, affective, continuous, and normative job commitments were a source of data collected. Quantitative responses from participants with the turnover intention scale were included in the self-report survey data collection.

The independent variables surveyed were emotion regulation reappraisal, affective, continuous, and normative commitment, and the dependent variable surveyed was turnover intention to quit. The independent and dependent variables met the assumption for regression analyses. A multiple correlation coefficient, R , yields the maximum degree of linear relationships that can be obtained between the independent variables, emotion regulation reappraisal, affective, continuous, and normative commitment, and the single dependent variable, turnover intentions (Statistic Solutions, 2019). The coefficient of determination, R^2 represents the proportion of the total variance in the dependent variable accounted for by the independent variables.

Multiple linear regression analyses require linear relationships between variables, residuals that are normally distributed, no multicollinearity, and homoscedasticity (Frankfort-Nachmias et al., 2014; Statistic Solutions, 2019). Scatterplots were applied to visualize data. The correlation coefficient provided data to assess the linearity of variables in this study, and outliers were not expected. Correlation coefficients examined whether individual responses to emotion regulation, were consistent across key indicators of affective, continuous, or normative job commitment on turnover intentions.

Types and Sources of Data

To understand whether degree-seeking employees practice reappraisal, a selection and administration of the Emotion Regulation Questionnaire was made (Gross & John, 2003). A measure of employee job commitment components, selection, and administration of the Three-Component Model of Commitment for organizational commitment was made. The measure was applied for recording affective, continuous, and

normative commitment (Allen & Meyers, 1990a). Self-report responses from degree-seeking employee's and intentions to quit were recorded with the Turnover Intention Scale (Bothma & Roodt, 2013; Roodt, 2004).

Emotion Regulation Questionnaire

The Emotion Regulation Questionnaire is a 10-item measure assessing individual differences in practicing an emotion regulation strategy of reappraisal. Gross and John (2003) constructed the Emotion Regulation Questionnaire for scoring individually applied emotion regulation strategies using a 7-point Likert scale rating *strongly disagree* to *strongly agree*. Alpha reliabilities averaged 0.79 for reappraisal and 0.73 for suppression. Gross and John reported a test-retest reliability across 3 months of 0.69 for both scales. Reports of cognitive reappraisal for emotion scores indicated a significant negative interaction with depression $r = -0.32, p = 0.001$, anxiety $r = -0.14, p = 0.001$, and stress $r = -0.21, p = 0.001$ (Preese et al., 2019). Preese et al. reported suppression scores indicating significant positive correlation with depression $r = 0.18, p = 0.001$, anxiety $r = 0.10, p = 0.030$, and stress $r = 0.12, p = 0.006$.

Organizational Commitment Scale

The measure of organizational commitment was conducted with the Three-Component Model of Commitment. The model includes three factors of affective commitment, continuous commitment, and normative commitment for three 8-item scales. Responses are made on 7-point Likert scales (1 = *strongly disagree* to 7 = *strongly agree*). Allen and Meyer developed the scales to assess affective, continuous, and normative components of attitudinal organizational commitment (Allen & Meyer, 1990b;

Meyer & Allen, 1993). These three scales account for 58.8%, 25.8%, and 15.4% of the total variance measured by the three components, respectively. Reliability for the Affective Commitment Scale, Continuous Commitment Scale, and Normative Commitment Scale are 0.87, 0.75, and 0.79, respectively. The measures' convergent and discriminant validity were supported.

Turnover Intention Scale

The Turnover Intention Scale questionnaire consists of a 6-item scale highlighted from the initial 15 items and all items are measured on a 5-point Likert scale anchored at extreme points. Applying the term, *never*, indicates low intensity beginning with the number one to five, and five indicates high intensity. Development of this questionnaire included responses to multiple instruments in the exploration of turnover intention measured with few items.

Turnover intention was measured through application of a questionnaire developed by Roodt (2004). The Turnover Intention Scale measures turnover intentions with $\alpha = 0.80$. The TIS-6 distinguishes between employee leavers and stayers to confirm its criterion-predictive validity. This 15-item questionnaire reported that Item 1 = 0.733, Item 2 = 0.772, Item 3 = 0.815, Item 4 = 0.733, Item 5 = 0.767, and Item 6 = 0.779 measure turnover intention (Bothma & Roodt, 2013; Jacobs & Roodt, 2007; Roodt, 2004).

This study shows reports from an evaluation of degree-seeking employees who practice emotion regulation reappraisal recorded from survey responses collected with the Emotion Regulation Questionnaire. Degree-seeking employees reported organizational

commitment with surveyed responses collected with the Affective Commitment Scale, Continuous Commitment Scale, and the Normative Commitment Scale. Turnover intention was assessed with degree-seeking employee survey responses collected with the Turnover Intention Scale. Results of this study reported the explained variance of survey item responses to determine the best fit between variables.

Definitions

Affective commitment: An “affective or emotional attachment to the organization such that the strongly committed individual identifies with, is involved in, and enjoys membership in, the organization” (Allen & Meyer, 1990b, p. 2).

Continuous commitment: “Anything of value the individual has invested, time, effort, or money that would be lost or deemed worthless at some perceived cost to the individual if he or she were to leave the organization” (Meyer & Allen, 1984, p. 373).

Emotion regulation: Emotion regulation refers to the heterogenous set of processes by which emotion is regulated (Gross, 1999, p. 557). Emotion regulation is control of affective responses associated with behavior, subjective experiences, and physiological responses. Emotion regulation is a response to emotion. “Emotions are organized in satisfaction and defensive motivational system based on valance and arousal dimensions. Humans can purposefully control type, intensity, and occurrence of their emotions in a context-dependent manner, which is known as emotion regulation” (Zaehringer et al., 2018, p. 573).

Intentions to quit: An observable or nonobservable employee behavior to separate from a job or an organization (Kurniawaty et al., 2019).

Job retention: The time an employee spends at their job before job separation (BLS, 2018b; see also Kang et al., 2018).

Normative commitment: Normative commitment describes employee obligation to remain at a job or organization through obligation that emerges from written or psychological contracts (Meyer & Parfyonova, 2010).

Organizational commitment: Meyer et al. (2019) integrates the Meyers and Allen's (1991) three-component model of commitment to explain employees' psychological ties, emotion responsibility, and external bonds to an organization.

Reappraisal: A thought-oriented form of emotion regulation in which a person tries to think about a situation in a way that alters their emotional response. Reappraisal is a form of emotion regulation that individuals apply to their thoughts about a situation in a way that alters their emotional response (Gross, 2013, p. 561).

Turnover: Quits, layoffs, or discharges in a workforce (BLS, 2019). This study applied concepts of involuntary or voluntary turnover to total turnover in the United States workforce.

Assumptions

An assumption is that the statements written in this study, upon verification through data collection and data analyses, are factual and correct. Another assumption for this study is that the participants answered items on survey forms truthfully and without bias. A final assumption is that the survey forms quantitatively assessed participants responses thoroughly and accurately.

Scope and Delimitations

The scope of this study includes the quantitative measurement of an emotion regulation factor of reappraisal. Additionally, this study explores the impact of emotion regulation reappraisal and organizational commitment on turnover intentions among degree-seeking employees. Commitment studies throughout industrial and organizational psychology research provided an opening to investigate commitment components in different work setting among degree-seeking employees.

Limitations

Limitation with this study involve the quantitative survey research design and parameters of quantitative measures. Although self-reports are representative of a population selected for the survey, self-reports are subjective. Another limitation is that the data analyses describe the subpopulation surveyed and does not necessarily represent all degree-seeking employees across all corporations.

Delimitations

Delimitation defines a measure applied to address the self-reported response bias of this study. A regression analyses of variables described whether any of the independent variables has a significant impact on turnover intentions among degree-seeking employees. The questionnaires applied are quantitative.

Each inquiry provides an ordinal measure of participants responses. Certain items are reversed on the commitment scales and Turnover Intention Scale for reduced bias. Surveys were be administered only once per participant. The Emotion Regulation Questionnaire (Gross & John, 2003) the Three Component Model of Commitment for

organizational commitment (Meyer & Allen, 1991), and the Turnover Intention Scale (Roodt, 2004) reported alpha reliability for valid measures. A discussion of parametric statistics assumptions with each variable's distribution occurs in Chapter 3.

Participants are degree-seeking employees seeking their associates' bachelors' masters', or doctoral degree. Survey research conducted reported differences in commitment type, those who practice reappraisal, and turnover intentions. Computation for an R^2 statistic of survey data reported the proportion of variance between independent variables that had an impact on employee intentions to quit. A concise explanation was detailed using regression analyses to indicate independent variable variance. Confidence levels of 0.95, and significance level 0.05 are used to make calculates on a sample size of 108 degree-seeking employees (Creative Research Systems, 2016; Regenwetter & Cavagnaro, 2019; Shieh, 2013).

Significance

Significance of this study is the discovery of whether degree-seeking employees who practice reappraisal have increased levels of commitment, and how this practice effects intentions to quit jobs. Meyer and Allen (1991) previously reported job commitment related to job retention. Research reports that a practice of emotion regulation assists individuals to manage behavior for positive individual change (Berk, 2015; Grecucci et al., 2013). The question herein is whether this strategy also works with degree-seeking employees regarding the three components of job commitment, which are seen as moderators of turnover intentions to quit their job (Meyer et al., 2002; Mowday et

al., 2013). The significance of this study lies in the potential to assist organizations in retaining their degree-seeking employees.

Human resource management personnel and research practitioners make significant contributions to society and create positive social change that promotes the dignity of employees and the communities in which organizations operate (Rimita et al., 2020). Pai et al. (2018) reported that the workplace is a changing environment that places new requirements on employees related to work stress. The research reported adverse effects on employees occur without realizing employee and workplace change (Barak, 2017). Reports that the need for educational degrees in multiple workplaces has a prediction to increase in the future (BLS, 2019). Brown and Baltes (2017) suggested education itself may be a reason for social change. This study provides a critical perspective to generate new knowledge for degree-seeking employees that participate in work and education.

Degree-seeking employees who practice the emotion regulation reappraisal report an association with one or more of the three components of job commitment for increased job retention. Knowledge of emotion regulation reappraisal among degree-seeking employees improves understanding of employee job commitment levels for continued work at their current organization (Vispoel et al., 2018). This quantitative study contributes current data that explores degree-seeking employees, emotion regulation reappraisal, job commitment, and employee intentions to quit jobs.

Summary

Chapter 1 provides a logical framework for analyses of emotion regulation reappraisal and job commitment to assess the strength of the relationship on degree-seeking employees' turnover intentions. Details summarized in this chapter justify the goals and objective to clarify the association on turnover among degree-seeking employees sampled. Chapter 2 provides a literature review of previous and current research with information pertaining to variables within this study.

Chapter 2: Literature Review

There are no reports of degree-seeking employees in the United States workforce who practice emotion regulation related to organizational commitment, or turnover intentions (BLS, 2018a: 2018b). This new quantitative study provides a survey of degree-seeking employees, emotion regulation, organizational commitment, and employee turnover intentions (Gratz et al., 2015; Rowlands et al., 2019). Chapter 2 was written to describe an examination of research on organizational commitment, emotion regulation reappraisal, and turnover intentions. This description of investigative research examined a framework with a present-day survey among degree-seeking employees to broaden knowledge of emotion regulation, organizational commitment, and turnover intentions for industrial and organizational research. After the literature search strategy section, a report begins with the theoretical foundation for emotion regulation, organizational commitment, turnover intentions. Chapter 3 concludes with a summary of the literature.

Literature Search Strategy

Several resources were applied to find literature on organizational commitment, turnover intention, emotion regulation, and degree-seeking employees. Library databases and search engines used for this research included PsycINFO, PsycARTICLES, PsycTESTS, and PsycBOOKS as well as Academic Search Complete, Emerald Publisher, Sage Premier, and Science Direct. BLS and other U.S. government websites for the Bureau of Economic Analyses and the Department of Education also provided useful information as did seminal studies, Google Scholar, and Google Books. Dditional iterature was found through ProQuest Ebook Central. Keywords used in searches of these

databases included *employees, jobs, emotion regulation, reappraisal, and turnover intentions*. Searches for literature on organizational commitment were expanded to encompass affective commitment, continuous commitment, and normative commitment.

Theoretical Framework

Appraisal theory reports that individual perceptions of events in environments includes emotion (Gross, 1998; Scherer, 1984; Scherer et al., 2001). The process model of appraisal includes a description that individuals apply reason to decide whether an appraisal has a positive or negative emotion (Gross, 1998; Scherer et al., 2001). Emotion regulation research includes a description that reappraisal may associate with components of organizational commitment and degree-seeking employee's intentions to quit work (Netzer et al., 2015; Tamir, 2016). Still, research on reappraisal among employees is vague within industrial and organizational research (Bigman et al., 2016; Gross, 2015). Reports exemplify appraisal, yet emotion regulation reappraisal practiced among degree-seeking employees has no information to indicate a direction for future research.

Emotion regulation reappraisal of individually generated emotion occurs, and a response from an individual is to take appropriate actions for desired outcomes (Gross, 2015; McRea, 2016). The action selected is an emotion regulation strategy. Emotion regulation reappraisal strategy practiced for emotion and desired work-related outcomes (Locke & Latham, 2019) among degree-seeking employees is unknown. Research on emotion regulation reappraisal may create knowledge of the organizational commitment model and employee turnover intentions.

Surveys collected among degree-seeking employees for reports of emotion regulation reappraisal practiced are included with regression analyses described in Chapter 3. Results of those analyses answer Research Questions 1 through 3 to confirm the hypotheses listed in Chapter 1. The findings for the research questions and hypotheses illustrate that data collected from this study applied existing questionnaires and built on existing theory.

Research Question 1: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict affective, continuous, and normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, among degree-seeking employees?

H₀1: Emotion regulation reappraisal does not predict affective, continuous, and/or normative commitment among degree-seeking employees.

H_a1: Emotion regulation reappraisal predicts affective, continuous, and/or normative commitment among degree-seeking employees.

Research Question 2: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

H₀2: Emotion regulation reappraisal does not predict intentions to quit a job among degree-seeking employees.

H_a2: Emotion regulation reappraisal predicts intentions to quit a job among degree-seeking employees.

Research Question 3: Do affective, continuous, and/or normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, moderate the relationship of emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, with intentions to quit a job as measured by the Turnover Intention Scale, among degree-seeking employees?

H₀₃: Affective, continuous, and/or normative commitment does not moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

H_{a3}: Affective, continuous, and/or normative commitment moderates the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

Process Model of Emotion Regulation

A process model of emotion regulation has five different steps for generated emotion (Gross, 2015; Little et al., 2016). The different steps provide a unique sequence within emotion-generative processes (Koole et al., 2015). The process model of emotion regulation includes situation selection, situation modification, attention deployment, cognitive change, and response modulation (McRae, 2016; Netzer, 2017). Emotion regulation reappraisal occurs at the cognitive change process.

Emotion that is generated elicits an emotion regulation response action that is distinct for an individual and their situation (Extremera & Rey, 2015; Harley et al., 2019). Emotion regulation requires individuals to evaluate the generated emotion and anticipated outcomes (Braunstein et al., 2017; Moors, 2017). Separate emotion that is generated

elicits an emotion regulation response action that is distinct (Extremera & Rey, 2015; Harley et al., 2019). A choice for a reappraisal of the emotion is an emotion regulation reappraisal strategy.

Le et al. (2018) suggested that emotions generated from added responsibility relate to stress among individuals. Still, studies such as Le et al.'s do not include a measure of degree-seeking employees' emotion regulation at work to identify those who practice reappraisal. An investigation of reappraisal at the cognitive change stage of emotion was made to discover whether individuals practice emotion regulation strategy in everyday life (Dixon-Gordon et al., 2015). This investigation of reappraisal was made with degree-seeking employees who experience added responsibility known to lower levels of employee well-being (Pekaar et al., 2018).

Emotion Regulation Reappraisal

To understand emotion regulation, researchers and practitioners consider an individual's unique emotion within each job situation as opposed to a generalization of one standard emotion that is generated from all employees (Kashdan et al., 2015; Koole et al., 2015; Yoon et al., 2018). Individual capability to understand emotion regulation reappraisal includes an evaluation of the emotion generated and how it determines outcomes (Braunstein et al., 2017; Moors, 2017). Emotion regulation occurs at the onset of emotion generation, and a choice strategy selected may be reappraisal. In this study, an emotion regulation reappraisal at the cognitive change stage of emotion generated was investigated (Gross 2015). After a review of the literature, an opportunity for this study

remained in research to report individual emotion regulation strategies practiced in everyday life (Dixon-Gordon et al., 2015).

The work-related responsibilities of degree-seeking employees that increase their stress levels may lower their levels of employee well-being (Pekaar et al., 2018). Le et al. (2018) suggested that emotion generated from responsibility is likely to increase stress. Even with Le et al.'s report, researchers studying reappraisal have not included degree-seeking employees who practice emotion regulation in their studies.

In research on the process model of emotion regulation (e.g., McRae, 2016; Suri & Gross, 2016; Tamir, 2016), there were no studies to report whether degree-seeking employees practice reappraisal. Degree-seeking employees work goal experience and work outcomes may exceed those of non-degree-seeking employees and affect the emotion they display at work. Without satisfactory goal performance and satisfactory performance outcomes, turnover intention may increase (Iffat et al., 2015; Locke & Latham, 2019; 2005). A report as to whether these employees practice emotion regulation reappraisal for goal performance and performance outcomes required a new study.

Literature Review Related to Key Variables and/or Concepts

During the previous two decades, the BLS has encouraged employers to report employees' length of time at their job. The BLS (1990, 2018) reports personal, social, economic, educational, and professional expectations of employer and organizational goals. The practice of the emotion regulation choice of reappraisal and turnover remains void in these reports. Furthermore, the number of current degree-seeking employees in the United States who practice emotion regulation to decrease turnover intentions remain

unreported (BLS, 2018a, 2018b). Organizational commitment has consistently described turnover among employees and jobs for the previous 50 years. Still, no reports exist for the population-specific to degree-seeking employees.

Employees who enroll at college for an advanced degree increased from 51% to 75.2 % during the previous decade (NCES, n.d.; Miller et al., 2008). A consistent increase with these employees generated a specific population of degree-seeking employees not described in research with an association to emotion regulation. The importance of research among these employees lies in their actions to complete their degrees.

Human resource development includes projections of 30 occupations in the United States to steadily increase with new jobs that require a degree (BLS, 2019). Of the 37.6 million employed individuals who are expected to fill these jobs, advanced education is necessary. An expectation is that 32.5 million, or approximately 87% of employees in the projected growth occupations, will work full-time before or after seeking a degree (BLS, 2015, 2019). Even with current research by human resource development practitioners, degree-seeking employees are a population of employees who have not yet been fully studied.

Degree-seeking employee responsibility includes adverse stress implications. First, degree-seeking employee responsibility can lead to less sleep (Miller et al, 2008; Nagai-Manelli et al., 2012). Second, employee responsibility among these individuals often results in work-family-degree seeking conflict (Hobfall, 2001). Last, the NCES (n.d.) reported that this population has debt responsibility for those who borrow and

repay later. The impact of these factors may impact turnover intention. Degree-seeking employees who experience one to three of these examples is likely to generate emotion that requires emotion regulation strategy.

Emotion Regulation Reappraisal and Degree-Seeking Employees

Emotion regulation describes choice strategies to practice for managing emotion (Dixon et al, 2017). Studies (Hakansson et al., 2016; Hancock et al., 2019) include emotion generated from work-family-degree seeking and incurred debt affects emotion displayed at work. Thoughts related to family stress may take precedence over an academic or work stress event that may require emotion regulation (Morawetz et al., 2017; Tamir, 2015).

Harley et al. (2019) argued that the literature on emotion regulation reappraisal needs to be bridged. In this study, reports of whether degree-seeking employees practice emotion regulation reappraisal contribute to bridging this gap in research. A degree-seeking employee who reevaluates responsibility for work-life balance may practice emotion regulation reappraisal (Grommisch et al., 2019). Whether degree-seeking employees practice emotion regulation reappraisal at work remains unreported and merits further study.

Responsibility generates emotion among degree-seeking employees through an integration of academic expectations, family roles, and job expectations. Examples in the literature reported academic studies generate a stressful time of life (Nguyen-Feng et al., 2019). Another example included a recent survey reported 83 % of non-employed students feel overwhelmed by expectations during the past year with 37 % feeling

depressed with academic roles (American College Health Association [ACHA], 2017).

An added responsibility from being employed may increase emotion associated with these expectations and roles.

Laeque et al. (2018) and Eddy et al., (2017) agree that work stress negatively relates to employee well-being and increases turnover intentions. Even with the reports from Laeque et al. and Eddy et al. describing work stress, degree-seeking employees are not included in the research. Academic stress, work stress, and emotion regulation are list separate, not fully integrated, topics in research.

Organizational Commitment

The description of commitment introduced through Becker's (1960) report centered on individual consistent engagement with activity over long periods. Becker (1960) reported individual's unique identity formed personal commitment that progressed to organizational commitment. Mowday et al. (1984) expanded on this and suggested that employee situations would further relate employee job commitment. Meyer and Allen (1997) began to distinguish that organizational commitment as the action employees make with ongoing feelings of job satisfaction.

The strength of individual commitment (Becker, 1960) transformed to organizational commitment (Meyer & Allen, 1997) encourages employees to remain at their jobs. This evidence was a cornerstone for the advancement of job-commitment research in this study. Industrial and social change research reported that individuals bind together for completion with shared goals of the industry (Drucker, 1993; Foote, 1953, 1973).

Mowday et al. (1979) Mowday et al. (1984) and Becker (1960) reported that social and industrial change predicted turnover in employee situations. This research pioneered a validation for organizational commitment and its importance to employees and jobs. Mowday et al. (1979) Mowday et al. (1984) and Becker (1960) described organizational commitment without current jobs, degree requirement, and degree-seeking employees.

Recent human resource development reports suggest that employee retention concern exist among multiple stakeholders within organizations (Beer et al., 2015; Brewster et al., 2018; Paauwe& Farndale, 2017). Merucio (2015) reported organizations managers remain tasked with employee retention in changing work environments that require organizational commitment. Multiple studies (Aniefiok et al., 2018; Arciniega et al., 2018) reported organizational commitment related to employees (Erdogan & Yildirim, 2017; Perreira et al., 2018) that stay with organizations. The importance of organizational commitment is that it decreases intensity with turnover intention among employees who want to resign (Le et al., 2017; Fernet et al., 2017). An equally formidable position was discussed with Tremblay et al. (2019) and Gaudet & Tremblay (2017) who suggest that organizational commitment is a component for organizational performance output.

Tremblay et al. (2019) agreed with Meyer and Allen (1990b;1997) and Mowday et al. (1984) highlighting that affective commitment associate with turnover. Trembley et al. suggested affective commitment ties emotion with employee jobs and reports there is an absence of emotion research integrated with organizational commitment studies. Wu

et al. (2019) agrees with Trembley et al. that evidence to explain the constructs of emotion and its association with organizational commitment in the workplace among employees is scarce.

Wu et al. (2019) agreed with Trembley et al. (2019) was further supported with Han et al. (2018) suggesting that employees emotion expectations at work may relate negatively to organizational commitment. Han et al. included in their report that studies to provide evidence among different populations are few. Han et al. and Shafir et al. (2016) agreed that inclusion of an emotion component of organizational commitment is critical for employees to retain jobs.

For example, research reported that organizational commitment progresses from individual identification in society to employee identification with an organization's goals (Meyer & Allen, 1997; Jaros, 1997; Meyer et al., 2012). This description of organizational commitment included emotional ties, costs of leaving a job, employee work experiences, and identification with a job (Meyer & Allen, 1991; 1997). Although emotion resonates throughout the Three-Component Model of Commitment, research for a discovery to bridge emotion regulation research stayed current.

Three Component Model of Commitment

Previous research (Buchanan, 1974; Porter et al., 1974) reported that the exploration of commitment is an ongoing process. Meyer and Allen (1987) hypothesized that commitment develops with work experience yet the intensity (Allen & Meyer, 1990b) of commitment to the organization may decline. Meyer & Allen (1991) report that employees who actively commit are least likely to leave the organization. Current

research on employee commitment remains an ongoing process with work experiences and change within industries that evolves during time (Meyer & Parfyonova, 2010).

Meyer and Allen (1993;1997) report a measure of organizational commitment components that assess employee commitment. Measurements in this study included the Affective Commitment Scale to survey employee attachment to an organization through work experiences. Next, application of a Continuous Commitment Scale surveyed whether employee action to stay at an organization continued because the cost of quitting the job is great. A Normative Commitment Scale surveyed endurance with employee decisions to remain at an organization. Overall, organizational commitment described the strength of an individual's identification with, and involvement in, an organization that drives employees' intentions to leave an organization and actual withdrawal behavior (Bashir & Long, 2015; Nandan et al., 2018).

Affective Commitment to an Organization

Affective commitment is the prospect and likelihood that employees will remain at their current job at an organization (Allen & Meyer, 1990b; Meyer & Allen, 1997; Berta & Herbert, 2018). Employee affective commitment linked emotion to jobs that strengthens the association to their professional or non-professional work. Organizational affective commitment decreased adverse work outcomes through positive affect on employee attitudes with work behavior (Loi et al., 2018; Akhtar et al., 2019).

Allen and Meyer (1990b) suggested that employees' affective commitment predicted less turnover. Affective commitment defined employee's emotional attachment to an organization centered on the involvement and identification with the organization's

goals, mission, and values (Meyer & Allen, 1996). Affective commitment describes work performance driven by positive affect and emotions that decreases turnover intentions (McCormick & Donohue, 2019; Agostini et al., 2019). Even with affect, experience, and identification factors, the organizational commitment model does not report emotion regulation associated directly with turnover and related to degree-seeking employees.

Continuous Commitment to an Organization

Previous research consistently reported social and economic impact with continuous commitment (Dunham et al., 1994; Hackett et al., 1994; Iverson & Buttigieg, 1999; Jaros, 1997; McGee & Ford, 1987; Meyer et al., 1990; Ko et al., 1997). The perceived social stigma of unemployment and the economic costs of leaving the organization may cause poverty. Societal exclusion from employment and existing financial responsibilities were determinants of turnover.

A low or no availability option for alternative jobs allows for additional consideration with continuous commitment (Brown, 1996; Jaros, 1997; Ko et al., 1997; Powell & Meyer, 2004). Meyer et al. (2002) suggested that the loss of income related to Becker's (1960) side bet concept outweighed an employee quitting without a new job opportunity. Through social and economic components, research reported continuous commitment remains current on employees and turnover (Lambert et al., 2018; Meyer et al., 2018; Uppal, 2017). Still, degree-seeking employees stay unreported in recent research.

Normative Commitment to an Organization

Normative commitment progresses between an employee and an organization with a mindset of the employee to remain with an organization that may exceed employee identification (Meyer & Allen, 1991; Meyer & Allen, 1997; Betanzos-Díaz et al., 2017). This commitment type grows as a moral imperative or an indebted obligation that employees express despite a mismatch of an employee to organizational goals (Meyer & Parfyonova, 2010; Meyer et al., 2002). Employees that experience normative commitment may include emotional detachment and less identification with the organization although remain at their job. Decreased affective commitment occurs, yet an employee remains at an organization essentially as the right thing to do (Vandenberghe et al., 2015; Uraon, 2018).

Normative commitment described employees' feelings of obligation to remain at an organization (Allen & Meyer, 1990b; Wiener, 1982; Wiener & Vardi, 1990). Meyer et al. (2010) emphasized that normative commitment characterizes by an adaptive form of regulation that employees' practice for commitment to remain at their job despite any change. Employees who project normative commitment are motivation to fulfill work obligations to an organization, distract from anxiety or guilt feelings, or to satisfy the expectations of others (Gagne and Deci, 2005).

Previous predictions (Meyer & Allen, 1993; Meyer et al., 1997) may misalign with current job characteristics and turnover. Circumstances of society, work, and commitment differ distinctly from reports of employees during the previous seven decades (Mercurio, 2015; Mehta, 2016). For example, the population of current degree-

seeking employees who consider current education, ongoing debt, and conflicts with family-work schedules that are a priority among degree-seeking employees is unreported with turnover studies.

Turnover Intentions to Quit

Turnover included descriptions with processes of attitudes, decisions, and behavior (Ajzen, 1991; Lawler & Suttle, 1973; Bothma, & Roodt, 2013). Turnover intentions consistently report correlation with turnover (Hom et al., 2012; Hom & Hulin, 1981; Mobley et al., 1978; Newman, 1974). The intention to quit was reported as an immediate experience to the turnover action (Chiu & Francesco, 2003; Martin & Roodt, 2008; Slate & Vogel, 1997; Steel & Ovalle, 1984). Employers incur costs of job searches for an employee's replacement after the turnover action (Maertz & Campion, 2004; Mobley, 1977; Tett & Meyer, 1993).

Hiring individuals who consistently avoid, or rarely consider turnover is a desirable human resource management practice (Barrick & Zimmerman, 2009; Li et al., 2014; Zimmerman, 2008). After hired, employee turnover intentions progress from work experiences that occur over time (Molders et al., 2019). Intentions to quit and turnover action occur with a job situation that does not meet the voluntary standard or desire of an employee (Mischel, 1973; Meyer et al., 2019). Meyer et al. (2019) reported a job change after disillusionment is considered a reasonable occurrence.

An employee who is not reinforced through appropriate job-fit, pay, or advantages, may begin thoughts of intentions to quit (Dawis & Lufquist, 1984; Gibson et al., 2007; Cho & Song; 2017; Liu et al., 2017). During plans to quit, employees evaluate

costs before taking future turnover actions (Cullen & Sackett, 2003; Hom & Griffeth, 1995; Rosse & Hulin, 1985; Rusbult & Farrell, 1983). This research provided the importance of turnover. Whether degree-seeking employees who practice emotion regulation reappraisal will delay or stop intentions to quit and the turnover action requires evidence.

Summary

This study investigates turnover intentions through the independent variable's emotion regulation reappraisal, affective commitment, continuous commitment, and normative commitment. The dependent variable is turnover intentions. The sample of the population is among a specific group who are degree-seeking employees not yet quantitatively examined in the research.

Even with previous predictions of organizational commitment with turnover, this study reported whether emotion regulation is an associated practiced among degree-seeking employees. Commitment research described reports of commitment among varying employees and jobs for turnover. Conversely, emotion regulation research had not explored degree-seeking employees who practice emotion regulation reappraisal to examine an impact on turnover.

Emotion regulation reappraisal practiced by degree-seeking employees described emotion not previously examined with organizational commitment research. Conducting a regression analysis of data collected among degree-seeking employees reported survey data findings for emotion regulation reappraisal, affective commitment, continuous commitment, normative commitment, and turnover intentions. Answers to the three

research questions provided a new report among degree-seeking employee for emotion regulation reappraisal, organizational commitment, and turnover research.

Chapter 3: Research Method

The purpose of this quantitative survey research study was to investigate emotion regulation reappraisal and its impact on affective, continuous, and normative components of organizational commitment with degree-seeking employee intentions to quit jobs (Allen & Meyer, 1990a; Gross & John, 2003; Roodt, 2004). The United States Department of Labor (2019) reported that degree requirements for jobs would steadily increase in future years and that 87% of employees in projected growth occupations might work full-time as a degree-seeking employee. This study has implications for positive social change in that emotion regulation reappraisal practiced among degree-seeking employees may help them to manage the types of emotion expected on jobs (Naragon-Gainey et al., 2018). The knowledge that the practice of emotion regulation reappraisal has a positive association with appropriate emotion displayed at work may lead other degree-seeking employees across organizations to practice emotion regulation reappraisal (Mérida-López et al., 2017; Sohn et al. 2018). This study provides research practitioners and human resource management personnel with information that they can potentially use to increase the job retention of degree-seeking employees (SHRM, 2018).

No studies have reported a degree of correlation with emotion regulation reappraisal, affective commitment, continuous commitment, and normative commitment to predict turnover intentions among degree-seeking employees. Researchers have not reported whether the components of commitment moderate emotion regulation to predict turnover intentions among degree-seeking employees. This gap in research does not contribute reports to examine how these variables may improve job retention related to

job separation costs. The potential for degree-seeking employees to report emotion regulation reappraisal, organizational commitment, and turnover intentions is critical information for job retention research. Chapter 3 reports the research design, methodology, instrumentation, and sample to conduct this study.

Research Design and Rationale

Rationale for this quantitative survey research design is to understand the degree of correlation between emotion regulation reappraisal, organizational commitment, and intentions to quit a job through the administration of pre-existing surveys (Allen & Meyer, 1990b; Gross, 2015; Gross & John, 2003; Roodt, 2004). Without these quantitative reports from a convenience sample, the degree of correlation between the independent variables on the dependent variable remains absent in research.

The quantitative descriptive research applied with this study is a survey research design (Cox, 2016). Selection of this quantitative survey research design is appropriate because it empirically tests specific hypotheses (Oladokun, 2016). A quantitative research framework to assure objectivity, generalizability, and reliability was applied.

Research conducted in this study is nonexperimental quantitative methodology. The quantitative methodology was administration of pre-existing quantitative questionnaires that would report the occurrence of emotion regulation reappraisal, organizational commitment, and turnover intention among degree-seeking employees. To record the response data, quantitative surveys applied with this study were the Emotion Regulation Questionnaire, the Affective Commitment Scale, Continuous Commitment Scale, Normative Commitment Scale, and the Turnover Intentions Scale.

Gross and John (2003) designed the Emotion Regulation Questionnaire to assess emotion regulation reappraisal. Allen and Meyer (1990a, 1990b) developed the commitment scales to assess employees' commitment to their organization. Roodt (2004) constructed the Turnover Intention Scale to ascertain the extent to which employees intend to stay working at their current organization.

In this study, an application of these quantitative questionnaires and conducting multiple regression analyses among degree-seeking employees detected an interaction not yet reported through previous research. Classic qualitative research designs that do not include web surveys have not investigated the degree of correlation between variables in this study from web survey reports (McCoy, 2017; Thorne et al. 2016). Random sampling with experimental quantitative survey research designs have not reported a convenience sample of this population-specific to that of degree-seeking employees (Kazdin, 2019; Nielsen, & Miraglia, 2017). The assessment of variables with the research design described in this study has discovered new results for research.

The quantitative design described in this study includes the administration of surveys through the web. Web surveys reach a large group of individuals (Liu et al., 2016). Individuals who access computers range between 50% to 100% of the population surveyed (Liu). Web surveys decreased constraints with this study that were survey response time and financial resources to administer the study.

Administration of web surveys through SurveyMonkey was conducted promptly and cost effectively. The research design selection was consistent with previous survey research conducted and associated with separate surveys of emotion regulation

reappraisal, organizational commitment, and turnover intentions (Allen & Meyer, 1990a; 1990b; Gross & John, 2003; Roodt, 2004). Administration of surveys through SurveyMonkey provided a current example of a web survey data collection. Application of this research design provided evidence of an interaction between variables with a new data collection from questionnaires to build on existing theory.

Quantitative methodology remains an essential component of social change research for global competitiveness (Shekhar et al., 2019). Strength in the selection of this design were reported with Walker et al. (2017) suggesting that quantitative methodology reveals unobserved information of cognitive processes. Theoretical discovery has declined from decreased applications of quantitative methodology within academic studies (Buckley et al., 2015). Application of fewer quantitative methodology studies has decreased empirical evidence contributed for comparisons and to make arguments in social science research (Buckley). Expectations of this study included that conducting this quantitative study would report new empirical evidence with degree-seeking employees, emotion regulation, organizational commitment, and turnover intentions for industrial and organizational research through application of pre-existing surveys.

Research Design and Connection to the Research Questions

The data for this study was collected with a web survey. This quantitative survey included five questionnaires. The Emotion Regulation Questionnaire, the Affective Commitment Scale, the Continuous Commitment Scale, the Normative Commitment Scale for organizational commitment , and the Turnover Intention Scale. These

questionnaires have reported content, concurrent, and construct validity to test emotion regulation, organizational commitment, and turnover intentions, respectively (Allen & Meyer, 1990a; Gross & John, 2003; Roodt, 2004). Reported an alpha reliability for reappraisal at 0.79 (Gross, 1998). The affective commitment, continuous commitment, and normative commitment scales have reported reliability of 0.87, 0.75, and 0.79, respectively (Allen & Meyer, 1990a, Meyer & Allen 1991). The Turnover Intention Scale has 0.80 reliability (Roodt, 2004). The regression analyses conducted with this study shows insight on the association of independent variables, emotion regulation, organizational commitment with the dependent variable, turnover intentions among degree-seeking employees.

The Emotion Regulation Questionnaire applied with this study reported participants' practice emotion regulation reappraisal. Scores assessed whether emotion regulation reappraisal occurred to predict organizational commitment for Research Question 1: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict affective, continuous, and normative commitment, as measured by the Three-Component Commitment Model, among degree-seeking employees? Participants' responses to Emotion Regulation Questionnaire items indicated an interaction among degree-seeking employees practice of emotion regulation reappraisal and affective commitment.

Items on the Turnover Intention Scale provided insight on participants' turnover intentions. The data analyses of responses to questions from the Emotion Regulation Questionnaire and the Turnover Intention Scale showed whether emotion regulation

predicted intentions to quit among the participating employees. Data collected was applied to answer Research Question 2: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees? Data showed prediction for emotion regulation reappraisal to predict intentions to quit jobs.

Questions answered on the Affective Commitment Scales provided insight on participants' levels of affective commitment to their employer. Questions answered on the Continuous Commitment Scales report the degree of continuous commitment responses. Questions answered on the Normative Commitment Scales report the normative commitment responses. This report answers Research Question 3: Do affective, continuous, and/or normative commitment, as measured by the Three-Component Commitment Model scales, moderate the relationship of emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, with intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees? The data analyses for these scales showed no moderation with affective, continuous, and/or normative commitment on emotion regulation reappraisal and intentions to quit a job.

Methodology

Population

The target population included LinkedIn members whose profile information indicated that they were a degree-seeking employee. A current job and current college enrollment qualified LinkedIn members for the target population. LinkedIn member

profiles that described the individual enrolled as a student at a university, and reported the member being currently employed were viewed as potential recruits.

An estimated 72.5% of college students are simultaneously employed and enrolled in degree programs in the United States (NCES, 2015). These dual roles may change emotion display at work (Erat et al., 2018). Still, these degree-seeking employees remain an uninvestigated part of the workforce population in research associated with emotion regulation reappraisal.

The LinkedIn website indicated that LinkedIn had 167 million United States members (LinkedIn, 2019). Of this population, LinkedIn indicates that approximately 40 million members are students, and an unknown percentage of these members may be college-level students who are employed. Other demographics listed include that 11% of members are 18 years or older (LinkedIn). LinkedIn members who identify as males are a reported 57% of the member population (Omnicores, 2020). Members who identified themselves as female are another 43% of the member population (Omnicores).

LinkedIn connections who fulfilled the criteria needed for recruitment were eligible to take part in this study. Recruitment of 108 participants were anticipated to complete this study. This was expected for an adequate sample with 0.80 as the designated power to report moderate effects (Shieh, 2013). All degree-seeking employees identified on LinkedIn were included in recruitment process. Exclusions were those employees 18 and under.

Sampling and Sampling Strategy

A nonprobability convenience sampling strategy was applied with this study (Creswell, 2003, 2013). This means that all members of a convenience sample are not fully representative of the entire sample population (Frankfort-Nachimas & Frankfort, 2008). Each degree-seeking employee on LinkedIn was included in the study for recruitment. The sampling strategy was a single stage design administered on LinkedIn. LinkedIn was the main social network selected as 97% of professionals are reported to choose this network for work-related social network purposes (Aguado et al., 2019; Landers & Schmidt, 2016).

This study reported the R^2 of independent variables on the dependent variable to reject false null hypotheses. Confidence levels of 0.95% reported that the predictor values of the mean scored responses fall within a specific range in future study's (Shieh, 2006; 2010). The confidence level of 0.95% reports the prediction level for emotion regulation reappraisal practice with specified lower and upper-level boundaries when measured with affective commitment, continuous commitment, and normative commitment. If the measured mean response was > 0 , it potentially rejected the null hypotheses tested in this study. The confidence levels provided with this study reported data not yet known about emotion regulation reappraisal, affective commitment, continuous commitment, normative commitment, and turnover intention for replication of this study.

Multiple regression data was sensitive to sample size. Green (1991) reported that a β weight of each independent variable for the detection of medium-size effects with the sample size is adequate. Green suggested this suitability may occur with $N = 104 + k$,

where k equals the number of independent variables. The sample size for this study applied Green's rule of thumb for a sample size of 104 to report the R^2 and β weight plus the four independent variables in this study is 108.

A sample of this size is adequate to determine whether a large medium effect size of 0.07 exists among this sample (Cohen, 1988). Reports from this sample size with a β weight of 0.20 indicated a 0.80 chance of correctly rejecting null hypotheses when it is false. This study reported mean values for the magnitude of the average correlation coefficient between independent variables with the dependent variable (Maxwell, 2000). The data collected with the sample size applied in this study reported the strength of the relationship that each independent variable has on the dependent variable.

Application of multiple regressions and data analyses calculated the variance of independent and dependent variables of the survey items in this study. Multiple regression data analyses do not control the actual participant response. These analyses reported the true scores of survey responses to detect effects (Maxwell et al., 2015; Statistic Solutions, 2019). Data analyses reported whether the independent variables in this study report 100% of the variance of the dependent variable. Less than 100% of explained variance reported means that additional variables not tested in this study might relate to turnover intentions among degree-seeking employees.

For a medium effect with $\beta = 0.20$ a sample size of $N 104 + 4$ degree-seeking employees were expected to be surveyed (Green & Salkind, 2011). An alpha level was set at 0.05 to report acceptance that a 5% chance of Type I error rate may occur in the study (Fiedler & Schwartz, 2016; Fiske & Campbell, 1992; Simmons et al., 2011).

Meaning that Type I error may occur through chance results opposed to problems with this study design.

Effect size was placed at a range of 0.30 to 0.50 or > 0.50 to report small, medium, and large effects. Even small effects with emotion regulation, affective commitment, continuous commitment, normative commitment, and turnover intention reported differences in responses. An arbitrary power level of 80% was applied with this study to report a statistically significant difference that exists to minimize Type II error (Cohen, 1988; Odetunde et al., 2017; Patton, 2003). The minimum number of participants for this study was 108 degree-seeking employees.

A sample was drawn by sending an internet web invitation for members to participate in this study. An inclusion of demographics for participants was United States employees who seek undergraduate, graduate, or doctoral degrees, 18 years or older. Exclusion demographics include those individuals who are unemployed, not enrolled in an accredited college degree program, or under the age of 18 years. Exclusion of a volunteering participant occurred if consent was not given at the questionnaire site.

Procedures for Recruitment, Participation, and Data Collection

The selection of LinkedIn members who are degree-seeking employees made a recruitment list of connections on a personal LinkedIn network (LinkedIn.com, 2019). For a description of recruitment purposes, a recruiter role for this study combines with the student researcher role. New individual connections sent to this recruiter's private network are labeled suggested contacts. LinkedIn members profiled reports for potential

recruitment contacts were those who are degree-seeking employees. The profiled reports provided individuals for possible recruitment to take part in this study.

Recruitment of new personal connections from this recruiter's existing LinkedIn network is the source to find individuals who report working at a job and currently enrolled in college. LinkedIn provides a consistent source of new people through suggested contacts from current network connections. Contacts who have similar criteria reported in profiles describe potential recruits who might volunteer to participate in this study.

Suggested contacts not currently part of this existing network identifies recruits to increase network connections. The increased connections provide a sample of the population invited to take part in this study. Individuals needed for this study were 108 degree-seeking employees.

Descriptive contact information sent reported whether an individual works at a job and indicated the individual is an employee. Contact information reported on whether the individual who works reported enrollment as a current college student. To select possible recruits, reviews of individual LinkedIn profiled information were conducted. Personal profiles that included a report of working at a job and currently enrolled in college criteria identified a potential recruit for a degree-seeking employee to take part in this study.

No purchase of recruiter information through LinkedIn occurred for the study. This recruiter reviewed the profiled information of each suggested contact to select degree-seeking employees. Lists for purchase through LinkedIn did not include the

information needed for potential participants. This recruiter dismissed a purchased list as an appropriate source for individual recruits.

The next step was to connect with the selected individuals who matched the criteria of degree-seeking employees. LinkedIn sends an invitation to selected connections and requests that the individual joins the current personal network. The individual has the choice to accept this invitation or not. After a LinkedIn recipient accepted the initial invitation to connect, the individual entered the private network group of this recruiter. The accepted connection initiated new suggested connections.

Identification for recruitment repeated for each new suggested connection. Repetition with new selected connections from LinkedIn was made to increase the number of potential recruits. Current contact selections accumulated through the practice of this strategy developed approximately 70 network connections. A final step was to invite selected LinkedIn connections for a recruitment purpose to take part in the survey.

Recruitment

Recruitment occurred through use of LinkedIn. Potential participants were LinkedIn members who were employed and currently enrolled in undergraduate or graduate degrees. On LinkedIn, these potential participants are called LinkedIn connections. LinkedIn connections, whose profiles indicated that they are both degree-seeking students and employed, were sent an invitation to participate in the study. This initial outreach was sent through the LinkedIn email system.

The email stated that I am a doctoral student at Walden University studying emotion regulation, affective, continuous, and normative commitment for turnover

intentions among degree-seeking employees and I am seeking volunteers to participate in the study. This invitation explained that the survey is confidential, and participation was kept anonymous.

A SurveyMonkey link to the survey was included in the invitation. The link contained a consent form and the Emotion Regulation Questionnaire (Gross & John, 2003; see Appendix A), The Affective Commitment Scale, the Continuous Commitment Scale, and the Normative Commitment Scale (Allen & Meyer, 1990a; see Appendices B-D), and Turnover Intention Scale (Roodt, 2004; see Appendix E). Invitees who chose to participate were asked to open the provided SurveyMonkey link and complete the survey.

Participants who choose to volunteer and open the link were asked questions for qualification. First, participants were asked if he or she was a degree-seeking employee. Multiple choice answers to answer this question were yes or no. A yes answer to this first question qualified the participant to move forward to the next question for qualification.

Next, the participants were asked to read and agree to the consent form, which also stated that there were no paid incentives for participating, and that participation was strictly voluntary. Participants who read and agree to the consent form were asked to select yes for consent to the study or no. A yes response qualified the participant to move forward and complete the surveys. Selection of a no response for either question 1 or 2 disqualified the participant from further participation in this study.

Requirements to participate in this study included that participant's answer yes to questions 1 and 2. Consent to the study was required to access the survey. Links to

SurveyMonkey privacy policy and security statements were included in the email request. The SurveyMonkey link remained active until the survey form was completed.

Expected completion time to answer the questionnaires was approximately 15-20 minutes. A single survey form included the Emotion Regulation Questionnaire items, the Affective Commitment Scale items, the Continuous Commitment Scale items, the Normative Commitment Scale items, and Turnover Intention Scale items. This information was included in the SurveyMonkey link.

Participation

Eligible participants were LinkedIn connections who are degree-seeking employees and 18 years old or older. All eligible participants were not in the protected populations of employees under the age of 18 years old, incarcerated employees, or employees who do not read or understand the English language. To be eligible, the courses taken by the employee must be credited courses, not non-credit or audited courses. Participants must be currently enrolled and actively studying in a college degree program. Degree-seeking students who were not reported as full or part-time employees were excluded from this study.

Participants were informed of the purpose of the research, expected duration, and procedures (American Psychological Association [APA], 2016, 2019; Walden University, 2019). They additionally knew their right to decline to participate and to withdraw from the research once participation had begun. This study has the foreseeable consequences of participants who may decline or withdraw from the study after it starts. Known factors that were expected to influence their willingness to participate included

potential risks, discomfort, or adverse effects. Minimized risk protected the participants to decrease decline or withdrawal from this study. The approval number 07-20-20-0104534 I received from the Institutional Review Board at Walden University was included in the consent form for participants to read.

Prospective research benefits included first that the participants complete the surveys. To assist with participants survey completion, confidentiality was maintained throughout this study to ensure participants anonymity. Participation was understood to be voluntary and without incentive. Participants are provided with information on contacts for questions about the research and research participants' rights in the consent form. I provided the opportunity for the prospective participants to decline participation.

Data Collection

All five instruments were applied to collect information from participants: The Emotion Regulation Questionnaire (Gross & John, 2003), Affective Commitment Scale, Continuous Commitment Scale, Normative Commitment Scale (Allen & Meyer, 1990a), and the Turnover Intention Scale (Roodt, 2004). These quantitative surveys have predetermined questions with Likert scales to measure responses. Responses collected from these surveys described how emotion regulation reappraisal, affective commitment, continuous commitment, and normative commitment relate to degree-seeking employee's turnover intention. This data collection showed distinct findings to compare with new data collections.

Application of the Emotion Regulation Questionnaire (Gross & John, 2003), the Three-Component Model Commitment Scales (Allen & Meyer, 1990a), and the Turnover

Intention Scale (Roodt, 2004) provided a representative description of degree-seeking employees who practice emotion regulation. Data collected reported the association of degree-seeking employees' practice of emotion regulation reappraisal on components of commitment and turnover intentions. The data collection additionally reported degree-seeking employees who do not practice emotion regulation reappraisal on components of commitment and turnover intentions.

The application of predetermined quantitative items with these surveys was cost-effective (Groves et al., 2009). New surveys do not need to be constructed. The Emotion Regulation Questionnaire (Gross & John, 2003), Affective Commitment Scale, Continuous Commitment Scale, Normative Commitment Scale (Allen & Meyer, 1990a), and the Turnover Intention Scale (Roodt, 2004) are reliable surveys. Each survey has represented a valid measure of the variable it measured with a question posed precisely the same way to every participant. These surveys apply predetermined questions to a sample of degree-seeking employees. The data collection for this study was cross-sectional and was administered at one point in time (Groves et al., 2009). Data collections completed at one point in time provide a measure of responses to the variables that may change with time. Although the surveys selected for this study are reliable and valid, these surveys do not report a broad dimension of other variables related to emotion regulation reappraisal, affective commitment, continuous commitment, normative commitment, or turnover intention. The quantitative surveys selected for this study provided a valid measure across this population (Allen & Meyers, 1990a; Gross & John, 2003; Roodt; 2004). This data collection was without specific reports to differences

among job type, educational degree, gender, or age. The data collection reported only the measured responses from the participants at the administered time for this study.

Quantitative data collected for this study was to objectively measure differences in responses among participants. The survey instruments included the Emotion Regulation Questionnaire (Gross & John, 2003), Affective Commitment Scale, Continuous Commitment Scale, Normative Commitment Scale (Allen & Meyer, 1990a), and Turnover Intention Scale (Roodt, 2004). Survey responses were collected through SurveyMonkey. The survey link initiated the survey. After the participant completed the survey, the survey data had automatic storage on my SurveyMonkey dashboard. The completed collected survey data was input to SPSS for analyses. The responses collected, after application of multiple regression analyses, would report which independent variable predicted the dependent variable outcome.

Instrumentation

The quantitative questionnaires applied with this study are the Emotion Regulation Questionnaire (see Appendix A), Affective Commitment Scale, Continuous Commitment Scale, Normative Commitment Scale (see Appendices B-D) and the Turnover Intention Scale (see Appendix E). Gross and John's (2003) questionnaire has not assessed the emotion regulation reappraisal strategy of employees who stay at organizations. The appropriateness of these questionnaires lies within the reliability and validity of each measure.

Emotion Regulation Questionnaire

The Emotion Regulation Questionnaire is a 10-item measure assessing individual differences in practicing an emotion regulation of reappraisal strategy. Gross and John (2003) constructed the Emotion Regulation Questionnaire for scoring individually applied emotion regulation strategies using a 7-point Likert scale rating *strongly disagree* to *strongly agree*. Alpha reliabilities averaged 0.79 for reappraisal and 0.73 for suppression. Test-retest reliability across 3 months report 0.69 for both scales (Gross & John). Reports of cognitive reappraisal for emotion scores indicated a significant negative interaction with depression $r = -0.32, p = 0.001$, anxiety $r = -0.14, p = 0.001$, and stress $r = -0.21, p = 0.001$ (Preese et al., 2019). Preese et al. reported suppression scores indicating significant positive correlation with depression $r = 0.18, p = 0.001$, anxiety $r = 0.10, p = 0.030$, and stress $r = 0.12, p = 0.006$.

Organizational Commitment Scale

Allen and Meyer (1990) reported the organizational commitment scale includes three conceptualizations of affective commitment, continuous commitment, and normative commitment. Each conceptualization of commitment is measured with 8-item scales. Responses are made on 7-point Likert scales, 1 *strongly disagree* to 7 *strongly agree*. Scales were developed to assess affective, continuous, and normative components of attitudinal organizational commitment (Allen & Meyer, 1990a; Meyer & Allen, 1993). These three scales account for 58.8%, 25.8%, and 15.4% of the total variance measured by the three components, respectively. Reliability for the Affective Commitment Scale,

Continuous Commitment Scale, and Normative Commitment Scale are 0.87, 0.75, and 0.79, respectively. The measure's convergent and discriminant validity were supported.

Turnover Intention Scale

The questionnaire consists of a six-item scale taken from the initial 14 items and measures on a 5-point Likert scale anchored at extreme points. Applying the term, never, indicates low intensity beginning with the number 1 to 5, and 5 indicates high intensity. Development of this questionnaire was in response to multiple instruments in the exploration of turnover intention measure with few items.

Turnover intention was measured by a 15-item questionnaire developed by Roodt (2004). The six-items of the Turnover Intention Scale, TIS-6, were reported to measure turnover intentions with $\alpha = 0.80$. The TIS-6 distinguishes between employee leavers and stayers to confirm its criterion-predictive validity. This six-item questionnaire reported Item 1 = 0.733, Item 2 = 0.772, Item 3 = 0.815, Item 4 = 0.733, Item 5 = 0.767, Item 6 = 0.779 (Bothma & Roodt, 2013; Jacobs & Roodt, 2007; Roodt, 2004).

Data Analysis Plan

The data analyses reported the amount of variance explained through emotion regulation reappraisal, affective commitment, continuous commitment, and normative commitment on degree-seeking employee turnover intention. The use of SPSS analyzed paired ordered data sets of independent variables to predict the degree of correlation with the dependent variable (Green & Salkind, 2011). This data tests contributory associations from the independent variables on the dependent variable (Field, 2009; Gilbert et al., 2016). The explained variance difference between emotion regulation reappraisal,

affective commitment, continuous commitment, and normative commitment among degree-seeking employee turnover intentions was displayed with scatter plots. Scatter plots visibly showed outliers.

Research Questions

Research Question 1: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict affective, continuous, and normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, among degree-seeking employees?

*H*₀1: Emotion regulation reappraisal does not predict affective, continuous, and/or normative commitment among degree-seeking employees.

*H*_a1: Emotion regulation reappraisal predicts affective, continuous, and/or normative commitment among degree-seeking employees.

Research Question 2: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

*H*₀2: Emotion regulation does not predict intentions to quit a job among degree-seeking employees.

*H*_a2: Emotion regulation predicts intentions to quit a job among degree-seeking employees.

Research Question 3: Do affective, continuous, and/or normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, moderate the relationship of emotion regulation reappraisal, as measured by

the Emotion Regulation Questionnaire, with intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

H₀₃: Affective, continuous, and/or normative commitment does not moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

H_{a3}: Affective, continuous, and/or normative commitment moderates the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

Assumptions

Assumptions of a multiple regression model include normal distribution with regression residuals (Statistic Solutions, 2019; Field, 2009). Linear relationships between the dependent variable and the independent variables residuals with homoscedasticity are other assumptions. The absence of multicollinearity is assumed in the model, meaning that the independent variables are not too highly correlated.

The assumptions of the data analyses are like those of the assumptions of the regression model. These include the linear relationship between variables. The variance around the regression line is the same for all values of independent variables. Errors of prediction from the regression line report a normal distribution.

Multiple regression data analyses for this study reported the R^2 (Bakker et al., 2016). An R^2 explains the extent of variance one independent variable has with its combined variance of the other independent variables. This combined variance has an interaction on the dependent variable.

In other words, an R^2 represents the proportion of the variance for the turnover intention that is explained by emotion regulation reappraisal, affective commitment, continuous commitment, and normative commitment (Maxwell et al., 2015; Walker et al., 2017). This R^2 report indicated an observed variation explained through analyses of emotion regulation reappraisal, affective commitment, continuous commitment, normative commitment, and turnover intentions among degree-seeking employees. The report of the proportion of variance explained decreased likelihood of chance occurrence with the independent variables on the dependent variable.

The R^2 reports provided these variables values (Bakker et al., 2016). Regression analyses reports a slope calculation of the reported values (Gilbert et al., 2017; Frankfort-Nachamias et al., 2014). Computation of the values indicates a slope. A slope designates a point where the degrees of freedom (df) and calculated p -values for a two-tailed t-test to indicate whether the slope has statistical significance from zero. A report that the slope is statistically significant from zero rejected the null hypotheses. Reports of the data collection and regression analyses results are in Chapter 4.

Threats to Validity

A response given for any other reason than to answer the item or questions content was considered bias. Bias occurs from the heterogeneity of populations under investigation with several diverse populations and individual differences (American Educational Research Association; American Psychological Association; National Council on Measurement in Education [AERA, APA, & NCME], 2014). Subgroups

within the same population show different biased reactions to item content and this may delay score comparability (Camargo et al, 2018; Markus, 2018).

Biases include differences with the interpretation of items, education level, and culture apply scales differently, and lengthy questionnaires may be tiresome and invite careless responding (Plieninger, 2017; Wetzel et al, 2016). Survey biases included response styles or a tendency to agree with statements and social desirability or align responses to expected responses. An unknown degree of measurement bias may have occurred with this study. The content, concurrent, and construct validity of the surveys minimized survey bias (Menold et al, 2018).

Ethical Procedures

Ethical considerations with study follow general principles and guidelines of the American Psychological Association for the welfare and protection of participants (APA, 2016). The considerations include first confidentiality for the protection of the participants. Participants' personal information has an exclusion from the survey reported data. Participant selection is compliant with minimal risk, fairness, and opportunity to voluntary withdrawal from the study.

This study began with a consent form that briefly explained the study to participants in understandable terms. At all times, the guidelines of the office of human research protection, the Department of Health and Human Services, and the *Belmont Report* for the collection of evidence were observed (Office of Human Research Participants [OHRP]. 2016). Ethical considerations grounded my compliance with guidelines and collection of evidential reports (Walden University, 2020a, 2020b).

No personal data had part in this data collection at the survey site. Data remains owned by the account holder who is the principal investigator of this study. All data collected has password protection at SurveyMonkey. Stored data analyses remain on a password protected computer. The data analyses will be discarded 5 years after completion of the study.

Summary

Chapter 3 provided a review the survey research design and methodology applied with this study. A description included the population of LinkedIn members and sample size needed to provide accurate reports of the measurement explained in this chapter. The research design is appropriate to answer the research questions. The data collection and data analyses explained in this chapter provides statistical information to support hypotheses testing with the null and alternative hypotheses in this study. Results of the data collection measurement and data analyses follows in Chapter 4.

Chapter 4: Results

Chapter 4 includes the data collection and the results of the study. The chapter begins with discussions of the data collection and administration of the survey instruments. Discrepancies in the data collection process outlined in Chapter 3 are explained. This chapter includes a report on the data collection, its duration, and rationale for a small sample. The chapter continues with the data analyses results and concludes with a summary of the information provided in Chapter 4.

Research Questions and Hypotheses

Research Question 1: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict affective, continuous, and normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, among degree-seeking employees?

*H*₀1: Emotion regulation reappraisal does not predict affective, continuous, and/or normative commitment among degree-seeking employees.

*H*_a1: Emotion regulation reappraisal predicts affective, continuous, and/or normative commitment among degree-seeking employees.

Research Question 2: Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

*H*₀2: Emotion regulation does not predict intentions to quit a job among degree-seeking employees.

H_{a2}: Emotion regulation predicts intentions to quit a job among degree-seeking employees.

Research Question 3: Do affective, continuous, and/or normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, moderate the relationship of emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, with intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

H₀₃: Affective, continuous, and/or normative commitment does not moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

H_{a3}: Affective, continuous, and/or normative commitment moderates the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

Data Collection

Administration of the data collection through applying the four scales on SurveyMonkey ended on July 30, 2020. The survey included all 10 items from the Emotion Regulation Questionnaire. All eight items on the Affective Commitment Scale, Continuous Commitment Scale, and Normative Commitment Scale respectively were included on the survey. A total of 15 items taken from the Turnover Intention Scale were applied with the survey. The doctoral survey had 49 questions from these scales.

Administration of this survey included one question that ask if the recruited LinkedIn connection was a degree-seeking employee, and one question for consent to the study. A

survey with 51 questions completed construction of this new questionnaire to collect data for the data analyses.

Initial invitations with surveys were sent beginning August 1, 2020, to the existing LinkedIn connections recruited during the previous 12 months for this data collection. A total of 86 invitations to the surveys were sent to LinkedIn connections who had qualifying information in their profiles identifying that they were degree-seeking employees. From August 1, 2020, to August 31, 2020, a total of 17 responses were received. An additional 23 responses were received back from participants from September 1, 2020, through September 23, 2020.

A total of 40 responses from the emailed invitations were received. Emailed invitations included the survey. Emailed invitations to the study that were sent directly from SurveyMonkey elicited 26 responses. A SurveyMonkey link embedded in a regular email sent from SurveyMonkey made the survey available through the web link and elicited 14 responses. All emails applied the same written invitation (see Appendix F).

Follow-up LinkedIn messages were sent to recruits after the initial emailed survey letting them know a survey was sent to them. Next, with survey completion, an automatic thank you email was sent via the SurveyMonkey data collection process. For those who received the emailed survey and did not complete the survey, reminders were emailed every 14 days thereafter through SurveyMonkey. Follow-up emails sent are part of a SurveyMonkey process option with collecting surveys. These survey responses were anonymous to ensure participants' confidentiality as indicated in the consent form. The

only feedback from recruits was received through receipt of their completed survey and its automatic return to the SurveyMonkey data collection dashboard.

There were 22 incomplete surveys of the 40 surveys collected. There were 12 of the 22 incomplete surveys that had the first one or two qualifying questions answered although none of the 49 items on the measure were answered. The remaining 10 of the 22 incomplete surveys did not meet the qualification for the study. Disqualification occurred with individuals who answered “no” to the question that asked whether they were degree-seeking employees or with those who did not consent to the study.

Discrepancies With the Initial Data Plan

A discrepancy occurred with what was reported in Chapter 3 about the proposed sample size of 108 individuals that was approved on May 23, 2020. Preparation for the SurveyMonkey data collection began after obtaining approval from Walden University’s Institutional Review Board on July 20, 2020. The planned recruitment of degree-seeking employees through the recruitment practice reported in Chapter 3 had collected approximately 70 potential recruits through LinkedIn connections. An additional 16 degree-seeking employees were identified as potential recruits through the same recruitment procedure described in Chapter 3. The recruitment practice followed the same procedure of reading through each individual profile before making a new connection for potential recruits. The 16 potential new recruits were included in the data collection.

The data collection began August 1, 2020. Intervening factors occurred with the data collection. These factors included that after the approved sample size, my approved

individual academic plan was sent to me on August 5, 2020, indicating a date for completion of the data collection and for the data analyses would be on November 1, 2020. This occurrence was combined with another factor of uncertainty with COVID-19 and its effect on academic and workplace settings. Searching for new potential recruits to take part in the study and complete the data analyses before November 1, 2020, was not a possible target date. Realizing the feasibility of collecting a sample size of 108 and analyzing the data by the November 1, 2020 was unlikely, a review of the data for suitability with a small sample size analyses was made.

The possibility of having a small sample size was apparent throughout this data collection. The highest weekly response rate received on August 2, 2020, was four returned surveys. Survey responses gradually decreased to one on September 22, 2020. Initial contacts for recruitment were exhausted. Time was not available to recruit degree-seeking employees, collect data, and conduct the data analyses for the initially proposed sample size of 108 with a target date of November 1, 2020. A review of the survey responses revealed that 48% of surveys sent were returned, and from the 40 responses, 18 of those responses were completed surveys. On September 27, 2020, a decision was made to move forward and to conduct the data analyses for completing this study. The data analyses results were sent to the dissertation committee for review.

The current data collection provides a small sample $N < 20$ that should not be excluded from research (Aguinis et al., 2018). Conducting data analyses to find an effect size and R^2 among this sample was completed. The expectation for effect size with the

current sample size changed from medium to small with data analyses of a sample of $N = 18$.

Reports from this sample size kept a β weight of 0.20 with statistical power of 0.80 indicated no more than a 20% chance of a Type II error from any false-negative report occurred and prevented failing to reject the null hypotheses when the null hypotheses were false (Aguinis & Harden, 2009). Although previous research concerning small samples suggest modification with statistical alpha levels, this data analyses kept the alpha level at 0.05. Type I or Type II errors were minimized through maintaining a β weight of 0.20. The data analyses from this study show that excluding this small sample would exclude significant findings previously undetected in research.

Rationale for data analyses with this small sample size was knowing whether degree-seeking employees report small effects concerning their practice of emotion regulation reappraisal that have gone unreported in research (Aguinis & Gottfredson, 2010; Aguinis et al., 2017). Missing a small effect because of only a 48% response rate would indicate research bias that 48% of the 18 participants responses was a moderator, opposed to quantitatively investigating the variables described in this study. Response rates and time frames were not part of that data plan in Chapter 3. It was my decision to continue with the study because it provided an opportunity to discover whether degree-seeking employees who took part in this study practice emotion regulation reappraisal and to answer the research questions.

Treatment of Missing Data

This study reports mean values for the magnitude of the average correlation coefficient between independent variables with the dependent (Maxwell, 2000). Each independent variable offers statistical data for predictions with the dependent variable (Aguinis et al., 2005; Baruch & Holtom, 2008). Thus, the change in R^2 reflects missing data. Missing response data distort the percentage of variance accounted for the dependent variable through the independent variables. To minimize distortion, imputation was conducted with the weighted mean value for each missing scaled item response.

The Emotion Regulation Questionnaire, the Three-Component Model for Commitment, and the Turnover Intention Scale combined to make a new assessment of emotion regulation reappraisal, affective commitment, continuous commitment, and normative commitment on predicting turnover intentions. The measure of the independent variable's predictions on the dependent variable with this study is beyond what is currently known from these measurements. Incremental validity with the measure is shown through a mean value from a numerically scaled response or nonresponse to each item (Aguinis et al, 2018; Hayes & Lynch, 2003).

Each item on these scales was necessary for predictions made with scaled item measures, and imputation of missing data on the 18 surveys. Data values not scored for a variable contribute a significant effect on the conclusions that can be drawn from the data. Missing data decreases the representativeness of the sample and threaten the validity of results that connect invalid conclusions. The imputation with missing data

values on the 18 surveys in the data analyses was conducted to maintain statistical power. The results revealed probability to reject the null hypothesis when it is false.

Participants responses to items on the questionnaires showed a weighted mean for each response among those who took part in the study. A weighted mean for each item response offered a sample mean that contributes to its generalizability. No other descriptive subgroup mean values were available for imputation. Weighted mean values from each item response on the questionnaires contributed the necessary information for imputation to match with missing item scores.

On August 1, 2020, this data collection began and continued until September 23, 2020 at 12:10 pm. The data collection included a total of $N = 40$ survey responses. From that total, $n = 22$ of the respondents were disqualified for not being a degree-seeking employee, not consenting to the study, or not scoring any of the 49 items on the survey. Discrepancy in the returned survey data was attributed to maturation with the pool of potential participant recruits during the previous 12 months with their no longer being degree-seeking and employed. Another consideration with surveys not completed recognized those who elected not to agree with consent with this study. To begin the data analyses, the $n = 22$ disqualified surveys were deleted from the data analyses.

Deletions of disqualified surveys left 18 qualified respondents. Nonresponse items were observed on the 18 surveys. Missing item responses were observed on surveys with item responses 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, and 42.

Nonresponse items were less than 3% of all items with the data collection. A selection for imputation with weighted means of scaled items opposed to deletion of surveys with missing nonresponse items was made. Imputation with nonresponse items provided complete analyses with all returned surveys with nonresponse data value surveys items. The missing items on surveys returned as not degree-seeking employee and participants who did not agree to consent to the study were not included in the imputation.

A correct description of the independent variables predictive power was anticipated through imputation of nonresponse items in this samples data collection. Deletion of surveys with non-response items would decrease the variance estimates and distort the reported R^2 (Hayes & Lynch, 2003; Rubin, 1987). Distribution of item response data applied for imputation was not biased. Data applied for imputation included only the weighted mean value of the identified nonresponse item in the data collection.

Results

Multiple regression analyses were conducted. The data analyses included participants responses from the Emotion Regulation Questionnaire, the Affective Commitment Scale, the Continuous Commitment Scale, the Normative Commitment Scale, and the Turnover Intension Scale measures. The data collection was taken from SurveyMonkey and manually input to SPSS. Random numbers were assigned to surveys to protect the participants identity.

Descriptive statistics for turnover intentions, $M = 48.80$, $SD = 11.56$, $N = 18$.

Emotion regulation reappraisal descriptive statistics reported $M = 32.33$, $SD = 5.09$, $N = 18$, affective commitment reported $M = 32.38$, $SD = 6.818$, $N = 18$, continuous commitment, $M = 26.58$, $SD = 7.011$, $N = 18$, and normative commitment $M = 30.75$, $SD = 6.719$, $N = 18$. Descriptive statistic conducted with SPSS reported data frequencies for emotion regulation reappraisal $Mdn = 31.00$, $mode = 31.00$, affective commitment $Mdn = 32.50$, $mode = 34.00$, continuous commitment $Mdn = 27.00$, $mode = 27.00$, normative commitment $Mdn = 31.50$, $mode = 26.00$, and turnover intention $Mdn = 49.00$, $mode = 55.00$.

Correlations reported associations between emotion regulation reappraisal and the Affective Commitment Scale, Continuous Commitment Scale, Normative Commitment Scale, and Turnover Intention Scale. Table 1 shows that there is no linear correlation between variables, and the data analyses continued to investigate non-linearly associations with multiple regressions.

Table 1

Correlations for Emotion Regulation Reappraisal, Affective Commitment, Continuous Commitment, Normative Commitment, and the Turnover Intention Scale

Variable	TIS	ERR	AC	CC	NC
TIS	1.000	-.065	0.2554	0.391	0.097
ERR	-0.065	1.000	0.246	-0.070-	0.302
AC	0.255	0.246	1.000	0.034	0.127
CC	0.391	-0.070	-0.034	1.000	0.219
NC	0.097	0.302	0.127	0.219	1.000
<i>N</i>	18	18	18	18	18

Note. Dependent variable: Turnover Intention Scale. Predictors: emotion regulation reappraisal, affective commitment, continuous commitment, and normative commitment. TIS = Turnover Intention Scale; ERR = emotion regulation reappraisal; AC = affective commitment; CC = continuous commitment; NC = normative commitment.

The regression analyses model summary in Table 2 illustrates survey data collected from the Emotion Regulation Questionnaire Scale. Items one, three, five, seven, eight, and 10 from the Emotion Regulation Questionnaire measured emotion regulation reappraisal. The items were measured with a 7-point Likert scale. A range of responses on the scale were selected from 1 *strongly disagree* to 7 *strongly agree* are included with this data.

The Affective Commitment, Continuous Commitment, and Normative Scales measures affective, continuous, and normative commitment items one through eight, respectively. Items were responded to on a 7-point Likert scale. A range of responses on the scale from 1-*strongly disagree* to 7- *strongly agree* are included with this data.

The Turnover Intention Scale measures turnover intention items one through 15. Items were responded to on a 5-point Likert scale. A range of responses on the scale from items one, four, five, six, eight, and nine, measured with a Likert Scale rating of one indicating *never*, to five indicating *always*, are included in the data. Survey responses on the scale from items two, 12, and 15 measured with a Likert Scale rating of one indicating *never* to five indicating *always*, are included in the data. Survey responses on the scale from item with a Likert Scale rating of one indicating *very satisfying* to five indicating *totally dissatisfying*, are included in the data. Survey responses on the scale with item seven measured on a Likert Scale with one indicating *highly unlikely* to five indicating *very likely*, are included in the data. Survey responses on the scale from items 10, 11,13, and 14 measured on a Likert Scale indicating one means *no extent* to five indicating a *very large extent*, are included in the data.

Table 2
Multiple Regression Model 1 Summary for Emotion Regulation Reappraisal and Affective, Continuous, and Normative Commitment

R	R ²	Adjusted R ²	SE	R ² change	F change	df1	df2	Sig. F Change
0.486	0.236	0.001	11.562	0.236	1.006	4	13	0.440

Note. Predictors: emotion regulation reappraisal, affective commitment, continuous commitment, normative commitment (constant). Dependent variable: turnover intention.

Results for Research Question 1

Research Question 1. Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict affective, continuous, and normative

commitment, as measured by the Three-Component Model of Commitment for organizational commitment, among degree-seeking employees?

H₀1: Emotion regulation reappraisal does not predict affective, continuous, and/or normative commitment among degree-seeking employees.

H_a1: Emotion regulation reappraisal predicts affective, continuous, and/or normative commitment among degree-seeking employees.

To approach Research Question 1, a multiple linear regression analysis was conducted to evaluate the prediction of emotion regulation reappraisal and components of organizational commitment. The results of the multiple linear regressions analysis revealed the independent variable emotion regulation reappraisal not to be a statistically significant predictor with the model $p = 0.356$ meaning that $p > 0.05$. Results of the multiple regression analysis revealed no statistically significant association between emotion regulation reappraisal and organizational commitment (Table 3).

However, results of the multiple linear regressions revealed a statistically significant association between emotion regulation reappraisal controlling for item seven on the emotion regulation scale with items one on the emotion regulation scale, item three on the emotion regulation scale, and item five on the emotion regulation scale and holding affective commitment constant (Table 7).

Table 3

Regression of the Association Between Emotion Regulation Reappraisal and Organizational Commitment

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% CI	
(Constant)	-22.816	21.645	-1.054	0.308	[-68.702	23.070]
Emotion regulation reappraisal	0.629	0.662	0.951	0.356	[-0.774	2.032]

Note. Dependent variable: Organizational commitment (constant).

Results for scale item number eight on the emotion regulation scale, and item number 10 on the emotion regulation scale reported no significant association from this sample to reject the null hypotheses. Emotion Regulation Questionnaire items 1, 3, 5, 7, 8, and 10 on the emotion regulation scale reported no significant association with the Normative Commitment Scale items and Continuous Commitment Scale items.

Holding affective commitment constant with the emotion regulation item number one, the regression coefficient $B = 0.345$, 95% C.I [-2.464, 3.155] $p > 0.05$ associated with emotion regulation reappraisal suggests that with each additional one-unit increase of emotion regulation reappraisal, affective commitment increases 0.345, $p > 0.05$. The association suggests that with each additional 0.345-unit score increase of the emotion regulation scale item number one accounts for 0% of the variation, which means that 100% of the variance in the affective commitment component of organizational commitment cannot be explained by emotion regulation, item number one, alone. The confidence interval associated with the regression analysis does contain 0.0 which means

the null hypothesis, emotion regulation reappraisal does not predict affective commitment among degree-seeking employees, cannot be rejected.

Table 4

Regression of the Association Between Affective Commitment and Emotion Regulation Reappraisal (Item 1)

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% CI	
(Constant)	30.458	7.259	4.208	0.001	[15.159	45.937]
ERR 1	0.345	1.32	0.260	0.798	[-2.464	3.155]

Note. Dependent variable: affective commitment (constant). ERR = emotion regulation reappraisal.

Holding affective commitment constant and controlling for item number three on the emotion regulation scale, the regression coefficient $B = -0.550$, 95% *CI* [-3.428, 2.328] $p > 0.05$ associated with emotion regulation reappraisal suggests that with each additional one-unit score of emotion regulation reappraisal with affective commitment there is a unit score change (Table 5). The association suggests that with each additional one-unit score decrease of -0.550 with emotion regulation scale item number three, there was a -0.550, $p > 0.05$ one-unit decrease with affective commitment component for organizational commitment that cannot be explained by the Emotion Regulation Questionnaire scale item number three alone (Table 5). The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis, Emotion regulation reappraisal does not predict affective commitment among degree-seeking employees, cannot be rejected.

Table 5

Regression of the Association Between Affective Commitment and Emotion Regulation Reappraisal (Item 3)

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% <i>CI</i>	
(Constant)	32.027	8.249	3.861	0.002	[14.349	49.706]
ERR 3	-0.550	1.350	-0.115	0.690	[-3.428	2.328]

Note. Dependent variable: affective commitment (constant). ERR = emotion regulation reappraisal.

Holding affective commitment constant and controlling for item number five on the emotion regulation scale, the regression coefficient $B = 0.718$, 95% *CI* [-15.17, 2.953] $p > 0.05$ associated with the emotion regulation scale item number five suggests that with each additional one-unit score increase of 0.718 of the emotion regulation scale item number five, the affective commitment unit score increases 0.718, $p > 0.05$. The association suggests that with each additional one-unit score increase with the emotion regulation scale item number five, there was a 0.718-unit increase with affective commitment that accounts for the variation in organizational commitment as measured by the Affective Commitment Scale, which means that the variance in organizational commitment cannot be explained by emotion regulation reappraisal the emotion regulation scale item number five alone (Table 6). The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis, Emotion regulation reappraisal does not predict affective commitment among degree-seeking employees, cannot be rejected.

Table 6

Regression of the Association Between Affective Commitment and Emotion Regulation Reappraisal (Item 5)

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% CI	
(Constant)	27.142	11.024	2.462	0.027	[34.97	50.786]
ERR 5	0.718	1.042	0.689	0.502	[-1.517	2.953]

Note. Dependent variable: affective commitment (constant). ERR = emotion regulation reappraisal.

Holding affective commitment constant and controlling for the emotion regulation scale item number seven with the emotion regulation scale item number one, the emotion regulation scale item number three, and the emotion regulation scale item number five, the regression coefficient $B = 6.401$, 95% *CI* [1.140, 11.661] $p < 0.05$ associated with emotion regulation reappraisal suggests that with each additional unit score increase of emotion regulation reappraisal 6.401, the affective commitment unit score increases 6.401, $p < 0.05$. The association suggests that with each additional one-unit score increase of the emotion regulation scale item number seven, there was a 6.401 increase with affective commitment that accounts for 37.8% the variation in the affective commitment component of organizational commitment as measured by the Affective Commitment Scale, which means that 62.2% of the variance in organizational commitment cannot be explained by emotion regulation reappraisal the emotion regulation scale item number seven alone. The confidence interval associated with the regression analysis does not contain 0.0 which means the null hypothesis, Emotion regulation reappraisal does not

predict affective commitment among degree-seeking employees, can be rejected (Table 7).

Table 7

Regression of the Association Between Affective Commitment and Emotion Regulation Reappraisal (Item 7)

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% CI	
(Constant)	17.177	9.991	1.719	0.109	[-4.409	38.762]
ERR 7	6.401	2.435	2.629	0.021	[1.140	11.661]

Note. Dependent variable: affective commitment (constant). ERR = emotion regulation reappraisal.

Holding the emotion regulation scale item number one, the emotion regulation scale item number three, the emotion regulation scale item number five held constant with the emotion regulation scale item number eight, and the emotion regulation scale item number seven, the regression coefficient for item number eight shows $B = -1.326$, 95% *CI* [-5.666, 3.014] $p > 0.05$ associated with Emotion Regulation Questionnaire item 8 suggests that with each one-unit score decrease of -1.326 of the Emotion Regulation Questionnaire item number eight, the affective commitment unit score decreases -1.326, $p > 0.05$ (Table 8). The full variance in the affective commitment component for organizational commitment cannot be explained by the emotion regulation scale item number eight alone. The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis, Emotion regulation reappraisal does not predict affective commitment among degree-seeking employees, cannot be rejected.

Table 8

Regression of the Association Between Affective Commitment and Emotion Regulation Reappraisal (Item 8)

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% CI	
(Constant)	17.093	10.213	1.674	0.120	[-5.159	39.346]
ERR 8	-1.326	1.992	-0.666	0.518	[-5.666	3.014]

Note. Dependent variable: affective commitment (constant). ERR = emotion regulation reappraisal.

Holding affective commitment constant with the emotion regulation scale item number one, the emotion regulation scale item number three, the emotion regulation scale item number five, the emotion regulation scale item number eight, the emotion regulation scale item number seven, and controlling for the emotion regulation scale item number 10 the regression coefficient $B = 1.327$, 95% *CI* [-6.885, 9.539] $p > 0.05$ associated with emotion regulation reappraisal suggests that with each additional one-unit score of emotion regulation reappraisal, the affective commitment increases (Table 9). The association suggests that with each additional 1.327-unit score increase of the emotion regulation scale item number 10, there was a 1.327 $p > 0.05$ increase with affective commitment that accounts for the variation in organizational commitment as measured by the Affective Commitment Scale, which means that the full variance in organizational commitment cannot be explained by Emotion Regulation Questionnaire item 10 alone. The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis, Emotion regulation reappraisal does not predict affective commitment among degree-seeking employees, cannot be rejected.

Table 9

Regression of the Association Between Affective Commitment and Emotion Regulation Reappraisal (Item 10)

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% CI
(Constant)	15.237	11.711	1.309	0.217	[-10.449 41.103]
ERR 10	1.327	3.731	0.356	0.729	[-6.885 9.539]

Note. Dependent variable: affective commitment (constant). ERR = emotion regulation reappraisal.

Results for Research Question 2

Research Question 2. Does emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, predict intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

*H*₀2: Emotion regulation does not predict intentions to quit a job among degree-seeking employees.

*H*_a2: Emotion regulation predicts intentions to quit a job among degree-seeking employees.

To approach Research Question 2, a multiple linear regression analysis was conducted to evaluate the prediction of turnover intention from emotion regulation reappraisal. The results of the multiple linear regressions analysis revealed the independent variable emotion regulation reappraisal not to be a statistically significant predictor the model $p = 0.978$ meaning that $p > 0.05$ (Table 10). Results of the multiple regression analysis revealed no statistically significant association between Turnover Intention Scale Items 1 through 15 and the emotion regulation scale items one, three,

five, seven, eight, and 10 that measure emotion regulation reappraisal. The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis, Emotion regulation does not predict intentions to quit a job among degree-seeking employees, cannot be rejected.

Table 10

Regression of the Association Between Turnover Intention and Emotion Regulation Reappraisal

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% CI	
(Constant)	48.786	2.876	16.966	0.000	[42.960	54.882]
ERR	0.009	0.331	0.028	0.978	[-0.692	0.712]

Note. Dependent variable: turnover intention (constant). ERR = emotion regulation reappraisal.

Results for Research Question 3

Research Question 3: Do affective, continuous, and/or normative commitment, as measured by the Three-Component Model of Commitment for organizational commitment, moderate the relationship of emotion regulation reappraisal, as measured by the Emotion Regulation Questionnaire, with intentions to quit a job, as measured by the Turnover Intention Scale, among degree-seeking employees?

*H*₀₃: Affective, continuous, and/or normative commitment does not moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

H_{a3}: Affective, continuous, and/or normative commitment moderates the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees.

To approach Research Question 3, multiple regressions analyses were performed using SPSS. The outcome variable was turnover intentions. The predictor was emotion regulation reappraisal. The hypothesized moderator variable evaluated for the analysis was affective commitment. The interaction between emotion regulation reappraisal and turnover intention was reported not significant, $B = -0.308$, $C.I [-0.1394, 1.053]$, $p = 0.669$. No statistical significance was revealed between emotion regulation with the moderator affective commitment on turnover intentions $B = -0.236$, $C.I [-0.947, 0.923]$, $p = 0.907$.

The interaction between both terms, emotion regulation and affective commitment were found to be not statistically significant $B = 0.116$, $C.I [-0.020, 0.251]$, $p = 0.089$ (Table 11). The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis, Affective, continuous, and/or normative commitment does not moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees, cannot be rejected.

Table 11

Moderator Analyses: Affective Commitment Moderation with Emotion Regulation on Turnover Intentions

Effect	<i>B</i>	<i>SE</i>	95% CI		<i>p</i>
			<i>LL</i>	<i>UL</i>	
Intercept	0.268	2.890	-5.892	6.694	0.927
Model 1					
ERR	-0.308	0.579	-1.542	0.927	0.603
AC	0.489	0.433	-0.434	1.412	0.276
Model 2					
Intercept	-0.794	2.751	-6.694	5.106	0.777
ERR	-0.236	0.540	-1.394	0.923	0.669
AC	0.056	0.468	-0.947	1.059	0.907
ERRXAC	0.116	0.063	-0.020	0.251	0.089

Note. Dependent variable: turnover intention (constant). ERR = emotion regulation reappraisal; AC = affective commitment.

Similar results were found for the moderator variables evaluated for the analysis with continuous and normative commitment. The interaction between emotion regulation $B = -0.127$, $C.I [-1.198, 0.943]$, $p = 0.802$ and continuous commitment $B = 0.331$, $C.I [-0.502, 1.163]$, $p = 0.409$ on turnover intention were revealed not significant (Table 12). The interaction between both terms, emotion regulation and continuous commitment was found to be not statistically significant $B = 0.104$, $C.I [-0.036 - 0.243]$, $p = 0.133$. The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis, affective, continuous, and/or normative commitment does not

moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees, cannot be rejected.

Table 12

Moderator Analyses: Continuous Commitment Moderation with Emotion Regulation on Turnover Intentions

Effect	<i>B</i>	<i>SE</i>	95% CI		<i>p</i>
			<i>LL</i>	<i>UL</i>	
Intercept	-0.344	2.685	-6.068	5.380	0.900
Model 1					
ERR	-0.081	0.523	-1.196	1.034	0.879
CC	0.667	0.342	-0.062	1.396	0.070
Model 2					
Intercept	0.044	2.568	-5.465	5.552	0.987
ERR	-0.127	0.499	-1.198	0.943	0.802
CC	0.331	0.388	-0.502	1.163	0.409
ERRXCC	0.104	0.065	-0.036	0.243	0.133

Note. Dependent variable: turnover intention (constant). ERR = emotion regulation reappraisal. CC = continuous commitment.

The interaction between emotion regulation $B = -0.416$, $C.I [-1.849, 1.018]$, $p = 0.544$ and normative commitment $B = 0.023$, $C.I [-1.145, 1.191]$, $p = 0.967$ was found to be not statistically significant. The interaction between both terms, emotion regulation and normative commitment on turnover intentions was revealed to be not statistically significant $B = 0.083$, $C.I [-0.166, 0.333]$, $p = 0.486$ (Table 13). The confidence interval associated with the regression analysis does contain 0.0 which means the null hypothesis,

Affective, continuous, and/or normative commitment does not moderate the relationship of emotion regulation reappraisal with intentions to quit a job among degree-seeking employees, cannot be rejected.

Table 13

Moderator Analyses: Normative Commitment Moderation with Emotion Regulation on Turnover Intentions

	Effect	<i>B</i>	<i>SE</i>	95% CI		<i>p</i>
				<i>LL</i>	<i>UL</i>	
	Intercept	0.280	3.035	-6.189	6.749	0.928
Model 1	ERR	-0.234	0.609	-1.532	1.063	0.705
	NC	0.221	0.462	-0.763	1.205	0.639
	Intercept	-0.357	3.211	-7.244	6.530	0.913
Model 2	ERR	-0.416	0.669	-1.849	1.018	0.544
	NC	0.023	0.545	-1.145	1.191	0.967
	ERRXNC	0.083	0.116	-0.166	0.333	0.486

Note. Dependent variable: turnover intention (constant). ERR = emotion regulation reappraisal; NC = normative commitment.

Assumptions of Multiple Regressions

Multiple linear regression analyses assumptions required linear relationships between variables, residuals that are normally distributed, no multicollinearity $VIF < 1.310$, and homoscedasticity (Frankfort-Nachmias et al. 2014; Statistic Solutions, 2019). All were visualized using a scatterplot (see Figures 1-4). Pearson's correlation coefficient

(Table 1) provided data for linearity of variables in this study, and outliers were not shown.

Figure 1

Homoscedasticity for Turnover Intention and Affective Commitment

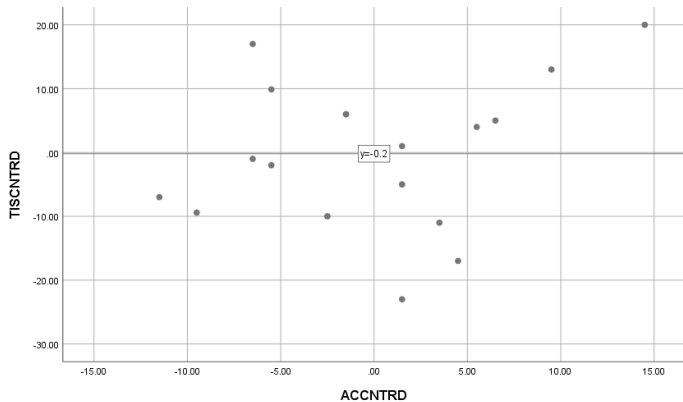


Figure 2

Homoscedasticity for Turnover Intention and Emotion Regulation Reappraisal

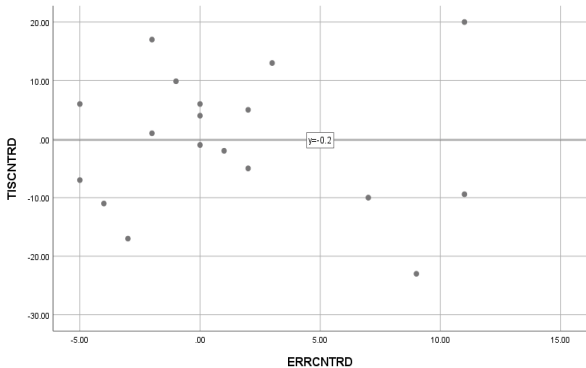


Figure 3

Homoscedasticity for Turnover Intention and Continuous Commitment

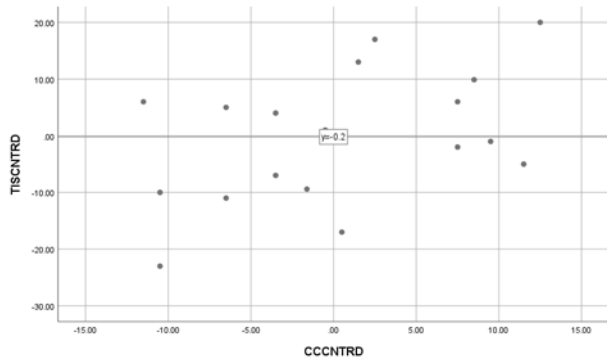
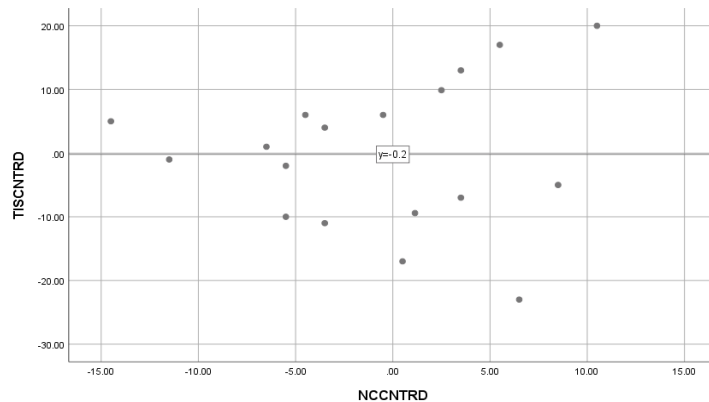


Figure 4

Homoscedasticity for Turnover Intention and Normative Commitment



Summary

The research hypotheses in this study were non-directional. The data analyses reports supported the alternative hypothesis number one. The null hypotheses two and three were not rejected. The data collection provided a small sample that support statistical strength of an association with emotion regulation reappraisal, affective, continuous, normative commitment, and turnover intentions among degree-seeking employees not previously reported in research. The data analyses provided significant

reports with these variables for directional hypotheses in the future. The results report emotion regulation reappraisal may manage emotion expected on jobs. Implications are discussed in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative survey research study was to investigate emotion regulation reappraisal, affective, continuous, and normative components of organizational commitment among degree-seeking employees and their intentions to quit jobs (Allen & Meyer, 1990b; Gross & John, 2003; Roodt, 2004). The United States Department of Labor (2019) reported that degree requirements for jobs would steadily increase in future years and that 87% of employees in projected growth occupations would work full-time before or after seeking a degree. This study has implications for positive social change in that emotion regulation reappraisal practiced among degree-seeking employees who work full, or part time demonstrate a strategy to manage emotion expected on jobs (Naragon-Gainey et al., 2018). The knowledge that the practice of emotion regulation reappraisal has a positive impact on appropriate emotion displayed at work could lead other degree-seeking employees across organizations to practice reappraisal (Mérida-López et al., 2017; Sohn et al., 2018). This study provides research practitioners and human resource management personnel with information they can use to increase the job retention of degree-seeking employees who practice reappraisal with their jobs in organizations (SHRM, 2018).

Results of this study contribute knowledge has results for positive social change among degree-seeking employees, human resource personnel, and research practitioners to understand emotion regulation. A quantitative design features self-report surveys (Creswell, 2013; Groves et al., 2009; Jabrayilov et al., 2016). The self-reported questionnaires included measures for emotion regulation reappraisal and affective,

continuous, and normative commitments. A measure for turnover intention was included in the quantitative responses from participants.

Findings from this quantitative nonexperimental study provides evidence from a small sample size for a theory-and model-based evaluation. The study provides evidence for future research on appraisal theory related to emotion regulation. Hypotheses in this study cannot be causally confirmed, or causally disconfirmed, without an experimental design. By using an experimental design, a researcher may be able to detect a causal effect to make a prediction concerning emotion regulation reappraisal, organizational commitment, and turnover intentions. This study provides a detailed explanation of effects related to emotion regulation reappraisal, organizational commitment, and turnover intention among degree-seeking employees to apply with future tests for causal relationships.

This study reported responses from a small sample for data analyses. The measures in the survey report a quantitative explanation with modest effects related to appraisal theory. The quantitative measures integrate questionnaires to assess emotion regulation, organizational commitment, and turnover intention among degree-seeking employees. Evidence from the data analyses suggest that degree-seeking employees practice emotion regulation reappraisal. Future replication of this study may increase knowledge of whether degree-seeking employees' practice of emotion regulation reappraisal has an association with organizational commitment and turnover intentions throughout varying organizations.

Results of this study reports evidence of an effect with emotion regulation, organizational commitment, and turnover intentions that was previously unmeasured among degree-seeking employees. The results were not previously reported for inclusion in the construct of appraisal theory with the Emotion Regulation Questionnaire, the Three-Component Model of Commitment for organizational commitment, and the Turnover Intention Scale.

Results indicate that when the participants want to feel more positive emotion, they change the way they think about the situation. Sohn et al. (2018) reported that feeling more positive emotion decreases stress from the work situation and decreases emotion suppression. Employees may alter inappropriate emotion to an appropriate emotion expected by their employer to meet organizational goals (Grandey & Melloy, 2017; Sohn, et al., 2018). A strategy to modify negative emotion to positive emotion is emotion regulation reappraisal.

Summary of the Findings

This study expands on previous research. Results contribute to literature on the practice of emotion regulation reappraisal and commitment to academics and work among degree-seeking employees. An objective of this study was to report whether degree-seeking employees practice emotion regulation reappraisal.

An effect size for this study of 0.07, based on the literature (Cohen, 1988) was initially planned. The effect size was based on Cohen's (1988) recommendations for small, medium, and large effects. An effect size of 0.07 was expected from a sample of 108 degree-seeking employees with 0.80 statistical power level and a 95% confidence

interval level. The sample size reported in Chapter 3 was 108, which was large enough to expect a small to large effect size. Still, it is important to note that only 18 degree-seeking employees took part in the study and completed the surveys.

A proposed large medium effect with $R^2 = 0.07$, $\beta = 0.20$, and a sample size of 108 degree-seeking employees for the survey research was planned (Green & Salkind, 2011). An alpha level is set at 0.05 to report acceptance that a 5% chance of Type I error rate would occur in the study (Fiedler & Schwartz, 2016; Fiske & Campbell, 1992; Simmons et al., 2011). An arbitrary power level of 80% was applied to report a statistically significant difference detected that would minimize Type II error (Cohen, 1988; Odetunde et al., 2017; Patton, 2002). This means that a Type I error may occur through chance results opposed to problems with this study design.

Consideration of alpha levels of this small sample size included balancing a report of Type I and Type II error. This small sample had increased likelihood of Type II error. Despite the small sample size, the model summary reported $SE = 2.435$, C.I [1.140 11.661], $p = < 0.05$ for emotion regulation reappraisal item seven and affective commitment. These values suggest that the population score for emotion regulation reappraisal item seven is expected to fall between 1.140 and 11.661 with future random samples, 95% of the time.

Interpretation of the Findings

Through conducting multiple regressions with affective commitment and emotion regulation item number one on the emotion regulation scale, item number three on the emotion regulation scale, and item number five on the emotion regulation scale the report

the regression coefficient $B = 6.401$, 95% CI [1.140, 11.661], $p < 0.05$. This significant association with emotion regulation reappraisal suggests that with each additional unit score of emotion regulation reappraisal, the affective commitment unit score increases.

It is significant that Item 7 on the emotion regulation scale, “When I want to feel more positive emotion, I change the way I’m thinking about the situation,” was reported as a practiced emotion regulation reappraisal item with this small sample of degree-seeking employees. Table 14 reports the variance explained and probability of Item 7.

Table 14

Multiple Regression for Emotion Regulation Reappraisal Predicting Affective Commitment

Variable	R^2	F	$df1$	$df2$	p
	0.378	6.910	1	13	0.021

Note. Predictors: Emotion Regulation Items 1, 3, 5, and 7. Dependent variable: Affective Commitment.

Reports of the means and standard deviation scores place this study in line with previous research. Matsumoto et al. (2008) conducted a study of 458 United States university student participants. The reported $M = 4.77$, $SD = 0.98$, and $\alpha = 0.77$. More recently, Preece et al. (2019) reported data for three samples of students $N = 16$ respectively. The means and standard deviations for the three samples were as follows: Sample 1 ($M = 29.00$, $SD = 6.68$), Sample 2 ($M = 28.97$, $SD = 7.09$), and Sample 3 ($M = 28.61$, $SD = 7.32$), respectively. The descriptive statistics for this current study were as follows: $M = 32.33$, $SD = 5.09$, $N = 18$. The means and standard deviations reported with this small sample of degree-seeking employees in this study and Preece et al’s (2019)

study suggest that the standard deviations with future studies of small groups should decrease with future investigative study.

All five data sets applied the Emotion Regulation Questionnaire, and the sample included a similar academic population characteristic. Only this study investigated an employee population enrolled in academic programs. The means of the data sets $M = 4.77$ indicate that the data fall plus or minus 0.98 points from the sample mean, the $M = 28.61$ indicated that data fall plus or minus 7.32 points from the mean, the $M = 28.97$ indicated that data fall plus or minus 7.09 points from the data set mean, the $M = 29.00$ indicated that data fall plus or minus 6.68 points from the mean of this data set, the $M = 32.33$ indicated that data fall plus or minus 5.09 points from the mean of this data set. The degree-seeking employees in the study reported a higher $M = 32.33$ with emotion regulation than participants in Preece et al.'s (2019) report and less than participants in the Matsumoto et al. (2008) data set.

Mean scores with standard deviation scores illustrate where this study's data extends current knowledge with research. The Emotion Regulation Questionnaire was applied for measurement with these five sets of data. Descriptive statistics, $SD = 0.98$, $SD = 5.09$, $SD = 6.68$, $SD = 7.09$ $SD = 7.32$ report the dispersion of data from the five data sets. Findings from this study infer that the data had less dispersion than three sets of data and has a greater dispersion than one data set.

Preece et al. (2016) indicated that their study's data set, $SD = 7.32$ reported the maximum variance. Matsumoto et al. (2008) reported the least variance. Variance reported from the data set with this study fell between the Preece et al. and Matsumoto et

al. dispersion. Scores reported from this study contribute data analyses that extend knowledge beyond Preese et al. and Matsumoto reports on the dispersion of participants responses collected with the Emotion Regulation Questionnaire.

The means and standard deviations reports suggest that data collected in this study explained variance of Emotion Regulation Questionnaire Item 7. The dispersion of data reported from this study shows degree-seeking employees demonstrate a modest practice of emotion regulation. These results support rejection of the null hypothesis for Research Question 1 that asked whether emotion regulation reappraisal predicts organizational commitment.

Previous reports indicated that affective commitment describes work performance driven by positive affect and emotions that decrease turnover intentions (Agostini et al., 2019; McCormick & Donohue, 2019). Prediction with decreased turnover and the organizational commitment model did not include reports of an impact from emotion regulation reappraisal. Current and significant results from this study report variance with emotion regulation scaled Item 7 and affective commitment not previously reported to decrease turnover.

The approach applied with multiple regression conducted for Research Question 2 did not support rejection of the null hypothesis. The sample size was 18. Multiple regressions were performed to test if emotion regulation reappraisal predicted turnover intention among degree-seeking employees. Results of the multiple linear regressions analysis revealed the independent variable emotion regulation reappraisal to not be a statistically significant predictor with the model $p = 0.978$ meaning that $p > 0.05$.

The multiple regression conducted for Research Question 3 did not support rejecting the null hypothesis. Multiple regressions performed with this sample ($N = 18$) tested whether affective, continuous, and/or normative commitment moderated emotion regulation reappraisal to predict turnover intention among degree-seeking employees.

The moderation between, emotion regulation and affective commitment was found to be not statistically significant $B = 0.116$, $C.I [-0.020, 0.251]$, $p = 0.089$. An interaction between emotion regulation and continuous commitment was found to be not statistically significant $B = 0.104$, $C.I [-0.036 - 0.243]$, $p = 0.133$. Similarly, the interaction between emotion regulation and normative commitment on turnover intentions was revealed to be not statistically significant $B = 0.083$, $C.I [-0.166, 0.333]$, $p = 0.486$.

Limitations of the Study

Limitation with this study include the parameters applied with quantitative survey research measures and self-reports. The study included self-reports open to the participants' subjectivity and bias that result in less objective responses. Self-reports in this study represent a population recruited to take part in this survey research, although it did not include all degree-seeking employees. Self-reported bias was minimized through the application of quantitative questionnaires with previously reported reliabilities that were adequate to measure the participants responses in this study (AERA, APA, & NCME, 2014). Threats to external validity and to generalize results were minimized with quantitative measures reliability that were adequate. Assessment scale items applied in this study increases our knowledge for predicting whether degree-seeking employees who

practice emotion regulation with turnover intention is beyond current known research. The existing measures applied showed less variance due to a small sample. Each item on all scale was necessary to report the predictive power. A decrease in the R^2 statistic to report variance indicates the independent variable offers less predictive power with the dependent variable (Hayes & Lench, 2003). This limitation increases without imputation of missing survey items.

Limitations to this study include the sample size. Multiple regressions are sensitive to sample size. This small sample included missing items throughout the surveys. Each item missing a response was imputed with the weighted mean of the completed corresponding item response. Surveys, $N = 22$ that were returned as unqualified meant that the recruits were no longer a degree-seeking employee, did not consent to participate, or the recruit decided not to answer any question after opening the survey to participate in the study. The surveys returned as unqualified with question one and/or two not answered were excluded from the data analyses.

The surveys were excluded was because questions one and two were qualifying questions. Question one identified the participant as a degree-seeking employee. Question two reported whether the participant consented to the study. Qualifying question one that was answered yes, moved to question two asking for consent. Consent given opened the remaining questions. Without consent the survey was not available to potential participants. Imputation was not conducted on the 49 unmarked survey items on surveys that did not have questions one and two answered, or where the 49 items were not answered.

A sample size of $N = 104 + 4$ degree-seeking employees were expected to take part in the survey (Fiske & Campbell, 1992; Green & Salkind, 2011). As previously reported, the sample diminished within the time frame provided with my individual academic plan. The onset of the covid pandemic coincided with the data collection dates and was a possible deterrent with recruitment and participation. A sample of $N = 104$ was expected to be an adequate sample to reduce an occurrence of Type I and Type II error and detect an effect. Cohen's conventional definition of sample and effect sizes are subjective, yet these were applied as the initial planned expectation of this study. Still, a small sample size had potential to incorrectly conclude that no effect occurred in this sample population.

During the data analyses and reviewing the Chapter 4 reports of interaction effects, the statistical power level was not changed when reporting the results. The results provide a small sample of the degree-seeking population to contribute data related to an interacting effect between the independent and dependent variables.

Limitation with the small sample size was explored. Researchers previously increased A priori rate to 0.10 with small samples (Aguinis & Harden, 2009). An increased statistical power level to 0.10 decreases the potential of incorrectly concluding there was no effect among this sample of degree-seeking employees. Although the sample size was small, the statistical power remained the same as reported in Chapter 3.

The results reported in Chapter 4 is made to decrease analytical bias (Raver & Gelfand, 2005) that may occur with research. The report made in the interpretation section of Chapter 5 includes two study examples from secondary data to show similar

analyses of the means and standard deviations with this study. The additional studies show sample size, means, and standard deviations for comparison.

Implications

To minimize threats to external validity and generalize results, computation for an R^2 statistic of survey data reported the proportion variance between independent variables that had an association with employee intentions to quit. A concise detailed explanation with the multiple regressions analyses objectively reported the independent variable variance associated with the dependent variable. Confidence levels of 0.95, and significance level 0.05 were applied to make calculates on a sample size of $N = 18$ degree-seeking employees (Creative Research Systems, 2016; Regenwetter & Cavagnaro, 2019; Shieh, 2013).

Positive Social Change

Brown and Baltes (2017) suggested education itself may be a reason for social change. Reports that the need for educational degrees in multiple workplaces has a prediction to increase in the future suggest degree-seeking employee populations may increase (BLS, 2019). Results from this study provides a critical perspective to generate new knowledge for degree-seeking employees that participate in work and education. Reports from this study show information to increase knowledge concerning employee's emotion display to reach organizational goals with jobs that better accommodates these employees and their organizations (Grandey & Malloy 2017; Sohn et al., 2018).

Affective commitment had a known association with turnover although the association with emotion regulation reappraisal and affective commitment to predict

turnover was unknown. This study reports knowledge from data collected and analyzed with multiple regressions. Data was analyzed from a small number of degree-seeking employees and survey response data collection during August 1, 2020 through September 27, 2020.

Adverse effects on employees occur without realizing employee and workplace change that can negatively impact emotion display (Barak, 2017). Results show that participant degree-seeking employees who aspire to goals at work and enrolled in college report that: When I want to feel more positive emotion, I change the way I'm thinking about the situation. This result indicated an emotion regulation strategy to manage positive emotion display not previously reported in research from these employees. An improvement with degree-seeking employees emotion display to obtain goals within professional and academic settings can make positive social change.

Positive social change can occur because results of this study will be available to human resource personal and research practitioners. These findings are not previously reported in degree-seeking employees recruitment information for review. Pai et al. (2018) reported that the workplace is a changing environment that places new requirements on employees. Practice of emotion regulation reappraisal among degree-seeking employees and application of these results are needed. A practice of emotion regulation reappraisal is needed as workplace and academic settings transform from face-to-face interactions and accommodate with virtual activity to perform organizations goals.

Human resource management personnel and research practitioners make significant contributions to society and create positive social change research data that promotes the dignity of employees and the communities in which their organizations operate (Rimita et al., 2020). Human resource personnel that pursue degree-seeking employees who practice emotion regulation strategies to display appropriate emotion at work apply reviews of social network profiles for recruits. This information is not readily available to human resource personnel who review degree-seeking employees LinkedIn profiles online. Regression of the variables analyzed in this study explains emotion regulation reappraisal having an association to affective commitment. Human resource practitioners or research practitioners who want recruits for their practice emotion regulation reappraisal and commitment to change turnover intention, may review results of these analyses for consideration with employee turnover.

Affective commitment was reported to decrease turnover and negative job-related outcomes that occur over time (Meyer & Allen, 1992). The potential for emotion regulation reappraisal that has an association with affective commitment suggests positive social change knowledge for degree-seeking employees to complete their degree and aspire to their job or job promotion. A positive change implication is for improving degree-seeking employee emotion display to have stronger identification with their jobs.

Affective commitment had previous explanation that employee attachment and identification with the organization where they work would increase organizational commitment (Meyer et al., 2015;2018). The results of this study reported a positive association between reports that: When I want to feel more positive emotion, I change the

way I'm thinking about the situation, and affective commitment. Still, no other evidence is available to assess emotion regulation reappraisal to increase affective commitment with day-to-day workplace goals. It is unrecorded whether emotion that emerges from current degree-seeking employees' everyday job stress has an interaction with expected appropriate emotion to obtain organization's goals.

Hypotheses in this study were nondirectional. The non-direction emerged from no available research with emotion regulation practiced among degree-seeking employees. Results of this study that report a positive association from emotion regulation reappraisal and affective commitment. It is unknown whether this positive association will continue or change the direction of turnover intention among degree-seeking employees in the future. Human resource management personnel and research practitioners who apply knowledge provided herein with recruitment would make progress in the assessment of current degree-seeking employees, their emotion displayed on jobs, and turnover.

Theoretical and Methodological

Chapter 2 showed that organizational commitment decreased intensity with turnover intention among employees who want to resign (Lee et al., 2017; Fernet et al, 2017). Affective commitment was reported as the prospect and likelihood that employees will remain at their current job at an organization (Allen & Meyer, 1990b; Meyer & Allen 1997; Berta & Herbert, 2018). Decreased turnover among employees and jobs was associated with involvement and identification through affective commitment (Allen & Meyer, 1990; Meyer & Allen, 1996). This study reported an association between emotion regulation reappraisal and affective commitment that suggested Gross's process model of

emotion with the Emotion Regulation Questionnaire was appropriate for the evaluation of organizational commitment from affective commitment as measured by the Affective Commitment Scale.

This study provided a data analysis of degree-seeking employees who report: When I want to feel more positive emotion, I change the way I'm thinking about the situation. The theoretical framework with this study in Chapter 2 reported that appraisal theory related to individual perceptions of events in environments and emotion (Gross, 1998; Scherer, 1984; Scherer et al, 2001). Emotion regulation shows positive individual well-being. Scherer et al. (2001) reported that emotion regulation required an understanding of an emotion felt to begin the process and to regulate identified emotion. Degree-seeking employees responses indicated that emotion regulation reappraisal was practiced with wanting to feel more positive emotion in a situation through making a change in the way they think about the situation.

Results suggest that degree-seeking employees understand positive emotion to change thoughts about the situation. Gross's process model of emotion regulation notes that individuals apply reason to decide whether an appraisal was a positive or negative emotion (Gross, 1998; Scherer et al. 2001). Reports from this study infer that reason was applied. An expectation was met with the appraisal theory, process model of emotion, and commitment model components to provide an appropriate theoretical framework to investigate emotion regulation reappraisal with future studies on turnover.

Recommendations

Recommendation is to advance the study of employee practice of emotion regulation reappraisal at work. Although the sample size was a limitation, the sample size offers a direction for future study. Alpha levels were increased in previous research that had small samples proving validation for increasing alpha levels was small sample size. Although recommendation to increase a priori alpha level to 0.10 is fairly common practice with small sample size with research, it was not increased with this study.

Even though it was not applied with this study, the small sample size and increased alpha were considered with this study. An increase of the alpha level to 0.10 would report the moderation effect with emotion regulation reappraisal and continuous commitment reported $p = 0.07$ (Table 12). The increased alpha level to 0.10 would identify emotion regulation reappraisal and affective commitment having a moderating effect $p = .089$ (Table 11).

A recommendation for future research is to explore the moderation effects of continuous commitment, affective commitment, and emotion regulation reappraisal on degree-seeking employee turnover intention. This recommendation includes an exploration of the moderating effect with normative commitment (Meyer & Parfyonova, 2010) and emotion regulation reappraisal on degree-seeking employee turnover intention that is related to employee obligation to an organization.

Chapter 2 reported the known strength of individual commitment previously indicated as transformational with organizational commitment (Becker, 1960; Meyer & Allen, 1987). A component of organizational commitment is affective commitment that

encourages employees to remain at their jobs and suggests decreased turnover. Although affective commitment has descriptions of feelings and emotion related to jobs, a connection with emotion regulation reappraisal as measured by the Emotion Regulation Questionnaire (Gross & John, 2003) for appropriated emotion display on jobs is not reported in research.

Meyer and Allen (1991) identified a specific lack of emotion with item six: I do not feel 'emotionally attached' to this organization. The emotion display associated to not feeling attached to their organization is not measured with the Affective Commitment Scale. Results reported in Chapter 4 generated new knowledge related to human emotion, commitment, and organizations that may report an association with the way employees feel more positive attachment to their organization through practicing emotion regulation reappraisal.

Affective commitment has the stronger known association to decreased turnover, and until now, research has not reported an association with commitment to emotion regulation reappraisal strategy to manage emotion on jobs. Discovering an association with affective commitment and emotion regulation reappraisal approaches an opportunity for future research. The opportunity is to explore emotion regulation reappraisal association on turnover through its association to affective commitment, which is a known predictor of turnover among employees working in organizations. Its association with degree-seeking employee turnover and academics suggests a positive practice for degree-seeking employees with their professional and academic outcomes through managing emotion display at work.

Demographic characteristics reported in Chapter 2 for this study are employees enrolled in a degree program at an accredited university. Future investigation with specific demographics is warranted. As the population of degree-seeking employees participate in virtual activity with jobs, the association to groups of degree-seeking employee mental health and well-being has an incomplete description in research. A description of how job stress related to degree-seeking responsibility increases the likelihood of inappropriate emotion display is not yet available in emotion regulation research. The effect on organizational goal performance and emotion regulation persists for new research opportunity. Additional demographic characteristics of age, gender, degree type, and job type are open categories for research. Multiple demographic characteristics prevail and are recommended for additional research with degree-seeking employees

Directional hypotheses to discover the degree of positive association to emotion regulation reappraisal within groups has not yet been determined. Future study with degree-seeking employees mental health and well-being associated to moderate effects with affective commitment, continuous commitment, normative commitment, and turnover intention are recommended. The association to diverse groups of degree-seeking employee groups and emotion regulation reappraisal, commitment components, and turnover intention is unknown.

Recommendations exceed group demographic characteristics to human resource management practices. Social media pervades society and extends to the workplace (Roth et al., 2016). Participants for this study were taken from my personal LinkedIn social

network. Human resource professionals select potential recruits through LinkedIn social networking to explore less recruitment costs. Jobvite (2020) reported applications through social networks increased from 42% during 2020 to 44% during 2021 with 43% of employers reconsider hiring decisions based on social network profiles.

Technology applied to personnel selection decreases 90% of monetary costs related to recruitment and 25% of time applied to recruitment practice (Abhishek et al., 2021). LinkedIn is identified as the leading social network that employers apply to recruit employees (Aguado et al., 2019). Roth et al. (2016) and Wilton (2016) reported recruitment through virtual scanning of internet profiles on social networks increased in the United States among approximately 50% of all organizations for employee recruitment to predict employee performance and job retention. For example, human resource professionals identify employee performance related to the length of time with an organization and job status listed in a LinkedIn profile. The greater length of time at an organization suggests employees with less absenteeism and lower turnover costs for an organization. Less absenteeism relates to job retention.

LinkedIn (2021) has a structured profile that includes varied dimensions of information that attracts employer interest to make decisions of whether the profile represents a good employee-job-organization fit. Experience is an item listed in each profile. Appropriate emotion display is part of degree-seeking job performance and job retention. Still, experience with emotion regulation reappraisal to manage required emotion display on jobs is missing in the structured LinkedIn profile information.

Research has not yet offered information to improve the LinkedIn profile structure that identified degree-seeking employees who practice emotion regulation reappraisal with job and academic situations. The results of this study suggest degree-seeking employees practice emotion regulation reappraisal through changing the way they think about a situation that elicits negative emotion to feel more positive emotion concerning the situation.

The structure of LinkedIn profiles with the addition of reporting whether an employee changes the way they think about a situation increases the likelihood for the employee's display of appropriate emotion for improved job performance and job retention. Available information concerning the practice of emotion regulation reappraisal enables human resource professionals to identify potential job recruits for employee-job-organization fit where emotion display at work is valued.

Employee's emotion regulation reappraisal practice reported within the structure of an individual LinkedIn profile is suggested for future research. Identification will offer human resource professionals' exclusive information on whether a recruit has practiced emotion regulation reappraisal strategy to manage emotion display expected on jobs. Reports of a potential recruit's practice of emotion regulation on jobs and with academics will provide data within LinkedIn profiles for research practitioners to explore future decisions made on recruitment practices.

The costs of turnover within organizations remain high. Human resource professionals continue to search for new information on employees to increase job retention. Future study is recommended to explore the LinkedIn cost for inclusion of

emotion regulation experience listed as a category in its social network and compare with turnover costs of an organization. A single item titled, emotion regulation reappraisal experience, provides potential recruits with an opportunity to announce that they practiced emotion regulation on jobs that may additionally apply with seeking a degree.

Limitations with inclusion of emotion regulation reappraisal experience is constrained through understanding individual language applied with written expression of emotion. The association to emotion and social values, cultural bias, gender, and age vary. Knowing degree-seeking employees practice emotion regulation reappraisal is expected to decrease costs of employee turnover within organizations. Even though human resource professional's perception of emotion regulation reappraisal is subjective, quantitative measures of employee performance and turnover will offer an objective quantitative measure of organizational outcome with potential for an optimized workforce.

Human resource professionals' functions center on virtual recruitment that begins with screening through social network profiles (SHRM, 2021). Transition to virtual recruitment is likely to increase in the future. Inclusion with degree-seeking employees reporting they practice emotion regulation reappraisal can save cost and time factors for human resource personnel and is recommended for study.

Conclusion

The results of this study reported an association between emotion regulation reappraisal and affective commitment among degree-seeking employees. The BLS (2019) reported that degree requirement for jobs would steadily increase, and 87 % of

employees in projected growth occupations work full time before or after seeking a degree. For those employees who work while earning a degree, emotion regulation reappraisal may increase appropriate emotion display. Results of this study imply that a degree of emotion regulation reappraisal is currently practiced among employees participating in academic programs.

The results of this study reported that degree-seeking employees $N = 18$ who took part in this study report the practice of emotion regulation reappraisal. The detection of emotion regulation reappraisal was reported through item seven on the Emotion Regulation Questionnaire. Item 7 on the Emotion Regulation Questionnaire indicated that: When I want to feel more positive emotion, I change the way I'm thinking about the situation.

Degree-seeking employee reports suggest that employee practice a modest degree of emotion regulation reappraisal. Data taken from degree-seeking employees and analyzed with this study reported an unknown proportion of variance among those employees who simultaneously experience academic and work situations. There remains a vast amount of knowledge to explore with emotion regulation reappraisal among degree-seeking employees at work.

Human resource personnel review LinkedIn profiles for potential job recruits to decrease turnover and increase job retention. Employee commitment to jobs has previously predicted turnover. Results listed in this study report emotion regulation reappraisal has an association with commitment to jobs. Commitment to jobs has previous prediction with decreased turnover for job retention.

Direct information not yet listed in potential job recruits' LinkedIn profiles that identifies emotion regulation reappraisal experience would provide insight for a potential recruit's emotion display at work. The prospect of a strong association with emotion regulation reappraisal to organizational commitment components for decreased turnover has scope for broader discovery with future research.

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Appendix A: Emotion Regulation Questionnaire

Reprinted. (Gross & John, 2003)

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Instructions and Items

We would like to ask you some questions about your emotional life and how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem like one another, they differ in important ways. For each item, please answer using the following scale:

1-----2-----3-----4-----5-----6-----7

Strongly

Neutral

Strongly Disagree

Agree

1. ___ When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.
2. ___ I keep my emotions to myself.
3. ___ When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.
4. ___ When I am feeling positive emotions, I am careful not to express them.

5. ___ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
6. ___ I control my emotions by not expressing them.
7. ___ When I want to feel more positive emotion, I change the way I'm thinking about the situation.
8. ___ I control my emotions by changing the way I think about the situation I'm in.
9. ___ When I am feeling negative emotions, I make sure not to express them.
10. ___ When I want to feel less negative emotion, I change the way I'm thinking about the situation.

Appendix B: Affective Commitment Scale

Reprinted. Original Commitment Scale Items (Allen and Meyer, 1990).

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Affective Commitment Scale Items

Item rated on a Likert scale

1 = strongly disagree 2 = disagree 3 = slightly disagree 4= undecided 5 = slightly agree
6 = agree 7 = strongly agree

1. I would be very happy to spend the rest of my career with this organization.
2. I enjoy discussing about my organization with people outside it.
3. I really feel as if this organization's problems are my own.
4. I think that I could easily become as attached to another organization as I am to this one.
5. I do not feel like 'part of the family' at my organization.
6. I do not feel 'emotionally attached' to this organization.
7. This organization has a great deal of personal meaning for me.
8. I do not feel a 'strong' sense of belonging to my organization.

Appendix C: Continuous Commitment Scale

Reprinted. Original Commitment Scale Items (Allen and Meyer, 1990).

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<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:49907b45-4d99-4199-9fc7-b1fdb1e0f148>

Item rated on a Likert scale

1 = strongly disagree 2 = disagree 3 = slightly disagree 4 = undecided 5 = slightly agree 6 = agree 7 = strongly agree

1. I am not afraid of what might happen if I quit my job without having another one lined up. (R)

2. It would be very hard for me to leave my organization right now, even if I wanted to.

3. Too much in my life would be disrupted if I decided to leave my organization now.

4. It wouldn't be too costly for me to leave my organization now.

5. Right now, staying with my organization is a matter of necessity as much as desire.

6. I feel that I have very few options to consider leaving this organization.

7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.

8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice, another organization may not match the overall benefits I have here.

Appendix D: Normative Commitment Scale

Reprinted. Original Commitment Scale Items (Allen & Meyer, 1990a).

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<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:49907b45-4d99-4199-9fc7-b1fdb1e0f148>

Item rated on a Likert scale

1 = strongly disagree 2 = disagree 3 = slightly disagree 4= undecided 5 = slightly agree 6 = agree 7 = strongly agree

1. I think that people these days move from company to company too often.
2. I do not believe that a person must always be loyal to his or her organization.
3. Jumping from organization to organization does not seem at all unethical to me.
4. One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.
5. If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.
6. I was taught to believe in the value of remaining loyal to one organization.
7. Things were better in the days when people stayed in one organization for most of their careers.
8. I do not think that to be a 'company man' or 'company woman' is sensible anymore.

Appendix E: Turnover Intentions Scale

Reprinted Scale (Roodt, 2004)

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Each item is rated on a Likert scale:

Never 1...2...3...4...5 Always

1. How often have you considered leaving your job?
2. How frequently do you scan the newspapers in search of alternative job opportunities?
3. How satisfying is your job in fulfilling your personal needs?
4. How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?
5. How often are your personal values at work compromised?
6. How often do you dream about getting another job that will better suit your personal needs?
7. How likely are you to accept another job at the same compensation level should it be offered to you?
8. How often do you look forward to another day at work?
9. How often do you think about starting your own business?
10. To what extent do responsibilities prevent you from quitting your job?

11. To what extent do the benefits associated with your current job prevent you from quitting your job?
12. How frequently are you emotionally agitated when arriving home after work?
13. To what extent does your current job have a negative effect on your personal well-being?
14. To what extent does the “fear of the unknown”, prevent you from quitting?
15. How frequently do you scan the internet in search of alternative job opportunities?

Appendix F: Email Invitation

I am a doctoral student at Walden University studying emotion regulation, affective, continuous, and normative commitment for turnover intentions among degree-seeking employees and I am seeking volunteers to participate in the study. You will be asked to respond to survey items from your own knowledge and experience. This survey is confidential, and participants will be kept anonymous.