

2021

## Relationship Among Military Veteran Employee Job Satisfaction, Job Motivation, and Employee Turnover

Michael David Crow  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Business Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Management and Technology

This is to certify that the doctoral study by

Michael D. Crow

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

## Review Committee

Dr. Natalie Casale, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Elisabeth Musil, Committee Member, Doctor of Business Administration Faculty

Dr. Yvonne Doll, University Reviewer, Doctor of Business Administration Faculty

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

Walden University  
2021  
,

Abstract

Relationship Among Military Veteran Employee Job Satisfaction, Job Motivation, and

Employee Turnover

by

Michael D. Crow

MBA, Columbia Southern University, 2016

BS, Post University, 2011

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

December 2021

## Abstract

Military veterans are quitting their first job after separating from the military service at an excessively high rate. Reducing employee turnover among military veterans is essential for organizational and HR managers to increase the company's profitability and productivity. Grounded in Maslow's hierarchy of needs theory, the purpose of this quantitative correlational study was to examine the relationships among military veteran employee job satisfaction, job motivation, and employee turnover. Data were collected from survey responses of 85 military veterans from Texas. Participants had at least 2 years of active federal service and were separated from the armed forces no longer than 8 years. The binary logistic regression analysis results indicated that the model containing the two predictor variables (job satisfaction and job motivation) was able to significantly predict employee turnover,  $X^2(2) = 53.97, p < .001$ . Both job satisfaction and job motivation were statistically significant as predictors. A key recommendation for organizational and HR managers is to facilitate a workplace environment of inclusion and support. The implications for positive social change include the potential for organizations to achieve increased productivity and quality of service, resulting in communities prospering from an increase in sales and property tax revenue. Finally, military veterans can benefit because work stability and continuity of social support can improve military veteran employee mental health and reduce military veteran suicidal ideation.

Relationship Among Military Veteran Employee Job Satisfaction, Job Motivation, and

Employee Turnover

by

Michael D. Crow

MBA, Columbia Southern University, 2016

BS, Post University, 2011

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

December 2021

## Dedication

First and foremost, I dedicate this achievement to my wife, Cindy. Without her love, support, and belief in my abilities, I would not have reached the pinnacle of my education. She has inspired me to exceed my expectations and hold myself to higher standards. Additionally, I dedicate this study to the military veteran community. I am honored to be a part of a distinguished military veterans' community that puts the country first. I know that transitioning from serving in the military to the civilian sector can be challenging, stressful, and for some, difficult. This study is my effort in assisting all veterans with a smoother transition into the civilian workforce.

## Acknowledgments

I first would like to acknowledge and thank my chair, Dr. Natalie Casale. Dr. Casale, your promptness with feedback was critical in maintaining momentum with my doctoral study progress, and your inquisitive feedback kept me on track. I would also like to acknowledge and thank Dr. Elisabeth Musil, my second committee chair, for her willingness to join my doctoral journey late in the proposal stage. Finally, I would like to acknowledge and thank my university research reviewer, Dr. Yvonne Doll. Dr. Doll, your feedback challenged me to elevate my writing skills and synthesizing capabilities.

I want to give a special acknowledgment and thank you to the outstanding leaders, mentors, and friends, Major General (R) Warren Patterson, Rear Admiral Upper Half (R) Eric Young, Lieutenant Colonel (R) Thomas Jones, Command Sergeant Major (R) Michael Brobson and Dr. Gregg Caldwell D.O., whom all helped guide me through my doctoral journey. Their guidance, mentorship, and willingness to help me were paramount in my doctoral journey completion.

## Table of Contents

List of Tables .....	iv
List of Figures .....	v
Section 1: Foundation of the Study .....	1
Background of the Problem .....	1
Problem Statement .....	2
Purpose Statement.....	2
Nature of the Study .....	3
Research Question .....	4
Hypotheses .....	4
Theoretical Framework.....	5
Operational Definitions.....	6
Assumptions, Limitations, and Delimitations.....	7
Assumptions.....	7
Limitations .....	7
Delimitations.....	7
Significance of the Study .....	8
Contribution to Business Practice.....	8
Implications for Social Change.....	8
A Review of the Professional and Academic Literature.....	9
Strategy for Searching the Literature.....	9
Theoretical Framework.....	11



Background of the Military Veteran .....	19
Job Satisfaction .....	23
Job Motivation .....	29
Employee Turnover .....	33
Transition .....	39
Section 2: The Project .....	40
Purpose Statement.....	40
Role of the Researcher .....	41
Participants.....	43
Research Method and Design .....	44
Research Method .....	44
Research Design.....	45
Population and Sampling .....	46
Population .....	46
Sampling .....	47
Ethical Research.....	50
Instrumentation .....	52
Demographic Survey .....	52
MSQ .....	52
Data Collection Technique .....	56
Data Analysis .....	57
Study Validity .....	62

Transition and Summary.....	64
Section 3: Application to Professional Practice and Implications for Change.....	65
Deviation From the Plan.....	65
Presentation of the Findings.....	68
Descriptive Statistics.....	69
Test of Assumptions.....	71
Interpretation of Results.....	73
Analysis Summary.....	75
Theoretical Conversation on Findings.....	75
Applications to Professional Practice.....	77
Implications for Social Change.....	78
Recommendations for Action.....	79
Recommendations for Further Research.....	80
Reflections.....	81
Conclusion.....	81
References.....	83
Appendix A: Minnesota Satisfaction Questionnaire.....	116
Appendix B: Demographics Survey.....	118
Appendix C: Permission to use the Minnesota Satisfaction Questionnaire.....	119

List of Tables

<b>Table 1.</b> <i>Frequency and Percentage of Resource Types Within the Literature Review...</i>	10
<b>Table 2.</b> <i>MSQ Breakdown of Questions .....</i>	68
<b>Table 3.</b> <i>Means, Standard Deviations, and Variance for Employee Turnover .....</i>	69
<b>Table 4.</b> <i>Means, Standard Deviations, and Variance for Norming Group .....</i>	70
<b>Table 5.</b> <i>Job Satisfaction Raw Scores .....</i>	70
<b>Table 6.</b> <i>Job Motivation Raw Scores.....</i>	70
<b>Table 7.</b> <i>Collinearity Statistics .....</i>	72
<b>Table 8.</b> <i>Logistic Regression Analysis Summary for Predictor Variables .....</i>	75

## List of Figures

<b>Figure 1.</b> <i>Maslow's Hierarchy of Needs Phases as it Applies to Job Satisfaction, Job Motivation, and Employee Turnover</i> .....	6
<b>Figure 2.</b> <i>G*Power3 Analysis for Minimum and Maximum Sample Sizes</i> .....	50
<b>Figure 3.</b> <i>Boxplot of Job Satisfaction and Job Motivation</i> .....	73

## Section 1: Foundation of the Study

Military veterans are a treasured resource for employers and talent acquisition managers (Gonzalez & Simpson, 2020). However, identifying ways to reduce military veteran employee turnover can be a challenge. My research examined the relationships among military veteran job satisfaction, job motivation, and employee turnover. In this section, I explain the background of the problem; present the problem statement, purpose statement, nature of the study, research question, hypothesis, theoretical framework, and operational definitions; identify assumptions, limitations, and delimitations; and declare the significance of the study.

### **Background of the Problem**

Human resources (HR) managers seek to hire military veterans in their quest to find the best candidate for their organizations because of the military veterans' knowledge, skills, and abilities gained from real-world training (Davis & Minnis, 2017; Ford, 2017). The employee turnover rate for military veterans who have transitioned from military service to the civilian workforce within the first 2 years from initial service separation is approximately 50% (Ford, 2017; Pollak et al., 2019), causing companies to experience a disruption in business operations and incur additional financial expenses. Excessive or high employee turnover can lead to a decrease in business operations profitability, an increase in recruiting and onboarding expenses, and difficulties sustaining competitive advantage (Al Mamun & Hasan, 2017; Dechawatanapaisal, 2018). Turnover costs for employers can range from 60% to 200% of an employee's base pay (Reina et al., 2018; Tews et al., 2018). With the median salary of military veterans in the

San Antonio, Texas (SATX) area being approximately \$52,000 a year (Texas Workforce Investment Council [TWIC], 2019), turnover expenses realized by businesses can range from \$31,000 to \$200,000 per employee (Reina et al., 2018; TWIC, 2019), which can affect an organization's profitability.

### **Problem Statement**

Losing skilled employees because of job dissatisfaction and lack of job motivation increases organization costs (Stamolampros et al., 2019). Related employee turnover expenses range from 60% to 200% of annual salary, which equates to more than \$30,000 per employee (Bureau of Labor Statistics, 2020; Tews et al., 2018). The general business problem was that employee turnover among military veterans in civilian jobs increases HR expenses, decreasing profits (Blanco-Mazagatos et al., 2018). The specific business problem was that some HR managers in the services industry do not understand the relationship among military veteran employee job satisfaction, job motivation, and employee turnover.

### **Purpose Statement**

The purpose of this quantitative correlational study was to examine the relationships among military veteran employee job satisfaction, job motivation, and employee turnover. The dependent variable was military veteran employee turnover. The independent variables were military veteran employee job satisfaction and job motivation. The target population were military veterans who have more than 2 years of active federal service and have been separated from the armed forces no longer than 5 years. The geographical location for my study was the SATX area. The SATX area,

trademarked as Military City USA, has a military veteran population of approximately 200,000 residents (U.S. Department of Veteran Affairs, 2019a). The population of SATX includes veterans from the Air Force, Army, Coast Guard, Marine Corps, and Navy branches of the armed forces. As a result, HR managers in the SATX area may benefit from this study by understanding the impact of job satisfaction and job motivation on military veteran employee turnover. This study may also help managers develop policies and procedures that could foster military veteran employees' longer-lasting employment. Accordingly, positive social change implications include lower unemployment, increased tax revenue, and increased inclusion and employment stability for the community.

### **Nature of the Study**

The three foundational approaches to research methodology are quantitative, qualitative, and mixed methods. Quantitative research methodology is grounded in a positivist philosophy, characterized by deductive and deliberate research, in which there is an examination of the relationship of multiple variables (Saunders et al., 2015). Because my study's basis was to examine the relationship between variables as a result of numerical data, a quantitative research method was appropriate. In contrast, a qualitative research methodology is inductive, where the researcher considers perceptions and interpretations of the data collected (Yin, 2017). Because this study's foundation was neither to conduct interviews nor to explore perceptions, a qualitative research method would not have been appropriate. Furthermore, a mixed-methods research methodology combines characteristics of both quantitative and qualitative research methods (Johnson

et al., 2007). Because a mixed-method research methodology incorporates aspects of qualitative research, mixed methods were also not appropriate.

Correlational, experimental, and quasi-experimental are three kinds of designs used in quantitative methodology. A correlational design is used when the researcher's study's focus is to examine relationships among multiple variables (Curtis et al., 2016). A correlational study design was appropriate for this research because the focus of this study was to examine the relationships between one dependent and two independent variables. In contrast, an experimental design is used to examine cause and effect (Morales et al., 2017). Another technique is quasi-experimental, in which the researcher examines affiliations and consequences between variables through a predetermined selection of participants (Kim & Steiner, 2016). However, my intent in this study was not to discover causal associations, so neither experimental nor quasi-experimental designs would have been appropriate.

### **Research Question**

What is the relationship among military veteran employee job satisfaction, job motivation, and employee turnover?

### **Hypotheses**

$H_0$ : There is no statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover.

$H_a$ : There is a statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover.

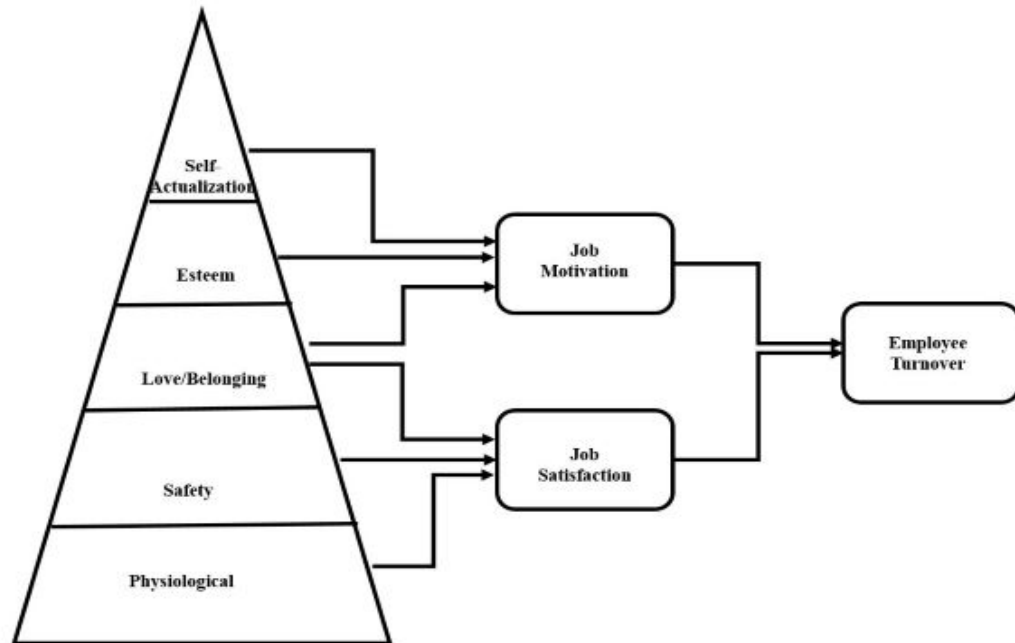


### **Theoretical Framework**

I used Maslow's (1943) hierarchy of needs theory as the theoretical framework for this study. Maslow's theory has five stages of human needs in ascending order: physiological, safety, love/belonging, self-esteem, and self-actualization. The fulfillment of each stage is dependent on the satisfactory attainment of the previous need (Maslow, 1943). As applied to this study, job motivation reflects the fulfillment of the love/belonging, self-esteem, and self-actualization stages. Job satisfaction reflects the fulfillment of the physiological, safety, and love/belonging stages. In turn, the fulfillment of job satisfaction and job motivation would result in job stability (i.e., low turnover). Therefore, Maslow's hierarchy of needs theory holds that I would expect an increase in military veteran employee job satisfaction and job motivation related to a decrease in military veteran employee turnover. The following figure illustrates the phases of Maslow's hierarchy of needs as it applied to the study variables.

**Figure 1**

*Maslow's Hierarchy of Needs Phases as it Applies to Job Satisfaction, Job Motivation, and Employee Turnover*



### Operational Definitions

*Department of Defense (DoD)*: The oldest and largest government agency that oversees national security through the six branches of the military. The military branches are the Army, Marine Corps, Navy, Air Forces, Space Force, and Coast Guard (U.S. DoD, 2021b).

*Military veteran*: An individual who served in either the Army, Marine Corps, Navy, Airforce, Space Force, or Coast Guard and received any type of discharge other than dishonorable (U.S. Department of Veteran Affairs, 2019b).

## **Assumptions, Limitations, and Delimitations**

### **Assumptions**

Assumptions are considered social and realistic norms, despite the lack of empirical data (Saunders et al., 2015). There were two assumptions for my study. The first was that participants would be honest and truthful with their answers in the survey. The second assumption was that participants transitioned from military to civilian employment.

### **Limitations**

A study's limitations are circumstances that place a constraint on a researcher's research because of uncontrollable factors (Edmonds & Kennedy, 2017). There were two identified limitations to my research. The first limitation was the geographical location, the SATX area, a metropolitan area with over 1 million residents, which may not represent rural populations. The second limitation included the willingness of military veterans to participate voluntarily. Because participation was voluntary, some military veterans may not want to participate or complete the survey.

### **Delimitations**

In contrast to limitations is delimitations, where the researcher can define the study's scope (McGregor, 2018a). There were three delimitations for my research. The first delimiter consisted of military veteran participants who voluntarily terminated their post-military employment. The second delimiter was the requirement that participants were discharged honorably from the armed forces. The third delimitation was to narrow

participation to military veterans who had served more than 2 years of active federal service and exited the military between 2016 and 2021.

### **Significance of the Study**

The findings of this study may be significant to HR professionals in the service industry. In addition, the results of my research may have implications for community social change. Each of these potential contributions is discussed below.

#### **Contribution to Business Practice**

HR professionals might use this study's findings to develop talent management strategies to reduce military veteran employee turnover among current and future employees. By creating a workplace environment that nurtures employee job satisfaction and motivation, HR leaders might increase employee longevity (Buller & McEvoy, 2012). Which can result in saving organizational resources that company leaders could use to achieve organizational objectives, including increased profits.

#### **Implications for Social Change**

This study's findings may impact military veteran employees as corporate leaders and HR managers implement strategies to increase military veteran employees' job satisfaction and job motivation. In turn, increased job satisfaction and job motivation might foster a supportive workplace in the local SATX environment for military veterans. A supportive workplace environment could increase SATX organization growth and stability. As an outcome, business organizations' strengthening could foster increased community employment, tax income, improving community services, and prosperity.

## **A Review of the Professional and Academic Literature**

I conducted a review of current, relevant professional and academic literature pertaining to the purpose of this quantitative correlational study, which was to examine the relationship among military veteran employee job satisfaction, job motivation, and employee turnover. Thus, employee job satisfaction and job motivation were the independent variables, and employee turnover was the dependent variable. The hypotheses for this study were as follows:

- $H_0$ : There was no statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover.
- $H_a$ : There was a statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover.

In presenting the information gathered and synthesized for this literature review, I begin with an explanation of the applied theoretical framework, Maslow's (1943) hierarchy of needs, as well as contrasting motivational theories. The literature review continues with background information on military veterans and discussion of job satisfaction, job motivation, and employee turnover.

### **Strategy for Searching the Literature**

My strategy for searching the literature involved locating peer-reviewed and seminal articles pertaining to Maslow's (1943) hierarchy of needs, human motivation theories, military veterans, employee job satisfaction, job motivation, employee turnover. Retrieval of the items referenced in the review occurred through the *Journal of Veterans Studies*, Google Scholar, and the Walden University databases, which include ProQuest,

ABI/INFORM Global, SAGE Journals, APA PsychInfo, and Emerald Insights. Keywords used for search engines included *Maslow's hierarchy of needs*, *Herzberg's two-factor theory*, *Alderfer's ERG theory*, *Vroom's expectancy theory*, *Minnesota Satisfaction Questionnaire*, *Public Service Motivation*, *psychological contract*, *organizational citizenship behavior*, *corporate social responsibility*, *organizational culture*, *organizational climate*, *social support*, *organizational support*, *supervisor support*, *coworker support*, *job satisfaction*, *job motivation*, *turnover*, *talent management*, *retention*, *human resource development*, *physiological needs*, *safety needs*, *love/belonging needs*, *esteem needs*, *self-actualization*, and *military veteran*. Table 1 presents data on the sources used for the literature review, indicating the frequency and percentage data for each publication type, as well as the frequency of sources published within 5 years.

**Table 1**

*Frequency and Percentage of Resource Types Within the Literature Review*

Resource type	Within 5 years	Older than 5 years	Total	Percentage
Books	1	0	1	1.0%
Dissertations	0	0	0	0.0%
Peer-reviewed articles	102	22	124	95%
Other resources	6	0	6	4%
Total	109	22	131	100%

Although many individual factors can contribute to employee turnover, examining veteran job satisfaction and job motivation may prove beneficial for HR or corporate leaders seeking to identify and develop retention strategies to decrease military veteran

employee turnover. Therefore, the literature review involved an emphasis on military veteran job satisfaction, job motivation, and employee turnover.

### **Theoretical Framework**

The theoretical framework selected for my research, Maslow's (1943) hierarchy of needs theory, has become the most popular and persuasive postulate for explaining the association between the variables of employee motivation, job satisfaction, and employee turnover because of its simplicity and effectiveness in identifying employees' various motivational factors (D'Souza & Gurin, 2016). Maslow's hierarchy of needs theory categorizes human motivational needs into five categories, which are physiological, safety, love/belonging, self-esteem, and self-actualization.

#### ***Maslow's Hierarchy of Needs***

In his seminal 1943 article "A Theory of Human Motivation," Abraham Maslow postulated that the driving force of human motivation is the satisfaction of basic needs or interests, which must occur before ascension to more complex or higher-level human needs. Maslow developed his theory of human motivation by incorporating clinical and observation findings from renowned psychological and functionalist researchers such as Freud, Adler, Wertheimer, Goldstein, Gestalt, James, and Dewey (Maslow, 1943). The result of Maslow's investigation and insights on human motivation was the development of a hierarchy of needs related to human motivation.

As proposed by Maslow (1943), the hierarchy of needs consists of five stages: physiological, safety, love/belonging, self-esteem, and self-actualization. Human needs are considered hierarchical because of the prerequisite of the prior need's fulfillment or

satisfaction before a person ascends to the next need (Maslow, 1943). A pyramid is a common representation of Maslow's hierarchy of needs, in which the initial or first set of human needs, referred to as physiological, forms the base. Physiological needs are needs that humans seek to satisfy first, such as hunger, thirst, and shelter (Maslow, 1943). Once a person achieves an appropriate level of fulfillment or satisfaction of physiological needs, the individual will seek to satisfy the need for safety. Safety needs encompass both physical and financial security and stability (Maslow, 1943). Moving up the pyramid, the need after safety is love/belonging. The need for love and belonging is not as materialistic as the previous two needs. The love/belonging need involves people developing personal or professional relationships to achieve the feeling of inclusion (Maslow, 1943). The hierarchical needs of physiological, safety, and love/belonging are the foundational needs of human motivation and can equate to whether a job is or is not satisfying to the employee.

Once the fundamental needs—physiological, safety, and love/belonging—are satisfied, people gravitate toward fulfilling their self-esteem needs (Maslow, 1943). Maslow posited that internal and external factors help to resolve a person's self-esteem needs. The internal aspects of an individual's self-esteem consist of self-accomplishments and personal strength. In contrast, the external influencers of a person's self-esteem can equate to acceptance by other people (Maslow, 1943). The final stage of Maslow's hierarchy of needs involves self-actualization. Maslow referred to the self-actualization need as the need for individuals to reach and obtain their full potential, either personally or professionally. The hierarchical needs of self-esteem and self-actualization can relate



to whether a job is motivating for an employee. Despite the logical flow of Maslow's hierarchy of needs theory, his theory is not without criticism.

A lack of empirical evidence is one of the fundamental criticisms of Maslow's hierarchy of needs. Maslow developed the hierarchy of needs theory from previous psychological and behavioral research (Maslow, 1943); critiques of Maslow's hierarchy of needs have referred to the lack of foundational empirical evidence for his theory as the basis for their criticism (Compton, 2018). However, researchers such as Alam et al. (2020), De Vito et al. (2018), and Hale et al. (2019) have validated Maslow's hierarchy of needs through quantitative and qualitative research, which can mitigate a criticism of Maslow for the lack of empirical evidence.

Another criticism of Maslow's hierarchy of needs is the measurement of self-actualization. Critics have referred to researchers' inability to measure a person's level of self-actualization fulfillment because the meaning of self-actualization can be ambiguous and have different variables (Compton, 2018; Montag et al., 2020). Maslow (1954) noted that only the individual could determine the fulfillment of their need because self-actualization is personalistic. Further, Maslow acknowledged that some individuals might not have the desire or ambition to fulfill specific needs in the hierarchy (Maslow, 1943). Because of either social conditioning or lack of exposure, some people may prefer to remain at one level of need and not yearn to progress further to the next level (Kaufman, 2018), which supports the declaration that the fulfillment of the hierarchical requirements rests on the individual (Maslow, 1943). Maslow's hierarchy of needs theory is relevant to this study because it potentially identifies the various aspects of military veteran

employees' hierarchical needs requirements that can transform into employee job satisfaction and job motivation.

### ***Application of Maslow's Hierarchy of Needs***

One of the fundamental corporate functions of executives and HR leaders is managing relations with their employees. Even though the basis for Maslow's (1943) hierarchy of needs is rooted in human psychology, the application of Maslow's theory is relevant to business practices. Employee job satisfaction and job motivation can impact employee turnover. Linking Maslow's hierarchy of needs to business and HR practices can help leaders better understand how specific actions can affect employee motivation.

Organizational leaders can use Maslow's (1943) hierarchy of needs as a framework to examine the way employees' compensation, and benefits packages can impact employee motivation. An employee's wage or salary can satisfy physiological needs, consisting of shelter, food, and substance (Lazear, 2018; Shahrestani et al., 2019). Alam et al. (2020) recorded significant relationships of employees' wages, benefits, and access to health facilities with employee work motivation. However, Sudiardhita et al. (2018) reported that meeting an employee's standard of living requirement, which may exceed basic survival needs, is a more realistic representation of a worker's motivation. Corporate and HR leaders should consider their employees' physiological needs, such as the cost of living for a given area, when developing their corporate compensation strategies.

An employee's compensation is more than the wage or salary workers earn. Some workers receive compensation that includes benefits such as health and life insurance, a

retirement plan, and paid time off (Sudiardhita et al., 2018). Employee benefits provided by a corporation can facilitate fulfilling a worker's requirement for health and future financial security, along with peace of mind (Jerome, 2013). Antoni et al. (2017) confirmed that organizational benefits enhance employees' motivation by addressing workers' need for physical and financial security. Alam et al. (2020) noted that fulfillment of physiological and safety requirements through wages and benefits also contributes toward the satisfaction of hierarchical self-esteem needs. Company leaders can address their employees' physiological and safety needs through an organization's total rewards program and enable workers to fulfill other hierarchical needs.

Employees' compensation packages can influence their sense of self-worth or self-esteem. Maslow (1943) recognized traits such as self-accomplishments and personal strength as conduits to meet a person's self-esteem need. Employee salary that meets or exceeds workers' expectations, or other nonfinancial compensation, such as employee recognition or incentives, can fulfill employees' desire for self-worth and respect within the organization (Rasheed et al., 2020), thus promoting employee motivation. Case studies conducted by Stewart et al. (2018) revealed that a common theme expressed by motivated workers was the emotional compensation employees received from their employers through recognition, awards, and other nonfinancial incentives. Corporate leaders can help fulfill their employees' self-esteem needs by making workers feel valued and appreciated through nonfinancial compensation strategies. However, the compensation, benefits, and other nonfinancial rewards workers receive are not the sole way organizational leaders can support their employees' hierarchical needs.

Support from peers and people in leadership roles ties directly into Maslow's (1943) hierarchy of needs and employee motivation. De Vito et al. (2018) applied Maslow's hierarchy of needs and other motivational theories to explore employee motivation and the significance of managers and coworkers in fulfilling a worker's need for love/belonging. Corporate or managerial engagement and coworker support can meet the employee's socialization needs (Taormina, 2009). Employees consider themselves socially supported when workers feel that admired, respected, and part of a team (Cobb, 1976). Organizational leaders, supervisors, and coworkers can contribute to an employee's fulfillment of the need for love/belonging by promoting an organizational culture based on values, trust, ethics, mutual beliefs, and corporate norms (Kumar, 2016). Rahbi et al. (2017) reported that managers' leadership style affects the level of interactions or teamwork among employees. Likewise, a workplace environment that promotes inclusiveness, cooperation, and communication among coworkers can help satisfy employees' need for love/belonging (Jerome, 2013; Jungert et al., 2018). For this reason, support from organizational leaders, supervisors, and coworkers can have an impact on the employee's love/belonging need requirement. Only after employees satisfy their physiological, safety, love/belonging, and self-esteem needs do workers start gratifying their self-actualization need.

The apex of Maslow's (1943) hierarchy of needs is known as self-actualization. Krems et al. (2017) reported that self-actualization is associated with a person's desire to obtain special status within their personal and professional environment, which supports Compton's (2018) notion that self-actualization relies on the individual's goals and

attributes. Because of the constant changing or achievement of a worker's personal and professional goals, employees often cannot fully reach self-actualization (Farimani & Shahri, 2020). Self-actualization characteristics are commonly associated with aspirations, harmony, inquisitiveness, stability, and health (Kaufman, 2018). In other words, organizational leaders and managers can facilitate the fulfillment of their employees' need for self-actualization by taking appropriate steps toward satisfying all of their previous hierarchical needs postulated by Maslow.

### ***Contrasting Theories***

Maslow's hierarchy of needs theory of human motivation is only one of many motivational frameworks. Other human motivation theories include Herzberg's motivation-hygiene theory, Vroom's expectancy theory, McClelland's need theory, McGregor's Theory X and Theory Y, and Alderfer's existence, relatedness, and growth theory. In presenting contrasting theories for this review, I address only Herzberg's motivation-hygiene theory and Vroom's expectancy theory.

**Herzberg's Two-Factor Theory.** The first contrasting theory related to human motivation addressed is Herzberg's two-factor theory. Herzberg et al.'s (1959) seminal article in the book *The Motivation to Work* laid the foundation for the motivation-hygiene theory, also known as Herzberg's two-factor theory (Alshmemri et al., 2017). According to this theory, personal motivators and hygiene factors are the predominant elements that influence motivation and satisfaction, especially for humans in a workforce environment. Factors that are considered hygiene-oriented include elements that trigger dissatisfaction or adversely affect employees' motivation (Herzberg et al., 1959), such as the

organization's policies and unfriendly relationships with organization management and fellow workers (Alrawahi et al., 2020). In contrast, motivator factors lead to satisfaction and push employees toward working harder for their employing entity (Herzberg et al., 1959). These include such factors as the chance for career progression, adequate professional recognition, and the feeling of enjoyment in work (Alrawahi et al., 2020).

**Vroom's Expectancy Theory.** The second contrasting theory related to human motivation addressed is Vroom's (1964) expectancy theory, which posited that the typical human being would select what actions to take based on the outcomes expected due to their actions or behavior and that individuals choose what to do based on perceived or expected consequences. There are three critical elements in this theory: expectancy, instrumentality, and valence (Vroom, 1964). Primarily, expectancy connotes that an individual's actions and behavior will result in desired conditions or results, depending on experience, the perceived difficulty level of the desired goal, and the main actor's confidence level (Vroom, 1964). Instrumentality involves an employee expecting a reward for achieving stipulated actions or specific milestones (Vroom, 1964). Valence is the relative value that a worker places on the final reward (Vroom, 1964). Vroom's expectancy theory correlates a person's motivation based on their course of action and the likelihood of achieving expected results.

Despite the relevance of Herzberg et al.'s (1959) two-factor theory and Vroom's (1964) expectancy theory on human motivation, Maslow's (1943) hierarchy of needs theory was preferable for my study. Both Herzberg et al.'s and Vroom's theories focus on specific aspects of internal and external human motivation (De Vito et al., 2018).

However, the goal of my study was to examine the relationships on human needs fulfillment related to military veteran employee job satisfaction, job motivation, and employee turnover. Therefore, the application of Maslow's hierarchy of needs theory allowed my research to capture a comprehensive evaluation of human motivational needs.

### **Background of the Military Veteran**

Military veterans from all branches of the military are the subject for this study. Military service members are public servants who adhere to Title 10 of the U.S. Code. People who want to join the armed forces have to volunteer and satisfy moral, educational, aptitude, and physical requirements to be eligible for the U.S. military (Mobbs & Bonanno, 2018). After successfully meeting standards to join the military, applicants sign a military service contract (MSC) and recite an Oath of Enlistment for enlisted personnel, or Oath of Commissioned Officers (Title 10 U.S. Code, 2019). Both the MSC and Oath of Enlistment or Oath of Commissioned Officers involve service members' responsibilities and conduct as part of the armed forces.

The MSC is not a typical agreement for employment. Instead, the MSC identifies the required obligations that a service member must meet and explains the consequences for failure in upholding contractual obligations to transition from civilian status to a member of the armed forces (Title 10 U.S. Code, 2019). By accepting the terms and conditions of the MSC and reciting the Oath of Enlistment or Oath of Commissioned Officers, service members commit to the armed forces throughout their military service.

The Oath of Enlistment or Oath of Commissioned Officers is a verbal oath that all members of the U.S. Armed Forces recite upon entry into military service. The Oath of Enlistment reaffirms service members' commitment to the U.S. Constitution's defense against all adversaries and adheres to the legal orders from the president of the U.S. and delegated officers according to military justice (Title 10 U.S. Code, 2019). Similar to the Oath of Enlistment is the Oath of Commissioned Officers. The only difference from the Oath of Enlistment is the officer's oath involves being a steward of the office or position held (Title 10 U.S. Code, 2019). The MSC and combined oaths provide guiding principles through which military members serve their nation and inherently creates a psychological contract between service members and the U.S. Armed Forces.

After volunteers sign their contract and recite their oath, individuals are bound to the U.S. Armed Forces regulations, instructions, and codes of conduct enforceable under the Uniform Code of Military Justice (UCMJ). Articles under UCMJ are the guiding principles that military members adhere to during their time of military service. The initial phase for most military service members begins with an onboarding program that establishes core values and training regarding basic military knowledge. Some of the basic training instructions include acceptable behavior, addressing senior members of the service, marching, weapons marksmanship, and maintaining uniform and grooming standards. The second phase of the onboarding process for service members involves training regarding fundamental skills required to perform specific occupational duties and responsibilities for their selected career field. After the service members complete their primary and job training, service members become available for their selected branch.



Service members may have to relocate many times from one geographical location to another during their military service. Locations of assignments include the continental U.S. or overseas in countries like Germany, Italy, Japan, Guam, or South Korea. Additionally, service members can deploy to austere locations such as Iraq or Afghanistan. In some locations, families can accompany service members, while there are exclusions in other locations.

Regardless of the service members' location, service members earn a salary with benefits. The DoD provides a compensation package that incorporates base pay and health coverage, including dental and vision (Mobbs & Bonanno, 2018). Additional perks include accommodating living quarters with meals provided or financially supplemented pay for housing and rations assistance (Dexter, 2020). Throughout a service member's career, military personnel can expect consistent pay and pay raises based on rank, length of service, and cost of living.

Before separating from the Armed Forces, service members must attend the DoD's transition assistance program (TAP). The DoD mandated TAP consists of instructions about considerations service members should make before their separation from the U.S. Armed Forces, including classes on preparing for civilian life, employment workshops, and a culmination exercise (DoD, 2019). The overarching goal of TAP is to encourage service members to either obtain gainful employment through fellowships or start attending a college or university (Karmark, 2018). TAP is beneficial to most separating service members because this is the first time many have sought employment in a corporate environment.

During the military member's time of service, most members create an emotional bond or psychological contract with their organizational leaders, peers, and subordinates. A psychological contract between two entities occurs when an individual or institution anticipates or nonverbally expects a particular response or exercise of responsibility from a person or organization (Rousseau & Tijoriwala, 1998). The psychological contract plays a significant role in employee job satisfaction in the way workers perceive their duty, commitment to the company and coworkers, and backing from the company leadership (Ahmad & Zafar, 2018; Ma et al., 2018). The foundation of a person's psychological contract can be from past experiences or outside influencers, such as family, peers, or public perceptions (Sherman & Morley, 2015). A service member's psychological contract can involve a family's legacy within the armed forces, community support for service members, or other intrinsic values such as belonging on a team. The service member's psychological contract can also explain why many military veterans use expressions such as pride, brotherhood, and duty when defining their time in the U.S. Armed Forces. A military veteran's psychological contract can facilitate their military identity. Military identity is the adoption of institutional and group norms and attitudes resulting from the interrelatedness between the military veteran and fellow service members (Hart & Lancaster, 2019). Therefore, military veterans' background, experiences, psychological contract, and military identity are considerations when discussing military veteran job satisfaction, job motivation, and employee turnover.

## **Job Satisfaction**

Job satisfaction can have a positive or negative effect on employee longevity. A lack of job satisfaction is one factor that leads employees to quit their job (Li et al., 2020; Pérez-Campdesuñer et al., 2018). The meaning of job satisfaction can have various interpretations among employees. A standard definition of job satisfaction is the positive feelings or euphoria a person receives from their work or work experience (Locke, 1976). Besides the employees' feeling of content about their daily duties, employee job satisfaction also encompasses the gratification that one feels with fellow team members, team leaders, the company policies, organizational strategies, and the overall impact that one's job imparts on society (Al-Asadi et al., 2019). Job satisfaction can encompass many aspects of a person's employment.

Despite that employee job satisfaction is considered individualistic, there are two common factors or values, intrinsic and extrinsic, which can be associated with employee job satisfaction. Otto et al. (2017) explained intrinsic values consisted of self-fulfillment activities such as meaningful work and expansion of knowledge and skills, where extrinsic influences include career advancement, safety, and earning potential. One of the earlier studies completed on examining intrinsic and extrinsic factors concerning job satisfaction found intrinsic values more of an indication of job satisfaction than external values (O'reilly & Caldwell, 1980). At the same time, Otto et al. (2017) reported that extrinsic prosperity relies on intrinsic accomplishment. Thus, the examination of military veteran employee job satisfaction is through the corporation's social support, organizational culture, organizational climate, and compensation packages.

### ***Social Support***

Worker's perceptions of social support, organizational culture, organizational climate, and compensation can influence an employee's job satisfaction. Corporate leaders or managers who demonstrate supportive attributes such as emotional intelligence, employee empowerment, and people-first attitudes have increased worker job satisfaction (Al-Asadi et al., 2019). Organizational or supervisor support can come in the form of career progression coaching (De Oliveira et al., 2019), resource allocation (Poghosyan et al., 2020), or work-life balance (Kalliath et al., 2020; Talukder, 2019). Similarly, military veterans reported that coaching, increased responsibilities, and work-life balance are essential aspects of employment (Ford, 2017). Additionally, support from coworkers can also affect job satisfaction (Gonzales et al., 2020). Coworker support can include mentoring (Gonzales et al., 2020), respect (Norling & Chopik, 2020), and belonging (Stinglhamber et al., 2020). Ahern et al. (2015) shared that many military veterans appreciate when their peers provide insights into the civilian workforce to overcome obstacles, thus, building camaraderie and collaboration amongst employees. Because of the professional development of military veterans is rooted in collaboration and teamwork, social support is a contributing factor to job satisfaction for military veteran employees. Furthermore, social support from company leaders and peers can foster a positive organizational culture.

### ***Organizational Culture***

The culture of a company can contribute towards the individual worker's job satisfaction. An essential construct of corporate culture is the shared values among

employers and employees (Mensah, 2019). Organizational leaders can increase employee job satisfaction by promoting a culture of professional and personal betterment (Alzubi, 2018). Shared values for many military veterans include integrity, loyalty, accountability, and inclusion (Gonzalez & Simpson, 2020). However, Kirchner and Minnis (2018) noted that businesses often do not appropriate enough resources for integration and individual development programs to meet military veterans' professional and personal needs. Consequently, mismatched values among employer and employees or insufficient funding for employee training and development can affect military veteran employee turnover.

Alignment between the organization's culture and military veteran employees can expedite how military veterans harmonize or fit within the company. Person-environment fit occurs when there is alignment among career paths (Hoff et al., 2020), job expectations (Barrick & Parks-Leduc, 2019), and incentives (Ryu, 2017) between an employee and a corporation. Another aspect of organizational culture is fairness in the treatment of employees (Kim et al., 2017), yet military veterans often experience stereotypical biases (Shepherd et al., 2020) or inequality (Ford, 2017; Yanchus et al., 2018) from either their civilian employer or counterparts. Because military veterans are shifting from a public service mindset to a civilian workforce environment, navigating the cultural complexities can be daunting for military veterans and their job satisfaction. As a result, the culture of the organization can have an impact on the corporate climate.

### ***Organizational Climate***

The climate of an organization can effects employee job satisfaction. Corporate leaders can facilitate a positive workplace climate by encouraging employee innovation (Shanker et al., 2017), involvement (Kalhor et al., 2018), and autonomy (Sunarsih, 2017). Davis and Minnis (2017) suggested that organizational leaders can foster a positive organizational climate for their military veteran employees' by embracing their global experience and innovative thinking. However, many military veterans face obstacles in translating their work-related experiences into the civilian workforce competencies (Davis & Minnis, 2017). Because of the disconnected communication between military service and the civilian workforce, military veterans feel the need to reset their civilian work experience timeline by taking lower than expected salary or continuing their civilian education to validate their existing skills and experiences (Keeling et al., 2019). Friction can exist between employers and military veteran employees because of organizational leaders' lack of understanding or acceptance of military veterans' experience and can negatively affect employee job satisfaction.

A corporate climate where organizational leaders acknowledge employees' contribution to the organization can positively influence military veteran employees' job satisfaction. A corporate climate of openness and respect can mitigate the military veteran's feeling of loss of belonging after separating from the U.S. Armed Forces (Albertson, 2019) and encouraging military veterans to join the organization's family. Military veteran employees are more inclined to actively engage with their supervisor or coworkers when there is a sense of inclusion and meaningfulness with their job

(Gonzalez & Simpson, 2020) because of the increased feelings of being a part of a team. Furthermore, job satisfaction among military veterans increases when the company's climate represents fairness among employees and heterogeneity management traits (Vanderschuere & Birdsall, 2019) that recognizes all accomplishments and abilities of their employees. The organizational climate established by corporate and HR leaders can enhance military veteran employee's job satisfaction through such actions as fair treatment and equitable compensation.

### ***Compensation***

The final construct of job satisfaction discussed is compensation. Military veterans can receive financial compensation or healthcare benefits from different sources other than their civilian employer (U.S. Department of Veteran Affairs, 2019a). Despite the financial and healthcare resources that some military veterans may receive, most military veterans are eagerly exploring civilian employment because of the requirement for a form of compensation to sustain their living standards (Gerber et al., 2016). Concerning the civilian workforce, employees perceived fair wages for services performed (Stringer et al., 2011) and available employee healthcare or perks (Yoon & Khan, 2020) are the two predominant factors that affect job satisfaction. Nevertheless, Maclean (2017) reported that military veterans typically are not equally compensated compared to their civilian peers, causing some military veterans not to feel appreciated or a valued member of the organization. Because of qualified military veterans' available financial and healthcare resources, military veterans often correlate the dollar or

compensation value from their employer as a way to indicate respect or inclusion (Yanchus et al., 2018).

Not all forms of compensation must be financial. Nonfinancial incentives or rewards are other forms of a corporation's compensation package (Stewart et al., 2018). Nonfinancial incentives or rewards from organizational leaders or supervisors can display their appreciation for their employees and show workers appreciation for their efforts (Yoon & Khan, 2020). Nonfinancial incentives or rewards are customary within the U.S. Armed Forces and positively affect military veterans (Ahern et al., 2015). Another factor of nonfinancial compensation for military veterans is their status or rank within the organization. While in the military, service members often associate qualification badges, positions, or rank as a form of capital (Cooper et al., 2019). Because of military veterans' previous exposure to nonfinancial compensation, a comprehensive corporate reward program can foster military veteran employee job satisfaction.

### ***Measurement***

The tool to measure job satisfaction for my study was an adaptation of the Minnesota Satisfaction Questionnaire (MSQ) short-form (see Appendix A) by Weis et al. (1967). The MSQ short-form consists of 20 questions based on 20 scales identified as relevant for intrinsic, extrinsic, and general job satisfaction (Weiss et al., 1967). The 20 scales consist of ability utilization, achievement, activity, advancement, authority, company policies and practices, compensation, coworkers, creativity, independence, moral values, recognition, responsibility, security, social services, supervision-human relations, supervision-technical, variety, and working conditions (Weiss et al., 1967). The



values from all 20 questions determine the general satisfaction score (Weiss et al., 1967), which aligns with identifying military veteran employee job satisfaction for my study. I altered the original MSQ verbiage from present tense to past tense to fit with military veteran employee turnover to facilitate clarity.

The MSQ can be considered an employee needs-based survey. Weiss et al. (1967) noted that the MSQ helps individuals identify their needs and find appropriate employment to fulfill the worker's desires. Because the military veterans who participated in my study had changed career paths from public service to the civilian sector, leveraging the MSQ short-form functionality provided insights into military veterans' job satisfaction factors. Additionally, the scales of the MSQ short form align with the constructs of social support, organizational culture, organizational climate, and compensation, which aligns with Maslow's physiological, safety, love/belonging, and self-esteem hierarchy of needs phases.

### **Job Motivation**

Job motivation consists of many facets of a person's employment. First, job motivation is a dynamic factor that can cause an employee to stay or leave their employment (Al-Qathmi & Zedan, 2021). Second, employee job motivation is the actions or amount of energy a worker exerts towards personal or organizational goals (De Sousa Sabbagha et al., 2018), based on the work environment's content, context, and process (Kanfer et al., 2017). Third, intrinsic and extrinsic factors are influencers of employee job motivation (Singh, 2016), which includes the purpose or objective of the assigned task (van der Voet & Steijn, 2019), compensation (Al-Qathmi & Zedan, 2021), and

recognition (Singh, 2016). Fourth, companies can fulfill employee job motivation needs through activities such as organizational support (Stater & Stater, 2019), compensation packages (Al-Qathmi & Zedan, 2021), organizational culture, and corporate climate (Singh, 2016). While the definition of job motivation is relevant to most of the workforce, motivational factors for public servants can differ from their civilian counterparts (Stefurak et al., 2020).

Considering that military veterans have immersed themselves in the public service discipline during their military service, further exploration into public service motivation (PSM) can help understand their motivational factors. PSM is the selfless desire of an individual to serve in the public's interest (Shim & Park, 2019). Perry and Wise (1990) identified patriotism, social influence, moral obligation, and affiliation as influential motivators for public servants. Similarly, Kim (2009) recognized attraction to government participation, selfless service, compassion, and commitment to public values as civil servants' motivators. Because of the differences between traditional job motivation and the more intrinsic PSM motives (Perry, 2000; Qi & Wang, 2018), the examination of military veteran job motivation through the constructs of public servant motivation, specifically the organizational culture and climate, can better identify employee motivational factors related to recently separated service members from the U.S. Armed Forces.

### ***Organizational Culture***

Corporate executives and other organizational leaders can satisfy military veteran employees' public service or intrinsic motivational needs through an organization's

culture and climate. For example, an organizational culture of trust and empowerment (Lee & Jang., 2020) based on ethics, values, and teamwork (Canning et al., 2020) between employees and leaders have proven effective in motivating employees influenced by public service. Similarly, military veterans have a history of belonging to an organizational culture based on ethics, values, collaboration, and selfless service (McCormick et al., 2019), which serves as a form of identity. Conversely, an organizational culture that is individualistic or transactional may cause a strain on military veterans' job motivation because military veterans prosper in a workplace environment dedicated to teamwork and mission accomplishment (Yanchus et al., 2018). Organizational and HR leaders can increase military veteran employee's job motivation by creating a corporate culture or identity that engages in the community or social programs military veterans can assimilate.

The company's community engagement policy can influence employee job motivation. Many organizations promote community and social involvement to create a corporate culture of inclusiveness (Catano & Hines, 2016). Employees motivated by selfless service also have demonstrated an appreciation for community and social responsibility (Boyd et al., 2018). Similarly, many military veterans volunteer their time and energy to regain a feeling of purpose or as a way to give back and be a part of their community (Matthieu et al., 2019). Because military veterans are principally motivated by servant attributes, employers can fulfill their military veteran employees' motivational needs by supporting their causes and promoting a corporate climate of service to others.

### ***Organizational Climate***

The climate of a corporation can influence employee job motivation. An organizational climate where employees do not feel supported and have confusion regarding their assigned tasks can lead to decreased worker job motivation (Sunarsih, 2017). Similarly, military veterans have expressed the significance of employers to communicate their duty obligations and defined expectations (Tao & Campbell, 2020). An organizational climate based on an employee's competence, code of behavior, and work ethic can positively impact public service motivated workers (Shim & Park, 2019). Similarly, military veterans' experience stems from an organizational climate of the U.S. Armed Forces formulated on mission accomplishment and constant training, emphasizing discipline, determination, and collaboration (Gonzalez & Simpson, 2020). Military veterans have proven compatible when the organizational climate fits their experiences and meets their motivational needs.

### ***Measurement***

Questions 4, 7, 9, 18, and 20 from the MSQ short-form (see Appendix A), which consists of the scales *Achievement*, *Coworkers*, *Moral Values*, *Social Values*, and *Social Status*, measured job motivation. Weiss et al. (1967) reported that each scale of the MSQ short-form generated an average internal consistency reliability score of over .70, reflecting that each scale can independently measure a specific construct. In addition, the five intrinsic questions selected from the MSQ are closely related to attributes of PSM, such as teamwork, values, mission accomplishment, selfless service, and code of conduct (Canning et al., 2020; Matthieu et al., 2019; McCormick et al., 2019). Because of the

similarity or relationship among PSM constructs and the five identified intrinsic MSQ questions, assigning the specified questions to measure job motivation can capture the motives of military veterans and enhance the reliability and validity of my research.

Each branch of the U.S. Armed Forces has its specific service and rank-related professional creed that outlines service members' character and behavior expectations (Rose et al., 2017). Military creeds, such as the U.S. Army Soldier's Creed, emphasize team, values, commitment to others, service to the American people, discipline, and professionalism (U.S. Army, 2021). Hofstede and McCrae (2004) shared that people can assimilate or adopt the same organizational virtues as individual characteristics over time. Because these reinforced traits are rooted in all aspects of military services, such as military education, training, and warfighting, many military veterans identify similar characteristics as vital in their next career after military service. The MSQ scales selected to examine military veteran job motivation was because the instrument is closely related to the culture and climate of selfless service and a mission-first ideology of the U.S. Armed Forces. Furthermore, organizational culture and climate align with Maslow's love/belonging, self-esteem, and self-actualization hierarchy of needs phases.

### **Employee Turnover**

Losing employees at a high rate can be taxing for corporations. HR leaders can contribute to an organization's long-term success by properly managing the company's human capital (Blanco-Mazagatos et al., 2018). However, excessive employee turnover and costs associated with replacing skilled workers can negate a corporation's competitive advantage. Recruiting, hiring, and onboarding new employees are considered

direct costs for an organization (Lyons & Bandura, 2019). Estimates of direct employee turnover costs on an organization can range from 60 to 200% of an employee's annual salary (Reina et al., 2018; Tews et al., 2018). As a result, military veteran employee turnover can impose a financial burden on corporations (Dechawatanapaisal, 2018). Moreover, organizational and HR leaders have a short and long-term financial incentive to reduce military veteran employee turnover.

Conversely, the indirect cost of employee turnover may not appear on the financial statement as quickly. Indirect costs of employee turnover on a company can hurt various corporate functions, such as productivity, employee morale, and specific industry knowledge (Lyons & Bandura, 2019). Because of the direct and indirect consequences of high employee turnover on an organization, HR managers should understand the effect of social support, organizational culture, organizational climate, and compensation on military veteran employee turnover.

### ***Social Support***

Support from organizational and HR leaders can assist in reducing employee turnover. Social support in the workplace for military veterans can help military veteran employees adjust to the civilian workforce (Harris et al., 2017). While social support can have different perceptions among employers, many military veterans feel supported when organizational leaders recognize their knowledge, skills, and abilities (Caamal, 2019) and communicate individual roles and expectations (Dexter, 2020). Ford (2017) reported that variables such as fair treatment, sense of meaning, and professional growth were contributing factors to military veteran civilian employment. Organizational leadership,

supervisors, and coworkers are the three fundamental social support resources available for employees in the workplace (French et al., 2018). Employees' perceived lack of support from managers or organizational leaders is one reason why employees voluntarily terminate their employment (Al Mamun & Hasan, 2017; Lyons & Bandura, 2019; Shi & Gordon, 2020). Kumar et al. (2018) identified that organizational leadership and managerial support play an essential role in whether an employee stays or leaves a company and can also influence the military veteran workers' commitment (Nichols et al., 2016), behaviors (Shi & Gordon, 2020), and attitudes (Khuwaja et al., 2020). Organizational and HR leaders can support military veteran employees through communication and promoting collaboration among employees.

Another facet of social support is the military veteran employee's relationship with coworkers. Coworker support can also influence whether an employee stays or leaves an organization (Karatepe & Olugbade, 2017; Yousaf et al., 2019). Feeley et al. (2008) reported lower employee turnover when coworkers' relationships surpass being only peers. Tews et al. (2020) also identified that coworkers' emotional support increased employees' willingness to stay with their company. Thus, connecting newly hired military veteran employees with military veteran coworkers can facilitate coworker support (Ahern et al., 2015; Keeling et al., 2018). Support from organizational leaders and coworkers can enhance cohesion among workers, decrease military veterans voluntarily terminating employment, and facilitate a positive organizational culture.

### ***Organizational Culture***

Another cause for employee turnover is the culture of the organization. Alzubi (2018) reported that organizational culture and managerial behaviors could positively or negatively affect employee turnover. One of the classic definitions of corporate culture is the accepted response and real expectations from the organization members, derived from learned lessons, previous experiences, and promoted behaviors (Schein, 1990). A more recent organizational culture representation is the collective cultural beliefs, guided by employees' values and norms (Szydło & Grześ-Bukłaho, 2020), influenced by corporate leadership (Warrick, 2017). Regardless of the interpretation, a corporation's culture can positively or negatively affect employee turnover.

Employee perceptions of an organization's culture can vary among workers. Corporate culture includes such virtues as values, ethics, mutual beliefs, and corporate norms (Kumar, 2016). Lee and Jang (2020) found a positive link between employee turnover and organizational culture. Workers who assimilate with their coworkers and managers are less likely to voluntarily terminate their employment (Hamstra et al., 2019). Likewise, military veterans share the same desire to find a company that fits their values and a sense of purpose (McCormick et al., 2019). However, some veterans have encountered a conflict between the organizational culture and the work ethic of the military with their new civilian employment (Keeling et al., 2018). The contrast between the organizational culture of the military and civilian workforce has led many military veterans to voluntarily leave their employer.



### ***Organizational Climate***

Similar to corporate culture is the organizational climate. Li et al. (2020) revealed that a positive organizational climate reduced employee turnover intentions. The term *organizational climate* relates to how workers interpret or perceive work-related experiences and the inherited impact on future employees' behavior (Schneider et al., 2013). Research conducted by Datta and Singh (2018) revealed a few constructs influential to organizational climate: professionalism, collaboration, support, and communication from coworkers and corporate leaders, which supports the notion that significant characteristics of a robust organizational climate revolve around communication, leadership, and group interdependence (Schneider et al., 2013). Nevertheless, military veterans have been subjected to discrimination or branded by their military service (Keeling et al., 2018), which verified that an organizational climate could positively or negatively affect military veteran employees' workplace perceptions (Yanchus et al., 2018). Military veterans who have experienced a negative organizational climate from prejudices or discriminatory communication can lead to employee turnover. Moreover, a negative corporate climate can lead military veteran employees to question the fairness of other aspects concerning their employment, such as compensation.

### ***Compensation***

A worker's compensation and benefits package can also be a factor for employee turnover. Solomonson et al. (2018) shared that compensation was one reason that caused employees to terminate their job, especially for the workers with less experience. An employee's salary and benefits can help companies recognize their workers' efforts and

enable workers to distinguish themselves from peers and coworkers (Stringer et al., 2011). Similarly, military veterans often desire to have their attributes, competencies, and accomplishments examined fairly by employers and to be financially compensated accordingly (Davis & Minnis, 2017). Military veteran employee turnover can occur when military veterans feel undervalued and unrecognized for their contributions.

Noneconomic incentives and rewards, such as plaques, reserved parking spots, or paid time off, can be considered another form of compensation and a way for organizational leaders to recognize outstanding performance. Evidence has shown that nonfinancial compensation strategies can influence employees' behavior intrinsically (Stater & Stater, 2019). Likewise, awards, medals, badges, and commendations are an integral part of U.S. Armed Forces recognition and promotion programs. Because of their history of receiving nonfinancial compensation, military veterans often appreciate intrinsic rewards from their employers (Ahern et al., 2015). Organizational or HR leaders who have adopted an effective rewards program can reduce military veteran employee turnover.

### ***Measurement***

The demographic survey was the measurement instrument to identify employee turnover (see Appendix B). Information gathered from a demographic survey is individualistic and can provide the researcher vital factual information (Durand, 2016). The demographic survey consisted of seven questions regarding the background and participation eligibility for my study. Specifically for Question 2, I ask, "Have you voluntarily quit or resigned from your first civilian employer after separation from the

military?” The respondents’ answer to Question 2 verified if individuals had voluntarily quit their first civilian employment after separation from the U.S. Armed Forces. Thus, meeting one of the requirements to participate in the study and quantifying military veteran employee turnover.

### **Transition**

Section 1 provided the foundation for my study. Elements that support the foundation for my study include the background of the problem, problem statement, purpose statement, nature of the study, research question, hypothesis, theoretical framework, operational definitions, assumptions, limitations, delimitations, the significance of the study, and a review of the professional and academic literature. Section 2 of my study contains elements of the research project. Section 2 of this study consists of components of the research project: the role of the researcher, participants, research method and design, population and sampling, ethical research, data collection instruments, data collection technique, data analysis, and study validity.

## Section 2: The Project

In Section 2, I explain my research project. This section includes a description of the purpose statement, role of the researcher, participants, research method and design, population and sampling, ethical research, data collection instruments, data collection technique, data analysis, and study validity. I conclude Section 2 with a summary of the topics discussed.

### **Purpose Statement**

The purpose of this quantitative correlational study was to examine the relationships among military veteran employee job satisfaction, job motivation, and employee turnover. The dependent variable was military veteran employee turnover. The independent variables were military veteran employee job satisfaction and job motivation. The target population was military veterans who had more than 2 years of active federal service and had been separated from the armed forces no longer than 5 years. The geographical location for my study was the SATX area. The SATX area, trademarked as Military City USA, has a military veteran population of approximately 200,000 residents (U.S. Department of Veteran Affairs, 2021d). The population of SATX includes veterans from the Air Force, Army, Coast Guard, Marine Corps, and Navy branches of the armed forces. As a result, HR managers in the SATX area may benefit from this study by understanding the impact of job satisfaction and job motivation on military veteran employee turnover. This study may also help managers develop policies and procedures that could foster longer lasting employment among military veteran employees. Accordingly, positive social change implications include lower

unemployment, increased tax revenue, and increased inclusion and employment stability for the community.

### **Role of the Researcher**

The role of the researcher can positively or negatively affect a study's integrity. The integrity and proper execution of research depend on the researcher's ability to recognize their own biases and perceptions of the study (Cumyn et al., 2019). Additionally, researchers need to separate their ideology or personal ways of thinking when gathering resources, information, or data (Perna et al., 2019). Finally, to accomplish research purity to promote both validity and reliability, researchers should consider influencing factors such as their relationships with the study's topic, participants, or any predetermined results (Perna et al., 2019).

The data collection process for my research consisted of surveys distributed through a web-based application to military veteran participants. Compared to paper-based surveys, web-based surveys require fewer resources, facilitate a broader reach of participants, and maintain the anonymity of respondents (Nathan, 2008). However, concerns about internet-based surveys include a lack of responsiveness and sample diversity of participants (Horner, 2008). Part of my role as the researcher in the data collection process was to improve participants' responsiveness by ensuring participants completed the survey promptly and encouraged respondents to share the survey with other military veterans from all branches of the U.S. military to facilitate diversity among the survey sample. Although I am an Army veteran and have an association with the military veteran community, maintaining U.S. military branch neutrality and results from

anonymous surveys mitigated any perceived personal biases or predetermined results regarding my study.

The basis of this quantitative correlational study was to examine military veteran employees' job satisfaction and job motivation as it related to turnover. Researchers who follow a quantitative method administer surveys with closed-ended questions and use numerical data (Salvador, 2016). My study's intended participants were military veterans separated from the armed forces within the last 5 years who had at least 2 years of military service. Even though I am a military veteran, I do not have any specific professional influence on the volunteers. I also adhered to *The Belmont Report's* guidelines (U.S. Department of Health and Human Services [USDHHS], 1979) to expand my research's ethical considerations.

*The Belmont Report* (USDHHS, 1979) provides standardized procedures for researchers investigating human subjects. The three basic ethical principles established in the report are respect for the persons, beneficence, and justice. Participation in this study was anonymous and voluntary. I respected individuals who did or did not partake in the survey. To ensure beneficence, I did no harm to the military veteran community or the participants. All completed anonymous surveys received the same attention to detail and secured handling regardless of the participant's experience level or professional status. Data collected from survey responses are kept secured by an encrypted thumb drive and secured in a locked safe, for which only I have access. Additionally, the data will be held for at least 5 years, and after this required period for retention of data has elapsed, the encrypted thumb drive will be erased and destroyed.

Considerations for both the ethical treatment of participants and the military veteran community were paramount for my study. By following the protocols for conducting quantitative research, I promoted participants' anonymity and increased volunteerism for my research. At the same time, I ensured the validity and increased the reliability of my study.

### **Participants**

Because my paper's research topic was military veteran employee turnover, participants for this study were military veterans who had transitioned from military service to civilian employment. I gathered data explicitly from military veterans in the SATX area through a technique called purposive sampling. Purposive sampling is a technique in which a researcher seeks participants with specific qualifications or experiences (Battaglia, 2008). Qualifying criteria for participants in this study were military veterans who had served at least 2 years of active federal service and had separated from the armed forces for less than 5 years. I maintained this study's relevance by using current data.

My strategy for finding military veterans in the SATX area who match the desired qualifications consisted of leveraging social media outlets, such as LinkedIn or Facebook, utilizing my professional network, and promoting snowball sampling by encouraging participants to share my study with other military veterans. Additionally, I attended multiple military-centric job fairs to seek participants. To earn the volunteers' trust and confidence, I shared the nature of the study and the participants' rights. Additionally,

each participant received an informed consent form, which included the study's purpose, potential risks of the study, and measures to maintain the confidentiality of information.

## **Research Method and Design**

### **Research Method**

One of the fundamental responsibilities a researcher has when conducting a study is to ensure that the appropriate research methodology aligns with the research. I selected a quantitative research methodology instead of a qualitative or mixed-methods approach. The intention of my research is to examine the relationship between military veteran employees' job satisfaction, job motivation, and employee turnover.

Researchers who follow a quantitative research methodology employ certain characteristics towards their study. Researchers using quantitative methodology have adopted a positivist philosophy, where the data are deductive and objective (Salvador, 2016; Saunders et al., 2015). Researchers who follow a quantitative methodology adhere to data collection techniques that are stringent, random, numerical, and use close-ended questions to deduce relationships among multiple variables (Salvador, 2016; Saunders et al., 2015). Data collection methods that researchers implement for quantitative studies are from validated surveys or experiments (Salvador, 2016; Saunders et al., 2015). The survey results allow the researcher to analyze numerical data when determining relationships among variables (Alwin, 2016). Researchers can use a large data sample size to make generalizations about the population (McCarthy et al., 2017). A quantitative methodology was justified for this study because I incorporated surveys to collect numerical data to determine any relationships among the selected variables.



Another type of research methodology is the qualitative method. Researchers who use a qualitative methodology for their study apply an interpretive philosophy, where the data are inductive and subjective (Salvador, 2016; Saunders & Townsend, 2016). Qualitative researchers comply with data collection techniques that are nonstandardized, exploratory, and interpretive through open-ended questions during interviews (Bengtsson, 2016; Hammarberg et al., 2016). Researchers use the information gathered from interviewees to develop insights into how or why procedures are applied (Hamilton & Finley, 2019). Because this study's premise was not to explore perceptions or opinions about the specific business problem, a qualitative research methodology was not appropriate for this study.

I also considered a mixed-methods approach to my study. Mixed methods combine quantitative and qualitative methodologies so the researcher can have a broader understanding of the specific business problem (Hesse-Biber, 2020). Researchers who adopt mixed methods can apply an inductive, deductive, or abductive ideology for conceptual or theoretical development (Saunders et al., 2015). Because I did not pursue a qualitative research methodology for this study, a mixed-methods approach was not appropriate.

### **Research Design**

Three research designs that I considered for my quantitative study were correlational, experimental, and quasi-experimental. Researchers who follow a correlational design establish any positive or negative relationships between two or more variables through statistics (Bloomfield & Fisher, 2019). A correlational design is

preferred by researchers when independent variables will remain unaltered (Curtis et al., 2016). A correlational design was appropriate for my study because I was examining the relationships among one dependent variable and two unmanipulated independent variables.

I did not use an experimental or quasi-experimental design. A researcher who follows an experimental design examines the cause and effects one variable has on another variable (Bloomfield & Fisher, 2019). Factors such as randomness of participants, usage of a control group, and the way the researcher can influence the variables are considered experimental design techniques (Bloomfield & Fisher, 2019). Researchers who implement a quasi-experimental research design embrace most of the same research components of the experimental design, including examining cause and effect (Bloomfield & Fisher, 2019). Participants of a quasi-experimental research study are not randomly selected (Bloomfield & Fisher, 2019). Because I intended to examine the relationships between variables and not seek cause and effect, experimental and quasi-experimental research designs were not appropriate.

### **Population and Sampling**

#### **Population**

Two key components that can influence the validity of quantitative research are the population and the selected sample for the study. The research population represents all of the people who meet the research qualifications (McCarthy et al., 2017). Therefore, I carefully considered the alignment between the representing population and the specific problem statement.

For this quantitative study, the population consisted of over 5,000 military veterans who had more than 2 years of active federal service, were separated from the armed forces no longer than 5 years, and who were previously employed in the armed services industry within the SATX area. The sample of a study represents the participants of the chosen population (Daniel, 2012; Erba et al., 2018). Hence, the participants for this study consisted of military veterans who met the criteria for this research. Criteria for participation within this study were military veterans who were employed in the services industry in the SATX area immediately after separation from the armed forces area and military veterans who voluntarily terminated their employment.

### **Sampling**

Probability and nonprobability are the two basic methods of sampling. Probability sampling is a method in which each individual of the population has the same odds of being included (Daniel, 2012). Advantages of probability sampling include the ability for the researcher to mitigate selection bias, ensure the target population is easily accessible, and access to unlimited resources (Daniel, 2012). Some of the weaknesses of probability sampling consist of when the researcher has limited time and/or money and researcher is unable to certify that participants have the distinct constructs required for the research (Daniel, 2012). In contrast, nonprobability sampling is a method in which each individual's odds of being selected are unknown (Waterfield, 2018). Advantages of nonprobability sampling consists of participants selection for the research is subjective, the researcher has limited resources, and the researcher can ensure respondents meet the study criteria (Daniel, 2012). Because surveys were available for military veterans

previously employed in the services industry within the SATX area and separated from the military within the last 5 years, a nonprobability sampling methodology was optimal for this study.

A convenience sampling technique complements the study's nonprobability sampling methodology. Convenience sampling is a technique in which the selection of available participants is from the target population at the researcher's discretion (Waterfield, 2018). Because military veterans employed in the services industry within the SATX area after separation from the armed forces encompass a large and diverse group, participants' availability provide diversity and inclusion within the study's findings.

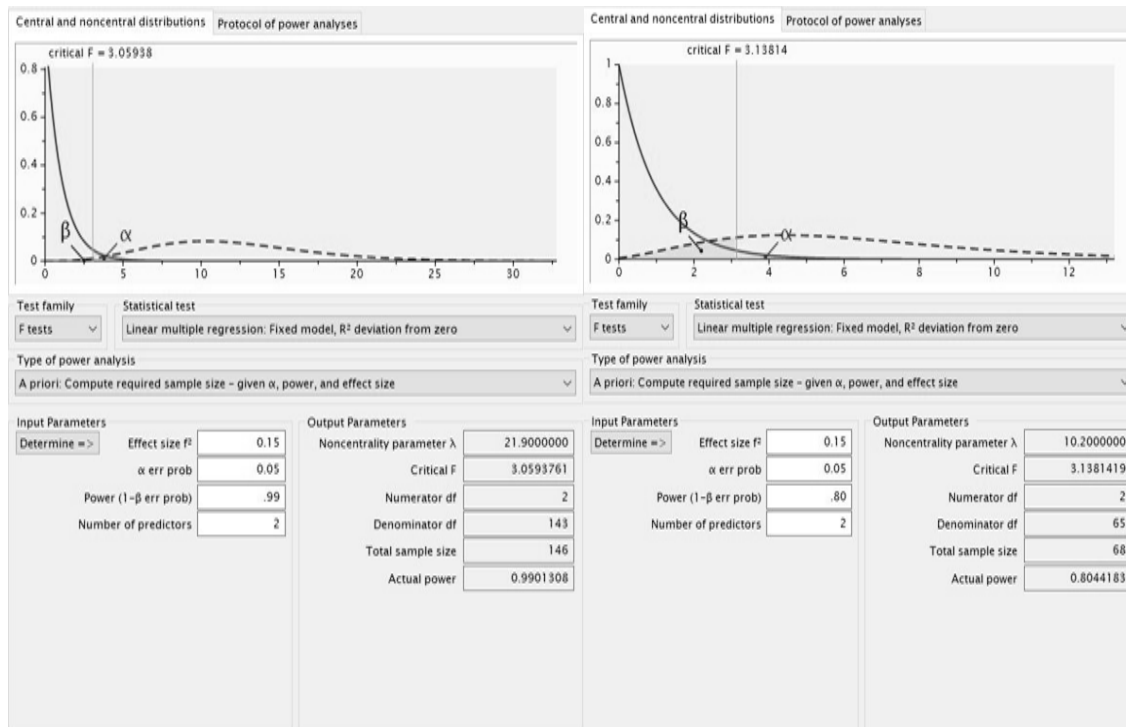
The reliability of statistical research is the result of identifying the correct sample size. Having too few or too many participants can result in Type I and Type II probability errors (Hazra & Gotay, 2016). Type I and Type II errors are when the null hypothesis and the alternative hypothesis are reported contradictory to the actual correlations between variables (Faul et al., 2007; Hazra & Gotay, 2016). The relevance of the study can become negated when the null hypothesis does not display a significant difference from the alternative hypothesis (Faul et al., 2007). I used the G\*Power 3 software (Version 3.1.9.7) to determine the appropriate sample size to ensure my study's relevance and significance.

G\*Power 3 software enables the end-user to choose the preferred statistical analysis for the study, select the optimal power analysis, prepare the setting that meets analysis requirements, and display the results (Faul et al., 2007). For my study, I selected

a linear multiple regression analysis. Multiple regression analysis enables the researcher to examine the correlation between the dependent and independent variables and review the relationship between two or more independent variables (Cohen, 1968). Another essential consideration for statistical analysis is the effect size ( $f^2$ ). The effect sizes ( $f^2$ ) for a multiple regression model are small (0.02), medium (0.15), and large (0.35), where a medium effect size ( $f^2$ ) is more natural to distinguish differences between variables (Cohen, 2016). Therefore, a medium effect size ( $f^2$ ) of .15 is appropriate for my study because I examined each variable's relationships.

I selected an a priori power analysis because I chose a linear multiple regression statistical test through the G\*Power 3 software. Where the assumption of the medium effect size ( $f^2$ ) = .15, the  $\alpha$  error probability = .05, *Power* (1- $\beta$ ) = .80, and two predictor variables resulted in a total sample size of 68 or  $N = 68$ . However, the initial calculation only represents the minimum number of participants to avoid Type I errors. Increasing the *Power* so that *Power* (1- $\beta$ ) = .99 can avoid Type II errors, which resulted in the maximum participants no more than  $N = 146$ . Therefore, my study should have no fewer than 68 and no more than 146 participants (see Figure 2).

Figure 2

*G\*Power3 Analysis for Minimum and Maximum Sample Sizes***Ethical Research**

When researchers prepare to conduct their study, analysts must consider the potential negative impact their research could have on participants. A researcher's duty and responsibility are to ensure ethical research policies and procedures to identify or mitigate conflict of interests between the research and participants (Cumyn et al., 2019). Therefore, I ensured ethical research compliance by following the guidelines set forth by *The Belmont Report* (1979) and Walden University's Institutional Review Board (IRB) process.

Respect for persons, beneficence, and justice are the three foundational criteria of *The Belmont Report* (USDHHS, 1979). I showed respect for persons by making

participation voluntary, by removing any personally identifying information from the survey, and allowing the participants autonomy while participating in the study. I advocated the study's beneficence by honoring all participants' decisions to partake or withdraw from the survey at any time and I communicated the purpose, benefit, and actions taken to mitigate any potential risks with the participants. Participants in this study did not receive any payment, thank you gifts, or reimbursements. Finally, I promoted justice by ensuring I completed each survey's calculation in the same manner and give equal consideration for each survey. I protected the names and any other personal identifiable information of my participants by making the survey anonymous and not requiring participants' personal identifiable information as part of the survey.

I adhered to regulatory compliance from Walden University's IRB approval (#06-08-21-0974801) by taking the following action to ensure ethical research guidelines. First, I ensured that each participant comprehends and complete an informed consent form before survey participation. Informed consent is a process through which every participant acknowledges the study premises, has been made aware of any potential risks and benefits from the study, and their willingness to contribute to the research is entirely voluntary (Manti & Licari, 2018). Second, my goal was to cause no harm to any person associated with my study. By adhering to the guidelines and standards set by both *The Belmont Report* (1979) and Walden University's IRB committee, I conducted my research ethically.

## **Instrumentation**

The variables of my study were military veteran job satisfaction, job motivation, and employee turnover. The instruments that I selected to collect data were a demographic survey and the MSQ - Short Form. The usage of the demographic survey was to identify employee turnover. The usage of the MSQ was to distinguish determining factors concerning military veteran employee job satisfaction and job motivation.

### **Demographic Survey**

The demographic survey consisted of seven personal and military-related questions (see Appendix B). Demographic information is considered factual and can be used to determine if the participant meets the target population's prerequisites (Durand, 2016). This study's identified target population was military veterans who had more than 2 years of active federal service, been separated from the armed forces no longer than 5 years, were employed in the services industry, and voluntarily quit their employment. Therefore, the demographic survey questions will reflect the required qualifications from the target population.

### **MSQ**

The MSQ was formulated by David Weiss, Rene Dawis, George England, and Lloyd Lofquist in 1967 as part of the work adjustment project with the Minnesota Studies in Vocational Rehabilitation from the University of Minnesota (see Appendix C). Weiss et al. (1967) developed the MSQ long-form, and the subsequently abbreviated short-form based on the group's previous research, demonstrating that individual employee job satisfaction is related to their work environment and the perception of their job.



Considering the similarities in overall test results and comparing the variance of administration time between the long and short-forms, the MSQ short-form was the instrument participants will complete as part of this research. Weiss et al. (1967) formulated the MSQ short-form by selecting one question from each of the 20 scales of the MSQ long-form, resulting in the MSQ short-form consisting of only three scales, which are intrinsic, extrinsic, and general satisfaction (Weiss et al., 1967). Additionally, the MSQ short-form aligns with the theoretical framework for my study because Maslow's hierarchy of needs explores intrinsic and extrinsic motivating factors.

Participants gained access to the MSQ short-form questionnaire for this study through an online platform called SurveyMonkey. The MSQ short-form instructions and subsequent questions are understandable and use basic grammar (Weiss et al., 1967). Estimates on the amount of time for a participant to complete the MSQ short-form range from 5-10 minutes, but the survey has no actual time limit. Accompanying each question of the MSQ short-form questionnaire was a 5-point Likert scale that ranges from very dissatisfied to very satisfied and was scored 1-5 respectfully (Weiss et al., 1967). Because each question response was weighted numerically, the scales of measurement are ordinal.

The accomplishment of the MSQ's short-form general satisfaction raw score included totaling all of the representative values from each question (Weiss et al., 1967). Identification of the intrinsic and general raw scores was by calculating the corresponding values for questions 1-4, 7-11, 15, 16, and 20; with the remaining questions of 5, 6, 12-12, and 19 representing the extrinsic raw scores (Weiss et al., 1967). Weiss et al. (1967)

recommended that after computation of the raw scores, the researcher then transforms the percentiles' raw scores based on each participant's corresponding norm group.

The norming of a survey's raw scores can assist the researcher in identifying benchmarks for the selected population. Norming refers to the method of establishing expectations or the average outcome of a group of people on a psychological or achievement evaluation (Renbarger & Morgan, 2018). For example, Weiss et al. (1967) sought individuals in Minneapolis and St. Paul, MN, to participate in the original study for the MSQ short-form, which resulted in assemblers, clerks, engineers, maintenance workers, machinists, and sales professionals as the normative group. Additionally, researchers from various career fields and countries have applied the MSQ short-form for their studies. Such studies include bank managers from India (Garg et al., 2018), nursing home activity directors in Israel (Halperin, 2020).

Application of the MSQ short-form is open to an array of career fields. Weiss et al. (1967) shared how the raw scores from the MSQ short form can either be compared to the employed disabled/employed non-disabled normative groups or by ranking the scales. While the MSQ short-form intends to gauge an individual's intrinsic, extrinsic, and general satisfaction levels, understanding how military veterans compare to their peers is vital in recognizing the participants' accurate satisfaction levels. Following the procedure known as the ranking of scales method from the raw data, instead of using the MSQ's norming career fields, was an alternative scoring system to accomplish military veterans' accurate satisfaction level. The ranking of scales method determined the participant's

intrinsic, extrinsic, and general job satisfaction. The raw scores and ranking of scales method are discussed in Section 3 of this study.

The proven reliability and validity of the MSQ short-form was the basis for the instrument selected. Reliability and validity are essential considerations on how valuable a survey's measurements are to the research (Alwin, 2016). Examining a questionnaire's reliability considers factors such as reliability coefficients, internal consistency, and measurement stability (Kimberlin & Winterstein, 2008). Weiss et al. (1967) reported that the median reliability coefficient score for the MSQ short-form intrinsic satisfaction was .86, extrinsic satisfaction was .80, and general satisfaction was .90. Additionally, Weiss et al. (1967) disclosed test-retest coefficient scores of .89 over a one-week time frame and a score of .70 over a one-year time frame. Previous studies have also shown similar reliability coefficient results. For example, Garg et al.'s (2018) research reported internal consistency of Cronbach's Alpha of .86, and a study from Halperin (2020) shared a Cronbach's Alpha of .81.

Another researcher's concern on the effectiveness of an instrument is the validity of the survey. The validity of an instrument enables a researcher to accurately measure the variables of a study (Bielenia-Grajewska, 2018). Weiss et al. (1967) confirmed the validity of the MSQ short-form by providing evidence of construct validity, concurrent validity, and scale intercorrelations. Weiss et al. (1967) reported that job satisfaction, measured by the MSQ, meets the desired constructs from multiple studies as part of the series from the Minnesota Studies in Vocational Rehabilitation. Weiss et al. shared results from the concurrent validity included a statistically significant probability score of

.001 for each of the three scales of the MSQ short-form. Thus, signifying support for the computation of intrinsic, extrinsic, and general job satisfaction by the MSQ short-form (Weiss et al., 1967). The intrinsic satisfaction scale correlation score was .60 with the external satisfaction scale and .88 with the general satisfaction scale for the total occupational group classification. At the same time, the external satisfaction scale correlation score was .82 with the general satisfaction scale. Because the MSQ short-form has proven to be a reliable and valid instrument since its inception, there was no need nor justification to make any adjustments or revisions of the MSQ short form for this study.

### **Data Collection Technique**

Data collection through web-based surveys is popular among researchers because online surveys can reduce associated research costs, mitigate human error in statistical tabulation, promote individual confidentiality, and increase participation (Evans & Mathur, 2018; McInroy, 2016; Regmi et al., 2016). Despite the recognized benefits of an online survey, researchers must be aware of Internet-based questionnaires' disadvantages. Some of the disadvantages of online surveys include minimal response rate, connectivity issues from participants, and selection or response biases (Fricker Jr, 2017; McInroy, 2016; Saleh, & Bista, 2017). Acknowledging both the advantages and disadvantages of internet-based questionnaires, the data collection technique selected to obtain data for this research consisted of online questionnaires. Surveys were disseminated through personal email or hyper-linked on social media networks for the targeted participants to access the online questionnaire.

SurveyMonkey was the online platform of choice for survey circulation.

SurveyMonkey is an internet-based survey tool that is secured, easy to use for both the researcher and participants, allows versatility in developing questionnaires, and creates valuable reports for further analysis (McDowall & Murphy, 2018). This study's survey questions consisted of basic demographic questions and the MSQ. After each participant completed the two questionnaires through a web-based platform named SurveyMonkey, a technique referred to as snowball sampling was the primary engagement strategy to reach the target population. Snowball sampling is when participants from the selected population circulate the survey to other members within the same community (Valerio et al., 2016). Upon reaching the recommended and desired number of qualified participants, I retrieved the results from SurveyMonkey and converted the annotated responses into a data set to transfer into IBM SPSS software for further analysis.

### **Data Analysis**

The research question for this study was, "What was the relationship among military veteran employee job satisfaction, job motivation, and employee turnover?"

Which developed the following hypotheses:

- $H_0$ : There was no statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover
- $H_a$ : There was a statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover.

The analysis of the data collected from the dependent and independent variables of the hypotheses consisted of applying descriptive statistics and multiple regression analysis through the use of IBM SPSS version 27 software.

Descriptive statistics and multiple regression were the tools to analyze the statistical data for this study. A researcher can use descriptive statistics to explain, coordinate, and compile relevant information. (Coleman, 2018). Predicated by type of measurement for the scales (nominal, ordinal, interval, or ration), descriptive statistics can illustrate or report measures such as central tendency, dispersion, or distribution (Coleman, 2018). Central tendency represents the mode, median, and mean of the data (Coleman, 2018). Additionally, the establishment of the descriptive statistics averages can also provide statistical insights such as standard deviation and variance (Yeo & Cacciatore, 2017). Because the data collected from the demographic survey for this study will be nominal, measurement of central tendency, standard deviation, and variance were the favored methods of analyzing descriptive statistics.

Multiple regression analysis allows the researcher to test the relationships between two or more independent variables with a dependent variable (Foster et al., 2006; Pederson, 2017). Additionally, multiple regression analysis enables a researcher to segregate or combine the independent variables in determining their impact on the dependent variable (Pederson, 2017; Segrin, 2010). Finally, multiple regression analysis findings allow researchers to identify correlations between independent and dependent variables (Pederson, 2017). Because the basis for my research was to determine how the

independent variables influence the dependent variable, the selection of multiple regression analysis was the optimum data analysis tool of choice.

Other statistical analysis techniques for analyzing data include two-way analysis of variance (ANOVA) and Pearson's correlation coefficient. The two-way ANOVA focuses on the averages of group variations. The primary inferential purpose is to analyze and measure the independent and cumulative influence of two variables on the outcome variable (Harring & Johnson, 2018). Pearson's correlation coefficient allows researchers to analyze the associations between two variables through simple linear correlations (Chen & Krauss, 2004). Because the results from a two-way ANOVA analysis display interaction between variables and Pearson's correlation coefficient limits the number of variables to two, neither method meets the statistical analysis requirements for my study.

Assumption of data purity can mislead a researcher's findings. Therefore, when researchers analyze statistical data using multiple regression as a technique, analysts should test the four assumptions of multiple regression analysis (Segrin, 2010). The first assumption is known as the normal distribution of data (Segrin, 2010). The concept of normal distribution equates to when a researcher assumes the equal distribution of data among the sample population (Musselwhite & Wesolowski, 2018). However, when there is a violation of the normality assumption, researchers can apply either the Kolmogorov–Smirnov test, Shapiro–Wilk test, or examine the histogram to verify the data normality (Musselwhite & Wesolowski, 2018). The second assumption is called multicollinearity (Segrin, 2010). Multicollinearity of data exists when a researcher's study variables are similar in scope or interaction with each other (Neys, 2017). However, when there is a

violation of the assumption of multicollinearity, researchers can test for multicollinearity by either factoring the variance inflation factor or examining the correlation matrix (Neys, 2017). The third assumption is homoscedasticity (Segrin, 2010).

Homoscedasticity among variables represents the deviation between the real and predicted data sets (Fay, 2010). Researchers typically find homoscedasticity errors through the visual examination of scatterplots (Fay, 2010) and can apply an approach called weighted least squares when the assumption of homoscedasticity is violated (Pearson, 2010). The final assumption is the independence of errors (Pederson, 2017). Independent errors are evident when the distance between the data points and the regression line is unrelated (Pederson, 2017). However, when there is a violation of the assumption of independence of errors, researchers can inspect the data point residuals' singularity through a test known as Durbin-Watson (Pederson, 2017). Accounting for statistical variance and identifying methods to test or examine potential errors within my study's statistical data was essential in meeting data requirements.

Maintaining a structured and systematic approach to review and scrub completed questionnaires will ensure the most accurate data is within my research. Researchers who implement proper data cleaning and screening procedures within their study can mitigate erroneous data (Davis, 2010). Data cleansing steps include reviewing submitted surveys for inaccurate information, missing data or responses, and removing duplicate records (Willies, 2017). Maintaining the data's integrity from the submitted responses was critical; therefore, the removal of surveys with missing information or incomplete



questions was necessary to facilitate the use of the IBM SPSS version 27 software for analyzing survey data.

After a researcher has scrubbed the questionnaires, cleansed the data, and tested for data assumptions, the researcher can make inferences from the statistical data. Inferential statistics relate to how a researcher intends to apply or infer statistics to a larger group or population (Seaman, 2018). Standard inferential statistics associated with hypothesis testing and multiple regression analysis are probability value (*p* value) and effect sizes (McGregor, 2018b). Because my research was based on hypothesis testing using multiple regression analysis, I interpreted the results from the *p* value and effect sizes using inferential statistics.

The *p* value and effect sizes of inferential statistics can assist researchers in classifying or identifying the relevance of the data. The *p* value ranges from 0 to 1, where the number 0 represents a high probability of rejecting the null hypothesis, and the number 1 represents a low probability of rejecting the null hypothesis (McGregor, 2018b). Therefore, I set the significance level as  $p < .05$  so I can reject or accept the null hypothesis.

Another inferential statistic a researcher must consider is the effect sizes from the number of respondents. The effect size ( $f^2$ ) represents the small, medium, or large variations among the means from the data and allows the researcher to infer conclusions from the data or identify a need for a larger sample (Kneer, 2017). Therefore, a medium effect size of .15 was appropriate for my study because I examined each variable's relationships.

## Study Validity

Researchers who overlook statistical conclusion threats can reduce the validity of their study. The process of a researcher who accurately interprets the study's statistical data to identify the relationship or correlation between variables is known as statistical conclusion validity (Fabrigar et al., 2020). However, there are a few threats to the statistical conclusion validity a researcher should remember. The first threat was the byproduct of the researcher's sample size, known as Type I and Type II statistical errors (Faul et al., 2007). A researcher whose study has too few or too many participants can result in Type I and Type II probability errors respectfully. Type I and Type II errors are when the null hypothesis and the alternative hypothesis are reported contradictory to actual correlations between variables (Faul et al., 2007; Hazra & Gotay, 2016). The primary cause for Type I and Type II statistical errors results from a researcher having too few or too many participants for their study (Hazra & Gotay, 2016). The effect of Type I and Type II statistical errors can negate the relevance of the study when the null hypothesis does not display a significant difference from the alternative hypothesis (Faul et al., 2007). The predominant way researchers can reduce common Type I and Type II statistical errors is to determine and obtain the appropriate sample size for the study to facilitate proper statistical power (Fabrigar et al., 2020). Leveraging the G\*Power 3 software to determine the appropriate sample size mitigated common statistical errors and promoted my study's relevance and significance.

The second threat was the reliability of the data collection instrument. A reliable data collection instrument is when the measurement of results is consistent (Hsu &

Sandford, 2010). Additionally, reliability scores from the test-retest correlation range from 0-1, where a score of 0 represents that errors are present, and a score of 1 equates to error-free (Multon, 2010). The data collection instrument used to capture the independent variables of military veteran job satisfaction and job motivation is the MSQ short-form. The MSQ short-form has a test-retest reliability score of .89 over a seven-day span and a score of .70 after a year (Weiss et al., 1967). Including Weiss et al. (1967), researchers such as Garg et al. (2018) and Halperin (2020) have proven and established the reliability of the MSQ short-form. Adhering to its original format and limiting any questionnaire alterations eliminated threats to the instrument's reliability.

The third threat to a study was the external and internal validity. External validity is the primary consideration when a researcher attempts to assimilate or generalize the study results with the general population (Bielenia-Grajewska, 2018). Hanasono (2017) shared that a study's sample population, replication, and reporting are essential factors concerning external validity. Proposed steps that researchers can take to promote external validity consists of the following: ensuring the sample population is a reflection of the target population (Hanasono, 2010), contrasting current study results with the findings from published studies that have different populations (Mitchell, 2018), and a clear explanation of the researcher's scope, method, and design for the research (Mitchell, 2018; Kraska, 2010). Research generalization to the larger target population was justified because this study's sample population consisted of the target population, the instrumentation's reliability for data collection, and a detailed outline of the study's project.

Internal validity is another threat to the legitimacy of a study. Internal validity enables a researcher to identify relationships between constructs based on the effectiveness of the researcher's study's parameters (Maul & Katz, 2018). Considerations a researcher must make regarding the internal validity of a study are maturation, history, subject attrition, instrumentation, regression toward the mean, selection, diffusion, and compensation (Daily, 2017). Suggested procedures to mitigate threats to internal validity for a quantitative study include limiting the number of times a participant can take the survey, reinforcing participants complete the survey, ensuring that all participants take the same survey, and promoting that participants complete the survey individually (Daily, 2017). Thus, I only allowed participants one-time access to the survey, communicated that only completed surveys are collected, and encouraged individual participation by emailing the survey to participants' personal email to reduce the internal threat for my study.

### **Transition and Summary**

Section 2 of this study contained elements of the research project. Components of the research project identified and deliberated include the purpose statement, role of the researcher, participants, research method and design, population and sampling, ethical research, data collection instruments, data collection technique, data analysis, and study validity. Section 3 of this study will consist of the study's findings, implications for social change, and business practices recommendations.

### Section 3: Application to Professional Practice and Implications for Change

The purpose of this quantitative correlational study was to examine the relationships among military veteran employee job satisfaction, job motivation, and employee turnover. Military veteran employee job satisfaction and job motivation were the independent variables, and employee turnover was the dependent variable. The null hypothesis was that there is no statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover. The alternative hypothesis was that there is a statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover. Based on the results, the binary regression logistic analysis was able to significantly predict military veteran employee turnover,  $\chi^2(2) = 53.97, p < .001$ . Additionally, the independent variables of job satisfaction and job motivation ( $p < .05$ ) were statistically significant. Therefore, I was able to reject the null hypothesis and accept the alternative hypothesis.

#### **Deviation From the Plan**

Initially, the proposed plan for my study was to obtain responses from military veteran participants in the SATX metropolitan area and use multiple linear regression analysis to evaluate the data. However, because of certain circumstances, I made three deviations from the proposed plan, including expanding the study's population, analyzing the data, and adjusting the calculation of the job satisfaction and job motivation raw scores.

The first deviation from my plan was the criteria for participants. The population for my study was military veterans who had more than 2 years of active federal service, were separated from the armed forces no longer than 5 years, and were previously employed in the services industry within the SATX area. My study's primary data collection technique was to leverage my professional network through emails and social media outlets. Furthermore, I requested that each participant share the online survey with other military veterans they know. Unfortunately, the response rate was low despite my best efforts to promote my study and share the survey link through emails, texts, Facebook, and LinkedIn. For example, I sent out over 150 emails, texts, and direct messages on LinkedIn to professional contacts who either met the criteria or were influencers with military veterans. Additionally, I had over 400 views with my LinkedIn and Facebook posts. Therefore, in the interest of time and to increase the response rate, I expanded the study's population to include military veterans in the central Texas area who were separated from the armed forces no longer than 8 years.

The second deviation from my plan was the method to analyze the data. Initially, I had planned to analyze the data by using multiple regression analysis. A critical factor for a multiple regression analysis is that the dependent variable is measured continuously (Pederson, 2017). Because the dependent variable of employee turnover was dichotomous, the response was only one of two answers, either "yes" or "no," a multiple linear regression analysis was not appropriate for my study. Instead, binary logistic regression analysis is preferred when the dependent variable is dichotomous and the independent or predictor variables are continuous or measured on a scale (Osborne,

2015). Therefore, a binary logistic regression analysis was best suited for my study as a result of only two options to measure the dependent variable and the independent variables were measured on a Likert scale.

The third deviation from my plan was the calculation of job motivation and job satisfaction raw scores. Initially, the MSQ questions 4, 7, 9, 18, and 20 were designated to measure military veteran employee job motivation. The scales of social status, moral values, social support, coworkers, and achievement were represented by MSQ questions 4, 7, 9, 18, and 20 respectfully (Weiss et al., 1967). However, Perry and Wise (1990) suggested that PSM is more about the collective than the individual. Because the scale achievement is considered individual in nature, I did not include question number 20 as part of the job motivation raw scores. Which resulted in the raw scores from MSQ questions 4, 7, 9, and 18 as measuring military veteran employee job motivation through the spectrum of PSM.

For job satisfaction, originally, I had planned to incorporate all 20 questions from the MSQ to measure job satisfaction. However, applying questions 4, 7, 9, and 18 to the calculation for both the job satisfaction and job motivation raw scores would result in both predictor variables demonstrating significant correlation. For any type of regression analysis with multiple predictor variables, multicollinearity or correlation between variables should not be present (Pederson, 2017). Because I selected four questions, which were 4, 7, 9, and 18, from the MSQ to represent job motivation, the raw scores from questions 4, 7, 9, and 18 were not part of the culminating job satisfaction raw score. The decision to not calculate the raw scores of questions 4, 7, 9, and 18 was to minimize

collinearity between independent variables. Therefore, 16 of the 20 questions from the MSQ identified job satisfaction, and the remaining four captured job motivation, as noted in Table 2.

**Table 2**

*MSQ Breakdown of Questions*

Variable	Question number
Job satisfaction	1, 2, 3, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20
Job motivation	4, 7, 9, 18

*Note.* MSQ = Minnesota Satisfaction Questionnaire;  $N = 20$ .

### **Presentation of the Findings**

Presentation of the findings from the data collected included reporting the descriptive statistics, testing the assumptions, interpreting the results from the binary logistic regression statistics with a summary, and discussing the applicability of findings towards the theoretical framework. I analyzed a total of 85 responses from military veterans. Considering that I changed the data analysis method from multiple linear regression to binary logistic regression, I incorporated the bootstrapping technique to address the variance in the preferred sample size between a multiple linear and binary logistic regression analyses. Bootstrapping is a method that examines the data from multiple scenarios from 1000 samples (Osborne, 2017). Several statistical situations can benefit from bootstrapping, such as estimating confidence intervals and hypothesis testing (Finch, 2018). The application of bootstrapping, using 1000 samples, for this study was to address the potential Type I or Type II errors from an inadequate sample size or biased standard errors.



## Descriptive Statistics

The collection of survey responses began on June 8, 2021, and ended on August 4, 2021. I received a total of 91 survey responses. Of the 91 participants, I rejected six survey responses because of either being incomplete or inconclusive, and I applied the remaining 85 completed surveys for this study. Of those 85 participants, 70 of the responses were from military veterans who had voluntarily quit their first employment. The other 15 were still with their first employer after separating from the military service. The purpose of the 15 responses from military veterans who were still with their first employer after their separation from military service was to create a norming group. A norming of a group is a strategy to identify the intention of a group of people (Renbarger & Morgan, 2018). I had incorporated the MSQ general satisfaction raw scores as part of the descriptive statistics. In addition, I leveraged the military veteran norming group as part of the binary logistic regression analysis. The presentation of the descriptive statistics of the independent variables for employee turnover and the norming group is in Tables 3 and 4, respectively. The raw scores of job satisfaction and job motivation with variances between employee turnover and the norming group are in Tables 5 and 6, respectively.

**Table 3**

*Means, Standard Deviations, and Variance for Employee Turnover*

Variable	<i>M</i>	<i>SD</i>	Variance
Job satisfaction	2.82	.59	.35
Job motivation	3.26	.51	.26

*Note.*  $n = 70$ .

**Table 4***Means, Standard Deviations, and Variance for Norming Group*

Variable	<i>M</i>	<i>SD</i>	Variance
Job satisfaction	3.98	.34	.12
Job motivation	4.42	.46	.21

*Note.*  $n = 15$ .**Table 5***Job Satisfaction Raw Scores*

Scale	Employee turnover <sup>a</sup>	Norming group <sup>b</sup>	Variance
Ability Utilization	2.77	3.93	-1.16
Achievement	3.09	4.27	-1.18
Activity	3.09	3.93	-0.84
Advancement	2.06	3.60	-1.54
Authority	2.96	3.27	-0.31
Company Policies	2.04	3.73	-1.69
Compensation	2.27	3.73	-1.46
Creativity	2.97	4.20	-1.23
Independence	3.37	4.33	-0.96
Recognition	3.03	3.33	-0.30
Responsibility	3.04	4.33	-1.29
Security	3.37	4.20	-0.83
Supervision-HR	2.10	4.27	-2.17
Supervision-Tech	2.17	4.27	-2.10
Variety	3.29	3.93	-0.64
Working Conditions	3.27	4.27	-1.00

<sup>a</sup>  $n = 70$ . <sup>b</sup>  $n = 15$ .**Table 6***Job Motivation Raw Scores*

Scale	Employee turnover <sup>a</sup>	Norming group <sup>b</sup>	Variance
Coworkers	3.46	4.53	-1.07
Moral Values	3.76	4.93	-1.17
Social Service	3.39	4.33	-0.94
Social Status	2.47	3.87	-1.40

<sup>a</sup>  $n = 70$ . <sup>b</sup>  $n = 15$ .

## **Test of Assumptions**

I used IBM SPSS (Version 27) software to test the necessary binary logistic regression assumptions. A researcher should test for assumptions associated with the selected statistical test to ensure the data is valid and complete for that type of analysis (Osborne, 2015; Pederson, 2017). For example, tests for linearity, multicollinearity, and outliers are the assumptions related to binary logistic regression analysis (Osborne, 2015). The following subsections disclose each test of assumptions for a binary logistic regression analysis.

### ***Linear Relationship***

A test for the assumption of linearity for binary logistic regression analysis is the Box-Tidwell (1962) method. The Box-Tidwell process enables the researcher to transform all independent variables into the log of that variable, enter both the independent variables and the log of the independent variables simultaneously to determine the significance of the transformed variables (Osborne, 2015a). I applied the Box-Tidwell test for linearity of the independent variables by transforming the variables of job satisfaction and job motivation into the log of each variable, then ran an SPSS binary logistic analysis. The Box-Tidwell procedure analysis resulted in a statistically significant value of .807 for job satisfaction, .192 for job motivation, .875 for the log of job satisfaction, and .175 for the log of job motivation. Furthermore, because each independent variable was greater than  $p < .05$ , there were linear relationships between the independent variables of job satisfaction and job motivation and the log of employee turnover.

### ***Multicollinearity***

Testing the multicollinearity assumption was accomplished by examining the tolerance and variance influence factor (VIF) statistics and the Pearson correlation. Tolerance values range from 0 to 1.0, where a value of less than .2 can represent high multicollinearity. Whereas any VIF values value higher than 10 represents high multicollinearity (Neys, 2017). The collinearity statistics analysis displayed a tolerance value of .490 and a VIF value of 2.041, signifying the variables are moderately correlated (Table 7).

**Table 7**

#### *Collinearity Statistics*

Variable	Tolerance	VIF
Job satisfaction	.490	2.041
Job motivation	.490	2.041

*Note.* Dependent variable: Employee turnover.

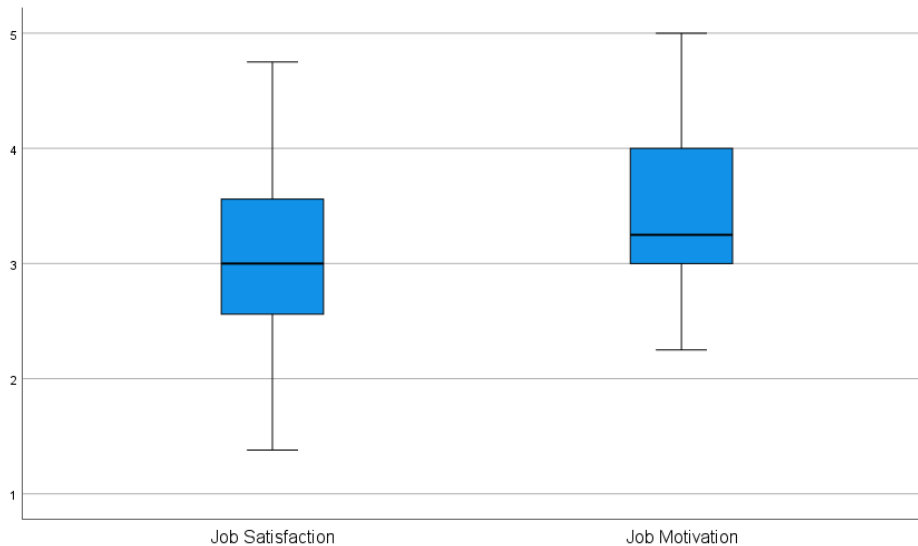
Another test to explore the correlation between variables is called the Pearson product-moment correlation coefficient or Pearson correlation. Based on the scale of -1 to +1, where 0 is no correlation, the Pearson correlation identifies the level of correlational significance between two variables (Gordon & Courtney, 2018). The Pearson correlation value of  $r = .714$  between the independent variables of job satisfaction and job motivation represented a moderate to high level of correlation. Because both the Pearson correlation and tolerance and VIF tests did not exceed prescribed tolerances, the assumption of multicollinearity was not violated.

### *Outliers*

I used Boxplots to test the assumption of outliers. Identification of outliers is through examining standardized residuals or the observance of boxplots (Osborne, 2015). For example, the boxplot for the variables of job satisfaction and job motivation confirmed that outliers were not present, and the assumption was not violated (see Figure 3).

**Figure 3**

*Boxplot of Job Satisfaction and Job Motivation*



### **Interpretation of Results**

The performance of a binary logistic regression was to examine job satisfaction and job motivation effects on the likelihood that participants will voluntarily quit their first job after they separate from military service. The independent variables were job satisfaction and job motivation. The dependent variable was employee turnover. The null hypothesis was that there is no statistically significant relationship among military

veteran employee job satisfaction, job motivation, and employee turnover. The alternative hypothesis was that there is a statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover. I conducted preliminary analyses to test the assumptions of linearity, multicollinearity, and outliers for violations. Serious violations were not identified. The Hosmer-Lemeshow goodness-of-fit was not significant ( $p > .05$ ), indicating the model is correctly specified. The model as a whole was able to predict employee turnover significantly,  $X^2(2) = 53.97$ ,  $p < .001$ . The model explained 77.5% (Nagelkerke  $R^2$ ) of the variance in employee turnover and classified 95.3% of cases. Sensitivity was 98.6%, and specificity was 80%. The area under the ROC curve was .977, 95% CI [.942, 1.00], which is an outstanding level of discrimination (Hosmer et al., 2013). The positive predictive value was 98.5%, and the negative predictive value was 92.3%. Variables in the equation, job satisfaction and job motivation, were both statistically significant ( $p < .05$ ) as independent variables (see Table 8). Furthermore, the odds ratio signified that there is relationship among predictor variables and the dependent variable. Results from the odds ratio identified that for every one-point increase on the job satisfaction scale, the odds of quitting decrease by 98.2%, controlling for job motivation. Similarly, the results from the odds ratio identified that for every 1-point increase on the job motivation scale, the odds of quitting decreased by 94.4%, controlling for job satisfaction. Therefore, I reject the null hypothesis and retain the alternative that there is a statistically significant relationship among military veteran employee job satisfaction, job motivation, and employee turnover.

**Table 8***Logistic Regression Analysis Summary for Predictor Variables*

Variable	<i>B</i>	<i>SE B</i>	<i>p</i>	Odds ratio	Bootstrapped 95% CI ( <i>B</i> )
Job satisfaction	-4.042	70.810	.004	.018	[-387.549, -2.285]
Job motivation	-2.852	35.583	.026	.059	[-149.039, -.428]
Constant	26.945	404.081	.05	< .001	[17.360, 1918.524]

*Note.* *N* = 85.**Analysis Summary**

This study examined the relationships among military veteran employee job satisfaction, job motivation, and employee turnover. I used binary logistic regression to examine job satisfaction and job motivation to predict employee turnover. Assumptions related to binary logistic regression were explored, with no serious violations noted. The model was able to predict employee turnover significantly,  $X^2(2) = 53.97, p < .001$ . Furthermore, both independent variables of job satisfaction and job motivation ( $p < .05$ ) were statistically significant predictors of employee turnover.

**Theoretical Conversation on Findings**

The findings from this study identified military veteran employee job satisfaction and job motivation as a statistically significant predictor of employee turnover ( $X^2(2) = 53.97, p < .001$ ), which supports Maslow's hierarchy of needs theory and the applicability of the theory towards employee turnover. Maslow (1943) stated that the basic human needs of physiological, safety, and love/belonging takes precedence over more complex or higher-level needs of self-esteem or self-actualization. Additionally, Maslow acknowledged that internal and external motivational factors are influential when

people transition from satisfying their basic needs to their higher needs. However, a person's motivation does not stagnate after the satisfaction or fulfillment of a particular hierarchal need; their needs can easily move to the next higher or lower hierarchical need based on which of the five hierarchical needs is the most neglected (Maslow, 1943). Consequently, as military veterans transition from military service to civilian employment, their desire for specific hierarchal need satisfaction or fulfillment can change. Therefore, organizational and HR leaders can apply Maslow's hierarchy of needs theory as a framework to identify the primary hierarchical need that military veteran employees are seeking to fulfill or satisfy.

One of the dominant characteristics of the military is the belief that teamwork and camaraderie are paramount. Considering that military veterans for this study had transitioned from military service into the civilian sector and that a statistically significant predictor of employee turnover was job satisfaction and job motivation, their hierarchal need of love/belonging fulfillment could be lacking. The human need for love/belonging depends on personal and professional relationships grounded by inclusion and growth (Maslow, 1943). Jungert et al. (2018) shared organizational leaders and coworkers can satisfy or fulfill fellow employees' love/belonging needs. Conversely, the lack of fulfilling employees' love/belonging needs can cause employees to quit (DeVito et al., 2018). Recently, Al-Qathmi and Zedan (2021) validated that job satisfaction and job motivation factors, such as support and inclusion, are related to employee turnover. Thus, validating the importance of organizational and HR managers creating a workplace environment of employee support, inclusion, and growth, to increase military veterans'



job satisfaction and motivation. Because of the similarity in the findings from the Al-Qathmi and Zedan (2021), Devito et al. (2018), Jungert et al. (2018), and this study, organizational and HR leaders should incorporate strategies to fulfill or satisfy their employees' love/belonging needs as part of the employee retention plan.

### **Applications to Professional Practice**

The findings from this study are helpful for organizational and HR leaders who have hired recently separated military veterans. The specific business problem is that some HR managers in the services industry do not understand the relationship among military veteran employee job satisfaction, job motivation, and employee turnover. Because this study has demonstrated that job satisfaction and job motivation combined are statistically significant predictors of employee turnover, much of the specific business problem statement is valid. Based on the findings from this research, organizational and HR managers should examine ways that enable military veteran employees to increase their job satisfaction and job motivation levels through satisfying or fulfilling their hierarchal needs.

A suggestion for organizational and HR leaders is to ensure alignment among corporate culture, climate, and social support practices. After transitioning from military service, a common theme among military veterans is their loss of belonging or military identity (Whitworth et al., 2020). Organizational and HR leaders could initially reduce military veteran employee turnover by satisfying or fulfilling the military veteran's love/belonging hierarchal need through employee support and an inclusive corporate culture and climate. I am not suggesting that organizational or HR leaders ignore or

disregard the other hierarchal needs of the military veteran employee. However, based on this study's findings, organizational and HR managers should first consider applying Maslow's (1943) love/belonging hierarchal needs as part of their employee retention strategy. Additionally, organizational and HR managers can discover other factors that will impact a military veteran employee's job satisfaction or job motivation through employee engagement practices or strategies.

### **Implications for Social Change**

This study's implications for social change can positively impact employees, employers, communities, and military veterans. Military veterans are not the only employees where job satisfaction and job motivation are statistically significant predictors for employee turnover. Likewise, Stamolampros et al. (2019) shared aspects of employee job satisfaction, such as career opportunities and cultural values, were reasons hospitality workers quit. Similarly, Al-Qathmi and Zedan (2021) identified managerial support as a critical factor of employee job motivation that can reduce employee turnover among medical laboratory technologists. Regardless of the population, workers who quit their jobs can harm the employer, employee, and community.

Conversely, the longevity of a workforce can positively affect the organization, the employee, and the community. By retaining vital employees, employers can reach the organization's short-term and long-term goals (Wassem et al., 2019). Typically, employees who have longevity with an employer have higher job performance or quality of service than new hires, which can result in personal and organizational prosperity (Díaz-Carrión, 2020). In addition, when organizations and employees prosper, they can

support their community through such benefits as increased tax revenue from sales and property taxes, more significant support for community services through volunteerism, and a strengthening of community loyalty towards each other. Thus, all community members can benefit from the prosperity when companies and their employees are experiencing success.

While job stability and employee continuity are beneficial for the worker, employer, and community at large, work stability and continuity of social support can substantially improve the mental health of military veterans. For example, Raines et al. (2017) found that constructs of cognitive anxiety sensitivity, or the fear of uncontrollable outcomes, are closely tied to post-traumatic stress disorder (PTSD) and suicidal ideations. Therefore, job stability and continuity of social support can reduce the cognitive anxiety and sensitivity of military veterans with PTSD and, at the same time, reduce the number of veterans with suicidal ideations.

### **Recommendations for Action**

The findings from this study indicated that job satisfaction and job motivation combined were statistically significant predictors of employee turnover. Based on the findings from my study, I recommend that corporate and HR managers promote and support a workplace environment of inclusion and support. Miller and Manata (2020) shared aspects of inclusion can influence an employee's sense of belonging and acculturation. Additionally, employees often feel supported when they are engaged positively by coworkers and company leaders (Talebzadeh & Karatepe, 2019). Because finding from this study identified that job satisfaction and job motivation combined were

statistically significant predictors of employee turnover, which are closely associated with an employee's hierarchical need of love/belonging, organizational and HR managers should facilitate an organizational culture and climate of inclusion and support as a strategy to reduce military veteran employee turnover.

Sharing the complete study through the ProQuest dissertation database and the abstract on LinkedIn are the two ways I plan to disseminate my study. Insights from my study can either reinforce or enlighten organizational and HR leaders' perceptions on military veteran employee turnover and expand their existing knowledge or understanding of military veteran employee turnover. Additionally, I plan on submitting my study to peer-reviewed journals to add to the existing body of literature.

### **Recommendations for Further Research**

The objective of my study was to examine the relationships among military veteran job satisfaction, job motivation, and employee turnover. A limitation of my study was the geographical location of the SATX or Central Texas area for my study. Because SATX and Central Texas have multiple large cities and are considered very military friendly, findings from this study may not indicate the sentiment from military veterans working in smaller or rural towns. Therefore, I recommend further research include surveying military veterans in different regions of America to garner state-specific data.

Another recommendation for future research is to examine military veteran employee turnover according to rank or military service length. For this study, collection and analysis of the responses did not differentiate between rank or military service length. Examining military veteran employee turnover based on rank or length of service could

prove beneficial to organizational and HR managers as they develop strategies to retain military veteran employees specific to their workforce or business operations.

### **Reflections**

As a military veteran, I had my perceptions and biases, much like other military veterans, as to why military veteran employees quit their first job. However, perceptions, assumptions, and opinions only matter to the individual who is making those observations. Researching empirical evidence and then conducting my research to prove or disprove those perceptions, assumptions, and opinions has enabled me to grow as an independent scholar and person.

I genuinely have valued my experience and the time spent on my doctoral journey. Despite the many challenges I faced, I overcame those challenges, which expanded my knowledge and desire to learn more. While there is more to learn about causes for military veteran employee turnover, findings from this study can be a good starting point for organizational and HR managers.

### **Conclusion**

In this study I examined the relationships among military veteran employee job satisfaction, job motivation, and employee turnover. This study established that military veteran job satisfaction and job motivation combined were statistically significant predictors of employee turnover. Both the independent variables of job satisfaction and job motivation were statistically significant predictors of employee turnover. Therefore, considering that job satisfaction and job motivation combined are constructs in satisfying or fulfilling Maslow's (1943) love/belonging hierarchal need, organizational and HR

managers should consider developing strategies to integrate and support the military veteran employees as they transition into the company.

Future research on military veteran employee turnover should focus on different regions of America and examine military veteran employee turnover based on rank or length of service. Furthermore, while this study measured military veteran employee job satisfaction and job motivation through a survey, observational or interview-based research of military veteran employee turnover can benefit organizational and HR managers. Observational or interview-based research can identify military veteran employee job satisfaction and motivation factors for a specific company or career field.

## References

- Ahern, J., Worthen, M., Masters, J., Lippman, S. A., Ozer, E. J., & Moos, R. (2015). The challenges of Afghanistan and Iraq veterans' transition from military to civilian life and approaches to reconnection. *Plos ONE*, *10*(7), 1–13.  
<https://doi.org/10.1371/journal.pone.0128599>
- Ahmad, I., & Zafar, M. A. (2018). Impact of psychological contract fulfillment on organizational citizenship behavior. *International Journal of Contemporary Hospitality Management*, *30*(2), 1001-1015. <https://doi.org/10.1108/IJCHM-12-2016-0659>
- Alam, M. N., Hassan, M. M., Bowyer, D., & Reaz, M. (2020). The effects of wages and welfare facilities on employee productivity: Mediating role of employee work motivation. *Australasian Accounting, Business and Finance Journal*, *14*(4), 38-60. <https://doi.org/10.14453/aabfj.v14i4.4>
- Al-Asadi, R., Muhammed, S., Abidi, O., & Dzenopoljac, V. (2019). Impact of servant leadership on intrinsic and extrinsic job satisfaction. *Leadership & Organization Development Journal*, *40*(4), 472-484. <https://doi.org/10.1108/LODJ-09-2018-0337>
- Albertson, K. (2019). Relational legacies impacting on veteran transition from military to civilian life: Trajectories of acquisition, loss, and reformulation of a sense of belonging. *Illness, Crisis & Loss*, *27*(4), 255-273.  
<https://doi.org/10.1177/2F1054137319834773>
- Al-Qathmi, A., & Zedan, H. (2021). The effect of incentive management system on

turnover rate, job satisfaction and motivation of medical laboratory technologists.

*Health Services Research and Managerial Epidemiology*, 8.

<https://doi.org/10.1177/2333392820988404>

Alwin, D. (2016). Survey data quality and measurement precision. In C. Wolf, D. Joye,

T. W. Smith, & Y. Fu (Eds.), *The SAGE handbook of survey methodology* (pp.

527-552). SAGE Publications. <https://doi.org/10.4135/9781473957893.n34>

Al Mamun, C. A., & Hasan, M. N. (2017). Factors affecting employee turnover and

sound retention strategies in business organization: A conceptual view. *Problems and Perspectives in Management*, 15(1), 63-71.

[https://doi.org/10.21511/ppm.15\(1\).2017.06](https://doi.org/10.21511/ppm.15(1).2017.06)

Al-Qathmi, A., & Zedan, H. (2021). The effect of incentive management system on

turnover rate, job satisfaction and motivation of medical laboratory technologists.

*Health Services Research and Managerial Epidemiology*, 8, 1-13.

<https://doi.org/10.1177/2333392820988404>

Alrawahi, S., Sellgren, S. F., Altouby, S., Alwahaibi, N., & Brommels, M. (2020). The

application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals. *Heliyon*, 6(9), Article e04829.

<https://doi.org/10.1016/j.heliyon.2020.e04829>

Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017). Herzberg's two-factor theory.

*Life Science Journal*, 14(5), 12-16.

<https://www.doi.org/10.7537/marslsj140517.03>

Alzubi, Y. Z. W. (2018). Turnover intentions in Jordanian Universities: The role of



leadership behaviour, organizational commitment and organizational culture.

*International Journal of Advanced and Applied Sciences*, 5(1), 177-192.

<https://doi.org/10.21833/ijaas.2018.01.024>

Antoni, C. H., Baeten, X., Perkins, S. J., Shaw, J. D., & Vartiainen, M. (2017). Reward management: Linking employee motivation and organizational performance.

*Journal of Personnel Psychology*, 16(2), 57-60. [https://doi.org/10.1027/1866-](https://doi.org/10.1027/1866-5888/a000187)

[5888/a000187](https://doi.org/10.1027/1866-5888/a000187)

Battaglia, M. (2008). Purposive sampling. In P. J. Lavrakas (Ed.), *Encyclopedia of survey research methods* (pp. 645-647). Sage Publications.

<https://doi.org/10.4135/9781412963947.n419>

Barrick, M. R., & Parks-Leduc, L. (2019). Selection for fit. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 171-193.

<https://doi.org/10.1146/annurev-orgpsych-012218-015028>

Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14. <https://doi.org/10.1016/j.npls.2016.01.001>

Bielenia-Grajewska, M. (2018). Threats to research validity. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1696-

1698). SAGE Publications. <https://doi.org/10.4135/9781506326139.n701>

Blanco-Mazagatos, V., de Quevedo-Puente, E., & Delgado-García, J. B. (2018). Human resource practices and organizational human capital in the family firm: The effect of generational stage. *Journal of Business Research*, 84, 337-348.

<https://doi.org/10.1016/j.jbusres.2017.09.017>

- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of Australasian Rehabilitation Nurses' Association (JARNA)*, 22(2), 27-30.  
<https://doi.org/10.33235/jarna.22.2.27-30>
- Box, G. E., & Tidwell, P. W. (1962). Transformation of the independent variables. *Technometrics*, 4(4), 531-550. <https://doi.org/10.1080/00401706.1962.10490038>
- Boyd, N., Nowell, B., Yang, Z., & Hano, M. C. (2018). Sense of community, sense of community responsibility, and public service motivation as predictors of employee well-being and engagement in public service organizations. *The American Review of Public Administration*, 48(5), 428-443.  
<https://doi.org/10.1177/0275074017692875>
- Brewer, G. A., & Selden, S. C. (2000). Why elephants gallop: Assessing and predicting organizational performance in federal agencies. *Journal of Public Administration Research and Theory*, 10(4), 685-712.  
<https://doi.org/10.1093/oxfordjournals.jpart.a024287>
- Buller, P. F., & McEvoy, G. M. (2012). Strategy, human resource management and performance: Sharpening line of sight. *Human Resource Management Review*, 22(1), 43-56. <https://doi.org/10.1016/j.hrmr.2011.11.002>
- Bureau of Labor Statistics. (2020, May). *Occupational employment statistics: May 2018 state occupational employment and wage estimates Texas*.  
[https://www.bls.gov/oes/current/oes\\_tx.htm#00-0000](https://www.bls.gov/oes/current/oes_tx.htm#00-0000)
- Caamal, N. (2019). Afghanistan and Iraq war veterans' understanding of followership and following in the civilian workplace. *Journal of Veterans Studies*, 4(2), 159-

179. <https://doi.org/10.21061/jvs.v4i2.104>

- Canning, E. A., Murphy, M. C., Emerson, K. T., Chatman, J. A., Dweck, C. S., & Kray, L. J. (2020). Cultures of genius at work: Organizational mindsets predict cultural norms, trust, and commitment. *Personality and Social Psychology Bulletin*, *46*(4), 626-642. <https://doi.org/10.1177/0146167219872473>
- Catano, V. M., & Hines, H. M. (2016). The influence of corporate social responsibility, psychologically healthy workplaces, and individual values in attracting millennial job applicants. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, *48*(2), 142-154. <https://doi.org/10.1037/cbs0000036>
- Chen, P. Y., & Krauss, A. D. (2004). Pearson's correlation coefficient. In M. S. Lewis-Beck, A. Bryman, & T. Futing Liao (Eds.), *The SAGE encyclopedia of social science research methods* (pp. 807-810). Sage Publications.  
<https://doi.org/10.4135/9781412950589.n700>
- Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic medicine*, *38*(5), 300-314. <https://doi.org/10.1097/00006842-197609000-00003>
- Cohen, J. (1968). Multiple regression as a general data-analytic system. *Psychological Bulletin*, *70*, 426-433. <https://doi.org/10.1037/H0026714>
- Cohen, J. (2016). A power primer. In *Methodological issues and strategies in clinical research* (4th ed., pp. 279–284). American Psychological Association.  
<https://doi.org/10.1037/14805-018>
- Coleman, J. S. M. (2018). Descriptive statistics. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 488-489). SAGE

- Publications. <https://doi.org/10.4135/9781506326139.n194>
- Compton, W. C. (2018). Self-actualization myths: what did Maslow really say?. *Journal of Humanistic Psychology*, 1-18. <https://doi.org/10.1177/0022167818761929>
- Cooper, L., Caddick, N., Godier, L., Cooper, A., & Fossey, M. (2018). Transition from the military into civilian life: An exploration of cultural competence. *Armed Forces & Society*, 44(1), 156-177. <https://doi.org/10.1177/0095327X16675965>
- Cumyn, A., Ouellet, K., Côté, A. M., Francoeur, C., & St-Onge, C. (2019). Role of researchers in the ethical conduct of research: A discourse analysis from different stakeholder perspectives. *Ethics & Behavior*, 29(8), 621-636. <https://doi.org/10.1080/10508422.2018.1539671>
- Curtis, E. A., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher*, 23(6), 20-25. <https://doi.org/10.7748/nr.2016.e1382>
- Daily, K. M. (2017). Internal validity. In M. Allen (Ed.). *The SAGE encyclopedia of communication research methods* (pp.770-773). SAGE Publications. <https://doi.org/10.4135/9781483381411.n266>
- Daniel, J. (2012). Choosing between nonprobability sampling and probability sampling. In *Sampling essentials: Practical guidelines for making sampling choices* (pp. 66-80). SAGE Publications. <https://doi.org/10.4135/9781452272047.n3>
- Datta, A., & Singh, R. (2018). Determining the dimensions of organizational climate perceived by the hotel employees. *Journal of Hospitality and Tourism Management*, 36, 40-48. <https://doi.org/10.1016/j.jhtm.2018.07.001>
- Davis, M. F. (2010). Data cleaning. In Salkind, N. J. (Ed.), *Encyclopedia of research*

*design* (pp. 325-328). SAGE Publications.

<https://doi.org/10.4135/9781412961288.n100>

Davis, V. E., & Minnis, S. E. (2017). Military veterans' transferrable skills: An HRD practitioner dilemma. *Advances in Developing Human Resources*, 19(1), 6-13.

<https://doi.org/10.1177/1523422316682961>

Dechawatanapaisal, D. (2018). Employee retention: the effects of internal branding and brand attitudes in sales organizations. *Personnel Review*, 47(3), 675-693.

<https://doi.org/10.1108/PR-06-2017-0193>

De Oliveira, L. B., Cavazotte, F., & Alan Dunzer, R. (2019). The interactive effects of organizational and leadership career management support on job satisfaction and turnover intention. *The International Journal of Human Resource Management*,

30(10), 1583-1603. <https://doi.org/10.1080/09585192.2017.1298650>

De Sousa Sabbagha, M., Ledimo, O., & Martins, N. (2018). Predicting staff retention from employee motivation and job satisfaction. *Journal of Psychology in Africa*,

28(2), 136-140. <https://doi.org/10.1080/14330237.2018.1454578>

De Vito, L., Brown, A., Bannister, B., Cianci, M., & Mujtaba, B. G. (2018). Employee motivation based on the hierarchy of needs, expectancy and the two-factor theories applied with higher education employees. *IJAMEE*.

<https://www.ijamee.info/index.php/IJAMEE/article/view/37>

Dexter, J. C. (2020). Human resources challenges of military to civilian employment transitions. *Career Development International*, 25(5), 481-500.

<https://doi.org/10.1108/CDI-02-2019-0032>

- Díaz-Carrión, R., Navajas-Romero, V., & Casas-Rosal, J. C. (2020). Comparing working conditions and job satisfaction in hospitality workers across Europe. *International Journal of Hospitality Management*, 90.  
<https://dx.doi.org/10.1016/2Fj.ijhm.2020.102631>
- D'Souza, J., & Gurin, M. (2016). The universal significance of Maslow's concept of self-actualization. *The Humanistic Psychologist*, 44(2), 210.  
<https://doi.org/10.1037/hum0000027>
- Durand, C. (2016). Surveys and society. In Wolf, C., Joye, D., Smith, T. W., & Fu, Y. (Ed.), *The SAGE handbook of survey methodology* (pp. 57-66). SAGE Publications. <https://doi.org/10.4135/9781473957893>
- Edmonds, W. A., & Kennedy, T. D. (2017). *An applied guide to research designs: Quantitative, qualitative, and mixed methods* (2nd ed.). Sage Publications.  
<https://doi.org/10.4135/9781071802779>
- Erba, J., Ternes, B., Bobkowski, P., Logan, T., & Liu, Y. (2018). Sampling methods and sample populations in quantitative mass communication research studies: A 15-Year census of six journals. *Communication Research Reports*, 35(1), 42.  
<https://doi.org/10.1080/08824096.2017.1362632>
- Evans, J. R., & Mathur, A. (2018). "The value of online surveys: a look back and a look ahead", *Internet Research*, 28(4), 854-887. <https://doi.org/10.1108/IntR-03-2018-0089>
- Farimani, Z. B., & Shahri, N. N. (2020). Reaching self-actualization in education: Construction and validation of a hierarchical scale. *Journal of Language Teaching*

*and Research*, 11(4), 623-634. doi:10.17507/jltr.1104.14

- Faul, F., Erdfelder, E., Lang, A. G., & Buchner, A. (2007). G\* Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39(2), 175-191.  
<https://doi.org/10.3758/BF03193146>
- Fay, K. (2010). Homoscedasticity. In N. J. Salkind (Ed), *Encyclopedia of research design* (pp. 580-583). SAGE Publications. <https://doi.org/10.4135/9781412961288.n180>
- Feeley, T. H., Hwang, J., & Barnett, G. A. (2008). Predicting employee turnover from friendship networks. *Journal of Applied Communication Research*, 36(1), 56-73.  
<https://doi.org/10.1080/00909880701799790>
- Finch, W. (2018). Bootstrapping. In Frey, B. (ed), *The SAGE encyclopedia of educational research, measurement, and evaluation* (Vols. 1-4). SAGE Publications.  
<https://doi.org/10.4135/9781506326139.n90>
- Ford, D. G. (2017). Talent management and its relationship to successful veteran transition into the civilian workplace: Practical integration strategies for the HRD professional. *Advances in Developing Human Resources*, 19(1), 36-53.  
<https://doi.org/10.1177/1523422316682736>
- Foster, J., Barkus, E., & Yavorsky, C. (2006). Multiple regression. In J. Foster, E Barkus, & C. Yavorsky (Ed.), *Understanding and using advanced statistics* (pp. 30-46). SAGE Publications. <https://doi.org/10.4135/9780857020154>
- French, K. A., Dumani, S., Allen, T. D., & Shockley, K. M. (2018). A meta-analysis of work–family conflict and social support. *Psychological bulletin*, 144(3), 284-314.

<https://doi.org/10.1037/bul0000120>

- Fricker, R. (2017). Sampling methods for online surveys. In Fielding, N., Lee, R., & Blank, G. (Eds.), *The SAGE Handbook of online research methods* (pp. 162-183). SAGE Publication. <https://doi.org/10.4135/9781473957992.n10>
- Garg, K., Dar, I. A., & Mishra, M. (2018). Job satisfaction and work engagement: A study using private sector bank managers. *Advances in Developing Human Resources*, 20(1), 58-71. <https://doi.org/10.1177/1523422317742987>
- Gerber, L. H., Weinstein, A. A., Frankenfeld, C. L., & Huynh, M. (2016). Disability among veterans: Analysis of the national survey of veterans (1997–2001). *Military medicine*, 181(3), 219-226. <https://doi.org/10.7205/MILMED-D-14-00694>
- Gordon, M. & Courtney, R. (2018). The Pearson correlation coefficient. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1229-1233). SAGE Publications. <https://doi.org/10.4135/9781506326139>
- Gonzales, G., Gonzales, R., Costan, F., & Himang, C. (2020). Dimensions of motivation in teaching: Relations with social support climate, teacher efficacy, emotional exhaustion, and job satisfaction. *Education Research International*, 2020, Article 8820259. <https://doi.org/10.1155/2020/8820259>
- Gonzalez, J. A., & Simpson, J. (2020). The workplace integration of veterans: Applying diversity and fit perspectives. *Human Resource Management Review*, 31(2). Article e100775. <https://dx.doi.org/10.1016/j.hrmr.2020.100775>
- Hale, A. J., Ricotta, D. N., Freed, J., Smith, C. C., & Huang, G. C. (2019). Adapting



Maslow's hierarchy of needs as a framework for resident wellness. *Teaching and Learning in Medicine*, 31(1), 109-118.

<https://doi.org/10.1080/10401334.2018.1456928>

Halperin, D. (2020). The association between work stressors, knowledge about aging, burnout, and job satisfaction among nursing home activity directors. *Activities, Adaptation & Aging*, 44(1), 42-60.

<https://doi.org/10.1080/01924788.2019.1581023>

Hamilton, A. B., & Finley, E. P. (2019). Qualitative methods in implementation research: An introduction. *Psychiatry Research*, 280, Article e112516.

<https://doi.org/10.1016/j.psychres.2019.112516>

Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3), 498-501.

<https://doi.org/10.1093/humrep/dev334>

Hamstra, M. R., Van Vianen, A. E., & Koen, J. (2019). Does employee perceived person-organization fit promote performance? The moderating role of supervisor perceived person-organization fit. *European Journal of Work and Organizational Psychology*, 28(5), 594-601. <https://doi.org/10.1080/1359432X.2018.1485734>

Hanasono, L. (2017). External validity. In M. Allen (Ed.). *The SAGE encyclopedia of communication research methods* (pp.480-483). SAGE Publications.

<https://doi.org/10.4135/9781483381411.n176>

Harring, J. R., & Johnson, T. (2018). In Frey, B. (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1733-1736). SAGE

Publications. <https://doi.org/10.4135/9781506326139>

- Harris, J. I., Strom, T. Q., Ferrier-Auerbach, A. G., Kaler, M. E., Hansen, L. P., & Erbes, C. R. (2017). Workplace social support in job satisfaction among veterans with posttraumatic stress symptoms: A preliminary correlational study. *PloS one*, *12*(8). <https://doi.org/10.1371/journal.pone.0181344>
- Hart, R., & Lancaster, S. L. (2019). Identity fusion in US military members. *Armed Forces & Society*, *45*(1), 45-58. <https://doi.org/10.1177/F0095327X17737021>
- Hazra, A., & Gotay, N. (2016). Biostatistics series module 5: Determining sample size. *Indian Journal of Dermatology*, *61*(5), 496. <https://doi.org/10.4103/0019-5154.190119>
- Herzberg, F. I., Mausner, B., & Snyderman, B. (1959). *The motivation to work* (2nd ed.). New York: John Wiley
- Hesse-Biber, S. (2020). Taking public action on private troubles: The Power of hybrid methodology mixed methods research in the public sphere. *Qualitative Inquiry* *26*(2), 153-164. <https://doi.org/10.1177/1077800419857755>
- Hoff, K. A., Song, Q. C., Wee, C. J., Phan, W. M. J., & Rounds, J. (2020). Interest fit and job satisfaction: A systematic review and meta-analysis. *Journal of Vocational Behavior*, *123*. Article e103503. <https://doi.org/10.1016/j.jvb.2020.103503>
- Hofstede, G., & McCrae, R. R. (2004). Personality and culture revisited: Linking traits and dimensions of culture. *Cross-cultural research*, *38*(1), 52-88. <https://doi.org/10.1177/1069397103259443>
- Horner, L. (2008). Internet surveys. In Lavrakas, P. J. (Ed.), *Encyclopedia of survey*

*research methods* (pp. 955-). Sage Publications.

<https://doi.org/10.4135/9781412963947.n631>

Hosmer, D. W., Jr., Lemeshow, S., & Sturdivant, R. X. (2013). *Applied logistic regression* (Vol. 398). John Wiley & Sons.

Hsu, C. -C. & Sandford, B. A. (2010). Instrumentation. In N. J. Salkind (Ed.), *Encyclopedia of research design* (607-610). SAGE Publications.

<https://doi.org/10.4135/9781412961288.n189>

Jerome, N. (2013). Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance. *International Journal of Business and Management Invention*, 2(3), 39-45. [http://www.ijbmi.org/v2i3\(version%202\).html](http://www.ijbmi.org/v2i3(version%202).html)

Johnson, R., Onwuegbuzie, A., & Turner, L. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1, 112-133.

<https://doi.org/10.1177/1558689806298224>

Jungert, T., Van den Broeck, A., Schreurs, B., & Osterman, U. (2018). How colleagues can support each other's needs and motivation: An intervention on employee work motivation. *Applied Psychology*, 67(1), 3-29.

<https://doi.org/10.1111/apps.12110>

Kalhor, R., Khosravizadeh, O., Moosavi, S., Heidari, M., & Habibi, H. (2018). Role of organizational climate in job involvement: A way to develop the organizational commitment of nursing staff. *Journal of evidence-based integrative medicine*, 23,

1-5. <https://doi.org/10.1177/2515690X18790726>

- Kalliath, P., Kalliath, T., Chan, X. W., & Chan, C. (2020). Enhancing job satisfaction through work–family enrichment and perceived supervisor support: the case of Australian social workers. *Personnel Review*, *49*(9), 2055-2072.  
<https://doi.org/10.1108/PR-06-2018-0219>
- Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, *102*(3), 338-355.  
<http://dx.doi.org/10.1037/apl000013>
- Karatepe, O. M., & Olugbade, O. A. (2017). The effects of work social support and career adaptability on career satisfaction and turnover intentions. *Journal of Management & Organization*, *23*(3), 337-355.  
<https://doi.org/10.1017/jmo.2016.12>
- Karmark, K. (2018). Congressional research service (CRS); *Military transition assistance program (TAP): An overview*. <https://fas.org/sgp/crs/natsec/IF10347.pdf>
- Kaufman, S. B. (2018). Self-actualizing people in the 21st century: Integration with contemporary theory and research on personality and well-being. *Journal of Humanistic Psychology*, 1-33. <https://doi.org/10.1177/0022167818809187>
- Keeling, M., Kintzle, S., & Castro, C. A. (2018). Exploring U.S. veterans' post-service employment experiences. *Military Psychology*, *30*(1), 63-69.  
<https://doi.org/10.1080/08995605.2017.1420976>
- Keeling, M. E., Ozuna, S. M., Kintzle, S., & Castro, C. A. (2019). Veterans' civilian employment experiences: Lessons learnt from focus groups. *Journal of Career Development*, *46*(6), 692-705. <https://doi.org/10.1177/0894845318776785>

- Khuwaja, U., Ahmed, K., Abid, G., & Adeel, A. (2020). Leadership and employee attitudes: The mediating role of perception of organizational politics. *Cogent Business & Management*, 7(1), Article a1720066.  
<https://doi.org/10.1080/23311975.2020.1720066>
- Kim, S. (2009). Testing the structure of public service motivation in Korea: A research note. *Journal of Public Administration Research and Theory*, 19(4), 839-851.  
<https://doi.org/10.1093/jopart/mup019>
- Kim, S., Tam, L., Kim, J. N., & Rhee, Y. (2017). Determinants of employee turnover intention. *Corporate Communications: An International Journal*, 22(3), 308-328.  
<https://doi.org/10.1108/CCIJ-11-2016-0074>
- Kim, Y., & Steiner, P. (2016). Quasi-experimental designs for causal inference. *Educational Psychologist*, 51(3-4), 395-405.  
<https://doi.org/10.1080/00461520.2016.1207177>
- Kimberlin, C. L., & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-system Pharmacy*, 65(23), 2276-2284. <https://doi.org/10.2146/ajhp070364>
- Kirchner, M., & Minnis, S. (2018). Engaging military friendly in organizations: An empirical-based definition. *Journal of Veterans Studies*, 3(2), 94-108.  
<http://doi.org/10.21061/jvs.v3i2.49>
- Kneer, J., (2017). Effect sizes. In M. Allen (Ed.). *The SAGE encyclopedia of communication research methods* (pp.406-407). SAGE Publications.  
<https://doi.org/10.4135/9781483381411.n153>

- Kraska, M. (2010). Quantitative research. In N. J. Salkind (Ed.), *Encyclopedia of research design* (pp. 1166-1171). SAGE Publications.  
<https://doi.org/10.4135/9781412961288.n352>
- Krems, J. A., Kenrick, D. T., & Neel, R. (2017). Individual perceptions of self-actualization: What functional motives are linked to fulfilling one's full potential? *Personality and Social Psychology Bulletin*, *43*(9), 1337-1352.  
<https://doi.org/10.1177/0146167217713191>
- Kumar, A. (2016). Redefined and importance of organizational culture. *Global Journal of Management and Business Research*, *16*(4), 14-18.  
<https://doi.org/10.17406/GJMBR>
- Kumar, M., Jauhari, H., Rastogi, A., & Sivakumar, S. (2018). Managerial support for development and turnover intention: Roles of organizational support, work engagement and job satisfaction. *Journal of Organizational Change Management*, *31*(1), 135-153. <https://doi.org/10.1108/JOCM-06-2017-0232>
- Lazear, E. P. (2018). Compensation and Incentives in the Workplace. *Journal of Economic Perspectives*, *32*(3), 195-214. <https://doi.org/10.1257/jep.32.3.195>
- Lee, E., & Jang, I. (2020). Nurses' fatigue, job stress, organizational culture, and turnover intention: A culture-work-health model. *Western journal of nursing research*, *42*(2), 108-116. <https://doi.org/10.1177/0193945919839189>
- Leisink, P., & Steijn, B. (2009). Public service motivation and job performance of public sector employees in the Netherlands. *International Review of Administrative Sciences*, *75*(1), 35-52. <https://doi.org/10.1177/0020852308099505>

- Li, Y., Huang, H., & Chen, Y. Y. (2020). Organizational climate, job satisfaction, and turnover in voluntary child welfare workers. *Children and Youth Services Review*, *119*, Article e105640. <https://doi.org/10.1016/j.chidyouth.2020.105640>
- Liu, B., Tang, N., & Zhu, X. (2008). Public service motivation and job satisfaction in China: An investigation of generalisability and instrumentality. *International Journal of Manpower*, *29*(8), 684-699. <https://doi.org/10.1108/01437720810919297>
- Locke, E. A. (1976). The nature and causes of job satisfaction. *Handbook of industrial and organizational psychology*.
- Lyons, P., & Bandura, R. (2019). Employee turnover: features and perspectives. *Development and Learning in Organizations: An International Journal*, *34*(1), 1-4. <https://doi.org/10.1108/DLO-02-2019-0048>
- Ma, G., Blenkinsopp, J., & Armstrong, S. (2018). Same words, different worlds: Exploring differences in researcher and participant understandings of promise and obligation in the psychological contract. *Journal of Management & Organization*, *26*(1), 95-109. <https://doi.org/10.1017/jmo.2018.76>
- MacLean, A. (2017). Skills mismatch? Military service, combat occupations, and civilian earnings. *Sociological Perspectives*, *60*(2), 229-250. <http://doi.org/10.1177/0731121416632011>
- Manti, S., & Licari, A. (2018). How to obtain informed consent for research. *Breathe*, *14*(2), 145-152. <https://doi.org/10.1183/20734735.001918>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*(4), 370–

396. <https://doi.org/10.1037/h0054346>

Maslow, A. H. (1954). *Motivation and personality*. New York, NY: Harper & Row

Matthieu, M. M., Meissen, M., Scheinberg, A., & Dunn, E. M. (2019). Reasons why

post-9/11 era veterans continue to volunteer after their military service. *Journal of Humanistic Psychology, 61*(3), 405-426.

<https://doi.org/10.1177/0022167819840850>

Maul, A. & Katz, D. (2018). Internal validity. In B. Frey (Ed.), *The SAGE encyclopedia*

*of educational research, measurement, and evaluation* (pp. 858-861). SAGE

Publications. <https://doi.org/10.4135/9781506326139.n701>

May, A. (2017). Simple descriptive statistics. In M. Allen (Ed.). *The sage encyclopedia of*

*communication research methods* (pp.1601-1605). SAGE Publications.

<https://doi.org/10.4135/9781483381411>

McCarthy, C. J., Whittaker, T. A., Boyle, L. H., & Eyal, M. (2017). Quantitative

approaches to group research: Suggestions for best practices. *The Journal for Specialists in Group Work, 42*(1), 3-16.

<https://doi.org/10.1080/01933922.2016.1264520>

McCormick, W. H., Currier, J. M., Isaak, S. L., Sims, B. M., Slagel, B. A., Carroll, T. D.,

Hammer, K., & Albright, D. L. (2019). Military culture and post-military

transitioning among veterans: A qualitative analysis. *Journal of Veterans Studies,*

*4*(2), 287-298. <https://doi.org/10.21061/jvs.v4i2.121>

McDowall, P., & Murphy, E. (2018). SurveyMonkey®. *Occupational Medicine, 68*(2),

152-153. <https://doi.org/10.1093/occmed/kqy013>



- McGregor, S. (2018a). Introduction and research questions. In S. McGregor (Ed.), *Understanding and evaluating research* (pp. 139-175). SAGE Publications. <https://doi.org/10.4135/9781071802656>
- McGregor, S. (2018b). Descriptive and inferential statistics. In S. McGregor (Ed.), *Understanding and evaluating research* (pp. 139-175). SAGE Publications. <https://doi.org/10.4135/9781071802656>
- McInroy, L. B. (2016). Pitfalls, potentials, and ethics of online survey research: LGBTQ and other marginalized and hard-to-access youths. *Social Work Research, 40*(2), 83-94. <https://doi.org/10.1093/swr/svw005>
- Mensah, A. O. (2019). Does Culture Play a Role at Work? Examining the Relationships Among Sociocultural Values, Job Satisfaction, and Social Support as a Mediator. *The international journal of human resource management, 12*(29), 1920-1949. <https://doi.org/10.1177/2158244019833275>
- Miller, M. J., & Manata, B. (2020). The effects of workplace inclusion on employee assimilation outcomes. *International Journal of Business Communication*. <https://doi.org/10.1177/2329488420976805>.
- Mitchell, G. (2018). External validity. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 654-657). SAGE Publications. <https://doi.org/10.4135/9781506326139.n254>
- Mobbs, M. C., & Bonanno, G. A. (2018). Beyond war and PTSD: The crucial role of transition stress in the lives of military veterans. *Clinical Psychology Review, 59*, 137-144. <https://doi.org/10.1016/j.cpr.2017.11.007>

- Montag, C., Sindermann, C., Lester, D., & Davis, K. L. (2020). Linking individual differences in satisfaction with each of Maslow's needs to the Big Five personality traits and Panksepp's primary emotional systems. *Heliyon*, 6(7), Article e04325. <https://doi.org/10.1016/j.heliyon.2020.e04325>
- Morales, A. C., Amir, O., & Lee, L. (2017). Keeping it real in experimental research—Understanding when, where, and how to enhance realism and measure consumer behavior. *Journal of Consumer Research*, 44(2), 465-476. <https://doi.org/10.1093/jcr/ucx048>
- Multon, K. D. (2010). Test-retest reliability. In N. J. Salkind (Ed.), *Encyclopedia of research design* (1495-1498). SAGE Publications. <https://doi.org/10.4135/9781412961288.n457>
- Musselwhite, D. J., & Wesolowski, B. C. (2018). Normal distribution. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1154-1157). SAGE Publications. <https://doi.org/10.4135/9781506326139>
- Nathan, G. (2008). Internet surveys. In P. J. Lavrakas (Ed.), *Encyclopedia of survey research methods* (pp. 645-647). Sage Publications. <https://doi.org/10.4135/9781412963947.n234>
- Neys, J. (2017). Multicollinearity. In M. Allen (Ed.). *The Sage encyclopedia of communication research methods* (pp. 1035-1037). SAGE Publications. <https://doi.org/10.4135/9781483381411.n358>
- Nichols, H. M., Swanberg, J. E., & Bright, C. L. (2016). How does supervisor support influence turnover intent among frontline hospital workers? The mediating role of

affective commitment. *The Health Care Manager*, 35(3), 266-279.

<https://doi.org/10.1097/hcm.0000000000000119>

Norling, L. R., & Chopik, W. J. (2020). The association between coworker support and work-family interference: A test of work environment and burnout as mediators. *Frontiers in Psychology*, 11, Article a00819.

<https://doi.org/10.3389/fpsyg.2020.00819>

O'Reilly, C. A., & Caldwell, D. F. (1980). Job choice: The impact of intrinsic and extrinsic factors on subsequent satisfaction and commitment. *Journal of applied Psychology*, 65(5), 559. <https://doi.org/10.1037/0021-9010.65.5.559>

Osborne, J. (2015). A practical guide to testing assumptions and cleaning data for logistic regression. In *Best practices in logistic regression* (pp. 84-130). SAGE Publications. <https://doi.org/10.4135/9781483399041>

Osborne, J. (2017). Replication and generalizability in logistic regression. In *Best practices in logistic regression* (pp. 312-355). SAGE Publications. <https://doi.org/10.4135/9781483399041>

Otto, K., Roe, R., Sobiraj, S., Baluku, M. M., & Vásquez, M. E. G. (2017). The impact of career ambition on psychologists' extrinsic and intrinsic career success. *Career Development International*, 22(1), 23-36. <https://doi.org/10.1108/CDI-06-2016-0093>

Pearson, R. W. (2010). Detecting and correcting violations of regression assumptions. In R. Pearson (Ed.). *Statistical persuasion: How to collect, analyze, and present data...accurately, honestly, and persuasively* (pp. 287-304). SAGE Publications.

<https://www.doi.org/10.4135/9781452230122.n12>

Pederson, J. R. (2017). Multiple Regression. In M. Allen (Ed.). *The sage encyclopedia of communication research methods* (pp. 1041-1045). SAGE Publications.

<https://doi.org/10.4135/9781483381411.n360>

Pérez-Campdesuñer, R., De-Miguel-Guzmán, M., Sánchez-Rodríguez, A., García-Vidal, G., & Martínez-Vivar, R. (2018). Exploring neural networks in the analysis of variables that affect the employee turnover in the organization. *International Journal of Engineering Business Management*, *10*, 1-11.

<https://doi.org/10.1177/1847979018772738>

Perna, L. W., Orosz, K., & Kent, D. C. (2019). The role and contribution of academic researchers in congressional hearings: A critical discourse analysis. *American Educational Research Journal*, *56*(1), 111-145.

<https://doi.org/10.3102/0002831218788824>

Perry, J. L. (1996). Measuring public service motivation: An assessment of construct reliability and validity. *Journal of public administration research and theory*, *6*(1), 5-22. <https://doi.org/10.1093/oxfordjournals.jpart.a024303>

Perry, J. L. (2000). Bringing society in: Toward a theory of public-service motivation. *Journal of public administration research and theory*, *10*(2), 471-488.

<https://doi.org/10.1093/oxfordjournals.jpart.a024277>

Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. *Public administration review*, *50*(3), 367-373. <https://doi.org/10.2307/976618>

Poghosyan, L., Ghaffari, A., Liu, J., & McHugh, M. D. (2020). Organizational support

- for nurse practitioners in primary care and workforce outcomes. *Nursing Research*, 69(4), 280-288. <https://doi.org/10.1097/NNR.0000000000000425>
- Pole, J. D. & Bondy, S. J. (2010). Normality assumption. In N.J. Salkind (Ed.), *Encyclopedia of research design* (pp. 932-934). SAGE Publications. <https://doi.org/10.4135/9781412961288.n277>
- Pollak, M., Arshanapalli, B., & Hobson, C. (2019). The business case for hiring military veterans/reservists: Stock price performance of military friendly firms. *Journal of Veterans Studies*, 4(2). <https://doi.org/10.21061/jvs.v4i2.99>
- Putra, T. R. I. (2019). The role of organization climate and work motivation on job satisfaction in Aceh government health office. *Journal of Academic Research in Economics (JARE)*, 11(1), 98-106. [http://www.jaresh.com/downloads/mar\\_2019/putra.pdf](http://www.jaresh.com/downloads/mar_2019/putra.pdf)
- Qi, F., & Wang, W. (2018). Employee involvement, public service motivation, and perceived organizational performance: testing a new model. *International Review of Administrative Sciences*, 84(4), 746-764. <https://doi.org/10.1177/0020852316662531>
- Rahbi, D. A., Khalid, K., & Khan, M. (2017). The effects of leadership styles on team motivation. *Academy of Strategic Management Journal*, 16(3). <https://www.abacademies.org/journals/month-december-year-2017-vol-16-issue-3-journal-asmj-past-issue.html>
- Raines, A. M., Capron, D. W., Stentz, L. A., Walton, J. L., Allan, N. P., McManus, E. S., Uddo, M., True, G., & Franklin, C. L. (2017). Posttraumatic stress disorder and

suicidal ideation, plans, and impulses: The mediating role of anxiety sensitivity cognitive concerns among veterans. *Journal of Affective Disorders*, 222, 57-62.

<https://doi.org/10.1016/j.jad.2017.06.035>

Rasheed, M. I., Jamad, W. N., Pitafi, A. H., & Iqbal, S. M. J. (2020). Perceived compensation fairness, job design, and employee motivation: The mediating role of working environment. *South Asian Journal of Management*, 14(2), 229-246.  
<https://doi.org/10.21621/sajms.2020142.05>

Regmi, P. R., Waithaka, E., Paudyal, A., Simkhada, P., & Van Teijlingen, E. (2016). Guide to the design and application of online questionnaire surveys. *Nepal journal of epidemiology*, 6(4), 640-644. <https://doi.org/10.3126/nje.v6i4.17258>

Reina, C., Rogers, K., Peterson, S., Byron, K., & Hom, P. (2018). Quitting the boss? The role of manager influence tactics and employee emotional engagement in voluntary turnover. *Journal of Leadership & Organizational Studies*, 25, 5-18.  
<https://doi.org/10.1177/1548051817709007>

Renbarger, L. R. & Morgan, G. B. (2018). Norming. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1157-1160). SAGE Publications. <https://doi.org/10.4135/9781506326139.n477>

Rose, K., Herd, A., & Palacio, S. (2017). Organizational citizenship behavior: An exploration of one aspect of cultural adjustment faced by US Army soldiers transitioning from military to civilian careers. *Advances in Developing Human Resources*, 19(1), 14-24. <https://doi.org/10.1177/1523422316682734>

Rousseau, D. M., & Tijoriwala, S. A. (1998). Assessing psychological contracts: Issues,

alternatives and measures. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 19(S1), 679-695. [https://doi.org/10.1002/\(SICI\)1099-1379\(1998\)19:1+%3C679::AID-JOB971%3E3.0.CO;2-N](https://doi.org/10.1002/(SICI)1099-1379(1998)19:1+%3C679::AID-JOB971%3E3.0.CO;2-N)

Ryu, G. (2017). Rethinking public service motivation from the perspective of person-environment fit: Complementary or supplementary relationship?. *Review of Public Personnel Administration*, 37(3), 351-368.

<http://doi.org/10.1177/0734371X14540688>

Saleh, A., & Bista, K. (2017). Examining factors impacting online survey response rates in educational research: perceptions of graduate students. *Online Submission*, 13(2), 63-74. [https://journals.sfu.ca/jmde/index.php/jmde\\_1/article/view/487/439](https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/487/439).

Salvador, J. T. (2016). Exploring quantitative and qualitative methodologies: A guide to novice nursing researchers. *European Scientific Journal*, 12(18), 107.

<http://doi.org/10.19044/esj.2016.v12n18p107>

Saunders, M. N., & Townsend, K. (2016). Reporting and justifying the number of interview participants in organization and workplace research. *British Journal of Management*, 27(4), 836-852. <http://doi.org/10.1111/1467-8551.12182>

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2015). *Research methods for business students* (7th ed.). Essex, England: Pearson Education Limited.

Schein, E. H. (1990). *Organizational culture*, 45(2), 109. American Psychological Association.

Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and

culture. *Annual review of psychology*, 64, 361-388.

<https://doi.org/10.1146/annurev-psych-113011-143809>

Seaman, M. A. (2018). Inferential statistics. In, B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 818-820). SAGE

Publications. <https://doi.org/10.4135/9781506326139.n325>

Segrin, C. (2010). Multiple regression. In N. J. Salkind (Ed.), *Encyclopedia of research design* (pp. 844-849). SAGE Publications.

<http://doi.org/10.4135/9781412961288.n253>

Shahrestani, H. V., Shahin, A., Teimouri, H., & Barzoki, A. S. (2019). Revising the Kano model for designing an employee compensation system. *The TQM Journal*, 32(1), 78-91. <http://doi.org/10.1108/TQM-05-2019-0153>

Shanker, R., Bhanugopan, R., Van der Heijden, B. I., & Farrell, M. (2017).

Organizational climate for innovation and organizational performance: The mediating effect of innovative work behavior. *Journal of vocational behavior*, 100, 67-77. <http://doi.org/10.1016/j.jvb.2017.02.004>

Shepherd, S., Sherman, D. K., MacLean, A., & Kay, A. C. (2020). The challenges of military veterans in their transition to the workplace: A call for integrating basic and applied psychological science. *Perspectives on Psychological Science*, 1-24.

<https://doi.org/10.1177/1745691620953096>

Sherman, U. P., & Morley, M. J. (2015). On the formation of the psychological contract: A schema theory perspective. *Group & Organization Management*, 40(2), 160-

192. <https://doi.org/10.1177/1059601115574944>



- Shi, X., & Gordon, S. (2020). Organizational support versus supervisor support: The impact on hospitality managers' psychological contract and work engagement. *International Journal of Hospitality Management*, 87, Article 102374. <http://doi.org/10.1016/j.ijhm.2019.102374>
- Shim, D. C., & Park, H. H. (2019). Public service motivation in a work group: Role of ethical climate and servant leadership. *Public Personnel Management*, 48(2), 203-225. <https://doi.org/10.1177/0091026018806013>
- Singh, R. (2016). The impact of intrinsic and extrinsic motivators on employee engagement in information organizations. *Journal of Education for Library and Information Science*, 57(2), 197-206. <http://doi.org/10.12783/issn.2328-2967/57/2/11>
- Solomonson, J. K., Korte, D. S., Thieman, E. B., Retallick, M. S., & Keating, K. H. (2018). Factors contributing to Illinois school-based agriculture teachers' final decision to leave the classroom. *Journal of Agricultural Education*, 59(2), 321-342. <http://doi.org/10.5032/jae.2018.02321>
- Stamolampros, P., Korfiatis, N., Chalvatzis, K., & Buhalis, D. (2019). Job satisfaction and employee turnover determinants in high contact services: Insights from employees' online reviews. *Tourism Management*, 75, 130-147. <https://doi.org/10.1016/j.tourman.2019.04.030>
- Stater, K. J., & Stater, M. (2019). Is it "just work"? The impact of work rewards on job satisfaction and turnover intent in the nonprofit, for-profit, and public sectors. *The American Review of Public Administration*, 49(4), 495-511.

<https://doi.org/10.1177/0275074018815261>

Stefurak, T., Morgan, R., & Johnson, R. B. (2020). The relationship of public service motivation to job satisfaction and job performance of emergency medical services professionals. *Public Personnel Management*, 49(4), 590-616.

<https://doi.org/10.1177/0091026020917695>

Stewart, C., Nodoushani, O., & Stumpf, J. (2018). Cultivating employees using Maslow's hierarchy of needs. In *Competition Forum* (Vol. 16, No. 2, pp. 67-75). American Society for Competitiveness.

[http://www.eberly.iup.edu/ASCWeb/journals\\_cf.html](http://www.eberly.iup.edu/ASCWeb/journals_cf.html)

Stinglhamber, F., Ohana, M., Caesens, G., & Meyer, M. (2020). Perceived organizational support: the interactive role of coworkers' perceptions and employees' voice. *Employee Relations: The International Journal* 42(1), 107-124.

<http://doi.org/10.1108/ER-05-2018-0137>

Stringer, C., Didham, J., & Theivananthampillai, P. (2011). Motivation, pay satisfaction, and job satisfaction of front-line employees. *Qualitative Research in Accounting & Management* 8(2), 161-179. <http://doi.org/10.1108/11766091111137564>

Sudiardhita, K. I., Mukhtar, S., Hartono, B., Sariwulan, T., & Nikensari, S. I. (2018). The effect of compensation, motivation of employee and work satisfaction to employee performance Pt. Bank Xyz (Persero) Tbk. *Academy of Strategic Management Journal*, 17(4), 1-14. <https://www.abacademies.org/journals/month-august-year-2018-vol-17-issue-4-journal-asmj-past-issue.html>

Sunarsih, N. (2017). Influence of organizational climate, motivation, and job satisfaction

- on employee performance. *Review of Integrative Business and Economics Research*, 6, 262. <http://buscompress.com/journal-home.html>
- Szydło, J., & Grześ-Bukłaho, J. (2020). Relations between national and organisational culture—Case study. *Sustainability*, 12(4), Article 1522. <http://doi.org/10.3390/su12041522>
- Talebzadeh, N., & Karatepe, O. M. (2019). Work social support, work engagement and their impacts on multiple performance outcomes. *International Journal of Productivity and Performance Management*. <https://doi.org/10.1108/IJPPM-05-2018-0195>
- Talukder, A. M. H. (2019). Supervisor support and organizational commitment: The role of work–family conflict, job satisfaction, and work–life balance. *Journal of Employment Counseling*, 56(3), 98-116. <http://doi.org/10.1002/joec.12125>
- Tao, A. K., & Campbell, J. W. (2020). Veterans and job satisfaction in the US federal government: The importance of role clarity in the first years of civilian employment. *Public Personnel Management*, 49(4), 508-531. <https://doi.org/10.1177/0091026019878210>
- Taormina, R. J. (2009). Organizational socialization: the missing link between employee needs and organizational culture. *Journal of Managerial Psychology*, 24(7), 650-676. <https://doi.org/10.1108/02683940910989039>
- Tews, M. J., Michel, J. W., & Stafford, K. (2018). Abusive coworker treatment, coworker support, and employee turnover. *Journal of Leadership & Organizational Studies* 26(4), 413-423. <https://doi.org/10.1177/1548051818781812>

- Tews, M. J., Michel, J. W., & Stafford, K. (2020). Social support and turnover among entry-level service employees: Differentiating type, source, and basis of attachment. *Human Resource Management, 59*(3), 221-234.  
<https://doi.org/10.1002/hrm.21989>
- Texas Workforce Investment Council. (2019, June). *Veterans in Texas: A demographic study*. <https://gov.texas.gov/uploads/files/organization/twic/Veterans-in-Texas-2019.pdf>
- U.S. Department of the Army. (2021). *Army values. Soldier's creed*.  
<https://www.army.mil/values/soldiers.html>
- U.S. Code, Title 10. (2019). Armed Forces.  
<https://uscode.house.gov/browse/prelim@title10&edition=prelim>
- U.S. Department of Defense. (2021a). *Military compensation. Retired pay*.  
<https://militarypay.defense.gov/Pay/Retirement/>
- U.S. Department of Defense. (2021b). *Our-story. About*. <https://www.defense.gov/Our-Story/>
- Under Secretary of Defense for Benefits and Services for Members being Separated or Recently Separated. (2019, September). *Transitions assistance program (TAP) for military personnel*. (DoD Instructions 1332.35)  
<https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/133235p.pdf>
- U.S. Department of Health & Human Services, Department of Health, Education, and Welfare. (1979, April). *The Belmont Report*. (DHEW Publication No. (O.S.) 78-0013 and No. (O.S.) 78-0014. <https://www.hhs.gov/ohrp/regulations-and->

policy/belmont-report/read-the-belmont-report/index.html

U.S. Department of Veteran Affairs. (2019a, February). *Compensation*.

<https://www.benefits.va.gov/compensation/>

U.S. Department of Veteran Affairs. (2020, April 30). *VA health benefits*.

<https://www.va.gov/health-care/about-va-health-benefits/>

U.S. Department of Veteran Affairs. (2019b, October). *Veteran assistance brief*.

*Determining veteran status*. <https://www.va.gov/OSDBU/docs/Determining-Veteran-Status.pdf>

U.S. Department of Veteran Affairs. (2021, April 14). *Veteran population*.

[https://www.va.gov/vetdata/Veteran\\_Population.asp](https://www.va.gov/vetdata/Veteran_Population.asp)

Valerio, M. A., Rodriguez, N., Winkler, P., Lopez, J., Dennison, M., Liang, Y., & Turner,

B. J. (2016). Comparing two sampling methods to engage hard-to-reach communities in research priority setting. *BMC medical research methodology*, *16*(1), Article 146. <https://doi.org/10.1186/s12874-016-0242-z>

Vandenabeele, W. (2008). Government calling: Public service motivation as an element

in selecting government as an employer of choice. *Public Administration*, *86*(4), 1089-1105. <https://doi.org/10.1111/j.1467-9299.2008.00728.x>

Vanderschuere, M., & Birdsall, C. (2019). Can diversity management improve job

satisfaction for military veterans in the federal government? *The American Review of Public Administration*, *49*(1), 116-127.

<https://doi.org/10.1177/0275074018783005>

van der Voet, J., & Steijn, B. (2019). Relational job characteristics and prosocial

motivation: A longitudinal study of youth care professionals. *Review of Public Personnel Administration*, 41(1), 57-77.

<https://doi.org/10.1177/0734371X19862852>

Vroom, V. H. (1964). *Work and motivation*. Wiley.

Warrick, D. D. (2017). What leaders need to know about organizational culture. *Business Horizons*, 60(3), 395-404. <https://doi.org/10.1016/j.bushor.2017.01.011>

Wassem, M., Baig, S. A., Abrar, M., Hashim, M., Zia-Ur-Rehman, M., Awan, U., Amjad, F., & Nawab, Y. (2019). Impact of capacity building and managerial support on employees' performance: The moderating role of employees' retention. *SAGE Open*, 9(3). <https://doi.org/10.1177/2158244019859957>

Waterfield, J. (2018). Convenience sampling. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 402-403). SAGE Publications. <https://doi.org/10.4135/9781506326139.n155>

Weiss, D. J., Davis, R. V., England, G. W., & Lofquist, L. H. (1967). Manual for the Minnesota Satisfaction Questionnaire. Minneapolis: University of Minnesota, Work Adjustment Project Industrial Relations Center. <https://psycnet.apa.org>

Whitworth, J., Smet, B., & Anderson, B. (2020). Reconceptualizing the US military's transition assistance program: The success in transition model. *Journal of Veterans Studies*, 6(1). <http://doi.org/10.21061/jvs.v6i1.144>

Willies, K. (2017). Data cleaning. In M. Allen (Ed). *The sage encyclopedia of communication research methods* (pp. 337-339). SAGE Publications. <https://doi.org/10.4135/9781483381411.n126>

- Yanchus, N. J., Osatuke, K., Carameli, K. A., Barnes, T., & Ramsel, D. (2018).  
Assessing workplace perceptions of military veteran compared to nonveteran  
employees. *Journal of Veterans Studies*, 3(1), 37-50.  
<https://doi.org/10.21061/jvs.v3i1.3>
- Yeo, S. K., & Cacciatore, M. (2017). Standard deviation and variance. In M., Allen (Ed.).  
*The sage encyclopedia of communication research methods* (pp. 1665-1668).:  
SAGE Publications. <https://doi.org/10.4135/9781483381411>
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage  
publications.
- Yoon, S., & Khan, M. M. (2020). The effect of organizational values, work-related  
compensation, and benefits on job satisfaction of home health aides. *Home Health  
Care Management & Practice*, 32(2), 95-104.  
<https://doi.org/10.1177/1084822319890101>
- Yousaf, S., Rasheed, M. I., Hameed, Z., & Luqman, A. (2019). Occupational stress and  
its outcomes: the role of work-social support in the hospitality industry. *Personnel  
Review*, 49(3), 755-773. <https://doi.org/10.1108/PR-11-2018-0478>

## Appendix A: Minnesota Satisfaction Questionnaire

**Minnesota Satisfaction Questionnaire**

Ask yourself: How satisfied were you with this aspect of your previous job?

Very Satisfied means I was very satisfied.

Satisfied means I was satisfied.

Neutral means I can't decide whether I was satisfied or not.

Dissatisfied means I was dissatisfied.

Very Dissatisfied means I was very dissatisfied.

With my previous job, this is how I felt about:

1. Being able to keep busy all the time.
2. The chance to work alone on the job.
3. The chance to do different things from time to time.
4. The chance to be "somebody" in the community.
5. The way my boss handles his/her workers.
6. The competence of my supervisor in making decisions.
7. Being able to do things that don't go against my conscience.
8. The way my job provides for steady employment.
9. The chance to do things for others.
10. The chance to tell people what to do.
11. The chance to do something that makes use of my abilities.
12. The way company policies are put into practice.
13. My pay and the amount of work I do.



14. The chances for advancement on this job.
15. The freedom to use my own judgment.
16. The chance to try my own methods of doing the job.
17. The working conditions.
18. The way my co-workers get along with each other.
19. The praise I get for doing a good job.
20. The feeling of accomplishment I get from the job.

## Appendix B: Demographics Survey

### **Demographics Survey**

Dear Participants:

The following demographic questions will provide important information regarding the participants' characteristics to promote proper research findings. Please respond to all questions accurately. Surveys not completed will be discarded.

1. Do you live in the San Antonio, Texas metropolitan area?
2. Have you voluntarily quit or resigned from your first civilian employer after your separation from the military?
3. After your separation from the military, how many months were you employed by your first civilian employer?
4. What type of military discharge did you receive?
5. What year did you separate from the military?
6. What was your military branch?
7. How many years did you serve in the military?

Appendix C: Permission to use the Minnesota Satisfaction Questionnaire

**Minnesota Satisfaction Questionnaire (MSQ)**

VPR no longer sells the MSQ questionnaires. All forms are available under a Creative Commons Attribution-NonCommercial 4.0 International License. This license allows the instrument to be used for research or clinical work free of charge and without written consent, provided that you acknowledge Vocational Psychology Research, University of Minnesota, as the source of the material in your reproduced materials (printed or electronic). This license does not allow commercial use or reproduction for sale. The MSQ may be used without cost, however, for employee surveys provided that the survey is implemented within an organization and that no charges are made for its use. *VPR and the University of Minnesota do not offer scoring for the MSQ and cannot answer questions about its administration or scoring.* Directions for scoring the MSQ are in its manual.