

2019

# Relationship between Employee Development, Employee Burnout, and Employee Turnover Intentions

Marvin D. Hall  
*Walden University*

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# Walden University

College of Management and Technology

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Marvin D. Hall

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Walden University  
2019

Abstract

Relationship Between Employee Development, Employee Burnout, and Employee

Turnover Intentions

by

Marvin D. Hall

MSM, Kaplan University, 2015

BS, Kaplan University, 2014

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2019

## Abstract

Employee turnover is a concern for the highway maintenance leaders in the construction industry because employees with turnover intentions may exhibit decreased commitment and increased cynicism towards the organization, which may affect business profits. The purpose of this correlational study was to examine the relationship between employee development, employee burnout, and employee turnover intentions in highway maintenance organizations in the United States. Hobfoll's conservation of resources theory was the framework for this study. A convenience sampling of participants, which included a target audience who accessed the paper-based surveys from 6 field offices and the central office building within the northwestern region of Pennsylvania, returned 68 useable surveys for a response rate of approximately 33%. The data from the 68 participants were analyzed using multiple linear regression analysis. The population for the study consisted of supervisors, foremen, executive staff, and full-time management personnel. Results of the multiple linear regression analysis indicated a statistically significant relationship between employee development and employee turnover intentions ( $p < 0.05$ ,  $\beta = 0.360$ ) and between employee burnout and employee turnover intentions ( $p < 0.05$ ,  $\beta = 0.512$ ). The results of this study may contribute to positive social change by reducing employee turnover in the construction industry, keeping skilled employees within local communities, and helping employees accomplish career goals while increasing economic value. Highway maintenance leaders could use the money saved from turnover to invest in employee development and employee wellness programs.

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## Dedication

I dedicate this achievement to all the people that influenced me throughout the years, especially my parents. My father taught me the value from working hard, dedication, and instilled the meaning to giving it your best every time; how to win without always being first. My mother was always there giving encouragement and praise. Mom was always my number one fan. Without the support from my family, this would be a dream, an unlikely start to this journey. I especially want to thank my wife, Brandy, for the unconditional love and support during this process. She is the rock, my purpose, and keeps me humbled. Completing this journey was challenging and rewarding and my plan is to continue improving myself and encouraging others to do the same. I hope this achievement will inspire my kids and stepdaughter to keep learning and never give up!

## Acknowledgments

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## Section 1: Foundation of the Study

Employees are the most valuable resource and asset to an organization (Tiwari, 2017). Employees require support from the employer, such as employee development efforts (Tiwari, 2017). Inadequate employee development efforts (career progression, performance appraisals, interpersonal relationships) could cause the employee to leave an organization, which could negatively affect business performance (Childs, Weidman, Farnsworth, & Christofferson, 2017; Nelissen, Forrier, & Verbruggen, 2017). Nelissen et al. (2017) highlighted the importance of each organizational member's role and responsibility to understand employee development. Chowdhury and Hasan (2107) identified studies that examined employee development as a cause of intent to leave and the challenges in employee development strategies that aid in employee retention. The objective of this study was to provide insight into why some employees consider leaving the organization by examining the relationship between employee development, employee burnout, and employee turnover intentions.

### **Background of the Problem**

Employee turnover is the main concern to the financial burden of organizations (Childs et al., 2017; Lee, Hom, Eberly, & Li, 2017; Sun & Wang, 2017). Losing an employee could cost the organization up to 200% of the employee's annual salary in recruiting, hiring, and training the replacement employee (Fisher & Connelly, 2017; Lee et al., 2017; Reina, Rogers, Peterson, Byron, & Hom, 2018). The estimated cost of turnover significantly impacts business profits, employee morale, and lost time in training new workers (Childs et al., 2017).

Employee turnover not only disrupts business performances, operations, and service deliveries, it also has negative effects on employee morale and inspires others to quit their job (Lee et al., 2017). Over 3 million employees quit their job in 2016; this number could steadily increase over the next few years to challenge leaders and managers to understand turnover effects in business performance (Childs et al., 2017; Lee et al., 2017). Employees voluntarily quit their jobs because of resource depletion, lack of career progression, unfairness, pay or benefits, and inadequate training (Reina et al., 2017; Sun & Wang, 2017). Voluntary employee turnover predicates turnover intentions (Sun & Wang, 2017). Workplace stressors add additional factors to an employee's intent to leave an organization; employees may feel these stressors hinder personal growth and learning (Babakus, Yavas, & Karatepe, 2017). The loss of an employee results in the loss of human capital; this includes veteran employees that coach or mentor new employees and could cause disruptions in the workplace (Reina et al., 2017).

### **Problem Statement**

Employees with high turnover intentions to leave an organization have undesirable effects on organizational success factors and competitive advantage (Park, Newman, Zhang, Wu, & Hooke, 2016). Highway maintenance workers contribute to the national employee turnover rate that cost U.S. organizations an estimated \$27 billion in lost revenue annually (Bureau of Labor Statistics, 2017; Marsden, 2016). The general business problem was the costs of employee turnover can lead to the financial burden for the construction industry. The specific business problem was that some highway

maintenance leaders do not know the relationship between employee development, employee burnout, and employee turnover intentions.

### **Purpose Statement**

The purpose of this quantitative correlational study was to examine the relationship between employee development, employee burnout, and employee turnover intentions in highway maintenance organizations. The independent variables were employee development and employee burnout. The dependent variable was employee turnover intentions. The target population comprised highway maintenance workers working full time in northwest Pennsylvania. Positive social change contributions include understanding causes of job-related employee turnover, which could empower business leaders with strategies that target employee development factors important to employees that influence organizational commitment. Improving employee development could cause a reduction in employee stress improving employee wellbeing, increase employee and family participation in social events, and improve economic stability within our communities.

### **Nature of the Study**

There are three main types of research methodologies: (a) quantitative, (b) qualitative, and (c) mixed methods (McCusker & Gunaydin, 2014). Quantitative researchers typically require larger sample sizes to examine relationships between two or more variables (Patton, 2015; Saunders, Lewis, & Thornhill, 2016). Researchers use quantitative methods to identify specific values and relationships or correlations (Groeneveld, Tummers, Bronkhorst, Ashikali, & van Thiel, 2015; Park & Park, 2016).

McCusker and Gunaydin (2014) explained how researchers use qualitative methods to understand data through interviews or descriptive accounts of events. Qualitative researchers rely on questions of how or why, the social aspect, social phenomena, or subjective participant responses (McCusker & Gunaydin, 2014; Plakoyiannaki, Wei, Hsu, Cassell, & Prashantham, 2017; Yin, 2014). Examining the how or why is not appropriate because I did not seek to understand the social aspect or explain social phenomena; therefore, a qualitative method was not appropriate for this study. Researchers conducting a mixed method study combine quantitative and qualitative research methods (Johnson, Onwuegbuzie, & Turner, 2007); because a qualitative method was not appropriate, mixed methods was not appropriate since the data did not rely on words or images of others. The research question involved relationships between variables (Yilmaz, 2013); therefore, a quantitative research method was appropriate for maintenance leaders to examine the relationships between employee development, employee burnout, and voluntary employee turnover.

The most common research designs for a quantitative study are correlational, experimental, and quasiexperimental (Wells, Kolek, Williams, & Saunders, 2015). A correlational design requires two or more variables and illustrates the correlation between them (Curtis, Comiskey, & Dempsey, 2016). An experimental research design requires continuous observations and random participant manipulation (Moeyaert, Ugille, Beretyas, & van den Noortgate, 2014). Because I did not require continuous participant observation or random participant manipulation, experimental research design was not appropriate for this study. Researchers using a quasiexperimental research design study



causal inference of an intervention (Wells et al., 2015). Because I did not seek to identify the impact of treatments or programs, quasiexperimental research design was not appropriate for this study. A correlational design was appropriate because I sought to examine the relationship between the dependent and independent variables; therefore, a correlational design was appropriate for this study.

### **Research Question**

What is the relationship between employee development, employee burnout, and employee turnover intentions in highway maintenance organizations?

### **Hypotheses**

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

Alternate Hypothesis ( $H_a$ ): There is a statistically significant relationship between employee development, employee burnout, and employee turnover intentions.

### **Theoretical Framework**

The theoretical framework I used was the conservation of resources (COR) theory to understand how a lack of employee development influences employee burnout and increases employee turnover intentions. In 1989, Stevan Hobfoll developed COR theory to measure and understand stress during loss or gain of resources (Hobfoll, 1989). The conservation of resources model shows how stress could occur during loss or threats to the loss of resources (Hobfoll, 1989). The model describes four types of resources individuals seek to acquire and maintain. The kinds of resources are objects (e.g., status objects), personal characteristics (e.g., self-esteem, self-efficacy, employee development),

conditions (e.g., promotion, autonomy, interpersonal relationships), and energies (e.g., time, money, knowledge) (Hobfoll, 1989, 2011). As applied to this study, employee development was a personal characteristic used to predict employee turnover intentions.

Long, Kowang, and Chin (2017) explained how facets of employee development might influence employee turnover intentions. Employees seek development activities to attain future goals within the organization and should focus on building positive resources (Bono, Glomb, Shen, Kim, & Koch, 2013). Hobfoll (1989) suggested employees will offset resource loss by seeking an analogous resource even if it means leaving the current organization. Employees are valued assets and losing one highly skilled individual from a lack of career development is devastating to the employer (Richards, 2013). Hobfoll's COR theory serves as a lens to understand how fluctuations in job resources (e.g., employee development) may be predictive of turnover intentions. Employee burnout is the second predictor variable and was assessed simultaneously with the employee development construct for their efficacy in predicting employee intent to leave.

### **Operational Definitions**

Definitions provide a foundation for understanding the information found in this study. While exploring turnover intentions, the following definitions help clarify individual terms germane to the research. In this section, I focused on business-related terms.

*Career development*: Opportunities to advance education, skillsets, or obtain certifications to secure career or personal goals (Yarbrough, Martin, & Alfred, 2017).

*Felt stress*: Obvious display of actions by an employee because of job-related stress (Mulki & Wilkinson, 2017).

*Interaction facilitation*: Leader behaviors that facilitate communication and satisfying relationships with subordinates (House, 1996).

*Involuntary turnover behavior*: The decision of the employer to terminate the relationship with the employee (Sun & Wang, 2017).

*Presenteeism*: The behavior of going to work sick, or loss of productivity and poor performance levels due to poor health conditions (Baeriswyl, Elfering, & Krause, 2017).

*Organizational cynicism*: An employee's belief that the organization displays or promotes distrust, dishonesty, or lack of ethical or moral values (Grama, 2017).

*Self-efficacy*: The belief of an individual to accomplish goals or produce actions that affect their work or life (Yu, Wang, Zhai, Dai, & Yang, 2015).

*Turnover intention*: An employee's willfulness to separate from his or her current position or organization (Lin, Tsai, & Mahatma, 2017).

*Voluntary turnover behavior*: The decision of the employee to terminate the relationship with the employer (Sun & Wang, 2017).

*Workplace incivility*: Low-intensity, rude, impolite, or disrespectful employee behaviors towards the organization or coworkers (Abubakar, Megeirhi, & Shneikat, 2018).

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

### **Assumptions**

Assumptions are beliefs or factors researchers accept as truths that could influence a study without empirical or theoretical support (Akaeze & Akaeze, 2017). The first assumption of this study was participants that would answer survey questions honestly, based on his or her experience regarding employee development, employee burnout, and employee turnover intentions. The second assumption of this study was that most organizational leaders did not understand the importance of employee development and the benefit it brings the company. Rodriguez and Walters (2017) examined the benefits to organizations from a significant increase in training and development within the last 3 years. Organizational leaders invested more than \$126 billion in the training and development of employees (Rodriguez & Walters, 2017). If organizational leaders do not wish to strengthen the employee's skill sets or performance through training and development then the organization could be at risk of losing competitive advantage (Rodriguez & Walters, 2017).

### **Limitations**

The limitations of the study are those factors that could influence the outcome of the study, such as location, time, and accurate event recollection (Akaeze & Akaeze, 2017). The location of the study was northwest Pennsylvania, which limited the population to rural and some smaller city participants; the results may not be consistent with larger population densities. Employees from other geographical areas may not necessarily reflect the way highway maintenance managers in northwest Pennsylvania

feel toward employee development. Thus, the findings may not be relevant to other populations in the highway construction business. The organization I work for was the basis of the participant selection, which may result in bias. I did not monitor participation in the study, physically observed participants filling out surveys, or included identifying information in surveys that matched the employee to the survey. I collected surveys weekly from a specified location to reduce employee-survey matching. The advantage of single site surveying enabled discussion of results with management to consider options regarding employee development to reduce employee turnover.

### **Delimitations**

The delimitations are those factors controlled by the researcher, such as participation selection and sampling techniques (Muqadas, Rehman, Aslam, & Ur-Rahman, 2017). In this quantitative correlational study, there were three delimitations. The first delimitation was the limited geographical area of northwest Pennsylvania. The second delimitation was the population is highway maintenance managers (foremen, supervisors, managers, and executive staff). For this study, I excluded construction workers not in a supervisory role, such as equipment operators and interns because they did not influence subordinate career development or career progression decisions. The third delimitation was employees whose job function directly related to the process of maintaining, preserving, in support of, repair, and operations of highway maintenance.

## **Significance of the Study**

### **Contribution to Business Practice**

The contribution to business practices was to give business leaders an understanding how employee development and employee burnout variables influence employee turnover intentions. Some highway maintenance leaders do not understand how employee turnover intentions could affect the organization financially and competitively. Organizational success factors and competitive advantage depend upon identifying and implementing strategies that increase an employee's intent to stay with the organization (Yarbrough et al., 2016). Marsden (2016) illuminated the rising cost that employee turnover has on an organization. The results of my study could elucidate a holistic approach to employee development strategies to provide beneficial workforce solutions that reduce high turnover intentions. The success of organizational employee development activities and increased resource capabilities will enhance internal employability, therefore improving competitive advantage (Nelissen et al., 2017). Reduction in turnover intentions through development activities could lead to a more profitable business and growth factors that benefit business leaders and employees (Knapp, Smith, & Sprinkle, 2017).

### **Implications for Social Change**

The implications for positive social change include the potential for highway maintenance leaders to understand how employee development is a necessary resource the employees desire that helps drive job satisfaction and decrease employee turnover intentions. Employees may experience better overall health and well-being with more

focus on career development and progression. Employee development programs have many facets that relate to the professional progression of employees through improving self-efficacy, autonomy, and well-being (Rahman & Nas, 2013). Business leaders who invest in the development and well-being of employees may preserve human capital, increase organizational capability, and address aspects of turnover intentions. George (2015) inferred several factors that decrease turnover intentions, such as autonomy, interpersonal relations, career progression, fairness, and work-schedule flexibility. Moreover, other implications to positive social change would give organizational leaders strategies for improving business performance and profitability.

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

This literature review consists of critical analysis and synthesis of topics including Hobfoll's (1989) conservation of resources theory, which is the primary theoretical framework for the study and the reasons why this theory was the primary theoretical framework. I also included a review of strengths, weaknesses, and limitations of alternate theories, such as quality of work life model; Herzber, Mausner, and Synderman's (1959) two-factor theory; Maslow's (1943) hierarchy of needs theory; House and Mitchell's (1974) path-goal theory; and Bakker and Demerouti's (2007) job demands-resources theory.

Additional topics include the independent and dependent variables used for this study. The independent variables are employee burnout and employee development, and the dependent variable is employee turnover intentions. The employee burnout independent variable includes (a) exhaustion, (b) cynicism, and (c) professional efficacy.

The employee development independent variables include (a) career progression, (b) interpersonal relationships, and (c) autonomy. I also included a critical analysis of the Maslach burnout inventory compared to the Copenhagen burnout inventory, analyses of the turnover intentions scale, and the perceived investment in employee development scale in the measurements section. The compilation of this literature review is to compare information in research, establish the supporting theoretical framework, critically analyze studies and models, and to clarify gaps in previous research.

### **Strategies for Searching the Literature**

I used a variety of academic databases such as Google Scholar, ProQuest, ScholarWorks, Walden University Library, and Business Source Complete, which were all available through Walden University to locate peer reviewed journal articles, U.S. government websites, and books. Google Scholar is the primary search engine to help identify key terms to use in the other database searches. I found the peer-reviewed journal articles for this study using the following keywords: *work engagement, job satisfaction, burnout, leadership, employee development, promotion, career development, career progression, turnover, turnover intentions, voluntary turnover, conservation of resources theory, turnover costs, resources, training, emotional exhaustion, self-efficacy, cynicism, sustainability, self-esteem, belongingness, interpersonal relationships, and skills upgrade.*

I organized the literature review in a systematic plan and discussed the findings related to the theoretical framework, measurements, independent variables (employee development and employee burnout), and the dependent variable (turnover intentions). I



explored the following alternate theories and models: (a) quality of working life (QWL) model, Herzberg's motivation-hygiene theory, Maslow's hierarchy of needs theory, and the job demands-resources model. The literature review included most sources within 5 years of my anticipated graduation; the frequency and percentages of these resources are listed in Table 1.

Table 1

*Frequency and Percentage of Resources*

Resources	Within 5 years	Older than 5 years	Total	Percentage
Books	0	2	2	<1%
Dissertations	0	0	0	0%
Peer-reviewed articles	102	11	113	99%
Other resources	0	1	1	<1%
Total	102	14	116	100%

**Application to the Applied Business Problem**

The purpose of this quantitative correlational study was to examine the relationship between employee development, employee burnout, and employee turnover intentions. This literature review involved extensive research with critical analysis and synthesis of the themes, theoretical framework, the independent variables, and the dependent variable. The independent variables were employee development and employee burnout, while the dependent variable was employee turnover intentions. The focus of the study was employee turnover intentions in the highway maintenance industry.

## Theoretical Framework

In this literature review, I examined Hobfoll's (1989) conservation of resources theory as the primary theoretical framework for the study. I will examine the strengths, weaknesses, and limitations of Hobfoll's conservation of resources theory and the alternate theories. The alternate theories are the quality of work life model, Maslow's (1943) hierarchy of needs, Herzberg et al.'s (1959) motivation-hygiene theory, path-goal theory, and job demands-resources theory. I will provide the reasons why I chose Hobfoll's conservation of resources theory over the alternate theories.

I based the theoretical framework for this study on Hobfoll's (1989, 2011) conservation of resources theory. Clinical psychologist Hobfoll developed this theory in 1989 by examining the strengths and weaknesses of other stress theories (Hobfoll, 1989). Hobfoll examined how stress from environmental changes (changes in resources) influenced an individual's behavior.

In 1988, and again in 2002, Hobfoll discussed the following types of contrasting resources: internal and external, distal and proximal, and biological and cultural (Hobfoll, 1989, 2001). Internal and external resources related to the individual's characteristics, personality, goals, and the availability of resources outside the personal self, respectively (Hobfoll, 1988). Satisfying the internal and external components of resource gain creates a more stable environment (Hobfoll, 1988). Stress occurs during threat or loss of a resource valuable to the employee (Hobfoll, 1988, 2001, 2011). Prapanjaroensin, Patrician, and Vance (2017) noted conservation of resources explains how a loss of control and time pressure could exacerbate symptoms related to burnout. Hobfoll (1988)

claimed that as resources are threatened or lost, individuals will attempt to replace those resources to offset the stress. Only when the attempt fails does the individual's resistance begin to break down and burnout could occur (Hobfoll 1988, 2001).

Biological resources are an individual's innate characteristic to deem specific resources more valuable than others and to obtain resources specific to the biological characteristics of the individual, while the cultural aspect to resource acquisition lies in the individual's cultural background and what the cultural ecosystem deems important (Hobfoll, 2002). Because the biological and cultural resources valuable to an individual differ, it could be difficult to generalize how resources affect an organization's employee base. The final elements of resources are distal and proximal; distal resources are an indirect influence on an individual's performance (autonomy, work engagement), where proximal resources influence efficacy and energy (Hobfoll, 2001, 2002). Hobfoll (2002) posited efficacy as a foundation for individual well-being and stress resistance.

Hobfoll (1989), in the COR theory, described how individuals value resources and choose those resources most valuable to them; examples of these resources are employee development, autonomy, well-being, and career development. Hobfoll's COR theory applies to business settings by providing a framework to predict resource cost and benefits and provides a framework to understand burnout during resource fluctuations (Hobfoll, 1989).

Employees will react differently to changes in resource allocation and extreme changes could exacerbate a breakdown in an individual's resistance to the loss or threat of loss to resources (Hobfoll, 1989). Over time, stress inherently breaks down an

individual's resistance (Hobfoll, 2001). Individuals attempt to maintain resource homeostasis to regulate one's health and well-being (Hobfoll, 1989, 2011). Hobfoll (2011) identified the core principles relating to how resources give individuals stability and a sense of security or how the loss of one resource may be more devastating than the gain of another resource.

Hobfoll (1989) identified four kinds of resources that determine how stress affects individuals. These resources are: (a) objects (e.g. career development), (b) personal characteristics (e.g. self-esteem, self-efficacy, employee development), (c) conditions (e.g. promotion, autonomy, interpersonal relationships), and (d) energies (e.g. time, knowledge) (Hobfoll, 1989). Individuals will strive to maintain resources and minimize resource loss by identifying factors that cause resource depletion (Hobfoll, 1989, 2001, 2011). In later studies, Hobfoll (2011) described how pools of resources give employees a sense of satisfaction and stability if the resource is available and applies to sustaining an environment conducive to the individual's well-being. The original foundation of COR theory focused on stress and its application to predicting individual motives but more recently adapted to challenging work environments (Hobfoll, 2011).

Hobfoll (2002) suggested resource requirement and maintenance needs rely on the individual's culture with roots in sociodemographic and political affiliations. Per Hobfoll, an individual's resource pool and ability to acquire value-needed resources rests within the geopolitical constructs; this would create motivational influences for specific groups of people. Subgroups or subcultures of people have different motivators for acquiring, maintaining and transferring resources and bases this influence throughout an

ecological spectrum within the subculture or subgroup (Hobfoll, 2002). Some cultures or people in geographical regions deem specific resources as valuable and the areas adjacent may deem other specific types of resources valuable (Hobfoll, 2002).

Hobfoll's (1989) COR theory supports individualism as a means of resource control. A person's characteristic, goals, and ability to maintain specific amounts of resources is key in resource attainment and sustainment (Hobfoll, 2011). Hobfoll (1989, 2002, 2011) viewed personal characteristics in goal attainment as favorable to cope with the stress when resources are threatened or lost. In 2011, Hobfoll described resource caravans as a means for ecologies to gather and maintain resources for ecological use. Hobfoll (2011) explained as an ecology grows or shrinks, the available resources could increase or decrease depending on the influence of the ecological shift. The ecology is a means of a social support network; this network provides access to stability, supportive interactions, increased self-esteem, and the feelings of being supported Hobfoll (2002). Hobfoll (2002) reported social support systems showed better mental health and stress resistance than those individuals without a social support system.

**Use of conservation of resources among researchers.** Several researchers have extended conservation of resources theory by researching several factors that could cause stress (Debus & Unger, 2017; Madden, Kidder, Eddleston, Litzky, & Kellermans, 2017; Peltokorpi, 2017; Prapanjaroensin et al., 2017). Madden et al. (2017) examined how social support affects the differences in an organization's classification of employees. Madden et al. found permanent employees have more access to resources and may not require the social support resource that contingent employees need to offset workplace

stress. Permanent employees may feel threatened by the influx of contingent employees and invest in a social support network (Madden et al., 2017). Social support is a resource that gives an employee access to more resources to help mitigate stress (Madden et al., 2017).

Zhou, Ma, and Xia (2018) used COR theory to support self-efficacy through effective use of empowering supervision. Zhou et al. proved an increase in work satisfaction and work engagement is a result of autonomy. The results of Zhou et al.'s study revealed that empowering supervision improves factors of self-efficacy such as self-confidence, self-esteem, and self-worth. Zhou et al. professed the role leadership plays in empowering employees creates avenues that give employees confidence and courage to seek and use resources. Employees that are a part of the organization's success factors feel they have access to more resources (Zhou et al., 2018).

In contrary, Peltokorpi (2017) studied abusive supervision (negative supervision behaviors) and the influence on employee resources, more specifically job promotions. Supervisors are an employee's first line management system that is responsible for the daily functions, employee performance appraisals, team leadership, and maintains direction in goal attainment (Peltokorpi, 2017). Negative supervisor behaviors encourage turnover that cost organizations billions of dollars a year in lost revenue (Peltokorpi, 2017). Employees with abusive supervision are more likely to use coping avoidance mechanisms to moderate the negative behaviors of the supervisor (Peltokorpi, 2017). Use of avoidance coping mechanisms increases the negative relationship with the supervisor, thus decreasing job promotion resource capabilities (Peltokorpi, 2017);

therefore, positive employee-supervisor relationships provide a more stable work environment and resource pool.

Fatima and Khan (2017) used casual research design backed by COR theory to reveal a significant positive impact of hope on positive organizational behaviors; the use of causal research designs examined the cause and effect relationship between the study's variables. Fatima and Khan found that hope (agency and pathways) is a positive work behavior when used in conjunction with positive organizational behaviors increases goal attainment and satisfaction. Engaged workers are more creative, more resourceful, and knowledge sharers (Fatima & Khan, 2017). Debus and Unger (2017) expanded on COR theory by studying the effects of job insecurity in couples. When work engagement is low, and feelings of job insecurity are present, then there is an increase in turnover intentions (Debus & Unger, 2017).

Prapanjaroensin et al. (2017) used COR theory to predict burnout when the four types of resources are lost or threatened: objects, conditions, personal characteristics, and energies. Prapanjaroensin et al. found that maintaining adequate levels of resources and the ability to replace those lost or threatened resources aids in the decrease of employee turnover intentions and the actual turnover behavior. Prapanjaroensin et al. discussed COR theory as maintaining adequate levels of resources for use by employees to mitigate costly losses due to employee turnover.

### **Alternate Theories for Turnover Intentions**

The following section addresses the theories I did not choose as the theoretical framework for my study. My study focuses on turnover intent and how the threat or loss

of an employee's resources affect burnout and influence turnover intentions. The alternate theories may provide useful information but will not focus specifically on resource capabilities.

**Quality of work life model.** Rathi and Lee (2017) reported a lack of supervisor support that influences turnover intentions. Batvandi and Ghazavi (2017) emphasized the use of job design with a focus on organizational commitment and perceived organizational support. Building interpersonal relationships with management and coworkers reduced compassion fatigue and burnout while a need for training predicted compassion satisfaction improves QWL (Cetrano et al., 2017). Parveen, Maimani, and Kassim (2017) noted a relationship between job satisfaction, retention, and QWL among healthcare providers, which supports previous studies in organizational commitment.

Guest (2017) described nine conditions to promote employee well-being and a healthy work environment, such as the development of human capacities, growth and security, social integration, rights and representation, the social relevance of work, consideration of the total environment, fair compensation, and flexibility. Bahrami and Habibzadeh (2017) described seven different conditions or needs for employee satisfaction (health and safety, economic and family, social, esteem, actualization, knowledge, and aesthetic). The cross-representation between Guest and Bahrami and Habibzadeh covered two aspects of QWL to enhance employee well-being and job satisfaction that influence employee turnover.

Kim et al. (2017) reported stable psychological capital has mediating effects on well-being and turnover intentions. Kim et al. described psychological capital as an



individual's positivity that is characterized by high efficacy, optimism, hope, and resiliency. Improved psychological capital moderates job satisfaction in QWL (Kim et al., 2017). Rathi and Lee (2017) noted a positive QWL will positively relate to organizational commitment and retention.

Bahrami and Habibzadeh (2017) evaluated QWL within the Iranian higher education system using seven dimensions to understand how work life affects entire life; the results found no statistical significance between the dimensions. An employee's quality of work life improves work life and job satisfaction but may show limiting factors in an individual's entire life well-being (Bahrami & Habibzadeh, 2017; Cetrano et al., 2017; Rathi & Lee, 2017). Kim et al. (2017) assessed a prospective employee's psychological capital to ascertain if the prospect possesses the ability to foster positive resource management to improve QWL.

**Herzberg's motivation-hygiene theory (also known as Herzberg's two-factor theory).** Herzberg (1959), in the motivation-hygiene theory, described factors relating to job satisfaction and job dissatisfaction and the mediating effect on an employee's work environment. The key hygiene factors listed in Herzberg's motivation-hygiene theory are company policy, interpersonal relationships, work environment, and salary (Alshmemri, Shahwan-Akl, & Maude, 2017). Alshmemri et al. (2017) noted the motivational factors advancement, reward and recognition, and achievement promote a sense of belonging. Alshmemri et al. used Herzberg's motivation-hygiene theory to explain that motivational factors increase job satisfaction and hygiene factors reduce job dissatisfaction (Alshmemri et al., 2017).

Chinyio, Suresh, and Salisu (2018) concurred with Herzberg's motivational-hygiene theory that factors, such as salary, benefits, and compensation do not cause job satisfaction. Employees are more likely to stay with an organization when they are satisfied in with their job (Chinyio et al., 2018). Alshmemri et al. (2017) and Chinyio et al. (2018) concluded that lowering mechanisms that cause turnover intent or actual turnover promote job performance and productivity. In contrary, Holmberg, Caro, and Sobis (2017) highlighted lacking hygiene factors, such as salary and compensation, had a negative influence on job satisfaction. Mburu (2017) revealed motivated employees are more likely to remain with the organization when coupled with compensation and career growth strategies.

**Maslow's hierarchy of needs theory.** In 1943, Abraham Maslow developed a human motivation theory that rests on five basic needs (Maslow, 1943). Maslow arranged the needs in a hierarchy with the most desirable needs (food, clothes, water, shelter) as the basic needs, then the psychological needs (friends, companionship, and feeling of accomplishment), followed by self-fulfillment needs (self-actualization) (Kanfer, Frese, & Johnson, 2017; Maslow, 1943). Per Maslow's theory, human motivation focuses on survival and will fulfill the most basic needs first (Maslow, 1943). Kanfer et al. (2017) extended Maslow's theory to workplace needs by identifying intrinsic motivators that satisfy the employee's desire to complete tasks.

Güss, Burger, and Dörner (2017) defined needs by relating to working examples; for example, safety need engages when the employee does not understand or have unexpected events around them. An employee is motivated to complete tasks that are

interesting, challenging, and enjoyable when the tasks criteria are understandable (Güss et al., 2017; Kanfer et al., 2017). Maslow (1943) explained the needs are an internal motivation driven by desires that fuel the body and mind's insistent state to maintain homeostasis. Güss et al. and Kanfer et al. (2017) explained once the individual meets the basic needs, they will move up the hierarchy to satisfy belongingness (being a part of a community, acceptance). Maslow indicated that self-esteem occurs when an individual feels self-confident, self-worth, and recognition for job performance. Kanfer et al. described the esteem need as being able to control the environment and the employee feels incompetent when they lose control. A person's esteem needs to feed into self-actualization, the need to be what you are or meant to be, and be happy doing it (Maslow, 1943).

**Path-goal theory.** In 1974, Robert House and Terence Mitchell developed the path-goal theory to understand how leadership behavior is a motivational factor for effective performance or factors satisfying to the employee or work environment (House & Mitchell, 1974). Path-goal theory primarily focuses on how leadership influences employees through different motivational factors (House & Mitchell, 1974). House and Mitchell (1974) described how employee characteristics determine leadership's behaviors; leaders adapt to changing work and employee environments.

House and Mitchell (1974) and House (1996) suggested how path-goal theory aims to emphasize leadership motivation on employees to accomplish work goals, personal goals, or career goals. House and Mitchell noted how the relationship between leaders and employees influence production, job satisfaction, and goal attainment. House

and Mitchell described the path-goal theory as a means of satisfying behaviors (recognition, reward, promotion, and autonomy) to motivate employees. Cote (2017) explained the leader's function in illuminating a path an employee takes to achieve goals; it is up to the employee to fulfill the goal achievement through direct or indirect leadership influences.

House (1996) added to the definition of leadership by expanding upon leadership's role in influencing, supporting, and providing resources beyond normal organizational and employee abilities. Maintaining resources motivates job satisfaction and increased performance (Cote, 2017; House, 1996). Positive interaction facilitation exposes resource caravans to employees (Hobfoll, 2011; House, 1996).

**Job demands-resource theory.** In 2001, Bakker and Demerouti introduced the job demands-resource (JD-R) model to examine how job resources impact job demands on burnout (Bakker & Demerouti, 2017). Bakker and Demerouti (2017) identified job resources (autonomy, career development) as factors that influence working conditions to achieve goals or reduce the job demands; job demands are those aspects requiring sustained physical or psychological effort (role ambiguity, poor interpersonal relationships, time pressures). Adequate availability of job resources influences employee motivation and lessen the impact of job demands (Bakker & Demerouti, 2017). Burnout occurs when job demands outlast the buffering effects of job resources and individual resistance breaks down (Bakker & Demerouti, 2017).

Since 2002, the JD-R model contained six propositions that predict the influence of job resources on employee motivation (Bakker & Demerouti, 2017). Bakker and

Demerouti (2017) added a seventh proposition to the JD-R model to identify employee motivation in job crafting. Job crafting is an employee's ability to change his or her work environment status quo to increase personal motivation (Bakker & Demerouti, 2017). Bakker and Demerouti argued against Hobfoll's (1989) COR theory that employees will create their resources rather than conserve and expand on them. Bakker and Demerouti postulated employees could handle challenges when job demands are low, and job resources are plentiful; not handling job demands with adequate resources increases burnout.

**Limitations of alternate theories.** The purpose of the QWL model is to identify factors regarding an employee's quality of work life and predict job satisfaction, organizational commitment, and turnover intentions (Cetrano et al., 2017; Kim et al., 2017; Rathi & Lee, 2017). The focus of the QWL model on an employee's quality of work life is to examine job satisfaction, quality of the employee and the work environment, and employee well-being (Bahrami & Habibzadeh, 2017; Grote & Guest, 2017; Guest, 2017). Guest (2017) argued QWL has shortfalls when examining relationships with human resource management (HRM) practices regarding performance and employee well-being. Employee well-being factors are different than those factors associated with employee performance (Grote & Guest, 2017; Guest, 2017). The reason I did not choose the QWL model for my study is that it does not focus on the threat or loss of resources. Although the QWL does identify factors that predict turnover intentions, it does not focus specifically on the variables in my study.

Maslow's (1943) hierarchy of needs focuses on an employee's needs based on a level of importance. Maslow's previous research focused on an employee fulfilling each level before moving to the next level; more current research provided information showing employees choose needs based on preference and need (Kanfer et al., 2017). Maslow's hierarchy of needs is not specific resources employees will use to build and pool to maintain well-being or mitigate burnout (Kanfer et al., 2017; Maslow, 1943).

House and Mitchell (1974), in the path-goal theory, focused on leadership behaviors conducive to employee motivation and performance. House (1996) reinstated the purpose of path-goal theory as a "task and person oriented supervisory behavior" (p. 325). Leader behaviors include such things as an ability to allocate resources effectively, ability to create and maintain interpersonal relationships, and motivate employees (House, 1996; House & Mitchell, 1974). The purpose of path-goal theory is to identify how leaders interact with employees and motivations to accomplish personal (subordinate), career (subordinate), and organizational goals (House, 1996; House & Mitchell, 1974). Although leaders identify, maintain, and acquire resources otherwise unavailable to subordinates (House & Mitchell, 1974), it does not associate with the threat or loss of resources or identifies leader behaviors that influence employee turnover intentions.

The purpose of the JD-R theory focuses on job resources buffering job demands to reduce burnout (Bakker & Demerouti, 2017). Per Bakker and Demerouti (2006), the JD-R model looks at job resources to deal with the job demands; when the job resources do not line up with the job demands, there is a breakdown in the employee's well-being.

Bakker and Demerouti (2006, 2017) suggested stress is a response when job resources and job demands create an imbalance and strain on the employee. The variables for JD-R theory are like COR theory; however, the purpose of my study is to determine if the threat or loss of resources associate with burnout and influence turnover intentions. Hobfoll's (1989) COR theory includes the variables in this study and appropriate for the theoretical framework of this study.

### **Measurements**

Researchers use instruments to measure constructs, such as the independent and dependent variables (Taber, 2017). The purpose of developing or selecting appropriate instruments for a study is to aid researchers in data collection that is relevant to the research questions (Taber, 2017). DeMonbrun et al. (2017) described the steps of involvement in the development of an instrument as tedious but necessary to maintain integrity, instrument reliability, and validity. Researchers must understand the importance of instrument reliability and validity (Taber, 2017). Instrument reliability is the instrument's ability to repeat measurements giving the same measured outcome (Taber, 2017). Researchers create instruments for specific needs to encompass practical implications (DeMonbrun et al., 2017).

Cronbach's alpha is the standard and is generally the common term associated with instrument reliability (Matkar, 2012; Taber, 2017). Matkar (2012) provided the calculation of Cronbach's alpha as  $r$  (mean of the inter-item correlation) and  $k$  (number of items considered) using the following formula;  $\text{Cronbach's alpha} = rk / [1 + (k - 1) r]$ . Matkar (2012) also provided a quick reference list for Cronbach's alpha scores as (a) >

0.90 is excellent, (b) 0.80 – 0.89 is good, (c) 0.70 – 0.79 is acceptable, (d) 0.60 – 0.69 is questionable, (e) 0.50 – 0.59 is poor, and (f) < 0.50 is unacceptable.

Instrument validity uses multiple approaches for establishing validity, such as factor analysis, observation, interviewing, and expert reviews (DeMonbrun et al., 2017). DeMonbrun et al. (2017) described the steps to test instrument validity, which are standard practices per the *Standards for Educational and Psychological Testing* created by a joint venture of the American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME). Taber (2017) explained validity as the extent the instrument intends to measure the items; therefore, it is important to the researcher to reduce any threats to the study by choosing extensively tested instruments.

To measure employee burnout, some researchers choose to use the Maslach Burnout Inventory (MBI) created in 1986 by Christina Maslach, Susan E. Jackson, and Michael P. Leiter. The traditional MBI measures occupational groups within the human services industry, such as healthcare workers, police officers, hotel management, and teachers (Bakker, Demerouti, & Schaufeli, 2002; Kristensen, Borritz, Villadsen, & Christensen, 2005). In 2002, Bakker et al. evaluated the MBI and concurred with Maslach, Jackson, and Leiter's 1986 assessment that burnout extends beyond the traditional human services industry; for example, cynicism refers to the attitude towards one's organization (Bakker et al., 2002; Leiter & Maslach, 2017; Maslach et al., 1986). The MBI focuses on emotions rather than all aspects of employee behaviors or attitudes (Bakker & Demerouti, 2017); therefore, Maslach, Jackson, and Leiter created the



Maslach burnout inventory – general survey (MBI-GS) to be universally adaptable to any occupation. Maslach et al. (1986) changed the dimensions under the MBI-GS to exhaustion, cynicism, and professional efficacy. The MBI-GS measures employee's relationship with work rather than the relationship with people (Maslach et al., 1986); therefore, researchers can study employees that work in other occupations, rather than specific to human services.

In 2005, Kristensen, Borritz, Villadsen, and Christensen created the Copenhagen Burnout Inventory (CBI) to measure burnout on three independent subdivisions; the subdivisions are personal burnout with six questions, work-related burnout with seven questions, and client-related burnout with six questions. Kristensen et al. (2005) rejected the use of the MBI as being “very American” (p. 195) where American instruments favor one culture, and the translation of questionnaires between cultures is difficult; contrarily, the authors could not obtain permission to use the MBI surveys to form a comparative analysis. Per Kristensen et al., researchers could administer and score the subdivisions of the CBI separately, whereas the MBI-GS scores all as one rather than independently. The questions in the three subscales of the MBI-GS are independent of vocational aspects, without reference to employee emotions, and without direct reference to human service occupations (Bakker & Demerouti, 2017). Bakker and Demerouti's (2017) assessment of the MBI-GS found consistencies in the definition of burnout and the perception of misappropriation of job resources. Because I seek to measure employee's relationship with job resources in the construction industry, the MBI-GS is the appropriate instrument to measure employee burnout.

I selected the turnover intention scale (TIS-6) as the instrument to measure employee turnover intentions. Researchers use the TIS-6 to differentiate between employees willing to stay and those willing to leave (Bothma & Roodt, 2013). I will use the shortened three-item TIS-6, used by Karatepe and Olugbade in 2017, to measure employee's intent to leave; the shortened version reduces the time it takes to answer the questionnaires and surveys without loss to data integrity. The TIS-6 three-item survey meets the requirements needed for the employee turnover intentions of this study.

Lee and Bruvold (2003) developed the perceived investment in employee development (PIED) using a nine-item scale; two items adapted from an earlier scale created by Tsui, Pearce, Porter, and Tripoli in 1997. Kuvaas and Dysvik (2009) modified Lee and Bruvold's measurement scale to seven-items to adapt to their study with a reliability of 0.91 from three different studies consisting of 826 Norwegian workers working in different industries. The modification by Kuvaas and Dysvik was to assess the continuous commitment to investment in employee development rather than the development practices established by Lee and Bruvold. The seven-item PIED measurement remains consistent in applications of varying occupations (Kuvaas & Dysvik, 2009; Solberg & Dysvik, 2016). Because I seek to measure employee development, the seven-item PIED is appropriate for this study.

### **Employee Burnout**

In 1986, Maslach, Jackson, and Leiter (1986) characterized burnout as a syndrome of three dimensions (exhaustion, depersonalization, and personal accomplishment) that occur among individuals performing in human service-type

occupations. In 2017, Leiter and Maslach redefined burnout as any deviation from the individual's norm that propagates stress (Leiter & Maslach, 2017). Bedawy et al. (2017) added to Leiter and Maslach's definition of burnout by emphasizing employee stress increases when the job demands exceed the employee's resource capability. Kristensen et al. (2005) argued burnout extends beyond the human services capacity and Maslach et al.'s definition of burnout refers to factors caused by human service work. Kristensen et al. defined burnout as fatigue and exhaustion from long-term stress; nevertheless, burnout is an organizational problem resulting from an increase in employee stress.

Employees cope with stressors and build up tolerances until coping mechanisms break down leading to disengagement and other job-related issues (Ahola, Toppinen-Tanner, & Seppanen, 2017; Jaracz et al., 2017); therefore, different coping mechanisms individuals use with job demands and resource loss or gain determines the level of burnout. Burnout is an imbalance between work demands and the availability of individual resources to offset job demands (Bedawy et al., 2017; Leiter & Maslach, 2017; Kristensen et al., 2005). Chronic stress and job demand within the work environment contribute to burnout (Shoji et al., 2016). Individuals are at risk of burnout when job demands increase, or when resources are threatened or lost (Lindo et al., 2015; Rupert, Miller, & Dorociak, 2015). Individuals have unique patterns of burnout based on individual experiences and conditions (Kristensen et al., 2005; Leiter & Maslach, 2017); moreover, employees that effectively manage job demands and resources could potentially alleviate symptoms of burnout. Extensive research into the literature

acknowledged many studies characterized burnout syndrome from a shift in resources (Bakker, Demerouti, & Sanz-Vergel, 2014; Leiter & Maslach, 2017).

Although researchers pointed out several causes to burnout, multiple researchers, such as Bowling, Alarcon, Bragg, and Hartman (2015), Bang and Reio (2017), Yang et al. (2017), and Bedawy et al. (2017) emphasized the relationships between burnout, personal and job resources, employee development, and turnover intentions. Baeriswyl et al. (2017) described how employees cope by managing resources that are taxing or at capacity. Shaukat, Yousaf, and Sanders (2017) stated social networking and interpersonal relationships are primary resources employees value and the inability to gain or maintain these resources increases stress.

A lack of career progression causes disengagement and workplace incivility in Generation (Gen) Y employees (Naim & Lenka, 2017). Gen Y employees are the current workforce until around 2030 when the next generation of workers replaces Gen Y and the tail end of Gen X (Naim & Lenka, 2017). Naim and Lenka (2017) discussed how Gen Y employees are more demanding and require constant development opportunities, and when these opportunities decrease so does job satisfaction. Grama (2017) found negative correlations between job satisfaction and organizational cynicism. Dissatisfaction and cynicism lead to disengagement and intent to leave the organization (Grama, 2017; Naim & Lenka, 2017).

An individual's ability to improve professional efficacy will decrease turnover intentions (Cho & Kang, 2017). People strive to better themselves or their careers through effective career progression strategies and when factors hinder the developmental

process, the employees feel disengaged or devalued (Zwart, Korthagen, & Attema-Noordewier, 2009). Kristensen et al. (2005) argued personal accomplishment (self-efficacy) is an independent variable that contributes to decreased performance and job satisfaction. Cho and Kang (2017) found a negative relationship between job stress and self-efficacy. Individuals can influence modifiable conditions and personal factors that impact professional efficacy to improve work-related motivation and performance, which may negate negative associations to stress (Cherian & Jacob, 2013; Shoji et al., 2016). Cho and Kang found positive relationships between job stress and turnover intentions. Lloyd, Bond, and Flaxman (2017) studied the effects of work-related psychological strain on professional efficacy and noted stress management training (SMT) increased employee professional efficacy.

**Employee development.** Employee development has a significant impact on job demands and employee stress (Bedawy et al., 2017). Bedawy et al. (2017) claimed a negative relationship exists between employee development and employee burnout. Li, Hou, Chi, Liu, and Hager (2014) added stressors and other dimensions, such as personality traits, individual characteristics, or work-related behaviors have mediating effects on employee burnout. Organizational competitive advantage depends upon each employee's ability to increase skill sets, education, and adapt to changes in the working conditions (Liu & Lo, 2018); however, organizations unwilling to further employee career development create unfavorable working environments. Increasing demand in new job skills, updated procedures, and changes to the working environment within the construction industry make it necessary to investigate how career development influences

burnout and turnover intentions (Liu & Lo, 2018). Lee and Chelladurai (2017) showed a positive correlation between burnout and turnover intentions; therefore, lack of employee development could lead to an employee's intent to leave the organization.

**Job demands.** The construction industry comprises employees, stakeholders, contractors, resources, and managers (Coetzer et al., 2017; Yang et al., 2017). Most burnout literature focuses on public service occupations, such as nursing, hotel employees, and teachers (Li et al., 2017). Li et al. (2017) reported occupations, other than public service employees, suffer the effects of burnout from an increase in job demands, workload, and decreasing resources. The demand on public workers could take a toll on the mind, body, and spirit as each worker is constantly striving to maintain the high standards of behaviors and professionalism required to work within the public domain (Jaracz et al., 2017). Burnout affects the person and the organizational ecosystem (Lindo et al., 2017); similarly, understanding the demands placed on workers is essential in mitigating employee burnout.

Yang et al. (2017) collected data from 16 construction project managers, with greater than 14 years of service in the Chinese construction industry using semi-structured interviews and questionnaires, found middle-aged construction managers suffer from higher levels of job burnout from increased job demands. Goering, Shimazu, Zhou, Wada, and Sakai (2017) found a positive relationship between work demands and burnout and a negative relationship between work resources and burnout. Liu and Lo (2017) found cynicism and exhaustion are strong predictors of turnover intention when coupled with increased workloads; consequently, poor management in job demands

affects the entire organizational ecosystem. Yang et al. (2017) confirmed that job demand stress is a significant factor leading to job burnout in construction professionals; therefore, burnout could affect any employee in any occupation.

**Leadership.** Leadership style has a significant impact on an employee's consideration to remain with the organization (Alharbi, 2017). Servant leadership has a perception to decrease burnout through long-term planning and interaction capabilities with the leaders' followers (Kaya et al., 2016). Coetzer et al. (2017) discussed the effects leadership has on job resources to mitigate burnout, such as how servant leadership positively influences growth and development resources by empowering employees. Arnold et al. (2015) elaborated how specific leadership styles affect burnout through prediction of surface acting or deep acting. Surface acting and deep acting are emotions, based on individual emotions, identified by controlling behaviors as situations dictate (Arnold et al., 2015). Changing superficial emotion without changing internal emotion is surface acting while changing internal and external emotion is deep acting (Arnold et al., 2015). Deep acting displays genuine emotional response to leadership style, such as transformational and contingent reward (Arnold et al., 2015); therefore, understanding employee behaviors and attitudes help leaders adjust to employee-work situations.

Kim, Hur, Moon, and Jun (2017) reported a positive relationship between deep acting and supervisor support, and a negative relationship between surface acting and supervisor support. Lee and Chelladurai (2017) noted a positive correlation between surface acting and burnout while deep acting showed a negative correlation with burnout; furthermore, leaders that engage with employees, and show support, encourage deep

acting. Kim et al.'s and Arnold et al.'s (2015) studies displayed similarities with perceived supervisor and coworker support between surface and deep acting. Deep acting employees are more genuine and align their feelings with organizational values that increase job performance (Kim et al., 2017). Ha (2018) noted a relationship with surface acting and leadership resource support; resource support loss exacerbates the employee's inability to cope with surface acting. Organizational cynicism and workplace incivility could decrease through effective leadership and management of employees (Abubakar et al., 2018; Grama, 2017). Decreasing behaviors that lead to cynicism will decrease turnover intentions (Abubakar et al., 2018).

Positive transformational leadership behaviors have a positive correlation with decreased levels of employee burnout, while negative behaviors contribute to increased levels of burnout (Diebig, Poethke, & Rowold, 2017). Coetzer et al. (2017) studied the fundamental role servant leadership plays in decreasing burnout. Leadership performance and the ability to handle stress impacts the stress level of the follower; therefore, reducing stress positively affects burnout (Harms, Crede, Tynan, Leon, & Jeung, 2016). The leadership style is effective in predicting employee performance and job satisfaction and has a significant relationship on employee burnout (Safi, Mohamadi, Amouzadeh, & Arshi, 2015). Dust, Resick, Margolis, Mawritz, and Greenbaum (2018) surveyed part-time (at least 20 hours a week) working students in management courses to examine employee exhaustion on leadership and found a significant correlation between exhaustion and the effects of leadership. Day, Crown, and Ivany (2017) reported supervisor support and job control are critical factors to moderate the effects job demands



have on employee burnout; furthermore, leadership ability and style decrease employee exhaustion and cynicism.

### **Employee Development**

Organizations invest in their employees to influence organizational effectiveness; organizational leaders have specific expectations of employees to perform better than the competition (Sharma & Sharma, 2017). Mackay (2017) summarized the understanding of employee development factors as a need to create competitive advantage, increase employee work life, and create long-term organizational assets. Organizations use employee development to gain competitive advantage and boost employee performance; however, some organizations fear employee turnover due to an employee's increase in skill set and knowledge (Mackay, 2017; Nelissen et al., 2017).

**Career progression.** Employees want to learn and grow professionally, and a lack of career progression places the organization at risk of losing the employee (Tanwar, 2017). Employee development aids in career progression by enhancing skill sets and knowledge (Mackay, 2017). Mackay (2017) noted 42% ( $n=53$ ) of journals reviewed showed development as a sense of achievement and invigorated optimism in career progression. Lundkvist and Gustavsson (2018) argued employee development activities strain small to medium enterprises (SMEs), and organizations should integrate and support activities with everyday work environments.

Nelissen et al. (2017) proposed employee development consists of three functions (employability-enhancing activities, job transitions, and job design features). Nelissen et al. described employability-enhancing activities as on- and off-the-job training programs.

Job transition includes lateral and upward (promotion) career movements (Nelissen et al., 2017). Nelissen et al. also noted internal job transition may mediate employee turnover intentions. Job design includes job resources, such as autonomy, skill development, and skill utilization (Nelissen et al., 2017). Rahman and Nas (2013) defined four approaches to employee development as (a) formal education, (b) interpersonal relationships, (c) assessments, and (d) job experiences.

Wang and Wanberg (2017) considered a career as the lifespan of an employee's activities and experiences, while career management is the developmental process that forms from those activities and experiences. Organizations use psychological contracts to create employee development tactics with new and older employees (DeBode, Mossholder, & Walker, 2017). DeBode et al. (2017) defined psychological contracts as an agreement on what the employee and employer expect from each other. Wang and Wanberg (2017) argued person-environment (P-E) influences those decisions of interest and abilities in the workplace. Thang and Fassin (2017) noted a significant correlation between employee development activities and organizational commitment. Carnahan, Kryscynski, and Olson (2017) argued corporate social responsibility (CSR) plays a defining role in employee satisfaction by investing in an employee's desire and purpose at work. Thang and Fassin found a positive and significant correlation between CSR and organizational commitment. DeBode et al. (2017) found positive correlations between person-organization fit and organizational commitment on social, content, and context tactics. Thang and Fassin used a nine-item scale adapted from Tsui, Pearce, Porter, and Tripoli's 1997 and Lee and Bruvold's 2003 scales to assess internal CSR items. A breach

of the psychological contract has negative correlations with turnover intentions (DeBode et al., 2017).

Wang and Wanberg (2017) described an employee's interests and choices from a combination of the following six areas: realistic, investigative, artistic, social, enterprising, and conventional (RIASEC). Employees will match their interests with those from the RIASEC diagram for a more successful career path (Wang & Wanberg, 2017). Phan and Rounds (2018) found, through RIASEC, employee's attitudes of like and dislike in their jobs correlate with intent to leave. Ginerva and Nota (2017) described career adaptability, career exploration, and occupational knowledge as job resources that foster job satisfaction and retention. Employees who are not happy or become bored with their work show a decrease in job satisfaction (Phan & Rounds, 2018). Nelissen et al. (2017) identified job satisfaction as a strong predictor of turnover intentions; therefore, matching employee's work interests more appropriately will increase job satisfaction and retention.

**Performance appraisals.** The employee-employer paradigm resembles a relational contract where the employee agrees to engage in productivity and performance based on wages (Cappelli & Conyon, 2017). The relational contract allows employers to evaluate employee performance through means or measurements, such as performance appraisals, feedback sessions, or employee performance monitoring (Cappelli & Conyon; 2017; Tomczak, Lanzo, & Aguinis, 2018). Sharma and Sharma (2017) highlighted performance appraisals directly impact employee performance; however, there is limited research on how performance appraisals improve employee performance (Kalgin,

Podolskiy, Parfenteva, & Campbell, 2018). Performance appraisals allow supervisors and employees to establish goals related to the organization's mission and goals; thus, providing objective, quantifiable data for feedback (Cappelli & Conyon, 2017; Kalgin et al., 2018; Sharma & Sharma, 2017).

Sharma and Sharma (2017) claimed employee performance improvement is dependent upon the employee's attitude toward performance appraisals. Cappelli and Conyon (2017) categorized performance appraisals as mostly subjective without quantifiable data, such as measuring how employees interact with each other or the supervisor's assessment of customer service. Tomczak et al. (2018) assessed electronic performance monitoring as advantageous in consistent monitoring but with negative perceptions of in privacy invasion. Tomczak et al. noted a study in electronic performance monitoring, by Stanton and Barnes-Farrell in 1996, showed decreased job satisfaction, feelings in decreased autonomy, and overall lower self-efficacy. Bauwens, Audenaert, Huisman, and Decramer (2018) found 532 academic employees experienced less burnout when performance management is fair. Burnout occurs when employees invest in more work or efforts than the reward permits, consequently, threatening the loss or inability to gain adequate resources (Bauwens et al., 2018; Goering et al., 2017).

Cappelli and Conyon (2017) examined performance appraisal effectiveness and consistency should remain consistent in employee promotions or job transfers. Cappelli and Conyon also described potential bias in performance appraisals in higher or lower interpersonal relationships would tend favor consistently higher or lower scores, respectively, depending on the level of the relationship; however, when an employee

promotes or transfers out and the scores remain the same, it is a more conservative test.

Some employees view performance appraisals as unfair, deceiving, or ineffective (Sharma & Sharma, 2017). Eliminating subjective bias should influence employee acceptance and participation in performance appraisals (Cappelli & Conyon, 2017; Sharma & Sharma, 2017). Kalgın et al. (2018) found performance appraisals have an indirect effect on turnover intentions through job satisfaction.

**Interpersonal relationships.** Forming interpersonal relationships is an important aspect of employee development between coworkers, and the employee and their immediate supervisor (Lapointe & Vandenberghe, 2017). Lapointe and Vandenberghe (2017) argued that supervisor support and mentoring are strong influences on employee job outcomes, such as job satisfaction, autonomy, and turnover intentions. Hobfoll, Halbesleben, Neveu, and Westman (2018) described a crossover of resources relating to interpersonal relationships as a resource where employee-supervisor or coworker support engages employees to discuss job-related contexts. Employees that talk about difficult situations with others, who have or may be in the same situation, increase professional efficacy (Hobfoll et al., 2018). Baeriswyl et al. (2017) identified coworker support as an employee resource to reduce presenteeism and exhaustion. Contrarily, Mulki and Wilkinson (2017) found a positive correlation between felt stress and turnover intentions with an increase in interpersonal conflicts. Shaukat et al. (2017) found interpersonal relationship conflict has a positive relationship with turnover intentions; therefore, it is understandable why organizational leaders want training on interpersonal relationships, team building, and conflict resolution.

Lundkvist and Gustavsson (2018) addressed supervisor support in competence-based development activities as a resource in organizational work environments. Lundkvist and Gustavsson interviewed 17 employees in SMEs on supportive learning environments. Employee-driven innovation increases performance and job satisfaction (Lundkvist & Gustavsson, 2018). Leadership plays an integral role in employee resources and supportive services, such as supervisor support and employee development activities (Audenaert, Vanderstraeten, & Buyens, 2017).

Interpersonal relationships have positive effects on the work environment and employee well-being and job satisfaction (Jonasson, Luring, Selmer, & Trembath, 2017). Through a study involving expatriates teaching in China, Jonasson et al. (2017) found significant teacher-student interpersonal relationships, as a job resource, increases job satisfaction. Students that can form interpersonal relationships early establish good communication and social support mechanisms that extend into the working environment (Jonasson et al., 2017); furthermore, establishing appropriate and supportive relationships early allow employees to understand the supportive role each person holds in an organization.

**Autonomy.** Employee development includes avenues that employees to may use to offset job stress, such as autonomy and job crafting (Petrou, Demerouti, & Xanthopoulou, 2017). Petrou et al. (2017) identified job crafting as some resource strategy employees will use to deal with organizational change or complacency. Employees use job crafting to remain engaged and increase job satisfaction (Petrou et al., 2017). Employees use autonomy skills to seek job resources and seek job challenges to

reduce work demands and decrease exhaustion (Petrou et al., 2017). Liu and Ho (2017) noted employee autonomy significantly predicts cynicism and exhaustion. Liu and Ho (2017) found autonomy gives employees job satisfaction and decreases an employee's intent to leave; additionally, Liu and Ho (2017) found significant a negative correlation between job satisfaction and turnover intentions. Beenen, Pichler, and Levy (2017) examined perceived autonomy on supervisor support and noted employees with perceived autonomy will seek supervisor feedback more often through continuous supervisor engagement.

Some organizations give employees the ability to job craft to increase autonomy, responsibility, and increase job satisfaction (Sakuraya et al., 2017). Sakuraya et al. (2017) assessed autonomy (through job crafting) as a structural resource that negatively affects an employee's psychological distress. Hakanen, Peeters, and Schaufeli (2018) found no correlation between job satisfaction and job crafting but noted employee well-being and job crafting will depend on each employee's characteristic, personality, and feelings. Employee engagement increases with employee autonomy, available resources, and ability to job craft (Hakanen et al., 2018; Sakuraya et al., 2017).

Autonomy is relative to technology-based resources (Carlson, Carlson, Zivnuska, Harris, & Harris, 2017). Employees show an increase in job satisfaction with the availability of job-related resources, such as autonomy (Carlson et al., 2017). Technology-based resources have a negative relationship with turnover intentions due to access to available programs and services (Carlson et al., 2017). Carlson et al. (2017) found a negative correlation between job satisfaction, autonomy, and turnover intentions;

therefore, employees with the ability to utilize technology have better coping skills in the work environment. Carlson et al. (2017) explained the satisfaction employees have with the ability to control work-related behaviors, such as being able to use technology-based applications at a time and place of their convenience.

### **Employee Turnover Intention**

Turnover intentions can harm an organization through decreased morale, productivity, and performance issues (Carlson et al., 2017; Lin & Liu, 2017; Lin et al., 2017). Lin et al. (2017) stated that turnover intention is a strong predictor of the actual turnover; turnover intentions occur before the actual turnover takes place. Employees consider leaving an organization when job-related resources diminish, work-related stress increases, or an increase in performance-related anxiety (Lin et al., 2017). Karatepe and Olugbade (2017) examined career satisfaction and turnover intentions on 287 frontline hotel employees in Nigeria and found a correlation between career satisfaction and commitment. Lin and Liu (2017) described CSR and ethical leadership as organizational pillars for employee commitment and satisfaction that decrease turnover intentions; therefore, strong organizational resource caravans and resource pools have positive influences on employee retention.

Because conservation of resources theory provided the foundation of this study of employee development as job-related resources and the relationship to turnover in the construction industry, it is important to understand the relationship between employee development, employee burnout, and employee turnover intentions. Turnover intentions increase when employees begin to lose sufficient job-related resources and should



decrease with sufficient job-related resources (Knapp et al., 2017; Lin et al., 2017).

Chowdhury and Hasan (2017) discussed how a lack of resources could cause an employee to lose self-realization of possible job transitions or growth within the organization; thereby, decreasing job satisfaction and work engagement. Zhu, Zeng, Li, Zhu, and Zhang (2017) noted the characteristics of the job (for example, work system, rewards, and communication) influence turnover intentions. Additionally, Chowdhury and Hasan (2017) identified nonjob-related resources (age, gender, economic, marriage status, years worked, and education status) as reasons an employee may seek alternative employment; therefore, there are a myriad of reasons why an employee would consider leaving the organization.

Virga, De Witte, and Cifre (2017) stated the more resourceful an employee the more they can adapt and achieve goals, which raises the overall health of the organization. Campbell and Im (2016) found in a study of South Korean public service employees that change-oriented organizational citizenship behaviors mediate the role between public service motivation and turnover intention. Campbell and Im also noted several studies showed higher levels of public service motivation, in organizations, have lower employee turnover intentions. Virga et al. found healthier organizations are more proactive in designing human resource strategies to counter employee intent to leave. Campbell and Im explained turnover intentions could be as detrimental to organizational health as the actual turnover. Carlson et al. (2017) stated the more information organizational leaders understand and know about turnover intentions, the more proactive

steps they could take to decrease the intent to leave; therefore, increasing job-related resources and training could decrease turnover intentions.

Organizational leaders should understand the difference between challenging employee development and hindering employee development (Babakus et al., 2016). Challenging an employee's development process teaches employees to take charge of their career and to understand the direction they want to take (Babakus et al., 2016). Hindering employee development detracts from organizational commitment; therefore, employees are willing to leave the organization (Babakus et al., 2016). The high cost of employee turnover affects an organization's ability to remain profitable (Babakus et al., 2016). Chiedu, Long, and Ashar (2017) found within a 5-year timeframe that some employees begin thinking about leaving the organization. Chiedu et al. highlighted that most organizations struggle to retain human capital; therefore, organizational leaders would benefit from researching strategies to retain employees.

Employee turnover affects the quality of service (Childs et al., 2017). High turnover rates have devastating effects on company profits through increased service costs; service costs are direct or indirect finances associated with acquiring and maintaining labor forces (Childs et al., 2017; Fisher & Connelly, 2017); however, not all turnover is harmful to an organization. Employees leave organizations through voluntary or involuntary turnover behaviors (Sun & Wang, 2017). Chowdhury and Hasan (2017) highlighted two additional types of turnover as avoidable and unavoidable. Avoidable turnover is the organization's ability to recruit effectively, train, and retain employees while unavoidable turnover extends from life decisions beyond the employer's control,

such as job transfer of significant other or relocation to a new area (Chowdhury & Hasan, 2017). Kang, Pan, and Ha (2018) noted that not all turnover is bad; low-performing employees that choose to leave voluntarily or involuntarily potentially save the profitability of the organization.

### **Transition**

I outlined an overview of section 1 that included the foundation of the study, the background of the problem, the problem statement, and the purpose statement. I explained the foundation of the study and background of the problem and the importance employee turnover has on organizational profitability. The problem statement contains the information as to why I conducted this study. The purpose statement includes the research method and design, the population, and contributions to social change. I provided the research questions and hypotheses for the study and the theoretical framework as the foundation of the study.

The literature review constitutes a comprehensive analysis and synthesis of the theoretical framework, the independent variables (employee development and employee burnout), and the dependent variable employee turnover intentions. The theoretical section comprises a summary of supporting and opposing research. Conservation of resources theory is the theoretical framework for this quantitative correlational study. I included summaries for each variable in the study with research supported by different researcher's views and opinions. Additionally, I provided a comprehensive overview of the measurements I chose for this study.

Section 2 includes a reiteration of the purpose of the study and sections on the role of the researcher, the participants, the research method and design, in-depth measurements analysis, ethical research, and the sampling requirements. Section 2 also comprises the data collection method and data analysis.

Section 3 includes the presentation of findings of this quantitative correlation study, applications to business practices and implications for social change, and further research recommendations.

## Section 2: The Project

Section 2 contains the following parts of the research study: (a) the purpose statement, (b) role of the researcher, (c) details pertaining to the participants in the study, (d) the research method and design, (e) population and sampling, and (f) ethical research considerations. Furthermore, the remaining parts of this section pertain to the data collection techniques, data analysis, and the validity of the study.

### **Purpose Statement**

The purpose of this quantitative correlational study was to examine the relationship between employee development, employee burnout, and employee turnover intentions in highway maintenance organizations. The independent variables were employee development and employee burnout. The dependent variable was employee turnover intentions. The target population comprised highway maintenance workers working full time in northwest Pennsylvania. Positive social change contributions included understanding causes of job-related employee turnover, which could empower business leaders with strategies that target employee development factors important to employees that influence organizational commitment. Improving employee development could cause a reduction in employee stress improving employee wellbeing, increase employee and family participation in social events, and improve economic stability within our communities.

### **Role of the Researcher**

Before committing to a research project, the researcher must understand his or her worldview, how paradigms (collection of beliefs), and assumptions guide research

questions (Rahi, 2017). Rahi (2017) described researchers that use quantitative methodologies typically support a positivist paradigm and measuring phenomenon through empirical observation and measurement. Using a quantitative methodology, the researcher collects data without regard to the participant's or researcher's emotions or feelings (Rahi, 2017). Still, researchers must follow specific ethical considerations when conducting data collection (Saunders et al., 2016; U.S. Department of Health & Human Services [USDHHS], 1979). *The Belmont Report* commission instituted the ethical guidelines when researching to protect the researcher and the participants (USDHHS, 1979).

The researcher must understand the research objectives and plan for unintended situations or issues during the data collection process (Rahi, 2017). The information contained in *The Belmont Report* consists of the ethical considerations for researchers regarding human subjects; those who are and who are not capable of making an informed decision (USDHHS, 1979). Researchers should consider the population and sample being studied and identify any potential ethical concerns by explaining to participants the nature of the study, the purpose of the study, and the steps to protect the rights, identity, and information integrity of the study participants (Saunders et al., 2016).

Quantitative researchers remain unbiased by maintaining objectivity through what Zyphur and Pierides (2017) described as relational validity. Relational validity addresses ethical concerns when performing quantitative research (Zyphur & Pierides, 2017). The researcher must understand how relational and external validity influence study results through ethical connections of quantitative research and inferences from the sample to the

general population (Murad, Katabi, Benkhadra, & Montori, 2017; Zyphur & Pierides, 2017). The targeted population had a direct association with my place of employment but not in within my direct supervisory or departmental capacities. I obtained permission from my place of employment to conduct the study. The sample consisted of highway maintenance employees assigned to the maintenance, construction, or design division of the organization, and my position resides within the administration division.

### **Participants**

The population of interest for this study consisted of leaders in the construction industry. The sample was highway maintenance managers, supervisors, and executives working full time in northwest Pennsylvania. Rahi (2017) explained the sample could make inferences about the population by measuring the characteristics and beliefs through surveys. The eligibility criteria for this study's participants were (a) work full time, (b) be of either gender, (c) be of any age, (d) work in the construction industry, and (e) be either in a supervisory or management role. To access the participants, I met with highway maintenance managers, supervisors, and executives within northwest Pennsylvania to discuss the purpose, nature of the study, participant's rights, and measures I took to ensure data integrity and participant confidentiality. I provided an informed consent form to each participant explaining the purpose of the study, disclosure of any risks associated with the study, and assurance of confidentiality of the participant.

### **Research Method and Design**

Researchers use studies to understand business problems by using one of the three types of research methods (qualitative, quantitative, and mixed methods) (McCusker &

Gunaydin, 2014). I used a quantitative correlational research method and design for this study to examine the relationship between the two independent variables and the dependent variable (Groeneveld et al., 2015). I collected data from three validated surveys to test the hypothesis.

### **Research Method**

Quantitative, qualitative, and mixed methods are three research methods available to researchers to obtain data validity (Brown, Strickland-Munro, Kobryn, & Moore, 2017). Researchers use qualitative methods to understand patterns and behaviors related to the philosophical perspective and perception of participants (Brown et al., 2017). Researchers use quantitative research methods to examine relationships between two or more variables to test hypotheses (Patton, 2015; Park & Park, 2016). Brown et al. (2017) noted quantitative is the most prevalent research method in publications and is a valid method to represent a population.

Qualitative research involves case studies and open-ended questions to identify a phenomenon (Yin, 2014). Sarma (2015) argued the subjectivity of qualitative methods lack rigor and the difficulty to replicate data. I did not seek to understand the information in this study through inquisitions, interviews, and illustrations of human perception and interpretation; therefore, a qualitative method was not appropriate for this study. A mixed method consists of attributes from qualitative and quantitative methods (Johnson et al., 2007). Mixed method was not appropriate because a qualitative method was not appropriate for this study.



Quantitative research involves hypothesis testing and is a systematic and scientific approach to quantify data (Sarma, 2015). Quantitative data represents a population through a quantifiable measurement of variables (Queiros, Faria, & Almeida, 2017). Researchers choose research methods based on the research question, and because I sought to understand the relationship between employee development, employee burnout, and employee turnover intentions, a quantitative method was appropriate for this study.

### **Research Design**

Correlational, experimental, and quasiexperimental are three quantitative research designs available to researchers (Wells et al., 2015). Researchers using experimental design rely on continuous participant observation and the causal inference of interventions in quasiexperimental design (Moeyaert et al., 2014; Wells et al., 2015). I did not require continuous participant observations or causal inference of interventions; therefore, experimental and quasiexperimental was not appropriate for this study. A correlational design examines two or more variables (Comisky et al., 2016). Correlational design assesses possible relationships between variables and cannot determine causation (Gyllensten & Palmer, 2005). Because I sought to examine the relationship between employee development, employee burnout, and employee turnover intentions, a correlational design was appropriate for this study.

### **Population and Sampling**

The population for this study was a small section of a larger business located in northwest Pennsylvania. The employee population consisted of 854 total employees with 225 of these employees in a supervisory or management position working full-time in the

construction industry. I selected this organization through observations and past data regarding employee turnover. I expressed interest in this topic to executive staff to provide information about potential reasons concerning turnover intent.

I used a nonprobability sampling technique because I did not know who would choose to participate in the survey. Pickett, Cullen, Bushway, Chiricos, and Alpert (2018) found better response rates of nonprobability sampling over probability sampling. Probability sampling limits the sample and potentially creates sample bias (Pickett et al., 2018). Nonprobability sampling consists of two techniques: convenience and purposive sampling (Etikan, Musa, & Rukayya, 2016). I chose the convenience sampling technique for this study because the participants were easily accessible, the limited cost to a researcher, and to meet the geographical proximity.

I used G\*Power 3.1 power analysis to determine the sample size for this multiple regression study; therefore,  $N = 68$  (see Table 2). Choosing an appropriate effect size aids in estimating the sample size to avoid Type II errors and reducing the mean standard error; Type II errors occur when researchers fail to reject a false null hypothesis (Sullivan & Feinn, 2012). Faul, Erdfelder, Buchner, and Lang (2009) described Cohen's  $f^2$  effect sizes as 0.2 (small), 0.15 (medium), and 0.35 (large) to quantify the magnitude between the variables for multiple regression analyses.

Table 2

*Sample Size Estimations of Different Powers in G\*Power 3.1*

Analysis	Effect Size ( $f^2$ )	Power ( $R^2$ )	$\alpha$	Total
G*Power 3.1	0.15	0.80	0.20	68
G*Power 3.1	0.15	0.95	0.05	107

Researchers should incorporate an appropriate effect size when determining sample size (Faul et al., 2009; Green, 1991; Sullivan & Feinn, 2012). The sample size for this study, per G\*Power 3.1 analysis software, had a range from 68 to 107. I used a power  $R^2$  ( $1-\beta$ ; error of probability) of 0.80 and 0.95,  $\alpha = 0.05$ , and medium effect size of 0.15 ( $f^2 = 0.15$ ) (see Figure 1).

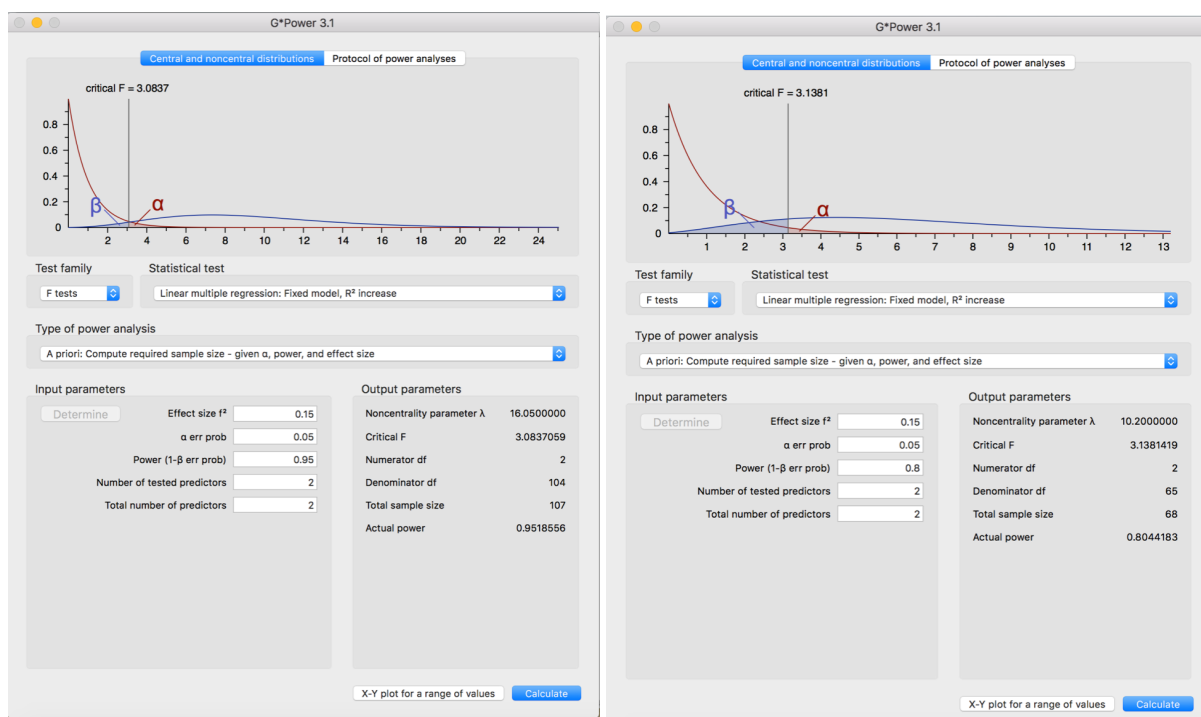


Figure 1. Graphical representation of G\*Power 3.1 analysis to determine sample size (Faul et al., 2009).

## Ethical Research

Ethical research involves respecting the ethical treatment and rights of participants; therefore, researchers should inform participants of the type of study, their legal rights, and any disclosures associated with the study (Anderson, Newman, & Matthews, 2017). Anderson et al. (2017) found only 54% of all participants understand the principles behind the informed consent process; therefore, I ensured each participant understood the purpose of the study, the confidentiality of the participant and the data, and the use of the data. Walden University student researchers must obtain approval through the Institutional Review Board (IRB) and receive an IRB approval number; my approval number for this study was 10-09-18-00662287. It is a researcher's ethical and legal responsibility to provide each participant in a study of their rights through voluntary informed consent (Anderson et al., 2017).

All participants received an informed consent form to acknowledge the purpose of the study, an understanding of their rights, and an understanding of their confidentiality. Additionally, the informed consent form contained information regarding that a participant's involvement was voluntary, and they may withdraw at any time without penalty. Moreover, the participants may opt not to fill out the survey, not answer questions, or submit the survey. I excluded incomplete surveys in this study to prevent skewing of the results. There was not a requirement for participants to disclose identifying criteria, such as names, addresses, or places of employment. The participants did not receive any benefits or compensation for participating in the study. I placed the blank surveys and the informed consent forms at the secretary's desk on each of the five

floors in the office building, and at each secretary's desk in the six satellite offices. Participants took a blank survey and informed consent form from the secretary's desk, completed the survey and then returned it to the secretary's desk. Participants kept the informed consent form and placed completed surveys in an envelope with no identifying markings and then placed the envelope in a secured box at the secretary's desk. I collected the surveys at the end of each week. I will maintain the data in a secured location for 5 years before destruction.

### **Data Collection Instruments**

#### **Maslach Burnout Inventory-General Survey (MBI-GS)**

In 1986, Maslach, Jackson, and Leiter (1986) created the Maslach burnout inventory (MBI) to assess the three dimensions of burnout using a 22-item measurement divided into three subscales. The three subscales are (a) emotional exhaustion consisting of 9 items, (b) cynicism consisting of 5 items, and (c) inefficacy consisting of 8 items (Maslach et al., 1986). Maslach et al. reviewed the reliability coefficients for the subscales and noted Cronbach's alpha coefficient for internal consistency (Cronbach's alpha) for emotional exhaustion at 0.90, for depersonalization at 0.79, and for inefficacy at 0.71. Per Matkar (2012), Cronbach's alpha has a normal range from 0 to 1, and the closer to 1, the greater the internal consistency of the items in the scale. Maslach et al. sampled three geographical locations consisting of Canada, Finland, and Holland. The samples from Canada, Finland, and Holland helped validate a reduction of 12 items from the MBI-GS initial 28-item inventory (Maslach et al., 1986). Maslach et al. tested two additional Canadian samples ( $n = 3,727$ ) from tertiary care and mental health hospitals

using confirmatory factor analysis; the result confirms the factor structure of the 16-item inventory.

Bakker et al. (2002) compared the MBI-GS to the original MBI created by Maslach, Jackson, and Leiter as a survey for occupations where employees do not work directly with people, such as those in construction or services not related to the public. Bakker et al. studied work-related issues from 2919 individuals using an online 20-item survey. Bakker et al. noted the internal consistency of Cronbach's alpha, on the MBI-GS, to be 'satisfactory' with the following range of 0.84 to 0.90 for emotional exhaustion, 0.74 to 0.84 for cynicism, and 0.70 to 0.78 for professional efficacy.

The MBI-GS is a self-administered survey consisting of 16 items (Shamloo et al., 2017). The 16-items consist of emotional exhaustion (items 1, 2, 3, 4, and 6), cynicism (items 8, 9, 13, 14, and 15), and professional efficacy (items 5, 7, 10, 11, 12, and 16) with responses to each question ranging from never to every day (Shamloo et al., 2017). Shamloo et al. (2017) examined the results of 331 participants working in typical manufacturing-type office environments using confirmatory factor analysis. Shamloo et al. noted Cronbach's alpha for the three dimensions of the MBI-GS as emotional exhaustion of 0.79, cynicism of 0.85, and professional efficacy of 0.87.

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

Akgunduz and Eryilmaz (2018) used a four-item TIS-6, created by Jung and Yoon in 2013, to measure employee's intent to leave in the restaurant industry. Akgunduz and Eryilmaz collected information from 222 employees living in Turkey using confirmatory factor analysis and found Cronbach's alpha to be 0.82 on the

reliability consistency scale. Bothman and Roodt (2013) used the TIS-6 six-item scale on a larger sample size of 2,429 South African information, communication, and technology workers and found Cronbach's alpha to be 0.80; this is within the same range as Akgunduz and Eryilmaz's 2018 study results. The internal consistency reliability of the TIS-6, whether four-item or six-item, sits within the range of 'good' (Akgunduz & Eryilmaz, 2018; Bothma & Roodt, 2013; Matkar, 2012).

Karatepe and Olugbade (2017) determined Cronbach's alpha on the three-item turnover intention scale to be 0.85. Karatepe and Olugbade analyzed 287 surveys on a three-item modified TIS-6, with a five-point Likert-type scale with options ranging from (strongly disagree [1] to strongly agree [5]) and found consistency with the four- and six-item turnover intention scales by other researchers.

### **Perceived Investment in Employees' Development (PIED)**

Lee and Bruvold (2003) noted Cronbach's alpha as 0.92 for the results of the study in Singapore ( $n = 175$ ) and 0.85 for the study in the United States ( $n = 230$ ). However, Maroof, Mabood, Mehmood, and Ahmad (2017) studied 130 school teachers using the PIED, and the Cronbach's alpha range from 0.60 to 0.65 does not correlate with either result from Lee and Bruvold's study samples. The PIED uses a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Lee & Bruvold, 2003; Maroof et al., 2017).

Solberg and Dysvik (2016) investigated the relationship between PIED and the internal employability efforts of employees through perceived availability of resources and organizational support. Solberg and Dysvik used the seven-item measurement from

Kuvaas and Dysvik's modification to study 238 Norwegian IT professionals; the internal consistency (Cronbach's alpha) was 0.91.

### **Data Collection Technique**

I used paper-based surveys to collect the data from the targeted population. Because I used paper-based surveys, I did not hand deliver surveys to participants to avoid selection bias and potential violations of ethical standards in research data collection. The paper-based surveys consisted of a cover sheet, informed consent form, and four sections. The first section consisted of the demographic data about the participants, including a question regarding role status (supervisor or management), a question regarding years of service in the role status, the age of participant, and gender of the participant. The second section consisted of the PIED (see Appendix A) to measure the independent variable employee development. The third section measured the independent variable employee burnout as defined by Maslach and Jackson's MBI-GS scale (see Appendix B). The fourth and final section consisted of the TIS-6 scale (see Appendix C) to measure the dependent variable turnover intentions.

The employees were permitted to complete the survey before, during, or after their shift and were permitted to take the surveys home to complete. Greenlaw and Brown-Welty (2009) found a limited access paper-based survey response rate of 39% when compared to the web-based response rate of post-high school educated participants; however, easily accessible paper-based surveys could increase response rates. Therefore, allowing any employee to complete the survey at their leisure could potentially increase the response rate.



## Data Analysis

The research question for this study was: What is the relationship between employee development, employee burnout, and employee turnover intentions? The hypotheses for this study were:

- Null Hypothesis ( $H_0$ ): There is no statistically significant relationship between employee development, employee burnout, and employee turnover intentions.
- Alternate Hypothesis ( $H_a$ ): There is a statistically significant relationship between employee development, employee burnout, and employee turnover intentions.

I collected the data and analyzed them using descriptive statistics and multiple regression analysis using SPSS software. Descriptive statistics illustrated the mean and standard deviation of the data distribution and provided a summary of the descriptive data. Multiple regression analysis examined the effect of the independent variables had on the dependent variable (Green & Salkind, 2013). Multiple regression analysis predicted the outcome of the dependent variable based on the relationship with the independent variables (Faul et al., 2007; Plonsky & Oswald, 2017). I used multiple regression analysis to evaluate whether the independent variables could predict the dependent variable employee turnover intentions.

I did not choose Pearson's correlation coefficient because researchers use this procedure to analyze the relationship between two variables. Other types of statistical analyses were not appropriate because they cannot be used to examine the relationship

between the independent variables and the dependent variable employee turnover intentions. I entered the data from the surveys into a Microsoft (MS) Excel spreadsheet for data analysis before transferring to SPSS; I did not include incomplete surveys or surveys that do not meet the inclusion criteria in the analysis to prevent a lack of data integrity. I retained the MS Excel spreadsheet with the data analysis for 5 years in the same secured location as the raw data.

Researchers using multiple regression analysis should test the four assumptions to prevent biased or untrustworthy information (Williams, Grajales, & Kurkiewicz, 2013). The four assumptions are normality, linearity in the parameters, independence of errors, and measurement error (Williams et al., 2013). Williams et al. (2013) defined errors, in assumptions, as a difference between the observed values and the predicted values of the regression model. Normality refers to assuming the independent variables are normally distributed without assuming normal distribution of the dependent variable (Williams et al., 2013). Linearity in the parameters assumes the independent variable is a linear function of the dependent variable, whereas the relationship between the independent variables and the dependent variables does not have to be linear in nature (Williams et al., 2013). Independence of errors assumes unbiased estimates of standard errors and test significance (Williams et al., 2013). Homoscedasticity is the fourth assumption and assumes a constant variance for each level of independent variable measured (Williams et al., 2013). Williams et al. suggested using histograms to test the normality of distribution and scatterplots to test the homoscedasticity assumptions. I

tested collinearity in SPSS using linear regression to examine the relationship between the two independent variables to see if a linear relationship exists.

### **Study Validity**

Researchers should understand the threats to the internal and external validity. Internal validity refers to factors in cause and effect relationships in observable behaviors (Slack & Draugalis, 2001); therefore, because I did not select an experimental design or seek cause and effect relationships between the independent and dependent variables, I did not need to address internal validity. External validity infers the study results may be consistent throughout the population or in other settings (Steckler & McLeroy, 2008).

Ko, Lee, Birch, and Lee (2017) reviewed content, criterion, and construct validity (collectively as instrument validity) to ensure instruments are accurately measuring intended criteria and applicable to real-world settings (Ko et al., 2017). Instrument validity refers to the degree an instrument claims to measure and confirmed through confirmatory factor analysis (CFA) or Cronbach's alpha (DeMonbrun et al., 2017; DeSmet et al., 2018). Researchers establish validity by correlating scores of the new instrument with scores of similar instruments (DeMonbrun, 2017). The internal consistency of the MBI-GS dimensions is emotional exhaustion as 0.79, cynicism as 0.85, and professional efficacy as 0.87 (Shamloo et al., 2017). The PIED internal consistency is 0.91 (Solberg & Dysvik, 2017). The TIS-6 internal consistency is 0.85 (Karatepe and Olugbade, 2017).

To increase the external validity of this study, I used SPSS statistical software to analyze the data, provide visual representations, and graphical displays to enhance the

understanding of the data. To ensure external validity, the participants were a true representative of the targeted population. External validity threats occur when the participants are not a subset of the targeted population (Steckler & McLeroy, 2008). To prevent additional external validity threats, I discussed the nature of the study, the targeted population, data collection techniques, and the importance of participation. The targeted population for this study was highway maintenance employees in the northwest region of Pennsylvania.

Statistical conclusion validity (SCV) occurs when participants fail to answer measurement questions appropriately and compromises the correlation between the variables (Cheung, Burns, Sinclair, & Sliter, 2017). Additionally, failure to reach correct conclusions threatens the SCV (Cheung et al., 2017). To avoid Type I or Type II errors, Garcia-Perez (2017) suggested researchers be familiar with the research process and statistical methods of the study. Furthermore, Garcia-Perez (2017) encouraged researchers to ensure instruments matched the intended variables studied; this decreases the chances of committing a Type I or Type II error. The instruments I selected are appropriate for the research design and method of this study to effectively measure the relationship between employee development, employee burnout, and employee turnover intentions.

### **Transition and Summary**

I discussed the rationale for the selection of the participants, the research method and design, data collection instruments, data collection and analysis, and an understanding of the study's threats to validity. I used multiple regression analysis to

determine what, if any, relationship exists between the independent variables and the dependent variable employee turnover intention. The purpose of this quantitative correlation study was to examine the relationship between employee development, employee burnout, and employee turnover intentions. The results helped organizational leaders understand the factors that impact employee turnover and assist business leaders in updating or changing policies or procedures to increase employee development to reduce employee burnout.

I used a paper-based survey to collect data from the targeted population. The projected sample size was 68 participants. The targeted population included highway maintenance managers and supervisors in the northwest region of Pennsylvania in the construction industry. I analyzed the data collected from the participants using SPSS statistical software. The instruments I used were the PIED, MBI-GS, and the TIS-6. Section 3 includes the presentation of findings of this quantitative correlation study, applications to business practices and implications for social change, and further research recommendations.

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

#### **Introduction**

The purpose of this quantitative correlational study was to examine the relationship between employee development, employee burnout, and employee turnover intentions in highway maintenance organizations. The independent variables were employee development and employee burnout. The dependent variable was turnover intentions. After analyzing the data, I rejected the null hypothesis and accepted the

alternative hypothesis. Results indicated there was a statistically significant relationship between the independent variable of employee development and the dependent variable employee turnover intentions ( $p < 0.05$ ,  $\beta = 0.360$ ) and the independent variable employee burnout and the dependent variable employee turnover intentions ( $p < 0.05$ ,  $\beta = 0.512$ ). There was enough evidence to suggest employee development predicted turnover intentions because the significance value is less than 0.05.

In this section, I present the findings of the study, applications to professional practice, implications for social change, recommendations for action, and recommendations for further research. My presentation includes a detailed review of the statistical tests I performed on the data using SPSS version 25. The statistical tests performed were descriptive statistics, the test of assumptions (normality, multicollinearity, homoscedasticity, and independence of error), and multiple regression analysis. I concluded with a reflection of my experience during my journey undertaking this study.

### **Presentation of the Findings**

In this subheading, I will discuss the testing of the assumptions, present descriptive statistics, present inferential statistic results, provide a theoretical conversation about the findings, and conclude with a concise summary. I employed bootstrapping of 2,000 samples to address the possible influence of assumption violations. I presented, where appropriate, a bootstrap 95% confidence interval. My aim of this hypothesis testing was to examine whether a relationship exists between employee development, employee burnout, and employee turnover intentions.

To analyze the data, I conducted multiple linear regression analysis using SPSS statistical software, version 25 (updated September 27, 2018). Researchers use multiple regression analysis to help predict one or more relationships on a criterion variable (Faul et al., 2007; Green & Salkind, 2013; Plonsky & Oswald, 2017). The significance values for employee development and employee burnout were statistically significant, and I rejected the null hypothesis. The following statistical analyses to test the hypotheses were (a) descriptive statistics, (b) ANOVA, (c) model summary with Durbin-Watson, and (d) multiple linear regression. The a priori for this study was power  $R^2(1-\beta)$ ; error of probability) of 0.95,  $\alpha = 0.05$ , and an effect size of 0.24 ( $f^2 = 0.24$ ) with the sample size of  $N = 68$ .

### **Descriptive Statistics**

The surveys availability started on October 16, 2018 and concluded on November 30, 2018. The data collection process included the use of paper-based surveys placed at 11 different highway maintenance secretary's desks in the northwest region of Pennsylvania. Out of the 225 potential supervisors, managers, executive staff, and foremen available from the targeted company, I received 74 surveys for a response rate of 33%. I removed ineligible surveys from the data set, which left a total of 68 useable surveys to analyze. The final dataset comprised 59 males, eight females, and one preferred not to answer. The level of management respondents were 20 foremen, 12 supervisors, 33 managers, and three executive staff members. Most respondents were between the ages of 38 and 57 with an average of 12.5 years of experience supervising others, and most respondents had less than 15 years in their current role. In Table 3, the

mean and standard deviation for each independent variable and the dependent variable show whether respondents assigned a value towards the higher or the lower end of a 5-point Likert-type scale (PIED and TIS instruments) and 7-point Likert-type scale (MBI-GS). The mean range on the 5-point Likert-type scale is two and a half, and a three on the 7-point Likert-type scale. The mean score for employee turnover intentions was 2.00, the mean score for employee development was 3.29, and the mean for employee burnout was 2.40.

Table 3

*Descriptive Statistics of the Study Variables*

Variable	<i>M</i>	<i>SD</i>	Min.	Max.
Turnover intentions	2.00	1.12	1.00	5.00
Employee development	3.29	0.37	1.57	4.71
Employee burnout	2.40	1.47	1.94	5.38

*Note:*  $N = 68$ .



## Tests of Assumptions

I used SPSS to test and evaluate each assumption before analyzing the data to ensure no violations occurred. The tests conducted were (a) multicollinearity, (b) normality, (c) linearity, and (d) homoscedasticity. Williams et al. (2013) recommended testing the assumptions of multiple regression analysis to see if any violations occurred that could cause data bias and untrustworthy information.

**Multicollinearity.** Thompson, Kim, Aloe, and Becker (2018) noted the variance inflation factor cutoff is three; however, is subjective among researchers. Smaller tolerance values, typically less than one, indicate a stronger likelihood of multicollinearity; therefore, researchers should focus more on the variance inflation factor (VIF) values (Thompson et al., 2018). The results for multicollinearity were identical for the independent variables employee development and employee burnout were as follows: tolerance 0.870 and VIF 1.150. Table 4 shows the multicollinearity values of the independent variables.

Table 4

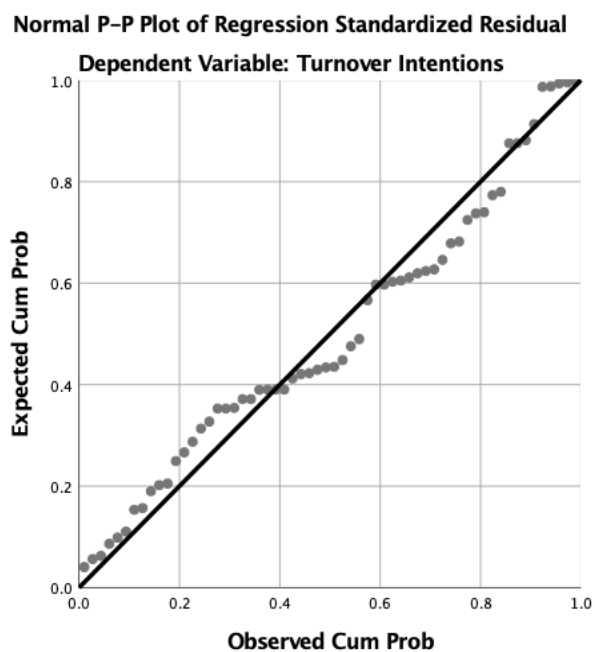
### *Multicollinearity Statistics*

Variable	Tolerance	VIF
Employee development	0.870	1.150
Employee burnout	0.870	1.150

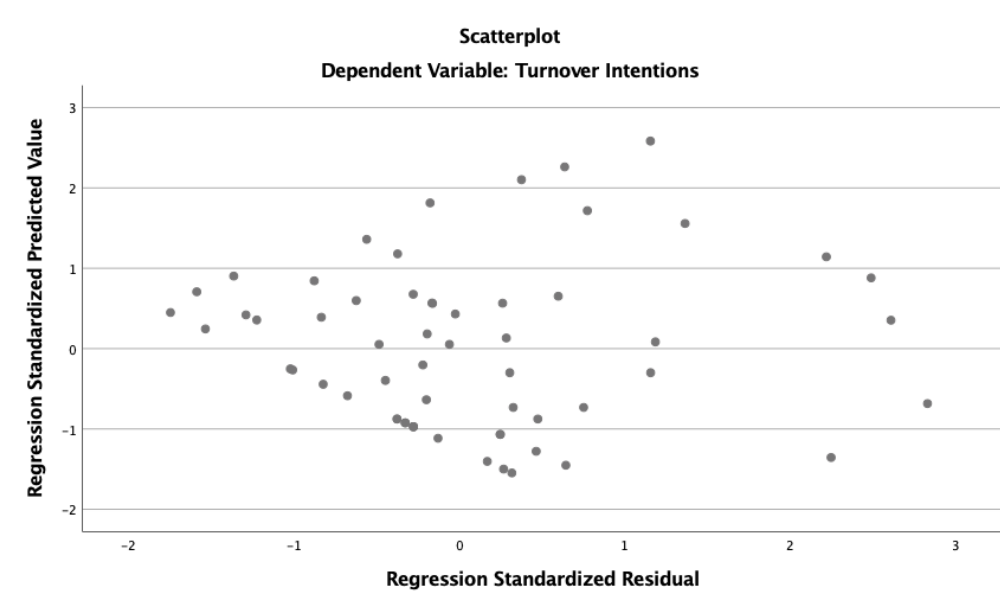
*Note:* VIF = Variance inflation factor.

**Normality and linearity.** While testing normality and linearity, I did not identify any violations because the plots were approximately linear and fell within the acceptable

range (between -2.0 and 3.0) on the x- and y-axis. While examining the scatterplot for normality and evaluating Cook's distance, I concluded not to exclude the outliers because Cook's distance was less than one. Menzel et al. (2017) noted Cook's distance ( $D_i$ ) less than one ( $D_i = 0.02$ ) did not require outliers to be excluded in normality tests. Figure 2 depicts linearity while Figure 3 shows the scatterplot for normality.



*Figure 2.* Normal probability plot for turnover intentions.



*Figure 3.* Residual scatterplot for turnover intentions.

**Homoscedasticity.** Yang and Mathews (2018) defined homoscedasticity as a similar distribution about the mean. While normality tests acceptable ranges, homoscedasticity tests the balance of data. Figure 4 shows the homoscedasticity, an equally distributed scatterplot around the mean. To confirm homoscedasticity in this study, I added a best fit line to the scatterplot to divide the data into equal parts.

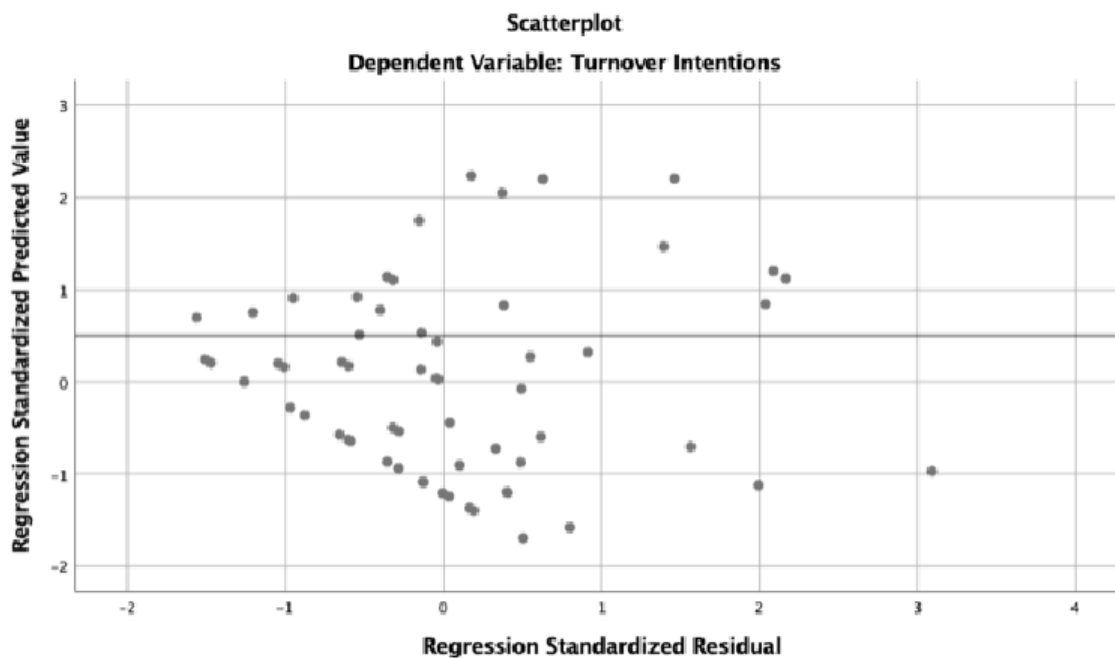


Figure 4. Residual scatterplot for homoscedasticity.

### Multiple Regression Analysis

Table 5 presents the results of the multiple regression analysis of the dependent variable onto the independent variables. The  $F$ -Test is statistically significant at the alpha level of 0.05 ( $F = 31.472$ ;  $df = 2, 57$ ;  $p < 0.05$ ). The decomposition of effects within the regression model can proceed. The coefficient of determination ( $R^2$ ) is 0.525; identifying 53% of the variation in the dependent variable of employee turnover intentions is due to the independent variables of employee development and employee burnout as indicated by the PIED and MBI-GS, respectively. Results indicated both independent variables identify as statistically significant predictors of the dependent variable employee turnover intentions. The positive unstandardized coefficient of the PIED scale ( $p < 0.05$ ,  $B = 1.090$ ) indicates as employee development decreases, employee intent to leave increases. The positive unstandardized coefficient of the MBI-GS scale ( $p < 0.05$ ,  $B = 0.388$ )

indicates as employee burnout increases, employee intent to leave increases. The model summary is statistically significant and able to predict employee turnover intentions,  $F(2, 57) = 31.472, p < 0.05, R^2 = 0.525$ . The results of this study indicated a statistically significant relationship between employee development, employee burnout, and employee turnover intentions.

Table 5

*Multiple Linear Regression of Dependent Variable onto the Independent Variables*

Variable	<i>B</i>	<i>SE(B)</i>	$\beta$	<i>p</i>
Constant	-2.341	1.190		0.054
Employee development	1.041	0.330	0.344	0.003
Employee burnout	0.417	0.080	0.549	0.000
Age group	-0.159	0.112	-0.144	0.161
Level of management	-0.014	0.122	-0.012	0.909
Years in current role	-0.017	0.067	-0.029	0.797
Gender	-0.219	0.291	-0.078	0.455
Experience supervising	-0.037	0.077	-0.051	0.636
Education level	0.157	0.113	0.151	0.172
Department	0.000	0.131	0.000	0.997

*Note:*  $SE(B)$  = Coefficients standard error.

The findings of this study confirm the research conducted by Thang and Fassin (2017), who found a significant correlation between employee development and organizational commitment, and the research conducted by Ginerva and Nota (2017), who noted a correlation between employee development and job satisfaction. Additionally, the findings from this study support Kryscynski and Olson's (2017) study on CSR and employee development; Thang and Fassin supported Kryscynski and Olsen's study by identifying a need for businesses to take an interest in employee development

activities to mitigate an employee's intent to leave. The findings of this study support Hobfoll's (1989) conservation of resources theory by indicating an employee's need for resource availability.

### **Applications to Professional Practice**

The objective of this study was to determine the potential relationship between employee development, employee burnout, and employee turnover intentions in the construction industry to fail to reject or reject the null hypothesis. The findings led to my rejecting the null hypothesis because a statistically significant relationship exists between employee development and employee burnout and employee turnover intentions. The findings could help industry leaders with the knowledge and data to improve employee development activities and programs to improve the overall health and well-being of employees, reduce turnover, and limit the financial burden to organizations.

The findings of this study are relevant to improving business practices by helping highway maintenance leaders understand relationship between employee development, employee burnout, and employee turnover intentions. Leaders could assess factors based on the results and provide recommendations for improvement to reduce employee turnover intentions and increase business profits, sustainability, and employee growth. Additionally, business leaders need to understand the importance of acquiring and maintaining a pool of employee development resources for employees to improve the overall health and well-being, job satisfaction, and organizational commitment.

### **Implications for Social Change**

The implications for positive social change include the potential for highway maintenance leaders to focus on the health and well-being of employees through tangible improvements to employee development programs by providing better opportunities for career development, career growth, engagement, and performance activities. Zhou et al. (2018) emphasized the importance of a social support network for resource sustainment and how resources affect employee actions and commitment to the organization. Organizational leaders should focus on reducing negative supervisory behaviors that decrease or deplete an employee's resource. Peltokorpi (2017) examined the effects of negative supervision on employee behaviors regarding resource gain and loss. The reduction of turnover could decrease the financial burden to the organization by decreasing the time and energy spent on hiring and training new employees. Implementing employee development strategies could potentially increase the likelihood of positive economic contributions and activities.

### **Recommendations for Action**

The findings from this study show employee development is a principal factor that influences intention to leave the organization. Prior studies on the inability to acquire or maintain resources increase employee stress and the intent to leave the organization for other similar resources (Li et al., 2017; Peltokorpi, 2017; Prapanjaroensin et al., 2017). The loss of highly skilled workers in highway maintenance organizations could affect several components, such as threatening service to external

customers, decreasing employee morale, losing human capital, and negatively affecting business profits and competitive advantage.

The ability to acquire and maintain resources is not a new concept; however, it may be coming to light as a much-needed understanding of how employees use resources to maintain health and happiness. Addressing available employee resources may be simpler than before. Maintenance leaders need to understand the availability of resources and which resources are crucial for employee retention to reduce employee stress (Hobfoll, 1989). A comprehensive recommendation for action could involve the implementation of employee engagement activities, increase or create avenues for interpersonal relationships and networks, and inspire an initiative to improve employee career development and growth. Organizational leaders need to pay attention to the results of this study so they could focus on strategies to improve employee development activities. Researchers may find the details of this study useful for further research. I plan to submit an article for publication in the *Training Journal*. Additionally, I intend to submit a proposal to present the findings at the Pennsylvania EMS conference.

### **Recommendations for Further Research**

Recommendations for further research should include examining the relationships between career progression, interpersonal relationships, career development, and turnover intentions of employees in the construction industry, not just highway maintenance workers. A limiting factor was the use of preconfigured surveys, which limited the participants' expression of thoughts and opinions. Therefore, the use of case study or mixed methods, or self-designed surveys may further explain the phenomenon. The



targeted sample size was 68 participants based on G\*Power 3.1. The targeted population was highway maintenance leaders in northwest Pennsylvania in supervisory or management positions. Therefore, the study findings could only be generalized for this specific region, organizational status, and participants. Employee development activities in other construction industry organizations may differ from those at this company.

The use of an online survey may yield more participants. The limiting factors with paper-based surveys are availability, the time it took to deliver and retrieve surveys, and the effort to ensure participant confidentiality. Additionally, the use of personal interviews with a semistructured design may improve the study by identifying best practices within the organization or region. The results of a case study or mixed-methods study may provide a more comprehensible understanding why employee development and employee burnout were predictive factors of employee turnover intentions. Furthermore, qualitative research findings may lead to more organizational-specific solutions to the problem that may be transferrable to other industries.

### **Reflections**

I began this journey to gain an understanding of complex business problems, and why employees react to specific situations and could not begin to identify organizational issues until I took my first step. My journey gave me new knowledge and insight to open my eyes and be the change needed to understand employee behaviors in response to employee development resources and activities. Conducting research pertinent to this study certainly had its ups and downs, surprises around each corner, and had a

challenging, yet rewarding, path. This journey increased my confidence and professionalism, and my attitude towards how business leaders should treat employees.

I learned how to better balance work, family, and school. The doctoral study process was challenging, and I needed to remain motivated and dedicated to completing this study. I became very knowledgeable of the APA format and comfortable writing as a researcher. I understand the process of researching, analyzing, and writing up results. It took several hours of self-study time to learn statistical methods and tests to become proficient enough to analyze and report the results. I was surprised by the results of the study because I assumed highway maintenance leaders understood how employee development could impact turnover intentions. The results were congruent with other research on this topic.

I conducted this study at my place of employment and did not think it would take as long as it did to collect the data. A few employees would dialogue with me about my study because it piqued their interest on the topic. I learned a great deal from having conversations with others, how to be a better listener, and understand what employees have to say. I have a better understanding of the planning, collecting, and analyzing the data collected from the participants. I took extra precautions to ensure participant confidentiality and did not influence participants or manipulate the data.

### **Conclusions**

The purpose of this quantitative correlational study was to examine the relationship between employee development, employee burnout, and employee turnover intentions. I used SPSS version 25 to test the hypotheses by analyzing the descriptive

statistics, testing the assumptions, and performing a multiple linear regression analysis.

The findings revealed that employee turnover intentions negatively related to both independent variables. Examining the results of this study is important because if supervisors and managers do not understand the relationship between employee development, employee burnout, and employee turnover intentions, they could potentially not understand how it affects subordinates. The overall results of this study show a need for attention in understanding the subordinates' thoughts and feelings in this area.

The results of this study support Hobfoll's (1989) conservation of resources theory by identifying a direct relationship between resource availability, burnout, and intent to leave the organization. Hopefully, the results of this study will provide valuable information to the highway maintenance leaders and invoke positive changes within the organization. Business leaders should consider employee retention a priority and focus on employee development discussions to improve the overall culture of the organization.

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## Appendix A: Perceived Investment in Employee Development

Begin forwarded message:

**From:** "Solberg, Elizabeth"

**Date:** August 29, 2018 at 09:04:46 EDT

**To:** Marvin Hall

**Subject: RE: Perceived Investment in Employee Development scale**

Hi Marvin,

Thanks for your email. You are very welcome to use this measure - that's why we published it.

All the best to you in completing your dissertation.

Kind regards,

Elizabeth Solberg  
Associate Professor  
BI Norwegian Business School  
Dept. of Leadership and Organizational Behavior

-----Original Message-----

From: Marvin Hall

Sent: 29. august 2018 14:45

To: Solberg, Elizabeth

Subject: Perceived Investment in Employee Development scale

Good morning Dr. Solberg,

My name is Marvin Hall and I am a doctoral student at Walden University writing my dissertation titled "The Relationship between Employee Development, Employee Burnout, and Employee Turnover Intentions" in the construction industry. My committee chair is Dr. Natalie Casale.

I would like to request permission to use an existing survey instrument (PIED 7-item scale) in my research study. I would like to use and print your survey instrument; the PIED 7-item scale. I will only use the research instrument for this study.

Thank you,

Marvin Hall  
Walden University Doctoral Student

## Appendix B: Maslach's Burnout Inventory – General Survey

Permission for Marvin Hall to reproduce 100 copies within one year of September 10, 2018

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To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

**Maslach Burnout Inventory forms: Human Services Survey, Human Services Survey for Medical Personnel, Educators Survey, General Survey, or General Survey for Students.**

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**Citation of the instrument must include the applicable copyright statement listed below.**

**Sample Items:**

**MBI - General Survey - MBI-GS:**

I feel emotionally drained from my work.

In my opinion, I am good at my job.

I doubt the significance of my work.

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## Appendix C: Turnover Intention Scale

Begin forwarded message:

**From:** Osman Mubin Karatepe

**Date:** August 29, 2018 at 09:06:14 EDT

**To:** Marvin Hall

**Subject: RE: Turnover Intention Scale**

YOU CAN USE IT IN YOUR STUDY. GOOD LUCK.

Osman M. Karatepe, Ph.D.

Professor of Marketing

Fellow

Hospitality and Tourism Management Academy:

A Research Community

-----Original Message-----

From: Marvin Hall

Sent: Wednesday, August 29, 2018 15:29

Good morning,

My name is Marvin Hall and I am a doctoral student at Walden University writing my dissertation titled "The Relationship between Employee Development, Employee

Burnout, and Employee Turnover Intentions” in the construction industry. My committee chair is Dr. Natalie Casale.

I would like to request permission to use an existing survey instrument (Turnover Intention) in my research study. I would like to use and print your survey instrument; the Turnover Intention 3-item scale. I will only use the research instrument for this study.

Thank you,

Marvin Hall

Walden University Doctoral Student