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# Employee Job Satisfaction and Employees' Voluntary Turnover Intentions (VTIs)

Bridgette Larkin-Perkins  
*Walden University*

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# Walden University

College of Management and Technology

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Bridgette Larkin-Perkins

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2017

Abstract

Employee Job Satisfaction and Employees' Voluntary Turnover Intentions (VTIs)

by

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MBA, University of Phoenix, 2009

BBA, University of Arkansas at Little Rock, 2007

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

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## Abstract

Within the U.S. sales industry, organizational productivity has decreased due to employee job dissatisfaction and increased voluntary turnover intentions (VTIs). Some leaders in the industry lack knowledge about the relationship between intrinsic and extrinsic job satisfaction, and the negative effect on employees' VTIs. The purpose of this correlational study was to examine whether intrinsic and extrinsic job satisfaction significantly predicted retail sales employees' VTIs. The Minnesota Satisfaction Questionnaire (MSQ) and the Turnover Intentions Scale (TIS-6) were used to collect data from full- or part-time employees in the U.S. retail sales industry. The theoretical framework was based on Herzberg's motivation-hygiene theory. The results of a multiple regression analysis indicated that a combination of intrinsic and extrinsic job satisfaction,  $F(2, 87) = 3.51, p = .034, R^2 = .08$ , significantly predicted employees' VTIs. However, extrinsic job satisfaction ( $t = 2.05, p = .034$ ) was the only statistically significant predictor. Business leaders, who understand the factors that increase extrinsic job satisfaction, may increase retention within the organization, provide workforce stability, improve organizational and economic growth, and decrease costs related to job satisfaction and VTIs. The implications for social change include helping to reduce the economy's unemployment rate and improve relationships between the employees, their families, and their communities include (a) improving employees' and stakeholders' perceptions of their organization in the community and (b) improving employees' well-being by understanding the job satisfaction factors that improve their morale.

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## Dedication

I dedicate this to my husband (Jariod), my children (Kaleb, Kiana, Kelli, and Alexis), my brothers (Steve, Willie, Joseph, Anthony, and the twins), my dad (Bobby Dean) and the rest of my family. This, by far, is a special time for me as I, also, dedicate this to my beloved mother, Shirley Ann Metcalf-Larkin, who always believed in everything that I did and pushed me to be all that I could be. She was my strongest supporter outside of my husband. To my children and family, thank you for your patience and standing beside me throughout this process.

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## Table of Contents

List of Tables .....	iv
List of Figures .....	v
Section 1: Foundation of the Study.....	1
Background of the Problem .....	1
Problem Statement .....	2
Purpose Statement.....	2
Nature of the Study .....	3
Research Question .....	4
Theoretical Framework.....	5
Operational Definitions.....	5
Assumptions, Limitations, and Delimitations.....	6
Assumptions.....	6
Limitations .....	6
Delimitations.....	6
Significance of the Study .....	7
Contribution to Business Practice.....	7
Implications for Social Change.....	7
A Review of the Professional and Academic Literature.....	8
Application to the Applied Business Problem .....	9
Summary and Transition.....	37
Section 2: The Project.....	39



Role of the Researcher .....	39
Participants.....	40
Research Method and Design .....	41
Research Method .....	41
Research Design.....	43
Population and Sampling .....	43
Ethical Research.....	45
Data Collection Instruments .....	46
Data Collection Technique .....	49
Data Analysis .....	50
Study Validity .....	55
Summary and Transition.....	57
Section 3: Application to Professional Practice and Implications for Change .....	58
Introduction.....	58
Presentation of the Findings.....	58
Implications for Social Change.....	66
Recommendations for Action .....	67
Recommendations for Further Research.....	68
Reflections .....	69
Conclusion .....	70
References.....	71
Appendix A: MSQ Permission Letter.....	108

Appendix B: MSQ Instrument .....	110
Appendix C: TIS-6 Permission Letter .....	114
Appendix D: TIS-6 Instrument .....	116

## List of Tables

Table 1. Frequency and Percentage of the Study Sources .....	9
Table 2. Regression Analysis.....	62

## List of Figures

Figure 1. Normal probability plot P-P of the regression' standardized residuals..... 60

Figure 2. Scatterplot of the standardized residuals ..... 60

## Section 1: Foundation of the Study

Retail salespeople have a high voluntary turnover rate; it is estimated at 50–60% per year (Katsikea, Theodosiou, & Morgan, 2014; Wren, Berkowitz, & Grant, 2014). The results of the study may indicate an addition to the existing body of knowledge. In this study, I examine the linear combination of intrinsic and extrinsic job satisfaction which could predict retail sales employees' VTIs.

### **Background of the Problem**

Approximately 32% of retail employees are ready to quit their jobs because of dissatisfaction; this negatively impacts organizations (Boichuk & Menguc, 2013; Biron & Boon, 2013). Employees who are dissatisfied with their jobs and think of leaving can impact the views of other employees who might not otherwise feel job dissatisfaction (Hofhuis, Van der Zee, & Otten, 2014). In other words, employee job dissatisfaction has a wide-range of effects, not just on the organization, but on other employees as well (Butali, Wesang'ula, & Mamuli, 2013).

Employee voluntary turnover is costly to the organization's productivity, not just due to replacement costs, but also the uncertainty experienced by the employees who remain (Ghosh, Satyawadi, Pasad Joshi, & Shadman, 2013). Newly hired replacement employees, who must learn the position, initially have lower productivity, which also causes organizational losses and costs (Butali et al., 2013). When turnover is high, the organization's productivity and performance suffer (Wren et al., 2014).

Some employers lack knowledge on what factors, such as intrinsic and extrinsic factors, influence employee job satisfaction. Intrinsic job satisfaction is how an individual

feels about their work environment and has been linked to higher performance, while extrinsic job satisfaction is the individual's working conditions and has been linked to positive outcomes (Faucett, Corwyn, & Poling, 2013; Linz & Semykina, 2013; Benedetti, Diefendorff, Gabriel, & Chandler, 2015). Therefore, the link between the constructs of intrinsic and extrinsic job satisfaction and turnover intentions is worthy of examination (Cohen, Blake, & Goodman, 2015).

### **Problem Statement**

Employee job dissatisfaction increases organizational turnover by 50% within the sales industry (Biron & Boon, 2013; Wren et al., 2014). In the U.S. Bureau of Labor Statistics report (2015) on turnover, 4.8 million people abandoned or voluntarily quit their jobs. The general business problem is that some leaders in the retail sales industry are being negatively affected by employees' VTIs, which results in decreased organizational productivity. The specific business problem is that some leaders in the U.S. retail sales industry lack knowledge about the relationship between intrinsic job satisfaction, extrinsic job satisfaction, and retail sales employees' VTIs.

### **Purpose Statement**

The purpose of this quantitative, correlational study was to examine whether a linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs. The findings from the study could have an impact on social change by helping to reduce the economy's unemployment rate and by improving relationships between the employees, their families, and their communities. They could provide the means for retail sales leaders to (a) improve employees' and stakeholders'

perceptions of their organization in the community and (b) improve employees' well-being by understanding the job satisfaction factors that improve their morale improve employees' well-being. Individuals who experience increased satisfaction with their jobs are less likely to leave their employer, which leads to individuals earning more money, and improving their relationship with family, friends, and communities (Fiorillo & Nappo, 2013).

### **Nature of the Study**

I selected a quantitative, correlational methodology to examine the relationship between intrinsic job satisfaction, extrinsic job satisfaction, and retail sales employees' VTIs. Using a qualitative method would require the use of unstructured or semistructured techniques to collect qualitative data of participants' views and experiences (Kapoulas & Mitic, 2012). Such data collection techniques cannot generate structured numerical data needed for addressing the purpose of this study. While researchers using qualitative methods provide descriptive information through open-ended interview questions (Jackson, 2015), I did not interview participants in my study. Conducting a mixed methods study is time and resource-consuming as it involves the collection and analysis of both qualitative and quantitative data (Venkatesh, Brown, & Bala, 2013). A mixed methodology encompassing both qualitative and quantitative methods would not be appropriate for the study because of my focus on examining the relationship between intrinsic job satisfaction, extrinsic job satisfaction, and retail sales employees' VTIs.

To meet my study's purpose, I considered and then rejected two other quantitative designs for the following reasons. An experimental research design indicates the use of

randomization to assign subjects to a control or treatment group (Aguinis & Bradely, 2014). Subjects in the control group remain untreated, but researchers manipulate, according to the study's purpose, the participants of the treatment group (Aguinis & Bradely, 2014). Researchers employing quasi-experimental designs use existing control and treatment groups without random assignments to the treatment groups (Arthur & Hardy, 2014). In my study, seeking to treat, manipulate, or control variables is difficult. An experimental design requires control of the independent variables, which is seldom feasible in field research (Siler & Klahr, 2015). With the causal-comparative design, researchers examine if the independent variable affects the outcome after the event occurs (Maggetti, Gilardi, & Radaelli, 2013). The purpose of this study was not to examine a specific event in any context, but to examine a relationship and the causal-comparative design is not appropriate for examining such relationships

### **Research Question**

RQ: Does a linear combination of intrinsic job satisfaction and extrinsic job satisfaction significantly predict retail sales employees' voluntary turnover intention?

*H*<sub>0</sub>: The linear combination of intrinsic job satisfaction and extrinsic job satisfaction will not significantly predict retail sales employees' voluntary turnover intention.



*H<sub>a</sub>*: The linear combination of intrinsic job satisfaction and extrinsic job satisfaction will significantly predict retail sales employees' voluntary turnover intention.

### **Theoretical Framework**

I used the motivation-hygiene theory as the theoretical framework of the study. In 1959, Herzberg, Mausner, and Snyderman developed the motivation-hygiene theory to help understand employees overall satisfaction with their organizations. Herzberg, in 1966, extended the theory. An employee's interest and enjoyment in their work stimulates their intrinsic motivation (Li, Sheldon, & Liu, 2015). In the motivation-hygiene theory, Herzberg suggested that employee job satisfaction results from intrinsic factors that motivate each employee's performance in the organization (Hackman & Oldham, 1976). Other employees are motivated by extrinsic rewards such as incentives (Li et al., 2015). If an employee's job is a source of satisfaction (Soliman, 1970), then the motivation-hygiene theory, with its examination of intrinsic and extrinsic factors of job satisfaction, could help explain why VTI is high. Therefore, I examined employees' motivation to remain in their respective organizations.

### **Operational Definitions**

The following definitions of terms are applicable to the study:

*Job satisfaction.* Job satisfaction is the pleasurable or emotional state in the evaluation of the individual's job experience that results in internal rewards or external rewards of the organization (Tziner, Ben-David, Oren, & Sharoni, 2013).

*Retail sales industry.* The sale of goods and services for personal or household use to consumers (Mankar & Muley, 2016).

*Voluntary turnover intentions.* Voluntary turnover intentions occur when employees decide to leave their organization voluntarily (Hofhuis, et al., 2014).

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

#### **Assumptions**

Assumptions are facts one considers to be true but cannot verify (Elberzhager, Münch, Rombach, & Freimut, 2014). One assumption for this study was participants will understand the survey questions regarding intrinsic and extrinsic job satisfaction, as well as voluntary turnover intention. A second assumption was participants will provide truthful answers to the survey questions. A final assumption was participants' responses are reflective of their roles and experiences in the retail sales industry.

#### **Limitations**

Limitations involve the potential weaknesses of the study (Emanuel, 2013). Limitations of the study include the biased reviews from the male and female retail sales employees working in the United States. The responses were limited to the measurement instrument items included in the survey. The survey results will only include the responses from the retail sales industry and may not relate to other industries.

#### **Delimitations**

Delimitations involve the bounds of the study (Loecher, 2000). In the scope of the study are the independent variables of intrinsic job satisfaction and extrinsic job satisfaction, and the dependent variable of retail sales employees' voluntary turnover intentions. Also, in the bounds of the study are the selection of the retail sales employees

that have a work history relevant to the industry and are located within the United States. Beyond the scope of the study are other geographic locations and other sales industries.

### **Significance of the Study**

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

The study's findings may help retail sales business leaders better understand the relationship between job satisfaction and employees' voluntary turnover intentions. Satisfied employees are engaged in their organization (Duffy, Autin, & Bott, 2015); unsatisfied employees may eventually leave the organization (Tnay, Othman, Siong, & Lim, 2013). Findings from the study may contribute to effective business practice by providing knowledge to business leaders on why job satisfaction is important to their employees. Employees with higher job satisfaction can increase an organization's productivity and profit (Mathieu & Baiak, 2016).

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

The study's findings may affect social change by providing a means for (a) improving individuals' well-being and stakeholders' perceptions of their organization in the community and (b) improving individuals' well-being by understanding the job satisfaction factors that improve their morale. Individuals, who are happy with their work environment, tend to be satisfied and have a positive emotional well-being (Fiorillo & Nappo, 2013; Alegre, Mas-Machuca, & Berbegal-Mirabent, 2015). Individuals who are satisfied tend to earn higher wages, as well as develop and maintain positive relationships with family and friends (Fiorillo & Nappo, 2013).

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

The purpose of this quantitative correlation study was to examine whether a linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs. The study tested whether the linear combination of intrinsic and extrinsic job satisfaction could significantly predict retail sales employees' VTIs.

To identify prospective, peer-reviewed articles and books, I searched the following databases—Business Source Complete, Emerald Management, Science Direct, Communications and Mass Media Complete, and ABI/Inform Complete—for the years 2012–2017, using the following keywords: employee turnover, turnover intention, Herzberg's theory, motivation-hygiene theory, two-factor theory, job satisfaction, job dissatisfaction, voluntary employee turnover, intrinsic motivation, extrinsic motivation, retail turnover, job security, supervision, communication, and sales turnover. I used the Boolean operators, AND and OR, to optimize the results. Abstracts were used to judge an article's relevancy to the research questions. The references of significant articles were scanned for additional sources. In addition, I reviewed the seminal works of Herzberg et al. (1959) and Herzberg (1966). The website of the U.S. Department of Labor was particularly useful.

As required, at least 85% of the references were relevant to my current business problem. A minimum of 60-peer reviewed sources in the literature review were less than 5 years from the anticipated completion date of the study. See Table 1 for the frequency and percentages of the sources, which indicates 87% of sources published within the last 5 years.

Table 1

*Frequency and Percentage of Sources for the Study*

Resources	References		Total
	Within 5 Years	Older than 5 Years	
Books	4	7	11
Dissertations	0	0	0
Peer-Reviewed Articles	205	20	225
Government	4	0	4
Other Resources	0	5	5
Total	213	32	245

I organized the Application to the Applied Business Problem section as follows:

(a) I restated the study's purpose and hypotheses, (b) I analyzed the theoretical framework literature to provide a context for the examination, (c) I analyzed and synthesized the independent variables along with the literature on their measurements, and (d) I examined the literature on the dependent variable of employees' VTIs and the literature on its measurement.

### **Application to the Applied Business Problem**

The purpose of this quantitative correlation study was to examine whether the linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs. The selected population is employees in the U.S. retail sales industry. The findings from the study may affect social change by providing a means for (a) improving individuals' well-being and stakeholders' perceptions of their organization in the community and (b) improving individuals' well-being by understanding the job satisfaction factors that improve their morale. Individuals who experience increased satisfaction with their jobs are less likely to leave their employer, which leads to

individuals earning more money, as well as improving their relationship with family, friends, and communities (Fiorillo & Nappo, 2013).

### **Literature on the Theoretical Framework: Motivation-Hygiene Theory**

In 1950, psychologist Frederick Herzberg developed the motivation-hygiene theory, also known as the two-factor theory (Herzberg et al., 1959). Herzberg et al. (1959) wrote the book *The Motivation to Work* to help readers understand what factors motivated employees to work in their organization. In the seminal work of Herzberg et al. (1959), Herzberg advanced the motivation-hygiene theory by helping to identify the overall satisfaction of the employees working in their organization.

Herzberg's motivation-hygiene theory used qualitative interviewing to gather information on how job satisfaction factors (satisfiers) and job dissatisfaction factors (dissatisfiers) influence employee turnover intentions (Herzberg et al., 1959). Job satisfaction and job dissatisfaction are comprised of two different phenomena and have a strong predictor on organizational outcomes (Islam & Ali, 2013). According to Herzberg's (1959) motivation-hygiene theory, hygienic factors do not create job satisfaction but can cause job dissatisfaction. Satisfied employees are likely to meet the demands of the organization (Huang & Gamble, 2015). Likewise, employee satisfaction and dissatisfaction are crucial for the performance of an organization and the effect from satisfaction and dissatisfaction causes the employee to have an attitude toward their work (Islam & Ali, 2013).

Herzberg et al.'s (1959) seminal work involved a qualitative research study randomly selecting 200 engineers and accountants working in the manufacturing industry

in Pittsburgh. Herzberg's wanted to gain insight on how the employees were treated in the industry. Herzberg et al. (1959) asked the employees to describe instances when they felt good or bad on their job and to find how long the good feeling and bad feeling lasted. Herzberg also desired to understand why the workers felt satisfied or dissatisfied on their job and whether those feelings were based on performance, relationships, or well-being (House & Widor, 1967). Herzberg found that employees who had good feelings about their work provided different responses than the employees who felt bad about their work (Herzberg et al., 1959).

Herzberg (1965) continued his work on the motivation-hygiene theory by testing the theory on lower level supervisors in an industrial plant in Finland. Using a qualitative methodology, Herzberg gathered his data via questionnaire similar to the questionnaire used in the original study involving accountants and engineers in the Pittsburgh industry. Herzberg concluded motivating factors contributed to 90% and hygienic factors contributed to 80% of the employee's feelings about their work (Herzberg, 1965).

Herzberg's motivation-hygiene theory supports the idea of employees who are motivated have an increase in job satisfaction (Herzberg, 1965). However, Herzberg's motivation-hygiene theory does not recommend hygienic factors alone cause job satisfaction (Herzberg et al., 1959). In the motivation-hygiene theory, Herzberg's interest in understanding how employees feel about their organization is the basis of the purpose statement in this study.

### **Research Studies Using the Motivation-Hygiene Theory**

In 1970, Soliman used a quantitative method approach, via a job satisfaction survey, to test Herzberg's motivation-hygiene theory on teachers and employees working in Illinois public schools. Soliman (1970) stated job satisfaction depends on whether the environment is considered need-satisfying or not. Therefore, Soliman hypothesized motivation and hygienic needs affect job satisfaction and, in contrary, job satisfaction does not have two different dimensions. Soliman's hypothesis was inconclusive by stating that job satisfaction does not have different dimensions. Similar to Herzberg et al. (1959), Soliman found Herzberg's motivation-hygiene theory is correct by suggesting two different sets of need categories, motivation and hygiene, exist and these needs influence peoples' satisfaction levels.

Ghazi, Shahzada, and Khan (2013) conducted a descriptive study using the same theory to examine the motivating factors (achievement, recognition, work itself, responsibility, advancement and growth) and the hygienic factors (policy and administration, supervision, working conditions, salary, and relationships) of Pakistani teachers. The motivation of teachers depends on their overall satisfaction from motivating and hygienic factors. However, in the self-administered questionnaire to the teachers, Ghazi et al. found teachers were satisfied with hygienic factors rather than motivating factors. In contrast to Herzberg et al.'s motivation-hygiene theory demonstrating people are dissatisfied with hygienic factors of the job. Ghazi et al. concluded teachers perceived hygienic factors as a strong force for motivation.



Like Ghazi et al., Islam and Ali (2013) used Herzberg's motivation hygiene theory to conduct a quantitative study to examine what factors promote job satisfaction of teachers in the private sector. The motivating factors included recognition, achievement, growth, responsibility and the work itself; while, the hygienic factors included pay, relationships, supervision, and working conditions. Islam and Ali (2013) concluded teachers are highly satisfied with the motivating factors of achievement and the work itself. However, like Ghazi et al., Islam and Ali (2013) found the hygienic factors of policy, supervision, and relationships with supervisors and coworkers led to higher levels of job satisfaction than motivating factors for private sector teachers. On the contrary, in another study on teacher satisfaction, Lumadi used a mixed methodology approach of Herzberg's motivation-hygiene theory and found teachers are satisfied when hygienic factors are involved such as involvement in changing of the policy and procedures of their school (2014).

Teck-Hong and Waheed (2011) used Herzberg's motivation-hygiene theory in a quantitative study to explore the factors that motivate and increase the job satisfaction levels of Malaysia salespeople. The participants for the surveys were women shopping in apparel stores in the Bandar Sunway mall. Teck-Hong and Waheed (2011) found a statistical significance between work motivation and job satisfaction suggesting hygiene factors affect Malaysia salespeople. Similarly, Lo, Lin, and Hsu (2016) performed a quantitative study on Taiwan residents to examine whether Herzberg's motivation-hygiene theory a) affected the consumer decision-making process and b) factors affected online impulse buying. Lo et al. (2016) categorized 31 factors as motivators or hygienic:

13 were motivators having positive Z-scores and 18 were hygienic having negative Z-scores. Like Herzberg, who proposed that hygienic factors lead to baseline satisfaction, Lo et al. showed consumers are more concerned with the hygienic factors of online shopping, which includes member security, ease-of-use website interface, and product categorization versus motivating factors (Babić, Kordić, & Babić, 2014; Lo et al., 2016).

Derby-Davis (2014) performed a quantitative correlational study using Herzberg's motivation-hygiene theory to examine the factors and demographic variables that influence job satisfaction and intentions to stay among nurses. The study findings revealed the motivating and hygienic factors such as training, supervisor-employee relationships, work environment, and policies influence the nurses' decision to stay. In contrary, Kula and Guler (2014) used the same theoretical approach and found supervisor support had a significant and positive impact on the performance of the Turkish law enforcement officers. Unlike Teck-Hong, Waheed, Lo et al., Kula and Guler who demonstrated hygiene factors impact job satisfaction, Ghazi et al., Islam and Ali, and Derby-Davis proved both motivating and hygienic factors affect employee job satisfaction.

Similar to Herzberg et al., Kultalahti and Viitala (2014) used Herzberg's motivation-hygiene theory to conduct a qualitative study investigating what factors motivated millennials' perception of work. The study revealed millennials appreciated the hygienic factors of work, which included flexible working hours and working conditions. In addition, millennials believed people should be treated like humans and

because of the challenging projects, millennials enjoyed their work (Kultalahti & Viitala, 2014).

### **Limitations of the Theoretical Framework**

The motivation-hygiene theory is based on two distinct factors: motivating factors and hygienic factors (Islam & Ali, 2013). Motivation factors are related to satisfaction and hygienic factors are related to dissatisfaction (House & Widor, 1967; Lo, Lin, & Hsu, 2016). However, Herzberg's motivation-hygiene theory did not include variation consisting of personal traits, cultural diversity, and situational factors (Ogut & Attar, 2015).

Before Herzberg's initial work in understanding factors that influence job satisfaction, Maslow developed a theory of needs focused on understanding human needs and what motivated humans to pursue their needs (Gawel, 1997). In Maslow's theory, he suggested people could not fulfill their next need until the first need was fulfilled (Gawel, 1997). To expand on Maslow's theory, Herzberg suggested motivational factors influence the individual's job satisfaction level but he did not suggest that one need must be met before another need can be fulfilled (Gawel, 1997). The expansion led other scholarly researchers, such as Soliman, Lumadi, Islam and Ali, to conduct research using Herzberg's motivation-hygiene theory. However, limitations and weaknesses existed in their studies.

Herzberg et al.'s (1959) motivation-hygiene theory does not indicate hygienic factors cause satisfaction but that motivating factors affect job satisfaction. Soliman (1970) suggested hygienic factors such as the relationship between pay, supervision, and

work have a nonlinear connection with job satisfaction. While in Lumadi, Islam and Ali's study supporting Herzberg's motivation-hygiene theory, they found hygiene factors impact the school teacher's job satisfaction level.

In Babić et al.'s (2014) quantitative study examining the satisfaction needs of Belgrade health care professionals in public and private health care centers, Herzberg's theory did not lead to any encountering differences. Babić et al. (2014) concluded sociability is a motivator in the work place. However, Maslow's theory revealed sociability does not motivate employees to do their job and a significant difference exists between public and private Belgrade health care professionals (Babić et al., 2014).

### **Rival Studies to the Motivation-Hygiene Theory**

Hackman and Oldham (1976) developed the job characteristics model to understand job characteristics and the individual's response to their work. In the job characteristics model, Hackman and Oldham (1976) suggested five core job dimensions (skill, task identity, task significance, autonomy, and feedback) trigger the three psychological states of an individual (knowledge of the results, experienced responsibility, and experienced meaningfulness) and the individual's need for growth. The positive effect of job dimensions on the psychological state of the employees incentivizes and reinforces the employee to perform well (Hackman & Oldham, 1976).

Hackman and Oldham (1976) tested the job characteristics model on business organizations across the United States. In a quantitative study, Hackman and Oldham (1976) administered the Job Diagnostic Survey (JDS) to understand what job dimensions affect the human psychological state and found psychological states correlate with job

dimensions. Unlike the job characteristics model, Herzberg's motivation-hygiene theory does not provide a way for people to express how they will react to complex jobs, motivating factors are not measurable, and the motivation-hygiene theory is not testable (Hackman & Oldham, 1976). The job characteristics model does not address the intrinsic and extrinsic factors that cause job satisfaction.

Alternatively, Ryan and Deci (2000) used a metatheory to develop the self-determination theory as a counter to Herzberg's motivation-hygiene theory. In the self-determination theory, Ryan and Deci (2000) suggested human motivation comes from empirical methods and psychological needs of competence, relatedness, and autonomy. Although, the self-determination theory addresses intrinsic and extrinsic motivation, the theory disregards the hygienic factors Herzberg proceeds as an influence to job satisfaction.

Like Herzberg who uses motivation as a key to an employee's performance and job satisfaction, Vroom developed the expectancy theory to support the motivational efforts by suggesting that an employee's job performance is based on their motivation (Heneman & Schwab, 1972). Vroom implied that satisfaction and dissatisfaction comes from the individual's response to a defensive issue (Soliman, 1970). To understand why motivation served as the key function, Vroom identified three concepts that affect the expectancy theory: valence, instrumentality, and expectancy (Nimri, Bdair, & Al Bitar, 2015). Together these concepts only support the results of the motivational efforts in the expectancy theory, while Herzberg's theory supports the internal and external needs that cause job satisfaction.

### **Defining Job Satisfaction with Respect to Herzberg's Motivation-Hygiene Theory**

Herzberg et al. (1959) described job satisfaction as how people like or dislike their jobs. Gözükara and Çolakoğlu (2015) suggested job satisfaction involves the good and bad feelings people have towards their job. Herzberg et al. (1959) connected the good and bad feelings to motivator and hygiene factors that satisfy the person's need. A person's motivation, commitment, and performance are increased when the organization supports their employees and when the employees are satisfied (Tnay et al., 2013). However, lower levels of satisfaction can impact a person's attitude and behavior towards their work (Gözükara & Çolakoğlu, 2015).

Job satisfaction is an influential factor of turnover intentions and the employees make their decision on whether to exit their organization voluntarily (Chaudhary & Chaudhari, 2015). Job satisfaction is complex and depends on the individual's expectations (Bocuzzo, Fabbris, & Pacagnella, 2015). Abbas, Mudassar, Gul, and Madni (2013) discovered intrinsic factors such as training, empowerment, and performance have a negative influence on job satisfaction but extrinsic factors like receiving rewards have a positive influence on the Pakistani community's job satisfaction level. Other researchers have found job satisfaction is related to the intrinsic factors and hygienic factors do not affect an employee's job satisfaction (Wilson, 2015). Therefore, understanding intrinsic and extrinsic job satisfaction is needed for this study.

### **Literature on the Independent Variable: Intrinsic Job Satisfaction**

In the motivation-hygiene theory, Herzberg suggested employees' job satisfaction results from intrinsic factors that motivate the employee's performance in the

organization (Hackman & Oldham, 1976). Similarly, Kim (2015) concluded intrinsic motivation is critical to the public employee's turnover intentions. An employee's intrinsic job satisfaction stimulates from the employee's interest in and enjoyment in performing an activity (Li, Sheldon, & Liu, 2015). Therefore, intrinsic job satisfaction is important and influential on the employee's decision on whether to stay or leave their organization (Morgan, Dill, & Kalleberg, 2013).

According to Herzberg et al. (1959), the opposite of job satisfaction and job dissatisfaction is no job satisfaction and no job dissatisfaction. However, some organizations are internally weak in managing their employees' job satisfaction and ignore the work environment resulting in poor employee performance (Raziq & Maulabakhsh, 2015). Managers are responsible for increasing their employees' job satisfaction (Mafini, 2014). Hussain, Rizwan, Nawaz, ul Hameed, and Rizwan (2013) stated that managers should know the factors that increase their employee's motivation and the employees should share with their managers what motivates them to perform their job. Therefore, managers should show positive satisfaction to influence their employee's motivation to perform their organizational duties (Preez & Bendixen, 2014).

In 2015, Gov conducted a quantitative study on Israeli professionals, using Herzberg's motivation-hygiene theory, to explore and determine the relationship between intrinsic rewards and pay satisfaction. Gov collected his sample data from a survey he sent through a Facebook invitation. In a similar study, Morgan et al. (2013) conducted a mixed-methods study on frontline healthcare workers to see whether extrinsic rewards had a stronger impact on the workers than intrinsic rewards. The results from Morgan et

al.'s study indicated intrinsic factors, like reasonable workloads, have a significant relationship on job satisfaction; however, extrinsic rewards result in employee voluntary turnover (Morgan et al., 2013). Although Herzberg's motivation-hygiene theory implied intrinsic motivation leads to satisfaction and extrinsic hygienic factors lead to no satisfaction, Gov concluded there was no significant relationship between intrinsic rewards and pay satisfaction (Herzberg et al., 1959; Gov, 2015).

Conversely, Bartels (2015) conducted a qualitative study to focus on how the Dutch food retail managers sustain an organization. The results of Bartels' study showed retail managers are not intrinsically motivated to sustain the organizations. Using the same methodology, Tan and Newman (2013) found retail managers do not like to evaluate their sales force training programs in the retail industry because they are not intrinsically motivated to take the responsibility in following up due to the time it takes, the costs, and the effort. However, knowing what predictors influence turnover intentions is beneficial and allows the organizations a chance to correct the issues (Purba, Oostrom, Bhorn, & van der Molen, 2016).

Employee intrinsic job satisfaction is affected by the individual's need for self-actualization and self-realization in the workplace, which motivates the employees to increase effort in their performance (House & Wigdor, 1967). As employees' motivation increases, the employees enjoy their job and feel their job is meaningful (George & K.A., 2014). Herzberg et al. (1959) suggested intrinsic job satisfaction factors include recognition and rewards, the work itself, responsibility, and advancement.



**Recognition and rewards.** Recognition is one of the strongest motivating factors for employees, and employees expect to be recognized regularly for their achievements (Imran et al., 2014). Employee recognition can be received verbally or through a handwritten note (Knight & Kleiner, 2015). A handwritten note can be professionally meaningful to the employee (Zwickel et al., 2016).

In a quantitative study, Imran et al. (2014) found a strong, positive relationship exists between rewards and recognition in relation to job satisfaction. Employees praised for their work feel comfortable and willing to accomplish the goal of the organization (Imran et al., 2014). Similarly, Zeb et al. (2014) discovered teachers are motivated and satisfied when recognized for their contributions. Employee recognition makes the employee feel proud, satisfied, and motivated to work (Knight & Kleiner, 2015; Zeb et al., 2015). Employee success and achievement serve as positive outcomes of their work (Maurer & Chapman, 2013).

**Responsibility.** Lyon (2016) stated employees feel more responsible when managers empower to complete a task. Employees demand responsibility (Onkila, 2015). Wisse, van Eijbergen, Rietzschel, and Scheibe (2015) found corporate social responsibility influenced the external satisfaction of seasoned employees. Therefore, employee satisfaction increases when they feel like they can make decisions increasing their responsibility in their work (Naaem, 2013).

Duffy et al. (2014) conducted a quantitative study on employee satisfaction with their jobs and concluded work meaning and the person's work environment mediated the link between work volition and job satisfaction. An employees' sense of belonging

increases when the employee feels like they have meaning and when the managers consider them responsible enough by delegating duties to them (Duffy et al., 2014). Likewise, in Lyon's (2016) work, he stated delegation of authority had a significant relationship towards employee commitment and job satisfaction. Lyon (2016) stated delegation of authority is used when managers or supervisors share power and authority with employees. Employee delegation provides the employees an opportunity to be responsible in learning, building employee skills, and working with other employees in the organization (Lyon, 2016).

Duffy et al. (2014) also concluded employee decision-making was positively correlated to job satisfaction. Employees want to feel they have choices in their work environment (Duffy et al., 2014). Employee decision-making is linked to the employee's job satisfaction and the employee's life satisfaction (Duffy et al., 2014). Lyon (2016) suggested other positive results of delegation include lower employee turnover and employee commitment to achieve organizational goals.

**Work.** Employee performance in their organization is influenced by human capital and managerial communication (Felício, Couto, & Caiado, 2014). In Felício et al.'s (2014) quantitative study, they found human capital factors impact organizational performance. Human capital is composed of education, knowledge, and experience (Felício et al., 2014). In a similar study, Wren, Berkowitz, and Grant (2014) concluded intrinsic satisfaction from job involvement and education had a significant influence on the salesperson's turnover intentions. When employees have vested human capital, they

obtain better quality jobs in their organizations and the employees feel appreciated and valued (Wren et al., 2014).

Akhter, Raza, Ashraf, Ahmad, and Aslam (2016) used a descriptive study to examine whether job satisfaction had a significant relationship on training and development among faculty members. Akhter et al. found a positive and significant relationship exists between training and development as related to job satisfaction. Training plays a huge role in employee job satisfaction and helps increase the employee's knowledge, skills, and competencies (Akhter et al., 2016). Likewise, Tziner et al. (2014) concluded that if individuals feel satisfied with their work, they will deploy all competencies to achieve the work-related goals.

Hussain et al. (2013) performed a quantitative study to examine whether effective training programs and job satisfaction impact employee commitment. Hussain et al. (2013) concluded a positive and significant relationship exists between effective training programs and job satisfaction as related to employee commitment. In other words, Hussain et al. (2013) recommended employee commitment was positively significant to employee motivation. When organizations provide effective training programs to their employees, the employees perform better and are committed to their job (Hussain et al., 2013).

**Advancement.** Employees who have strong educational backgrounds and work ethics can increase the value of their organization (Parsa, Idris, Samah, Wahat, & Parsa, 2014). Maurer and Chapman (2013) suggested employees who invest in their education and experience reap rewards in their jobs. When an employee learns new ideas and facts,

the employee improves his or her opportunity to advance in the organization (Parsa et al., 2014).

In Parsa et al.'s (2013) quantitative study examining the relationship between the quality of work life and career advancement among academic employees, they concluded a positive and significant relationship exists. Again, Mihail and Kloutsiniotis (2014) conducted a qualitative study on the effects of the MBA program and graduate students' career advancement and they found the MBA degree had an impact on the graduates finding enriched jobs. Individuals must invest in themselves for improvement and development activities leading to advancement (Maurer & Chapman, 2013).

Naeem (2013) conducted a quantitative study on examining the relationship between organization culture and promotion as it relates to job satisfaction. The results from Naeem's study show a strong relationship between promotion and job satisfaction. Individuals are satisfied with their jobs when they receive promotional opportunities in their organization (Naeem, 2013). Organizational support through promotion opportunities enables the employee to perform better and impacts employee job satisfaction (Naeem, 2013).

### **Literature on the Independent Variable: Extrinsic Job Satisfaction**

Sankar (2015) stated hygiene factors encourage the employee's job satisfaction. Managers, enforcing hygiene factors, should expect the employee demand to be higher, and should expect employees to care about the external benefit (Sachau, 2007).

Employees may think they are happy with incentives; however, eliminating hygienic factors does not result in job satisfaction (Sachau, 2007; Sankar, 2015). The absence of

extrinsic factors affects job dissatisfaction in employees and can cause the employee to quit (Peachey, Burton, & Wells, 2014).

Like Herzberg et al. (1959), Callea, Urbini, Ingusci, and Chirumbolo (2016) agree, in a quantitative study, intrinsic and extrinsic factors affect employees' job satisfaction levels. However, Callea et al. (2016) found job insecurity to have a negative impact on the permanent workers' intrinsic job satisfaction and to have a negative effect on the extrinsic job satisfaction levels of temporary workers. Callea et al., additionally, concluded when the extrinsic job satisfaction levels of temporary workers' decreases, their job insecurity level increases.

In another study, Gustainiene and Endriulaitiene (2009) found male managers have higher scores of extrinsic job satisfaction than female managers. While, Dasgupta, Suar, and Singh (2014) concluded a collaborative approach drives employees' job satisfaction levels, Wang, Yang and Wang (2015) implied interpersonal relationships affect job satisfaction and employee participation. However, Ismail and El Nakkache (2014) discovered people are motivated to work when extrinsic job factors are present. The employee's extrinsic satisfaction can be affected by leadership impacting the employee's perception and empowerment (Men & Stacks, 2013).

Employees with a networking and supervisor-employee relationship with their managers have higher levels of job satisfaction (Thompson & Lane, 2014). Chen et al. (2014) found when middle managers are satisfied with their senior managers, the trickle-down effect impacts the behavior of their line employees. However, the lack of

supervisory support impacts the employee's work environment and increases the employees' VTIs (Chen et al., 2014).

Employees working in the private sector are satisfied with extrinsic rewards versus the employees working in the public sector (Yau-De, Chyan, & Kuei-Ying, 2012). The employees working in the public sector seek job security as their caveat resulting in lower turnover intentions (Yau-De et al., 2012). However, the results of Yau-De et al.'s study show Taiwan public employees have lower extrinsic job satisfaction than employees located in the private sector (Yau-De et al., 2012). With such a decrease in extrinsic satisfaction, the opportunity exists to increase the public employee's motivation by addressing the extrinsic factors of their job (Yau-De et al., 2012).

An employee's job satisfaction level is affected by the external factors of the work environment causing the employee to seek jobs that create an enjoyable atmosphere (Thompson & Lane, 2014; Gelard & Rezaei, 2015). In the retail industry, extrinsic rewarding has a negative association and is not a significant factor of job satisfaction research (Stringer, Didham, & Theivananthampillai, 2011). However, other researchers, like Peachey et al. and Thompson and Lane, supported extrinsic rewards have a strong impact on the employees' job satisfaction levels. Belias and Koustelios (2014) suggested extrinsic job satisfaction factors include hygienic factors like job security, supervision, salary and benefits, physical working conditions, and incentives.

**Job security.** With constant changes to include downsizing, restructuring and instability in organizations, employees have a negative perception about their job (Zheng, Diaz, Tang, & Tang, 2014). Job insecurity precipitates negative behavior in the

employee's work (Zheng et al., 2014). Job satisfaction is affected by job insecurity (Karkoulian, Mukaddam, McCarthy, & Messarra, 2013).

Låstad, Elst, and De Witte (2016) conducted a quantitative study on readers of a human resource magazine to investigate the relationship between job insecurity climate and individual job insecurity. The results from this study show job insecurity climate and individual job insecurity are two separate constructs that influence each other over time and additionally, lower job involvement and job satisfaction occurs when there is job insecurity (Låstad et al., 2016). Job insecurity leads employees to relay their negativity about their job security to other employees causing employee satisfaction levels to decrease (Låstad et al., 2016). Furthermore, job insecurity affects the employee's empowerment making the employee feel as if they have a lack of protection in their job and causing the employee to want to leave their job (Karkoulian et al., 2013).

**Supervision.** Tansel and Gazioğlu (2014) recommended good manager-employee relationships enabled the employees to want to be engaged in their organization. Supervisor support influences the employee behavior and affects the employee's sense of belonging and accomplishment in their organization (Charoensukmongkol, Moqbel, & Gutierrez-Wirsching, 2016). Contrarily, the lack of supervisory support can lead to decreased job satisfaction (Kula & Guler, 2014).

In Charoensukmongkol et al.'s (2016) study examining the role of the supervisor-employee relationship, as it relates to job burnout and satisfaction, they revealed supervisory support helped the employees be more confident in accomplishing their jobs. Charoensukmongkol et al. (2016), also, found lack of supervisor support causes the

employees to feel unmotivated about their job performance. Similarly, Tansel and Gazîođlu (2014) concluded in large organizations, employee job satisfaction is low because of the absence of the manager-employee relationships.

Poon (2013) found when employees become attached to their supervisors, they develop a relationship where the employee feels the supervisor has integrity and ability. Employees like to remain with trustworthy, quality supervisors (Lyon, 2016). Furthermore, Poon (2013) concluded employees desire to have supervisors open to communication and supervisors who care about the employees and their safety. The supervisor-employee relationship positively affects the employee's job satisfaction level (Charoensukmongkol et al., 2016). An employee is influenced to perform their job duties when their supervisors possess a positive leadership style towards the employee (Rowold, Borgmann, & Borman, 2014; Mathe & Slevitch, 2013).

Tansel and Gazîođlu (2014) conducted a study to examine whether the supervisory-employee relationship has lesser satisfaction in larger firms. When supervisor-employee relationships are good, employees are satisfied, the organizations productivity increases, and voluntary turnover decreases (Tansel & Gazîođlu, 2014). However, Tansel and Gazîođlu found supervisor-employee relationship in larger firms is weaker which reduced the employee's satisfaction. VTIs decrease when employees feel supported by their leaders (Tnay et al., 2013). Employees who receive supervisory support have a significant increase in their work (Tnay et al., 2013).

**Salary and benefits.** Employees with a higher education are more satisfied with their jobs because their experience and education commensurate with their salaries



(Nimri et al., 2015). However, other employees may seek jobs that have a higher reward and commission (Wren et al., 2014). In Tnay et al.'s (2013) quantitative study to test their hypotheses of whether a significant relationship exists between pay and employee turnover intentions, Tnay et al. found a significant relationship between employee pay and turnover intentions. When employees are satisfied with their pay and benefits, the employees have a lesser chance of leaving their organization (Wren et al., 2014). Miao, Newman, Sun, and Xu (2014), further concluded employees are dissatisfied with their jobs when they perceive they are not being rewarded.

In Ryu's (2016) study, he conducted a quantitative study examining public employees' relationships between working conditions such as lower salaries and long working hours as it relates to job satisfaction. Ryu concluded no significant relationship existed between longer working hours and employee job satisfaction but a significant relationship does exist between pay and employee job satisfaction. Ryu (2016), additionally, stated time was a valuable resource to employees and time affects employee job satisfaction. Employees who receive lower salaries have a negative response to job satisfaction (Ryu, 2016). Employees have lower job satisfaction when they feel the working conditions of the organization do not provide them with what the employees want (Ryu, 2016).

**Working conditions.** Individual differences exist in organizational cultures where socialization creates norms for behavior and attitudes of their employees (Sim, Ruppel, & Zeidler, 2015). Traditional organizations and employers make adaptability hard for employees to adjust to environmental change (Sims et al., 2015). Therefore, the

employees may express negative attitudes towards their work environment (Sims et al., 2015).

Raziq and Maulabakhsh (2015) conducted a study to examine whether the work environment had an impact on the Pakistani employees' job satisfaction and they found a positive relationship between the work environment and employee job satisfaction. Working conditions and working environment are strong predictors of job satisfaction and employee motivation (Zeb, Jamal, & Ali, 2015; Hayes, Douglas, & Bonner, 2015). When employees feel that their working conditions are suitable, the employees job performance increases (Raziq & Maulabakhsh, 2015).

Flexible working conditions allow employees to set their own schedule (Knight & Kleiner, 2015). Organizations that adapt to these work conditions show the employees the organization cares about the employee's lives (Knight & Kleiner, 2015). Additionally, working conditions that involve remote access, such as working from home, increased the employee's productivity and decreased the employees stress levels (Knight & Kleiner, 2015).

**Incentives.** Imran et al. (2014) stated rewarding an employee improves the employee's motivation about his or her job. In addition to Imran et al.'s (2014) findings, they concluded a positive relationship exists between rewards and job satisfaction. When employers have good incentives, the employees feel motivated and happy to go the extra mile, which results in the employee staying in their organization (Knight & Kleiner, 2015). Employee incentives don't have to be costly to the organization, but the incentives will gain the employee's dedication and willingness to stay in their organization (Knight

& Kleiner, 2015). Individuals, who put in greater effort, like to be rewarded for their performance (Cloutier, Morin, & Renaud, 2013).

Organizations that provide incentives to their employees are able to sustain and build a successful brand (Merriman, Sen, Felo, & Litzky, 2015). Teck-Hua and Catherine (2015) performed a randomized control trial study to examine whether incentives would affect the employee's commitment to training programs and found employees are likely to partake in incentivized training programs. When organizations use psychological techniques to design a training program that promotes an effective incentive, the employees are motivated to get involved in the training (Teck-Hua & Catherine, 2015).

### **Measurements of the Independent Variables**

The independent variables of intrinsic and extrinsic job satisfaction were measured using the Minnesota Satisfaction Questionnaire (MSQ). However, the review of other psychometric measurements adds value to the study. This section of the literature review will include the MSQ and highlight other measurements used to measure intrinsic and extrinsic employees' job satisfaction.

**Minnesota Satisfaction Survey.** The MSQ was developed to measure the theory of work adjustment. Dawis, Lofquist, and Weiss (1968) stated the measurement tool helps to understand the correspondence of the individual and the environment. The individuals' correspondence and environment is examined by looking at the relationship, the suitability, and the agreement of the components. For this study, correspondence will be examined to indicate the relationship between the individual and the environment.

As one of the primary measures of work adjustment, the MSQ measured the satisfaction level of employees in their workplace (Weiss, Dawis, England, & Lofquist, 1967). Employees desire to achieve and maintain their correspondence in their work environment; therefore, the employees utilize certain skills and receive rewards from the work environment (Dawis et al., 1968). When the employee's correspondence increases, the employee will likely remain with the organization (Dawis et al., 1968).

Employees with increased correspondence have fulfilled their requirements for work making the employee have satisfactoriness (Dawis et al., 1968). However, when the work environment fulfills the employee's requirements, the employee has satisfaction (Dawis et al., 1968). Satisfactoriness is considered the *external* correspondence, while satisfaction is considered the *internal* correspondence (Dawis et al., 1968).

Three versions of the MSQ exist: two long forms and a short form. The long form is comprised of 100 items, while the short form is comprised of only 20 items (Weiss et al., 1967). The short form of the Minnesota Satisfaction Questionnaire focuses on the intrinsic and extrinsic factors of job satisfaction (Peng and Mao, 2015). Researchers, such as Azeem and Akhtar and Stringer et al. utilized the MSQ and support that the MSQ focuses on the employee's well-being as it relates to job satisfaction.

Weiss et al. (1967) suggested individual differences exist in the needs of people and in what the people need from their jobs. People find different satisfactions in work and measuring the satisfaction as it relates to work is important (Weiss et al., 1967). Therefore, for the purpose of this study, the MSQ will be used to measure the employee's

intrinsic and extrinsic job satisfaction among employees in the retail sales industry located in the U.S.

**Research findings using the MSQ.** Azeem and Akhtar (2014) used the short form of the MSQ to conduct a study exploring the relationship between work life balance and job satisfaction on organizational commitment among healthcare workers. The findings from Azeem and Akhtar's study implied work life balance and job satisfaction have a positive relationship towards organizational commitment. In that same fashion, Baker (2016) used the short form of the MSQ to measure the job satisfaction of rewarded panel participants. Baker (2016) found non-harassing sexual behavior impacts turnover intentions.

Likewise, Stringer et al. (2011) utilized the short form of the MSQ to measure the job satisfaction levels among frontline employees in the retail industry. Stringer et al. (2011) concluded intrinsic and extrinsic factors were related to pay and job satisfaction levels. However, Akdol and Arikboga (2015) used the short form of the MSQ to focus on the extrinsic factor to examine the effect of leader behavior on job satisfaction in the workplace. They concluded leader behavior had a 20% effect on job satisfaction.

**Other measurements.** Researchers have used different instruments to measure the intrinsic and extrinsic factors of employee job satisfaction. Malka and Chatman (2003) developed the Intrinsic and Extrinsic Work Orientations survey to measure intrinsic and extrinsic work-related motivation. The survey questions involved questions that pertained to growth, material possessions, and lifestyle (Malka & Chatman, 2003). Similarly, Butler (1983) developed the Work Values Inventory (WVI) short form survey

to measure the intrinsic and extrinsic factors of job value satisfaction. The 15 WVI constructs included way of life, economic returns, prestige, and variety (Butler, 1983). Although both of these surveys are used to measure intrinsic and extrinsic factors, the surveys do not include Herzberg's specific intrinsic and extrinsic factors of employee job satisfaction previously discussed in the study. Therefore, the Intrinsic and Extrinsic Work Orientations survey and the WVI survey will not be used to measure the motivating and hygienic factors of job satisfaction in the study.

### **Literature on the Dependent Variable: Employee Voluntary Turnover Intentions**

Thompson and Lane (2014) stated employers do what they can to make sure employees have high levels of job satisfaction. Employees may choose specific intrinsic factors as top reasons to stay in their organization but the employees enjoy the extrinsic factors associated with satisfaction (Tnay et al., 2013; Imran, Ahmad, Nisar and Ahmad, 2014). Employees, who are satisfied, are more committed and dedicated to their organization (Imran et al., 2014).

VTIs negatively affect organizations and increase the workload (Bonenberger, Aikens, Akweongo, & Wyss, 2014). In addition, VTIs cost organizations money and time (Harrison & Gordon, 2014; Huang and Su, 2016). The result of voluntary turnover intentions impacts other employee morale and decreases the organization's productivity (Chen et al., 2014). Hofhuis et al. (2014) suggested people voluntarily leave their job because of dissatisfaction and work environment. Furthermore, Bonenberger et al. (2014) listed potential factors of employee VTIs to include pay, lack of career structure, and lack of opportunity (Bonenberger et al., 2014).

Wilson (2015) used a mixed methodology method to conduct a quantitative study determining what factors contributed to job satisfaction and voluntary turnover in healthcare workers in New South Wales, Australia. Wilson's (2015) survey questions were composed of Herzberg's motivator and hygiene factors and he found the intention to leave rate was 39.3% higher than expected and highly influenced by hygienic factors. Similarly, Gustainiene and Endriulaitiene (2009) found employee salaries are not compensable to the employee's workload, therefore causing a lack of job satisfaction leading to voluntary turnover.

Employee turnover harms organizations especially when the organization loses talented employees (Slåtten, Svensson, & Sander, 2011). Slåtten et al. (2011) conducted a study on Norwegian frontline employees in service organizations to get a better understanding of employee turnover intentions. Using a quantitative approach, Slåtten et al., found managers need to observe employees more by providing the employees with surveys to understand how the employees perceive their job. In a similar study, Chen et al (2014) concluded job satisfaction comes from the triple-down effect originating when senior managers pass it on to their middle managers who, then, pass it onto the line workers. Slåtten et al. (2011) recommended manager's need to communicate with their employees and coach their employees on how to enhance their performance. In comparison to Herzberg's motivation-hygiene theory, Chen et al., Slåtten et al, Wilson, and Gustainiene and Endriulaitiene utilized similar factors as Herzberg et al. to identify factors that impact employee VTIs.

Furthermore, in Harrison and Gordon's study, using a structural equation model, they conducted a research project to see whether burnout affects the frontline retail employees' VTIs. Harrison and Gordon (2014) concluded employees' self-control over burnout affected the employees' voluntary intentions to quit the organization. Likewise, the results from Kim's study showed factors such as social support, promotion, training, pay, reward systems, and policy influenced the employee's decision to leave their organization (Kim, 2014). Harrison and Gordon (2014) recommended employers should create retention strategies to help lower the turnover and possibly drive up the productivity of the organization. Like Herzberg et al.'s motivation-hygiene theory, Harrison, Gordon, and Kim concluded motivator and hygiene factors influence employee VTIs.

**Measurement of the dependent variable.** Researchers have developed and identified instruments used to measure turnover intentions. For the sake of this study, the turnover intentions scale will be used to measure employee VTIs. Du Plooy and Roodt (2013) developed the turnover intentions scale, a tested and validated instrument, to measure employee VTIs. Professor Roodt developed the original turnover intentions scale to assess an employee's intentions to stay or leave their organization (Du Plooy & Roodt, 2013). He later developed a shorter version of the turnover intentions scale that included only six items (TIS-6). Bothma and Roodt (2013) confirmed the TIS-6 will do the same as the original instrument by distinguishing between workers leaving and those staying in the organization. The turnover intentions scale is designed to capture an



employee's feelings during the last nine months in their job and captures the employees intrinsic and extrinsic factors related to job satisfaction (Du Plooy & Roodt, 2013).

**Other measurements for turnover intentions.** Researchers have used other measurement instruments to measure the turnover intentions of employees in organizations. Raver and Nishii (2010) used a two item turnover intentions measure in a study that investigated ethnic harassment, gender harassment, and workplace harassment combined to predict outcomes. The two item turnover intentions scale primarily focuses on gender harassment (Baker, 2016). The intent to leave scale was developed to assess people's intention to leave their organization voluntarily (Martin & Hafer, 1995). Kirchmeyer and Bullin (1997) developed the three item turnover intentions measure to address the cognitive behavior components of nurses. However, the turnover intention measurements do not utilize any components of Herzberg's motivation-hygiene theory that suggests that intrinsic and extrinsic job factors lead to job satisfaction or job dissatisfaction (Herzberg et al., 1959). The instruments are designed to connect harassment concerns and cognitive behavior concerns to employee turnover intentions.

### **Summary and Transition**

The purpose of this quantitative, correlational study was to examine the relationship between intrinsic and extrinsic job satisfaction as a predictor of retail sales employees' VTIs. However, the lack of research dealing with job satisfaction and employee voluntary turnover in the retail sales managers represents a need for more studies on employees in the retail sales industry. The intent of this study was to understand the relationship between intrinsic and extrinsic job satisfaction as it relates to

employee VTIs; thereby retail sales leaders could be provided the knowledge to help decrease employee VTIs.

In Section 1, I started with the background of the problem and followed up with the problem statement, the purpose statement, the nature of the study, the research question, the hypotheses and a brief discussion of the theoretical framework. In the next section, I presented the literature review that covered topics pertaining to the Herzberg's motivation-hygiene theory, intrinsic and extrinsic job satisfaction, VTIs, and the measurement instruments for the independent and dependent variables.

In Section 2, I covered the role of the researcher, participants, research method and design, population and sampling, ethical research, data collection instruments, data collection technique, data analysis, and study validity. In Section 3, I presented the findings and the conclusion of the study.

## Section 2: The Project

The purpose of this quantitative correlational study was to examine whether the linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs. The selected population consisted of employees working in the U.S. retail sales industry. The findings from the study may affect social change by providing a means for retail sales leaders to (a) improve employees' and stakeholders' perceptions of their organization in the community and (b) improve employees' well-being by understanding the job satisfaction factors that improve their morale improve employees' well-being. Individuals who experience increased satisfaction with their jobs are less likely to leave their employer, which leads to individuals earning more money, and improving their relationship with family, friends, and communities (Fiorillo & Nappo, 2013).

### **Role of the Researcher**

As the researcher, my primary role in this quantitative correlational study was to recruit participants and collect, analyze, and interpret the data. The researcher's role, in the data collection process, should be to collect and interpret the gathered data for accuracy by selecting the appropriate tool to analyze the data (Childs, McLeod, Lomas, & Cook, 2014; Moon, 2015). I do not have a relationship with the targeted participants in the retail sales industry. My personal relationship with the topic involves managing employees in the healthcare industry who are dissatisfied with their work. At the same time, I had to ensure that the study was carried out in an ethical manner. Ethical principles protect the rights and well-being of human subjects (Mikesell, Bromley, &

Khodyakov, 2013). Thus, I followed the ethical practices and protocols articulated in the Belmont Report (1979) to ensure that participants received informed consent and remained anonymous (Miracle, 2016). To help ensure their protection in conducting this study, I obtained permission from the Walden Institutional Review Board (IRB, approval number 04-11-17-0535869). The required training from the National Institutes of Health (NIH) on human subject protection was completed in advance (Appendix G).

To avoid any personal bias, I used validated instruments to collect the data for my study. Tang (2015) implied a validated instrument is trustworthy and reliable. I did not (a) conduct research in my professional setting, (b) conduct any international research, or (c) have a conflict of interest.

### **Participants**

Specifying the proper criteria for the participants makes it possible to select the right participants (Maki, Floyd, & Roberson, 2015). In this study, participants had to be a sales employee — one who sells products and builds customer relationships (Kumar, Sunder, & Leone, 2014) — within the U. S. retail industry, which includes department, discount, and specialty stores. The participants were a minimum age of 18 and currently working or have previously worked in a full-time or part-time capacity in the retail industry. The participants should include a population composed of randomly sampled men and women (Walker, 2014). For the study, the targeted participants were retail sales employees that have been selected via the SurveyMonkey audience feature. The SurveyMonkey audience feature recruited survey participants (Nownes & Glennon, 2016) for the study, which allowed me to gain access via e-mail to a large audience of

retail sales employees located in the United States. Eastwood and Luther (2016) used the SurveyMonkey audience feature to e-mail potential participants about the opportunity to complete a SurveyMonkey questionnaire regarding a medical decision-making scenario. Newington and Metcalfe (2014) stated that in the e-mail, the participants' should be informed of the nature of the research that offers a web-based survey, which reduces the time burden of the research study participants. Like Denhoff, Milliren, de Ferranti, Steltz, & Osganian (2015) whom suggested the e-mail contain the invitation to participate with a link to the actual survey, I included the same information in the participant's e-mail.

In order to establish working relationships with study participants, researchers should clearly explain their research and rationale for the research design in order to get participants involved in the research (Sullivan, Khondkaryan, Moss-Racusin, & Fisher, 2013). Although the online platform indicates a virtual space, participants can communicate and maintain relationships with others (Kim & Drumwright, 2016). In building and maintaining relationships with participants, the research must be consistent in the effort of communicating with the participants (Barrios-O'Neill & Schuitema, 2016). In this study, I sent e-mails to invite participants to the study, sent reminder e-mails, and thanked all the study participants for their responses via SurveyMonkey.

## **Research Method and Design**

### **Research Method**

In this study, I selected a quantitative research methodology to examine the relationship between the independent and dependent variables. The quantitative research method allows the researcher to test a theory, to count the phenomena, and to identify the

connections that exist (Park & Park, 2016; Barnham, 2015). In nature, using the quantitative research method helps the researcher conduct a system of checks and balances allowing the researcher to understand what is real (Cokley & Awad, 2013). Using a quantitative research technique, I generated structured numerical data needed to address the purpose of the study.

In qualitative research, the researcher aims to build a descriptive narrative to explain a cultural or social phenomenon (Astlin, 2013). The qualitative research method requires using inductive strategies and involves collecting detailed data through unstructured or semistructured techniques (Ahmed & Ahmed, 2014), which was not the intended purpose of this study. Qualitative researchers use in-depth interviews and techniques such as tape recordings, and video recordings to collect their data (Bailey, 2014; Astalin, 2013). Using such data collection techniques did not generate the numerical data needed for my study.

Conducting a mixed method study involves being knowledgeable about both qualitative and quantitative methods (Caruth, 2013). The researcher must invest increased time, resources, and cost to complete the phases of a mixed methodology (Hayes, Bonner, & Douglas, 2013). Additionally, using a mixed methodology may result in contradictory findings between the analysis of the qualitative and quantitative methods (Zou, Sunindijo, & Dainty, 2014). A mixed methodology including both the qualitative and quantitative methods were not appropriate for the study because of my focus to examine whether the linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs.

## **Research Design**

In this study, I used a quantitative correlational design. Researchers using a correlational design seek to examine the relationship between variables (Gabbiadini & Greitemeyer, 2017), as this is the purpose of my study. In a correlational design, the researcher does not examine the causality of the relationship (Gabbiadini & Greitemeyer, 2017). The correlational design involves using surveys and relationship assessments among variables (Cokley & Awad, 2013).

The experimental design uses a random assignment to control and manipulate the independent variable (Siler & Klahr, 2015). The quasi-experimental design indicates the causal relationships between the independent and dependent variables without random selection (White & Sabarwal, 2014). Maggetti et al. (2013) suggested the causal-comparative design examines the effect variables have on one another by comparing groups. The purpose of this study was not to control, manipulate, or examine a specific event but to examine whether the linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs.

## **Population and Sampling**

The population for this study consisted of retail sales employees, selected via SurveyMonkey audience, working in the retail sales industry located across the United States. The population included male and female workers at minimum age 18 and working full-time or part-time in the industry. Participants included employees who have previously worked or employees currently working in the retail sales industry.

Participants who are senior level managers such as CEOs, executive managers, or store managers were not eligible to participate.

Tyrer and Heyman (2016) suggested that probability sampling is more accurate in determining a population's true characteristic by allowing all members of the population to have an equal chance of being selected. In this study, the common probability sampling method was the random sampling technique. Meng (2013) suggested that simple random sampling is an effective way to reduce the data size of a larger participant pool, hence I used the simple random sampling technique. Researchers using simple random sampling have unbiased selections towards their population because the sample has the same probability as the entire population (Ornstein, 2013). Leahy (2013) stated researchers using a simple random technique have a chance to gather useful input from the sample population and not delimit the input to a specific group. In this study, the study participants were randomly selected from a population of retail sales employees and were not delimited to a specific group. The study participants were randomly sampled using the SurveyMonkey audience feature, which targeted participants from a specified range. Using a simple random sample, participants are selected on a random basis, without a specific profile, from a general population (Leahy, 2013). Consequently, the probabilistic sampling method of a stratified random sample technique breaks down the population into smaller groups (Solanki & Singh, 2015), which was not the intended purpose for this study.

For this study, I sampled the potential participants using Tabachnick and Fidell's (2013) formula of  $50 + 8(m)$ , a standard formula developed to help calculate the sample



size of a population. The sample size of  $50 + 8(2) = 66$  was the appropriate sample size for this study. In Tabachnick and Fidell's (2013) formula,  $m$  represents the desired number of independent variables or predictors. Hoggarth, Innes, Dalrymple-Alford, and Jones (2015) tested their 27 variables using Tabachnick and Fidell's formula in their New Zealand study. Similarly, Poon (2013) used the formula to test the assumptions of two multivariate outliers. Tabachnick and Fidell's formula was used to ensure the proper sample size of 77 was sufficient in a study on children (Pansu et al., 2016).

Akobeng (2015) stated that calculating the sample size helped the researcher understand whether their sample size is large enough for their research. In correlational studies, the effect size, the alpha level and power criterion affect the sample size (Schonbrodt & Perugini, 2013). Using an accurate sample size provided the researcher with enough data and participants to conduct the study (Olsen, Orr, Bell, & Stuart, 2013).

### **Ethical Research**

The participants for this study were given the informed consent (Appendix E) via an e-mailed SurveyMonkey link. A researcher uses the informed consent form to educate the participants and to support the researcher's decision-making (Spertus et al., 2014). The participants are provided information in an informed consent form about their voluntary responses to the study (Grady, 2015). The participants did not receive incentives and they had the right to voluntarily participate or not participate in this study. Knepp (2014) stated participants have the option to withdraw from a study at any given time. The participants could withdraw by exiting their internet browser. The participant data collected from the withdrawn participants was excluded from the study.

I developed procedures and processes to ensure the ethical protection of the participants. As indicated in the *Belmont Report*, the participants are ethically protected and respected (Judith-Cohn, Kielwaser-Withrow, Owen, & Ward, 2014). The informed consent document (Appendix E) and the ethical conduct for this study were evaluated by the IRB. Abernethy et al. (2014) stated the IRB's role is to make sure that there is no undue risk to the participants and that the participants are consented before the research begins. As stated by Resnik (2015), IRBs protect the welfare and rights of participants. Thus, the collected data, from this study, did not include names or any other identifiable information of the participants. In addition, the data remained confidential, stored, and will be maintained in a safe place for 5 years to protect the participant's rights.

### **Data Collection Instruments**

#### **Minnesota Satisfaction Questionnaire (MSQ)**

Weiss, Dawis, England, and Lofquist (1967) developed the MSQ to measure the theory of work adjustment and employee satisfaction in the work environment. In the MSQ, the individual is analyzed to understand their correspondence to the environment (Dawis, Lofquist, & Weiss, 1968). In the MSQ, the individuals are examined to understand why they have the same correspondence but with different reasons (Weiss et al., 1967). Individuals with increased correspondence have fulfilled their requirements for work making the individuals have satisfactoriness (Dawis et al., 1968). However, when the work environment fulfills the individual's requirements, the individual has satisfaction (Dawis et al., 1968). Satisfactoriness is considered the external

correspondence, while satisfaction is considered the internal correspondence (Dawis et al., 1968).

Three versions of the MSQ exist: two long forms and a short form. The long form is comprised of 100 items broken into 20 subgroups, while the short form is comprised of only 20 items (Weiss et al., 1967). The MSQ includes a five-point Likert scale ranging from 1 (*very dissatisfied*) to 5 (*very satisfied*) and the scale scores are computed by summing the responses (Weiss et al., 1967). Ouyang, Sang, Li, and Peng (2015) stated that the short form uses the scale titles to collect ordinal data from the long form and measures the two primary dimensions: intrinsic and extrinsic satisfaction. The short form of the MSQ measures the 14 intrinsic items and 6 extrinsic items of job satisfaction (Weiss et al., 1967), and I used the short form in this study. The participants in the study needed access to a computer to complete the short form of the MSQ. The instructions for completing the form were noted in the introduction of the SurveyMonkey questionnaire. To calculate the data, I computed the scores for intrinsic satisfaction and extrinsic satisfaction. The MSQ and its approved permission (Appendix A and B) were used to gather data on the employees working in the retail sales industry. For the sake of this study, no adjustments or revisions were made to the instrument and the data for this study will be stored and available upon request.

Using the short form of the MSQ, Wanous (1973) conducted a study to examine the work preferences and job expectations of female employees working in a telephone company. Wanous requested participants focus primarily on the realistic expectations and the work preferences of their job. As a result of using the MSQ, the reliability test

showed the realistic expectations and preferences to be 0.80 and 0.81 (Wanous, 1973). Additionally, Ouyang et al. (2015) used the short form on a sample size of 417 employees in the information technology enterprise. The MSQ coefficient alpha for intrinsic and extrinsic satisfaction was 0.814 and 0.846, while, the validity demonstrated a satisfactory fit showing the comparative fit index (CFI) = 0.96 and the root mean square residual (SRMR) = 0.06 (Ouyang et al., 2015).

Saner and Eyupoglu (2015) used the MSQ to examine whether job satisfaction existed between bank employees. Participants included 679 bank employees, in which there were more female participants than males, located in North Cyprus. The results from this study showed employees appreciate training programs, autonomy to participate in the decision-making process, and rewards system as key sources to job satisfaction and the internal consistency was 0.92 (Saner & Eyupoglu, 2015). Similarly, Shi, Yan, You, and Li (2015) tested the MSQ on 463 Chinese infantry soldiers to measure their job satisfaction (Shi et al., 2015). Shi et al. (2015) concluded core self-evaluations influenced the soldier's job satisfaction and that the internal consistency (0.91) and the validity (CFI = 0.97 and SRMR = .04) present an acceptable fit to the data. Likewise, Li, Wang, Gao, and You (2015) used the short form of the MSQ to measure the intrinsic and extrinsic facets of job satisfaction of primary and middle school teachers in China. The participants were mostly female and Li et al. (2015) found proactive teachers have an increased level of job satisfaction. The results indicated that the reliability coefficients exceeded the Cronbach alpha with the internal consistency for intrinsic and extrinsic satisfaction being 0.75 and 0.82; additionally, the validity showed the CFI to be 0.92, the RMSEA to be

0.06, and the SRMR to be 0.07, which indicates an acceptable fit (Li et al., 2015). Saner and Eyupoglu (2015), Shi et al (2015), Wanous (1973), Li et al. (2015), and Ouyang et al. (2015) confirmed that a positive internal consistency exists in the MSQ, which makes the MSQ a valid test for the study.

### **Turnover Intentions Scale (TIS-6)**

The TIS-6 (Appendix C and D), a valid and reliable one-dimensional construct, originated from a 15-item scale developed in 2004 by Professor Gert Roodt to measure employee VTIs (Bothma & Roodt, 2013). The TIS-6 uses a 5-point Likert scale to measure turnover intentions. For this study, the nominal measurement was computed using reverse scoring on the third item and then a summation of the other scores in the TIS-6 and the data will be available upon request.

Bothma and Roodt (2013) conducted a study on a random sample ( $n = 2345$ ) of non-management employees working in IT in South Africa. They discovered internal reliability for the TIS-6 was 0.80 (Bothma & Roodt, 2013). In that same manner, Ribeiro, Bosch, and Becker (2016) conducted a study and found the TIS-6's internal reliability to be 0.81, which indicates an acceptable, fit. The internal consistency uses 0.70 as its cutoff point to accept the alpha's reliability (Nunnally & Bernstein, 1994). Bothma and Roodt (2013), and Ribeiro et al. (2016) showed a positive internal consistency, which demonstrates the TIS-6, is a valid instrument to be used in the study.

### **Data Collection Technique**

I chose the online survey method to collect the data for my study. Holley, Collins, Morgan, Callister, and Hutchesson (2015) collected data using the SurveyMonkey's

online survey management system, which will be the technique used in this study. The online survey technique allows the researcher a chance to quickly design and deliver the research instruments to the study participants (Brandon, Long, Loraas, Mueller-Phillips, & Vansant, 2014). Participants like to partake in online surveys (Mavletova, 2015).

Contrarily, Tung-Zong and Vowles (2013) suggested using the online survey method will not cover the population that does not have internet accessibility. Xing and Handy (2014) stated online surveys participants are unmotivated to complete surveys because of their reduced level of satisfaction. However, the online survey is popular among researchers (Weigold, Weigold, & Russell, 2013).

Using online survey platforms minimizes the researcher's time and effort spent on the traditional survey (Brandon et al., 2014). Sasaki et al. (2014) suggested using web-based surveys allow the participants to respond faster than the conventional methods. A short web-based survey increases the participant's response rate (Guo, Kopec, Cibere, Li, & Goldsmith, 2016) and the online survey platform can be set to minimize multiple entries using the same IP address (Epitropaki et al., 2016). The SurveyMonkey platform retains the collected data until the researchers account is deactivated or until the researcher deletes the data (Brandon et al., 2014). In addition, SurveyMonkey has access to a diverse audience allowing the researcher to target a specific demographic when collecting their data (Kavanaugh, Bessett, Littman, & Norris, 2013).

### **Data Analysis**

The research question for this study was "Does a linear combination of intrinsic and extrinsic job satisfaction significantly predict retail sales employees' voluntary

turnover intention?” The null hypothesis for the study was “The linear combination of intrinsic job satisfaction and extrinsic job satisfaction will not significantly predict retail sales employees’ voluntary turnover intention.” The alternative hypothesis to the study was “The linear combination of intrinsic job satisfaction and extrinsic job satisfaction will significantly predict retail sales employees’ voluntary turnover intention.”

According to Uyanika and Güler’s (2013), a multiple linear regression analysis is conducted to determine the correlations between two or more variables (p. 234). In this study, I used multiple regression analysis on the interval data to test the above hypotheses. A simple linear regression method focusing on two variables (Anghelache, Manole, & Anghel, 2015) would not work in this study because the model uses two variables.

The statistical test is usually selected due to the nature of the question and scale of measurement of the variables defined (Marateb, Mansourian, Adibi, & Farina, 2014). Alhamide, Ibrahim, and Alodat (2016) implied multiple linear regression is a common tool used to analyze data. Researchers use multiple linear regression as a statistical analysis procedure to analyze data in correlational research studies (Martella, Nelson, & Marchand-Martella, 1999), which was the intent of this study.

In a paired *t* test, the researcher examines to see whether the variables in each group are similar (Pandis, 2015). Hedberg and Ayers (2015) suggested *t*-tests requires a larger sample and have lesser power verses a regression analysis. Tabachnick and Fidell (2013) suggested that *t*-test are used to test the differences between two means. The chi-square tests requires testing categorical data to examine the association between only two

variables and does not show effect estimates or confidence intervals (Curtis & Youngquist, 2013; Koletsi & Pandis, 2016; Pandis, 2016), and the use of *t*-tests, chi-square tests, ANOVA and other statistical test did not align with the intended purpose of this study.

Williams, Grajales, and Kurkiewicz (2013) stated multiple linear regression has the assumptions of linearity, normality, and homoscedasticity. Linearity indicates the predictor variable and the criterion variable will have a straight-line relationship (Lin & Tsai, 2015). Best and Wolf (2014) described normality as having data follow a bell-shaped curve to show normal distribution, which is examined using a quantile-quantile (QQ) plot. Homoscedasticity indicates residual values are equal (Best & Wolf, 2014). To test and assess the assumptions of multiple linear regression, I used a scatterplot to conduct an examination of the assumptions. Homoscedasticity, linearity, or other assumptions of data are notably tested on a scatterplot, and violations can be corrected using bootstrapping (Parke, 2013; Nahorniak, Larsen, Volk, & Jordan, 2015). The bootstrapping technique randomly resamples data and is used to validate regression models (Arya, 2016; Sillabutra et al., 2016). In this study, I used the bootstrapping technique to validate the assumptions. Syntetos, Babai, and Gardner Jr. (2015) suggested bootstrapping places the random samples on a histogram to allow the researcher to forecast data.

To analyze the data for the study, I used version 21.0 of the Statistical Packages for Social Sciences software. Using this software, also known as SPSS, allows the researcher to use numeric values to help analyze the data and test the hypotheses



(Vasilev, 2014). Grecu and Ciobanica (2014) stated using SPSS will help the researcher solve complex problems and support the researcher's decision-making process. SPSS allows the researcher the opportunity to understand survey data and to generate statistical documentation (Bhunia, 2013), which was my purpose for the study.

While using the SurveyMonkey feature, I understood participants may skip or leave questions blank. Missing data indicates increased standard error, decreased power, and biased opinions (Dong & Peng, 2013; Fiero, Huang, Oren, & Bell, 2016). Therefore, surveys with missing data were handled using the listwise deletion method, and Weaver and Maxwell (2014) described the listwise method as a SPSS procedure commonly used to handle missing data. Using the listwise deletion method will delete cases with missing data (Newman, 2014; Yang, Managi, & Sato, 2015). In this study, surveys with missing data were not included.

Bertossi, Kolahi, and Lakshmanan (2013) stated data cleaning can be expensive and time-consuming as it involves fixing data errors. Researchers who implement data validation rules can avoid data entry error and control for quality by double checking the data (Kupzyk & Cohen, 2015; Kadima, Ehungu, Ngiyulu, Ekulu, & Aloni, 2015). In this study, I used SPSS to screen the responses and to double check discrepancies in the data. While screening the data, I checked for double entered data and for missing data. Kupzyk and Cohen (2015) suggested that performing a double data entry as well as checking the data for inconsistencies is a way to clean and screen data. Techniques for screening data indicate direct screening to check the participant's responses to self-reported questions,

archival screening to focus on the participant's response time to the survey and, statistical screening to examine the participant's response pattern (Desimone et al., 2015).

Frimpong and Wilson (2013) stated in a hierarchical regression analysis, the regression equation is comprised of independent variables entered in a hierarchy pattern. To interpret the inferential statistics, I used multiple regression analysis to test the independent variables and dependent variable by entering both variables into the SPSS software. SPSS computed the multiple correlation ( $R$ ) (Green & Salkind, 2011). Researchers entering control variables in a sequential order will increase the relationship between the variables (Ganesh & Ganesh, 2014). The sequential order affects the effect size or the change in the coefficient of determination,  $R^2$ , which determines the goodness of fit (Cheng, Shalabh, & Garg, 2014). The  $R^2$  value, ranging from 0 to 1, determines if there is a linear relationship between the predictor and criterion variables and it determines whether or not to reject the null hypotheses (Faul, Erdfelder, Buchner, & Lang, 2009).

Using a 5% significance level, an  $F$ -test can be conducted to further examine the fit of the model (Moreira, Mexia, & Minder, 2013). Wang and Cui (2013) stated that  $F$ -testing is the conventional way to test hypotheses on the regression coefficients to determine the effects. An important component of the  $F$ -test is the p-value (Cho and Abe, 2013). The p-value is the probability of observing the value of the null hypotheses using the cut-off value of 0.05 (Ferreira & Patino, 2015). If the p-value is less than 0.05, the null hypotheses will be rejected (Parke, 2013).

### Study Validity

Rotenberry and Kass (2016) stated validity is the accuracy of measurement. A valid instrument helps the researcher interpret the relationship between variables (Aravamudhan & Krishnaveni, 2016). The three types of validity include content validity, criterion-related validity, and construct validity (Barry et al., 2014). Content validity shows whether the items in a survey cover the concept of interest (Barry et al., 2014). The construct validity focuses on the theoretical construct and the criterion-related validity focuses on comparing scores of a new instrument to a reputable instrument's score (Barry et al., 2014).

Garcia-Perez (2012) stated that statistical threats occur when the data has not been analyzed thoroughly and the three statistical conclusion threats include a) establishing rules to stop data collection without type-1 error controls, b) testing the assumptions too early, and c) using regression to investigate bivariate relationships. Researchers addressing the common assumptions of outliers, multicollinearity, normality, linearity, and homoscedasticity test these assumptions using probability plots and scatterplots (Jeong & Jung, 2016; Rutter, Roper, & Lettice, 2016). Additionally, the threat to validity occurs when participants pay little attention or overact to the detail of self-report surveys, which may cause error in the validity of the data (Maniaci & Rogge, 2014; Bäckström & Björklund, 2013). The effect of violating these assumptions can lead to errors and biased results (Boneau, 1960; Jeong & Jung, 2016).

To address these threats, Tabachnick and Fidell's (2013) formula of  $50 + 8(m)$  was conducted to gather the appropriate sample size for this study. Researchers use a

power analysis to help identify the sample size needed for their quantitative study (Stokes & Allor, 2016; Song et al., 2016). Tabachnick and Fidell (2013) stated statistical power is based on the sample and effect size and allows the researcher to reject the null hypotheses and accept the alternative hypotheses when it is true. However, the threats to having an inaccurate statistical power involves having too small of a sample size to demonstrate a relationship (Tabachnick & Fidell, 2013).

In the study, I used the MSQ and the TIS-6 psychometric scales that have a proven internal consistency reliability, 0.80 or higher (Ouyang et al., 2015; Borthma & Roodt, 2013), demonstrating that both are valid and acceptable instruments. Ibrahim and Perez (2014) stated that an acceptable Cronbach alpha coefficient of 0.7 will prove the reliability of the instrument. Barry, Chaney, Piazza-Garner, and Chavarria (2014) recommended that the psychometric scale of validity involved examining the accuracy and trustworthiness of the test scores. The study participant data from the MSQ and TIS-6 scales were compiled in SPSS to compute the Cronbach alpha. The results of the reliability analysis will be given in Section 3.

As the researcher, I used an appropriate sample from the randomly sampled population to enhance the external validity. Random sampling indicates the participants will be equivalent to the population, therefore increasing the external validity (Olsen & Orr, 2016; Leviton, 2017). Conversely, nonprobabilistic sampling strategies hinder external validity (Finnegan, Runyan, Gonzalez-Padron, & Hyun, 2016). To increase the study's validity, researchers must provide generalized and applicable study results to

larger audiences (McKibben & Silva, 2015; Kim & Lee, 2011), which was my intended purpose for this study.

### **Summary and Transition**

The purpose of this quantitative correlational study was to examine the relationship between intrinsic job satisfaction, extrinsic job satisfaction, and retail sales employees' VTIs. For this study, the selected population consisted of employees working in the U.S. retail sales industry. The findings from the study may affect social change by providing a means for retail sales leaders to (a) improve employees' and stakeholders' perceptions of their organization in the community and (b) improve employees' well-being by understanding the job satisfaction factors that improve their morale improve employees' well-being. In Section 2, I described how I will collect the data for this study, provided an in depth discussion on the research method and design, and discussed the analysis and validity of the research. The information in Section 3 covers the study's findings.

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

#### **Introduction**

The purpose of this quantitative correlation study was to examine whether a linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs. I collected data from U. S. employees' who worked in or are currently working in the retail sales industry. The findings indicated that the combination of intrinsic and extrinsic job satisfaction has a statistically significant relationship,  $F(2, 87) = 3.51, p = .034$ , which predicts employees' VTIs. The  $R^2$  value indicated that 8% of total variance in employees' VTIs accounted for the linear combination of employees' intrinsic and extrinsic job satisfaction. Furthermore, the only statistically significant predictor demonstrated that extrinsic job satisfaction ( $t = 2.05, p = .034$ ) predicted VTIs.

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

In this subsection, I will discuss (a) the statistical tests, (b) testing of the assumptions, (c) descriptive statistics, (d) inferential statistic results, and (e) a theoretical conversation on the findings. I collected the data via SurveyMonkey using questions and statements from the short form of the MSQ and the TIS-6. To run the statistical analysis, I transferred the data to SPSS.

**RQ:** Does a linear combination of intrinsic job satisfaction and extrinsic job satisfaction significantly predict retail sales employees' voluntary turnover intention?

**$H_0$ :** The linear combination of intrinsic job satisfaction and extrinsic job satisfaction will not significantly predict retail sales employees' voluntary turnover intention.

*H<sub>a</sub>*: The linear combination of intrinsic job satisfaction and extrinsic job satisfaction will significantly predict retail sales employees' voluntary turnover intention.

### **Statistical Test**

I used multiple regression to examine the linear combination between the independent variables of intrinsic and extrinsic job satisfaction, which could significantly predict the dependent variable of retail sales employees' VTIs. Using multiple regression, I statistically concluded to accept or reject the null hypothesis. Upon interpretation of the results from the multiple regression analysis, I rejected the null hypotheses because the research study findings indicated that at  $p = .034$ , a combination of intrinsic and extrinsic job satisfaction statistically predicted employees' VTIs.

### **Descriptive Statistics**

In total, I received 243 surveys. I eliminated 153 records due to missing data, resulting in 90 records for analysis. The appropriate sample size for this study was 66, calculated using Tabachnick and Fidell's (2013) formula,  $50 + 8(m)$ . I calculated the descriptive statistics of the independent variables. The mean of intrinsic job satisfaction was 47.01 (SD = 6.93) and the mean of extrinsic job satisfaction was 20.00 (SD = 5.01).

### **Tests of Assumptions**

I assessed the assumptions of linearity, homoscedasticity, and multicollinearity. I also assessed the outliers and residuals. To examine outliers, linearity, homoscedasticity, normality, and the independence of residuals, I used the normal probability plot (P-P) of the regression standardized residual (Figure 1) and the scatterplot of the standardized residuals (Figure 2). The examination indicated no major violations of linearity,

homoscedasticity, and normality. The residuals fall near a perfect linear distribution, which indicates the assumption of normality, linearity, and homoscedasticity were not violated (Figure 1).

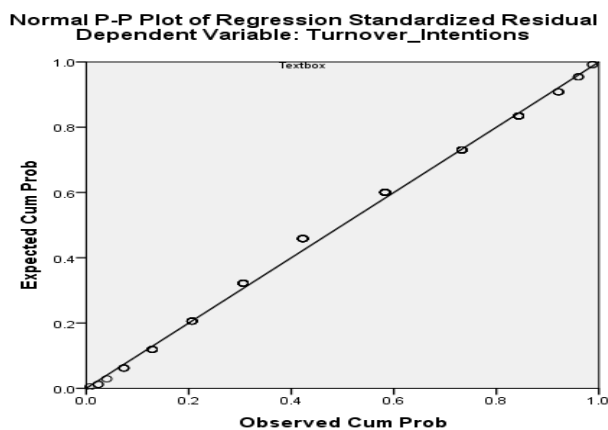


Figure 1. Normal probability plot P-P of the regression' standardized residuals.

The scatterplot is a powerful tool for data analysis (Cleveland & McGill, 1984). I used a scatterplot to test the assumptions. In Figure 2, the lack of a clear or systematic pattern in the scatterplot of the standardized residuals supports the solidity of the assumptions of linearity, homoscedasticity, and normality.

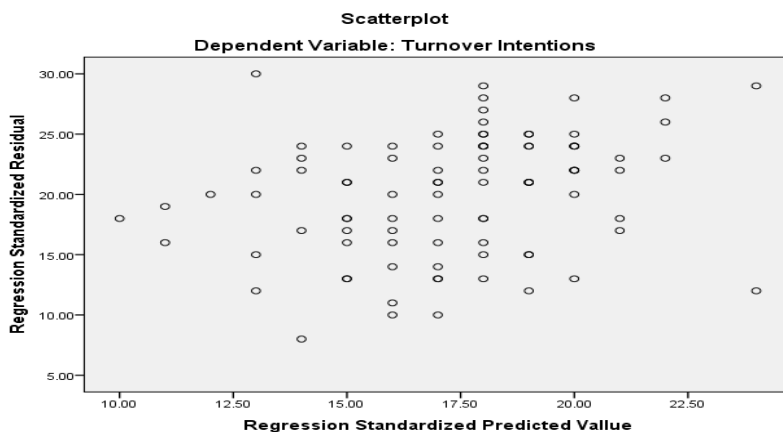


Figure 2. Scatterplot of the standardized residuals.



**Multicollinearity.** I examined multicollinearity using the correlation coefficient to evaluate the correlation between the predictor variables, and multicollinearity did not reduce the predictive power in the model. The assumption of multicollinearity can make the parameters unreliable (Sinan & Alkan, 2015) and since the bivariate correlations were small, collinearity does not exist. In this study, the tolerance level of the independent variables is less than one. An acceptable tolerance level should be greater than 0.10 to avoid a potential multicollinearity problem like an inaccurate estimate of the regression coefficient (Tabachnick & Fidell, 2013). I assessed the collinearity statistics (Tolerance = .53 and VIF = 1.90), which indicates values below 1.0 are acceptable tolerance values and the variance of inflation (VIF) values less than 5 indicate no violation of multicollinearity (Yu, Jiang, & Land, 2015).

### **Inferential Statistics**

At the 95% confidence interval, the alpha (0.05) was used to test for type I errors (Sinclair, Taylor, & Hobbs, 2013), which helped to determine the efficacy of the independent variables in predicting turnover intentions. The null hypothesis was the linear combination of intrinsic and extrinsic job satisfaction will not significantly predict retail sales employees' voluntary turnover intention. The alternative hypothesis was the linear combination of intrinsic and extrinsic job satisfaction will significantly predict retail sales employees' voluntary turnover intention.

I tested the assumptions of normality, linearity, and homoscedasticity in a preliminary analysis and no violations of the assumptions existed. The research study findings showed a linear combination of intrinsic and extrinsic job satisfaction

significantly predicts retail sales employees' voluntary turnover intention,  $F(2, 87) = 3.51, p = .034, R^2 = .08$ . The coefficient of determination,  $R^2$ , helps to explain the variability between the independent variables and the dependent variable (Tabachnick & Fidell, 2013). In my study, the result showed the  $R^2$  (.08) value indicated 8% of total variance in employees' VTIs accounts for the linear combination of employees' intrinsic job satisfaction and employees' extrinsic job satisfaction. However, in Table 2's regression coefficients (-.01, .16), the only statistically significant predictor demonstrated that extrinsic job satisfaction ( $t = 2.05, p = .034$ ) predicts VTIs.

Table 2

*Regression Analysis*

Variable	<i>B</i>	<i>SE B</i>	$\beta$	<i>t</i>	<i>p</i>
Intrinsic job satisfaction	-.01	.06	-.03	-.18	.85
Extrinsic job satisfaction	.16	.08	.29	2.05	.04

*Note.*  $N = 90, df = 2$  at 95% CI, effect size ( $d = .07$ )

Although intrinsic job satisfaction ( $t = -0.18, p = .034$ ) is associated with turnover intentions, the results from the study indicated intrinsic job satisfaction does not significantly predicts VTIs. However, extrinsic job satisfaction (0.16) significantly predicts VTIs indicating that for one unit increase in extrinsic job satisfaction, employee voluntary turnover decreases. As a whole, the model significantly predicted a linear combination of intrinsic and extrinsic job satisfaction predicts VTIs,  $F(2, 87) = 3.51, p = .034, R^2 = .08, d = .07$ .

**Analysis summary.** The purpose of this quantitative correlation study was to examine whether a linear combination of intrinsic and extrinsic job satisfaction significantly predicts retail sales employees' VTIs. I used standard multiple linear

regression to examine the ability of intrinsic job satisfaction and extrinsic to job satisfaction to predict the value of VTIs. Assumptions surrounding multiple regression assessed with no serious violations noted. The model, as a whole, significantly predicted employees' VTIs,  $F(2, 87) = 3.51, p = .034, R^2 = .08$ . Both intrinsic and extrinsic job satisfaction provide useful predictive information about employees' VTIs. The conclusion from this analysis was a linear combination of intrinsic and extrinsic job satisfaction predicts employees' VTIs but extrinsic job satisfaction ( $t = 2.045, p = .034$ ) was significantly associated with employee turnover intentions.

**Theoretical discussion of findings.** In the motivation-hygiene theory, Herzberg et al.'s (1959) findings were consistent with other research findings related to turnover intentions decreasing when employee job satisfaction increases. Like Herzberg, Lumadi (2014), Ghazi et al. (2013), Islam and Ali (2013) conducted a like study to examine what factors promote job satisfaction of teachers in the private sector. Together, Lumadi (2014), Ghazi et al. (2013), Islam and Ali (2013) posited higher levels of intrinsic and extrinsic job satisfaction leads to lower turnover among private sector teachers. When employees' job satisfaction levels are fulfilled, turnover rates may diminish and the organization may be successful (Bacea & Bordean, 2016).

Similar to Herzberg, Morgan et al. (2013) conducted a mixed-methods study on frontline healthcare workers to see if extrinsic rewards had a stronger impact on the workers than intrinsic rewards. Their study indicated intrinsic factors, like workloads, have a significant relationship on job satisfaction. However, similar to the results of this

study, Morgan et al. (2013) concluded the absence of extrinsic rewards resulted in employee voluntary turnover.

The findings from the current study are consistent with Herzberg et al.'s (1959) study, which implied turnover intentions decrease when job satisfaction factors increase. The study results indicated the multiple regression model significantly ( $F(2, 87) = 3.51$ ,  $p = .034$ ) predicts employees' VTIs. In that same manner, Derby-Davis (2014) conducted a similar quantitative study using multiple regression to test Herzberg's motivation-hygiene theory on the independent variables of motivational factors and hygienic factors. Derby-Davis (2014) discovered that a combination of intrinsic and extrinsic job satisfaction factors ( $F(4, 94) = 13.196$ ,  $p < .00$ ) significantly affect the nurses' decision to stay within their organization.

However, in this study's multiple regression model, extrinsic job satisfaction was the only statistically predicting variable ( $p = .034$ ) that influenced employees' voluntary intentions. Likewise, Bonenberger et al.'s (2015) mixed-methods study on retention and turnover in the healthcare industry across multiple regions showed extrinsic job satisfaction (0.025) significantly influenced turnover intentions ( $p = .034$ , 95% CI) suggesting that as employee extrinsic job satisfaction levels increase, VTIs decrease. Employees are motivated, committed, and dedicated to work when extrinsic job satisfaction factors are present (Ismail & El Nakkache, 2014; Imran et al., 2014). I did not find any studies directly related to intrinsic job satisfaction and VTIs.

### **Applications to Professional Practice**

Business leaders can decrease their employee VTIs by working to increase a combination of intrinsic and extrinsic job satisfaction factors in their organization. Employee job satisfaction exists when motivating and hygienic factors are present (Herzberg et al., 1959). The findings are relevant to the improved business practice because they provide effective intrinsic and extrinsic factors to help retail sales business leaders (a) decrease employee retention and (b) understand what intrinsic and extrinsic factors motivates or demotivates their employees. In addition, the findings indicate extrinsic (hygienic) factors are statistically significant for employee VTIs, which provides an area of focus regarding extrinsic rewards for business leaders to concentrate their improvement efforts in order to retain employees. Business leaders who support their employees' extrinsic factors influence their employees' desire to remain in their organization (Peachey et al., 2014). Business leaders who implement commitment towards their employees persuade the employee to improve their performance in their organization (Su, Wright, & Ulrich, 2015).

Business leaders need to understand the reasons their employees exit the organization and analyze the reasons why the employee chose to resign from the role, which may yield feedback to help business leaders improve VTIs. Understanding the factors that influence an employee's decision to leave the organization can guide business leaders to think about different strategies to help reduce costs and retain their employees (Anitha & Begum, 2016). The applicability of the study findings in relation to the professional practice of business is costs reductions associated with VTIs among retail

sales employees. Business leaders who develop and implement an employee retention strategy that focuses on addressing the employees' concern with extrinsic factors may minimize the employees' VTIs, which may reduce costs associated with turnover.

### **Implications for Social Change**

Implications for social change for the employees, communities, organizations, and societies include the potential to provide a means for improving the employees' well-being thru personal and professional growth by administering trainings and implementing effective methods to understand what intrinsic and extrinsic factors motivates employees. The business leader's approach to understanding the factors that increase their employee's extrinsic job satisfaction may (a) decrease costs by decreasing the retention in the organization, (b) improve employee morale, (c) provide workforce stability, and (d) improve organizational and economic growth. Employees who are happy with their work environment have a positive emotional well-being, earn higher wages, and maintain positive relationships with their communities, families, organizations, and societies (Fiorillo & Nappo, 2013).

As a practical implication for social change, business leaders, using this study, can benefit by understanding what factors can motivate their employees to stay in their organization, which will help to reduce the turnover intentions of retail sales employees. Understanding the intrinsic and extrinsic factors that motivate employees to stay in their organization can help reduce the economy's unemployment rate and maintain positive relationships between the employees, their families, and their communities. When business leaders develop and implement retention strategies to increase extrinsic

satisfaction among their employees, the employee-supervisor relationship and the employee's motivation and commitment towards their organization may increase. The social implications of the intrinsic and extrinsic job satisfaction factors may increase the employees' perspective and stakeholders' perspective of their organization in the community. An employee who is satisfied generally produces socially desirable outcomes (McNamara, Pitt-Catsouphes, Matz-Costa, Brown, & Valcour, 2013).

### **Recommendations for Action**

The findings from this study and I support that a combination of intrinsic and extrinsic factors influence the employees' intentions, in the retail sales industry, to leave or stay in their job. However, a significant finding in this study shows that extrinsic job satisfaction was the influential predictor of turnover intentions. The recommendations for action to reduce turnover intentions while increasing extrinsic job satisfaction in retail sales employees includes (a) providing a competitive salary and benefits, (b) incentivizing employees, (c) providing flexible working conditions, and (d) providing positive working relationship with supervisors. Satisfied employees will remain in their organization when they are comfortable in their work environment (Brett, Bransetter, & Wagner, 2014). Business leaders may use the recommendations to help reduce turnover intentions in the retail sales industry.

Business leaders must understand how to improve employee job satisfaction. The results from this study may help retail sales business leaders retain employees and reduce organizational costs related to turnover intentions. By understanding what factors increase the employees' extrinsic job satisfaction, retail sales business leaders may

minimize their employees' desire to voluntarily leave their organization. Organizations tracking employee turnover can monitor and develop effective retention strategies to help minimize turnover intentions.

The results from this study will be beneficial to individuals interested in reducing VTIs. Upon available opportunities, I plan to present the study findings at professional conferences and through training courses that involve reducing turnover. Additionally, I plan to publish this study in the ProQuest/UMI dissertation database and in scholarly journals to help disseminate the findings to a broader audience.

### **Recommendations for Further Research**

Recommendations for further research related to improving business practice includes (a) expanding the study to different industries, (b) expanding the study to different geographical areas, (c) using different measurement instruments to capture other job satisfaction factors and turnover intentions reasons, and (d) conducting a qualitative study. By expanding the study to different industries and different geographical locations, the employees' perspective, from industries and locations outside of retail and the U. S., may warrant different opinions and views regarding employee job satisfaction. In addition, expanding to different industries and locations may allow the researcher to gather information from a larger population. Researchers may have other opportunities to explore reasons for job satisfaction and VTIs, which may help reduce organizational costs associated with turnover intentions.

Since this study focused on the MSQ and TIS-6, I recommend that using other instruments to collect data pertaining to employee job satisfaction and employee VTIs be



used in future research. Researchers using other instruments to collect data may capture topics not discussed in this study. In addition, researchers may want to conduct a qualitative study to understand strategies business leaders are using to retain employees. From using other instruments and conducting a qualitative study, the researcher may be able to add to the scholarly knowledge and better understand retention strategies to help reduce turnover intentions.

### **Reflections**

As I reflect upon my experience, the entire process including Walden University's requirements via the DBA rubric, the IRB process, and the faculty guidelines were difficult at times to overcome. I worked hard to meet and exceed the DBA requirements. Finding other colleagues with similar interest helped me to overcome my frustration and my feeling of being overwhelmed.

I discovered employee job satisfaction is more than general satisfaction because job satisfaction influences not only the employee but also the families and the communities. I have been in management for more than 10 years but to understand the factors associated with employee job satisfaction was a topic that I needed to explore. Personally, I have had many employees voluntarily leave the organization but I never knew the real reasons to why the employee left. The doctoral study process has enlightened my view on the topic of employee job satisfaction and VTIs. My research has helped me gain a clearer understanding as to why employees decide to leave their organization, which will affect my future situations pertaining to employee VTIs.

My experience with reasons why I left my organization were similar to the findings from the study. Now, I understand why extrinsic job satisfaction factors are predictors of turnover intentions. I have discovered that extrinsic job satisfaction is an important component to myself in my current job. Findings from this study can be useful to help managers address the employees' concern as it relates to turnover intentions, therefore allowing the organization to retain employees.

### **Conclusion**

Leaders should understand the importance of their employee's job satisfaction levels and focus on addressing the issues to retain their employees. Leaders need to gain the knowledge in understanding the motivating and hygienic factors that will help them increase retention. In this study, I found that a combination of intrinsic and extrinsic job satisfaction factors significantly predicts turnover intentions. As so, the findings indicated people were concerned with extrinsic job satisfaction factors like pay, supervisor relationships, and working conditions as it relates to predicting turnover intentions.

Researchers have been searching to find answers to why the turnover rate affects organizational costs. Herzberg's motivation-hygiene theory (1959) is a guide to understanding how intrinsic and extrinsic job satisfaction affects the employee's reason for leaving or staying in the organization. In my research, the motivation-hygiene theory has given me an open mind to understand how extrinsic job satisfaction significantly relates to turnover intentions. To retain employees, leaders must gain the knowledge to understand the importance of their employee's job satisfaction levels and work to address the issues.

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## Appendix A: MSQ Permission Letter

## UNIVERSITY OF MINNESOTA

*Twin Cities Campus**Department of Psychology  
College of Liberal Arts**N218 Elliott Hall  
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October 28, 2015

Dear Bridgette Larkin-Perkins,

We are pleased to grant you permission to use the **Minnesota Satisfaction Questionnaire (MSQ)**. We acknowledge receipt of payment for **ten MSQ Short Forms 1977, ten MSQ Long Form 1977 and five MSQ Long Form 1967 royalties for online distribution.**

Please note that each copy that you make must include one of the following copyright statements:

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Copyright **1967**, Vocational Psychology Research , University of Minnesota. Reproduced by permission

We would appreciate receiving a copy of any publications that result from your use of the **MSQ Short and Long Form**. We attempt to maintain an archive and bibliography of research related to Vocational Psychology Research instruments, and we would value your contribution to our collection.

If you have any questions, or if we can be of any additional assistance, please do not hesitate to contact us.

Sincerely,

Vocational Psychology Research



UNIVERSITY OF MINNESOTA  
Driven to Discover

One Stop MyU For Students, Faculty, and Staff

Vocational Psychology Research

Home Instruments Theory of Work Adjustment Books/Monographs

INSTRUMENTS > MSQ

## (MSQ) Minnesota Satisfaction Questionnaire

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

VPR and the University of Minnesota do not offer scoring for the MSQ and cannot answer questions about its administration or scoring. Directions for scoring the MSQ are in its manual.

\*\*\*\*\*

### Description

The Minnesota Satisfaction Questionnaire (MSQ) is designed to measure an employee's satisfaction with his or her job. Three forms are available: two long forms (1977 version and 1967 version) and a short form. The MSQ provides more specific information on the aspects of a job that an individual finds rewarding than do more general measures of job satisfaction. The MSQ is also useful in exploring client vocational needs, in counseling follow-up studies, and in generating information about the reinforcers in jobs.

### Format

The MSQ is a paper-and-pencil inventory of the degree to which vocational needs and values are satisfied on a job. The MSQ can be administered to groups or to individuals, and is appropriate for use with individuals who can read at the fifth grade level or higher. All three forms are gender neutral. Instructions for the administration of the MSQ are given in the booklet. The MSQ Long Form requires 15 to 20 minutes to complete. The Short Form requires about 5 minutes. Unless the 15 to 20 minutes required for the Long Form is impractical, it is strongly recommended that the Long Form be used, as it provides much more information for the short additional administration time required.

Appendix B: MSQ Instrument

minnesota satisfaction questionnaire  
(short-form)



**Vocational Psychology Research**  
**UNIVERSITY OF MINNESOTA**

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## minnesota satisfaction questionnaire

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

On the next page you will find statements about your **present** job.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

—if you feel that your job gives you **more than you expected**, check the box under **"Very Sat."** (Very Satisfied);

—if you feel that your job gives you **what you expected**, check the box under **"Sat."** (Satisfied);

—if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);

—if you feel that your job gives you **less than you expected**, check the box under **"Dissat."** (Dissatisfied);

—if you feel that your job gives you **much less than you expected**, check the box under **"Very Dissat."** (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job**.
- Do this for **all** statements. Please answer **every** item.

**Be frank and honest.** Give a true picture of your feelings about your **present job**.

Ask yourself: How **satisfied** am I with this aspect of my job?

**Very Sat.** means I am very satisfied with this aspect of my job.

**Sat.** means I am satisfied with this aspect of my job.

**N** means I can't decide whether I am satisfied or not with this aspect of my job.

**Dissat.** means I am dissatisfied with this aspect of my job.

**Very Dissat.** means I am very dissatisfied with this aspect of my job.

<b>On my present job, this is how I feel about . . .</b>	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to work alone on the job .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The chance to do different things from time to time .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to be "somebody" in the community .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The way my boss handles his/her workers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The competence of my supervisor in making decisions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to do things that don't go against my conscience .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The way my job provides for steady employment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The chance to do things for other people .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The chance to tell people what to do .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The chance to do something that makes use of my abilities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The way company policies are put into practice .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My pay and the amount of work I do .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The chances for advancement on this job .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The freedom to use my own judgment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The chance to try my own methods of doing the job .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The working conditions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way my co-workers get along with each other .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The praise I get for doing a good job .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The feeling of accomplishment I get from the job .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat.	Dissat.	N	Sat.	Very Sat.



Name \_\_\_\_\_ Today's Date \_\_\_\_\_ 19\_\_\_\_  
Please Print

1. Check one:  Male  Female

2. When were you born? \_\_\_\_\_ 19\_\_\_\_

3. Circle the number of years of schooling you completed:

4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
Grade School	High School	College	Graduate or Professional School

4. What is your present job called? \_\_\_\_\_  
 \_\_\_\_\_

5. What do you do on your present job? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. How long have you been on your present job? \_\_\_\_\_ years \_\_\_\_\_ months

7. What would you call your **occupation**, your usual line of work? \_\_\_\_\_  
 \_\_\_\_\_

8. How long have you been in this line of work? \_\_\_\_\_ years \_\_\_\_\_ months



## Appendix C: TIS-6 Permission Letter

Mail - bridgette.larkin-perkins@waldenu.edu

RE: Permission to Republish using the TIS-6

Roodt, Gerhard <grootd@uj.ac.za>

Fri 7/14/2017 10:41 AM

To: Bridgette Larkin-Perkins <bridgette.larkin-perkins@waldenu.edu>;

1 attachments (58 KB)

Turnover intentions questionnaire - v3.doc;

Dear Bridgette

You are welcome to use the TIS!

For this purpose please find attached the longer 15-item version of the scale. The six items used for the TIS-6 are high-lighted. You may use any one of these two versions.

You are welcome to translate the scale if the need arises. I would like to propose the translate – back-translate method by using two different translators. First you translate from English into home language and then back from home language to English to see if you get to the original English wording.

Please note that some item numbers are followed by an 'R'. These items' scores should be reflected or reverse scored. The total score can be calculated by merely adding the individual item scores. I would strongly recommend that you also conduct a CFA on the item scores to determine which item scores should be reflected.

The only conditions for using the TIS is that you acknowledge authorship (Roodt, 2004) by conventional academic referencing. The TIS may not be used for commercial purposes.

I wish you the very best with your research project!

Best regards

Gert

Prof Gert Roodt  
Vice Dean: Research  
Faculty of Management

## The validation of the turnover intention scale

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### Read online:



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**Orientation:** Turnover intention as a construct has attracted increased research attention in the recent past, but there are seemingly not many valid and reliable scales around to measure turnover intention.

**Research purpose:** This study focused on the validation of a shortened, six-item version of the turnover intention scale (TIS-6).

**Motivation for the study:** The research question of whether the TIS-6 is a reliable and a valid scale for measuring turnover intention and for predicting actual turnover was addressed in this study.

**Research design, approach and method:** The study was based on a census-based sample ( $n = 2429$ ) of employees in an information, communication and technology (ICT) sector company ( $N = 23\ 134$ ) where the TIS-6 was used as one of the criterion variables. The leavers (those who left the company) in this sample were compared with the stayers (those who remained in the employ of the company) in this sample in respect of different variables used in the study.

**Main findings:** It was established that the TIS-6 could measure turnover intentions reliably ( $\alpha = 0.80$ ). The TIS-6 could significantly distinguish between leavers and stayers (actual turnover), thereby confirming its criterion-predictive validity. The scale also established statistically significant differences between leavers and stayers in respect of a number of the remaining theoretical variables used in the study, thereby also confirming its differential validity. These comparisons were conducted for both the 4-month and the 4-year period after the survey was conducted.

**Practical/managerial implications:** Turnover intention is related to a number of variables in the study which necessitates a reappraisal and a reconceptualisation of existing turnover intention models.

**Contribution/value-add:** The TIS-6 can be used as a reliable and valid scale to assess turnover intentions and can therefore be used in research to validly and reliably assess turnover intentions or to predict actual turnover.

## Introduction

The retention of staff is considered to be a pressing people issue and consequently much has been published about it (cf. Bothma & Roodt, 2012; Du Plooy & Roodt, 2010; Greyling & Stanz, 2010; Griffeth, Horn, & Gaertner, 2000; Kotzé & Roodt, 2005; Mendes & Stander, 2011). Turnover intentions (intentions to stay or leave the organisation) is an important criterion variable in similar types of studies, but such studies seldom publish any additional validation information on these criterion measures. The challenge and importance of this study therefore is to develop a scale that can serve as a valid and reliable criterion variable in future turnover or retention studies.

Although turnover intention is covered well in the literature, the need remains to validate turnover cognition scales (Sager, Griffeth & Horn, 1998). The motivation for validating the shortened version of the turnover intention scale (TIS-6) is that most other scales use only a limited number of scale items. Martin (2007) observed that various researchers have only used single item scales (Guimaraes, 1997; Lambert, Hogan, & Barton, 2001), with obvious metric limitations. According to Martin (2007), only a limited number of other studies have used more than three items in their instruments (Becker, 1992; Fox & Fallon, 2003; Lum, Kervin, Clark, Reid & Sirola, 1998). It seems that information on the metric properties of such instruments is lacking and that no validation research is reported specifically on the TIS-6 (the studies by Jacobs [2005] and Martin [2007] report on the longer TIS versions).

The main research question of this study is therefore as follows: is the shortened TIS-6 a reliable and valid scale for measuring turnover intention and for predicting actual turnover? The objectives of

## Appendix D: TIS-6 Instrument

**TURNOVER INTENTION SCALE (TIS)**

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The following section aims to ascertain the extent to which you intend to stay at the organisation.

Please read each question and indicate your response using the scale provided for each question:

**DURING THE PAST 9 MONTHS.....**

1	How often have you considered leaving your job?	Never	1-----2-----3-----4-----5	Always
2	How frequently do you scan newspapers in search of alternative job opportunities?	Never	1-----2-----3-----4-----5	All the time
3R	To what extent is your current job satisfying your personal needs?	To no extent	1-----2-----3-----4-----5	To a very large extent
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
8R	How often do you look forward to another day at work?	Never	1-----2-----3-----4-----5	Always
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