

2022

## The Relationship Between Work Engagement, Burnout, and Employee Turnover Intention

Lannita J. Randle  
*Walden University*

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# Walden University

College of Management and Technology

This is to certify that the doctoral study by

Lannita J. Randle

has been found to be complete and satisfactory in all respects,  
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Walden University  
2022

Abstract

The Relationship Between Work Engagement, Burnout, and Employee Turnover

Intention

by

Lannita J. Randle

MBA, University of Phoenix, 2011

BSBM, University of Phoenix 2009

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

October 2022

## Abstract

Employee turnover can cost an organization 30% to 250% of a worker's annual compensation to replace and train an employee. Understanding employee intent to leave is vital for human resource managers in the field service industry to help reduce turnover. Grounded in Alderfer's Existence, Relatedness, and Growth (ERG) theory, the purpose of this quantitative correlation study was to examine the relationship between work engagement, employee burnout, and employee turnover intention in the field service industry. The participants were 169 full-time service repair employees residing in the metropolitan Houston, Texas area who completed the Utrecht Work Engagement Scale, Maslach Burnout Inventory, and Turnover Intention Scale surveys. The results of the multilinear regression were significant,  $F(2, 166) = 66.19, p < .0005$ . The  $R^2$  was .437, indicating the model accounted for approximately 43.7% of the variance in turnover intention. In the final model, both predictors were significant, with employee burnout ( $p < .001, t = 7.732, \beta = .454$ ) providing a higher contribution to the prediction model than work engagement ( $p < .001, t = 7.089, \beta = -.416$ ). The implications for positive social change include reduced unemployment and increased business profitability, possibly leading to increased tax income and decreased government dependence by community members.

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## Dedication

I dedicate this study to my grandmother, L.V. Randle who instilled in me the passion for learning. I would also like to dedicate this study to all those along my journey, who pushed and supported me through all the years of school, from the beginning to now. My wife Heather Randle, who stayed on me about every assignment and task, my sister Lisa Roberts, who knew the goal from the beginning, Rev. James Berry and his wife Dr. Gwendolyn Berry, who encouraged me to start this journey. My mother, Debbie Greggs and my uncle Dr. Willie Sears, who set an excellent example. I would be remiss if I did not include my friends, Anissa Green, Dana Colson Cain, and Krystal Perez who set my bar high and would not lower it.

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## Section 1: Foundation of the Study

Employees are the most important assets to an organization as well as one of the greatest liabilities. Employees are the most effective resource of a company for obtaining and maintaining a competitive advantage (Memon et al., 2014). Organizations that do not recruit, hire and retain talented workers will not flourish. Business leaders and academic researchers concur that turnover is damaging to a firm because it entails using valuable resources to recruit and train new workers (Memon et al., 2014). Turnover intention is a strong predictor of voluntary turnover (Joo, 2010). Across various industries, employee engagement is a potential resolution for reducing turnover and is seen as a solution for employee burnout (Tullar et al., 2016). The objective of this study was to provide insight into understanding the relationship between employee engagement, employee burnout, and turnover intention.

### **Background of the Problem**

High employee turnover has been identified as one of the greatest problems faced by global organizations (Anuradha et al., 2017), and is a pressing issue for the service industry (Kashif et al., 2017). Companies are negatively impacted by employee turnover because the loss of staff can interrupt the functionality of established teams, lower productivity, and damage the attractiveness of an organization to future talent (Steffens et al., 2017). New potential candidates may see an organization with high turnover as a risky opportunity. Moreover, high employee turnover causes low morale, service interruptions leading to decreased customer satisfaction, and negatively impacts the financial stability of a firm (Lu et al., 2016). Employee turnover may be the most

expensive problem faced by business leaders today (Woods, 2015). One example of the financial impact of employee turnover is the cost to replace staff. Hester (2013) reported employee turnover can cost a firm 30 to 250% of an employee's salary depending on the level of the employee. Researchers who have performed studies on turnover have demonstrated that employee turnover intention can forecast actual employee turnover (Shemueli et al., 2016). In this study, I investigated the relationship between work engagement, employee burnout, and turnover intention in the field service industry.

### **Problem Statement**

High employee turnover reduces employee efficiency and productivity, adversely impacts service quality, and negatively effects the financial performance of an organization (Lutfiani Putri Windia et al., 2020). The average total U.S. turnover rate increased by 14.7% annually from 2016-2020 (Bureau of Labor Statistics, 2021). The turnover rate in Texas increased to 20.3% in 2019 (Texas State Auditor's Office, 2019). The general business problem is turnover intention has been shown to be one of the best predictors of actual employee turnover. The specific business problem is some human resource managers in the field service industry do not know the relationship between work engagement, employee burnout, and turnover intention.

### **Purpose Statement**

The purpose of this quantitative correlation study was to examine the relationship between work engagement, employee burnout, and employee turnover intention in the field service industry. The independent variables were work engagement and employee burnout. The dependent variable was employee turnover intention. The target population

for the study included field service repair employees in the Houston, Texas area. The implications for social change included increased wages for workers as a result of reducing the cost associated with employee turnover. Ultimately, reduced employee turnover can raise the standard of living for employees and for the community. In addition, reduced employee turnover can improve an organization's financial sustainability within the community leading to a possible increase in community projects and a decrease in unemployment. Reduced unemployment may lead to increased tax revenue, and decreased government assistance dependence, enabling local governments to devote tax revenue to projects benefiting the community.

### **Nature of the Study**

I chose the quantitative method for this study. Researchers use the quantitative method to research a social or human issue that includes the testing of a theory containing variables that are measured numerically and analyzed with statistics to establish if the theory rationalizes or predicts the issue (Yilmaz, 2013). The qualitative method and mixed-method of research did not apply to this study. The qualitative research method is used to comprehend how individuals understand, create, or make sense from their environment and their experiences (Kahlke, 2014). The mixed-method approach involves the collecting and processing of information relating to the same occurrence through more than one method, combining both the quantitative and qualitative research methods (Abro et al., 2015). Therefore, the quantitative method was applicable for this study because the purpose of the study was to examine statistical data and suggest the results to a larger population.

Specifically, I chose the correlation design for this study. A correlation design is used to examine the association between or among two or more variables (Choi et al., 2010). The correlation design was suitable for this study because my main goal for this study was to examine the relationship between a set of independent variables (work engagement and employee burnout) and a dependent variable (employee turnover intention). Other designs, such as experimental and quasi-experimental designs were not chosen for this study because these designs are suitable to evaluate the amount of cause and effect. My primary goal for this study was to identify a relationship between variables; thus, the experimental and quasi-experimental designs were not appropriate.

### **Research Question**

Research Question (RQ): What is the relationship between work engagement, employee burnout, and employee turnover intention?

Null Hypothesis ( $H_0$ ): There is no statistically significant relationship between work engagement, employee burnout, and employee turnover intention.

Alternative Hypothesis ( $H_1$ ): There is a statistically significant relationship between work engagement, employee burnout, and employee turnover intention.

### **Theoretical Framework**

Alderfer (1969) developed the Existence, Relatedness, and Growth (ERG) theory. Per Alderfer, human needs are categorized into three core areas, existence, relatedness, and growth (Arnolds & Boshoff, 2002). Existence refers to physical and physiological needs; relatedness refers to a sense of belonging and respect; and growth refers to the need to achieve and produce (Schneider & Alderfer, 1973). Alderfer's ERG theory



expanded on Maslow's hierarchy needs theory. Alderfer used the ERG theory to explain the relationship between the aspirations of humans and the satisfaction of needs (Yang et al., 2011). Unlike Maslow's hierarchy needs theory, ERG theory does not presume that satisfaction with a lower-level need is a requirement for the rise of a higher-order need (Alderfer, 1969). As applied to this study, the ERG theory holds, as expected, the independent variables of work engagement (relatedness) and employee burnout (growth) to have a relationship with employee turnover intention because the higher satisfaction of an employee's needs will lead to lower employee turnover intention, thereby resulting in higher firm financial performance, productivity, and competitive advantage.

### **Operational Definitions**

The following terminologies are listed to reduce misinterpretation for the reader and to provide clarity of the study.

*Burnout:* Burnout is a reaction to continued exposure to stressors and happens when employees are emotionally, mentally, and/ or physically drained (Hills, 2018).

*Employee engagement:* Employee engagement is explained as the emotional obligation and dedication the employee has to the organization and its objectives (Prerana, 2017).

*Field Service:* Field service is the service provided by an individual or organization performed at a customer's site versus at the provider's location (Lehtonen et al., 2012).

*Turnover intention:* Turnover intention refers to the degree to which employees plan to terminate their association with their organization (Alatawi, 2017).

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

Assumptions, limitations, and delimitations are a part of any research investigation (Creswell, 2005). Researchers acknowledge elements in assumptions, limitations, and delimitations to establish credibility to the research by clarifying areas of uncertainty. The components of assumptions, limitations, and delimitations are essential because assessors may raise questions about the research (Ellis & Levy, 2009).

### **Assumptions**

The assumptions of a study are elements that are presumed to be true without being confirmed or proven (Halkier, 2013). Merriam (2014) defined assumptions as truths assumed as factual without validation but are appropriate for the study. For example, in this study, I assumed that all participants would have access to the internet to take the instruments. I assumed that the participants would have enough work experience to answer the questions presented. I also assumed that the participants would comprehend the questions asked in the instruments and provide honest answers. Lastly, I assumed the participants would not alter or answer dishonestly because of any work or personal affiliations.

### **Limitations**

Limitations are potential weaknesses in a study that cannot be restrained by the researcher (Cunha & Miller, 2014). Ellis and Levy (2009) stated limitations are an uncontrollable risk to the internal validity of a study. The first limitation of this study was the sample size. The information provided by the participants of the study may not reflect the same for other organizations in the area. Nor might the information reflect those in

other geographical locations. Another limitation was that causation could not be established through this correlational study.

### **Delimitations**

Delimitations denote the restrictions set by a researcher to place limits on the scope of the study (Knafl et al., 2015). Delimitations are the boundaries established by the researcher and states what the researcher will not do (Ellis & Levy, 2009). The delimitation for this study was the variables of work engagement, employee burnout, and turnover intention. In addition, the study was limited to field service repair workers in Houston, Texas.

### **Significance of the Study**

Engaged employees possess a higher level of commitment to the organization and the environmental policies of the company (Slack et al., 2015). Additionally, employees who are more efficient can obtain better wages/ salaries, better working conditions, and favorable employment opportunities. In contrast, employees who experience burnout lose a psychological relationship to their job which has negative effects on their identity and motivation (Leiter & Maslach, 2016). The results of this study may be used to develop strategies to enhance employee engagement, reduce employee burnout, and reduce employee turnover. Benn et al. (2015) stated employee engagement and dedication provide a means for organizational effectiveness.

Increasing employee engagement and reducing employee burnout assist the company and the community. Engaged employees not only are committed to the organization, but they are also committed to the betterment of the community in which

the organization operates. Engaged employees contribute and support the corporate social responsibility practices of the company: thereby, increasing an organization's positive social impact (Camilleri, 2016). Prominent companies have initiated programs where employees travel to budding markets to work with local management in small businesses or community firms to share their business knowledge to tackle economic, social, and environmental challenges (Mirvis, 2012). Reduced employee turnover may lead to increased employment within the community, resulting in increased tax revenue, and decreased government assistance dependence, enabling local governments to devote tax revenue to projects benefiting the community.

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

The foundation for all evidence-based practice and research is performing a meticulous review of the literature (McKeever et al., 2015). The purpose of the literature review was to offer creditable information surrounding the research topic. The most widespread occasion for performing a literature review is to assist in answering a specific research question (Matharu & Buckley, 2012). A comprehensive and well-organized literature review contains pertinent citations that are noted, and the information provided can be reproduced (McKeever et al., 2015). My focus was to review literature that incorporated elements that may associate with work engagement and burnout in the field service repair industry.

The literature review for this study starts with an analysis of human needs and motivation. The purpose of this quantitative correlation study was to examine the relationship between work engagement, employee burnout, and employee turnover

intention in the field service industry. The independent variables were work engagement and employee burnout. The dependent variable was employee turnover intention. The hypotheses were:

Research Question (RQ): What is the relationship between work engagement, employee burnout, and employee turnover intention?

Null Hypothesis ( $H_0$ ): There is no statistically significant relationship between work engagement, employee burnout, and employee turnover intention.

Alternative Hypothesis ( $H_1$ ): There is a statistically significant relationship between work engagement, employee burnout, and employee turnover intention.

Numerous theories address human motivation and needs. I begin the literature review by discussing the topic of human need and motivation and by describing the theoretical framework that I chose for this study. For this study, I chose Alderfer's ERG theory as the theoretical framework. Alderfer (1969) used the three elements of the ERG theory, existence, relatedness, and growth, to explain the driving focuses for an individual's decision-making. The ERG theory couples the psychological aspect of Maslow's hierarchy of needs with a business perspective and environment.

### **Human Needs, Behavior, and Motivation**

Understanding the needs, behavior, and motivation of employees is critical to an organization's success. Bastari and Ali (2020) defined motivation as a part of human behavior resulting from encouragement that can increase performance because of increased motivation. To achieve organizational goals, motivation is needed from employees (Andri & Za, 2020). Beynon et al. (2015) stated in a globally competitive

environment, having an energetic and motivated workforce was essential for business survival. The results of various studies have shown an increase in employee motivation causes an increase in employee performance (Andri & Za, 2020).

Employee motivation is infused in different areas of management such as organizational culture, high-performing teams, and change management. The subject of employee needs, behavior, and motivation is a vital part of theoretical and practical management (Steers et al., 2004). Gallagher et al. (2017) stated in their study about work-related needs, that while personality influences human behavior, the needs of individuals are more of the basis for human motivation and therefore, require examination. Andri and Za (2020) agreed and stated the needs of an employee are one of the most significant drivers for employee motivation; therefore, employees are motivated by met needs.

Often the task of setting strategic objectives is less problematic than inspiring employees to obtain those goals to gain a competitive advantage. It is the responsibility of managers to ensure employee motivation is consistent with the goals of the organization (Sahito & Vaisanen, 2017). Motivated employees can be linked to the achievement of any aspect of a business. Compared to tangible resources, employees have individual requirements and inclinations that must be managed to positively contribute to the evolution and advancement of a company. It is vital for people leaders to locate, hire, and retain motivated personnel (Abbasi & Hollman, 2000). This is especially true in the field service industry where employees must not only work in the parameters of the company but must also develop an interpersonal relationship with the customer. In

a study performed by Bastari and Ali (2020), the results showed a significant and positive relationship between motivation and service performance.

Business leaders are challenged with understanding the factors that motivate employees. Motivation is one of the two success elements of a firm because the firm's achievement relies on the mindset, actions, and results of employees (Sahito & Vaisanen, 2017). Broadly speaking, the motivation within an individual comes from two factors, namely internal factors (personal factors) and external factors (situational or environment). Internal factors arise because of the needs and desires that exist in the individual, then affect the mind and direct its behavior.

The different needs of individuals are the motivation for human choices and drives behaviors, attitudes, and understandings for persons in work and non-work circumstances (Gallagher et al., 2017). Motivation is a beneficial element that determines the degree of success of an individual both professionally and personally (Kovach, 2018). Although one should consider differences in individual personality when examining human needs, it is still relevant to understand the overall drivers of motivation to understand human workplace behavior. Martin and Roodt (2008) noted that theorists stressed the significance of fulfilling the different needs of employees, which will affect their behavior in an organization. The motivation of employees differs from person to person (Hitka et al., 2019).

Companies are comprised of a group of people with different motivations and needs. Bastari and Ali (2020) defined motivation as influencing the behavior of those in the workplace through stimulation and affirmation. It is less challenging for managers to

assign tasks and motivate workers based on employees' needs than to assign tasks according to personality traits (Gallagher et al., 2017).

Job motivation plays an important role in reducing employee burnout for organizations in the service industry. In a study performed by Verma and Verma (2012) focusing on the role motivation has on job demand, burnout, and performance among service employees, the authors noted a significant inverse relationship between burnout and motivation. Consequently, motivation has a direct positive impact on job performance and productivity. Girdwichai and Sriviboon (2020) concluded in their study about employee motivation and performance a significant direct relationship between employee performance and motivation. For frontline service workers, motivation is an applicable construct for comprehending the burnout process (Verma & Verma, 2012).

### **Alderfer's ERG theory**

One theory based on human needs and motivation is the ERG theory. Alderfer (1969) developed the ERG theory. Per Alderfer, human needs are categorized into three core areas: existence, relatedness, and growth (Arnolds & Boshoff, 2002). Existence refers to physical and physiological needs; relatedness refers to a sense of belonging and respect; and growth refers to the need to achieve and produce (Schneider & Alderfer, 1973).

Alderfer's ERG theory expanded on Maslow's hierarchy needs theory, using the ERG theory to explain the relationship between the aspirations of humans and the satisfaction of needs (Yang et al., 2011). Unlike Maslow's hierarchy needs theory, ERG theory does not presume that satisfaction with a lower-level need is a requirement for the



rise of a higher-order need (Alderfer, 1969). In addition, Alderfer suggested the three areas named in the ERG theory are not ranked levels and an individual can be motivated by more than one need at a time. According to Alderfer, an employee can be motivated to fulfill the need for acceptance and growth at the same time. Eftimov and Ristovska (2016), agreed, adding that employees are motivated by unsatisfied needs, and those needs that are satisfied can still be a source of motivation. Li et al. (2014) explained the areas of the ERG theory are not tiered and an employee's performance is driven by more than one level functioning at the same time. Snow (2019) further stated ERG theory proposes an individual can focus on more than one need at a time; unlike Maslow's hierarchy of needs, which is inflexible with an individual's attention being congruent, and not consecutive on needs. Guillén et al. (2015) added that Alderfer's ERG theory expanded on Maslow's theory by tolerating more movement between needs.

In addition, Alderfer suggested in the ERG theory a frustration/regression process. The frustration/regression process involves an individual becoming frustrated with one of the ERG needs, even though that need has been previously satisfied (Snow, 2019). Alderfer (1969) explained when a person becomes continuously frustrated with trying to obtain a higher-level need, their focus will go back to a lower-level need. In addition, lower needs do not have to be completely satisfied before pursuing a higher or different need. In contrast, Maslow focused on a satisfaction/ progression process, which means as a lower need is satisfied, the individual will then progress and look to fulfill the next order of needs.

### ***Existence***

The existence need is the human fundamental need of being. Arnolds and Boshoff (2002) described existence needs as the basic human need essentials for survival, which are the biological and security needs of a person. In their study, Schneider and Alderfer (1973) interpreted existence needs as including all the different physiological and material cravings, for example, food, clothing, and shelter. Chen et al. (2012) explained existence needs as an employee's concerns about salary, benefits, and work environment. When comparing the ERG theory with Maslow's hierarchy of needs, the concept of existence is similar. Both Alderfer and Maslow agreed there are fundamental needs of individuals. Employees lack motivation when there is a threat to their basic physiological needs. Employees are inspired to continue working only when there is a fulfillment of their health, economic, and safety needs.

Employees have the basic expectation that an organization will create and maintain a safe workspace. Employees assume that their company will ensure a safe environment and take all precautions to guarantee their safe arrival back home at the end of the day (Amponsah-Tawiah et al., 2016). The condition of a workplace can influence an employee's decision to work or remain at an organization. The quality of an employee's physical place of work can have a powerful impact on a firm's capability to employ and keep talented people (Amponsah-Tawiah et al., 2016). Amponsah-Tawiah et al. (2016) concluded that a significant negative relationship between occupational health and safety and turnover intention. Therefore, a company culture that includes a decreased focus on safety increases worker turnover intention because the basic physiological need

of an employee is not being fulfilled. However, in addition to employee physical wellbeing, a need exists for employees to feel both mentally and physiologically safe.

A positive physiological environment in the workplace is critical for employees. Workplace bullying is an example of a threat to the mental and physiological well-being of workers. Bullying can challenge the productivity of current and future workers in an organization (Copeland et al., 2013). Salin and Notelaers (2017) noted previous studies have indicated bullying has an adverse impact on workers and companies. In addition to impeding the productiveness of a company, workplace bullying can also contribute to an increase in turnover. Trépanier et al., (2015) outlined workplace bullying as circumstances in which a worker is exposed to regular constant behavior that causes embarrassment, insult, and stress. Workplace bullying is considered one of the most damaging elements to work because bullying causes work-related stress. Various studies have linked workplace bullying to burnout. Trépanier et al. (2015) found that workplace policies restricting bullying behavior can help promote an employee's basic needs, thereby, increasing work engagement and reducing turnover intention. Moreover, in addition to a physical and mentally safe work environment, job security, including financial compensation, is important because it directly impacts their livelihood.

### ***Relatedness***

Relatedness needs include an individual's need to belong, to be a part of something. The relatedness desires refer to an individual's wanting to sustain significant interpersonal relationships. These are humans' communal, acknowledgment, belongingness, and standing desires (Arnolds & Boshoff, 2002). Relatedness needs

involve the desires individuals have for important and meaningful relationships with others (Schneider & Alderfer, 1973). Those relationships, in the workplace, are with supervisors, coworkers, and subordinates. When employees are driven by this need, they prioritize establishing good relationships with managers, coworkers, and subordinates. In contrast, a work environment that involves unfriendly and toxic relationships with supervisors and peers causes complaints and disputes which can increase turnover intention. It is essential to develop positive workplace relationships because the actions and viewpoints of coworkers contribute to the influence and impact of other employees' turnover intention (Ainer et al., 2019).

Leadership style of management has been found to impact employee's relatedness needs. Coetzee and Van Dyk (2018) stated bullying actions by abusive leadership can cause stressors leading to high turnover intention and low job fulfillment. In contrast, positive leadership styles, such as servant leadership, improve the fulfillment of the relatedness needs of their subordinates. Chiniara and Bentein (2016) concluded in their study about servant leadership and psychological needs, that unquestionably, the results validated, the employees of leaders who operate in the spirit of servant leadership believe their basic need of relatedness is being met. This is because one of the most distinctive and basic qualities of such leadership styles is the focus on the satisfaction of workers' needs. Promoting and empowering employees contributes to increased employee morale and decreased employee turnover (Sendjaya et al., 2008). Making the needs of workers a priority contributes to a company culture where employees feel empowered (Chiniara & Bentein, 2016). Overall, such transformational leadership styles focus on the employee

and their needs which, in turn, help companies to fulfill their strategic goals. Northouse (2016) noted transformational leaders can impact their staff both emotionally and intellectually. Therefore, one can conclude there is a positive relationship between leadership styles and relatedness needs.

The mission, vision, and value statement of an organization can also have an impact on the relatedness needs of employees. It is imperative that organizations understand the psychological impact the company values, strategic objectives, and culture have on employees and the success of the organization (Parmar et al., 2019). Typically, the relationships established between individuals are based upon common beliefs and ideas. A unique characteristic of the relatedness needs is the fulfillment of the relatedness needs cannot be without mutuality; all members in the relationship, and their satisfaction (and irritation) tends to be interrelated (Schneider & Alderfer, 1973).

### ***Growth***

Growth in the ERG theory represents an individual's need for self-expansion and progress. Growth needs signify individual improvement, self-actualization, and self-realization (Arnolds & Boshoff, 2002). Schneider and Alderfer (1973) defined growth needs as an individual's ability to possess fruitful and beneficial effects on himself and his surroundings. Fulfillment of growth needs occurs when a person can use current abilities and cultivate new abilities (Schneider & Alderfer, 1973). The result of the fulfillment of the growth needs has the psychological impact of providing one with a sense of wholeness.

Chen et al. (2012) expressed growth needs as an individual's needs for progress. This need motivates a person to fulfill a sense of wholeness by pursuing professional achievement to gain knowledge, conquer challenges, and make changes. Employees who see the value and result of their efforts become inspired and feel a sense of accomplishment. An example of this is an employee's ability to access company training or acquire company-supported training. Training and development opportunities are motivators because they are associated with a person's growth need (Beynon et al., 2015). In their study examining the relationship between job training and turnover intention, Ju and Li (2019) concluded company-provided training has a significant negative relationship with turnover intention. These findings supported the findings of Memon et al., (2017), which concluded that training, and the satisfaction of training significantly affect turnover intention. Company-provided training helps to improve employee knowledge, allowing the employee to stay current with new information. In contrast, employees who do not have the opportunity to progress, become frustrated and may leave an organization for a company or job that can fulfill the growth motivation need.

Employer-provided training may reduce employee turnover. The findings from a study examining the impact of training on employee retention, concluded there is a positive correlation between employee retention and some employer-provided forms of training such as on-the-job training (Beynon et al., 2015). The failure of an organization to provide training opportunities to employees will cause career-oriented individuals to leave and explore prospects from firms who provide training opportunities (Ju & Li,

2019). In addition, companies may want to ensure current training programs are considered beneficial from the employee's perspective (Memon et al., 2017). Required training, such as those that are legally required, may not be considered as growth opportunities by employees (Beynon et al., 2015). Company-provided training includes training that is provided internally and externally.

While some employees desire growth opportunities given within an organization, other employees may want to expand beyond their current industry or employer. Therefore, companies who offer programs such as tuition assistance, contribute to supporting individuals with this type of growth need. It is essential to offer further enhancement of skills and talents through knowledge-based and lifelong learning programs for employees, which will have a positive effect on the organization and employee (Miloloža, 2018). Ju and Li (2019) concluded that HR professionals should not only prepare on-the-job training but also provided other training options from the viewpoint of reducing turnover.

Alderfer's ERG theory was chosen for this study because of its focus on the motivation and needs of employees. However, there are other theories of needs and motivation. One of the first and most popular theories about human needs and motivation is Maslow's hierarchy of needs. Other common popular needs theories used in business applications are Herzberg's two-factor theory and McClelland's acquired needs theory.

## **Additional Needs and Motivation Theories**

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

One of the most popular and well-known theories of motivation is Maslow's hierarchy of needs theory. Maslow's hierarchy of needs theory has been instrumental in understanding organizational behavior (Acevedo, 2018). Maslow (1943) concluded the basic needs of individuals can be categorized into five stages: physiological, safety and security, belongingness, esteem, and self-actualization. In addition, Maslow theorized that each stage is consecutive as one develops from infancy to adulthood. The lower needs are more dominant than those of the higher, and as the lower needs are fulfilled there is an increase in the health of the individual (Lester, 2013). Maslow suggested that as individual needs are met, those needs are no longer motivators. Conversely, deficiency or irritation of a need for high prepotency causes its control over an individual's behavior and character (Lazaroiu, 2015). Satisfied needs no longer serve as a driving force for behavior (Udechukwu, 2009). As lower-level needs, such as safety and security are fulfilled, one will be motivated by higher needs such as a sense of belongingness (Rouse, 2004).

One significant aspect of Maslow's theory is the identification of the order of needs. Overall, the hierarchy of needs theory proposes one need must be met before an individual will progress to other needs. The theory infers an individual's attention can only advance to more emotional and mental needs once their physical needs are gratified. The gratitude of higher-level experiences can be diminished, and high-level satisfaction can be weakened by an increase in lower-level needs (Rasskazova, Ivanova, & Sheldon,



2016). This differs from Alderfer's ERG theory which suggests needs are not progressive steps but are parallel and equal. According to Eftimov and Ristovska (2016), needs can be satisfied in any order, versus that of Maslow's. Udechukwu (2009) identified an incomplete area of Maslow's study by pointing out the hierarchy of needs theory distinguishes the stages of need, but not the form or type of needs that drive behavior. Another aspect to consider is the lack of motivation to satisfy the next level of needs. There is a possibility for needs such as belongingness to be fulfilled, at times on a daily basis, without the desire to obtain self-actualization (Rouse, 2004). Therefore, individuals are not always driven to obtain the next step or level of needs.

The hierarchy of needs theory and the ERG theory also differ in scope. Alderfer's ERG theory was more focused on work motivation, while Maslow (1943) focused on a larger theory of human development. When discussing the ERG theory, Alderfer (1969), highlighted pay as existence needs, referred to relationships with managers and coworkers as relatedness needs, and gave examples of growth needs on the job. The ERG theory is viewed as a more acceptable description of needs, having received support from scholars of motivation in the work environment (Arnolds & Boshoff, 2002). Alderfer concentrated on employment life and employees, while Maslow declared a universal theory (Tozlu & Kurtipek, 2015).

Although Maslow's hierarchy of needs theory is one of the most popular theories researched and cited, other researchers have developed alternative theories to expound and provide more information on the topic of human motivation and needs. One of those theories is McClelland's acquired needs theory, also referred to as learned needs theory.

According to Steers et al. (2004), acquired needs theory explains how a person can be motivated by numerous opposing needs that help to motivate an individual's behavior.

### ***McClelland's Acquired Needs Theory***

McClelland's (1961) acquired needs theory involves three motivators: the need for power, the need for achievement, and the need for affiliation. The acquired needs theory disregards the idea of hierarchy and concentrates on the defined needs of power, autonomy, and achievement (Steers et al., 2004). According to McClelland (1961), everyone has three motivators irrespective of race, age, or gender, and one of the three motivators will be the dominant driver of one's motivation. Life experience and the environment have the largest impact on which motivator is the dominant one (McClelland, 1961).

The needs for achievement refer to an individual's drive to succeed. According to McClelland and Liberman (1949), individuals who are driven by the need for achievement have a need to establish and complete difficult tasks, are willing to take a risk, and like to receive consistent updates on their progress. In their study about student motivation, Moore et al. (2010), stated persons who display the need for achievement seek to attain challenging but realistic goals. The need for achievement can drive individuals to be successful, even if the end goal is not obtained, provided some measure of excellence is accomplished (Moore et al., 2010). Yu-Shan and Arendt (2016) explained individuals with a need for achievement often seek jobs that focus on personal performance.

The need for affiliation is the desire for close relationships. Persons who exhibit the need for affiliation are seeking connections with other people (Moore et al., 2010). This need is similar to the relatedness need of the ERG theory, is driven by interpersonal relationships, and typically has mutual elements. Persons with a need for affiliation seek jobs with organizations that focus on the employees and actively work on the company culture (Yu-Shan & Arendt, 2016). Individuals motivated by the need for affiliation prefer working in a team environment compared to working alone. The need for affiliation will drive an employee to desire to belong to a group, they want to be like by their coworkers and supervisor, dislike risky goals, and chooses cooperation versus competition (Yu-Shan & Arendt, 2016).

The need for power describes the need to be able to influence and control others. Individuals with a need for power work at obtaining leadership positions (Yu-Shan & Arendt, 2016). Persons motivated by the need for power are driven by a sense of status and recognition. They are goal-oriented and often career-focused. Persons who demonstrate the need for power have a desire to be significant and want to make an impression (Moore et al., 2010).

Although elements of McClelland's acquired needs theory are closely related to components of the ERG theory, and explain motivational factors of employees, the acquired needs theory does not focus on the external human drives of employees. In comparison to Maslow, the theory introduced by McClelland is motivational-based versus survival-based (Kovach, 2018).

### ***Herzberg Two-Factor Theory***

Herzberg developed the two-factor theory which provided two types of motivations, extrinsic, and intrinsic (Herzberg et al., 1959). The two-factor theory is also referred to as the motivation-hygiene theory (Kang, 2016). In Herzberg's two-factor theory, the higher-order of motives are intrinsic motivators (Gagné, & Deci, 2005). According to Herzberg, aspects that cause job satisfaction at work are labeled motivator factors, and aspects that cause job dissatisfaction are hygiene factors (Purohit & Bandyopadhyay, 2014). Eftimov and Ristovska (2016) explained the two-factor theory as the fulfillment of motivators are work-related and causes one to contribute and become inspired within their work setting, while hygiene factors are more biological needs that parallel Maslow's physiological and safety needs. Hygiene factors enclose the job, while motivators are directly linked to the job (Lamb & Ogle, 2019).

Hygiene factors correspond to elements such as interpersonal relationships, benefits, and organizational policies (Hur, 2018). Lamb and Ogle (2019) further explained that hygiene factors are connected to the job environment, for example, working conditions, pay, and leave. The motivators in the two-factor theory correlate with higher-order needs. Motivators are linked to accountability, appreciation, and self-development (Hur, 2018). Providing an employee with more benefits, such as improved medical benefits or higher pay, will reduce employee dissatisfaction because pay is linked to hygiene factors, and not motivation factors.

In the two-factor theory of motivation, satisfaction, and dissatisfaction are two completely independent constructs (Herzberg et al., 1959). The opposite of satisfaction

and dissatisfaction is no satisfaction and no dissatisfaction, respectively (Herzberg et al., 1959). Elements that affect job satisfaction are independent of elements that affect job dissatisfaction. Purohit and Bandyopadhyay (2014) explained the even when hygiene elements are met it only stops job dissatisfaction but does not create job satisfaction. Kang (2016) stated factors like job self-sufficiency influence job satisfaction and work environment impacts job dissatisfaction.

### **Field Service Workers**

Decision-makers in companies are increasing their focus on the work performed by field service repair workers due to the surge in providing service to their customers. The service industry is growing because companies can build customer loyalty through providing service (Kim & Wang, 2018). The quality of an organization's service can be a crucial component of a company's competitive advantage. Often, a customer's interaction with a field service repair worker contributes to the customer's perception of the company. Service employees spend the majority of their workday interacting with customers (Coelho et al., 2018). Service employees are a critical part of the service experience and add considerably to perceived service value and customer satisfaction (Al-Hawari et al., 2019).

Burnout has a significant impact on employees and employers in the service industry due to the high-stress level of customer interaction (Costakis & Pickern, 2018). Kim and Wang (2018) agreed by stating the interaction between service workers and customers is filled with pressure and stress. Harris and Lee (2004) stated in their study about burnout in the service setting that service employees face many work-related

stressors including interactions with managers, coworkers, and customers. Dissatisfied customers can exhibit negative behaviors that impact the mental well-being of service employees. Yang and Lau (2019), stated that negative interactions contribute to service employees' stress, causing increased turnover intention. It is important for service employees to maintain a positive state of mental and emotional health.

Having engaged service employees positively impacts various facets of a company. Engaged service employees deliver a higher level of customer service (Menguc et al., 2017). In a study examining the determinants of frontline employee service innovative behavior, Al-Hawari et al. (2019) found a positive and significant relationship between work engagement and employee service innovation. Menguc et al. (2017) explained that engaged employees provide higher levels of customer service performance because engaged workers are committed to executing job duties and responsibilities with a more positive mindset toward their work.

### **Turnover Intention**

Turnover intention is a topic that has received much attention from business leaders due to negative impacts of turnover intention on business operations. Turnover intention is an important issue for managers because of the negative impact on workplace morale and recruiting efforts (Lin et al., 2017). In addition, turnover intention is a sound predictor of actual turnover (Salin & Notelaers, 2017). The turnover rate, the result of turnover intention, represents how an organization is developing and nurturing a progressive culture, which contains growth opportunities, respect, and appreciation for its employees, and inspires the motivation to work (Ainer et al., 2019). Shaukat et al. (2017)

stated turnover intention is often studied due to the results of lower productivity, loss of experience from a skilled workforce, and the loss of investments made in employees.

Robison (2008) stated the cost of replacing an employee can range from 150-500% of employee salary.

Turnover is costly to the field service industry because of the difficulty of replacing skilled and trained employees. In addition, when an organization in the field service industry loses an employee, employee wisdom and knowledge, and customer relationships are also lost. Kashif et al. (2017) expressed the importance of service employees by stating, employees are representatives of their service company and keeping them assist companies to distinguish themselves from other competing brands.

The subject of turnover intention is a relevant issue that requires attention. The goal for business leaders and scholars is to develop an understanding and create ways to mitigate turnover intention. Therefore, the first step is to gain knowledge of turnover intention. Turnover intention describes the desire of an employee to leave an organization, occurring during the time before an employee considers leaving a company, and when the employee physically leaves the company. Turnover intention represents one of the last decisions made by an employee before voluntarily leaving the firm (Kim et al., 2017a). Elçi et al. (2018) defined turnover intention as the consideration an individual has about quitting their job because of dissatisfaction with the present job situation.

There are numerous factors that can contribute to an employee's desire to consider leaving a company. Scanlan and Still (2019) reported some causes of turnover intention included little or no supervisory support, high emotional job demands, low

employee empowerment, and low colleague support. Poor quality company training can cause high turnover intention (Ju & Li, 2019; Memon et al., 2017). Internal causes such as management styles or changes in policies can contribute to turnover intention.

Jarupathirun and De Gennaro (2018) named unhealthy relationships with coworkers, working long hours, and an inadequate working environment as reasons for employees to leave or consider leaving their company. Park and Hwang (2017) found that reducing work hours, improving departmental operational cost, allowing provisions for uniforms, providing on-the-job training and compensating for job-related educational costs considerably reduced nurses' turnover intention.

Turnover intention does not occur instantly, but in stages. Takase (2010) stated turnover intention is a process comprised of many stages resulting in an employee's willingness to leave their present position. The first stage is psychological, negative thoughts or feelings towards work, causing less work engagement, which evolve into the second stage, cognition. It is at this stage that turnover intentions began to truly take shape. The second stage of the turnover intention process is the main cause of turnover intention because employees begin to reason and think about dissatisfaction and consider other options (Ainer et al., 2019). In the last stage, cognition turns into a behavior. This is the physical manifestation most identified by business leaders. In the last stage, behavior, employees communicate their intentions and are less productive, committed, and attend work less (Ainer et al., 2019).

Turnover intention does not always lead to actual turnover. There are other factors that influence determinants for turnover. In a study conducted by Cohen et al. (2016), the



researchers reported a positive correlation between turnover intention and actual turnover at an organizational level; however, the correlation is not as strong as at the personal level, and other variables hold more significance, such as a firm's distinctive demographic qualities. Conversely, most studies on the topic of turnover intention still identify it as one of the strongest determining factors in turnover. The results of numerous studies express a strong positive relationship between employee turnover intention and actual voluntary turnover (Kim et al., 2017a).

Although there are numerous reasons for turnover intention, the scope of this study focused on one of the most impactful causes of turnover intention, which is employee burnout. Scanlan and Still (2019) concluded, in their study examining the relationship between burnout, turnover intention, job satisfaction, job demands, and job resources for mental health personnel in Australia, turnover intention has a significant positive relationship with burnout.

### **Employee Burnout**

The concept of employee burnout was introduced by Freudenberger (1974) and describes the negative feeling an employee develops as a result of workplace stress. Burnout is relevant because of its impact on employee retention and turnover intention. Burnout is an important topic in the work environment due to its high cost to organizations and employees (Maslach & Leiter, 2017). Employee burnout occurs when personnel is intellectually, emotionally, and physically drained (Hills, 2018). Maslach and Leiter (2017) considered burnout to be a mental and emotional condition caused by the prolonged reaction to long-term stress. Employee burnout is the collapse of

employees' ability to sustain a deep connection that has a significant impact at work (Schaufeli et al., 2006). The detachment an employee has to their work can lead them to consider leaving the organization. Scanlan and Still (2019) stated employee burnout is positively correlated with turnover intention.

According to the Society of Human Resource Management (2017), 95% of human resource professionals declared employee burnout is harming the workforce by harming workplace retention. The crisis of employee burnout has a significant negative effect on businesses. High dissatisfaction and employee burnout are linked with inferior service results (Scanlan & Still, 2019). Bakker and Costa (2014) identified one reason for the negative connection between performance and burnout is that psychologically drained employees lack the needed concentration to properly perform tasks, resulting in more mistakes. According to Peoples (2016), burnout is a significant contributing factor to workplace or work-related mistakes, lost productivity, and increased sick days translating to a loss of \$150 to \$300 billion yearly. In a study exploring the relationship between job burnout and counterproductive workplace behavior, Lubbadah (2021) found there is a positive significant relationship between job burnout and counterproductive workplace behavior. A noticeable issue is once an employee has encountered prolonged and high levels of burnout, they regularly remain in one or more stages of burnout (Bakker & Costa, 2014). The components of employee burnout, exhaustion, cynicism, and inefficacy decrease the morale of the employee thereby, negatively impacting the organization (Maslach & Leiter, 2017).

Rahim and Cosby (2016) stated employee burnout is comprised of three elements: emotional fatigue, the lack of achievement, and depersonalization. Bang and Reio (2017) expressed the three components of employee burnout as distrust, work inefficiency, and emotional exhaustion. The components of burnout should be investigated and understood separately because the impact of each component has different causes and aftereffects.

### ***Exhaustion.***

Emotional exhaustion is the decrease in one's emotional drive. Hills (2018) stated employees who suffer from emotional exhaustion have low energy and seem downhearted. Bang and Reio (2017) expressed this element of employee burnout as low energy and resources causing one to encounter mental and bodily tiredness. Kim and Wang (2018) agreed by stating persons who experience burnout do not have work engagement and their job duties become exhausting. An example of signs of exhaustion in the workplace is an employee that is drained and never feels as if they are being refreshed. Causes of exhaustion can be long work hours or the lack of consecutive days off due to understaffing issues. Maslach and Leiter (2017) added to the discussion by expressing, the state of exhaustion is the result of stress and is typically the first sign that an employee is having difficulties with their job. When those in the service industry feel rundown emotionally, they are no longer have the ability to engage in their work (Kim & Wang, 2018).

### ***Cynicism***

Cynicism refers to an employee's uninterested feelings toward the organization, coworkers, or job tasks (Bang & Reio, 2017). Employees displaying cynicism can appear

pessimistic and often show contempt for work-related activities. Employees feel a sense of indifference and coldness about their work (Hills, 2018). Maslach and Leiter (2017) stated the cynicism aspect of burnout refers to the excessively negative, and at times, callous reaction to different aspects of the job. The physical manifestation of cynicism can lead to the dehumanizing of others. Ongoing cynicism causes employees to move from doing their best to doing the minimum required (Maslach & Leiter, 2017). Service workers become cynical as a result of being overworked and in response to exhaustion. Repeated face-to-face interactions with customers, increases intensive emotional effort, *which can lead to emotional exhaustion (Kim & Wang, 2018).*

### ***Inefficacy***

Inefficacy is the feeling of incompetency. Inefficacy is the personal internal assessment factor of burnout (Maslach & Leiter, 2017). An employee experiencing inefficacy feels useless and less productive. Reduced professional effectiveness shows in feelings of diminished aptitude on the job. Inefficacy can cause depression because of the lack of self-confidence due to the reduced feeling of achievement (Maslach & Leiter, 2017). When an employee feels they do not possess the ability to perform or when they feel a consistent decline in their work proficiency, they feel a growing sense of inadequacy (Bang & Reio, 2017). Employees that experience feelings of inefficacy began to question the value of their contributions (Hills, 2018). Therefore, an employee experiencing inefficacy begins to not only view themselves in a negative manner, they see others in a negative light. The feeling of inefficacy can be intensified by a lack of opportunities for development, job resources, and negative work relationships (Hills,

2018). Maslach and Leiter (2017) concluded in their study about burnout and the healthcare industry, that burnout is cultivated in an environment where there is a negative relationship between the employee and their place of work, not a personal deficiency. Burnout is an organizational and social problem (Maslach & Leiter, 2017).

### **Work Engagement**

Work engagement has been a focus area for many companies in the 21<sup>st</sup> century. Those in the industry of occupational psychology have even begun to focus on positive attributes of work, specifically work engagement (Tomás et al., 2018). To enhance organizational performance, companies are focusing on positive organizational behavior such as work engagement (Balasubramanian & Lathabhavan, 2017). Haruna and Marthandan (2017) stated work engagement has gained attention from business leaders and has become one of the most studied subjects in the organizational field. Work engagement is vital for organizational success and is increasingly viewed by managers as an important priority (Van De Voorde et al., 2016). Business leaders must continue to work on developing and maintaining a positive relationship between the employees and the company. Because of increased competition, businesses need engaged employees who are passionate, optimistic, and immersed in their job (Zhenyuan et al., 2018).

Work engagement is one of the most significant elements of an individual's contentment (Seppälä et al., 2009). Research has revealed organizational citizenship behaviors, higher job performance, and lower absenteeism have a direct positive connection with an employee's work engagement (Mackay et al., 2017). The results of various studies have shown that higher work engagement has a positive impact on an

organization's productivity, customer service, and competitive advantage.

Robison (2008) even declared that in an organization with low work engagement, typical motivators such as acclaim and acknowledgment have no impact in reducing turnover intention and turnover; however, in work environments with increased work engagement overall, acclaim and acknowledgment can reduce turnover intention by 19%.

Employee engagement can impact employee productivity. In a study by Hanaysha (2016), employee work engagement, including the three characteristics of vigor, dedication, and absorption, have a significant positive effect on employee productivity. The results from a study by Rahman et al. (2017) indicated that an employee's work engagement has a direct positive impact on employee performance. Employees who possess a high level of engagement are regarded as being more productive because they are driven to complete their tasks beyond any personal factors (Hanaysha, 2016). Engaged employees work enthusiastically, feeling devoted, and psychologically absorbed in their work (Keating & Heslin, 2015). According to Coetzee and Van Dyk (2018), high work engagement can reduce turnover intention for employees experiencing workplace bullying. In their study examining frontline patient care technicians, Tullar et al. (2016) concluded business leaders must contemplate improving work engagement to decrease turnover intention.

Organizations can face numerous challenges accomplishing objectives without committed and engaged employees. Engaged employees contribute to improvements in knowledge sharing, an increase in profits, and improved customer service (Coetzee & Van Dyk, 2018). Engaged employees have the belief that their work is vital and there is a

desire to commit time and vigorous energy towards it. Their work is an important and significant pursuit to which they feel sincerely committed (Keating & Heslin, 2015).

An employee displays engagement when he/ she is willing to work to advance the strategic goals of an organization (Dagher et al., 2015). Anitha (2014) stated employees are the most valuable assets of a company when engaged and managed properly. To develop an understanding of work engagement, one must comprehend the components of work engagement. Shuck et al. (2014) noted employee work engagement first starts mentally and then is displayed emotionally. Work engagement is comprised of three elements: vigor, dedication, and absorption.

### ***Vigor***

Vigor is a component of work engagement that addresses the positive psychological level of an employee and is exhibited through high energy and enthusiasm toward work. Barnes and Collier (2013) described vigor as an employee's readiness to work despite obstacles and adversity. Dagher et al. (2015) supported this definition by expressing vigor as the drive an employee process for accomplishing work-related tasks regardless of hurdles and difficulties. A worker with high vigor may exert effort to find resolutions for work problems without direction from their manager. Vigor is a part of the behavioral facilitation system, which fosters behavior that leads to higher job satisfaction (Swords & Ellis, 2017). The vigor aspect of work engagement comes from an employee's desire to accomplish work tasks (Shuck et al., 2014). Service workers feel a sense of achievement when resolving customer issues. Empowering an employee to make decisions helps to contribute to increasing the vigor facet of work engagement.

***Dedication***

The dedication component of work engagement describes being motivated, enthused, and challenged by one's work. Dedication is the feeling of challenge, satisfaction, inspiration, importance, and excitement (Seppälä et al, 2009). Dagher et al (2015) provided a similar definition stating, dedication is being engrossed in one's work, feeling a sense of gratification, fulfillment, and significance. Dedication describes a sense of importance, pride, happiness, and pleasure toward work (Barnes & Collier, 2013). Empowering employees to make needed in-the-moment decisions helps increase this element of work engagement.

***Absorption***

Absorption describes being focused on, and totally immersed in one's work, with the worker possibly losing track of time and finding difficulty disconnecting from work. Workaholics are often accused of displaying this characteristic. Absorption is identified by being completely focused and occupied in one's work, whereby time passes swiftly. (Barnes & Collier, 2013). The absorption aspect of work engagement refers to being deeply enthralled in one's work so that time passes speedily and detachment from one's work is difficult (Dagher et al, 2015; Seppälä et al, 2009).

**Transition**

Section 1, the foundation of the study, identified the background of the problem, the problem statement, and the purpose statement for this study. In the background of the problem and in the problem statement I have expressed the need to study turnover intention. Within the purpose statement, I have specified the methodology, the research



design, the target population, the geographical location, and the contribution to social change. In addition, the research question and hypothesis, which guided the study, were identified.

Other subsections provided in Section 1 are the nature of the study, the theoretical framework, which is Alderfer's ERG theory, operational definitions, assumptions, limitations, and delimitations, the significance of the study, and the literature review. The literature review provided an analysis of the theoretical framework, additional needs and motivation theories, insight into the nature of field service repair workers, the dependent variable of turnover intention, and the independent variables of employee burnout and work engagement.

Section 2 contains the purpose statement, the role of the researcher, and the participants of the study. In addition, Section 2 includes the research method and design, the population and sampling, and ethical research.

Section 2 also includes data collection instruments, the data collection technique, data analysis, and the study validity.

## Section 2: The Project

In Section 2 of the study, I cover the purpose statement, the role of the researcher, and the participants of the study. Also, I cover in this section the research method and design, the population and sampling, and ethical research. Lastly, Section 2 contains data collection instruments, the data collection technique, data analysis, and the study validity.

### **Purpose Statement**

The purpose of this quantitative correlation study was to examine the relationship between work engagement, employee burnout, and employee turnover intention in the field service industry. The independent variables were work engagement and employee burnout. The dependent variable was employee turnover intention. The target population for the study was field service repair workers in the Houston, Texas area. The implications for social change included increased wages for workers as a result of reducing the cost associated with employee turnover. Ultimately, reduced employee turnover can raise the standard of living for the employees and the community. In addition, reduced employee turnover can improve an organization's financial sustainability within the community leading to a possible increase in community projects and a decrease in unemployment. Reduced unemployment may lead to increased tax revenue, and decreased government assistance dependence, enabling local governments to devote tax revenue to projects benefiting the community.

### **Role of the Researcher**

The role of the researcher is to collect and report the data obtained in a study without bias. All data must be reported by the researcher without any personal opinions (Judkins-Cohn et al., 2014). The results of the data must be reported by the researcher without judgment (Cleary et al., 2014). In quantitative research, the researcher has the task of accurately collecting the data provided through the instrument. Individuals that perform quantitative research use mathematical standards and statistical techniques to categorize and interpret numeric data (Tavakol & Sandars, 2014a).

All research must be within compliance with the *Belmont Report*. There are three tenets of the *Belmont Report*: beneficence, respect of persons, and justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1978). Beneficence describes protecting those who participate in the study from any unnecessary harm and risk. Respect of persons refers to protecting the independence of the participants of the study. Justice applies to the design, implementation, and selection of the participants (Judkins-Cohn et al., 2014).

The role of the researcher is to collect and report the results of the study without personal influence. In addition, the researcher is to uphold the ethical standards outlined in the *Belmont Report*. The instruments used in this study are reliable and have validity. I have worked in a similar industry as the participants; however, I do not personally know or have contact with any of the population. I administered the survey anonymously, via Survey Monkey, to mitigate any researcher bias.

## **Participants**

It is important to select suitable participants for a study to obtain the most pertinent information. The population of relevance for this study included individuals that performed service repairs. The participants for this study were service repair individuals and supervisors working full-time in the Houston, Texas metropolitan area. The participants are a sample that could make presumptions about the population by assessing the attributes and principles through surveys (Rahi, 2017). Participants for this study were required to: a) be at least 18 years of age, b) work as a service repair employee, c) work within the geographical region of Houston, Texas, and d) be employed full-time.

To obtain access to the participants, I used Survey Monkey to access service repair individuals and supervisors within the Houston, Texas metropolitan area. I provided the participants with the purpose of the study, the nature of the study, and the methods taken to safeguard confidentiality. Each of the participants were provided with an informed consent form which included the purpose of the study, any risk associated with the study, and declaration of participant confidentiality.

## **Research Method and Design**

### **Research Method**

There are three methods to perform research studies, qualitative, quantitative, and mixed method. I chose the quantitative method as the methodology for this study. Quantitative researchers devise and test a research assumption deductively from an existing theory (Tavakol & Sandars, 2014a). Researchers use quantitative test variables, such as human or social issues, and to analyze the data using statistics (Yilmaz, 2013).

Tavakol and Sandars (2014a) stated quantitative researchers establish a connection between the tenets of a theory and the fundamental unit of scientific studies to determine the cause-and-effect relationships between variables.

The qualitative method is used to understand how individuals grasp, establish, or make sense from their environment and their experiences (Kahlke, 2014). Qualitative research is used to gain knowledge or deeper insight into an occurrence or phenomenon. A qualitative researcher will interview individuals to investigate and explain the experiences of participants in relation to the occurrence being studied (Tavakol & Sandars, 2014b).

The mixed-method research approach combines both quantitative and qualitative research processes within the same study. The mixed-method approach involves the collecting and processing of information relating to the same occurrence through more than one method, combining both the quantitative and qualitative research methods (Abro et al., 2015). Researchers use mixed method approach to with developing an abundant understanding of numerous phenomena of interest which cannot be provided by using the quantitative or qualitative method alone (Venkatesh et al., 2013).

### **Research Design**

Researchers use the research design to provide a plan to direct the research process by laying out how the study will progress forward from the research reason to the outcome (Abutabenjeh & Jaradat, 2018). The research design I chose for this study was the correlation design. Correlational design is used to find a relationship between two or more variables (Cook & Cook, 2008). Ellis and Levy (2009) stated the main emphasis for

the correlational type of research is to decide the existence and degree of a relationship between two elements. In correlational research, the examiner intentionally studies connections between variables without presenting or introducing an interference (Walker, 2005). In a correlational design, there is no manipulation of the variables. Correlational research requires the researcher to understand, assess, and measure the relationship between two or more variables using statistics. Correlational research involves determining and establishing relationships, within the same population, between variables (Curtis et al., 2016).

Other research designs in a quantitative study include descriptive, quasi-experimental, and experimental (Delost & Nadder, 2014). The type of quantitative design chosen is based upon the treatment and control of the variables in the study. A quasi-experimental design is performed when the researcher is looking to determine a cause-effect relationship between variables (Pearl et al., 2014). The information in a quasi-experimental design is gathered over a period of time. Descriptive design is based upon observation. The researcher collects data from groups, companies, and individuals to describe a variable's characteristics (Marti, 2015). Experimental design involves controlling, manipulating, or influencing factors or variables intentionally to observe and record the impact on another variable (Swanson & Holton, 2005). I did not choose Quasi-experimental, experimental, and descriptive designs for this study because there is no control of the variables, the research is not based upon a cause-and-effect relationship and observing the characteristics of the variables is not a part of the study.

## **Population and Sampling**

The population for this study was service repair individuals and managers over the age of 18 with at least 1 year of experience at their current company. In addition, the population resided in Houston, Texas, and surrounding areas. The city of Houston is ranked as the fourth largest city in the United States, is the location of 23 Fortune 500 company's headquarters, and business services is one of five sectors making up half of the jobs in the city (City of Houston, 2020). I chose service repair individuals from Houston, Texas because it afforded me an opportunity to enlist a small population from a larger population in this study.

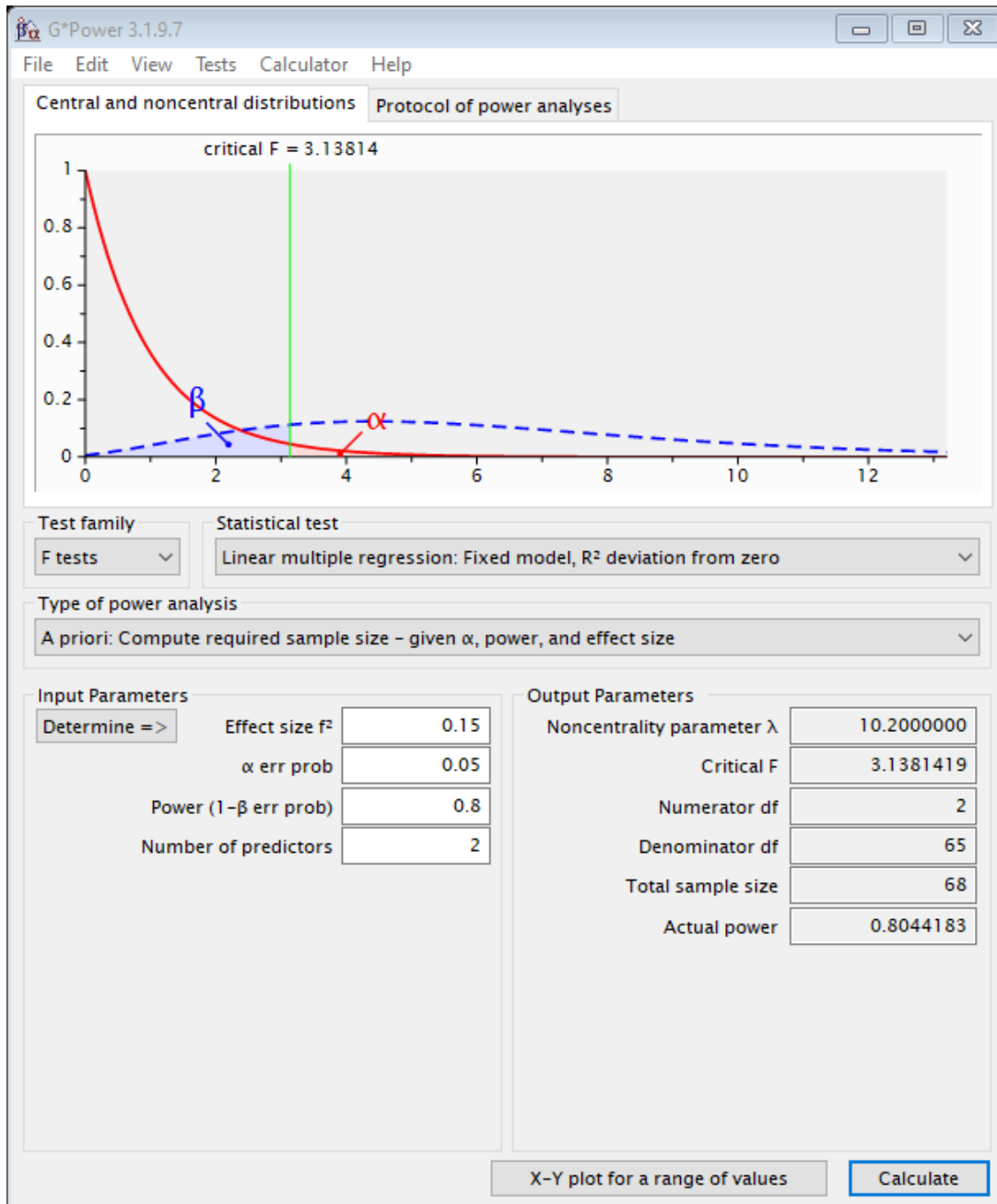
I chose to use a probability sampling method because my aim is to draw a generalized conclusion about the population. Probability-based sampling is frequently thought to be the standard for employing representative samples and producing outcomes that are generalizable (Catania et al., 2015). Probability-based sampling has been the foundation for numerous studies that aim to produce dependable and accurate assumptions of survey results that generalize to a broader population (Link, 2018). Per Catania et al. (2015), a negative attribute of nonprobability sampling is the set of participants in nonprobability sampling studies are likely a misleading percentage of the target population.

I used G\*Power 3.1.9.7 to determine the appropriate sample size needed for this study. According to Faul et al. (2009), the needed sample size can be determined using G\*Power software. For this study I used linear multiple regression. The number of predictor variables is two, the effect size is .15 which is medium, and the alpha error

probability is .05. After calculations, G\*Power identified the minimum required sample size for this study is 68.



Figure 1

*F tests -Linear Multiple Regression*

*Note.* Fixed model, R<sup>2</sup> deviation from zero using G\*Power 3.1.9.4 to compute required sample size given error probability, power and effect size.

## **Ethical Research**

Researchers have an obligation to perform research studies in an ethical manner. Ethics concerning humans have a large range and encompasses human rights values (Anabo et al., 2019). Ethical procedures are established for scientific research to guard patient volunteers and to maintain the reliability of the science (U.S. Department of Health and Human Services, 2016). To uphold high ethical standards, organizations that are affiliated with research such as universities and research establishments often develop ethical procedures unique to each study.

According to The National Institutes of Health (NIH) (2016), a part of the United States Department of Health and Human Services, research studies must have scientific legitimacy, community and scientific value, a favorable benefit to risk ratio, respect for registered and possible subjects, unbiased subject selection, independent review, and informed consent. As required by Walden University, I completed the web-based training “Protecting Human Research Participants” and obtained from The National Institutes of Health (NIH) Office of Extramural Research a certificate of completion, certification number 2074569. The final approved copy of this study includes the Walden IRB approval number, which is 11-09-21-0644773. To ensure unbiasedness, none of the names of the participants nor any organization were documented in the study. Researchers must value the privacy of participants and keep their information confidential even after the study is completed (U.S. Department of Health and Human Services, 2016).

Participants in the study participated on a voluntary basis. The participants were not compensated in any way and at any time had the right to withdraw from the study. Implied informed consent was given by the use of an Informed Consent Form prior to the completion of the survey by the participants. To ensure implied informed consent was understood, participants had the option to choose a preferred language. In addition, the participants were provided with an email address if they chose to withdraw from the study at any time.

### **Data Collection Instrumentation**

I have chosen the following three instruments for this study. Each instrument was chosen to measure the two independent variables, work engagement, and employee burnout, as well as the dependent variable of turnover intention. The Utrecht Work Engagement Scale (UWES) to measure work engagement, the Maslach Burnout Inventory (MBI) to measure burnout, and turnover intention scale (TI) to measure turnover intention. Each instrument uses a Likert-type scale to assess the responses. Therefore, the scale of measurement for all three instruments is ordinal.

#### **Utrecht Work Engagement Scale**

The Utrecht Work Engagement Scale (UWES) was constructed by Schaufeli and Bakker (2003), using an ordinal scale of measurement, which employed 7-point Likert-type answers ranging from 0 (never) to 7 (always) to measure the three factors of work engagement: vigor, dedication, and absorption. The original version of the instrument contained 17 items. Schaufeli et al. (2006) developed later, a condensed version containing only 9 items. The study conducted also provided factorial validity of the

UWES-9. Across 10 different countries, the UWES-9, in terms of construct validity, has psychometric properties with a Cronbach's  $\alpha$  higher than .80 (Schaufeli et al., 2006).

The Utrecht Work Engagement Scale (UWES), administered via an online survey, was used to measure the independent variable of work engagement. I chose the Utrecht Work Engagement Scale (UWES) because it is the most appropriate instrument to measure the independent variable of work engagement. Per Wickramasinghe et al. (2018) the Utrecht Work Engagement Scale is the most commonly used instrument for measuring work engagement. Tomás et al. (2018) stated the Utrecht Work Engagement Scale (UWES) is the main tool used to calculate engagement for any work-related group. Although other instruments can be chosen to measure work engagement, such as the Oldenburg Burnout Inventory, the UWES is the more common instrument for measuring work engagement because the UWES measures work engagement as an individual construct (Tomás et al., 2018). Appendix A includes the sample UWES-9 used for data collection. Permission to use the UWES-9 was provided by Dr. Schaufeli and is listed in Appendix B.

The Utrecht Work Engagement Scale (UWES) has been used by various researchers in different industries, populations, and countries to measure work engagement. In a study executed by Wójcik-Karpacz (2018) researching work engagement in the IT sector in Poland, the Utrecht Work Engagement Scale (UWES) was the instrument selected to measure work engagement. Kara et al. (2019) used the Utrecht Work Engagement Scale (UWES) in a study examining work engagement and leisure satisfaction for women workers in Turkey. D'Amico et al. (2020) in a study with a

population of 238 Italian schoolteachers, used the Utrecht Work Engagement Scale (UWES) to measure the work engagement construct. The study examined the connection between perceived emotional intelligence, burnout, work engagement, and job satisfaction (D'Amico et al., 2020).

### **Maslach Burnout Inventory**

The Maslach Burnout Inventory (MBI) was used to measure the independent variable of burnout. Maslach and Jackson (1981) constructed the MBI to measure the three factors of burnout syndrome: emotional exhaustion, depersonalization, and reduced personal accomplishment. Per Gorter *et al.* (1999) most theoretical and empirical work done in the field of burnout is guided and shaped by the three dimensions of the MBI.

The Maslach Burnout Inventory (MBI) is respected as the standard tool for research and is considered a valid instrument for measuring burnout (Portoghese et al., 2018). Although there are other instruments that can be used to measure burnout, such as, for example, the Copenhagen Burnout Inventory, Maslach Burnout Inventory is the most widely used and the most appropriate instrument for this study. The Maslach Burnout Inventory is the most commonly used instrument for measuring burnout, especially in groups (Gorter et al., 1999). Mäkikangas et al. (2011) stated the MBI is one of the most studied assessments of job burnout. Appendix C contains the sample Maslach Burnout Inventory (MBI) used for data collection. Permission to use the Maslach Burnout Inventory (MBI) was provided through Mindgraden, and is listed in Appendix D. The Maslach Burnout Inventory (MBI) was administered online to participants.

In a study conducted by Coker and Omoluabi (2009) establishing the psychometric aspects of the MBI, reliability coefficients were reported as Cronbach's Alpha = .86, Split-half = .57, and Odd-Even = .92. The validity coefficients ranged from .01 to .36. The researchers established the validity of the instrument.

The Maslach Burnout Inventory has several versions, however, for this study, the MBI- General Survey was chosen. The intended population for the MBI-GS is any group other than those in human services and education (Schutte et al., 2000). For example, individuals working in fields such as management, customer service, and production. Bakker et al. (2002) validated the MBI-GS as an instrument that can be used for measuring burnout in any occupation. The results of the study conducted by Bakker et al., (2002) showed the independent elements of burnout-exhaustion, cynicism, and professional efficacy are independent of occupational aspects.

### **Turnover Intention Scale**

The turnover intention scale (TI) was used to measure the dependent variable of turnover intention. The Turnover Intention Scale was developed in 2004 by Roodt to measure an employee's intentions on leaving or staying with a company. The original questionnaire was compiled of 15 questions with a Cronbach alpha coefficient of .80 (Martin & Roodt, 2008). However, Bothma and Roodt (2013) later developed a shortened version, TIS-6. Questions in the TIS-6 ask, "How often have you considered leaving your job?" and "How often do you look forward to another day at work?" (Bothma & Roodt, 2013). In their study to determine if the shortened version of the turnover intention scale is reliable and valid, Bothma and Roodt (2013) found the TIS-6 to be a valid and reliable

instrument in measuring turnover intention and stated it is appropriate for use in business and academic research. In a study conducted by Akgunduz and Eryilmaz (2018) about the effect of turnover intention and the relationship between job insecurity, co-worker support, and social loafing, the researchers found a Cronbach's alpha to be 0.82 on the reliability consistency scale for the TIS-6. Appendix E shows the sample Turnover Intention Scale (TIS-6) used for data collection. Permission to use the Turnover Intention Scale was given by Dr. Roodt and is listed in Appendix F. The Turnover Intention Scale (TIS-6) was administered online to participants.

### **Data Collection Technique**

This study aimed to answer the research question: What is the relationship between work engagement, employee burnout, and employee turnover intention? Therefore, I utilized the quantitative research method for collecting data. To collect data for this study, I employed the use of web-based surveys to collect information from the targeted population. An increasingly popular research methodology is online data collection through web-based surveys (Darcy & Wheaton, 2004). Individuals globally have increased their digital online presence, there has been an increase in the use of internet surveys (Waclawski, 2012). According to Kimball (2019), quantitative researchers, both professionals and academics, use the internet as a way to obtain sizeable inexpensive data samples. To avoid researcher bias and any possible violation of ethical standards, the surveys were self-administered.

There are advantages and disadvantages to using online and web-based surveys. Advantages of using web-based surveys include lower expenses and decreased time.

Darcy and Wheaton (2004) named not only reduced time and lower cost as advantages of web-based surveys but also pointed out the ease of entering data and the flexibility of formatting that data. Vu and Hoffmann (2011) also noted the decrease in cost, half the cost of face-to-face interviews and only 75% of phone interviews, and the swiftness of data collection. In addition, web-based surveys provide access to a larger population.

The disadvantages of web-based surveys include technical difficulties and low response rates (Darcy & Wheaton, 2004). Waclawski (2012) expounded on the low response rate by explaining a possible cause being inappropriate marketing. Other forms of communication such as emails, news articles, or advertisements can help to improve the response rate (Waclawski, 2012).

The online platform I chose to use for this study was Survey Monkey. Survey Monkey is a popular internet facilitated platform used for internet surveys. Survey Monkey is a global organization that offers a variety of survey creation options (Kimball, 2019). Waclawski (2012) defined Survey Monkey as an internet platform and hosting site that allows individuals to create a survey for use over the internet. Per Symonds (2011) data can be collected, conserved, and exported via Survey Monkey.

Once the data was collected, I exported the data into an excel spreadsheet. The data was then transferred to SPSS version 27 software for analysis. Collected data will be stored in a secured location, on an encrypted thumb drive in a locked safe, for 5 years to ensure the protection and confidentiality of the participants.



### **Data Analysis**

The research question for this study and hypothesis for this study are:

Research Question (RQ): What is the relationship between work engagement, employee burnout, and employee turnover intention?

Null Hypothesis ( $H_0$ ): There is no statistically significant relationship between work engagement, employee burnout, and employee turnover intention.

Alternative Hypothesis ( $H_1$ ): There is a statistically significant relationship between work engagement, employee burnout, and employee turnover intention.

Multiple regression analysis was the statistical method chosen for the study. Multiple regression was determined to be the correct statistical method because the purpose of this study was to determine the statistical relationship, if any, between the independent variables of engagement and burnout and the dependent variable of turnover intention. Many specialists use the widely accepted statistical tool of multiple linear regression to determine relationships between a dependent variable and possible predictor independent variables that might illustrate patterns in detected outcomes (Ranciati et al., 2019). The multiple regression analysis indicates the degree that a predicted dependent variable is influenced by multiple independent variables (Green & Salkind, 2016).

Other statistical analyses were not chosen because other statistical analyses were unsuitable for this study because they do not examine the relationship between independent and dependent variables. For example, the Chi-square test was not appropriate for this study because it is used to determine a relationship between two categorical variables. The Chi-square test is a statistical test used to investigate the

difference between categorical variables within the same population (Alavi et al., 2020).

Another statistical analysis not chosen was Pearson's correlation coefficient. The Pearson's correlation coefficient was not selected for use in this study because it is used to assess the strength of the relationship between two continuous variables. The Pearson's correlation coefficient is used to determine the relationship between two variables; however, it is not able to between dependent and independent variables (Armstrong, 2019).

There are specific assumptions made about the variables used when performing most statistical test. Type I or Type II errors can occur when assumptions are not met causing the statistical test results to not be reliable (Osborne & Waters, 2002). When using multiple regression analysis, to prevent unreliable information, four assumptions should be tested. The four assumptions are normality, linearity, homoscedasticity, and independence of errors. Normality means to presume the independent variables are normally distributed without assuming the normal distribution of the dependent variable (Schmidt et al., 2018). Linearity, tested using scatterplots, assumes there is a linear relationship between

the independent variables and the dependent variable (Williams et al., 2013).

Independence of errors supposes impartial estimates of standard errors and test significance (Williams et al., 2013). Homoscedasticity indicates that the variance of errors is the same across all levels (Osborne et al., 2002). Williams et al., (2013) noted homoscedasticity presumes there is a continuous variance for every level. The data for this study was analyzed using SPSS software. SPSS software can process simple to complex statistical data and plot data in various ways such as histograms and scatterplots (Pallant, 2011).

### **Study Validity**

The validity of a quantitative study is determined by the validity of the measuring instruments used to collect and process data. Validity is established by ensuring the data obtained is from a meaningful and applicable measuring instrument (Sürücü & Maslakçı, 2020). Validity refers to how well the selected instruments perform. Within the topic of validity in a study, it is important to understand both internal and external validity.

Researchers must be aware of threats to both internal and external validity. Internal validity pertains to aspects of a cause-and-effect relationship between two variables (Torre et al., 2016). Internal validity pertains to experimental research studies and applies to the cause-and-effect relationships (Roe & Just, 2009). I did not examine the cause-and-effect relationship between the independent and dependent variables, nor did I choose to perform an experimental study; therefore, internal validity did not relate to this study. However, external validity did apply to this study.

External validity pertains to the ability to apply the results of a study to a broader population. Roe and Just (2009) defined external validity as the ability to infer the relationships discovered in a study to other instances, situations, and individuals. External validity is the extent to which study findings can be applied in a broader context (Matthay et al., 2020). External validity was significant to this study therefore, it was important to identify and understand the threats to external validity.

Statistical conclusion validity happens when acceptable statistical methods are used to analyze the data and can provide a reasonable answer to the research question (Garcia-Perez, 2012). Statistical conclusion validity pertains to the data in a study disclosing a statistical relationship between the independent variables and the dependent variable. Garcia-Perez (2012) stated a threat to statistical conclusion validity happens when the restriction of Type-I or Type- II errors are absent or when the data is processed through adequate statistical analyses. Type-I errors occur by incorrectly stating a significant relationship between variables or a true null hypothesis is rejected. Type- II errors arise when there is a non-rejection of a false null hypothesis or falsely stating the variables of a study are unconnected (Yamatani et al., 2013). Osborne et al. (2002) stated Type I or Type II errors can arise when assumptions are not met causing the statistical test outcomes to not be dependable.

To avoid Type-I or Type- II errors, the appropriate instruments should be used to measure the variables of a study (Garcia-Perez, 2012). The instrument I chose for this study to measure the independent variable of engagement was the Utrecht Work Engagement Scale (UWES). The Utrecht Work Engagement Scale (UWES) has been

used by various researchers across diverse populations to measure the engagement and has a Cronbach's  $\alpha$  higher than .80 (Schaufeli et al., 2006). The instrument chosen to measure the independent variable of burnout was the Maslach Burnout Inventory (MBI). Portoghese et al. (2018) stated the Maslach Burnout Inventory (MBI) is a valid instrument for measuring burnout with a Cronbach's  $\alpha = .86$ . The chosen instrument for measuring the dependent variable of turnover intention was turnover intention scale (TIS-6). The turnover intention scale is a valid and reliable instrument in measuring turnover intention with a Cronbach's  $\alpha = 0.82$  (Bothma & Roodt, 2013).

### **Transition and Summary**

In Section 2 of the study, I provided information about the purpose statement, the role of the researcher, and the participants of the study. I also included in this section the research method and design, the population and sampling, and ethical research. Lastly, in Section 2, I specified the data collection instruments, the data collection technique, data analysis, and the study validity.

Section 3 includes the presentation of the findings and provides the application to business practices. In addition, the implications for social change are identified. Also listed are recommendations for further research. Lastly, my reflection on the DBA Doctoral Study process is shared along with the conclusion of the study.

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

#### **Introduction**

The purpose of this quantitative correlation study was to examine the relationship between work engagement, employee burnout, and employee turnover intention in the field service industry. The independent variables were work engagement and employee burnout. The dependent variable was employee turnover intention. This section of the study includes the presentation of the findings, the application to professional practice, implementation for social change, recommendations for action, recommendations for further research, reflection on the DBA doctoral process, and the conclusion of the study. The result of the multilinear regression was significant, turnover intention was significantly predicted through the model summary,  $F(2, 166) = 66.19, p < .0005, R^2 = .437$ . The  $R^2$  revealed that, taken as a set, the predictors, work engagement and employee burnout, account for approximately 43.7% of the variance in turnover intention.

#### **Presentation of the Findings**

This section includes the following: the descriptive statistics of the three instruments, the Utrecht Work Engagement Scale (UWES-9) to measure work engagement, the Maslach Burnout Inventory (MBI-GS) to measure employee burnout, and turnover intention scale (TIS-6) to measure turnover intention (see Table 4). I used a Likert-type scale to assess the responses of each instrument. The participants in the study replied to the survey invitation, agreed to the online consent form, and completed the survey. The survey was opened for 11 days. There was a total of 170 respondents to the

survey. However, there was a total of 169 participants who met the inclusion criteria and completed the entire survey. The participants included individuals who resided in Houston, TX, and the surrounding area. In addition, the participants were full-time service repair employees, 18 years of age or older.

I used SPSS version 27 statistical software to analyze the data. The independent variables were work engagement and employee burnout. The dependent variable was turnover intention. The RQ was: What is the relationship between work engagement, employee burnout, and employee turnover intention? I used a multiple linear regression analysis to evaluate the prediction of employee turnover intention from work engagement and employee burnout. Multiple regression is used to determine the relationship between predictor and dependent variables (Hoyt et al., 2006). Multiple regression analysis is suitable when deciding the effects of a dependent variable by two or more independent variables (Pandis, 2016). The results of the multiple linear regression analysis revealed a statistically significant association between work engagement, employee burnout, and employee turnover intention.

### **Descriptive Statistics for Independent Variables**

Table 1 shows the descriptive statistics for the UWES-9. The UWES-9 consists of three factors, vigor, dedication, and absorption. The UWES-9 is a 7-point Likert-type scale to answer nine questions, ranging from 0 (*never*) to 7 (*always*), related to work engagement. Table 1 shows the means for vigor as 9.88, dedication as 9.47, and absorption as 10.50. The standard deviation for each were 4.54, 4.87, and 4.53, respectively.

**Table 1***Descriptive Statistics for UWES-9*

Variable	N	Mean	Std. Deviation
Vigor	169	9.8817	4.54189
Dedication	169	9.4734	4.87226
Absorption	169	10.5030	4.52917

*Note.*  $N = 169$

Table 2 shows the descriptive statistics for the MBI- GS. The MBI- GS consists of three subscales, exhaustion, cynicism, and professional efficacy. The MBI- GS used a 7-point Likert-type scale to answer nine questions, ranging from 0 (*never*) to 7 (*always*), related to work engagement. Table 3 shows the means for exhaustion as 17.80, cynicism as 18.35, and professional efficacy as 22.04. The standard deviation for each were 6.90, 6.04, and 6.50, respectively.

**Table 2***Descriptive Statistics for MBI-GS*

Variable	N	Mean	Std. Deviation
Exhaustion	169	17.7988	6.90288
Cynicism	169	18.3491	6.03975
Professional Efficacy	169	22.0414	6.50307

*Note.*  $N = 169$

Table 3 shows the descriptive statistics for the TIS-6. The TIS-6 consists of six factors, potential, consideration, needs, frustration, dreams, and anticipation. The TIS-6 is a 5-point Likert-type scale to answer six questions, ranging from 1 to 5 related to



turnover intention. Table 3 shows the means for potential as 2.66, consideration as 2.59, needs as 2.54, frustration as 2.88, dreams as 3.04, and anticipation as 2.80. The standard deviation for each were 1.42, 1.39, 1.21, 1.33, 1.49, and 1.31, respectively.

**Table 3**

*Descriptive Statistics for TIS-6*

Variable	N	Mean	Std. Deviation
Potential	169	2.66	1.419
Consideration	169	2.59	1.386
Needs	169	2.54	1.210
Frustration	169	2.88	1.331
Dreams	169	3.04	1.489
Anticipation	169	2.80	1.307

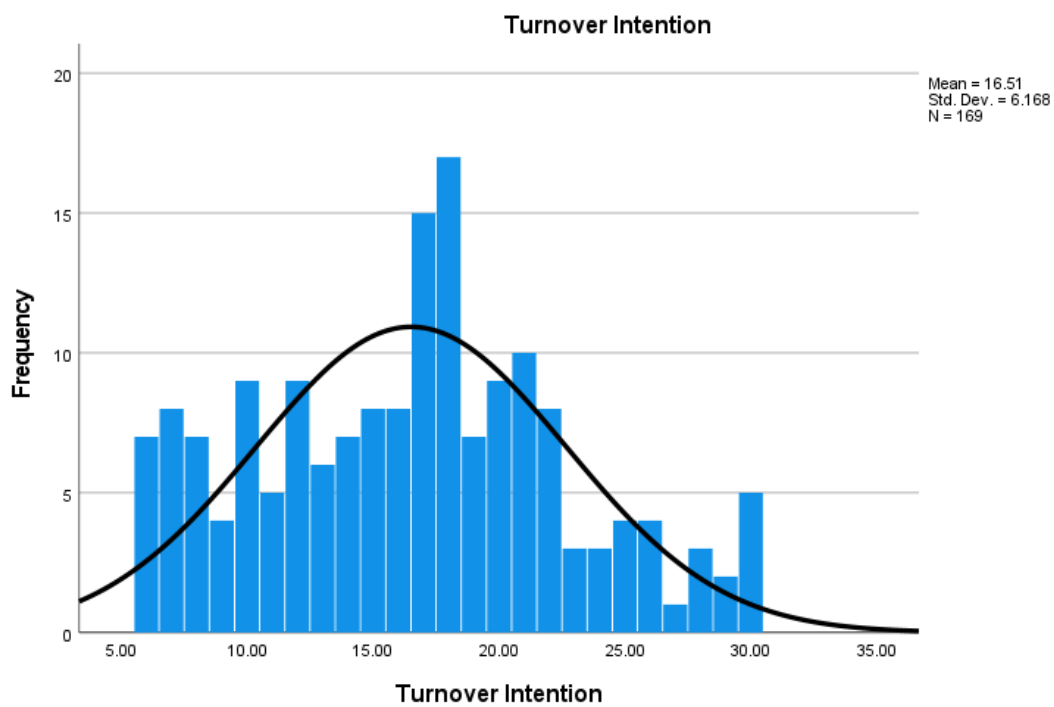
*Note.*  $N = 169$

Table 4 shows the descriptive statistics for the three study variables, work engagement, employee burnout, and turnover intention. Table 4 shows the mean for work engagement as 29.86, the mean for employee burnout as 58.19, and the mean for turnover intention as 16.51. Table 4 also shows the standard deviation for each study variable as 12.83, 17.00, and 6.17, respectively. Figures 2, 3, and 4 show the frequency distribution of each variable.

**Table 4***Descriptive Statistics for Study Variables*

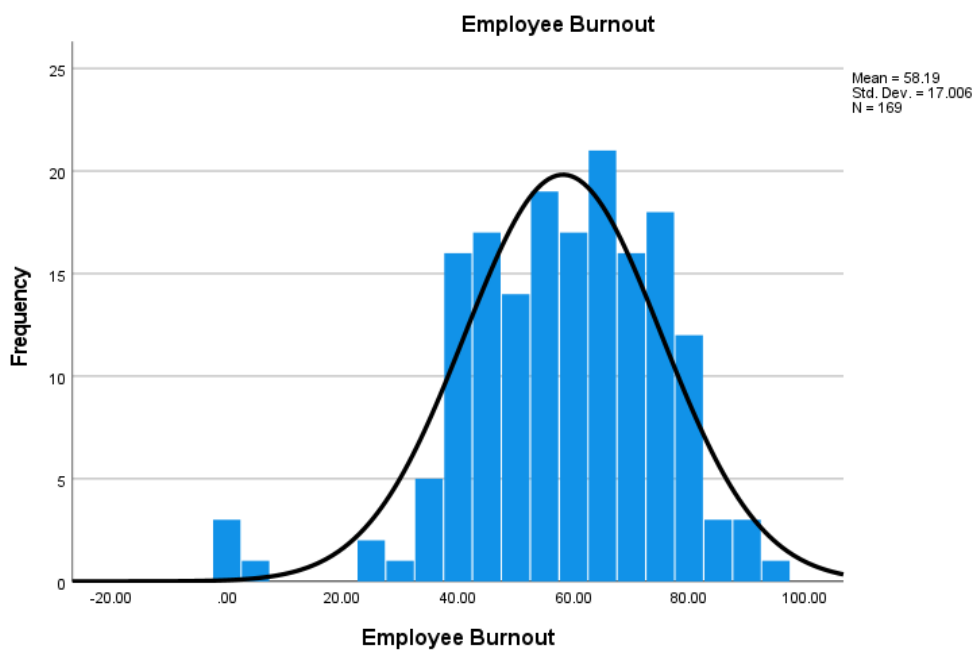
Variable	N	Mean	Std. Deviation
Work Engagement	169	29.8580	12.83981
Employee Burnout	169	58.1893	17.00629
Turnover Intention	169	16.5148	6.16838

*Note.* N = 169

**Figure 2***Frequency distribution of Turnover Intention*

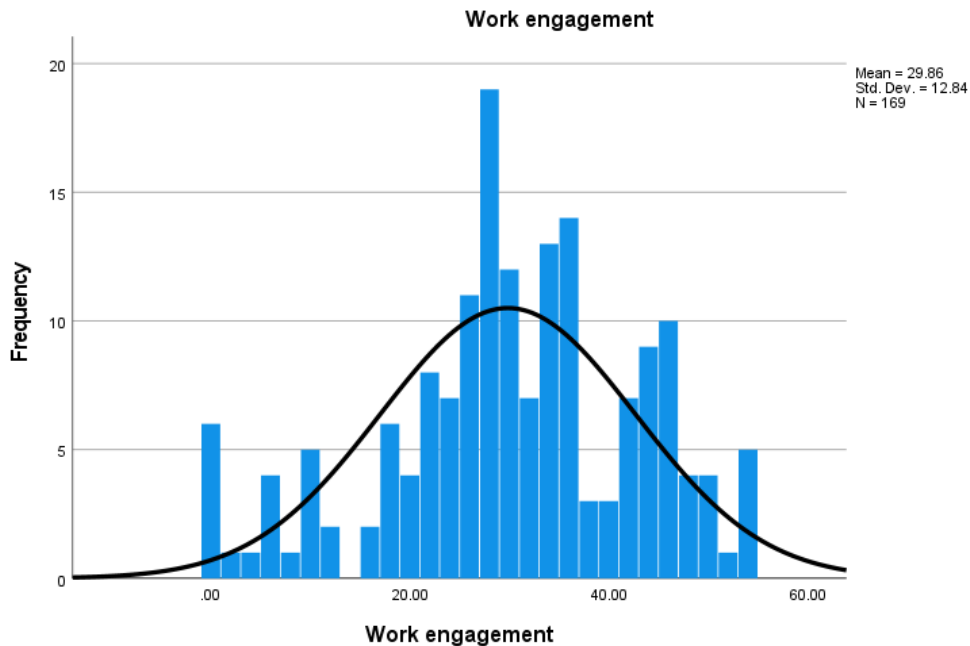
**Figure 3**

*Frequency distribution of Employee Burnout*



**Figure 4**

*Frequency distribution of Work Engagement*



## **Test of Assumptions**

### ***Multicollinearity***

Multicollinearity arises when the independent variables are highly correlated, or simply stated when one independent variable can predict the other independent variable. A condition where two or more independent variables, are connected, have a linear relationship is called a multicollinearity (Chan et al., 2022). Standard errors that can skew the significance of the independent variables are increased when multicollinearity is present. Multicollinearity can lead to improper or deceptive interpretations of study results due to increased standard errors (Vatcheva et al., 2016). I assessed multicollinearity for this study by viewing the correlation coefficients (Table 5) for the

two independent variables, work engagement and employee burnout. The assumption of multicollinearity was not violated because the bivariate correlations were not large.

**Table 5**

*Correlations Coefficients Between Turnover Intention, Work Engagement, and Employee Burnout*

	Turnover Intention	Work Engagement	Employee Burnout
Pearson Correlation	1.000	-.493	.525
	-.493	1.000	-.169
	.525	-.169	1.000
Sig. (1-tailed)	.	.000	.000
	.000	.	.014
	.000	.014	.

*Note.*  $N = 169$

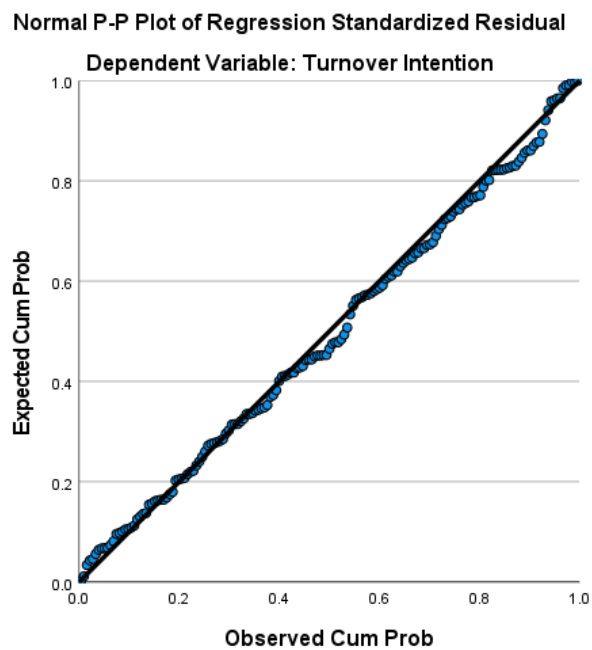
***Normality, linearity, and homoscedasticity***

I determined normality and linearity by assessing the normal probability plot (P-P) of the regression standardized residuals (Figure 5) and there were no major violations of this assumption found. The assumption of linearity is not violated if a linear pattern, and not a curved one is present (Swanson et al., 2015). Normality is to trust that the independent variables are normally distributed (Schmidt et al., 2018) and linearity assumes there is a linear relationship between the independent variables and the dependent variable (Williams et al., 2013). To test for homoscedasticity, the variance of errors is the same across all levels, the scatterplot of standardized residuals was assessed (Figure 6) which shows no significant violations because no discernable pattern was

present. The test for homoscedasticity can be visually checked by investigating a plot of the standardized residuals to ensure there is no systematic shape (Osborne & Waters, 2002).

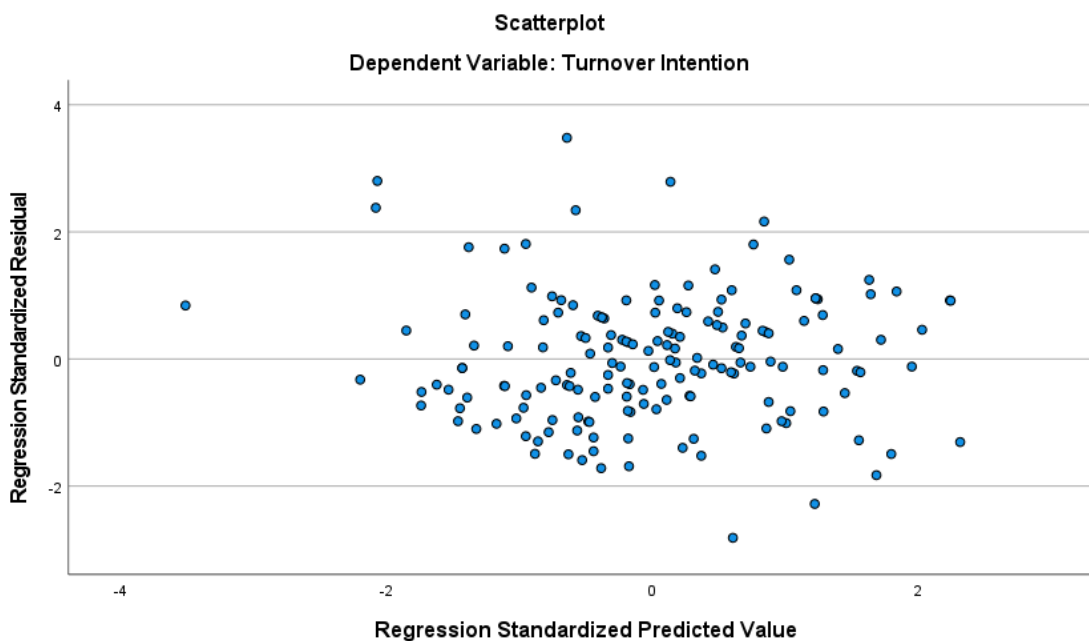
### Figure 5

*Normal probability plot (P-P) of the regression standardized residuals*



**Figure 6**

*Scatterplot of the Standardized Residuals. Dependent Variable: Turnover Intention*



### ***Analysis summary***

Table 6 shows the model summary for this study. Table 7 is the ANOVA table and Table 8 is the regression analysis summary for predictor variables. Controlling for employee burnout, the regression coefficient [ $B = -.200$ , 95% C.I.  $(-.256, -.144)$   $p < .05$ ] (Table 8) associated with work engagement, suggests that with each additional work engagement, the employee turnover intention decreases by approximately  $-.200$ . Controlling for work engagement, the regression coefficient [ $B = .165$ , 95% C.I.  $(.123, .207)$   $p < .05$ ] (Table 8) associated with employee burnout suggests that with each additional employee burnout, the employee turnover intention increases by approximately

.165. The  $R^2$  value of .437 (Table 6) associated with this regression model suggests that work engagement and employee burnout accounts for 43.7% of the variation in employee turnover intention, which means that 56.3% of the variation in employee turnover intention cannot be explained by work engagement and employee burnout alone. In other words, there is a direct relationship between employee burnout and turnover intention and an inverse relationship between work engagement and turnover intention. The confidence interval associated with the regression analysis does not contain zero, which means the null hypothesis, that there is no association between work engagement, employee burnout, and employee turnover intention, is rejected.

**Table 6**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.666	.444	.437	4.62859	.444	66.185	2	166	.000

*Note.* Predictors: (Constant), Employee Burnout, Work Engagement. Dependent Variable: Turnover Intention



**Table 7**ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2835.855	2	1417.927	66.185	.000 <sup>b</sup>
	Residual	3556.358	166	21.424		
	Total	6392.213	168			

*Note.* Predictors: (Constant), Employee Burnout, Work Engagement. Dependent Variable: Turnover Intention

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

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	12.902	1.651		7.813	.000	9.641	16.162
	Work Engagement	-.200	.028	-.416	-	.000	-.256	-.144
	Employee Burnout	.165	.021	.454	7.732	.000	.123	.207

*Note:* Dependent Variable: Turnover intention

***Theoretical conversation on findings***

The purpose of this quantitative correlation study was to examine the relationship between work engagement, employee burnout, and employee turnover intention in the field service industry. The findings of this study, increased employee engagement decreases turnover intention while increased employee burnout increases turnover

intention, supports Alderfer's ERG theory. One of the key attributes of Alderfer's theory is the job-specific nature of its focus. The ERG theory states that the needs of humans can be grouped into three basic areas, existence, relatedness, and growth (Arnolds & Boshoff, 2002).

An employee's need to feel safe at work is a main driver of work engagement (Shuck et al., 2011). The findings of a study performed by Liu et al. (2019) show turnover intention is directly affected by the occupational health and safety of an employee's job. This speaks directly to an individual's physiological need, existence in the ERG theory. Employees have a deficiency in motivation when there is a threat to their basic physiological needs. Employees are stimulated to continue working only when there is a satisfaction of their well-being which includes safety needs. In an organizational setting, existence are those basic needs, like pay and workplace safety, an individual requires to an employee at an organization (Snow, 2019).

The results of a study performed by Shuck et al. (2011) found that an employee's relationship with his/ her manager directly impacts the employee's engagement. In turn, one of the causes of turnover intention is the lack of support and relationship from one's manager and/ or coworkers (Scanlan & Still, 2019). Toxic relationships with coworkers are one of the grounds for employees to contemplate leaving an organization (Jarupathirun & De Gennaro, 2018). The findings of a study Rasool et al., (2021) showed a toxic work environment has a negative impact on work engagement resulting in employee burnout. Both findings speak to the relatedness need in the ERG theory. Per

Snow (2019) the relatedness need, sense of belonging and respect, includes all relationships including connections with supervisors and coworkers.

Knowledge played a part in the development of an employee's engagement (Shuck et al., 2011). According to a study by Hassett (2022) investigating the effects of access to training and development opportunities within the U.S. Federal Workforce, there is a positive relationship between training and development opportunities and work engagement. On the job training can decrease turnover intention by increasing organizational commitment (Nguyen & Shao, 2019). The growth need of the ERG theory involves a person's need to learn, be creative, and fulfilled (Snow, 2019). Ultimately, business leaders can use the lens of the ERG theory to increase work engagement, decrease employee burnout, thereby decreasing turnover intention leading to turnover.

### **Applications to Professional Practice**

Employee turnover has an adverse impact for any organization. This is especially true for the field service industry. Not only can high turnover decrease productivity, but high turnover can also have a negative impact on service quality. A serious issue for service companies is keeping, in general, service employees and more specifically, employees with the expertise in providing excellent customer experience (Slåtten et al., 2011). High dissatisfaction and employee burnout are linked with inferior service results (Scanlan & Still, 2019). The findings for this study could assist human resource and business managers with retaining and recruiting skilled employees. To be successful, organizations must keep a proficient and experienced workforce (Kalyanamitra et al., 2020). Retaining skilled employees is preserving and maintaining experience and

knowledge. Retaining skilled employees could result in improved customer satisfaction, reduced repair times, and increased productivity. Potential employees find organizations with low turnover attractive.

The result of this study supports the study performed by Du Plooy and Roodt (2010) which states that turnover intention is less likely with employees with high work engagement. While both independent variables have a strong relationship with turnover intention, work engagement has a slightly stronger relationship than employee burnout. To decrease turnover intention, business leaders must consider improving work engagement (Tullar et al., 2016). Ultimately, based on the results of this study, managers should focus on improving work engagement and decreasing employee burnout to reduce turnover intention leading to actual turnover.

### **Implications for Social Change**

The results of reducing employee turnover can have a positive impact on social change. Organizations can reduce the cost associated with replacing valuable and knowledgeable employees. Thus, employee retention can lead to increased employee wages. Consequentially, this will raise the standard of living for employees and for the community. It is important to take into consideration the impact reduced employee turnover can have on a company's economic sustainability. This can lead to an increase in municipal developments and a decrease in unemployment. Lower unemployment may lead to increased tax income and decreased government dependence by those in the community. In the end, this enables the local government to dedicate tax revenue to projects that support, foster, and advance the community.

### **Recommendations for Action**

The results of this study may benefit firms that have high employee turnover. The results of the study are limited to one geographical area; however, the recommendations for action can be applied to other geographical areas. In addition, the recommendations can also be applied to other customer facing industries.

The first recommendation is for organizations to develop programs and strategies to increase work engagement. A possible example of this is for human resource and business managers to create or improve current training programs. Aligning with Alderfer's ERG theory (1969), training programs will help to satisfy the growth need which is the desire for personal development. Training programs help to improve work engagement. The findings from a study by Memon et al (2021) highlight the importance of training satisfaction as a factor for improving work engagement. Company training programs that lack quality can contribute to high turnover intention (Ju & Li, 2019; Memon et al., 2017).

Another recommendation is for human resource and business managers to develop annual, bi-annual, or quarterly anonymous surveys that ask for employee feedback. After obtaining the feedback, an action plan needs to be created and shared with employees. This supports the relatedness need of the ERG theory. This recommendation supports employees' need to be heard and fosters a feeling of belonging. Per Snow (2019) relatedness needs are satisfied by the ability to share one's opinions and views. Both recommendations given will help to increase employee engagement, decrease burnout, and decrease turnover intention.

### **Recommendations for Further Research**

While there is an extensive amount of information available on the topics of work engagement, employee burnout, and turnover intention, there is limited information available about the field service industry. Therefore, I recommend further research studies use other research methods and designs, such as a qualitative case study, to focus on the strategies managers can use to increase work engagement in the field service industry. In addition, further research on the relationship between work engagement, employee burnout, and turnover intention can be expanded into other customer facing industries.

The result of this study shows that 43.7% of the variance in turnover intention can be explained by work engagement and employee burnout. Therefore, 56.3% of the variation in employee turnover intention cannot be explained by work engagement and employee burnout alone. I recommend future research explore the possibility of other variables that may explain the variance in turnover intention.

### **Reflections**

The decision to pursue a doctoral degree is not one that should be taken lightly. It is a time-consuming process that can take valuable time away from other things such as family, friends, and recreational time. It is the normal, day to day, aspects of life that can wear on an individual working on a doctoral degree. Work-life balance can be challenging alone without taking on such a daunting task. I learned the most important thing to do is prioritize tasks and then to allocate time for those tasks. In addition, it is important to allot time, even if this means taking breaks, to recharge, refresh, and refocus.

I would be remiss if I did not also mention the importance of the support from classmates and my mentor. Knowing that you are not alone in this journey and the challenges you face are not new or unique, helps provide the confidence to continue.

I found myself on this journey during a unique time in history. The arrival of the COVID-19 virus and the impact it had on the entire world, made for very unsuspecting obstacles. One of the biggest challenges was maintaining my mental health. Although not personally affected by the virus, witnessing others, friends, family, and coworkers, can bring about an increased feeling of fear, worry, frustration, and even numbness. Operating in a world where COVID-19 exist, I found myself susceptible to the effects of burnout. It was through this study that I was able to identify causes of burnout and work to mitigate them.

As a people manager, I have witnessed the effects of burnout at an individual level as well as at a regional level. I often wondered what the possible causes of employee burnout were and how employee burnout could be prevented. Through writing the literature review, I learned there were stages to employee burnout. Before obtaining the results of the study, I had a personal bias that employee engagement and employee burnout would have a relationship with turnover intention, however, I did not know the significance of the relationship. Based on the findings of this study, I have begun to understand the importance of increasing employee engagement to assist in reducing turnover intention and the cost associated with turnover intention.

## **Conclusion**

The purpose of this quantitative correlation study was to examine the relationship between work engagement, employee burnout, and employee turnover intention in the field service industry. I used SPSS, version 27, statistical software to analyze the data through multiple regression. The theoretical framework was based on Alderfer's (1969) ERG theory.

Based on the findings, there is a relationship between work engagement, employee burnout, and turnover intention. Managers of field service employees must work on strategies that increase work engagement and decrease employee burnout to decrease turnover intention. Considerable information exists on the topics of work engagement, employee burnout, and turnover intention. However, the results of this study will offer valuable understanding to managers in the field service business and incite positive change in the field service industry.



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## Appendix A: Utrecht Work Engagement Scale (UWES-9)

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

---

1. At my work, I feel bursting with energy
2. At my job, I feel strong and vigorous.
3. I am enthusiastic about my job.
4. My job inspires me.
5. When I get up in the morning, I feel like going to work.
6. I feel happy when I am working intensely.
7. I am proud of the work that I do.
8. I am immersed in my work.
9. I get carried away when I am working.

## Appendix B: Permission to Use UWES-9

Dear Lannita,

Thank you very much for your interest in my work.

You may use the UWES free of charge, but only for non-commercial, academic research. In case of commercial use, we should draft a contract.

Please visit my website (address below) from which the UWES can be downloaded, as well as all my publications on the subject.

Good luck with your research.

With kind regards,

Wilmar Schaufeli

## Appendix C: Maslach Burnout Inventory (MBI)

**Sample Items:**

MBI - General Survey - MBI-GS:

I feel emotionally drained from my work.

In my opinion, I am good at my job.

I doubt the significance of my work.

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#### Appendix D: Permission to use Maslach Burnout Inventory (MBI)

Permission for Lannita Randle to reproduce 100 copies within three years of February 19, 2021.

Permission to put sample items of an instrument into a dissertation or thesis appendix is provided when license to reproduce is purchased. This provides permission for up to five sample items to show the characteristics of the instrument. Mind Garden will only provide permission for up to five sample items. Even if permission is given for up to five sample items for reproduction, they should not represent a whole scale (e.g., the MLQ has four item scales). The goal is to provide an example of content, not to provide a usable scale.

## Appendix E: Turnover Intention Scale (TIS-6)

1	How often have you considered leaving your job?	Never	1-----2-----3-----4-----5	Always
2	How frequently do you scan the newspapers in search of alternative job opportunities?	Never	1-----2-----3-----4-----5	All the time
3	How satisfying is your job in fulfilling your personal needs?	Very satisfying	1-----2-----3-----4-----5	Totally dissatisfying
4	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	Never	1-----2-----3-----4-----5	Always
5	How often are your personal values at work compromised?	Never	1-----2-----3-----4-----5	Always
6	How often do you dream about getting another job that will better suit your personal needs?	Never	1-----2-----3-----4-----5	Always
7	How likely are you to accept another job at the same compensation level should it be offered to you?	Highly unlikely	1-----2-----3-----4-----5	Highly likely
8	How often do you look forward to another day at work?	Always	1-----2-----3-----4-----5	Never
9	How often do you think about starting your own business?	Never	1-----2-----3-----4-----5	Always
10R	To what extent do responsibilities prevent you from quitting your job?	To no extent	1-----2-----3-----4-----5	To a very large extent
11R	To what extent do the benefits associated with your current job prevent you from quitting your job?	To no extent	1-----2-----3-----4-----5	To a very large extent
12	How frequently are you emotionally agitated when arriving home after work?	Never	1-----2-----3-----4-----5	All of the time
13	To what extent does your current job have a negative effect on your personal well-being?	To no extent	1-----2-----3-----4-----5	To a very large extent
14R	To what extent does the "fear of the unknown", prevent you from quitting?	To no extent	1-----2-----3-----4-----5	To a very large extent
15	How frequently do you scan the internet in search of alternative job opportunities?	Never	1-----2-----3-----4-----5	All of the time

## Appendix F: Permission to Use Turnover Intention Scale (TIS-6)

Dear Lannita

You are welcome to use the TIS for your research. For this purpose, please find the TIS-15 attached for your convenience. This TIS-6 (version 4) consists of the first six items high-lighted in yellow. You may use any one of these two versions. The TIS is based on the Theory of Planned Behaviour.

The only two conditions for using the TIS are that it may not be used for commercial purposes and second that it should be properly referenced as (Roodt, 2004) as in the article by Bothma & Roodt (2013) in the **SA Journal of Human Resource Management** (open access).

It is easy to score the TIS-6. Merely add the item scores to get a total score. The midpoint of the scale is 18 (3 x 6). If the total score is below 18 then it indicates a desire to stay. If the scores are above 18 it indicates a desire to leave the organisation. The minimum a person can get is 6 (6 x 1) and the maximum is 30 (5 x 6). No item scores need to be reflected (reverse scored).

It is recommended that you conduct a CFA on the item scores to assess the dimensionality of the scale. We found that respondents with a matric (grade 12) tertiary school qualification tend to understand the items better and consequently a uni-dimensional factor structure is obtained.

If you wish to translate the TIS in a local language, you are welcome to do so. It is recommended that a language expert is used in the translate - back translate method.

I wish you all the best with your research!

Best regards

Prof Gert Roodt