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Effective Strategies to Increase Employee Retention in Higher Education Institutions

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Walden University
2019

Abstract

Effective Strategies to Increase Employee Retention in Higher Education Institutions

by

Atiya Bottom Towns

MS, Webster University, 2014

BS, Dallas Baptist University, 2010

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2019

Abstract

Many university leaders lack the knowledge necessary to retain skilled employees and decrease employee turnover. The purpose of this multiple case study was to explore strategies that leaders of colleges/universities in the United States used to retain skilled employees. Research participants included 7 leaders in higher education in central Florida who had at least 1 year of managerial experience in academic or human resources administration and were able to provide information on evaluating the effectiveness of approaches to employee retention. The conceptual framework was the behavioral leadership theory of Skinner. Data were collected using semistructured face-to-face interviews, phone interviews, and review of organizational documents. Using the thematic analysis approach, 4 themes emerged from data analysis: open communication, generational gap, work–life balance, and effective implementation of retention strategies. The implications of this study for social change could include the potential for leaders in higher education to improve employee morale and job satisfaction by applying strategies to retain employees and reduce turnover.

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Dedication

I would like to dedicate this study to my number one supporter, my husband, Robin Towns for the countless nights he listened as I worked through my paper and prepared for each defense. I would also like to dedicate this to my biggest cheering section, my three children, Alani Bottom, Brendon Towns, and Mason Towns. Finally, my mother for her constant support and always being there to assist me until the very end.

Table of Contents

List of Tables

Section 1: Foundation of the Study

Employee turnover poses significant issues for retail leaders (Larkin, Brasel, & Pines, 2013). Immediately addressing employee turnover is critical due to the high turnover ratings (McManus & Mosca, 2015). The most valuable asset to any organization is the employees (Brock & Buckley, 2013). According to Messersmith, Pankaj, and Crawford (2017), providing employee benefits, such as paid vacation, insurance, and a high salary becomes costly to an organization. Offering such benefits are essential to develop human capital and avoid voluntary employee turnover. Griffin, Hogan, and Lambert (2014) stated that turnover affects a company's bottom line, which could lead to a loss in productivity, costs, and recruitment. In this section, I will discuss the background of the problem involving employee turnover, by exploring specific factors that contribute to voluntary employee turnover.

Background of the Problem

One main problem facing higher education is high voluntary employee turnover. Voluntary employee turnover can negatively influence employee morale and organizational effectiveness, which later affects productivity (Dong, Mitchell, Lee, Holtom, & Hinkin, 2012; Gialuisi & Coetzer, 2013). Scholars from the 20th century, including Douglas (1918) and Lescohier (1919), conducted studies on employee turnover. Douglas found employers suffered significant economic losses from high turnover rates. Lescohier found that costs associated with employee turnover stemmed from reduced productivity. In the 21st century, Maertz, Boyar, and Pearson (2012) reaffirmed the

substantial consequences of turnover, including costs of recruiting and training new employees and lower productivity.

The U.S. Bureau of Labor Statistics (USBLS) provides and tracks employee numbers and fluctuations in employee turnover rates in education. In March 2017 USBLS reported a 2.6% hiring rate for education, leaving 3,622,000 individuals in need of employment. The USBLS statisticians track employment ratings monthly and annually. In January 2018, a report indicated a 3.7% turnover rating (USBLS, 2018). Universities face voluntary turnover issues that are complex and dynamic, which makes strategic planning difficult (Kim & Rehg, 2018).

Educational institutions should effectively manage voluntary turnover to minimize the effects it has on the organization and the economy. According to Dube, Freeman, and Reich (2010), the cost of replacing an employee is substantial, costing on average $4,000 per recruit. Employee turnover can lead to losses in efficiency and can negatively affect financial performance (Gupta & Shaw, 2014).

Problem Statement

Low job satisfaction in academia is one of the key factors contributing to the high rate of employee turnover in larger higher education institutions (Graeff, Leafiman, Wallace, & Stewart, 2014). Between 2011 and 2015, the national annual average of faculty turnover in larger higher education was about 16% (Chovwen, Balogun, & Olowokere, 2014) compared to five percent turnover rate among large organizations (The Bureau of Labor Statistics, 2015). The general business problem was the high rate of faculty turnover among large higher educational institutions resulting in a loss of

productivity within the organization. The specific business problem was that some managers of large universities lack the strategies needed to reduce faculty turnover rates.

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies that successful managers in universities use to reduce faculty turnover rates. The targeted population consisted of managers in five large higher educational institutions who implemented successful strategies to reduce the faculty turnover rates in Central Florida. The findings of the study could yield a more stable local employment environment, which could lead to a more stable economic environment for local communities.

Nature of the Study

I used a qualitative multiple case study to collect, analyze, and interpret data from local universities regarding employee turnover. Researchers use the qualitative method to seek insights and perceptions from participants about a phenomenon (Allen, 2015).

Researchers use the quantitative method to apply the scientific method to examine relationships and differences among variables for explaining complex issues with closed-ended questions (Martin, 2015). Because I conducted open-ended questions, I did not use the quantitative method. The mixed-method approach contains a qualitative and quantitative element (Yin, 2014). I did not use a mixed method because I did not examine the quantitative aspects of a private university.

The four common qualitative research designs are a case study, narrative, ethnography, and phenomenology (Williams, 2011). Researchers use the case study design to explore individuals or organizations, through complex interventions,

relationships, communities, or programs (Yin, 2014). According to Sandelowky (2014), narrative design is a systematic exploration of recollections and stories of participants. The use of narrative research design was inappropriate for this research study, due to the study not including an account of detailed stories of the life of other people. Researchers used the ethnography design when they seek to describe a group's culture, beliefs, values, knowledge, and skills in their environment (Wall, 2015).

Therefore, I did not use the ethnography methodology for this study because I did not explore the cultural traits of a group of participants. I also rejected the use of a phenomenological design because the research study did not focus on participants' lived experiences.

I used a multiple case study design and conducted interviews using open-ended questions with private educational leaders and collected documentation from the past five years to explore strategies needed for reducing faculty turnover rates; therefore, I used the qualitative research approach. I collected documentation, such as policy and procedure handbooks, employee evaluation forms, and exit interview questions of those individuals who had resigned from the institution in the past five years.

Researchers use the quantitative method to apply the scientific method to examine relationships and differences among variables for explaining complex issues with closed-ended questions (Martin, 2015). Because I conducted open-ended questions, I did not use the quantitative method. The mixed-method research contains a qualitative and quantitative element (Yin, 2014). I did not use a mixed method because I did not examine the quantitative aspects of a private university.

The four common qualitative research designs are a case study, narrative, ethnography and phenomenological (Williams, 2011). Researchers use the case study design to explore individuals or organizations, through complex interventions, relationships, communities, or programs (Yin, 2014). I applied multiple case study design to identify and explore successful leadership strategies to reduce faculty turnover. According to Sandelowky (2014), narrative design is a systematic exploration of recollections and stories of participants. The use of narrative research design was inappropriate for this research study, due to the study not including an account of detailed stories of the life of other people. Researchers used the ethnography design when they seek to describe a group's culture, beliefs, values, knowledge, and skills in their environment (Wall, 2015). Phenomenological researchers explore the meanings of participants' lived experiences (Gallagher & Zahavi, 2012).

Therefore, I did not use the ethnography methodology for this study because I did not explore the cultural traits of a group of participants. I also rejected the use of a phenomenological design because the research study did not focus on participants' lived experiences.

Research Question

What are the successful strategies managers in larger higher educational institutions use to reduce faculty turnover rates?

Interview Questions

1. What strategies do you use to reduce employee turnover?

2. How do you assess the effectiveness of these strategies?

3.   What are the key barriers/challenges to implementing these strategies?

4.   How do you resolve these key barriers or challenges?

5.   How do you assess the effectiveness of resolving these key barriers or challenges?

6.   What additional information would you like to share pertaining to the successful strategies your organization developed and implemented to reduce voluntary turnover?

Theoretical or Conceptual Framework

A conceptual framework is a foundation underlying job satisfaction among faculty in higher educational institutions. The conceptual framework enables researchers to develop an understanding of findings comprising framing regarding retention. I used behavioral leadership theory (BLT) to identify and explore the issues that result in voluntary employee dissatisfaction and turnover intentions. According to Herzberg, Mausner, and Synderman (1959), dissatisfaction in the workplace is an area to consider that has the potential to result in employee separation. Bauer (2012) found it perplexing that employees were voluntarily willing to face the uncertainty of a new place of employment, instead of accepting their current work situation.

University leaders could use the BLT to understand effective strategies for reducing employee turnover. As related to the research study, understanding the propositions offered through behavioral leadership theory could provide an understanding of strategies for leadership behavior pertaining to employee turnover. University leaders

could consider various useful leadership components for effecting and maintaining engagement among faculty and staff to increase job satisfaction and reduce turnover.

Operational Definitions

Employee turnover: The voluntary or involuntary departure of employees from their current position within their place of employment (Kam & Meyer, 2015).

Involuntary turnover: Involuntary turnover is the employer's decision to release an employee from their assigned job duties (Batt & Colvin, 2011).

Job dissatisfaction: Job dissatisfaction occurs when employees experience unacceptable pleasures within the job environment (Kam & Meyer, 2015).

Organization: Organization is interpreted as a structure of relationships between positions and jobs to achieve enterprise objectives (Telha, Andrade, Páscoa, & Tribolet, 2015).

Turnover: Turnover is the rate an employer gains or loses an employee within the organization (Anvari, JianFu, & Chermahini, 2014).

Turnover intention: The turnover intention is voluntarily resigning from one's organization. It is referenced as actual turnover. The employee's commitment to the company may contribute to the turnover process (Zhang, Ling, Zhang, & Xie, 2015).

Voluntary turnover: Voluntary turnover is an employee's decision to resign from an organization (Frenkel, Sanders, & Bednall, 2013).

Assumptions, Limitations, and Delimitations

Assumptions

Martin and Parmar (2012) described assumptions as false facts that researchers assume to be true. Assumptions in a research study could potentially influence the outcome of the overall study. I assumed that participants in the study would provide ethical, honest, and reliable answers to the interview questions. I also assumed that participants would respond effectively to the interview questions, leading to more open-ended questions. Finally, I assumed managers would voluntarily provide vital information that would assist higher educational institutions with strategies to avoid voluntary employee turnover.

Limitations

Brutus, Aguinis, and Wassmer (2013), Henderson (2014), and Yeatman, Trinitapoli, and Hayford (2013) noted limitations are possible weaknesses of the study that remain beyond the researcher's control. One limitation was the time of travel for those willing to take part in the semistructured interview due to no form of reimbursement for transportation. More than one participant from the same educational institution could have been a limitation and potentially limited the number of experiences for the study. Participants who took part in the research study were volunteers and could have withdrawn from the study, resulting in an additional limitation. A withdrawal by several participants compromised the validity of the study.

Delimitations

Delimitations are the characteristics limiting the scope and boundaries of a study (Crossman & Kazdin, 2016). Delimitations relate to data, participants, and the geographical area (Brutus et al., 2013). My goal for this study was to examine the reason behind voluntary turnover in higher education and the strategies utilized to eliminate such turnover. One delimitation was focusing on only a particular amount of institutions in Central Florida. Another delimitation was focusing on particular leaders within the university. The geographical location presented a constraint for the research study due to the small group that was willing to participate. Finally, focusing on just universities as the scope of the research study which was a delimitation.

Significance of the Study

Contribution to Business Practice

Researchers have used the qualitative method to gather shared data from participants to gain an understanding of employee retention and assist in reducing turnover (Eide & Showalter, 2012). The local university leaders could use the findings of this study to develop strategies to reduce employee turnover intentions. University leadership can seek leadership development, compensation, and employee relations as an approach to reducing voluntary employee turnover (Seldon & Sowa, 2015). The researcher's findings could have the possibility of developing employees into future leaders and cultivating a positive work environment (Seldon & Sowa, 2015).

Implications for Social Change

Social change arises from productive leadership through the advancement and improvement of an organization (Cheung & Leung, 2010). Effective strategies should be in place to increase employee retention. The implication for social change includes the possibility of local leaders using the different applied strategies for their department to avoid employee turnover. Reducing employee turnover could stabilize community employment and therefore improve the human and social atmosphere both internally and externally of university employees' work environments.

A Review of the Professional and Academic Literature

In this study, I explored strategies higher educational institutions could apply to assist in reducing the high voluntary employee turnover. This section includes a critical analysis of the literature, to explore voluntary employee turnover intentions in higher education. Outlining the literature review in this section assist in providing a more comprehensive method of understanding the presented literature.

I used multiple databases to locate professional and academic literature regarding employee turnover: (a) Google Scholar, (b) ProQuest Central, (c) Business Source Complete, and (d) Academic Search Complete. Keywords that I used for searching articles included: *higher education, employee turnover, leadership, management and employee turnover, employee turnover strategies, employee turnover in higher education, employee retention,* and *behavioral leadership theory*.

The literature review consists of 202 references from peer-reviewed articles, of which 85% were published within the 5-year anticipated completion date of this study.

Out of the 202 resources, 110 were peer-reviewed articles published between 2014–2018. The literature review includes an outline of employee turnover and gaps within the literature on effective voluntary employee turnover strategies used by managers in higher educational institutions that could be affected by voluntary employee turnover.

The purpose of this qualitative multiple case study was to explore the strategies that colleges/universities use to reduce voluntary employee turnover. In this section, I outlined the strategies managers used to reduce employee turnover. The results of the study could potentially strengthen the relationship between higher education management and employees.

Behavioral Leadership Theory

The behavioral leadership theory is used to focus on the way leaders behave when placed in a leadership position. Leadership behavior is a pattern of behavior leaders prefer to utilize to predict leadership effectiveness (Bass, 1997). Lewin, Lippitt, and White (1939) developed a framework based on the behavior of leaders and broke it down into three types (a) autocratic leaders, (b) democratic leaders, and (c) Laissez-faire leaders. Wellman (2017) stated leadership is the social influence process through which individuals determine a group's objective. The behavioral theory is used to identify the determinants of a leader so that individual can train for leadership responsibilities (Allen, 1998). Management of organizations should allow the use of BLT to focus on how they can accomplish a task. Allen (1998) stated that BLT could be used to develop programs for training, to assist in changing manager's, and assumed leadership could learn methods of being more effective leaders. BLT allows leaders to focus on the dynamics of the

workplace through the development of motivation and achievement goals through effective communication, and contribute to team spirit, which centralizes respect and dependability.

The use of BLT would assist in building employee morale and avoid voluntary turnover intentions. Behavioral leadership theory proves 31% more effective when combining leadership traits and behavior (DeRue, Nahrgang, Wellman, & Humphrey, 2011). Traits and characteristics of a strong leader are the results of effective leadership behavior. Leaders apply three skills to assist in useful leadership behavior (a) technical, (b) human, and (c) conceptual. Effective leaders guide their followers to achieve organizational goals and provide moral support to perform to their highest capability. The use of BLT can be used to focus on the interaction with management and their employees where they provide encouragement, trust, and a healthy rapport between the leader and follower (Goff, 2003). A healthy rapport consists of management being available to their employees, listening to them in the workplace, and providing appropriate advice. According to Goff (2003), leaders can use BLT to assist in developing leaders, because leaders are not born but developed through practice.

Autocratic leaders. Puni, Agyemang, and Asamoah's (2016) outlook on autocratic leaders are relevant to the literature because Puni et al. (2016) stated that the combination of power and authority result in employees quitting a job because of the leader's emphasis on productivity rather than the performance of employees. Puni et al. believed a manager's leadership style directly affects whether employees stay or leave an organization. Autocratic leaders generally are viewed as belligerent among their team

members, which results in a conflict between management and their employees (Frantz, Kendall-Taylor, & Ezrow, 2014). When employees feel as though they do not have input, the outcome of feeling they are part of the organization is typically unsuccessful. Puni et al.'s research findings applied to this study because employees psychologically resign from an organization before actually quitting. Leaders who have an autocratic leadership style notice the psychological behavior of employees, who are considering leaving the organization, in advance. The knowledge of this psychological behavior could assist leaders in potentially limiting employee turnover by adjusting the high level of control to focus more on the morale of the employees.

Democratic leaders. MPhil and Asumeng (2014) researched the democratic leadership style and the effect it has on employees' job satisfaction. Hackman and Johnson (1996) stated democratic leaders emphasize the impact of management and employee's productivity when being able to work cooperatively together within an organization. Hackman and Johnson also stated democratic leaders tend to take into consideration the thoughts and suggestions of their teammates as well as those in a leadership position. MPhil and Asumeng (2014) focused on the positive attitude of employers and the dominant factor that motivates employees to remain employed at an organization. Democratic leadership style allows management to concentrate on the individual and their interaction within a team.

McGregor (1960) described such a leadership style as benevolent, participative, and believing in those working within the organization. Utilizing such a leadership style develops competent and committed employees and omits absenteeism employees. These

employees are willing to remain with an organization and tend to communicate their needs and seek more responsibility. However, Denhardt and Denhardt (2003) believed decision-making becomes overrated because opinions and debates play an essential part in the process. Understanding how employees are willing to communicate and what is known to be effective are vital for avoiding employee turnover.

Laissez-faire leaders. Laissez-faire leaders do not provide any form of direction or organizational manners and tend to be very hands-off. Laissez-faire leaders use delegation characteristics to release themselves from responsibilities regarding any decisions (Carswell, Sasso, & Ross, 2017). This type of leadership can result in an adverse outcome such as a decline in organizational productivity, chaos in the workplace environment, lack of motivation, and low confidence in ability. Holtz and Hu (2017) stated laissez-faire, also known as passive leadership, negatively affects the perception of the organization leaving employees unmotived to perform.

Further, leadership exerted a negative indirect effect on employee perceptions. This leadership style provides a wide range of freedom, where employees have access to make their own decisions. According to Tosunoglu (2016), this is the least effective leadership style.

Leadership plays a crucial role in the performance of an organization, as well as individual employees (Hao & Yazdanifard, 2015). Hao and Yazdanifard also believed this role requires leaders to provide the necessary direction to have a productive team. Therefore, managers must be aware of the advantages and disadvantages regarding the

different leadership styles as they can potentially affect the dynamics of the organization and eventually result in employee turnover (Jackson & Gaertner, 2010).

Motivation

McGlynn, Griffin, Donahue, and Fitzpatrick (2012) stated motivation and job satisfaction differentiated between intrinsic rewards experienced by employees internally when performing the work and extrinsic rewards experienced when employees are looking for outward approval. Hitka and Balazova (2015) indicated employee motivation is critical for managers to encourage their employees. While De Vito, Brown, Bannister, Cianci, and Mujtaba (2018) believed managers and other organizational leaders have the responsibility of providing a motivational work environment for their employees to avoid turnover intentions, providing such initiatives averted employees from becoming dissatisfied at work. A motivational work environment also elevates the willingness to seek employment at a different establishment. Tension arises when employers fail to meet desired goals and accomplish tasks due to the lack of leadership support. When employees experience a high level of work satisfaction, they tend to remain at the institution, which keeps employee turnover low. Dissatisfaction and lack of accomplishment, according to Gerhart and Fang (2013), develops tension, which causes individuals to seek employment elsewhere.

Jasmi (2012) defined motivation as an approach for employees working to perform their duties to potentially reach a different level in the organization, through working to reach the goals in the workplace. Jasmi, also stated it is the manager's responsibility to open the door to begin the motivational process. Furthermore,

Garderner and Lambert (1972) defined motivation as equipping employees for completing a job and providing an award upon accomplishment. Work motivation has the potential to change an employee's mindset and behavior (Steers & Porter, 1987). However, Allscheid and Cellar (1996) believed the motivation was the only requirement to be effective in the work environment. Colleges' and universities' knowledge of motivational styles plays a fundamental role in enhancing productivity and job satisfaction; job satisfaction allows employees to feel accomplished and reflects positive motivation (Mburu, 2017).

Job Satisfaction

Remaining with an organization can depend on the satisfaction an individual feel within their work environment. Organizations realize employees are their best assets by competing with internal and external organizations within the community (Bailey, Albassami, & Al-Meshal, 2016). Al-dalahmeh, Masa'deh, Khalaf, and Obeidat (2018) stated employee engagement and job satisfaction is an interchangeable concept; however, Musgrove, Ellinger, and Ellinger (2014) believed it is not necessary that a happy employee is not always a healthy employee. The definition of job satisfaction is a relationship between the organization and its employees (Al-dalahmeh et al., 2018). Amhalhal, Anchor, and Dastgir (2015) believed job satisfaction refers to the intellectual and emotional commitment to an organization by employees in their jobs. Moreover, employee satisfaction is a pathway intensive conceptualization of the relationship between the employee and their job (Yalabik, Bruce, & Andriana, 2017).

In addition to this, job satisfaction is about how employees work performance aligns with the outcomes of the organization (Amhalhal et al., 2015). Job satisfaction relates to job qualities, which allow individual consideration of all aspects of the job including monetary and nonmonetary (Di Paolo, 2016). Employees who feel as though their organization appreciates the daily tasks assigned accomplishes positive results in employees longevity. Van Scheers and Botha (2014) argued that although some people have job satisfaction, they are not happy with the overall duties the job entails. According to Tuna, Ghazzawi, Yesiltas, Tuna, and Arslan (2016), unsatisfied employees show deviant behavior in the workplace and begin forming an exit plan, which in turn decreases service quality and job performance. Prajogo and Cooper (2017) stated employee job satisfaction is known as one of the critical determinants of an organization's success and growth.

Job dissatisfaction is a process that gradually emerges before individuals leave. Sani (2013) believed managers should become more engaged to determine the signs of job satisfaction before employees become dissatisfied with work. An indication of such dissatisfaction early may result in fewer employee turnovers. Sani (2013) also stated such job indicators involving job dissatisfaction include, but not limited to, job duties, conformity with personalities, pay and promotion, coworkers and supervisors, and working environments. Karavardar (2014) stated a manager must acknowledge job satisfaction of their employees as these are indicators in addressing any voluntary turnover intentions.

Job duties. Sani (2013) stated that employees should have a sense of purpose when completing their job duties. Employees must have the ability to learn and grow within an organization through the job duties performed. Employees with important job duties may have a higher level of job satisfaction and productivity, due to the employees feeling they are contributing to the community.

Compliance with personalities. Employees work together to achieve the goals and values of an organization, which could potentially increase job satisfaction. Employees who comply with their job duties is an indication of effective communication between the organization and the employees (Sani, 2013). Reddy and Krishnaiah (2012) believe effective communication has the potential to assist in achieving high performance when working in a group to meet the goals of an organization. Anderson (1996) concurred that employees in an organizational setting with similar personalities might perform adequately to reach the common goal of the college/university while aiming to achieve a higher job satisfaction level.

Pay and promotions. According to De Vito, Brown, Bannister, Cianci, and Mujtaba (2018), universities motivational strategies and practices is an opportunity for the institution to acknowledge the work ethic of the employees. University employees are the building blocks of the institution, but at times are overlooked for promotion and pay increases. Management that acknowledges the oversight could provide a unique opportunity to look deeper into what motivates the employees to work hard and build loyalty to the university. Compensation has consistently remained as one of the top five job-satisfaction factors most important to employees (SHRM Report, 2012). Positive

employees react better when they understand the opportunities for advancement, money, and respect from top management (Sukriket, 2018). Tasking management with creating a working environment that will allow employees to advance in their career and have adequate compensation when promoted. Receiving benefits such as compensation, career promotion, and time off is considered appreciation. Giauque, Ritz, Varone, and Anderfuhren-Biget, (2012) stated managers who lack showing some form of employee appreciation tend to increase employee turnover. However, Anvari et al., (2014) observed employees with a higher salary growth tend to perform at a higher level, resulting in lower turnover intentions. College/University employees who feel compensation is adequate to the task they perform will likely remain with the organization, compared to individuals who believe compensation is not equal to the duties and responsibilities of the job.

Employees' positions and their level of motivation are a growing responsibility for managers (Lazaroiu, 2015). Managers must rely on rewards and other methods of appreciation to improve job satisfaction for their employees (Danish, Saeed, Mehreen, Aslam, & Shahid, 2014). Management should focus on methods to motivate employees through proper compensation; University managers are failing to promote or provide adequate compensation for their employees which could lead to job dissatisfaction (Burton, 2012).

Attitudes toward coworkers and supervisors. Workers must work together and develop relationships with coworkers in a friendly environment (Sani, 2013). Employees must work together for an organization to be successful and to resolve any conflicts that

may arise. Realizing that people do not operate the same under stressful and nonstressful situations is important when considering working together (Glazer & Liu, 2017). Therefore, employees must know they are working in a non-hostile-free environment (Glazer & Liu, 2017). Managers need to interact with colleagues, employees, faculty members, and other support personnel to assist organizations in reaching the goals managers have in place (Sdrali, Goussia-Rizou, Giannouli,& Makris (2016). A productive relationship between managers and employees can make for a healthy work environment and assist in lowering intentions to leave the organization (Glazer & Liu, 2017).

Working environment. Several areas within an organization make up the design of the working environment such as operational factors including company culture, management styles, hierarchies, and human resource policies (Zentner, Homestead, & Covit (2018). A positive work environment can also help with developing high, motivated, and satisfied employees. When managers lack delivering the goals of the organization effectively, employees may become dissatisfied (Habib, Aslam, Hussain, Yasmeen, & Ibrahim, 2014). Msengeti and Obwogi (2015) stated the workplace environment for employees does not include only the physical elements in the work area but the involvement of the work performed by the employees. Msengeti and Obwogi (2015) also believed a positive work environment is considered to make employees feel good about coming to work and provided the necessary motivation to sustain throughout the day. Wells and Thelen (2002) observed organizations that offer suitable levels of privacy in the working environment improves the motivation and commitment of

employees, which increases the ability to satisfy and retain employees. Heneman (2007) alluded to the fact that one of the most critical elements of any organization is having a positive work environment. Sani (2013) followed up by stating managers should create a working environment that is safe and conducive for employees. Managers who can establish a healthy working environment and provide job satisfaction where employees work together can potentially lower employee turnover.

Job Embeddedness. According to Tejeda (2015), managers who successfully engage employees could create an environment where employees produce a high level of expectation in the workplace. Job embeddedness and the work environment have a significant impact on job performance and turnover intentions, which has a direct effect on lowering employee turnover (Cynthia & Dwi Irvianti,2015). Menguc, Auh, Fisher, and Haddad (2013) believed an employee who is engaged in the organization increases enthusiasm, motivation, and commitment. Employees who are more engaged become more passionate about their work, and job satisfaction is visible.

Furthermore, employees potentially have a better attitude towards work and their commitment to the organization. Takawira, Coetzee, and Schreuder, (2014) stated there is limited research available on the relationship between job embeddedness, work engagement, and turnover intentions, while Halbesleben and Wheeler (2008) found a relationship between work engagement and turnover intentions. According to Mitchell and Lee (2001), employees who are embedded in their jobs are less likely to leave the organization. Therefore Halbesleben and Wheeler (2008) believed job embeddedness and work engagement are vital to employees with turnover intentions.

A vital portion of any organization is the satisfaction of their employees. Yirik and Ören (2014) noted a successful manager or leader, are those who create high job satisfaction among employees. Colleges/universities must remain cognizant of job satisfaction indicators and understand when the employees begin to show signs of unsatisfactory within their current position (Delina & Samuel, 2019). When employees begin to lack satisfaction in their current position, they develop thoughts of leaving. According to Swarnalatha and Prasanna (2012) recognized a link between employee satisfaction and employee job performance can assist in avoiding turnover costing the organization due to hiring and training a new employee.

Turnover

According to Zhang et al. (2015), the decision-makers of an organization suffer from employee turnover and staffing. The cost of employee turnover does not just affect the organization it also affects the daily operations. Memon, Salleh, Baharom, and Harun (2014), determined increasing management awareness for employee turnover is vital because turnover negatively affects the organization's operation. The results in a decrease in operation within the organization become an additional expense. Within the United States, turnover rose from 2.3 percent to 2.6 percent at the end of 2012 (Hathaway, 2013). Consequently, turnover in universities becomes quite expensive because of the sudden disruption to the daily operations and the costs associated with recruiting new employees.

Cost of Turnover

Voluntary turnover is a serious threat to an organization, due to the expense and could potentially affect the competitive advantage. Memon, Salleh, and Baharom, (2015) stated the cost of employee turnover is roughly 24% to 33% of the annual salary for each employee who leaves the organization. While Godlewski and Kline (2012) believed an employee who voluntarily resigns is costly due to recruiting, hiring, and training a new employee. Hiring a new employee becomes an expensive process for an organization due to the training investment the individual must go through before starting their new position. The required skills and talents the employee is required to have in order function within the institution is an additional expense the organization must undergo (Kessler, 2014). Although turnover results in an adverse effect on an organization, Campbell, Im, and Jeong (2014), argued it could also prove to be detrimental to an organization if the employee performed poorly. Poor performance from employees who leave creates opportunities for the organization to hire skilled employees.

The harmful repercussions of turnover do not just affect the organization, but also employee morale, customer service, and employee relationships (Abii, Ogula, & Rose, 2013). According to Ertas (2015) employee turnover results in a negative influence in the work environment when achieving the goals of the organization in a team atmosphere. The transition process of hiring and training new employees could result in a decline in customer service along with a decrease in employee productivity. Working in a team setting has the potential to result in less productivity when the consistency of the team dynamics continues to change. A consistent change in team members within the work environment may result in employees voluntarily leaving the organization.

Turnover Intention

An important topic among organizational management is employee turnover due to losing experienced workers (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013). Employee turnover is important within an organization, due to the expense of replacing a new employee, such as hiring, training, productivity, and overall performance. According to Saeed, Waseem, Sikander, and Rizwan (2014) turnover are painful to an organization; in a society that is surrounded by competition, the organization attempts to minimize the turnover ratio and save on the cost of recruiting and training new employees. Saeed et al. (2014) included turnover intention is a severe issue in an organization. The organization must develop an understanding of turnover intentions to reduce voluntary employee turnover. Patro (2014) and Bode, Singh, & Rogan (2015) discovered similar findings that convey how the perception of an organization is affected by employee turnover intentions. Patro and Bode et al.'s findings determined employees are honored to be apart of an organization with a positive image; commitment within an organization reduces employee turnover intentions.

Psychological Turnover Intention

Employees mindset of leaving an organization begins before actually resigning from their current place of employment. An employee's physical and psychological mindset is the reason for turnover intentions (Kang, Gatling, & Kim., 2015). When an employee becomes dissatisfied with the organization, they usually rationalize resigning (Mobley, 1977). Mobley developed an employee turnover model that included the process and rationalization of an employee dissatisfaction level before resigning.

Mobley's model assisted leaders in identifying the signs and thought the process of a dissatisfied employee to prevent turnover. The first step is when the employee begins evaluating their current position. After careful consideration, the employee will then determine whether or not they are satisfied or dissatisfied with their current position and then make the overall decision whether they are going to leave an organization. Absenteeism, tardiness, and other forms of passive behavior are signs an organization should be aware of as they are results of employee dissatisfaction (Mobley, 1977).

Mobley (1977) noted with the employee turnover model, the evaluation process of an employee whether satisfied or dissatisfied with their job will begin searching for other job opportunities. Mobley determined during the evaluation process; the employee will search for a new job and consider other family obligations. Once a final decision is determined by the employee to leave their current position, the search for new employment begins. The employee will then make a comparison between the two organizations. If the alternative position appears more feasible to the employee, then the process of applying for an open position begins. If the employee does not find the alternative position favorable, then a search will continue. Mobley outlined the psychological process in the employee model that organizational leaders could utilize before the employee decides to leave. Managers have the potential to intervene before an employee makes the final decision to leave their organization (Mobley, 1997). Leadership is paying closer attention to the psychological factors of their employees (Qiao, Xia, & Li, 2016). Employees must adjust to policy changes, downsizing, and the ever increased competition, which are resulting in unfavorable conditions (London,

1987). University employees begin to experience the psychological thought process of turnover because of the high demands of the organization and meeting the expected goals (Kocherlakota, 2015). Once the employee leaves their current position, the institution can no longer view it as an employee turnover intention, but instead an actual employee turnover.

Employee Turnover Intention vs. Employee Turnover

Peltokorpi, Allen, and Froese (2017) defined the difference between employee turnover and turnover intention as the process by which an employee leaves an organization and must now be replaced, as opposed to the employee having the thought process of leaving the institution. The turnover intention is a measurement between the employee leaving the organization or the organization removing the employee from their current position. However, both intention and turnover can be voluntary or involuntary. Cohen, Blake, and Goodman (2016) stated a direct effect exists between turnover intention and turnover.

On the other hand, Poon (2012) stated that although an employee may consider leaving an organization, due to personal circumstances, the employee may decide against resigning. Poon (2012), also stated that although the employee remains employed within the organization, they will become less committed and effective, resulting in a high turnover intention. Chen, Lin, and Lien (2011) believed an organization with a low turnover intention ratio potentially saves the cost of hiring and training a new employee. Universities could potentially save on the cost of recruiting and training a new employee by reducing the thought of employee turnover intentions (Callan & Lawrence, 2008).

DeCelles and Aquino (2019)states management must be aware of any warning signs that could lead to vigilante behavior emerging in the workplace and address them immediately to reduce turnover.

Voluntary Turnover

Employee turnover is broken down into two categories: voluntary which is associated with job unsatisfaction or outside opportunities and involuntary which is based on poor performance (Parker & Gerbasi, 2016). Hongvichit (2015) referred to an employee who leaves an organization due to social, economic, or psychological factors as voluntary turnover; involuntary turnover is when an organization releases an employee due to either under qualified or no longer meeting the expectation (Okyere-Kwakye, Nor, Effah-Assampong, & Awang, 2018). Maertz, Boyar, and Pearson (2012) provided eight reasons that an employee may consider voluntarily resigning from their current organization. Maertz et al. analyzed the eight reasons for the 8 Forces Framework, which also aligns with Mobley's (1977) linkage turnover model. The eight voluntary turnover frameworks according to Maertz et al. (2012) are: (a) affective, (b) contractual, (c) calculative, (d) alternative, (e) behavioral, (f) normative, (g) moral, and (h) constituent. Organizational leaders must acknowledge the reasons for employee's leaving, as well as, address the concerns of employees, which could result in fewer employee turnovers.

Affective. Maertz et al. (2012) defined affective as the most common method of turnover because of the attach or detached feeling an employee has towards the organization. An employee is more inclined to leave their current position if they have a feeling of detachment to the organization. Kalisch, Curley, and Stefanoy (2007) believe

teamwork is associated with a high level of job satisfaction due to the reduction of stress and have a feeling of belonging. Delegating a team of faculty and administration is a common framework for improving the educational dynamics (Benoliel & Schechter, 2018). The moment an employee feels as though they are detached from an organization, they are more likely to resign from their position, which increases the voluntary turnover rate (Kalisch, Curley, & Stefanoy, 2007).

Contractual. Contractual refers to an employee feeling obligated to remain with an organization. An employee will take into consideration the amount of time spent with the organization resulting in an emotional attachment (Maertz et al., 2012). Developing a relationship between management and employee is an important factor within an organization to avoid turnover (Nichols, Swanberg, & Bright, 2016). Ahmad (2014) revealed employees are more inclined to perform their required duties more successfully when an effective relationship between management and employee's are established. Ahmad believed after developing a relationship with an organization and management; employees may feel a sense of obligation to remain employed.

Calculative. Calculative refers to an employee weighing their options of potentially growing with the organization (Maertz et al., 2012). Universities have the opportunity to reduce the intentions of employees voluntarily leaving the organization by providing growth or advancement within different departments (Zhao Zhou, 2008). According to Kang et al. (2015), opportunities for growth and advancement assist in lowering employees' willingness to leave an organization voluntarily. In combination, Kataria, Garg, and Rastogi (2012) and Mirvis (2012) emphasized, talented employees,

are a necessity to maintain a competitive advantage. However, these employees are also

seeking career growth and development opportunities. Universities must provide such

opportunities for career advancement to avoid turnover intentions (Zhao Zhou, 2008).

Umar, Shams udin, Subramani, and Johari (2013) suggested turnover decisions involves

continuous evaluation of career advancement opportunities in the current workplace

versus career advancement with another organization. Leaders who provide

opportunities for growth within the organization assist in developing a positive work

environment and potentially reduce employee turnover (Reddy & Krishnaiah, 2012).

Alternative. According to Maertz et al. (2012), an alternative is known as an

employee seeking other employment opportunities. According to Sukriket (2018),

although the employee finds nothing dissatisfying about their current organization, if the

alternative provides a better working environment, the employee will seek the new

position. Organizations risk an employee leaving due to an alternative position, or a job

opportunity comes available that is more beneficial. However, if the employee does not

perceive additional job opportunities, the motivation to remain within their current

position will increase.

Behavioral. During the behavioral force, an employee takes into consideration

the cost of leaving an organization. Employees potentially ponder the cost attached to

leaving the organization if they decide to resign. The purpose an employee ponders

leaving an organization is due to the cost of possibly losing retirement, pension, and

medical benefits (Maertz et al., 2012). Once the employee determines there is no cost

associated with them resigning from their current position, the possibility of remaining

with the organization decreases. Consequently, employees' benefits could reduce turnover ratings.

 Normative. During the normative force, consideration of family and the relationships established in the organization is a determining factor whether an employee leaves (Maertz et al., 2012). The normative force requires an employee to seek the opinions of their friends and family on whether or not they should remain employed with the organization. Maertz et al. (2012) believed this force poses a challenge to an organization because the influence of the employee's spouse could result in the employee resigning, however, the relationships developed could motivate the employee to remain. Family and friends have a significant influence on whether an employee remains or resigns from their current position within the organization.

 Moral. Employees must make the psychological decision to remain with an organization or resign (Maertz et al., 2012). Remaining true to their beliefs and values is important when deciding to resign or stay with an organization (Spranger, 2018). Quitting an organization could result in a negative impact amongst an individual's career and personal lives; whereas remaining with the organization could become an undesirable situation (Senan, Masharyono & Amalia, 2017). On the other hand, an employee may view the constant change in employment status as a method of gaining employment experience to move into their overall desired career choice (Senan, Masharyono & Amalia, 2017).

 Constituent. An emerging of constituent force occurs when an employee begins to analyze the relationships formed with their coworkers and leadership team (Maertz et

al., 2012). According to Rasakumaran (2017), an employee who determines to resign

from an organization considers the detachment from colleagues and management.

However, remaining encouraged and continue to create a cohesive relation could reframe

an employee from resigning (Kwon & Yoo, 2011). Kwon and Yoo believe The

development of a cohesive relationship can potentially boost job motivation and which in

turn reduces the employees voluntary turnover intentions. University managers that

comprehend Maertz eight forces framework have the potential to reduce employee

turnover within the organization Maertz and Griffeth (2004). Maertz et al. noted the

eight forces framework are potential reasons an employee may resign from the

organization.

Establishing a relationship with employees could assist managers in recognizing

the eight forces in advance and reduces turnover (Maertz & Griffeth, 2004).

Management's overall goal regarding turnover is to reduce the amount of turnover

amongst employees within the organization (Bell & Martin, 2014). However,

management must first recognize the warning signs of dissatisfied employees.

Employee Job Stress

A potential issue many organizations may face is stress on the job. The daily

operations of an employee's duties and responsibilities are resulting in alienation,

frustration, and fatigue (Surana & Singh, 2013). The definition of employee job stress

according to George and Zakkariya (2015) is when an employee has feelings of

dysfunction, emotional, or perceived threats in an organization. University leaders must

now look into a solution on how to reduce job stress from their employees to reach the goals of the organization as well as increase job performance (Richardson, 2014).

Thirupathi, Sudha, and Gopalakrishnan, (2018) revealed through research that stress is inevitable, and teaching is a stressful job. Thirupathi et al. also stated stress among teachers has increased as relationships between society and education become more complicated. Job stress is an ordeal throughout the world in academicians according to Thirupathi et al. (2018). Ishaq and Mahmood (2017) believed that although teaching is a noble profession, the environment is stressful, which prevents teachers from performing effectively. University professors are under heavy demands for professional growth, which results in stressful situations (Ishaq & Mahmood, 2017).

An employee's characteristic of job performance broken into five concepts, which are critical according to Hackman and Oldham (1976); these concepts are (1) skill variety, (2) task, (3) identity, (4) task significance, and (5) job feedback. An extension of job performance is the understanding of what causes stressors in the organization. Khan, Aqeel, and Riaz (2014) mentioned role overload, high job demands, noise, and time pressure could result in stress on the job. While Gillespie, Walsh, Winefield, Dua, and Stough, (2001) concluded five sources of stress (1) work overload, (2) inadequate management policies, (3) job insecurity, (4) insufficient funding and resources, and (5) insufficient reward. Jadiatawi, Saleh, Isak, Abo-Safyah, and Musallam (2013) researched the stress of educators and found the causes are related to conflict and role ambiguity, due to the lack of specialized training and the awareness of their role being unclear. According to Reddy and Anuradha (2013), coping with job-related stressors,

management must improve self-esteem and build self-confidence, as well as work on building emotional intelligence.

Employees like to feel as though they are making a difference in the organization and the skills of the employees are being utilized effectively and adequately completing assigned tasks (Peltokorp et al., 2017). Peltokorp et al. (2017) believed that it was crucial for management to provide performance evaluations and feedback on improvement. Leadership must provide clear and direct feedback during the performance evaluation regarding the tasks, guidelines on the job, and overall expectations (Devi & Sharma, 2013; Hackman & Oldham, 1976). Managers could potentially have high employee turnover when failing to meet the needs of their employees. It is evident that stress and turnover intentions are firmly related, and due to job stress, employee turnover increases while satisfaction and performance decrease (Qureshi, Iftikhar, Abbas, Hassan, Khan, Zaman, 2013).

Generational Turnover

Twenge, Campbell, and Freeman (2012) discovered that young adults have a different outlook on life and overall goals as opposed to older adults. Managers must take into consideration the generational gap when reflecting on employee turnover. Dixon, Mercado, and Knowles (2013) emphasized the importance of understanding the environment of the organization when factoring the productivity and motivation for the generational differences. Faculty in a university is critical, therefore understanding the organizational structure and daily operations will assist in shaping the curriculum when facing challenges dealing with generational gaps (Manning, 2017). Ertas (2015)

acknowledged the age difference among employees is a fundamental element when considering turnover decisions. The 21st century revolves around four generational workforces: (1) Generation Y, (2) Generation X, (3) Baby Boomers, and (4) Traditionalist. According to Hayes, Parks, McNeilly, and Johnson (2018), Generation Y is typically regarded as undesirable in the workplace, while Generation X makes up the next largest working population, followed by the baby boomers who are lasting long past retirement age. The generational gaps are presumed to assist in shaping our workforce; which organizations must accept and accommodate the generational gap (Reiser, VanVreede, & Petty, 2019).

Each generation has its own set of values and expectation in an organization (Reiser, VanVreede, & Petty, 2019). Employers are self-conscious about trying to find the right formula for each generation due to the generational age gap (Grenier, 2007). The formula will not only apply to the best generation but instead motivate the employee to remain engaged and with the organization long-term (Chen, Beveridge, & Fu, 2018).

Baby Boomers (Traditional). The Baby Boomers ("Boomers") are those employees born between 1945 – 1964, and approaching retirement, "Boomers" were born during World War II while the economy was prospering (Zemke, Raines, & Filipczak, 2013). In the working environment, "Boomers" are characterized as merit-based, highly motivated, and career-climbers in the organization (Salt, 2004). Salt stated, Baby Boomers are becoming less engaged due to the vast changes in an organization, such as technology, leaving them to retire. Managers must determine how to adapt to the lack of

knowledge when it comes to the use of technology amongst Baby Boomers to reframe from turnover intentions or voluntary turnover (Chen et al., 2018).

Generation X. Generation X, also known as, the 'slacker' generation, born between 1966 – 1990, are typically known to leave an organization after two or three years (Montana & Petit, 2011). According to Crumpacker and Crumpacker (2007), this generation experienced a large influx of divorcees, and more than likely a result in several career choices in their lifetime (Salt, 2004). Because the 'Boomers' are working longer in organizations, the 'slackers' are frustrated due to the lack of advancement (McCrindle & Wolfinger, 2014). This generation is a cross between Baby Boomers and Generation Y resulting in them being a little more skeptical about authority (Salt, 2004). According to McCrindle & Wolfinger (2014), Generation X is more likely to leave an organization due to either the overpowering of authority or the lack of effective authority; while Montana & Petit (2011) believes managers must determine an equal balance of the different leadership styles to prevent Generation X employees from leaving the organization.

Generation Y (Millennials): The Millennials or Generation Y, according to Bristow (2015), characterized as the 'Net' or 'Now' generation, born past the year 2000. The Millennial generation is considered demanding and unrealistic in their job/career expectations (Crumpacker & Crumpacker, 2007). This generation would find it quite challenging to productively perform daily operations without the use of the Internet (McCrindle & Wolfinger, 2014). Millennials exacerbating characteristics could cause potential problems for an organization because they are less likely to remain with the

company for a long period (Park & Gursoy, 2012). Millennials are more open to expanding their skills and talents to other companies (Bai & Liu, 2018). Managers must determine effective strategies to assist in keeping millennials more engaged to avoid employee turnover (Park & Gursoy, 2012).

Younger workers tend to be more flexible and prefer a reward system for their job performance (Ertas, 2015; Twenge et al., 2012). Implementing strategies that will assist in engaging the younger generation could also support the cross-generation without distinguishing one generation over another (Peiser, 2015). According to Holt (2018), managers who are aware of the generational gap and can formulate an agenda to integrate the age gap have the potential to reduce employee turnover in the organization.

Management and Turnover

According to Jyoti and Bhau (2015), managers should adopt an open door policy to show they are approachable and willing to communicate with their employees. Jyoti and Bhau (2015) felt as though managers should be more like a mentor to enhance the employee's vision of the organization. Jyoti and Bhau believed when an employee understands the overall goal of the organization and provides high-performance evaluations; the employee tends to result in fewer turnovers for the institution. Managers must be aware of different methods to encourage employees when addressing concerns, to reduce turnover within the organization (Bajwa, Yousaf, & Rizwan, 2014). According to Bai (2014), the administration must improve the effectiveness of teachers through understanding the needs, providing support, and having faculty involved in important decisions regarding the organization.

Remaining aligned with the job characteristics theory, Sell and Cleal (2011), noted management must consider enhancing employee autonomy because it will increase the employee's level of job satisfaction, in turn reducing organizational turnover. While Giauque et at., (2012) believed managers must ensure to make proper use of employees skill set and allow more flexibility at work and allow employees to make decisions, all assist in reducing stress and likely reducing turnover.

Management must prepare for staffing in an organization, so attending training sessions or having policies in place could be useful. Management developed policies are critical for any organization to remain in the competitive market (Carreno, 2016). Secară (2014) noted that management must prepare for adequate staffing, available as well as trustworthy, open door policy regarding communication, and provide clear feedback of employee's performance to reach the goals of the organization.

The definition of employee engagement is a feeling of connection, emotional success, and job satisfaction in an organization (Abraham, 2012). According to Halbesleben and Wheeler (2008), a representation of job embeddedness assists in building a connection that will be difficult to replace outside of the organization. Management has the responsibility to design a reward program to assist in meeting the emotional needs of employees. Designing a reward system requires an excellent alternative that is worth the investment for an organization to reframe from turnover.

An employee's voluntary resignation from an institution is an individual ability to trust management (Oliveira, Junior, Poli, & Silva, 2018). Oliveira et al. (2018) also stated employees must develop a trusting relationship between employee and

management. Pomirleanu and Mariadoss (2015) emphasized the trust of employees and management as a vital portion of productivity. Cho and Poister (2014) stated trust among employees and leadership are a vital role in organizational performance.

Finally, management faces an immediate challenge of dealing with a variety of employee personalities. Persson and Wasieleski (2015) believed the importance of management acknowledging supporting employees' different personalities is imperative. Lai and Chen (2012) acknowledged management should understand the characteristics of their employees, as well as an understanding of their job responsibilities and adequately convey the expectations of daily operation. Employees who develop a potential relationship with management are rarely going to consider resigning from the organization (Shukla & Sinha, 2013). Batt and Colvin (2011) noted recognizing the value of an employer-employee relationship results in fewer turnovers in the organization.

Organizational Commitment

Organizational commitment is defined by Lam and Liu (2014) as the multidimensional concept of an organization, including the orientation, value, and employees' loyalty. While, Demir (2012) defined organizational commitment as an individuals emotional, continuance, and normative attachment to an organization. Lam and Liu (2014) provided three categories for organizational commitment: affective, normative and continuance commitment.

An active commitment is when employees intend to remain with an organization based on an emotional attachment (Asgharian, Anvari, Ahmad, & Tehrani, 2015; Lam &

Liu, 2014; Lu & Gursoy, 2016). Demir (2012) described employees who develop a psychological attachment to their organization would become emotionally committed because the employee enjoys being with the establishment. According to Godlewski and Kline (2012), employees who develop an emotional connection with an organization enjoy being part of the company. Wang, Weng, McElroy, Ashkanasy, and Lievens, (2014) stated affective commitment factors include (a) achieving and meeting goals, (b) maintaining organizational membership, and (c) accepting the organization's goals. Employees who invested time into the goal of the organization over the years are liable to remain committed to the organization. Brockner, Senior, and Welch (2014) noted the fundamental basis of organizational commitment is the shared values among employees.

Yucel, McMillan, and Richard (2014) outlined a normative commitment to an organization as an obligation. Demir (2012) defined normative commitment as an employee who develops a bond with the team. While Godlewski and Kline (2012) agreed with Yucel et al. (2014) regarding the definition of normative commitment as an obligation to remain with the organization, it is the employee's sense of responsibility, simplified as loyalty and duty values with a moral obligation. Gellatly, Cowden, and Cummings, (2014) and Katsikea, Theodosiou, and Morgan, (2015) stated employees with normative commitment are capable of coping with problems and adapting to the workplace environment, which will result in lower turnover ratings. Developing some form of organizational commitment with employees could potentially lessen job turnover.

When an employee contributes to the success of the organization, it results in continuance commitment between the institution and the employee (Gellatly et al., 2014;

Sani, 2013; Sow, Anthony, & Berete, 2015). Brockner et al. (2014) included factors involving continuance commitment, such as benefits received from the organization that makes the company unique. According to Gellatly et al. (2014), employees who share in the continuance commitment have a more difficult time leaving the organization.

Management must also play a role in making the success of the organization. Cognitive-continuance allows management of an organization to consider the profits and costs associated with employees leaving their job (Garland, Hogan, Kelley, Kim, & Lambert, 2013). Rafiee, Bahrami, and Entezarian (2015) acknowledged the organizational commitment of management reflects on the fundamental daily operations of the organization and employees. Managers who show organizational commitment results in a positive outlook to the employees, which then shows a positive effect on employees showing organizational commitment, the cost of employees leaving an organization results in the loss of relationships, organizational connections, and unwanted retirements. This method of commitment binds employees to their organizations (Garland et al., 2013; Rathi, & Lee, 2015; Rodell, Breitsohl, Schröder, & Keating, 2016).

Garnes and Mathisen (2013) believed relationships between organizational commitment and employee characteristics, such as size, work assignment, social support, and job satisfaction potentially assist institutions from turnover intentions. Bambacas (2010) stated managers who encourage the employee's growth and development are committed to the organization. Shrestha and Mishra (2015) stated employees would begin to show high job performance and a reluctance to leave when they are organizationally committed. The author noted employees who are committed to the

organization are satisfied and show support and loyalty to their organization and contribute to the organization wholeheartedly (Garnes & Mathisen, 2013). In-Jo and Heajung (2015) noted employees with a long-term goal with an organization could enhance their commitment, knowledge, and skillset to reach achievement rather than consider turnover.

Jha and Pandey (2015) discovered social exchange between employees and management regarding job satisfaction enhances the organizational commitment to the institution. Organizational commitment is the emotional bond the employees holds with the organization (Wayne, Casper, Matthews, and Allen, 2013). Hogan, Lambert, and Griffin (2013) determined the lack of organizational commitments is related to the increase in turnover rates. Jha and Pandey (2015) researched the social exchange between employees and management as it related to Blau's (1964) social exchange theory. Social exchange is known as employees putting forth the effort to assist management in reaching organizational goals as long as management reciprocates the benefits and acknowledgment of performance goes to employees (Jha & Pandey, 2015). A confirmation from a study conducted by Marique, Stinglhamber, Desmette, Caesens, and De Zanet (2013) found that organizational commitment and behavior in the workplace have a relationship with each other. Employees who show a commitment to the organization will also support the success of the organization. Inadequate performance results in an adverse effect and increases the intention of turnover (Wayne et al., 2013). However, employee satisfaction leads to organizational commitment, which results in less turnover (Jha & Pandey, 2015).

An organization must obtain valuable and productive employees which lead to the success of the organization. Shahid and Azhar (2013) noted the commitment of an employee is an important factor for leaders to retain valuable employees and assist in increasing productivity. Colbert, Barrick, and Bradley (2014) believed an increase in organizational commitment resulted in a more stable organization and the profound effects of voluntary turnover. Tayfur, Bayhan-Karapinar, & Metin Camgoz (2013) referred to organizational commitment as the development of an adverse outcome to employee turnover and the organization because it leaves the organization at a disadvantage to those employees who remain committed.

Work-Home Balance

Employees potentially run into a challenge of attempting to balance a life of home and work leaving organization examining and impelmenting a policy to create a family-friendly environment (Mazerolle & Goodman, 2013). Work-home balance is defined by Avgar, Givan, and Liu (2011) as a process of incorporating work responsibilities with family responsibilities. Adisa, Osabutey, and Gbadamosi (2016) provided three conflicts that have the potential to interfere with employees balancing life and work responsibilities: (1) time-based conflict, (2) strain-based conflict, and (3) behavior based conflict. The first area of conflict is time-based which results in an employee using time from one obligation to focus on another obligation. When an employee feels as though they are not performing effectively on one assignment, they begin to focus on another assignment (Adisa et al., 2016). Adisa et al. (2016) stated that when the demands of one obligation are becoming too much to handle, employee strain-based conflict will be the

result. When an employee becomes overworked and fatigued, their performance level tends to decline. The final conflict is a behavior-based conflict which is when the role of the employee is adjusted, but the employee is not able to successfully cope with the adjustment (Adisa et al., 2016). University managers may struggle with several factors regarding their employees and the quality of life, personal interest, obligations, and rejuvenation whether positive or negative due to the demands of balancing work and home life (Dixon & Sagas, 2007). Unsuccessfully meeting the work-home balance of an employee would result in the individual considering leaving the organization to find an organization that could potentially be more accommodating (Mazerolle, Goodman & Pitney, 2015). Sok, Blomme, and Tromp (2014) believed when responsibilities from work and home are not compatible; it results in an unlikely effect on the organization.

Work-home balance results in a positive and negative environment for the employee and the manager (Sok et al., 2014). According to Sok et al. (2014), a positive work-home balance assisted with providing a positive working atmosphere. Providing a positive work-home balance tends to improve the employee's work ethic and skills set making them a more valuable assist to the organization. An increase in job motivation and work performance is a result of positive work-home balance, resulting in fewer turnover intentions. When considering the three conflicts from Adisa et al.'s (2016) time-based conflicts, strain-based, and behavioral-based conflict result in a negative environment, which results in employee turnover intentions. Time-based appears negative because it has the potential to result in tardiness and absenteeism, while the strain-based conflict results in health issues. These two conflicts result in a negative

effect on the employee's overall job performance and satisfaction, which later leads to either turnover intention or turnover (Sok et al., 2014).

The information gathered from the research study could assist managers in creating a more positive work-home balance that does not reflect negatively on the organization (Tews, Michel, & Noe, 2017). Matthewsa, Booth, Taylor, and Martin (2011) noted job satisfaction and home satisfaction could have an adverse effect. Sharafi and Dehdashti (2012) agreed work-home balances hurt employees that could reduce job performance. Employee engagement could potentially decline in work duties resulting in a high level of employee turnover intentions. According to Tews, Michel, and Noe (2017), management must create an environment where employees have the flexibility to assist in balancing home-work life. Sok et al. (2014) stated an organization that provides a work-home balance have higher employee job performance, which results in a lower turnover rating. The organization must recognize the importance of attending to the work-home balance of their employees, which will improve the well-being of the organization and retain top employees and their talents (Shockley, Smith, & Knudsen, 2017). A reduction in turnover, university management must research strategies on how to offer a work-home balance in the work environment, to reduce employee turnover (Sok et al., 2014).

Employee Fit

Hiring managers of an organization tend to search for employees that will fit culturally into the vision and mission of the organization. A new employee will express the characteristics, language, and values necessary to fit the mission and vision of the

organization. According to Jin (2015), employee fit, defined as, the compatibility between the employee and the organization. Organizations are looking to hire candidates who share the same beliefs with the organization. Jin (2015) stated organizations must ensure employees are compatible because it results in commitment, job performance, and reduces turnover intentions. The potential candidate whose values, beliefs, outlook, and behavior are in line with the organization is likely to be a good organizational fit.

Giauque, Ritz, Varone, and Anderfuhren-Biget (2012) noted that employee's characteristics in alignment with the organization are essential to productivity along with the reduction of employee turnover. Employees who do not fit within the organization generally seek another position which is more congruent with their values and beliefs (Memon et al., 2015). Also, Shukla and Sinha (2013) noted a weak relationship between the employee-employer could potentially result in a negative influence in the organization and employees resigning. Management must align their employees with their talents to keep them motivated and increase job performance (Boukis & Gounaris, 2014). Aligning the employee's skills and abilities of the job will result in higher job performance (Memon et al., 2015). Employees begin to feel unmotivated when they are incompetent at performing daily operations effectively. Support from the employer is likely to result in positive job performance, positive job satisfaction, and a commit to the organization (Kang et al., 2015). Juhdi, Pa'wan, and Hansaram (2013) expressed employees feel the role of their job aligns with the values of the organization when their skills and knowledge are making a difference. Giauque et al. (2012) stressed the importance of employee-fit because the result could either increase job satisfaction or

increase job turnover. An employee who fits well in an organization works well with the existing environment.

The responsibility of management is having team members think beyond their benefits to reach the overall goals of the organization through the shared vision, recognizing organizational challenges and team building (Abbasi & Zamani-Miandashti, 2013). Walumbwa and Hartnell (2011) stated management influences the behavior of employee's performance through systematic identification. University management who develop relationships with their employees assist the employee in utilizing their talents, skills, and abilities to reach the goals of the organization.

Employee Retention

Organizational management starts with the hiring process of their employees, which tends to be the easy part; the challenge comes with retaining the newly hired employees in such a highly competitive environment (Radhesham, 2018). Radhesham states employee turnover costs an organization time and productivity. Organizational management is enhancing their competitive market to retain valuable employees as emphasized by Karatepe and Aga (2013). Retaining hard-working employees assisted in reducing the cost of turnover, and Mohlala, Goldman, and Goosen (2012) noted this is an area of focus management must strive to accomplish. Kontoghiorghes (2016) explored the relationship between organizational culture and talent attraction, development, and retention. In Kontoghiorghe's findings, he identified and classified organizational culture into four areas: (1) adaptability-external environment, (2) clan-employee involvement (participation), (3) mission defines the organization's vision, and (4) internal focus.

When organizational management lacks an adequate retention strategy, the cost of employee turnover is higher (Mohlala et al., 2012). Developing a talented retention program can form a cushion to the organization in attracting and retaining qualified employees. However, management must also be prepared to release unqualified employees. Zhang and Stewart, (2017) emphasized that organizational management must retain qualified employees by reviewing the mission and vision of the organization; therefore, releasing employees who are not driving the growth and sustainability of the organization (Wadhwa, Bodas Freitas, & Sarkar, 2017).

Tang, Liu, and Liu (2017) discovered workplace fun motivates and improves the job. Effective productivity from employees could be a result of when they are enjoying the daily operations of their job, and the work environment is favorable. Employees become passive when they are in an environment surrounded by little social interaction exist (Tews et al., 2017). Tews et al. (2017) showed that fun in the workplace has essential consequences that management should implement into daily operations. For example, Karl, Peluchette, and Harland (2007) illustrated fun in the workplace brings job satisfaction, enhances job performance, and increases customer service. Employees who enjoy fun in the workplace view the method as a tangible reward and enjoyment which increases job satisfaction. Tews et al. (2017) believed incorporating fun into the organization potentially increases employee job satisfaction, lowers absenteeism, and opening the lines of communication, creating a relaxing environment and improved levels of job satisfaction.

Human Resource Management

Human resource (HR) leadership is the strength of any organization, and management struggle to develop the required skills needed for success. Employees in the HR department should focus on methods to encourage employees to reach goals within the organization (Frenkel et al., 2013). Jeon, Lee, and Lee (2013) recognized an organization that has an efficient HR department along with a positive work environment results in lower employee turnovers. While Jhatial, Mangi, and Ghumro (2012) stated practices with HR management influences an employee's overall decision when it involves resigning or staying with an organization.

Training is such an essential element for any organization for HR management. Employee training is one of the critical aspects of HR management (Elnaga & Imran, 2013). The purpose of training is to assist employees in gaining the skills needed to perform the daily operations and provide employees with the opportunity to increase professional development while the organization gains proficient employees. The emphasis from Ocansey (2016) on the organization's survival is impossible without proficient training to increase adequate productivity for employees. University managers who invest in ongoing training, along with professional development, reduce job ambiguity and turnover intentions. Adequate training is significant for any organization because of the constant changes in policies and procedures. Lo´pez-Cabrales, Real, & Valle, (2011) noted organizations that invest in training improves the performance of their employees, as well as encourages employees to adjust their current knowledge and skills to the organization.

Additionally, a manager can encourage professional development through training to assist with building personal knowledge (Nieves & Quintana, 2018). Adequate training in a university enables employees to adapt to changes and increasing work productivity. According to Nieves and Quintana (2018), HR practices influence organizational performance through dynamic variables learned through training to provide a competitive advantage and decrease employee intentions.

Human resource personnel finalizes the hiring process, organizing the required training, and providing continuous organizational development. Therefore emphasis is placed on HR management to develop practices that may reduce turnover intentions (Long & Perumal, 2014). Continuous training lays the strategic foundation for organizational accomplishment.

Kaur (2016) emphasized that proper training from HR management will increase productivity and employee satisfaction. University employees who are confident in their position and adequately service the needs the institution tend to feel less stressed and likely reduces turnover intentions.

University Failures

Organizational turnover is not always a negative reflection on the unhappiness of the employees. Managers potentially experience turnover due to the overall failure of the organization. According to Barr and McClellan (2018), budgetary allocations decreased the necessity of employees leaving several institutions without proper leadership. Higher educational institutions are failing, not only to meet the needs of their employees but also to fail to meet the needs of their students. It would take a fundamental transformation to

assist a university in getting back on target when the organization is currently failing. Universities faced what is known as a "darkness" which focused on the dim, obscure experience of failure to students, which is vital to the organization (Bengtsen & Barnett, 2017). Consequently, management must also take into consideration the success or failures of students, as it is a direct reflection of the employees and the overall reflection on the institution (Mulford, 2003).

Turnover Reduction Strategies

Employees resign from their current position for several reasons; often the reasons are unknown to management; however, listening to the needs of their employees' and implement retention strategies based off of the needs expressed could assist in retaining skillful employees (Christensen & Rog, 2008). Allen, Hancock, and Vardaman (2014) explained management must research retention strategies including experiential control of employee turnover rather the roles of the job. Employees like to feel as though their opinion is valued, and they are engaged in the organization to avoid a turnover. According to van Scheers and Botha (2014), it is important for management to acknowledge job motivation and job satisfaction to assist in employee retention. Providing employees the opportunity to voice their opinion regarding the workplace environment tends to increase the satisfaction level within the organization (van Scheers & Botha, 2014).

Motivation could be an effective strategy to assist in decreasing job turnover. Hitka and Balážová (2015) recognized motivation increases among employees when they feel a sense of stratification by being highlighted for a job well done. Chandra and

Priyono (2015) included the motivation of employees' increases when management enforces a positive work environment. University managers must establish an environment that exemplifies fairness and justice among their employees (Abbasi & Zamani-Miandashti, 2013). Li et al. (2015) stated management must also create an ethical environment. An award system is a method of consideration management could adapt to improve employees motivation and potentially decrease the intention of leaving the organization. It is essential that managers understand the generational change among their employees; baby boomers will soon begin retiring, while Generation X and Y are changing the dynamics of the work environment. With the constant change in the work environment, Long and Perumal (2014) believed it is vital for management to develop a work-home balance in their organization. Employees search for careers that provide benefits, such as flextime, personal leave, educational opportunities (i.e., tuition reimbursement) re-training workshops, and job rotation. Long and Perumal stated employees are looking to work in a stress-free environment with an organization that provides compensation and benefits. Because the cost of turnover is high and places an adverse effect, the organization's management must be aware of any turnover intentions and address them immediately (Huang & Cheng, 2012). Management must begin to focus on improving the communication gap, encouraging employee development, providing a work-home balance, and promoting employee engagement to avoid turnover intentions potentially.

Summary and Transition

Section 1 comprised of the foundation of the study, the background of the business problem, problem statement, purpose statement, the nature of the study, and research questions. Additional context for better understanding included definitions of terms and explanations of the assumptions, limitations, and delimitations and the literature review covered strategies that university managers may deem useful to reduce employee turnover in the organization.

The literature review utilized current professional and academic literature to explore strategies leaders can use to address the overall business problem within the research study. Focus points in the literature review involved motivation, job satisfaction, turnover, and organizational commitment. Strategies that could potentially be useful for managers to increase employee retention are employee compensation, promoting a work-home balance, organizational culture, job satisfaction, turnover intentions, and manager-employee relationships. The strategies covered in the literature review were meaningful when addressing the business problem of reducing employee turnover in higher educational institutions.

Section 2 of the research study contains a detailed description of the purpose statement, the role of the researcher, and the process of recruiting participants. Section 2 will conclude with details of the research method and case study design. Strategies to indicate the trustworthiness of the research follows the details of the population and sampling, ethical research, data collection, analysis techniques, as well as reliability and

validity. Section 3 will provide a discussion of the findings, implication for social

change, recommendations for future research, and a conclusion.

Section 2: The Project

Section 2 includes an in-depth description of my role as the researcher, the participant selection process, research method, and design. Section 2 includes information regarding the population and sampling and a comprehensive explanation of the research methodology. Section 2 concludes with the research data collection process and techniques and reliability and validity.

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies that managers in larger higher education institutions use to reduce faculty turnover rates. The targeted population consisted of leaders in higher educational institutions who implemented successful strategies to reduce the faculty turnover rates in Central Florida. Information from this study could result in greater stability in the local employment environment, which could lead to a more stable economic environment for local communities.

Role of the Researcher

The qualitative multiple case study included the participant's observation of the related topic regarding employee turnover. According to Reay (2014), the role of the researcher includes selecting participants, collecting useful data, and conducting interviews. Additional researcher tasks included identifying themes during the data collection and presenting the findings of the study. During the data collection process, the researcher will collect and analyze the provided information (Schoenherr, Ellram, & Tate, 2015), protect the rights of the human participants (Mitchell & Wellings, 2013), and

protect any vital information provided by the organization and participants involved in the study (Gajewski, 2013). The researcher is responsible for reporting all data during the collection process and must detach their perceptions, morals, values, and beliefs from the research study (Cairney & St. Denny, 2015).

As the instrument of data collection, I collected and analyzed the data, protected the rights of all participants and organizations, safeguarded identifiable information, and ensured the information collected was the perspectives of the participants. According to Bhatti, Janjua, Akhtar, and Azad (2014), a researcher selects a topic based on their interest and a thorough review of the literature. I selected this topic of research due to my brief experience of working for a university. However, I lack the experience of developing any management strategies or development of strategies. As a staff member over the past five years, I have experienced a high rate of employee dissatisfaction and turnover. Employees begin thinking of leaving the university and seeking other opportunities due to low employee morale, support, and unexpected layoffs. According to Bhatti, Janjua, Akhtar, and Azad (2014), a researcher selects a topic based on their interest and a thorough review of the literature.

Following the protocol of the Belmont Report was essential to ensure ethical behavior while conducting research (Sims, 2010). The Belmont Report summarised a list of basic ethical principles outlined by the United States government commission in 1979 (U.S. Department of Health and Human Services, 1979). The Belmont Report provides information on how to protect participants in research without an understanding or consent of the outcomes (Rogers & Lange, 2013). There are three principles of the

Belmont Report: (1) protecting the participants from harm during the research, (2) avoiding injustices including potential risk, and (3) requiring respect for all participants in the research (U.S. Department of Health and Human Services, 1979).

A researcher must reduce bias by including respondent's validation, a comparison of participants' responses, observation of participants, and triangulation (Smith & Noble, 2014). To avoid a biased opinion during the data collection process, I avoided questions that could potentially deviate from the focus of the interview script. Furthermore, scholars have the option of utilizing a journal to monitor all actions related to the study, which helps in reducing a biased outcome (Applebaum, 2014). Peredaryenko and Krauss (2013) agreed that the use of a journal helps researchers guard against bias opinions through the use of documentation and subjective observation. I utilized a journal during the interview collection and analysis process and asked each interviewee the approved Institution Review Board (IRB) questions. Also, utilizing open-ended questions for the participants allows each one to openly share their experiences, resulting in data collection from the perspective of the interviewee. Member checking was conducted through the interpretation of data provided by the participants, then providing the participants with a summary of the key findings. The process of member checking allows the participants the opportunity to comment on the responses for accuracy and misrepresentation (Houghton, Casey, Shaw, & Murphy, 2013).

Interview protocols are used to ensure participants remain informed during the interview process. Yin (2018) suggested using a protocol to guide data collection efforts. Yin also stated the use of open-ended questions allow participants to contribute their

viewpoints without facing any limitations. The use of interview protocol is known as a procedural guide to direct qualitative researchers during the interview process (Jacob & Furgerson, 2012). The interview protocol involved a list of questions to ask during the interview, along with a script of what the interviewer said before and after the interview process. To remain focused during the interview process, I utilized the talking points from the interview protocol (Appendix A) to introduce myself and the study of my research. I also utilized journaling during the interview process to track additional information provided by the interviewee. Journaling during the interview process assists with clarification and consistency during the data collection from participants (Hayman, Wilkes, & Jackson, 2012). Journaling is a practical approach to use during the interview process to avoid a biased opinion by documenting the responses of the participants.

Participants

Identifying suitable participants is an essential factor in a qualitative research study (Yap & Webber, 2015). This research study involved deans from a university in Central Florida. The criteria for participants in this study included individuals who were in the position of dean for one year or longer, experienced with employee turnover, and experienced with faculty/staff evaluation and feedback. The researcher will select participants that currently function in a leadership position due to the familiarity with the policies and procedures that contributes to the success of the organization (Koekemoer, 2014). Participants received a notification via email through the university website. I developed a relationship with deans through the use of talking points explaining the general topic of the research study. Ferguson, Chan, Santelmann, and Tilt (2017)

believed participants take part in a research study based on the topic of interest, useful management tools, and social conversation. Participants had the option to accept or decline the invitation to take part in the research study. Eligible participants signed the IRB approved consent form as a method of confirmation of their willingness to participate in the interviewing process.

Research Method and Design

Research Method

A research methodology is a tool to assist the scholar in answering questions. O'Byrne (2012) stated that while conducting research, scholars must pay attention to selecting the appropriate research methodology and design that assist with answering the central research questions. The research method that I used for this research study was the qualitative method. The collection of qualitative scholars during the data process is exploring documents, observing behaviors, and interviewing participants from a selected population (Marshall, Cardon, Poddar & Fontenot, 2013).

Quantitative research analysis utilizes data in the form of numbers (Walliman, 2017), which was not a suitable method for this research study. Barnham (2015) stated the difference between the quantitative and qualitative research is that quantitative research answers questions that require a numerical answer and qualitative researchers require a subjective or explanatory answer. The use of a mixed method would be a combination of the quantitative and qualitative method according to Turner, Cardinal, and Burton (2015). However, Tunarosa and Glynn (2017) stated the use of a mixed method research theory is a phenomenon of collected data from surrounding areas. The

use of a mixed method was not beneficial for this study due to the integration of both a qualitative and quantitative research method.

Research Design

Yin (2014) subdivided the types of a case study into either single or multiple and discussed three categories: (a) explanatory, (b) descriptive, and (c) exploratory. Yin, also noted the use of a single case study focuses on a single event, person, or organization, while a multiple case study involves the option to focus on one the following above mentioned areas. Penn (2019) stated that researchers must determine whether to use a single case study or a multiple case study for a thorough understanding of the phenomenon. The study of different universities required the use of an exploratory multiple case study, which I intend to utilize as my research study design. I chose an exploratory multiple case study was because of the need to explore strategies within universities to reduce voluntary employee turnover. Yin (2014) declared the use of an explanatory case study assists in the clarification of relationships used to develop a theory. Hall and Jurow (2015) and Sangster-Gormley (2013) believed descriptive case studies describe the phenomenon of a particular area. According to Yin (2014), the exploratory case study involves a small portion of the phenomena with a focus on patterns to assist in explaining the data. When using the exploratory design, the researcher focuses on the questions, which involves a well-articulated plan to explore the responses (Hibbert, Sillince, Diefenbach, & Cunliffe, 2014).

Case study research is known as an in-depth study of how individuals live their lives based on experience and how they interpret the social and cultural context of the

world (Mills, Harrison, Franklin, & Birks, (2017). Mills et al. also stated the aim of gaining such insight from the individual's perspective on how they interpret their experiences within their current position. Therefore, the use of a case study is typical during a qualitative research study because the overall purpose is not to determine a cause and effect but to emphasize exploring the phenomenon. The use of a case study has the benefit of providing a combination of objective and subjective data to achieve a clear understanding.

Recording the experience of participants assists in gaining a real-life understanding of situations for phenomenological research and focusing on the essence of their shared experiences (Yin, 2013). I rejected the use of phenomenological research because, according to Walsh, Holton, Bailyn, Fernandez, Levina, and Glaser, (2015), phenomenological research attempts to understand a holistic view of participants' life experiences. My purpose during the research study was not to obtain a holistic view of the experiences of university leaders; instead, I focused on strategies developed by leaders to avoid the problem of voluntary employee turnover.

Ethnography was not suitable for the research design, because the focus was not on a group or culture. According to Tobin and Tisdell (2015), ethnography is the study of culture through interpretation, observation, and reading. Zou, Sumindijob, and Dainty (2014) noted the use of ethnographic research requires the researcher to participate in cultural events with participants. Ethnography is the understanding of the formation of groups and their culture (Pratt, 2015). I rejected the use of an ethnographic study because my intent was not to explore the common cultural traits of a particular group.

According to Saunders, Sim, and Kingstone (2018), researchers use data saturation during the qualitative research study as a criterion for discontinuing data collection or data analysis. During data collection, a comparison of themes and patterns from the research study will continue until no new themes or patterns emerge, which assist in achieving data saturation. Yin (2013) stated during the interview process, if data saturation is not achievable, then the researcher should continue the interview process. Confirmation of data saturation according to Fusch and Ness (2015) occurs when no new information emerges. When answers become repetitive during the interview process, then the researcher has potentially reached data saturation.

Population and Sampling

The targeted population for this research study was managers or leaders from large colleges or universities in Central Florida, who developed strategies to avoid voluntary employee turnover. Emmel (2015) stated population is a collection of individuals from which a scholar develops their sample research study. Scholars must ensure the targeted population is accessible; selecting an inaccessible population could potentially affect the scholar's ability to collect data (Shahian, He, Jacobs, Rankin, Peterson, Welke, & O'Brien, 2013). Colombo, Froning, Garcìa, and Vandelli, (2016) recommended that researchers align the selected population with the intended research questions. Aligning the population with the research question allows researchers to collect data from managers and leaders from surrounding colleges and universities who met the criteria from the research study.

Providing enough data is a precursor to credible analysis and reporting (Marshall, Cardon, Poddar, & Fontenot, 2013). Fusch and Ness (2015) noted determining an adequate sample size has a direct relation with data saturation. However, the quantity is not the determining factor when it comes to data saturation; the quality of the data must align with the research study. The sample size for this research study included three managers and leaders from five different colleges and universities who assisted in developing strategies in employee turnover. Additional interviews took place for data collection and analysis until no new information emerges creating data saturation. Upon the discovery of repetitive answers and common themes during the interview process resulted in data saturation.

The criteria for participants to take part in the research study included managers or leaders within a higher educational institution in Central Florida. Elo, Kääriäinen, Kanste, Pölkki, Utriainen, and Kyngäs, (2014) indicated the importance of stating the criteria used to select participants. The participants who took part in the face-to-face interview had a minimum of one-year experience in leadership within higher education and participated in developing strategies to reduce employee turnover. The interview sessions took place in a private setting away from the office of the participants. Interviews could take place in a public setting such as restaurants or a coffee shop. However, the interruption from workers and customers would be a distraction (Jacob and Ferguson, 2012). The interview process took place during the date and time that aligns with the participants and lasted approximately 60 minutes per interview.

Ethical Research

Approval from Walden University Institutional Review Board (IRB) occurred before collecting data (01-31-19-0557862). According to Nichols (2016), the approval of IRB is to protect the human subjects participating in the research study. Therefore, scholars must wait before proceeding with data collection until IRB approval is received (Fiske & Hauser, 2014). Applying ethical guidelines relating to human participants will allow the researcher to remain in compliance with the IRB (Abernethy et al., 2014). Noted by Castleberry (2014), while conducting a case study using human participants, the scholar must keep data collection and information private and confidential.

Participants who met the criteria for the research study received a consent form before taking part in the research study. The consent form must state the confidentiality of the data collected during the process (Wolf, Patel, Williams Tarver, Austin, Dame, & Beskow, 2015). I complied with the protocol of the university by ensuring participants receive a consent form (Appendix A) before following through with an interview. Participants who received the consent form (Appendix A) was invited to consent to the study, information about the nature of the study, procedures, risks, and benefits before participating in the study. Participants who signed the consent form (Appendix A) were then invited to take part in an in-depth interview and receive a copy of the signed form, and I kept a copy.

Participants voluntarily agreed to take part in the interview process and did not receive an incentive. Ensuring the safety and confidentiality of participants required the researcher to safeguard their identifying information such as names, affiliations, and

university. This level of safety involved labeling the collected participants' data with unique pseudonym codes. Labeling participants help in protecting their identity (Wolf et al., 2015). I labeled participants as M1and M2 as a representation of management as well as protecting the identity of those who participated. Participants had the free ability to withdraw at any point of the research study by providing a written, verbal, or typed statement before the start of the interview process. Once the study was complete, participants received a summary of the study results. Walden University's protocol is to store all data collected in a secure location for five years. I adhered to the protocol by placing the data on a flash drive and storing the data at my residency for a maximum time of five years. Walden University's protocol also states researchers should destroy the data after the IRB critical time-period to maintain the identity protection of participants.

Data Collection Instruments

I was the primary data collection instrument for the research study by conducting interviews, collecting, and analyzing information from participants. Kaczynski, Salmona, and Smith (2014) confirmed the researcher is the primary source during the data collection process in a qualitative research study. Semistructured interviews are useful in an in-depth investigation or explorations (Wiewiora, Murphy, Trigunarsyah, & Brown, 2014). Data sources could potentially include focus groups, interviews, documents, artifacts, and observations of the work environment (Boblin, Ireland, Kirkpatrick & Robertson, 2013). During the semistructured interview sessions, I conducted an in-depth audio recording using an interview protocol and encourage participants to have an open dialogue. To remain consistent, I utilized the same set of open-ended questions for each

interview. I also collected documentation, such as policy and procedure handbooks, employee evaluation forms, and exit interview questions as a second method of data collection. Wiewiora et al. (2014) emphasized the effectiveness of semistructured interviewers for case study research due to the flexibility to ask additional questions. According to Fleming, Phillips, Kaseroff, and Huck (2014), semistructured interviews consist of open-ended, follow-up, and probing questions. To remain active during the interview process, I also incorporated an interview protocol found in Appendix B. Involving an interview protocol assisted the interviewer in conducting a useful interview session that aligns with the research questions (Castillo-Montoya, 2016; Collins, 2015). If researchers allow personal assumptions to occur during the interview process, it could result in a bias opinion toward the participant while answering the questions. Hansman (2015) emphasized it is important the researcher be aware of any potentially biased opinions; the researcher should only listen to the participants. By openly listening to the participants and avoiding a biased opinion, they are more inclined to share information before moving to the next question.

When the interview process is complete, the participants provided anonymous documents regarding employee turnover from their institution from the past five years. The documents allow for a secondary source for validating data from the interviews. Reading the documentation on employee turnover provides valuable insight to assist in answering the research question. The overall objective for reading the documents is to combine the data obtained from the interviews with the data obtained in the documents. According to Yin (2015), scholars utilize multiple data collection sources to promote

credibility to reach data saturation. Fusch and Ness (2015) indicated member checking as the process where participants have the opportunity to see their statement to ensure accurate information from their point of view; this also assists the researcher in ensuring validity and reliability. Participants were given 24 hours to review their responses to the interview process and make any adjustments before approving during the member checking process. During member checking, I had the opportunity to sit with each participant to review the data collected previously and documents during a one on one session to ensure understanding of their thoughts and documentation.

Data Collection Technique

A researcher systematically uses data collection techniques to collect information regarding their objects of study. Mertens, (n.d.) stated qualitative data collection brings complex ethical issues to the surface due to the personal connection with the topic. The data collection technique for this research study requires face-to-face recorded interview sessions using an interview protocol (Appendix B), sample evaluation forms, and the universities' policies and procedures. In preparation, the participants for the interview session will receive a copy of the open-ended interview questions via email 24 hours before the scheduled interview. Yin (2014) stated for researchers to collect data in a nonbiased method, the use of open-ended questions is useful. It is important to step into a comfortable atmosphere, so the participants and I had a small talk before starting the interview process. The researcher must allow time during the interview process to learn more about each other (Morse, 2015). The recording device I used was a Sony voice recorder. Testing the intended recording device is recommended by Hyden (2014).

Before starting the interview process, I asked the participants to speak into the recording device and play it back for clarity.

Frels and Onwuegbuzie (2014) stated using open-ended questions during data collection is an advantage because it allows the participants to answer freely. Comfortability has the potential to assist participants in answering questions more openly, so interviews were conducted in the office of those participants who have office space. The benefit of using open-ended interview questions is it allows the participants to provide additional details and ask any follow-up questions (Williamson, Leeming, Lyttle, & Johnson, 2015). The disadvantage of face-to-face interviews is the scheduled time, lack of participant's commitment, and potential conflicts (Kendall & Kendall, 2010). Cost and distraction could also be a disadvantage for face-to-face interviews (Vogl, 2015).

Member checking provides participants with the opportunity to verify their response to each question, provide additional details for clarity, and provide additional information. Houghton, Casey, Shaw, and Murphy, (2013) agreed participants must use member checking verification of the interpreted data for accuracy. According to Harvey (2015), member checking helps in the reliability of the study; it also provides participants the opportunity to check for accuracy.

Data Organization Technique

The collected data from the face-to-face interviews must be kept confidential to protect the participants. The researchers use methods of classification and organizing data sets to make the collected information useful. Although the participants are anonymous,

that does not protect their privacy or disclosure of relevant information (Sanjari, Bahramnezhad, Khoshnava, Shoghi, & Ali Cheraghi, 2014). Researchers must incorporate codes to assist in protecting participants confidentiality (DeLyser et al., 2013). Each participant received a letter M and a number according to the order in which they interviewed. According to the participant's answers during the interview process is the method of determining themes for the research study. Data and interview transcripts must be stored utilizing reliable technology (Jianghong, Wenfen, & Xuexian, 2015). The converted data is placed on an external hard drive and stored in a secure location for five years. Once the data is converted and placed on the external hard drive, the raw material will be shredded.

Data Analysis

Data analysis can be the primary sources of data mining and the critical component in gaining insight into the daily operations of an organization. Lalor et al. (2013) stated the qualitative research study stems from various sources and can potentially be a challenge. Archibald (2015) suggested data should derive from at least two sources for triangulation. The use of methodological triangulation was the appropriate source for this research study because it is a combination of face-to-face interviews and documents from the universities and colleges. To assist in gaining a deeper understanding of the collected data, a researcher categorizes the data by themes (Lawrence & Tar, 2013). The use of methodological triangulation provides a benefit to the research study because it assists in determining patterns or themes, prevents

developing a biased opinion, and increasing reliability and validity due to multiple data sources.

The overall process of reviewing data involved processing all collected data and organizing the information to generate themes. Fusch and Ness (2015) stated information from participants could potentially provide researches with developing themes, while Guercini (2014) believed researchers must group and analyze data for themes that are identified by similarities, differences, or misinterpreted information. Themes tend to arise through data saturation and member checking. Data saturation is imperative to determine themes during the transcript process (Yin, 2014). It is imperative that the researcher check more than once until the data becomes saturated (Ravenek & Rudman, 2013).

During the coding and mind mapping process, Microsoft Word and Microsoft Exel were useful tools to utilize. I used both Microsoft Word and Excel during the analyzing process. Mind mapping is known as a technique that involves thinking and note-taking combined with key-words (Coban & Selcuk, 2017). Mind mapping seemed to be the appropriate technique to use when creating visualizations and classifications of thoughts.

Reliability and Validity

Reliability

Reliability is known as a method by which an assessment tool provides stable and consistent results (Hajjar, 2018). Noble and Smith (2015) stated the quality of research is essential for researchers to utilize the results of the study. Babbie (2013) confirmed the

importance of reliability and validity when ensuring the creditability of the study. It is important to utilize reliability and validity to enhance the topic and ensure the accuracy of the research study. Hasmasanu, Bolboacu, Jäntschi, Zaharie, and Drugan (2014) stated data collection depends on the reliability and validity of the research study. Moriarty (2014) indicated that a researcher accomplishes credibility when the researcher can effectively articulate and clearly understand the phenomenon under investigation. Also, Moriarty stated providing the creditability of the study allows the researcher to have a clear understanding of the strategies necessary to retain employees. The creditability regarding this research study can have positive implications for other colleges and university leaders in reducing employee turnover.

Morse (2015) stated dependability takes place when the same results repeat themselves in the study. Affirmed by Rennie (2012), dependability refers to the researchers repeating the study with consistent findings. To create dependability in the study, I tracked the data collection process, explained strategies, and explained the selection of participants. By the researcher recording and taking notes during the interview process eliminated any misrepresentation of the participants. Member checking is another method when enhancing the dependability of the study according to Ravenek and Rudman (2013). Ravenik and Rudman added a researcher might ensure dependability when they understand the participants' viewpoint, interpret the participants' responses, and verify documents during member checking. I used member checking allowing the participants to respond to my interpretation of the collected data during our face-to-face interviews and provide feedback for clarity.

Validity

Validity is known as a method of how accurately a test measured what it was set to measure (Hajjar, 2018). According to Green (2015), validity is the concept that justifies the claim of the study. Zitomer and Goodwin (2014) acknowledged the use of member checking to assist with creditability. The researcher will ensure credibility during the member checking process through confirmation and responses of the data interpretation by the participants. Triangulation took place by collecting and analyzing data from the colleges and universities which assisted in additional creditability. Green (2015) confirmed the use of member checking and triangulation to assist in checking for bias opinions, provides additional information, and other perspectives. The use of triangulation to validate the research finding, as well as, future research could assist colleges and universities with adequate information on retaining employees.

The researcher is responsible for providing transferability in their study (Marshall & Rossman, 2016). According to Moon, Brewer, Januchowski-Hartley, Adams, and Blackman (2016), the researcher has the responsibility of providing transferability in their research findings and future research. Cope (2014) believed transferability might potentially apply to other research studies. The use of open-ended questions assisted in including transferability because it helped other researchers discover results that could transfer to future research studies. Other colleges and universities that were not a part of the original research study may use the collected data from the study to reduce employee turnover at their institution. Houghton et al. (2013) noted transferability provides detailed descriptions for the reader to make informed decisions. A future researcher

could decide to use the research results to conduct further research on employee turnover for their institution.

Data saturation happens when the researchers conclude when the data becomes redundant and adds no additional or very little value to the research study (Ragab & Arisha, 2013). Suri (2013) agreed that data saturation happens when the collection of evidence does not provide any new information. According to Suri, new information means additional themes or topics presented in the research study. The researcher can utilize member checking and triangulation as a method of data saturation by continuing to revisit the participants to validate their responses. I ensured data saturation when the responses became repetitive, and no new information surfaced.

Confirmability is defined by Polit and Beck (2012) as the researcher's ability to prove the data represented the participant's responses and did not result in a biased opinion. Houghton et al. (2013) stated confirmability involves the accuracy of the research data. Confirmability provides an audit trail through triangulation (Morse, 2015). I ensured confirmability through the use of an audit trail of the interview protocol and interview questions (Appendix B) and remained neutral during the research process.

Transition and Summary

Section 2 included the purpose of this study, the role of the researcher, and the criteria for the participant's selection process. The use of a qualitative exploratory multiple case study was found to be appropriate for this research study to determine the strategies that colleges and universities use to reduce employee turnover. Also in section 2, I discussed the research method and design. Other topics covered in section 2 were

population and sampling, ethics in qualitative research, planned data collection process, and the data analysis technique. Section 2 concluded with the data organization techniques and data analysis. Section 2 also included information about the process of ensuring reliability and validity.

Section 3 involved the presentation of the results finding, the application of professional practice, and implications for social change. Section 3 also provided recommendations for further research on employee turnover in higher educational institutions. I concluded Section 3 with my reflections on my experience and the conclusion.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore the strategies that leaders of colleges and universities used to improve employee retention. The results from the qualitative data analysis were retrieved during the semistructured interviews. The targeted population consisted of managers, deans, and HR personnel from five large higher educational institutions who implemented successful strategies to reduce the faculty turnover rates in Central Florida.

Section 3 includes the presentation of the data collection and a detailed explanation of the four thematic findings of the study. It also shows how methodological triangulation occurred from the semistructured interviews and university documents. To ensure the accuracy of data interpretation, I used member checking. The data analysis process involved coding techniques and member checking. Participants shared factors that enhanced employee turnovers such as compensation, open communication, employee morale, appreciation, generational differences, and employee productivity.

Presentation of the Findings

The purpose of the multiple case research study was to gain an in-depth understanding of multiple real-world environments. The research question for this study was: What are the strategies managers in larger higher education institutions use to reduce faculty turnover rates? Upon finishing the data collection process through the use of semistructured face-to-face interviews, as well as member checking, I was able to answer the research question regarding the strategies that colleges and universities use to

reduce employee turnover. Using face-to-face interviews and reviewing university

documents, I confirmed data saturation after the completion of interview nine. I used the

collected data from the interviews, university sources, and documentation to achieve

triangulation and understand university strategies to retain employees. Each interview

took place in a quiet location free from distractions and lasted for no longer than 45–60

minutes. The participants remained anonymous; I labeled each as M1 – M7, where M1

refers to Manager 1.

Behavioral leadership theory was the foundation for this research study. I utilized

the behavioral leadership theory to assist in exploring strategies from colleges to avoid a

voluntary turnover. Open communication, the influence of innovation, flexibility,

appreciation, and aligning core values are a few concepts organizations could emerge

with BLT reduce employee turnover (Avolio, 2007). During the interview process,

participants acknowledged having flexibility, open communication, and feeling valued

were essential in retaining skilled employees. M1 indicated having a clear understanding

of employee expectations is required from employers within the organization as a way of

using open communication. Managers could utilize the results of the study to assist in

developing, implementing, or adjusting strategies to reduce employee turnover within the

organization. The four themes indicated in the findings have a direct connection to the

study's conceptual framework, behavioral leadership theory: (a) communication, (b), the

generational gap, (c) work-life balance, and (d) effective implementation.

Emergent Theme 1: Communication

Communication emerged from Interview Questions 2, 4, and 5. Deans and human resource personnel stated the importance of communication among their coworkers is essential for maintaining employee satisfaction and reducing employee turnover. M2 stated open communication between manager and employee allows for both parties to develop a more trusting relationship. M3 confirmed open communication among employees and management assist in developing a positive work environment. M3 also stated communication plays a very important role both directly and indirectly; in fact, it is the number one rule within any organization. When management effectively communicates the expectations of employees, they often feel motivated, which can assist in increasing productivity within an organization (Yirik & Ören, 2014). The communication level between leadership and the employees strengthens the organization's environment. Panagiotakopoulos (2014) agreed with the statement of M3: an increase in open communication between leadership and their employees increase morale within the organization and also potentially gains trust.

Lack of communication. M2 elaborated that organizations can avoid operating under dysfunctionality; they must acknowledge where the lack of communication begins. Participants believed employees who are aware of their job duties and responsibilities are less stressed and more willing to remain with the institution. Management can retain skillful employees by communicating and delegating the job functions of each employee as a strategy within the organization to avoid turnover intentions. As mentioned in the literature review, employees tend to work more effectively when they are aware of their job duties and responsibilities. M5 confirmed the information from the literature review:

employees are happier when everyone is aware of their duties and working together to achieve the goals of the institution.

Positive engagement and connection among workers could assist in opening the lack of communication and introduce a stronger work environment. M3 confirmed relationships among employees and leadership is the center of an organization, and when communication lacks, it hinders the relationship. According to Nwagbara, Smaryt, Ugorji, and Ennsra (2013), ineffective communication could cause lack of communication amongst employees or subordinates, which is a harbinger of employee turnover or intentions to leave an organization. Confirmation from M5 stated employees who feel as though leadership lacks the open communication skill begins to feel unvalued.

Internal Communication. Internal communication can potentially assist institutions by ensuring everyone in the department, as well as across campus, are aware of any major changes within the institution. Open lines of communication are another essential method that can assist in reducing employee turnover. Internal communication helps with making sure all faculty/staff are aware of what has taken place on campus. M7 stated internal communication is an area that needs to be addressed, starting with the head (president). According to Tujuba and Davidson (2019), communication has a large effect on the relationship between employees and leadership; the absence of proper communication can become obvious and lead to unsatisfied employees. Connecting with the campus regularly basis allows employees to remain on one accord with the goals and values of the institution. M1 stated communication always starts from the head of the

institution and trickles down. M3 stated internal communication is important because it allows for faculty/staff to be abreast of what is taking place on campus before the community. Reading or hearing from an external source can create a misrepresentation of information. Employees who are aware of what has taken place on the campus feel valued and little more prepared to handle the community. Employees who are left determining the best way to address the community begin to feel unsatisfied with the level of communication and begin considering leaving the institution.

Table 1

Open Communication

Subthemes	Frequency of Occurrence
Lack of Communication	9
International Communication	7

Emergent Theme 2: Generational Gap

Information involving the generational gap resulted from question six as participants shared additional information regarding the research study and their take on why employee turnover tends to be high in higher education. The term generational gap has become ubiquitous surrounding the work environment over the years. The issue can become more discerning when an organization has multiple generations in one department. A connection between Traditionalist and Millennials is needed to determine whether a difference exists and if it relates to successfully retaining skillful employees (Floyd, 2015). M4 stated the younger generation (Millennials) is not as accepted in the institution as the older generation (Traditionalist) due to the lack of commitment from the

millennials. M1 believes Traditionalist and Millennials can potentially learn to work together, while M5 believes it is a challenge for Traditionalist and Millennials to compromise because they do not have the same viewpoints when it comes to the working environment.

Traditionalist. M4 stated the older generations are remaining in their position, which makes it more of a challenge for the younger generation to move up within the organization. With the Millennials unable to move up in the institution, they begin seeking employment at different institutions. M5 concurred with M4 stating Traditionalists are not as quick to retire making the Millennials stagnate in their current position. Gaining a better understanding of job satisfaction and the various age gaps among employees can assist in creating a positive work environment among different ages including traditionalists (Abate, 2016). A Traditionalist has been through several generational eras dating back to the Great Depression, and this is what has assisted in shaping their beliefs and values. They believe in working with one organization until past retirement age, while Millennials will jump from one organization to another and fail to think about retirement. The organization must develop a retention plan for both Traditionalists and Millennials, so they can work together and remain with the organization well past retirement age for both generations.

Millennials. Millennials tend to come off as if they are entitled, lazy, and are notorious for job-hopping (Lu & Gursoy, 2013). In reality, millennials tend to become bored over time, which causes them to begin seeking new adventures within their career (Hurrell, Scholarios, & Richards, 2017). Organizations must develop strategies that

relate to all generational differences within the department. Gallup (2017) stated that employee interaction could potentially influence engagement. Millennials could be given more challenging assignments that require detail to keep them engaged. M5 stated Millennials are always looking for the next big thing or how to improve and move up the corporate ladder. Millennials tend to show a higher level of job satisfaction and positive attributes within their place of employment when they have training opportunities, development, and advancement (Brown, Thomas, & Bosselman, 2015). Millennials are searching for job satisfaction, and the moment they feel unsatisfied with an organization, they are searching for a new company to fulfill their career desires. M7 stated organizations are not addressing the Millennials or the Traditionalist, so they do not have a clear understanding of how to retain them. Millennials like to feel valued with an organization; they thrive off of recognition and awards. M5 stated Millennials were raised in a time when participating in a sport received a trophy, so acknowledgment is an expectation from time to time from management showing whether we are performing well. Determining award recognition, compensation, or acknowledgment of a job well done goes a long way for a Millennial, and they seek that recognition and thrive on ways to improve.

Table 2

Generational Gap

Subtheme	Frequency of Occurrence
Traditionalist	10
Millennials	12

Emergent Theme 3: Work-life Balance

A healthy work-life balance is essential, and employees are satisfied when they have understanding managers. As indicated in the literature review, work-life balance can assist in avoiding voluntary turnover intentions; Delecta (2011) stated that work-life balance is a collaboration of performing daily work tasks and balancing home-life with no conflicts. Institutions gain a win-win situation in which both employees, along with their families, benefit from a better equilibrium between work and family life (Abdien, 2019). M7 stated institutions are requesting more out of their employees, removing them from their homes longer, and paying the same salary, which results in unsatisfied employees and leaving an unfulfilled work-life balance gap. Management should encourage their employees to take time off or request vacation time. Providing a work-life balance shows organizations are conscious of the needs of their employees and willing to work with them when a situation occurs. They provide them with an equal balance of being able to juggle home life as well as work life. M3 believes organizations could adopt a policy which allows employees with small children the option to work once or twice a week from their home if the position allows. M7 stated that institutions should

consider placing a childcare facility onsite for those faculty/staff members who already pay childcare somewhere else.

Flexibility. Employees often have other obligations and commitments that take their time away from the institution. Management should also be understanding when situations occur whether preplanned or last minute. Organizations have the option of adopting a flextime policy which could increase job satisfaction and increase employee morale. Employees are not worried about calling in to request time off if the organization is flexible. M5 believes employers who allow for a more flexible work environment reduces stress when emergencies occur. M7 agreed that management who tend to understand that at times you have to expect the unexpected and be flexible is important when working with employees. Suifan, Abdallah, and Diab (2016) stated that flexible working policies could be a contributing factor to retaining employees. Flexibility could place an organization at a competitive advantage; as M4 stated, it is beneficial knowing organizations understand that there are options when emergencies occur. These perks make for a positive work environment and assist in avoiding turnover intentions and bring a competitive advantage to some institutions.

Encouragement. The lack of motivation and dissatisfaction within the institution results in employees searching for employment elsewhere. Management must continue to encourage their employees through positive reinforcement and performance evaluations. M2 stated employees like to be encouraged when working on hard projects. M4 stated management who find ways to encourage their employees to tend to have happier employees. Competitive institutions find ways to encourage their employees

through awards and recognition, pay increases, and bonuses. Human resources should

not wait until the exit interview to encourage employees to remain, because by this point

the employees are no longer interested in an institution. M6 stated encouragement is

effective method management can use to show they value their employees. Everyone

regardless of ranking likes to feel appreciated and receive encouragement to show they

are upholding the values of the organization. Management should consider going the

extra mile and saying thank you to their employees or providing an award system semi-

annually to show appreciation and encouragement. A lack of work-life balance could

impede employee motivation and encouragement resulting in withdrawals and

unsatisfaction leading to employee turnover intentions (Hughes & Bozionelos, 2007).

M5 stated organizations who encourage show that leadership takes the time to recognize

the hard work of their employees.

Table 3

Work-Life Balance

Subtheme	Frequency of Occurrence
Flexibility	15
Encouragement	8

Emergent Theme 4: Effective Implementation

Effective implementation derived from questions four and five during the

interview process. Job satisfaction levels increase when effective strategies exist (van

Scheer & Botha, 2014). Before turnover begins, employers must ensure they have an

effective plan in place, and the institution implements the plan. M7 stated organizations

must develop a strategic plan and then determine effective ways to implement and

monitor the retention plan. Career development is an investment in the success of their

employees and could be one way of developing and implementing a retention plan.

Implementing a retention plan could include teambuilding workshops through the use of

a professional coming on campus or sending a group of individuals to a seminar. M5

believes some institutions could work together to determine which retention plan works

best and revamp those that are not so effective. M5 also believed it is not beneficial to

always look at bringing in an outside professional as institutions have the option of

learning from each other. Properly evaluating the retention plan is necessary to determine

what is working. Managers and employees must be aware of the level in which they are

achieving the required job performance (Ng, Yam, and Aguinis, 2019). M5 stated the

lack of evaluations hinders the growth of a strategic plan, while M7 agreed institutions

must evaluate what works and what does not work, what is effective and what is not

effective.

  Training/Workshops. Branham (2005) explained employees leave an

organization for several reasons and one of them being employee development. M3

confirmed that employees who attend workshops and training tend to feel as though they

are bringing more to the organization than their basic training. While M7 agreed that

organizations should invest in training to enhance the knowledge of their employees,

classroom sessions and leadership or team building workshops held off-site are effective

strategies institutions can provide to assist with voluntary turnover intentions. However,

the management team plays an equal role in developing their employees. Leadership can engage their employees through department training and retreats to share thoughts and suggestions to improve or adjust employee dynamics potentially.

      Evaluations. Employee performance assists organizations in understanding their roles and responsibilities and whether they are effective. The relationship between employees and their leadership measures profitable and deemed effective when an overwhelming acknowledgment of productive, or unproductive, job performance is reported, and feedback provided (Durst, Moore, Ritter, & Barkema, 2018). M1 stated an evaluation should be conducted at least twice a year for improvement and modification, while M5 agreed organizations should conduct employee evaluations to avoid employees from being stressed due to the lack of understanding of whether they accomplished a goal. M1 also stated employees tend to feel comfortable when they receive an evaluation on their performance. M3 agreed that evaluations help with understanding what the employee is doing right or wrong with daily operations. Evaluations are effective measurement tools management could use to determine the level of competency from their employees. It assists in determining whether a strategy is working or whether it should be adjusted to continue to meet the needs of the organization. When employees are aware of their downfalls and can make adjustments before frustration settles, then it would avoid an employee potentially resigning due to the lack of understanding. Management can introduce new strategies and conduct evaluations semi-annually or annually to determine the effectiveness of the strategy. A clear understanding of

employee duties makes for a stressfree work environment and retains valuable

employees.

Table 4

Effective Implementation

Subthemes	Frequency of Occurrence
Training/Workshops	12
Evaluations	14

Applications to Professional Practice

The results of the study uncovered strategies to improve employee job satisfaction

to assist in reducing employee turnover in higher educational institutions. I used the

behavioral leadership theory founded by Skinner (1948) to assist in guiding the research

study. The specific business problem was some managers of large universities lack the

strategies needed to reduce faculty turnover rates. The results from the study may assist

in identifying strategies organizations could use to avoid employee turnover in higher

education.

The research findings during the data collection process may prove helpful on

existing knowledge for management of institutions to increase the level of job satisfaction

and avoid employee turnover intentions. The results within the findings of the study

indicated managers must develop an effective strategy and find new methods to

implement these strategies within the organization. Managers must also determine a

more effective method of communication to improve job satisfaction. Leadership must begin exploring new opportunities to assist in retaining skillful employees.

Using behavioral leadership theory, management can sustain profitability and adopt changes within the institution to retain employees and develop a more enjoyable work environment. University leaders can utilize the information from the research study as a guide for implementing change and improve sustainability among employees and lower the turnover ratings.

Implications for Social Change

The results from the research study regarding managers in higher education institutions will display the benefits of implementing strategies to retain skilled employees within the organization. Universities/Colleges can provide a better educational environment for their customers and encourage more employee engagement among their peers if they are satisfied with their employment. The alarming cost of employee turnover influences an organization due to a decrease in productivity, low employee morale, and profitability growth (Harhara, Singh, & Hussain, 2015). A high level of turnover can potentially reduce customer service and overall affect the impact of the organization. Managers who implement effective strategies may be able to retain employees by adjusting the work atmosphere and adhere to employee feedback on ways to improve the organization. Taking into consideration the employee's thoughts and feedback could improve the organization internally and externally through the findings of this research study.

The implementation of these strategies could serve as a benefit for colleges and universities to affect social change by increasing employee morale, which in turn provides effective customer service. The results from the study could improve social change by providing other higher educational institutions knowledge on developing and implementing a strategic plan to boost employee morale and enhance job satisfaction while avoiding employee turnover. An employee who remains at the institution can build a rapport with management, which could make for a satisfying work environment.

Recommendations for Action

The results of this study are beneficial for these local leaders of the higher educational institution who have suffered from a lack of employee turnover retention. These leaders in higher education could utilize the results to develop an effective strategy to retain skilled employees. Local business professionals have the option of using the findings of the study to understand turnover intentions and assist in implementing an effective strategic plan to avoid turnover intentions. Local institutions should consider developing a more work-life balanced environment and increase the relationship between leaders and employees. The results from the research can be utilized as a guide for local organizations who are looking to improve employee retention. Local managers should develop a more open line of communication, which results in employees feeling valued in the organization. Employees who feel as though their opinions are valued tend to remain with the organization. Open communication and a sense of value place the organization at a competitive advantage and employees are less likely to seek employment with a competitive organization. Retaining skillful employees

allows for an organization to retain the knowledge invested in training and preparing the employee to operate within the environment of the organization (Jayasekera & Pushpakumari, 2018). Organizations who retained the skilled employees through providing a positive work environment allow for employees to work well with consumers and provide good customer service. According to Hana and Linhartová (2012), employees need to feel encouraged to perform their tasks and increase their feeling of importance, satisfaction, and usefulness to the organization. Employees who feel a sense of satisfaction tend to increase their overall performance and provided quality customer service; while the organization maintains a competitive advantage. The overall strategies presented in this study could be beneficial and could improve employee morale and customer service in institutions when stressful situations emerge. Acknowledgment regarding this research study will include publication in ProQuest Dissertation and Theses Database, a copy was distributed to participants, and a request to present at professional seminars and workshops related to the topic. I will also consider publication opportunities for journals and articles.

Recommendations for Further Research

The purpose of this research was to provide some university leaders with strategies to assist in reducing employee turnover successfully. The limitations of this research study were the participation of two universities in Central Florida. Extending the geographical location to more colleges and universities outside of Central Florida is a recommendation for future studies to gain a deeper knowledge of strategies higher educational institution utilized. Gender diversity gap could be an area to consider for

future research. It is possible teams with an equal gender mix perform more effectively than a male-dominated team. University leaders must acknowledge the roles of both male and female of different diverse backgrounds to maintain the goals and values of the institutions. Leadership should be aware when the department is not gendered balanced and how to adjust in a timely and appropriate manner. Because many organizations fail to devote time and attention to establishing a proper workplace balance, particularly in high-level positions, it could result in employee turnover. Identifying the gender diversity within a department could potentially show the institution added equality and balance which could result in retaining both male and female employees.

Reflections

It still amazes me that I am a few steps away from earning a terminal degree from Walden University's DBA program. I have always had a drive for education and wanted to earn every degree possible to prove to myself that I am capable of going above and beyond. I am the first in my family to obtain a masters, as well as a doctorate. Through several late nights, extreme dedication, determination, and sacrifices, I have accomplished my goal of carrying the title Dr. I would not have been as successful without the resources through the program, such as my academic advisors; Walden Library and the Writing Center were very supportive and prompt to assist in helping students become academic scholars. Along with the support of my doctoral committee, classmates and former program directors were unmeasurable. I had the privilege of building new and amazing relationships that I will hold for a lifetime through the doctoral

experience whether at a Walden residency or through several discussion posts during the 9000 courses.

During the data collection process, I had the opportunity to gain a deeper understanding of how leadership traits affect organizational commitment and influence employee voluntary turnover. Employees are not only employed for monetary gain but also because they have a keen sense of belonging to the vast growing organization, and they can contribute to the growth. Employees also see themselves retiring from a particular organization, so they tend to remain employed.

While completing the D.B.A. program at Walden University, I developed patience, enhanced my critical thinking skills, and learned how to remove my thoughts and opinions from the topic. I broadened my awareness of employee turnover intentions, developed a research strategy and interview techniques, and strengthened my insight on becoming a better problem solver. This journey has provided me insight to mentor other scholars who may potentially seek to further their educational background and look to earn a doctoral degree.

Conclusions

Organizational leaders have the option of strengthening their retention strategies and potentially retaining skillful employees by focusing on the needs and expectations of their employees. Because turnover is a costly expense to any organizations, institutions lose funding due to the money spent on training skilled employees who then voluntarily leave. Retaining valuable employees through the implementation of different strategies could be the best practice for any organization. The purpose of this qualitative multiple

case study was to explore strategies successful managers in universities can use to reduce faculty turnover rates by answering the research question: What are the successful strategies managers in larger higher education institutions use to reduce faculty turnover rates?

Communication, the generational gap, work-life balance, and effective implementation were the four main themes that emerged from the data collection and interpreting from the study. The results from the study brought acknowledgment that university leaders must implement effective strategies to avoid turnover intentions, developing a program that reveals the appreciation of an employee's hard work and dedication, gaining a deeper understanding of the generational gaps, and providing more open communication policies. Confirmation surrounding the significance of study during the data collection regarding the behavioral leadership theory showed effective leadership determines the effectiveness of their employees.

Employee turnover and motivation are known to be a positive correlation to the organization as well as the overall job performance. Motivation starts with leadership listening to their employees and finding new and innovative strategies to continue to build employee morale. Employees who are satisfied with their place of employment tend to invest more in the goals and values of the organization. Colleges can begin by looking at their current strategies and determine what can be adjusted to bring a more positive work environment and boost employee morale, which reduces turnover intentions and retains skillful employees. Employees who show a higher level of job

satisfaction will perform better, which leads to a positive work environment, productive

employees, and growth within the organization.

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