Spring 2020

The Relationship Between the Perceived Value of Professional Development, Job Satisfaction, and Intent to Leave

Wendy Marie Wells
University of Southern Mississippi

THE RELATIONSHIP BETWEEN THE PERCEIVED VALUE OF PROFESSIONAL DEVELOPMENT, JOB SATISFACTION, AND INTENT TO LEAVE

by

Wendy Marie Wells

A Dissertation
Submitted to the Graduate School,
the College of Arts and Sciences
and the School of Interdisciplinary Studies and Professional Development
at The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved by:

Dr. Heather M. Annulis, Committee Chair
Dr. H. Quincy Brown
Dr. Cyndi H. Gaudet
Dr. Dale L. Lunsford

Dr. Heather M. Annulis Committee Chair	Dr. Heather M. Annulis Director of School	Dr. Karen S. Coats Dean of the Graduate School

May 2020

Published by the Graduate School

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

ABSTRACT

Organizations striving to remain competitive compete in the war for talent in order to recruit and retain employees. Studies assessing intent to leave and turnover suggest numerous strategies to mitigate the revolving door of employees quitting jobs (Allen, 2008; Allen, Bryant, & Vardaman 2010; Lee, Hom, Eberly, & Li, 2018). This study assesses the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Results of the study reveal as one finds professional development, valuable job satisfaction increases. In assessing the relationship between professional development and intent to leave, the results of the study suggest that as professionals find professional development more valuable, intent to leave decreases. Finally, in assessing the relationship between job satisfaction and intent to leave, the results of this study align with previous research. As job satisfaction increases, intent to leave decreases.

Researchers such as Allen (2008), Allen et al. (2010), Shuck (2014), and The Conference Board (2018) assert the investment in professional development for employees may improve job satisfaction. Findings from this research confirm the association between professional development and job satisfaction. Therefore, organizations should strive to provide professional development opportunities for employees. Additionally, organizations should consistently seek feedback from employees to determine the professional development needs of employees to improve job satisfaction and mitigate intent to leave (Lee, 2018).

ACKNOWLEDGMENTS

I want to acknowledge the faculty and staff of the HCD program. From my first phone call with Dr. Gaudet to learn more about the program to present, everyone has been so encouraging and welcoming. On numerous occasions, my trip to the coast or phone calls to the department faculty and staff have been highlights of my week. I also want to acknowledge the entire department for allowing us and requiring us to attend Dissertation or Bust sessions and to present our research progress. I can truly contribute the completion of my degree to feeling a sense of urgency and striving to be further along each time I attended Dissertation or Bust. I know many times we may hear things that we do not want to hear; however, I appreciate you all pushing us to give our best in our research efforts. From Ms. Suzy Robinson purchasing snacks and lunches for us to enjoy to the pertinent feedback we received from professors and peers, it truly helped.

I would like to thank my committee chair, Dr. Heather Annulis, for always being supportive and also challenging me to continue to push forward. Thank you for only accepting top quality and being honest and direct when I was not quite ready.

I would not have accomplished this great feat without my committee members. Dr. Gaudet, thank you for creating a department that truly encompasses human capital development. With your leadership, the entire staff has been nothing short of supportive and encouraging for students to be their best selves. Dr. Brown, thank you for your candid feedback. Throughout this entire process, I consistently heard your voice speaking on the importance of ethics in research and of course, checking APA format. Dr. Lunsford, thank you for always being willing to help answer statistics questions. I truly

enjoyed completing a quantitative study, and without your assistance, I would not have been able to do it.

Finally, so what! Today, I am a better researcher, student, and professional because of your guidance and leadership. Thank you all for your investment in me!

I also would like to acknowledge my classmate Dr. Valeria Williams for her continued support throughout this program. You truly led the way as I tried to keep up. Thank you for all of the encouraging memes, phone calls, and texts to ensure I was consistently working!

DEDICATION

First and foremost, I want to thank God for allowing me to be a vessel and a positive example to those around me. Secondly, thank you to my family, who has been my greatest support system.

To my mother, the late Angelia M. Williams Wells. Although you did not see me through this process on this side of the earth, the love and support you provided me as a child helped me become the person I am today. I hope that I have made you proud!

To my dad, Glenn Wells Sr. Thank you for always believing in me and encouraging me to be my best self. To my stepmom, Mrs. Laura Wells, thank you for being my biggest support system. You have walked with me through so many life changes, and I truly value the relationship we have and experiencing life with you!

To my siblings: Lucretia Wells, thank you for always being willing to help. Whether it is editing my papers, helping me pack, or just being someone to listen, I truly appreciate you never failing to provide assistance. You drop whatever you have going on to make sure I am okay. I cannot thank you enough. To Glenn Wells Jr., William Seals, and Mary Wells Bumpus, thank you for always telling me how proud you are of me. It has encouraged me to continue to strive for greatness. To April and Sherman, the oldest and youngest of the 7 of us, you two are the start and completion of our family. I am happy to be a part of this great family!

To my nieces and nephews: Dyneshia, Angeletta, Hezekiah, Glenn III, Avery, and Bella, please let this accomplishment show you that we can do anything we set our minds to do. The sky is the limit. I cannot wait to see how each of you contribute to society and help create a positive name for our family for generations to come!

TABLE OF CONTENTS

ABSTRACT ii

ACKNOWLEDGMENTS iii

DEDICATION v

TABLE OF CONTENTS vi

LIST OF TABLES xiv

LIST OF ILLUSTRATIONS xvi

LIST OF ABBREVIATIONS xvii

CHAPTER I - INTRODUCTION 1

Background 3

Professional Development 3

Job Satisfaction 4

Intent to Leave 6

Statement of the Problem 8

Purpose of the study 10

Research Objectives 10

Significance of the Study 11

Conceptual Framework 11

Assumptions 13

Operationalized Definitions 14

Summary 16

CHAPTER II - LITERATURE REVIEW 18

Professional Development 18

Professional Development Investments 19

Training and Development Defined 20

Distinction between Training and Development. 21

Development and Performance Plans 22

Needs Analysis 22

Evaluation of Training 25

Professional Development as a Benefit to the Organization and Employee 27

Job Satisfaction 28

Foundational Theories for Job Satisfaction 29

Hackman and Oldham's Job Characteristics Theory. 29

Maslow's Hierarchy of Needs. 30

Herzberg's Two-Factor Theory. 31

Assessing Job Satisfaction 32

Identifying Job Satisfaction Dimensions. 32

Spector's (1985) Job Satisfaction Facets. 34

Pay 34

Promotion.. 35

Supervision. 35

Fringe benefits. 36

Contingent Rewards. 37

Operating conditions. 38

Coworkers. 39

Nature of work. 40

Communication. 41

Job Satisfaction and Professional Development 42

Intent to Leave 43

Employee Withdrawal Process 43

Impact of Employee Turnover 46

Costs Associated with Employee Turnover 47

Types of Employee Turnover 48

Utilizing Ratios to Assess Types of Turnover 49

Turnover as a Positive Contribution to the Workplace 51

Paths to Turnover 52

Retaining Employees 53

Assessing Retention 54

Retention Practices 56

Professional Development 57
Compensation and Rewards 57
Supervision 58
Engagement and Coworkers 58
Job Satisfaction and Organizational Commitment 59
Summary 60
CHAPTER III - METHODOLOGY 61
Research Objectives 61
Research Design 62
Population 63
Description of the Population 63
Description of the Sample 65
Participation Criterion 66
Sample Size 66
Instruments 66
Demographics 67
Professional Development Instrument 67
Cendana (2012) Adapted Survey Instrument Questions 68
Description of Questions for the Current Study. 69
Scoring the professional development instrument 69

Missing Data for the professional development instrument. 70

Validity and Reliability for the professional development instrument. 71

Job Satisfaction Survey (JSS) 71

Scoring the JSS. 73

Normative Approach 74

Absolute Approach 74

Missing Data for JSS. 75

Validity and Reliability for JSS 75

Anticipated Turnover Scale 77

Scoring the ATS. 78

Missing Data for ATS. 78

Validity and Reliability of ATS. 78

Description of Survey Instrument Questions 80

Survey Map 80

Data Collection Procedures 82

Pilot Study 83

Survey Distribution 84

Increasing Response Rate 84

Conducting Data Analysis 86

Validity and reliability of Research Design 87

IRB Approval 90
Confidentiality 91
Storing and Disposition of Data 91
Data Analysis 92
Summary 94
CHAPTER IV – RESULTS OF THE STUDY 95
Research Objective 1: 95
Years of Experience in the Field. 95
Years in Current Position. 96
Type and Size of Institution. 97
Ethnic Affiliation. 98
Gender and Highest Level of Education Completed. 100
Research Objective 2: 101
Professional Development Available. 101
Professional Development in which Respondents Participate. 103
Formal Training Received. 106
Research Objective 3: 108
Assumptions of Spearman’s rho 109
RO3 Results. 110
Research Objective 4: 112

RO4 Results. 113

Research Objective 5: 114

Pearson product moment correlation assumptions 115

RO5 Results. 117

Research Objective 6: 118

Two-way ANOVA Assumptions. 119

RO6 Results. 120

Summary of Two-Way ANOVA and Simple Main Effects. 124

Summary 127

CHAPTER V – FINDINGS, CONCLUSION, AND RECOMMENDATIONS 128

Finding One 128

Conclusion One 129

Recommendation One 129

Finding Two 130

Conclusion Two 130

Recommendation Two 131

Finding Three 132

Conclusion Three 132

Recommendation Three 133

Limitations of the Study 133

Delimitations 134

Discussion 135

Recommendations for Future Research 138

Summary 139

Appendix A– Permission to Recreate Tables 142

Appendix B– Survey Instrument and Pilot Study Questions 144

Pilot Study Questions 168

Appendix C– Permission to Use Survey Instruments 170

Appendix D– Introductory Email and Follow-up Emails to Participants 174

Appendix E- IRB Approval 177

REFERENCES 178

LIST OF TABLES

Table 1 Job Satisfaction Survey subscales and associated questions 72

Table 2 Survey Map.. 81

Table 3 Data Collection Procedures 87

Table 4 Cronbach’s Alpha 90

Table 5 Data Analysis Plan.. 92

Table 6 Years of Experience in the Field.. 96

Table 7 Number of Years in current position 97

Table 8 Type of Institution 97

Table 9 Size of Institution.. 98

Table 10 Ethnic Affiliation 99

Table 11 Gender... 100

Table 12 Education Level 100

Table 13 Professional Development Opportunities Available.......................... 102

Table 14 Frequency in Which Respondents Participate in Professional Development Opportunities.. 104

Table 15 Frequency in Which Respondents Participate in Professional Development Opportunities.. 106

Table 16 Type of Training Respondents Receive.. 107

Table 17 Frequency in Which Respondents Receive Training.......................... 108

Table 18 Professional Development and Job Satisfaction Correlations 111

Table 19 Professional Development and Intent to Leave Correlations 114

Table 20 Job Satisfaction and Intent to Leave Correlations 118

Table 21 Levene's Test of Equality of Error Variances 120

Table 22 Tests Between-Subjects Effects 121

Table 23 Simple Main Effects of Job Satisfaction Level 123

Table 24 Simple Main Effects of the Perceived Value of Professional Development ... 124

Table 25 Simple Main Effects Matrix Table 126

LIST OF ILLUSTRATIONS

Figure 1. Conceptual Framework. 13

Figure 2. The Employee Turnover Decision Process. 45

Figure 3. Professional Development and Job Satisfaction Monotonic Relationship 110

Figure 4. Professional Development and Intent to Leave Monotonic Relationship....... 113

Figure 5. Linear relationship between job satisfaction and intent to leave. 115

Figure 6. Extreme Outlier for Professional Development Rated at the Not Valuable Level for Respondents who are Dissatisfied with their Jobs. 116

LIST OF ABBREVIATIONS

ACPA	The American College Personnel Association
SEAHO	The Southeastern Association of Housing Officers
SWACUHO	The Southwest Association of College and University Housing Officers

CHAPTER I - INTRODUCTION

"Train employees well enough so they can leave. Treat them well enough so they don't want to." -Richard Branson (2014).

Competition for employees continues to increase as organizations strive to fill open positions (Work Institute, 2019). The war on talent emerges as organizations compete to attract employees. Gallup (2019) asserts that employees have an advantage in this war on talent due to a greater demand for employees than the supply of employees. As employees experience discontent, organizations experience turnover, unfilled positions, loss of customers, overworked staff, and compromised profits (Work Institute, 2019). According to the U.S. Bureau of Labor Statistics (BLS; 2019), the number of job openings totals 7.1 million, reflecting a 138% increase since 2010 (Work Institute, 2019). The likelihood of employees changing jobs for perceived better opportunities increases as a result of an increase in job openings (Phillips & Edwards 2009; Woo & Allen, 2013; Work Institute, 2018, 2019). The Work Institute (2019) states that 38% of all turnover in 2018 attributes to employees leaving within their first year on the job. Forty-three out of 100 new employees quit within the first 90 days of a new job (Work Institute, 2019).

The Work Institute's 2019 annual report, which includes 250,000 employees representing multiple industries, reveals a 27% national turnover rate resulting from 40.1 million employees voluntarily quitting jobs (BLS, 2018; Work Institute, 2019). With an 8.3% increase from 2017 and an 88% increase from 2010, voluntary turnover continues to surge upward (Work Institute, 2019). Researchers predict a continual upward trend of voluntary turnover, which could result in a 35% increase in turnover by 2023 (Work

Institute, 2019). According to Cho, Johanson, and Guchait (2009), the terms turnover and intent to leave are often used interchangeably.

Mamun and Hasan (2017) identify job satisfaction as the key factor of turnover intention. Therefore, organizations should strive to improve job satisfaction and mitigate intent to leave and turnover. Implementing retention strategies such as professional development for employees serves as a strategy for improving job satisfaction, which is necessary to exist and thrive in a competitive market (Bryant & Allen, 2013; The Society of Human Resource Management, [SHRM]; 2018). Former senior advisor to President Barack Obama, Valerie Jarret states, “Employers who recognize the importance of investing in their workforce have a more productive workforce, a more efficient workforce, a more loyal workforce, less turnover, and, in the private sector, are more profitable” (As cited in Kahn, 2016, p. 1). Employees play a significant role in achieving organizational goals and success (Quinn, 2018). Becker (1993) describes the development of human capital as a benefit to the organization. In other words, to maximize profits, organizations should focus on human capital development as a means to capitalize on the talents of employees in the organization (Craig, 2018).

Chapter One of this study details the background of the study. Included in this chapter is the statement of the problem which addresses the pertinence of the study. The purpose of the study and the significance of the study follows the problem statement, which guides this research. The next section, research objectives, also help guide the study and are detailed in this chapter. The conceptual framework, assumptions, and operationalized definitions are explained after the research objectives. Lastly, the summary provides a brief overview of chapter One.

Background

Organizations seeking to attract and retain talent should focus on the professional development of employees (The Conference Board, 2018). As the number of open jobs increases, the competition to retain qualified employees also increases, thus requiring organizations to ensure the satisfaction of employees to minimize intent to leave and employee turnover (Bryant & Allen, 2013; The Conference Board, 2018; Work Institute, 2019). Implementing retention strategies that meet the professional development needs of employees proves beneficial to organizations (The Work Institute, 2019). Surveys assessing job satisfaction reveal that employees seek professional development to assist with preparation for advancement and promotion opportunities (Gallup, 2016; Work Institute, 2019; SHRM, 2016).

Professional Development

Human Capital refers to the knowledge, skills, abilities, and traits that allow one to perform specific functions or tasks and contributes to cost efficiency, which yields economic value (Becker, 1993; Shultz, 1961). Investing in the development of new employees serves as a component of human capital development. Cascio (2015) defines *development* as improving employees' knowledge, skills, abilities, and other characteristics in order to preserve and enhance their competence in jobs. Jacobs and Washington (2003) explain that employee development integrates planned programs to enhance employees' ability in meeting performance goals.

Professional development serves as a means for employees to improve skills and abilities while building human capital. The Society of Human Resource Management (SHRM; 2016) describes professional development as receiving learning opportunities through formal and informal training and obtaining certificates or degrees. Professional development opportunities may include conferences or workshops, online educational programs, academic courses, or mandatory skills training (Blimling, 2014; Mokhtar, 2010; Schreiber et al., 1994).

When organizations invest in employees through training, learning opportunities, and development, employees may feel a sense of indebtedness to the organization (Brum, 2007), thus significantly influencing an employee's decision to stay with an organization (Mamun & Hasan 2017). Bryant and Allen (2013) agree that employees who see a potential for growth and advancement are more likely to stay with an organization, even when they are not completely satisfied with the organization. An organization's failure to provide opportunities to learn and grow limits employees' chances to improve skills and abilities (Mamun & Hasan, 2017). Professional development remains necessary to enhance skills and knowledge of employees (Belch, Wilson, & Dunkel, 2009; Cendana, 2012; Davidson, 2012; Henning, Cilente, Kennedy, & Sloane, 2011; Schreiber, Dunkel, & Jahr, 1994; SHRM, 2016). Additionally, providing professional development contributes to job satisfaction and assists in retaining high performing employees (Bryant & Allen, 2013; Radford, Shacklock, & Meissner, 2015; SHRM, 2016; 2018).

Job Satisfaction

Implementing practices to increase job satisfaction of employees helps in retaining employees. Retaining desired employees continues as one of the most critical issues organizations face (Allen, 2008; Lee, Hom, Eberly, & Ji, 2018; SHRM, 2018). Researchers describe job satisfaction as the positive interactions and pleasure one receives in their workplace (Judge et al., 2012; Locke, 1969; Spector, 1997).

Additionally, job satisfaction enhances productivity, innovation, and commitment to the organization (Maheswari, 2014). Spector (1997) informs that job satisfaction divides into two categories. One category includes the job environment, and the second category includes individual factors employees bring to the job. The environment consists of characteristics of the job while organization and individual factors encompass personalities and experiences (Spector, 1997).

Using job satisfaction dimensions identified through a review of literature, Spector (1985) identifies nine facets associated with job satisfaction. Facets include: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards (performance-based rewards), (f) operating procedures (required rules and procedures), (g) coworkers, (h) nature of work, and (i) communication. These facets describe characteristics of a job. Researchers suggest all employees in an organization are responsible for the job satisfaction of personnel (Lee et al., 2018). Human resources departments provide services and opportunities, such as compensation structure, staff training and rewards and recognition of performance (Sattar, Ahmad, & Hassan, 2015), which researchers identify as factors contributing to job satisfaction (Bryant & Allen, 2013; SHRM, 2018; Shuck et al., 2018).

Swanson and Holton (2009) describe human resource development as “a process of developing and unleashing expertise for the purpose of improving individual, team, work process, and organizational system performance” (p. 4). Human resource management refers to the actions of connecting employees and the organization to maximize accomplishing the goals of each (Maheswari, 2014). Human resource management professionals strive to improve job satisfaction and self-actualization of employees through encouraging and assisting them to reach full potential (Maheswari, 2014). Focusing on human resource development assists human resource managers in accomplishing the goal of improving job satisfaction and self-actualization of employees.

According to researchers, human resource managers should focus on retention strategies to assist in improving job satisfaction and decreasing employee turnover (Allen, 2008; Bryant & Allen, 2013; Shuck, Twyford, Reio, & Shuck, 2014; SHRM, 2018). Human resources practices include recruitment criteria, work plans, compensation structures, staff training and rewards and recognition for exemplary performance (Sattar, Ahmad, & Hassan, 2015). Shuck et al. (2014) affirm that employees value receiving organizational support for participating in professional development activities. Receiving support contributes to employees' job satisfaction and mitigates intent to leave (Shuck et al., 2014).

Intent to Leave

Judeh (2012) defines intent to leave as an individual's intention to leave voluntarily from their organization or job. Conversely, the chance or probability of continued membership in an organization describes intent to stay (Price & Mueller, 1981). Based on the definitions of intent to leave and intent to stay, intent to stay is the opposite of intent to leave. Researchers associate intent to leave as the final decision prior to employees leaving the organization (Allen & Bryant, 2013; Mobley, 1977; Tett & Meyer, 1993). Organizations should work to recognize and alleviate behaviors and practices that may lead to intent to leave or turnover in an effort to forgo negative consequences associated with employee turnover (Allen & Bryant, 2013; Lee et al., 2018).

As employee turnover continues as a topic of concern, numerous studies assess the impact of turnover on organizational performance (Judge et al., 2001; Lee et al., 2018; Phillips & Edwards, 2009; Reina, Rogers, Peterson, Byron, & Hom, 2018; Wynen, Dooren, Mattijs, & Deschamps, 2018). Other studies focus on retaining talent (Allen, 2008; Ballinger, Cross, & Gray, 2011; Bryant & Allen, 2013; Lee et al., 2018; Reina, Rogers, Peterson, Byron, & Hom, 2018;), the role of human resources in employee retention (Allen, 2008; Bryant & Allen, 2013), and the impact of job satisfaction on retention (Bryant & Allen, 2013; Lee et al., 2018; Locke, 1969; Mobley, 1977; Phillips & Edwards, 2009; Spector, 1997). Negative consequences such as high costs (Phillips & Edwards, 2009; Lee et al., 2018; Work Institute, 2018), loss of productivity and performance (Lee et al., 2018; Phillips & Edwards, 2009), loss of expertise (Phillips & Edwards, 2009), quality of service (Lee et al., 2018; Phillips & Edwards, 2009), disruptions among remaining employees (Phillips & Edwards, 2009), and increased workload of current employees compensating for incomplete tasks due to staff departures (Lee et al., 2018; Phillips & Edwards, 2009), result from turnover.

Organizations incur increased costs with high turnover. Substantial costs associated with turnover pose a financial challenge and concern for organizations (Lee et al., 2018; The Work Institute, 2018). Turnover costs can range from one to one and a half times the salary of the employee leaving the organization (Allen, 2008; Bryant & Allen, 2013; O’Connell & Kung, 2007). Organizations spend billions of dollars annually in turnover costs (Work Institute, 2019). In addition to costs, employee turnover can negatively affect the quality of service provided to customers. Eckardt, Skaggs, and Youndt (2014) purport that due to service industries providing direct interactions with customers for products, the high turnover resulting in new or poorly trained employees can immediately impact the customer experience and the financial performance of the organization. The significance of reducing intent to leave and employee turnover remains paramount.

Statement of the Problem

Researchers identify professional development as a retention strategy that can positively influence job satisfaction and retention of employees (SHRM, 2018; Shuck et al., 2014; Work Institute, 2018). Additional retention strategies that focus on recruitment, socialization of new employees, compensation and rewards, supervision, and engagement may also assist in managing employee retention (Allen, 2008; Allen, Bryant, & Vardman, 2010; Bryant & Allen, 2013; Shuck et al., 2014; SHRM, 2018) Retention strategies assist organizations in minimizing employees' intent to leave. By focusing efforts on strategic initiatives to retain employees, organizations benefit from attracting and retaining employees by decreasing turnover costs and minimizing intent to leave (Allen, 2008; Allen, Bryant, & Vardman, 2010; Bryant & Allen, 2013; SHRM, 2018).

Talented and productive employees leaving organizations result in a skills gap for the organization and can negatively impact job satisfaction for employees remaining with the organization (Eckardt, 2014; Lee et al., 2018; Phillips & Edwards, 2009; Work Institute, 2018). Organizations pay substantial costs related to turnover. Costs range from 25% to 500% of an employee's salary depending on the departing employee's position (Ballinger et al., 2011; Bryant & Allen, 2013; O'Connell & Kung, 2007; Work

Institute, 2018). Costs of turnover amounted to $567 billion in 2017, $617 billion in 2018, and is projected at an alarming $800 billion for 2023 (Work Institute, 2018).

High turnover costs can prove detrimental to an organization's performance, productivity, and ability to remain competitive (Aguines & Kraiger, 2009; Ballinger et al., 2011; SHRM, 2018; Work Institute, 2019; Wynen et al., 2018). Additionally, high turnover negatively impacts the quality of customer service provided. Therefore, the necessity for organizations to invest in human capital development practices in an effort to decrease intent to leave and employee turnover remains (Sears & Fyne, 2017). Employees disclose a desire for professional development opportunities through surveys assessing job satisfaction (SHRM, 2016; The Conference Board, 2018). Therefore, researchers suggest that focusing on professional development opportunities for employees may increase job satisfaction and reduce intent to leave (Allen, 2008; Bryant & Allen, 2013; Lee et al., 2018).

In conclusion, employees are requesting more professional development and identify a lack of professional development as negatively impacting job satisfaction (SHRM, 2016; The Conference Board, 2018). Previous studies identify job satisfaction as impacting intent to leave; specifically, job dissatisfaction leads to increased chances of employee turnover (Bryant & Allen, 2013; Phillips & Edwards, 2009; Spector, 1997). When organizations fail to cater to the needs and desires of employees, employees may experience job dissatisfaction resulting in increased intent leave the organization.

Purpose of the study

The purpose of this study is to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Researchers suggest providing professional development opportunities as a strategy for improving job satisfaction and minimizing intent to leave (Allen, 2008; Bryant & Allen, 2013; Shuck et al., 2014). This study assists in identifying how professional development impacts job satisfaction and intent to leave.

Research Objectives

The study aims to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave. The following research objectives guide this study.

RO1- Describe the demographics of study participants, including years of experience in the field, number of years in current position, type of institution, size of institution, highest level of education completed, ethnic affiliation, and gender.

RO2- Describe available professional development opportunities and professional development opportunities in which respondents participate.

RO3- Determine the relationship between the perceived value of professional development and job satisfaction.

RO4- Determine the relationship between the perceived value of professional development and intent to leave.

RO5- Determine the relationship between job satisfaction and intent to leave.

RO6- Compare the influence of the perceived value of professional development and job satisfaction on intent to leave.

Significance of the Study

Implementing retention strategies that focus on professional development serves as a means to decrease intent to leave and assists in the retention of employees (SHRM, 2018; Shuck et al., 2014; Work Institute, 2018). By determining the relationship between the perceived value of professional development, job satisfaction, and intent to leave, employers can determine how to meet the needs of employees. The results of the study may assist learning and development professionals and supervisors in identifying professional development opportunities that contribute to job satisfaction and ultimately reduce intent to leave.

Conceptual Framework

A conceptual framework serves as an illustration of the research problem (Roberts, 2010). The illustration includes a theory or constructs that conceptualizes the research perspective and focus of the study (Roberts, 2010). Figure 1 depicts the conceptual framework for this study. The conceptual framework represents factors such as professional development and job satisfaction as contributing to an employee’s intent to leave an organization. Professional development includes training and development as well as educational courses, seminars, or conferences that contribute to employee knowledge and skill development (Blimling, 2014; Mokhtar, 2010; SHRM, 2016). The conceptual framework exemplifies the perceived relationship between professional development, job satisfaction, and intent to leave. Based on the perceived relationship, professional development affects job satisfaction and contributes to an employee’s decision to leave an organization. The framework reflects the research objectives of the study. Three theories serve as the theoretical foundations of the study.

Human capital theory, social exchange theory, and job characteristics theory provide the foundation for the study. Human capital theory acknowledges that incurring costs to improve knowledge and skills professionally and personally serve as investments in human capital (Becker, 1993; Schultz, 1961). Social exchange theory emphasizes the rewards and costs of relationships through interactions with others. The theory implies employees who feel supported and valued by their organization engage and contribute to innovative initiatives (Blau, 1964; Homans, 1958; Thibaut & Kelley, 1954). Hackman and Oldham's (1976) job characteristic theory asserts the notion that people who enjoy their jobs tend to find meaning in their jobs and have the motivation to perform well. The theory states specific characteristics produce a psychological state that leads to job performance, job satisfaction, motivation, and turnover. Spector (1985) uses this theory along with dimensions identified in the literature to determine the nine job satisfaction facets mentioned previously.

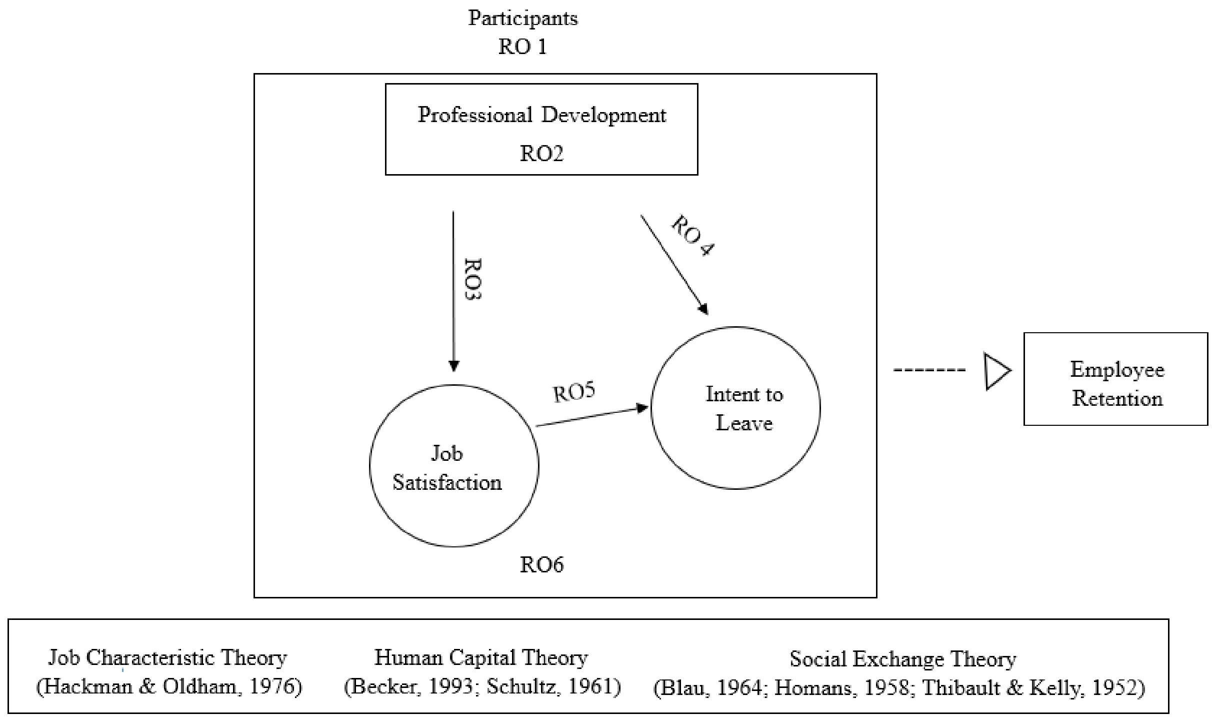

Figure 1. Conceptual Framework.
The conceptual framework represents factors such as professional development and job satisfaction as contributing to an employee's intent to leave an organization.

Assumptions

Assumptions delineate postulates, premises, and propositions accepted as necessary and operational for the purpose of the study (Lunenburg & Irby, 2008). Several assumptions relate to this study. One assumption is that the instruments utilized to collect data are valid and reliable for determining the perceived value of professional development, job satisfaction, and intent to leave. A second assumption is that participants in the study will answer the survey questions honestly. A third assumption is the sample of participants for this study represents the population.

Operationalized Definitions

The operationalized definitions section provides definitions of common terms and concepts utilized throughout the study. Listed below are the operationalized definitions:

Employee retention— the opposite of employee turnover; refers to the percent of employees that remain with the organization (Phillips & Edwards, 2009).

Employee turnover— the percent of employees that leave the organization for any reason (Cascio, 2015; Phillips & Edwards, 2009).

Intent to leave— an individual's intention to leave voluntarily from their organization or job (Judeh, 2012). This term is used interchangeably with turnover (Cho, Johanson, & Guchait, 2009).

Intent to stay— the chance or probability of continued membership in an organization (Price & Mueller, 1981).

Job satisfaction— the positive interactions and pleasure individuals receive in the workplace. Job satisfaction is commonly attributed to employee engagement, positive work performance, and employee retention (Judge et al., 2012; Locke, 1969; Spector, 1997).

Persistence— a student's desire and action to remain in the system of higher education from their first year through completion of a degree (Berger & Lyon, 2005).

Professional development— learning opportunities through formal and informal training, and obtaining certificates or degrees (SHRM, 2016).

Residence Life— most commonly known as housing or housing and residence life. Residence life provides living options to students, social and educational programs, faculty and staff collaborations, and assist in the student conduct process (Messer-Roy, 2006).

Residence life live-in professional staff— individuals required by their position to live in an apartment within the residence halls or building where they work. Common titles for these positions include Residence Hall Director, Community Director, and Residence Life Coordinator (Rankin, 2013). Titles can vary depending on the university (Cendana, 2012).

Resident Assistants (RAs)— student employees who reside on each floor of the residence hall and are responsible for creating community among residents in the hall (Belch & Kimble, 2006).

Retention— An institution's ability to retain a student from admission to the university until graduation (Berger, Ramirez, & Lyon, 2005).

Southeastern Association of College and University Housing Officers (SEAHO)— A professional organization that allows membership to institutions of higher education with housing officers involved in the administration, operations, facility management, and residential life in the ten southeastern states of the United States including Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia (SEAHO, 2019).

Southwest Association of College and University Housing Officers (SWACUHO)— A professional organization that allows membership to institutions of higher education (junior colleges, four-year colleges and universities) located in Arkansas, Oklahoma, and Texas, and have housing officers involved in the coordination of administration, educational programming or food service operation for students and staff members (SWACUHO, 2018).

Student Affairs— the role of student affairs professionals is to create a learning environment by engaging and supporting students in their collegiate experience. Duties can include academic advising, residence hall operations, and other tasks associated with creating a positive experience for all college students (Cawthon & McDonald, 2002).

Summary

Employee retention remains a concern for many organizations (Collins & Hirt, 2006; Davidson, 2012; Dunkel & Schreiber, 1994; Forney et al. 1982; Lee et al., 2018; Marshall et al., 2016; SHRM, 2018; Spector, 1997; Tull, 2006; Work Institute, 2018). Marshall et al. (2016) acknowledge the importance of retention in order for organizations to avoid losses in cost and time. Researchers identify job satisfaction as contributing to employee retention. Implementing retention strategies help organizations improve job satisfaction and reduce intent to leave and employee turnover (Bryant & Allen, 2013; Lee et al., 2018; SHRM, 2018). Providing professional development opportunities that allow employees to enhance their knowledge, skills, and abilities can serve as a retention strategy (Blimling, 2014; Bryant & Allen, 2013; SHRM, 2018). This study aims to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave. By identifying the relationship between the perceived value of professional development, job satisfaction, and intent to leave, organizations may determine professional development strategies to improve job satisfaction and employee retention.

The remainder of this study encompasses four chapters. Chapter Two includes a review of literature, which provides findings of previous research and supports this study. Chapter Three consists of the research methodology and design. Additionally, Chapter Three includes the population and sample of the study, instruments, data collection procedures, IRB approval. Chapter Four includes an analysis of the data and Chapter Five provides findings, conclusions, and recommendations.

CHAPTER II - LITERATURE REVIEW

Organizations strive to remain competitive in a constant changing environment. As the unemployment rate continues to decrease, organizations face the challenge of retaining employees (Work Institute, 2019). With an increased number of job openings, employees consider other job alternatives (Work Institute, 2019). Organizations capitalize on the opportunity of individuals seeking new job options by hiring currently employed individuals to meet business needs. Organizations must focus on initiatives and efforts to meet the needs and desires of employees (The Conference board, 2018).

Professional Development

Employee development focuses on integrating planned programs over a period of time that enhance employees' competence and ability to meet performance expectations in an effort to meet organizational goals (Jacobs & Washington, 2003). Approaches to employee development may include training on and off the job, educational courses or seminars, job rotations, self-study materials, or mentoring programs (Jacobs & Washington). Jacobs and Washington (2003) explain the objective of employee development is to provide opportunities that increase employees' competence for the present job or future job. According to Fenwick (2003), professional development is an aspect of employee development focusing on continuous learning. Professional development assists with personal and professional growth in the long term in order to enhance the practices of professionals. SHRM (2016) describes professional development as receiving learning opportunities through formal and informal training and obtaining certificates or degrees. Attending conferences or workshops, online educational programs, taking academic courses or mandatory skills training programs are professional development opportunities that assist in informal learning (Blimling 2014; Mokhtar, 2010; Schreiber et al., 1994).

Professional Development Investments

Sung and Choi (2013) identify investments in professional development as contributing to innovation in the workplace. Types of professional development include corporate training expenditure and financially supporting education and professional development. Corporate training expenditure includes an investment in firm specific training for the purpose of building skills and performance gains immediately. Corporate training expenditures typically include training programs which are created and delivered by the organization to reinforce firm-specific human capital (Hatch & Dyer, 2004; Sung & Choi, 2013). A second form of investment involves financially supporting education and professional development for employees. Financially supporting education and professional development supports the employee’s development towards career goals and competence and will benefit the organization as well (Jacobs & Washington, 2003).

In comparing the two types of investment, corporate training expenditures directly impact the organization whereas financially funding education and professional development allows the individual to develop more skills for the present and future jobs. Sung and Choi (2013) explain both types of investment are beneficial and contributes positively to the organization. However, organizations must ensure financially supporting education and professional development are allocated fairly to employees and be careful to not exclude employees.

By allocating a budget for professional development, employees feel valued and supported by the organization. Organizations also benefit from investing in professional development when employees gain more skills and knowledge and master their job responsibilities. In a survey conducted by SHRM (2016), 49% of the 600 employees who took the survey rated professional development as very important. Additionally, 59% of participants reported satisfaction with their organization's contribution to professional development. Organizations that budget for professional development show pride in investing in employees (SHRM, 2016).

Additionally, Bashir and Jehanzeb (2013) assert the necessity of organizations' investment in training and development in order to prepare employees to keep pace with the quickly changing business environment and remain competitive in the job market. With increased knowledge, employees become more competitive for promotions and advancement opportunities. Identifying training and development needs assists organizations in determining best practices for employees in the workplace.

Training and Development Defined

Training and development can be categorized as a subset of professional development. Fitzgerald (1992) defines training as a tool to assist in the acquisition of knowledge and skills to complete tasks at a particular point in time for organizational success. Training prepares individuals to meet job expectations and assists the organization to successfully meet goals. Aguines and Kraiger (2009) corroborate the relationship between training and organizational productivity by defining training as a systematic approach to enhancing knowledge, skills, and attitudes with the goal of improving individual, team, and organizational effectiveness. Fitzergard (1992) emphasizes that training is considered effective when a change in behavior occurs as a result of newly gained knowledge and skills. Training must link to performance outcomes, otherwise the organization does not benefit from the training investment. Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) assert that training should not be viewed as a cost, but as an investment in the organization's human capital. The terms training and development are often utilized together. However, Fitzgerald (1992) identifies a distinction between the two terms.

Distinction between Training and Development. Fitzgerald (1992) makes a distinction between the terms training and development. Training involves individuals participating in training activities or classes to gain knowledge and skills. Development focuses on improving an individuals' knowledge, skills, abilities, and other characteristics to preserve and enhance competence in an employee's current job and for future positions (Aguinis & Kraiger, 2009; Cascio, 2015; Fitzgerald, 1992). According to Fitzgerald (1992), development occurs over a period of one to three years whereas training occurs in a year or less. When employees are developed, they are able to contribute positively to the organization and assist in its long-term success. Development takes place by utilizing and improving the knowledge and skills gained during training activities and classes (Fitzgerald, 1992).

As time progresses, one can continue improving skills and knowledge to become an expert. Dreyfus and Dreyfus (1986) explain individuals go through five stages in the acquisition of a new skill. These stages include novice, advanced beginner, competent, and expert. As individuals progress through these stages, development occurs. An essential part of development includes creating plans to assist in identifying development opportunities (Dunkel & Schreiber, 1994), as well as tracking progression of development.

Development and Performance Plans

Fitzgerald (1992) explains development plans and performance plans serve as tools to help enhance both training and development of employees. Performance plans should link to employee reviews. These plans, typically short term spanning six months to a year, include performance expectations and how performance will be measured. Learning or training activities that may assist in attaining the performance expectations are included. A development plan complements performance plans. According to Fitzgerald (1992), the development plan, typically a long-term plan spanning up to three years, includes approximately three measurable objectives and serve as an action plan for an employee's current or future job opportunities. This plan focuses solely on growth and development of the employee. When creating development and performance plans, determining the needs of employees helps ensure proper training and development occurs.

Needs Analysis

Aguinis and Kriager (2009) affirm that organizations must remain competitive in the market they operate. In order to remain competitive, it is essential employees possess the knowledge and skills necessary to perform well and meet organizational goals. Organizations invest funds annually to train and develop employees (Salas et al., 2012). Prior to creating training opportunities, organizations should determine specific training needs of employees (Phillips & Phillips, 2012; Salas et al., 2012). A training needs analysis serves as a method to assess training needs. According to Salas et al. (2012) a training needs analysis results from an assessment of training areas, individuals who need training, and the type of system necessary for training effectiveness. From the needs analysis, learning outcomes, training design and delivery, evaluation plans, and challenges that can affect training success are determined.

Phillips and Phillips (2012) explain a needs analysis begins with preference needs and continues through payoff needs. The analysis begins with level one, preference need. In the preference need level, a review of preferences for implementing a particular training occurs. These preferences can include stakeholders' perceived relevance of the training, significance of the training, necessity for the training or program, as well as the delivery method and implementation. The second level, learning needs, assess the learning gap. Specifically, this level identifies the knowledge and skills needed to improve performance. According to Phillips and Phillips (2012), the performance need is the third level in the needs analysis. Performance needs focus on changes that should occur in order to improve business measures. The fourth level, business needs, involves assessing the needs of the organization. This step assesses whether the training or program under review connects to a need or business measure of the organization. Business measures typically include output, costs, customer service, or quality. The fifth level is the payoff needs, which assesses whether the problem is worth solving. The payoff need helps determine if training is linked to a business need and if the benefits of having the training or program warrants the cost to implement the intervention.

Salas et al. (2012) explain the difference between implementing training for performance improvement and preparing one for their role. The researchers note that all new employees should receive training to prepare them for the new role. Throughout the course of one's tenure with the organization, the need for additional training may occur. According to Salas et al. (2012) training is not always the solution to a performance discrepancy. Conducting a needs analysis helps determine if training will improve performance. If the decision is made to implement training, participant retention and application of new knowledge influences the success of the training (Salas et al., 2012).

Participant's Role in Training

While a needs analysis helps determine training needs, participants of the training influence actual training outcomes. Salas et al. (2012) identify self-efficacy, goal orientation, and motivation to learn, as the three components individuals contribute to an effective training. Self-efficacy focuses on individuals' belief in their own abilities. This belief in the participant's ability influences the training outcomes. Goal orientation focuses on the mentality one has in interpreting and shaping their behavior in learning environments. Influenced by the work environment and training, individual characteristics drive employee motivation to learn (Salas et al., 2012). While participants influence the outcomes of training, the delivery method significantly impacts retention of information (Salas et al., 2012). Including various delivery methods and types of training helps cater to multiple learning styles (Salas et al., 2012).

Salas et al. (2012) describes various types of training which include behavioral role modeling, self-regulation, traditional lecture style, computer-based training, or simulations. With behavioral role modeling, participants gain new knowledge and skills by watching others perform those skills. Self-regulation involves learner cognitions that allow individuals to sustain focused learning to self-monitor performance, compare progress to an end goal, and adjust learning efforts and strategies for retention of information. Traditional lecture style training resembles a classroom setting in which a lecture is presented. Computer based training may occur using internet platforms, individual workstations, or utilizing tablets or smart phones. Simulations use games through computer-based systems to emulate scenarios which provide participants with hands-on experience to navigate through scenarios (Galvao, Martins, & Gomes, 2000). While various types of training exist, organizations should utilize research findings to determine the best method to provide engaging and challenging learning environments (Salas et al., 2012). Implementing a process to evaluate training allows the organization to determine the effectiveness of the type of training (Salas et al., 2012).

Evaluation of Training

Evaluating training programs ensures efficiency and effectiveness of training. A training evaluation allows organizations to assess whether training contributes to an increase in knowledge and skills (Aguines & Kraiger, 2009; Kraiger, McLinden, & Casper, 2004). In evaluating training, several models prove useful. Researchers consider the Kirkpatrick model one of the most frequently used models (Kraiger et al. 2004; Salas et al. 2012). The authors note Kirkpatrick's 1994 four-level hierarchy serves as a guide for evaluating practices of training (Kraiger et al., 2004; Salas et al., 2012).

Kirkpatrick's four-level model includes: reaction, learning, behavior, and results (Kilpatrick, 2006). According to Kirkpatrick (2006), level one, reaction, measures participants' reaction to the program or training implemented. Level two, learning, assesses a change in participants' attitudes, knowledge, and skills resulting from the training program. Level three, behavior, assesses a change in behavior and practice as a result of the training program. Level four, results, include outcomes that occur as a result of participating in the training program. Kirkpatrick (2006) asserts results can include an increase in production, quality improvement or other outcomes the training directly affects.

Kraiger et al. (2004) inform that Kirkpatrick's hierarchy model lacks guidance for methodology in regard to selecting measurement outcomes for the purpose or type of evaluation. Phillip's model introduced in 1997 provides a modification to Kirkpatrick's third and fourth level by suggesting new terms for the third and fourth level and introducing a fifth level (Kaiger et al., 2004). Similar to Kirkpatrick's model, Phillips and Phillips' model consists of five levels of evaluation.

Phillips and Phillips (2012) identify level one as reaction/satisfaction. This level measures participants' reactions and satisfaction with a training program. The second level, learning, assesses changes in knowledge, skills, and attitudes resulting from participating in a training program. The third level, application/implementation, measures the changes in actions and behaviors of participants as knowledge and skills are implemented or applied as an outcome of a training program. Level four, business impact, assesses changes in business impact measures. Business impact measures include quality, costs, output, job satisfaction, time, or customer satisfaction that change as a result of implementing a program. Level five, return on investment compares the monetary benefits to the cost of implementing the training program. In addition to these five levels, Phillips and Phillips (2012) identify costs related to the training program as level 0. Intangible data include impact measures such as attitudes, customer service, or engagement. The intangibles are not converted to monetary value and define level six. Assessing training allows organizations to make changes or adjustments to ensure each training session or program produces the desired outcomes. Providing quality training and development benefits both the organization and its employees (Serbes, 2017).

Professional Development as a Benefit to the Organization and Employee

Whether through formal training or other professional development opportunities, research shows professional development remains necessary to enhance skills and knowledge (Schreiber et al., 1994; Belch et al., 2009; Davidson, 2012; Henning et al., 2011; Cendana, 2012; SHRM, 2016). Both the organization and employees benefit from the enhancement of knowledge and skills through professional development (Serbes, 2017). Bashir and Jehanzeb (2013) emphasize an ideal training and development program should include an amalgamation of knowledge, career development, and goal setting. By incorporating training and development programs and professional development opportunities, employees typically feel valued, supported, show more engagement, and exhibit increased productivity and job performance (Cascio, 2015; Shuck et al., 2014).

Brunetto et al.'s (2014) study assessing the impact of management on the engagement and well-being of high emotional labor employees found that managers of both nurses and police officers can increase the engagement, commitment, and ultimately retention of employees by increasing working conditions. Additionally, the researchers state that providing more access to quality training and development enhances the engagement and commitment of police and nurses, thus increasing the retention of these professionals. In the hospitality industry, Davies, Taylor, and Lawson (2001) assess the role of appraisals, compensation, and training on improving staff relations and turnover. Of the three factors, training and development initiatives arose as contributing to quality, productivity, and reduced turnover, thus emphasizing the importance of training and development in increasing job satisfaction, minimizing intent to leave and improving employee retention.

According to a study conducted by The Conference Board (2018) assessing job satisfaction, participants ranked satisfaction of professional development low in comparison to the other 23 components listed in the study. The survey assesses 23 components that contribute to job satisfaction. Of the 23 components assessed, the top five components with the highest percent reflecting satisfaction in rank order include people at work, commute to work, interest in work, supervisor, and physical environment. Conversely, the lowest ranked components include promotion policy, bonus plan, performance review process, educational and job training programs, and workload. Of the 1,500 employees in the survey, only 32.6 % were satisfied with educational and job training programs. Satisfaction with educational and job training was the fourth from the lowest ranked satisfaction job component. The Conference Board (2018) explains the low ranking of professional development reveals a warning for organizations striving to attract and retain talent. Additionally, with the numerous job opportunities available, organizations must intentionally focus on job satisfaction of employees for retention and productivity.

Job Satisfaction

Spector (1997) cites job satisfaction as a variable most frequently studied in organizational behavior. Job satisfaction from the employee perspective reflects one's treatment within a job. From the employer's perspective, job satisfaction of employees may lead to behaviors that impact the operations and performance of the organization. While job and satisfaction are words often utilized together in research, Maheswari

(2014) and Somir and Kaushik (2012) define job and satisfaction separately. Job is defined as payment received from an organization in exchange for work performed by individuals (Maheswari, 2014; Somvir, 2012). Satisfaction is the extent to which a job fulfills individual needs and aligns with their expectations and values (Maheswari, 2014; Somvir, 2012).

Researchers identify Locke's (1969) definition of job satisfaction as widely known in seminal research. According to Locke (1969), job satisfaction encompasses the positive interactions and pleasure individuals receive in the workplace. Judge and Kammeyer-Mueller (2012) explain job satisfaction as a state in which individuals express contentment and positive feelings towards one's job.

Foundational Theories for Job Satisfaction

Prior research assessing job satisfaction identifies theories associated with job satisfaction and notates factors attributed to job satisfaction. Hackman and Oldham's (1976) Job Characteristic theory serves as a foundational theory for job satisfaction. The researchers identify the early works of Maslow (1954) as relevant to identifying job satisfaction dimensions. As the years progress, other researchers identify factors that align with Maslow's (1954) hierarchy of needs and also contribute other dimensions as further research is conducted.

Hackman and Oldham's Job Characteristics Theory. Spector (1997) explains that Hackman and Oldham's 1976 and 1980 job characteristic theory is the most influential theory on the impact of job characteristics on people. He explains the theory as the notion that individuals who enjoy their jobs and find them meaningful tend to like their jobs and are motivated to perform well. Additionally, the theory states specific characteristics produce a psychological state that contributes to job performance, job satisfaction, motivation, and turnover (Hackman & Oldham, 1976). These characteristics include skill variety, task identity, task significance, autonomy, and job feedback (Hackman & Oldham, 1976; Spector, 1997).

Hackman and Oldham (1976) ascertain five core characteristics prompt psychological states which result in positive personal and work outcomes. Psychological states include experiencing meaningful work, accepting responsibility for outcomes of the work, and knowing the results of work activities. Skill variety, task identity, and task significance contribute to experiencing meaningful work. Autonomy allows one to experience taking responsibility for work outcomes. Feedback provides the opportunity for employees to learn results of work activities. When these characteristics align with employee psychological states, internal work motivation increases and can lead to high quality work performance, high satisfaction with the work, and low absenteeism and turnover. Hackman and Oldham (1976) explain the job characteristics model applies to individual employees and does not serve as an effective design when working in teams. Researchers recognize Maslow's hierarchy of needs as one of the foundational behavioral theories identifying the need for satisfaction in one's job (Gawel, 1997; Locke,1976; Spector, 1997).

Maslow's Hierarchy of Needs. Maslow's 1954 theory suggests individuals possess satisfaction needs that must be met in a particular order. Maslow's hierarchy of needs includes physiological needs, safety needs, love and belongingness, esteem, and self-actualization (Maslow, 1970). In describing each level of need, Maslow (1970) assigns food, water, and air to physiological needs. Safety needs include the freedom from physical threats and harm, and economic security. Love and belongingness involve feeling loved and accepted. The need for mastery and achievement as well as the need for recognition and approval from others encompass esteem needs. Self-actualization becomes operative when the four lower level needs are met. Self-actualization involves the need for becoming what one is capable of being.

Maslow (1970) explains needs must be met in order of dominance to effectively meet all needs. For example, lower level needs such as physiological needs or safety needs must be satisfied before the higher-level needs such as self-actualization can become operative. Locke (1976) discusses Maslow's hierarchy of needs and explains an optimal job for an employee includes one in which the job aligns with the employee's hierarchal needs. In addition to identifying needs, Herzberg's two factor theory identifies factors that contribute to both job satisfaction and job dissatisfaction. Hackman and Oldham (1976) identify Herzberg's two factor theory as one of the most influential theories to work redesign and employee satisfaction.

Herzberg's Two-Factor Theory. Herzberg's two factor theory states that specific factors contribute to job satisfaction and a separate set of factors contribute to job dissatisfaction (Herzberg, 1959). Motivators, factors associated with job satisfaction, include feeling challenged at work, recognition, advancement, and personal growth (Herzberg, 1959). Hygiene factors contribute to job dissatisfaction and include work environment, supervisors, compensation, policies, and coworker relationships (Herzberg, 1959). In describing hygiene factors, Herzberg (1959) explains deleterious factors may affect the job and result in negative job attitudes. When hygiene factors diminish to a level deemed unacceptable, job dissatisfaction occurs. Conversely, factors that contribute to positive attitudes satisfy an individual's need for self-actualization. Motivator factors align with positive attitudes through meeting the needs of individuals in accomplishing their goals and aspirations. In order to determine job satisfaction of employees, organizations must utilize methods such as assessments to gather information on employee job satisfaction.

Assessing Job Satisfaction

In assessing job satisfaction, the distinction between the global job satisfaction and the facet approach to job satisfaction remains pertinent to collect appropriate data. Spector (1997) describes global job satisfaction as assessing satisfaction as a whole, solely to determine whether one likes their job. The facet approach assesses which areas of the job contributes to job satisfaction or job dissatisfaction. The facet approach helps organizations determine areas of improvement for increasing job satisfaction. Typically, individuals do not have global sentiments that produce identical levels of satisfaction with every aspect of the job, thus signifying the importance of the facet approach to job satisfaction (Spector, 1997). In order to use a facet approach, researchers conduct a factor analysis to identify dimensions of job satisfaction (Locke, 1976; Spector, 1997).

Identifying Job Satisfaction Dimensions. Locke (1976) suggests factor analysis as a popular approach to identify contributing factors of job satisfaction. Factor analysis intercorrelates participant responses to a group of attitudes and groups responses into factors based on correlation of attributes. An inference of elements for the items in each factor then occurs. Results of a factor analysis depends on the characteristics a researcher chooses to utilize such as the population, employment type, environment, and method of analysis. Due to the variety in characteristics, numerous job satisfaction factors circulate in accordance with the large number of studies presented (Locke, 1976).

In using the facet approach to identify job satisfaction dimensions, several researchers identify factors contributing to job satisfaction. Numerous factors identified by researchers align with the early works of researchers such as Herzberg (1959), Locke (1976), and Spector (1985). Locke (1976) identifies nine job dimensions typically studied in previous research. Job dimensions include: (a) work, (b) pay, (c) promotions, (d) recognition, (e) benefits, (f) working conditions, (g) supervision, (h) coworkers, and (i) company and management. Locke (1976) explains that the dimension described for a job falls between two categories, events or conditions and agents. Events or conditions are outcomes caused by a person or something occurring. Agents, on the other hand, result from the perceived like or dislike of someone due to something done or the failure of completing a task. Work, pay, promotions, recognition, benefits, and working conditions describe conditions. Supervision, co-workers, and company and management describe agents.

Sypniewska (2014) identifies work environment, job stability, relationships with coworkers, and relationships with supervisors, as contributing to job satisfaction. Alegre, Mas-Machucha, and Mirabent (2016) identify organizational commitment (identifying with organizational goals), work-family balance, autonomy, supervisor support and collaboration through teamwork as contributors to job satisfaction. SHRM (2016) identifies compensation, work environment, management relationships, and career development as factors that contribute to job satisfaction. Through the compilation of previous research, Spector (1985) determines facets of job satisfaction and utilizes the job satisfaction survey as an assessment tool for job satisfaction.

Spector's (1985) Job Satisfaction Facets. Spector (1997) explains the environment and factors associated with the job contribute to job satisfaction. Organizations striving to enhance job satisfaction must collect data to assess job satisfaction of employees. Spector (1997) affirms numerous surveys exist that organizations may use to assess job satisfaction. Spector (1985) offers a job satisfaction survey as an assessment tool for job satisfaction. The job satisfaction survey includes nine subscales that align with job satisfaction facets. These subscales include: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards (performance-based rewards), (f) operating procedures (required rules and procedures), (g) coworkers, (h) nature of work, and (i) communication. The following sections define each of Spector's job satisfaction facets.

Pay. The facet of pay assesses one's satisfaction with pay and pay raises (Spector, 1997). Included in the dimension of pay is the amount of payment, fairness and equity of pay, and method of payment (Locke, 1976; Parmer & East, 1993). While pay contributes to job satisfaction, the perceived fairness of policies and procedures in which pay is administered impacts job satisfaction more than pay level itself (Spector, 1997). Pay aligns with Maslow's Hierarchy of Needs for safety and security (SHRM, 2017). SHRM's 2015 study identifies pay as a significant factor of job satisfaction. Being paid competitively with the local market, base rate of pay, opportunities for variable pay (such as bonuses and commissions), and stock options serve as contributing factors to compensation factors and lead to job satisfaction (SHRM, 2016). A more recent study conducted by The Conference Board (2018) reveals that 43% of participants in the survey report satisfaction with the wages they receive. The next section describes the promotion facet.

Promotion. Promotion as a facet focuses on satisfaction with promotion opportunities (Spector, 1997). The promotion facet involves receiving opportunities for promotions and the fairness and basis for which promotions are decided (Locke, 1976; Parmer & East, 1993). In assessing job satisfaction of employees, 26.3% of participants in The Conference Board (2018) survey were satisfied with the promotion policy at their organization. Satisfaction with the promotion policy component received the lowest percentage associated with satisfaction of the 23 components identified in the study.

According to the Work Institute (2019), for the 9th consecutive year, career development remains the number one category associated with employee turnover. Approximately 32% of participants identified career development as a reason for quitting their job in 2013. Promotion and advancement are a subset of career development which contributes to employee turnover. In comparing the specified reasons under the career development category, 14% of turnover under the career development category was due to a lack of advancement or promotional opportunities. The supervision facet is described in the following section.

Supervision. Satisfaction with one's immediate supervisor describes the facet of supervision (Spector, 1997). Supervision style and influence, human relationships, and technical and administrative skills encompass the supervision facet (Locke, 1976; Parmer & East, 1993). Revealed in the 2015 SHRM study, employee relationships with management serves as another factor contributing to job satisfaction (SHRM, 2016).

According to SHRM (2016), because working professionals spend the majority of their days on the job, relationships with management substantially affects job satisfaction. Participants of the SHRM study identify a supervisor's role as influencing their job satisfaction. Immediate supervisors fostering positive relationships with employees, supporting and respecting new ideas, and allowing autonomy and independence affect the participants' job satisfaction. The Conference Board (2018) reveals that 57.5% of survey participants report satisfaction with their supervisor. Supervisors ranked the 4th highest of the 23 components, only after people at work, commute to work, and interest in work in regard to percentage of satisfaction among the 23 components identified in the survey.

Gallup (2016) identifies the significance of supervisors for millennials in the workplace. According to Gallup (2016), millennials include individuals born between 1980 and 1996. With approximately 73 million millennials in the United States (U.S.), the success of organizations and the job market depend on millennials to help accomplish the goals of organizations. After conducting a study assessing millennials in the workplace, Gallup (2016) asserts that millennials in the workplace seek managers with the ability to coach them, value them as employees and individuals, and that can help them understand and develop their strengths. Therefore, supervisors and the organization as a whole should monitor and assess attitudes towards job satisfaction, organizational commitment, job embeddedness, shock, willingness to stay, and control over the staying decision in order to gather data to assist with retention practices (Lee et al., 2018). Following this section is a description of the fringe benefits facet.

Fringe benefits. The fringe benefits facet refers to satisfaction with monetary and non-monetary fringe benefits (Spector, 1997). Fringe benefits include pensions, medical insurance, annual leave, and paid vacations (Locke, 1976; Parmer & East, 1993). According to SHRM (2016), 60% of participants identified benefits as important to job satisfaction. The Conference Board's (2018) survey component related to fringe benefits includes pension and retirement, health plan, vacation policy, flexible time plan, and family leave plan. Results of the survey indicate 42.5% of participants report satisfaction with their pension and retirement, 43.5% are satisfied with their health plan, 53.7% are satisfied with their vacation policy, 39.6% are satisfied with their family leave plan, and 40% are satisfied with their flexible time plan. The Work Institute (2019) informs that employees quitting jobs due to lack of benefits represents a small percentage of the overall number of employees who voluntarily quit. Benefits accounted for 13.4% of employees quitting under the category of compensation and benefits (Work Institute, 2019).

Contingent Rewards. Contingent rewards include recognition, appreciation and rewards and good performance (Spector, 1997). Recognition involves receiving praise for accomplishments, receiving credit for completed tasks, and receiving feedback on tasks (Locke, 1976; Parmer & East, 1993). In looking at the facet of recognition and acknowledgement, 37% of participants in The Conference Board's (2018) survey revealed satisfaction with recognition and acknowledgement at work.

Additionally, recognition for quality work serves as an example to other employees and assists in creating a culture of high performance and productivity. According to Gallup's survey, employees' most memorable forms of recognition include public recognition through presentation of certificates or awards, private recognition from supervisors, coworkers, or customers, receiving high scores on performance evaluations, promotions or increased job responsibilities, monetary rewards, and personal pride in their work (Mann & Dvorak, 2016). Mann and Dvorak (2016) assert that workplace recognition not only makes employees feel valued, it also increases productivity and loyalty to the organization, thus contributing to employee retention. Operating conditions is described in the following section.

Operating conditions. Satisfaction with operating policies and procedures describes the operating conditions facets. Operational procedures include the organization's rules, procedures, and red tape (Parmer & East, 1993). The Work Institute (2019) states that five out of 100 employees quit jobs due to the work environment. The percentage of employees quitting jobs due to an unsafe work environment has increased almost 1,000% since 2010. Under the work environment category, 5.7% of employees quit their job due to an unsafe environment, 4% quit due to poor facilities, and 8.2% quit due to problems with the mission or values of the organization.

Harper, Castrucci, Bharthapudi, and Sellers (2015) acknowledge the impact that constraints such as bureaucratic policies and procedures may have on job satisfaction. The researchers acknowledge the challenge public health organizations face in recruiting and retaining quality employees. Harper et al. (2015) conducted a study to explore the relationship between employee satisfaction and characteristics of the job for health agencies. Results of the study reveal that health agencies should focus efforts on workforce development and training as well as supervisory support. Additionally, results reveal that limited opportunities for creativity and innovation negatively impacts job satisfaction. The researchers align the limitation of creativity and innovation with restrictions due to policies and procedures within the industry. Specifically, the researchers suggest that government employees may feel constricted in their work environment due to imposed rules and regulations regarding federal funding or state policies and procedures. To circumvent dissatisfaction with policies and procedures, government officials should diversify funding sources, engage in partnerships, and revamp policies and procedures in an effort to provide opportunities for innovation and creativity for employees. Incorporating these practices can enhance job satisfaction, performance, and retention. The next section describes the coworkers facet.

Coworkers. The coworkers facet encompasses one’s satisfaction with their coworkers. Satisfaction with coworkers may include the perception that coworkers are competent, receiving assistance from coworkers, and the friendliness of coworkers (Locke, 1976; Parmer & East, 1993). Basford and Offermann (2012) assert the extent in which employees work together to accomplish goals of the organization. In addition to occupying common spaces in the workplace, numerous organizations require employees to work in groups or teams to accomplish tasks, thus requiring interdependency between coworkers to meet job expectations.

Simon, Judge and Halvorsen-Ganepola (2010) conducted a study to examine the effects of attitudes toward coworkers on daily well-being. The authors conducted two independent studies. The first study included 33 government employees, and the second study included 79 occupationally diverse employees. Results of both studies reveal that satisfaction with coworkers significantly influence individuals’ satisfaction with their jobs and lives. The authors suggest organizations foster interpersonal work environments to enhance employee well-being and organizational performance.

The Conference Board (2018) survey states that 62.4% of participants in the study report satisfaction with people at work. People at work received the highest ranking in regard to percentage of satisfaction among the 23 components identified in the study. The Work Institute (2019) cites 30.3% of employees quit their jobs due to problems with coworkers. Basford and Offermann (2012) explain the impact of coworker relationships on intent to leave. The authors suggest that employees in high status job positions typically rely on coworker teamwork over employees in lower status job positions. Additionally, employees in the high-status job positions may receive more alternative job opportunities resulting in a greater chance of leaving an organization when dissatisfied with coworker relationships. Therefore, organizations should remain alert to the impact that coworker relationships have on retaining high status position employees. The next section describes nature of work.

Nature of work. Spector (1997) describes the facet of nature of work as satisfaction with the type of work. Elements of work encompass intrinsic interest, task variety and difficulty, learning opportunities, amount of work, opportunities for success, and control over pace and methods (Locke, 1976; Parmer & East, 1993). In looking at the facet of interest in work, 59.6% of participants in The Conference Board's (2018) survey reveals satisfaction with interest in work. Interest in work ranked the 3rd highest in regard to percentage of satisfaction among the 23 components identified in the study.

According to the Work Institute (2019), more than 8% of employees voluntarily quit their jobs due to job characteristics. Included in the category of job characteristics are limited resources, lack of empowerment, general job characteristics, dissatisfaction, poor training, and task or role overload. Task or role overload reflects 26.7% of the reasons employees quit due to issues falling into the job characteristics category. With a 107.3% increase since 2010, task or role overload ranks the second highest reason employees quit under the job characteristics category. Additionally, under the job characteristics category, 13.5% quit as a result of limited resources and 9.6% quit because they felt they were poorly trained. Work Institute (2019) suggest that employers provide a realistic job preview to ensure candidates are aware of the job characteristics prior to accepting the offer. The following section describes the communication facet.

Communication. Satisfaction with communication throughout the organization describes the facet of communication (Spector, 1997). Communication involves sharing thoughts, opinions, or information through writing or speaking. In examining the facet of communication channels, 38.1% of participants in The Conference Board's (2018) survey revealed satisfaction with communication channels. Arabshahi and Arabshahi's (2014) study assessing the relationship between personal characteristics, communication, and job satisfaction found a positive correlation between communication and job satisfaction.

The Work Institute (2019) describes communication as the "dialect of leadership" (p 1). Organizations continually sharing employee feedback and exhibiting a commitment to improvement assist the organization in attracting applicants, retaining employees, and engaging employees. Therefore, organizations should strive to provide personal communications and utilize public postings of initiatives in order to become an employer of choice. The following section describes the impact of professional development on job satisfaction.

Job Satisfaction and Professional Development

Schmidt (2007) assesses the relationship between workplace training and job satisfaction. In combining definitions of job satisfaction and job training, the author describes job-training satisfaction as individuals' positive or negative feelings towards planned activities. He also identifies programs that enhance and develop the necessary knowledge, skills, and attitudes to perform job tasks effectively as contributing to job satisfaction. Results of the study reveal a positive relationship between job training satisfaction and overall job satisfaction. Additionally, delivery method, training content, and time spent in training impact job training satisfaction (Schmidt, 2007).

Effectively training employees may lead to better trained and more satisfied employees (Schmidt, 2007). SHRM (2016) identifies commitment to professional development as a contributing factor to job satisfaction. SHRM (2016) states that as Baby Boomers leave the workforce, organizations realize that the knowledge and skills the Baby Boomers possess will also leave. Gallup (2016) informs that millennials desire development. Therefore, investing in professional development opportunities for millennials help minimize the skills gap that may arise when baby boomers leave the workforce. Additionally, when millennials remain with the organization, the invested knowledge and skills also remain with the organization (SHRM, 2016). The Conference Board (2018) proposes to focus on professional development (educational and job training programs), an area receiving a low satisfaction rate, in an effort to improve job satisfaction.

Henne and Locke (1985), express that both job satisfaction and job dissatisfaction are based on individual workers' emotional response to their perceived value in the job.

Therefore, when individuals perceive fulfillment in their job values, they experience satisfaction; alternatively, feelings of frustration with job values results in dissatisfaction. Spector (1997) affirms that low job satisfaction leads to behaviors focused on the intent to quit a job such as searching for another job. If another job alternative matches an employee's desires more closely, employee turnover can occur. Therefore, organizations should focus on efforts to help minimize intent to leave (Bryant & Allen, 2013; SHRM, 2018; Lee et al., 2018).

Intent to Leave

Judeh (2012) defines intent to leave as an individual's intention to leave voluntarily from their organization or job. Intent to leave and turnover are often used interchangeably (Cho, Johanson, & Guchait, 2009). Conversely, the chance or probability of continued membership in an organization describes intent to stay (Price & Mueller, 1981). Based on the definition of terms, intent to stay is the alternative to intent to leave. Researchers identify intent to leave as the final step or a predictor to employees quitting a job (Bryant & Allen, 2013; Mobley, 1977; Tett & Meyer, 1993).

Employee Withdrawal Process

Mobley (1977) describes a withdrawal decision process model which provides steps an individual take which lead to their final decision to leave a job (See figure 2). The withdrawal model process suggests that one first evaluates their current job as the beginning step to deciding to leave, (Block A). During this evaluation process, one assesses both their satisfaction with the job and dissatisfaction with the job, (Block B). As one progresses to the next stage, (Block C) outcomes of job dissatisfaction such as absenteeism or passive job performance may occur as an employee thinks about quitting.

The following step, (Block D), involves one assessing the costs and benefits of searching for an alternative job. If the benefits of searching for another job are high, the intention to search for a job, (Block E) occurs. The actual search for alternatives begins with Block F. If no alternatives are found, one may reevaluate the utility of the search, minimize the thought of quitting, or exhibit other forms of withdrawal. In the case that alternatives are found, one begins the process of evaluating the alternatives, (Block G). Block H involves a comparison of the alternative and the current job. If the alternative is more favorable than the current job, the behavioral intention to quit takes place, (Block I). The actual withdrawal from the job is the final step in the withdrawal process, (Block J). Figure 2 provides a visual illustration of the employee turnover decision process. Permission to recreate this figure is located in Appendix A.

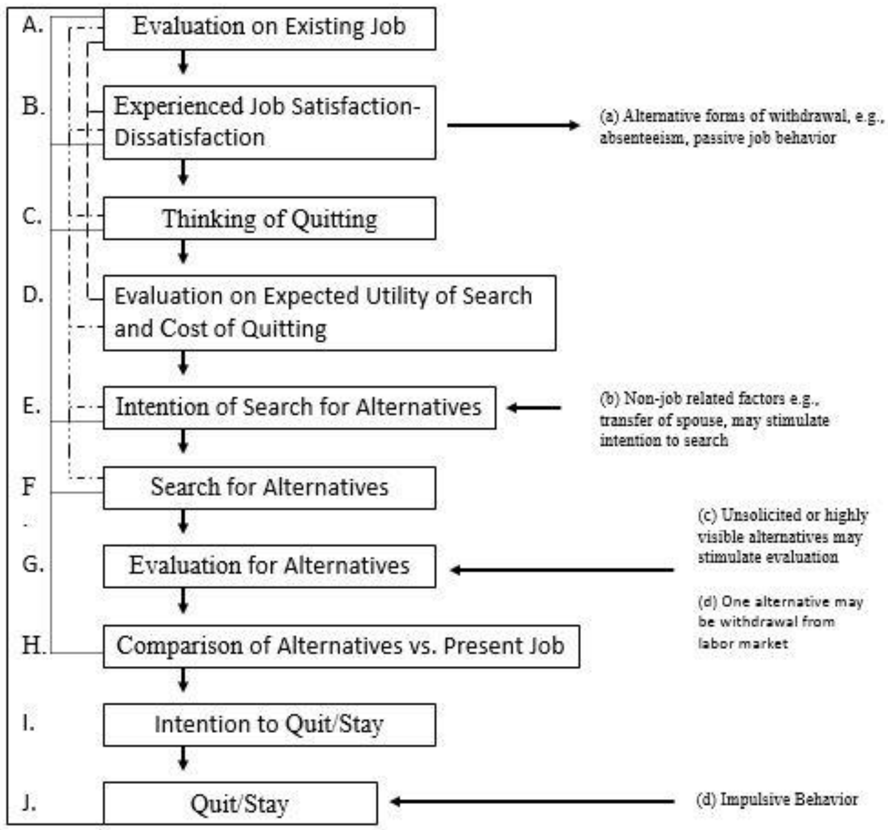

Figure 2. The Employee Turnover Decision Process.

The figure provides a visual illustration of the process employees may experience in the decision to leave their place of employment (Mobley, 1977). From "Intermediate Linkages in the relationship between job satisfaction and employee turnover," By William Mobley, 1977, Journal of Applied Psychology, 62(2), p. 238. Reprinted with permission. See Appendix A for permission to recreate this Figure.

Mobley (1977) describes the model as heuristic and asserts that there may be differences in the number of steps as well as the order in which steps occur during the process employees move through as they decide to leave an organization. Additionally, the assumption that the withdrawal process is conscious and the degree in which the decision to quit is impulsive, as opposed to a rational decision process may vary depending on the individual, thus questioning whether the model is heuristic. Mobley (1977) also affirms the value of a heuristic model as a guide for future empirical research that accounts for individual differences.

Byant and Allen (2013) describe the withdrawal process as beginning with thoughts of quitting, seeking alternatives, comparing alternatives to the current position, developing intentions to quit, and planning to quit once a preferable alternative arises. The authors assert that employers identifying individuals going through the withdrawal process allows the opportunity to intervene before the individual decides to quit. Moreover, the authors identify job satisfaction and organizational commitment as strong predictors of the withdrawal process and turnover.

Price and Mueller (1981) explain that increased job satisfaction results in a greater tendency for intent to stay with an organization. The authors suggest that intent to stay has a direct negative impact on turnover. Alatawi (2017) explains that characteristics such as leadership style impacts intent to leave. The researcher purports that intent to leave leads to behaviors such as searching for other opportunities. Researchers emphasize the concept that the combination of intent to leave and successfully identifying other opportunities leads to employee turnover (Batt & Colvin, 2011; Bryant & Allen, 2013; Mobley, 1977; Spector, 1997).

Impact of Employee Turnover

Employee turnover consistently arises as a topic of concern for organizations. Employee turnover includes the percent of employees that permanently leave the organization for any reason (Cascio, 2015; Phillips & Edwards, 2009). Employee retention is the opposite of employee turnover and refers to the percent of employees that remain with the organization (Phillips & Edwards, 2009). Negative consequences such as loss of productivity and performance, loss of expertise, quality of service, disruptions among remaining employees, increased workload of current employees compensating for the work of missing employees, and high costs, result from turnover (Lee et al., 2018; Phillips & Edwards, 2009; Work Institute, 2018).

Costs Associated with Employee Turnover

In 2018, 40.1 million employees quit their jobs. According to the US Bureau of Labor Statistics (2018), the number of employees that quit their jobs consistently increased for the last eight consecutive years. Data collected by the Bureau of Labor Statistics reflects the number of hires for the year and total separations. Total separations include a combination of the sum of quits, layoffs, discharges, and other separations. The 2018 number of quits resulted in 67% of the total separations (BLS, 2019), thus showing most employees choose to leave their employer.

As employees leave, organizations incur costs associated with turnover. High percentage costs result in billions of dollars spent annually as a result of employee turnover. Numerous variables comprise turnover costs. Cascio (2015) identifies separation costs, replacement costs, and training costs as expenses incurred due to turnover. Similarly, O'Connell and Kung (2007) identify staffing, vacancy, and training costs as turnover expenses. Elements described by both researchers align in their description for each specified training cost.

O'Connell and Kung (2007) explains that staffing costs arise when the organization spends money to recruit and hire a new employee after the previous employee leaves the organization. Vacancy costs describe the loss in productivity and potentially a loss in business during the time that an employee leaves and prior to a new person starting in the position. Training costs occur as a necessity to help new employees become productive and acclimated to the position. Training employees result in incurred expenses resulting from employee's time devoted to training, training resources, orientation and development. Identifying types of turnover that occurs in an organization may assist in reducing high turnover costs.

Types of Employee Turnover

Although turnover typically results in negative consequences, distinguishing between voluntary and involuntary turnover assists organizations in identifying ways to mitigate turnover. Voluntary turnover occurs when employees choose to leave the organization whereas involuntary turnover takes place when the organization chooses to terminate or lay off employees due to poor performance or organizational restructuring (Allen, 2008; Allen, Bryant, & Vardaman, 2010; Cascio, 2015; O' Connell & Kung, 2007; Saeed, Waseem, Sikander, & Rizwan, 2014). Researchers identify types of voluntary turnover to determine the effect of turnover on the organization (Allen, 2008; Allen, Bryant, & Vardaman, 2010; Cascio, 2015; O' Connell & Kung, 2007).

For voluntary turnover, Allen et al., (2010) and Cascio (2015) distinguish between avoidable and unavoidable turnover. The researchers explain that avoidable or controllable turnover includes factors the organization can influence such as job satisfaction, pay, supervision and the work environment. Unavoidable or uncontrollable turnover such as employees leaving to receive an academic degree, a diagnosis of an illness, following a spouse, or to start a family stems from occurrences outside of the organization’s control (Allen, 2008; Allen et al., 2010; Cascio, 2015; Lee et al., 2018; O’ Connell & Kung 2007). Therefore, using various assessment practices help determine types of turnover. The researchers emphasize that solely calculating a turnover rate does not capture the multiple aspects of why employees leave the organization (O’Connell & Kung, 2007).

Utilizing Ratios to Assess Types of Turnover

O’Connell and Kung (2007) explain that numerous ratios provide insight to assess the effect of turnover on the organization. Turnover rate serves as one ratio used to assess turnover. Turnover rate is the calculation of the number of terminations per year divided by the average number of active employees within the year times 100. While a turnover rate appears beneficial in comparing retention success, employees leaving the organization after 10 years of employment is not comparable to employees leaving within the first year. Therefore, a turnover rate, in and of itself, does not capture the various scenarios in which employees leave an organization. The turnover rate is typically utilized to compare industry benchmarks; however, this rate does not accurately categorize as functional or dysfunctional turnover.

Functional turnover occurs when individuals who perform poorly leave the organization or when individuals with talents easily replaceable leave the organization; functional turnover results in the organization benefitting from employee departures (Allen, 2008; Cascio, 2015; O’Connell & Kung, 2007). Dysfunctional turnover on the other hand occurs when high-performing employees, employees with hard to replace talents, women or minority employees, or employees in positions with high replacement cost leave the organization (Allen, 2008; O’Donnell & Kung, 2007). Typically, when an organization wants to retain an employee that leaves, dysfunctional turnover occurs (Cascio, 2015). Dysfunctional turnover negatively affects the organization and functional turnover benefits the organization.

O'Connell and Kung (2007) explain the use of the turnover functionality ratio as viewing turnover based on the quality of employees leaving in relation to the frequency in which they leave. A negative functionality ratio reveals that high performing employees leave, and a positive functionality ratio shows that low performing employees leave. If the functionality ratio is zero, the number of low performing and high performing employees that leave are equal.

According to O'Connell & Kung (2007) a new hire turnover rate specifically assesses the turnover of employees hired in one year and leaves within the next year. A high new hire turnover rate proves negligent for an organization because investments incurred to hire and train a new hire employed less than a year lack the time necessary to reap the benefits of the investment. The Work Institute (2019) reports that 38% of employees left jobs within the first year of employment in 2018 and 43% of those that left in the first year left within the first 90 days. Typical assumptions for a high new hire turnover rate include selecting candidates not qualified or that do not fit the culture of the organization (O'Connell & Kung, 2007).

The retention rate allows organizations to determine the percentage of employees still employed after a fixed period. For example, a one-year retention rate assesses the percentage of employees still employed with the organization after one year. One-year retention rates help organizations determine how well they retain newly hired individuals (O'Connell & Kung, 2007). Although turnover is typically viewed negatively for organizations, researchers identify instances in which turnover benefits the organization (Dalton & Todor, 1979; O'Connell & Kung, 2007; SHRM, 2018; Wynen, Dooren, Mattijs, & Deschamps, 2018).

Turnover as a Positive Contribution to the Workplace

Although substantial costs related to employee turnover negatively impact an organization, some researchers identify turnover as a necessary means for improvements and a way of conducting business. Dalton and Todor (1979) emphasize the significance of turnover on the economy. The authors acknowledge while turnover appears negative, it also provides positive outcomes for both employees and organizations. For example, in examining the difference between the primary market and secondary market, the dual labor market theory provides a distinction between these markets. According to Reich, Gordon, and Edwards (1973), the primary market allows individuals to work in an environment where the following conditions exist: high wages, favorable working conditions, job stability and security, advancement opportunities, and fairness in the implementation of rules and procedures. Conversely, the secondary market includes work environments with opposite conditions: low wages, poor working conditions, lack of consistency in job stability, unfavorable and unpredictable discipline, and few opportunities for advancement. In comparing the primary and secondary market conditions, turnover becomes necessary in order for individuals to transition from the secondary market to the primary market.

A second example of turnover positively contributing to the organization requires distinguishing between high performing and low performing employees. O'Connell and Kung (2007) explain that organizations actually benefit from replacing poor performing employees with good performing employees. The turnover functionality ratio helps organizations track whether high performing or low performing employees are leaving the organization. SHRM (2018) acknowledges the significance of welcoming new employees by emphasizing that a newly hired employee may possess better work performance or skills than their predecessor. The concept of human capital is reinforced through obtaining new ideas and concepts from new employees (Wynen, Dooren, Mattijs, & Deschamps, 2018). Researchers identify four paths to turnover which assist organizations in determining implications for retention practices based on the type of turnover (Allen, 2008; Allen et al., 2010).

Paths to Turnover

According to Allen (2008) and Allen et al. (2010), paths to turnover include leaving an unsatisfying job, leaving for something better, following a pre-determined plan, and leaving without a plan. Leaving an unsatisfying job can occur from numerous factors. One factor is the relationship between the employee and their immediate supervisor. A second factor is role clarity, which consists of defining, communicating, and reinforcing performance expectations. A third factor is job design, which encompasses the scope of the job, promotion opportunities, and the opportunity to participate in decision-making.

Allen (2008) and Allen et al. (2010) describe leaving for something better as one leaving their current position for an enticing alternative. Leaving for better opportunities may not necessarily result from job dissatisfaction. Following a pre-determined plan occurs when one leaves due to following a plan set in place. These situations can include plans to return to school, plans that revolve around significant others, or meeting pre-determined goals. Leaving because of a predetermined plan does not typically result from job dissatisfaction and organizations typically do not influence these decisions.

Conversely, leaving without a plan often occurs as an impulse decision resulting from negative shock incurred in the organization (Allen, 2008; Allen et al., 2010). Allen (2008) describes shock as an expected or unexpected event that causes one to consider leaving a job. Common reasons individuals leave without a plan are feeling they were passed over for a promotion or sudden sickness of family members that require extensive care. Departures of this type may not be associated with job dissatisfaction prior to the shock occurring. Attempting to avoid factors associated with job dissatisfaction helps mitigate intent to leave and turnover.

Retaining Employees

Identifying reasons employees leave jobs help organizations focus on efforts to improve retention (Lee et al., 2018). Focusing on why employees stay with an organization also helps improve retention. Researchers explain that individuals embedded in an organization or community tend to remain at the organization (Allen, 2008; Brum, 2007; Jiang, Liu, McKay, Lee, & Mitchell, 2012; Lee et al., 2018). Embeddedness results from a combination of factors that encourages an individual to stay with an organization (Lee et al., 2018). As people make connections, they become embedded.

Links, fit and sacrifice are three types of connections that result in embeddedness (Allen, 2008; Lee et al., 2018). According to Allen (2008) and Lee et al. (2018), links refer to the connections with coworkers, relatives, organizations, the community, and any affiliation with other people. When individuals have numerous connections, the potential to leave decreases. Fit refers to the extent in which employees find compatibility between themselves and their job or community. Sacrifice involves employees determining values potentially given up if one leaves a job (Allen, 2008; Lee et al., 2008). Employees that feel leaving their job requires a substantial sacrifice are more likely to feel embedded in the organization (Allen, 2008; Lee et al., 2018). Researchers suggest that organizations implement practices to increase embeddedness of employees to minimize intent to leave and ultimately retain employees (Brum, 2007; Jiang et al., 2012; Lee et al., 2018).

Assessing Retention

Allen (2008) discusses the pertinence of continually assessing causes of turnover and working towards improving retention initiatives. Benchmarking and needs assessments assist organizations in determining whether turnover is a problem within the organization. When benchmarking, comparisons should occur between similar industries. Internal benchmarking takes place when organizations assess their turnover rates over a period of time. Moreover, a needs assessment helps evaluate the labor demand and talent availability as a result of turnover.

The first step in working towards retention initiatives is conducting a turnover analysis to determine if turnover is a problem within the organization. A turnover analysis focuses on the turnover rate, identifies which employees are leaving, and the costs and benefits of the current turnover. In examining the turnover rate, assessing and tracking voluntary versus involuntary turnover, avoidable versus unavoidable turnover, full time or part employees leaving, job category, job level, and geographic location are specific elements that help determine areas to focus efforts for improvements. Assessing which employees leave allows the organization to assess whether turnover falls within the realm of functional or dysfunctional turnover. The assessment of costs and benefits of turnover involves calculating overall costs associated with turnover, as well as costs per turnover incident.

According to Allen (2008), the second step in working toward retention initiatives involves assessing how the organization should proceed. Utilizing turnover analysis, benchmarking, and needs assessment helps determine how the turnover impacts the organization as well as provides insight on how to proceed in its retention initiatives. Data from these steps allow the organization to create retention goals. Broad based and targeted strategies help guide retention efforts. Broad based strategies focus on the big picture for retention efforts with a goal of reducing overall turnover rates (Allen, 2008; Bryant & Allen, 2013; SHRM, 2018). Target based strategies focus on specific retention efforts, such as increasing retention rates of a specific group of individuals (Allen, 2008; Bryant & Allen, 2013; SHRM, 2018). Research on retention and best practices help guide decisions and provide data in creating retention plans for broad based strategies. Lee et al. (2018) suggest providing opportunities for feedback often as a retention strategy. Exit interviews, post-exit interviews, current employee focus groups, utilizing research on retention, and qualitative studies all provide data to develop targeted strategies for retention plans and receive feedback for improvement on a regular basis (Allen, 2008; Lee et al., 2018).

Step three and four of retention initiatives focus on implementing the retention plan and evaluating results. Implementing the retention plan involves feedback and approval from top-level managers to ensure support and buy-in. After implementing the plan, evaluating results assists in determining the impact of the initiative on retention as well as the costs saved relative to costs spent on turnover (Allen, 2008).

Retention Practices

Incorporating practices during the recruitment, selection and socialization of new employees may assist in the retention of employees as they begin working with the organization (Allen, 2008; Allen et al., 2010; Lee et al., 2018; SHRM, 2018). Researchers such as Allen (2008), Allen et al., (2010), and SHRM (2018) inform that providing applicants with a realistic idea of working in an organization during the recruitment stage serves as a positive recruitment practice. A realistic job preview informs job candidates of job performance expectations, the performance management process, positive aspects of the job as well as challenges. After learning about the job, candidates receive an accurate depiction of what to expect and can make educated decisions on personal job fit prior to accepting the job.

In implementing selection practices, Allen (2008) and Allen et al. (2010) inform the use of structured interviews and structured questionnaires assist in determining whether a candidate is a good fit for the position. The researchers explain socialization practices once employees are hired involve efforts that encourage employees to get to know each other, share experiences, and allow current employees to serve as mentors for new staff. Socialization practices help embed new hires in the organization's culture and results in decreased likelihood of a turnover. Intentionally focusing on the recruitment, selection and socialization of new employees helps reduce the chances of turnover of new employees.

Once employees become acclimated to an organization, retention practices must take place to mitigate dysfunctional turnover (Allen, 2008; Allen et al., 2010). Researchers identify essential components for achieving retention goals. Professional development, compensation and rewards, supervision, and employee engagement contribute to successfully meeting retention goals (Allen, 2008; Allen et al., 2010; Bryant & Allen, 2013; SHRM, 2018).

Professional Development. Professional development as a retention strategy requires supervisor support (Shuck et al., 2014). When employees feel their supervisors do not support their professional development or are not provided the opportunity to improve skills and abilities, employees may consider leaving their jobs for other opportunities (Shuck et al., 2014; SHRM, 2018). While training and development contributes to retaining employees, some view it as an opportunity for employees to increase marketability (Allen, 2008; Jacobs & Washington, 2003). In an effort to circumvent the potential for employees to utilize training and development for other jobs, Allen (2008) suggests providing job specific training.

Another suggestion includes offering tuition reimbursement for employees that remain with the organization for a specified number of years after completing a degree, thus supporting and rewarding additional education and retention (Allen, 2008). Research affirms that employees who receive training and development are less likely to leave than those that do not receive training (Brum, 2007; Mamun & Hasan, 2017). Compensation and rewards are another area commonly studied as a retention practice (Bryant & Allen, 2013; SHRM, 2018; Lee et al., 2018).

Compensation and Rewards. In examining compensation and rewards as contributing to retention, Allen (2008) informs that compensation and pay are modest predictors of turnover; however, an affect does exist. Organizations should strive to lead the industry in its offering of compensation and rewards. Leading the industry in rewards prevents other alternatives as more enticing. A second suggestion for compensation involves tailoring rewards to individual employees. Tailoring rewards can include work arrangements, benefit options, and pay. A final suggestion for compensation and rewards includes linking rewards to retention. For example, providing increased vacation hours based on longevity, offering bonuses or stock options based on years of service, or linking benefit plan payouts to years of service. While compensation and rewards serve as a modest predictor, research consistently reports supervision as a factor in employee retention (Allen, 2008; Allen et al., 2013; Bryant & Allen, 2013; SHRM, 2018).

Supervision. Employee relationships with supervisors contribute to employee retention (Allen, 2008; Allen et al., 2013; Bryant & Allen, 2013; SHRM, 2018). According to Bryant and Allen (2013), supervisors and managers should receive training on how to lead and develop relationships with employees, as well as how to retain talent. Training for supervisors and managers should focus on tools and strategies to assist in the development and communication of career paths for highly valued employees. Bryant and Allen (2013) suggest that managers clearly communicate role expectations and incorporate processes to mitigate role conflict. Supervisors and managers should be held accountable for retention. Lastly, supervisors deemed abusive should be removed from their position. Employee engagement and relationships with coworkers is another area of focus for employee retention (Allen, 2008; Bryant & Allen, 2013).

Engagement and Coworkers. Employee engagement is another strategy to achieve organizational retention goals. Employees engaged in the organization are less likely to leave (Allen, 2008; Brum, 2007; Bryant & Allen, 2013). Therefore, providing opportunities to increase engagement benefits the organization. Allen (2008), and Bryant and Allen (2013), and SHRM (2018) also suggest providing opportunities for employees to interact with each other to assist in building relationships with peers. Several researchers identify relationships with coworkers as contributing to job satisfaction and organizational commitment which positively impacts retention (Allen et al., 2010; Bryant & Allen, 2013; Shuck et al., 2014; Spector, 1985). Focusing on retention practices can also positively impact job satisfaction (Lee et al. 2018; SHRM, 2018).

Job Satisfaction and Organizational Commitment. Job satisfaction and organizational commitment include other predictors of turnover decisions (Brum, 2007; Bryant & Allen, 2013; Lee et al, 2018; Shuck et al., 2014). Organizations should continually assess and manage employee job satisfaction and commitment (Bryant & Allen, 2013). Consistently seeking feedback through one on one conversations, surveys, and exit interviews provide opportunities to receive feedback regarding job satisfaction and organizational commitment (Lee et al., 2018). Lastly, organizations should utilize measures such as one-on-one conversations and surveys throughout the year and observe employee behaviors to assess employee attitudes (Bryant & Allen, 2013).

Researchers associate job satisfaction with intent to leave and turnover (Bryant & Allen, 2013: Phillips & Edwards, 2009; Lee et al., 2018; SHRM, 2018). Several of the factors identified as contributing to job satisfaction align with factors suggested for employee retention. Therefore, focusing on efforts to increase job satisfaction and retention aligns. Retention strategies such as professional development may also assist in mitigating intent to leave and employee turnover.

Summary

Identifying and assessing reasons employees leave organizations continues as a focus for employers. Researchers suggest organizations focus efforts on identifying employees' intent to leave to minimize the number of high performing employees leaving the organization (Bryant & Allen, 2013; Lee et al., 2018). Recent studies reveal employees desire professional development opportunities (SHRM, 2016; The Conference Board, 2018). Researchers assert that focusing on professional development opportunities for employees may increase job satisfaction and reduce intent to leave (Allen, 2008, Bryant & Allen, 2013; Lee et al., 2018). With organizations striving to recruit and retain top talent (Mann & Dvorak, 2016), focusing on retention strategies benefits the organization (Bryant & Allen, 2013; Lee et al., 2018). Following this section is Chapter Three, Methodology.

CHAPTER III - METHODOLOGY

This study seeks to assess the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Chapter Three comprises seven sections. The first section identifies research objectives for this study. The second section provides a description of the research design. The third section summarizes the population and sample of participants in the study. The fourth section explains the data collection method. The fifth section details the data collection process and procedures. Included in this section is validity of research design, increasing response rate, IRB approval, and storing and disposition of data. The sixth, section provides a brief overview of the data analysis plan. The last section of this chapter includes a summary of the methodology.

Research Objectives

The aim of the study was to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Utilizing the research objectives as a guide, the researcher collected data, analyzed the data, and provided interpretations and conclusions from the data. The following research objectives assist in meeting the goals of the study:

RO1- Describe the demographics of study participants including years of experience in the field, number of years in current position, type of institution, size of institution, highest level of education completed, ethnic affiliation, and gender.

RO2- Describe available professional development opportunities and professional development opportunities in which respondents participate.

RO3- Determine the relationship between the perceived value of professional development and job satisfaction.

RO4- Determine the relationship between the perceived value of professional development and intent to leave.

RO5- Determine the relationship between job satisfaction and intent to leave.

RO6- Compare the influence of the perceived value of professional development and job satisfaction on intent to leave.

Research Design

According to Trochim (2006), research design provides structure for the research. Quantitative research includes three main research designs: experimental, quasi-experimental, and non-experimental (Shadish, Cook, & Campbell, 2002). This study utilizes a non-experimental correlational research design. Lobmeier (2012) describes non-experimental studies as those in which a researcher provides explanations for groups or assesses the relationship between groups. Correlational research focuses on the interactions of one variable to another (Lunenburg & Irby, 2008). With non-experimental correlational designs, the researcher uses two or more non-manipulated variables to determine whether a linear relationship exists (Lobmeier, 2012). Additionally, the size and direction of the relationship between variables is assessed (Shadish, Cook, & Campbell, 2002). The variables in this study include the perceived value of professional development, job satisfaction and intent to leave. These variables are assessed in this study.

A non-experimental correlational research designs serves as an appropriate research design for meeting the research objectives of the current study. A non-experimental research design does not include treatments (Shadish, Cook, & Campbell, 2002) and the current study also does not utilize treatments for data collection. Also, this study assesses the relationship between variables thus meeting criteria for a correlational research design. The objective of the study is to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Therefore, a correlational research design assists in assessing the relationship between the variables in the study.

Population

The population for this study is residence life live-in professional staff who work at four-year degree granting institutions. The sample includes residence life live-in professional staff employed at The Southwest Association of College and Housing Officers (SWACUHO) and The Southeastern Association of Housing Officers (SEAHO) member institutions that agreed to participate in the present study. The following section describes the population of the study.

Description of the Population

Residence life is a department within student affairs that provides living options to students, social and educational programs, faculty and staff collaborations, crisis management and assist in the student conduct process (Blimling, 2014; Messer-Roy, 2006). Researchers report students who reside on campus and interact with others in the campus community substantially increase chances of persisting and pursuing a graduate or professional degree (Astin, 1984; Braxton et al., 2014). Additionally, Pascarella and Terenzini (2005) emphasize the significance of college educated individuals contributing to a more educated workforce. However, while college graduates possess the academic knowledge and content for the job, some fail to understand how to apply the knowledge on the job. The American College Personnel Association (ACPA; 2008) explains that learning in the classroom allows students to acquire knowledge. Through opportunities such as living in residence halls, serving as officers in student organizations, or working while in college, students can apply skills learned in the classroom and develop necessary workplace competencies.

College campus departments that house students serve an essential role in improving student retention as well as contributing to the development of students in preparation for entering the workforce. Residence life live-in professional staff work in numerous roles including: managing the daily operations of a residential facility, ensuring safety and security of residents, supervising student staff, overseeing residence hall judicial processes, providing counsel to students on behavioral matters, managing crisis and emergency situations, and performing administrative tasks (Blimling 2014; Cendana, 2012). Considering the role residence life live-in professional staff serve in contributing to student persistence and retention, ensuring these professionals are qualified, educated, and trained supports accomplishing the academic and educational goals of the institution (Belch & Kimble, 2006; Belch & Mueller, 2003; Blimling, 2014; Davidson, 2012).

Residence life live-in professional staff exhibit high employee turnover (Belch & Kimble, 2006; Blimling, 2014; Davidson, 2012; Dunkel & Schrieber, 1992). Fifty to 60% of student affairs professionals leave the field within 5 years of completing a master's degree. Researchers suggest that the turnover rate of student affairs professionals compares similarly to residence life live-in professional staff due to residence life live-in professional staff encompassing the largest percentage of new student affairs professionals (Blimling, 2014; Dunkel & Schrieber, 1992; Lorden, 1998; Tull, 2006). Therefore, focusing on intent to leave of residence life live-in professional staff may contribute to data and new knowledge for student affairs professionals. Purposive sampling serves as the sampling technique for establishing criteria for participation in this study.

Description of the Sample

According to Etikan, Musa, and Alkassim (2016) purposive sampling technique, also referred to as judgment sampling, involves selecting participants for the sole purpose of the qualities a participant possesses. Criteria for participation in this study includes residence life entry-level professionals required to live on a university campus where they work. The target sample will include participants from The Southwest Association of College and Housing Officers (SWACUHO) and The Southeastern Association of Housing Officers (SEAHO) member institutions that agreed to participate in this study.

The Southwest Association of College and Housing Officers (SWACUHO) is a regional organization that strives to advance the collegiate housing profession (SWACUHO, 2018). SWACUHO membership includes institutions located in the southwestern part of the United States. Institutions located in Texas, Arkansas, and Oklahoma are included in the SWACUHO region. The Southeastern Association of Housing Officers (SEAHO) is a regional group that strives to “advance excellence in housing programs and staff by promoting best practices, networking, professional development and involvement opportunities” (SEAHO, 2019, p.1). SEAHO membership includes institutions located in the southeastern part of the United States. Institutions located in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia are included in the SEAHO region.

Participation Criterion

Requirements for participation in this study include residence life live-in professional staff employed at a 4-year undergraduate degree granting institution. Each institution must have a housing, housing and residence life, or student housing department in which students live on campus. Institutions must employ full-time live-in professional staff members who supervise Resident Assistants. The study sample includes residence life live-in professional staff from SWACUHO and SEAHO region member institutions who agreed to participate in the study.

Sample Size

RAOSOFT serves as a tool to determine the sample size for data collection. Using the population size of 253 residence life live-in professional staff, a minimum sample size of 153 is necessary to achieve a 95% confidence level, 5% margin of error, and 50% response distribution (RAOSOFT, 2004). After sending the survey to participants, the researcher received 131 usable surveys which resulted in a sample size of 131 which is necessary for a 90% confidence level, 5% margin of error, and 50% response distribution. A survey instrument was used as the mode to collect data from participants.

Instruments

A self-administered survey instrument was utilized to collect data on residence life live-in professional staff's perceived value of professional development, job satisfaction, and intent to leave. The survey included 64 questions compiled from a combination of three existing surveys and researcher developed questions. Existing surveys utilized for the study include modified questions from the Resident Director Recruitment and Retention survey created by Cendana (2012), the Job Satisfaction Survey created by Spector (1985), and the Anticipated Turnover Scale created by Hinsaw and Atwood (1984). See Appendix B for the survey instrument. The subsequent sections provide a description of the survey instrument.

Demographics

The survey instrument for this study begins with three screening questions to ensure respondents meet participation criteria. The following seven questions encompass demographic questions. These questions align with RO1 and describe participants of the study. Specifically, the questions assess years of experience in the field, number of years in current position, type of institution, size of institution, highest level of education completed, ethnic affiliation, and gender.

Professional Development Instrument

The instrument to assess the perceived value of professional development combines questions created by Cendana (2012) modified for the current study, and questions created by the researcher. The researcher selected an adapted version of Cendana's (2012) survey due to the survey questions capturing data that corresponds to the research objectives of this study. Limited professional development surveys exist; specifically, the researcher did not find a survey that provides the desired questions for the necessary data collection. Permission to use and modify the Recruitment and Retention of Resident Directors survey is located in Appendix C.

The professional development instrument includes nine questions. Six questions derive from Cendana (2012) with the remaining three questions created by the researcher.

Cendana’s (2012) instrument, titled Recruitment and Retention of Resident Directors gathers data on the recruitment and retention of entry-level resident directors. According to Cendana (2012), one survey was distributed to resident directors and another survey was distributed to residence life administrators. Surveys provided to each audience gathered similar data with adjustments in the wording of the question to address the appropriate audience. The purpose of the study was to determine best practices for preparing resident directors for leadership roles. A survey instrument served as the data collection tool for gathering the data.

Cendana (2012) Adapted Survey Instrument Questions. Questions 11 through 19 in the current study encompass the perceived value of professional development section of the survey. To collect data for this study, 1 of the 6 questions adopted from Cendana’s (2012) survey derives from the Residence Life Administrators survey and the other 5 questions originate from the Resident Directors survey. The researcher modified question 11 which derives from Cendana’s (2012) Residence Life Administrator survey to pertain to residence life live-in professional staff instead of administrators. The researcher also added additional selection options for questions 11 and 12. Additional selection options for questions 11 and 12 include: member of committee, member of institutional committee, and mentor. Questions 12 through 15 and questions 18 and 19 originate from Cendana’s (2012) Resident Directors survey. The researcher modified questions 13 through 15 and question 19. For question thirteen, the researcher changed the selection options to include: weekly, monthly, quarterly, semi-annually, annually, and never. The researcher changed question fourteen to include: job specific, areas outside the job, but contributing to the job (i.e. diversity and inclusion, CPR, suicide prevention), career development, personal development, academic development, and other, please specify. For question 15, the researcher added the option 'other, please specify' to the selection options. For question 19, the researcher rephrased the question to state: please explain your rating for the training you receive.

Description of Questions for the Current Study. Questions eleven through thirteen are multiple-choice questions that require responses to available professional development opportunities, professional development opportunities in which respondents participate, and the frequency in which respondents participate in professional development opportunities. Questions 14 and 15 are multiple-choice questions that collect data on formal training received and the frequency in which respondents participate in formal training. For this study, the researcher created three questions to gather data that aligns with the research objectives. Questions created by the researcher include 16, 17, and 18. Question 16 is a Likert scale question which assesses the perceived value of professional development received. Question 18 is also a Likert scale question which assesses the value of training provided. The 5-point Likert scale response options include extremely valuable, very valuable, valuable, slightly valuable and not valuable for questions 16 and 18. Questions 17 and 19 (adapted from Cendana (2012) survey), are open-ended questions which provide qualitative data to explain responses to the Likert scale questions. These questions ask participants to explain their ratings for questions 16 and 18. The following section explains the scoring method for the professional development instrument.

Scoring the professional development instrument. Field (2013) explains that the median provides the middle score when data is ranked in order of magnitude. When there are an even number of scores, an average of the two middle scores serve as the median. For the professional development instrument, questions 16 and 18 are Likert-scale questions. Therefore, the median of the scores will be used as the representative score for the professional development instrument. Participants of the study selected a minimum score of 3 if they find professional development valuable. Therefore, the cutoff score to distinguish between valuable and not valuable for professional development was three. A score of 3.0 or above reflects valuable and 2.99 or lower reflects not valuable. The mean score of all responses to the perceived value of professional development was 3.03. Therefore, using a score of 3 as a cutoff score closely aligns with the mean score.

Missing Data for the professional development instrument. Researchers identify imputation-based methods for replacing missing data in the data collection process (Cheema, 2014; Sterner, 2011). When using imputation-based methods, missing data is replaced with their imputed counterparts. One imputation-based method, referred to as mean imputation, involves replacing missing data with the mean of non-missing data for a particular variable (Cheema, 2011). Cheema (2011) explains mean imputation serves as a method in which a measure of central tendency is used for replacing missing data. Chen, Jain, and Tai (2006) describes median and mode imputation as other types of central tendency imputation-based methods. Mode imputation-based method replaces missing data with the most common value used for the data set. Median imputation-based method replaces missing data with the median value of responses.

For the professional development instrument, median values serve as the scoring method for the instrument. The median imputation-based method will serve as the technique for replacing missing data. Because only two responses exist for quantitative analysis, missing data for questions 16 or 18 will be replaced by the score of the answered question. For example, if question 16 is unanswered, the score from question 18 will be input for question 16. If both questions 16 and 18 are unanswered, the survey will be deemed unusable due to the lack of data available for the quantitative professional development questions. Only one survey response for this study was missing a score for question 16. Therefore, the score response for question 18 replaced the missing score of question 16. The following section details validity and reliability of the professional development instrument

Validity and Reliability for the professional development instrument. Cendana (2012) conducted a pilot test for the Resident Director Recruitment and Retention instrument. For the pilot study, twelve resident directors and three residence life administrators participated. For the current study, the researcher also conducted a pilot test for the combined survey instrument. A total of 7 participants completed the survey for the pilot test. Field (2013) explains that Cronbach's alpha serves as a common measure of scale reliability. For the present study, a Cronbach's alpha was calculated for each section of the survey, the perceived value of professional development, job satisfaction, intent to leave, as well as the combined instrument to assess reliability of the instrument. Results of Cronbah's alpha are discussed later in the study. The job satisfaction section of the survey follows the professional development section.

Job Satisfaction Survey (JSS)

Spector's (1985) job satisfaction survey includes 36 questions to assess employees' attitudes of the job and job aspects that affect job satisfaction. The survey contains nine subscales. The subscales include: (a) pay, (b) promotion, (c) supervision,

(d) fringe benefits, (e) contingent rewards (performance-based rewards), (f) operating procedures (required rules and procedures), (g) coworkers, (h) nature of work, and (i) communication. Questions for each subscale target areas that impact satisfaction within a specific facet. For example, questions for the pay facet focus on positive feelings towards the pay received or feeling as if the pay is insufficient. Questions for the promotion facet refer to satisfaction with promotion and advancement opportunities, and negatively worded questions imply a dislike or dissatisfaction with promotional or advancement opportunities. The questions do not appear in subscale order. Questions are distributed throughout the survey and categorized based on facets.

The pay subscale questions include questions 20, 29 ,38, and 47. Questions 21, 30, 39, and 52 comprise the subscale of promotion. Questions for the supervision subscale include 22, 31, 40, and 49. The subscale fringe benefits, includes questions 23, 32, 41, and 48. Questions 24, 33, 42, and 51 provide data for the contingent rewards subscale. The operating procedures subscale includes questions 25, 34, 43, and 50. Questions for the coworkers subscale include 26, 35, 44, and 53. Questions 27, 36, 46, and 54 encompass the nature of work subscale. The communication subscale includes questions 28, 37, 45, and 55. Table 1 provides a visual representation of the subscales and associated questions.

Table 1

Job Satisfaction Survey subscales and associated questions

Subscale	Questions
Pay	20, 29, 38, 47
Promotion	21, 30, 39, 52

Continued

Table 1 (Continued)

Subscale	Questions
Supervision	22, 31, 40, 49
Fringe Benefits	23, 32, 41, 48
Contingent Rewards	24, 33, 42, 51
Operating Procedures	25, 34, 43, 50
Coworkers	26, 35, 44, 53
Nature of Work	27, 36, 46, 54
Communication	28, 37, 45, 55

Scoring the JSS. According to Spector (2001), responses to the JSS questions encompass a 6-point Likert Scale, ranging from 6 (agree very much) to 1 (disagree very much). The questions on the survey include positively and negatively worded questions. High scores on the survey reflect job satisfaction therefore, when scoring the responses adjustments are necessary to account for the negatively worded questions or items. For example, a negatively worded question receives a 6 for disagree very much and a 1 for agree very much. The negatively worded questions on the survey appear in no specific order. Negatively worded questions include questions 20, 22, 24, 26, 28, 30, 32, 34, 36, 37, 39, 41, 42, 44, 47, 49, and 50. Spector (2001) explains that the JSS uses a continuum from low (dissatisfied) to high (satisfied) to assess individuals' satisfaction or dissatisfaction. The survey does not possess a cut-off score to distinguish between satisfaction and dissatisfaction. However, when conclusions are necessary for satisfaction or dissatisfaction, two approaches help make appropriate conclusions: the normative approach and the absolute approach.

Normative Approach. The normative approach compares the target person or sample to norms of the sample. Spector (2001) indicates on his website that norms for different groups are more satisfied, dissatisfied or approximately equal to the norms of previous studies. According to Spector (2001), using the norm approach poses limitations. One limitation is the small number of occupations and organizations available for comparison. A second limitation is norms are based on convenience samples sent to Spector and not a representative sample. The third limitation is the majority of norms derive from North America which includes the United States and Canada. Because mean levels of job satisfaction typically vary by country, it should not be assumed norms listed are representative of other countries (Spector, 2001).

Absolute Approach. According to Spector (2001) the absolute approach uses a cut-off score to distinguish between job satisfaction and job dissatisfaction. Responses that agree with positively worded questions and disagree with negatively worded questions reflect satisfaction. Disagreeing with positively worded questions and agreeing with negatively worded questions represent dissatisfaction. In reviewing the four item subscales and 36 item total scores, mean scores of 4 or more represent satisfaction and a score of 3 or less represent dissatisfaction. A mean between 3 and 4 are considered neutral.

For the purpose of this study, the absolute approach is the method of choice for distinguishing between satisfaction and dissatisfaction. Occupations and organizations previously assessed as norms do not include occupations pertaining to this study. Using an absolute approach proves more beneficial for the desired analysis. Due to the type of analysis utilized for this study, two-way ANOVA, a neutral score cannot be used.

The researcher used the mean score for all survey responses as the cutoff score to determine job satisfaction and job dissatisfaction. The mean of the job satisfaction values is 3.55. Therefore, any participant mean score 3.55 or above is considered satisfied and any score of 3.54 or below is delineated as dissatisfied. Appendix C provides permission to use the instrument. Spector (2001) also provides permission on his website to utilize the instrument with the expectation that researchers share results with him.

Missing Data for JSS. For missing data, Spector (2001) suggests computing the mean score per item for the individual JSS and substituting that mean for missing items as the best procedure. For example, if question 1 is missing a response, the total number (added for the subscale or total survey) should be divided by the number answered (3 for a subscale and 35 for a total). The new calculated number should be substituted for the missing response by adding it to the calculated number (the total number [added for the subscale] and divide by the number answered). For this study, two participant surveys were missing a response to one question and another participant survey was missing a response to two questions. For each question missing a response, the mean score for the JSS portion of the survey replaced the missing values for the questions. Previous research using the JSS (Michaels & Spector, 1982; Cima, 2014) show the instrument possesses validity and reliability for acquiring data on individuals' job satisfaction.

Validity and Reliability for JSS. Spector (1985) uses internal consistency reliability and test-retest reliability to ensure reliability of the JSS. Based on results received, Spector's (1985) assessment shows the total scale and subscales produce sufficient internal consistency and test-retest reliability over a period of time. According to Spector (1985), a total of 3,148 respondents represented 19 separate samples in collecting data for reliability and validity. Samples reflect a study administration of the JSS in combination with other instruments. Data collection took place in human services, public, and nonprofit sector organizations including community mental health centers, state psychiatric hospitals, state social service departments, and nursing homes. Three of the samples include participants from the same organization with data collection occurring 12 and 18 months apart.

According to Spector (1985), internal consistency reliability with a coefficient alpha was calculated for a sample of 2,870 participants for the JSS subscales and total scale. The coefficient alpha was above .5 for all of the subscales and total scales. Each subscale had a coefficient alpha above .7 except two and the total scale coefficient alpha was .91. For part-whole correlations r was greater than .26, which was deemed as acceptable. Test retest reliability was conducted on the same sample 18 months apart. The sample included 43 participants. Correlation coefficients ranged from .37 to .74 for the subscales and was .71 for the total scale.

Spector (1985) suggests a shorter time span would result in higher results, however, with 18 months between the retest, the scores received are relatively high. In addition to the coefficient alpha and test-retest reliability data, data represents statistical norms for the JSS based on employees from numerous organizations in the southeastern United States. Single missing items within a subscale were replaced by the mean response of the other three items in the scale (Spector, 1985).

Spector (1985) explains a multitrait-multimethod analysis, intercorrelations among subscales, and factor analysis led to concluding that discriminant and convergent validity exist for the JSS. A multitrait-multi-method analysis of the JSS and Job description index (JDI) provides evidence for discriminant and convergent validities. With a magnitude of .61 to .80, validity correlations between equivalent subscales from the JSS and job description index were significantly larger than zero. The correlation values were all higher than correlations between non-corresponding subscales of other instruments presented in the hetero-trait, hetero-method triangles. According to Spector (1985), validity correlations were also higher than the intercorrelations among subscales within each instrument as presented in the hetero-trait, mono-method triangles. Lastly, the pattern of interrelationships among subscales for both instruments were consistent and ranged between .20 and .37 with the exception of one correlation from each instrument. Discriminant validity implies that the JSS measures distinct facets of job satisfaction. Correlations for discriminant validity ranged from .11 to .59 with a median of .35. The following section describes the Anticipated Turnover Scale.

Anticipated Turnover Scale

Hinshaw, Atwood, Gerber, and Erickson (1985) explain the Anticipated Turnover Scale (ATS) represents the intent to leave variable. The anticipated turnover scale created by Hinshaw and Atwood (1984) is a 12-item instrument. For this study, questions 56-67 encompass the ATS. Specific questions for the ATS include statements regarding the consideration of leaving the current job as well as the immediacy of leaving the job. Each statement affirms planning to remain with the organization or affirms leaving the position. Questions include words associated with a timeline such as immediately, shortly, a while, or no idea of a time frame. For example, question 53 states, “I plan to stay in my position for a while.” Conversely, question 54 states, “I am quite sure I will leave my job in the foreseeable future." Responses from each question will be calculated to formulate a score for intent to leave.

Scoring the ATS. According to Hinshaw and Atwood (1984), responses to the statements range from strongly disagree (7) to strongly agree (1) with seven Likert scale options. Both positively and negatively worded items appear equally throughout the scale. Questions 53, 55, 58, 60, 61, and 62 are negatively worded. Negatively worded items in which participants respond strongly agree will receive a score of 1 and a response of strongly disagree will receive a score of 7. Hinshaw and Atwood (1984) suggest scoring participants' response of strongly agree as 7 and a strongly disagree as 1 for positively worded questions. In computing a score, all response items should be added, and the total should be divided by the number of items on the instrument resulting in a mean score for the anticipated turnover scale.

Missing Data for ATS. For missing data, the mean imputation-based method served as the method for replacing missing data. The average score of the answered responses served as an average for the missing data. For example, if question 58 was unanswered, the average score of the answered ATS questions served as the score for question 58. Only 1 participant survey in this study was missing question responses to the ATS questions. Two questions were unanswered and the mean score for the answered questions replaced the missing values. Previous studies conducted present reliability and validity scores for the ATS.

Validity and Reliability of ATS. With a sample of 1,597 nursing staff, Hinshaw et al. (1985) tested the reliability and validity of the ATS. Participants of the study included registered nurses, licensed practical nurses, and nursing assistants from Arizona. Results of the study produced a Cronbach's alpha of .84 for reliability. An exploratory factor analysis and principal components analysis provided a construct validity estimate yielding two factors and explaining 54.9% of the variance.

Barlow and Zangaro (2010) conducted a meta-analysis of 12 studies in which researchers utilized the ATS. Studies included five articles, five dissertations, one pilot study, and one unpublished research study. Studies conducted ranged from 1990-2008 and encompassed a total of 2,442 participants combined for the 12 studies. The overall mean reliability for the ATS across samples was .89. The reliability estimate for the 12 studies exceeded the original reliability estimate of .84 in Hinshaw et al.'s (1985) original study.

According to Barlow and Zangaro (2010), construct validity was confirmed through conducting correlations between the ATS and four job satisfaction measures. Using seven studies with a combined sample of 1,652 registered nurses, the overall mean validity coefficient was -0.529. Thus, showing an inverse relationship between job satisfaction and anticipated turnover. The inverse relationship implies as job satisfaction increases, anticipated turnover decreases and as job satisfaction decreases, anticipated turnover increases. Ensuring reliability and validity of the anticipated turnover scale assisted the researcher in taking measures to ensure the instrument for the current study remains reliable and valid. See Appendix C for permission to use the instrument. The next section describes the data collected from questions included on the survey instrument.

Description of Survey Instrument Questions

Questions 1-3 include screening criteria questions for participation in the study. Demographic questions include questions 4-10 on the survey. Demographic questions four, five, seven, and eight use ordinal data and questions six, nine, and ten use nominal data. According to Phillips, Phillips, and Aaron (2013), ordinal data refer to variables with rank order groupings along one dimension. Ordinal data responses constitute the number in order of priority, preferences, or performance of a set of categorical choices. Additionally, the distance between the responses do not have meaning. Nominal data refers to data considered categorical or identified by a name with more than two categorical possibilities (Field, 2013). Nominal data are discrete and have no numerical value (Phillips et al., 2013).

Questions 11-19 of the survey assess professional development received and the perceived value of professional development. Data collected from questions 11-15 are nominal multiple-choice questions in which multiple options are available for selection. Data from questions 16 and 18 of the survey use a six-point Likert scale and are ordinal data. Questions 17 and 19 of the survey are open-ended questions. Questions 20-55 of the survey assess job satisfaction. These questions use a six-point Likert scale and include interval data. Questions 56-67 of the survey assess intent to leave, use a seven-point Likert scale, and are considered interval data. The following section explains the survey map used for the study.

Survey Map

The survey map in Table 2 shows the alignment between the survey questions and research objectives and indicates the origin of the survey questions. Questions 1-3 include screening questions to ensure respondents meet participation criteria. Questions 4-10 align with RO1. The demographic section includes multiple choice questions with an option to select “other” and specify if the options available are not applicable. Following the demographic questions is the section related to professional development. Questions numbered 11-19 include a combination of multiple choice and short answer options. Questions 11-19 provide data for RO2 and RO3. The next section of the instrument, questions 20-55, encompass questions from the Job Satisfaction Survey (JSS). Questions from the job satisfaction section provide data for RO3, RO5, and RO6. The last section on the survey includes the Anticipated Turnover Scale and encompasses questions 56-67. These questions provide data to assess participants’ intent to leave as well as data for RO4, RO5, and RO6.

Table 2

Survey Map

Research Objectives	Survey Questions	Origin of Questions
Screening Questions	1-3	Researcher Created
RO1- Describe the demographics of participants in the study including years of experience in the field, number of years in current position, type of institution, size of institution, highest level of education completed, ethnic affiliation, and gender.	4-10	Demographics
RO2- Describe available professional development opportunities and professional development opportunities in which respondents participate.	11-15	Recruitment and Retention of Resident Directors

Continued

Table 2 (Continued)

Research Objectives	Survey Questions	Origin of Questions
RO3- Determine the relationship between the perceived value of professional development and job satisfaction.	16-19	Researcher Created
	20-55	Job Satisfaction Survey
RO4- Determine the relationship between the perceived value of professional development and intent to leave.	16-19	Researcher Created
	56-67	Anticipated Turnover Scale
RO5- Determine the relationship between job satisfaction and intent to leave.	20-55	Job Satisfaction Survey
	53-67	Anticipated Turnover Scale
RO6- Compare the influence of the perceived value of professional development and job satisfaction on intent to leave.	16-19	Researcher Created
	20-55	Job Satisfaction Survey
	56-67	Anticipated Turnover Scale

Data Collection Procedures

The data collection section of a dissertation outlines precise steps taken to obtain data from participants (Lunenberg & Irby, 2008). For this quantitative study, the researcher explains the use of a pilot study to ensure the combination of survey instruments utilized to collect data for this study remains easy to navigate and understandable for respondents. Additionally, the survey distribution process and methods to increase response rates are described. The researcher also discusses the data analysis process, validity of research design, IRB approval, confidentiality of participants, and the storing and disposition of data. The following section details the pilot study.

Pilot Study

Prior to distributing the survey to the target population, the researcher conducted a pilot test for the survey instrument. Fink (2003) explains a pilot test allows the researcher to test an instrument prior to finalization. The objective of a pilot test is to simulate using the survey instrument in the intended setting. The pilot test instrument asked participants if the questions were easy to understand, the approximate time the survey took to complete, if the survey was taken with a cell phone, if there were problems using the cell phone, and suggestions for improving the survey. These questions were included at the end of the survey. Appendix B provides a copy of the pilot test survey questions.

Participants in the pilot test included 7 individuals not identified as the target population. Following Fink's (2003) method for conducting a pilot test, participants of the pilot test encompassed individuals that would qualify as a sample of the target population. A network of housing and residence life professionals in regions outside of the study's target region was contacted via text message and GroupMe to request potential participants for participation in the pilot study.

The researcher utilized personal connections (via social media and phone) with professionals in regions outside of the study's target regions and asked for assistance recruiting participants for the pilot study. After receiving confirmation of participation, the researcher sent an introductory email with the survey link to the network of professionals who agreed to participate via email. After receiving feedback, the researcher determined the survey took approximately 10-15 minutes to complete. There were a small number of word changes made to clarify the questions. Also, the type of response for opened-ended questions was changed to allow participants to view their full response in the text box while typing. Survey distribution occurred after completing appropriate changes on the survey resulting from the pilot study.

Survey Distribution

Emails were used as the method in which to introduce the study to participants and provide information about the study including an introduction to the researcher, guarantee of confidentiality, criteria for participation in the study, time required for survey instrument completion, and purpose of intended utilization of data collected. The researcher used a university student email account to send the introductory emails with the survey link. Previous researchers such as Borque and Fielder (2003) and Dillman (2007) suggest sending letters in advance to introduce the study. For this study, email was the method to introduce the study as well as the delivery method for delivering the survey to participants.

Increasing Response Rate

Dillman, Smyth, and Christian (2014) affirm the use of sponsors as contributing to higher response rates. Specifically, they state that government and university sponsorship generally result in higher response rates. In preparation for distributing the survey, the researcher identified a contact person from institutions in the study’s target regions. Depending on the sponsor’s preference, the researcher either sent emails to the sponsor requesting the sponsor send potential participants the introductory email and survey link for the study. Alternatively, the researcher sent the introductory email and survey directly to participants whose email was provided by the sponsor.

The link to the survey was included in the introductory email. Once the link to complete the survey was clicked, participants were provided with a page that described details of the study and consent to participate in the study. By selecting yes on the consent form, participants were able to complete the survey. As suggested by researchers (Archer, 2007; Borque & Fielder, 2003; Dillman, 2007; Dillman et al. 2014), reminders to complete the survey were sent four days after the initial survey. Appendix D includes the introductory email, follow up email, and social media messages sent to participants.

Dillman et al. (2014) explains the use of multiple modes of contact as contributing to an increased response rate. Adhering to the suggestion of using multiple modes of contact, the researcher used GroupMe and Facebook as modes to encourage participation as a secondary recruitment strategy in addition to email. Social media platforms such as Facebook and GroupMe encompass affinity groups in which groups of people with common goals or identities communicate. Because the study response rate was less than 75% of the targeted sample size, on the 7th day the researcher posted an invitation to participate in the study on the social media platforms.

The researcher used the following social media affinity groups: DFW BLK SAP, NHTI 2018 Michigan State University (MSU), and Black Women in Higher Ed via GroupMe as well as Residence Life Professionals and BLK SAP via Facebook to recruit additional participants.

Phillips et al. (2013) and Dillman et al. (2014) discuss the significance of offering incentives to encourage participation in surveys. Dillman et al. (2014) state that incentives are an effective way of improving response rate. Participants may feel they are returning a favor by completing the survey in exchange for an incentive. Participants received an opportunity to submit their name and email address at the end of the survey to win one of four $25 Amazon gift cards.

The researcher used excel to enter the names and emails provided for entrance into the drawing. Using the random index function in excel, four names were randomly generated and identified as winners. The researcher's dissertation committee chair served as a witness present when selecting winners. Four winners received an email directly from Amazon with the Amazon gift card attached. Also, the researcher sent an email informing the participants they won, that Amazon would send the gift card, and asked for confirmation of receipt of the gift card. Two participants confirmed receiving the gift card.

Conducting Data Analysis

After receiving completed surveys, the researcher analyzed the data. IBM's Statistical Package for the Social Sciences (SPSS) was the statistical tool selected to conduct an analysis for this study. Fink (2003) explains statistics involve the mathematics of organizing and interpreting numerical information. Outcomes of statistical analysis encompass descriptions, relationships, comparisons, and predictions. Participant responses serve as the means in which to make conclusions based on the research objectives. Table 3 provides a timeline for data collection procedures which began after receiving IRB approval. The following section describes validity of the research design.

Table 3

Data Collection Procedures

Week	Task
Week 0	Received IRB approval
Week 1 Day 1	Provided sponsors with introductory email and survey link to send to participants; For emails previously provided, the researcher sent the introductory email and survey link directly to participants
Day 4	Sent 1st survey reminder email
Day 7	Sent invitation to participate and survey link to Facebook and GroupMe closed affinity groups (Since the response rate was less than 75% of target sample size)
Week 2 Day 6	Conducted analysis using SPSS
Week 3	Drew names and distributed Amazon gift cards (Committee chair was present)
Week 3	Created written analysis of data collected

Validity and reliability of Research Design

Validity ensures that research is credible and takes proper actions for intended measures to occur. Shadish, Cook, and Campbell (2002) define validity as a reference to inference and having evidence that the inference is correct. External validity addresses the ability to generalize an outcome to other individuals, locations, or areas that were not included in the study. In order to control for threats to external validity in this study, the target population included varied institutions. For example, institutions in the southwestern and southeastern regions include small, large, public, private and varied organizational structures.

Statistical conclusion validity (Shadish et al., 2002) or conclusion validity (Trochim, 2006) assesses whether variables covary and the significance of their covariation. Statistical conclusion validity is essential when assessing the relationship between variables (Trochim, 2006). According to Shadish et al. (2002) and Trochim (2006), a Type I or Type II error can occur. A Type I error occurs when a conclusion is made that cause and effect covaries, when in reality it does not. Type II error happens when there is a conclusion that cause and effect does not covary, when in reality it does.

Utilizing a pilot test for the survey instrument assists in ensuring clarity and understanding of questions, thus helping in establishing the validity of the questions. To assist with statistical conclusion validity, the sample of participants should be homogenous in areas that relate to the desired outcomes (Shadish et al., 2002). Homogeneity of characteristics helps minimize the validity threat of heterogeneity of units (respondents). To limit threats of heterogeneity for this study, participants in the target population and sample must work in a live-in residence life position and supervise Resident Assistants.

Internal validity focuses on the extent in which covarying variables reflect a causal relationship based on the way in which the variables were manipulated or measured (Shadish, Cook, & Campbell, 2002). To show internal validity exists, one must assure that the covariation occurs and there are no other reasonable explanations for the relationship. One threat to internal validity is attrition. For the current study, the length of the instrument poses the risk of participants not completing the entire survey. To circumvent attrition, a pilot test was conducted to determine the average time to complete the survey. When the survey was distributed to participants, the researcher informed participants the survey completion time was approximately 10-15 minutes. Also, an opportunity to win Amazon gift cards were offered as an incentive for completing the survey.

Shadish Cook, and Campbell (2002) identifies instrumentation as a threat to internal validity. The threat of instrumentation results when a change in the measuring instrument occurs over time. To limit the threat of instrumentation, instruments used for this study were validated instruments. Additionally, a pilot test was used to ensure clarity and understanding of the instrument was clear for participants.

Laerd (2018) explains Cronbach’s alpha is commonly used to measure internal consistency, a measure of reliability. Cronbach’s alpha is commonly used for instruments with numerous Likert scale questions that form a scale or subscale. Calculating a Cronbach’s alpha helps determine the reliability of the instrument. Higher values for Cronbach’s alpha imply better internal consistency. Laerd (2018) acknowledges different sources may identify various numbers for what constitutes a high level of internal consistency. However, Laerd (2018) cites all recommended values are .7 or higher. A Cronbach’s alpha was calculated for the reliability of the instrument for this study. The researcher calculated a Cronbach alpha for each of the three subscales (professional development, job satisfaction, and intent to leave) as well as a Cronbach alpha for the combined survey instrument. The Cronbach alpha for the combined instrument in this study was .705. Table 4 below displays the calculated Cronbach alpha for the three subscales (professional development, job satisfaction survey, anticipated turnover scale) and for the combined subscales used to comprise the survey instrument for the current study. Each of the subscale Cronbach alpha and the Cronbach alpha of the combined survey instrument met the suggested criteria of .7 or higher. Conducting research requires following guidelines to ensure ethical research occurs. While validity focuses on data collection methods, IRB approval ensures participants of the study receive proper treatment (Roberts, 2010).

Table 4

Cronbach's Alpha

Subscale	Cronbach's Alpha	Number of Items
Professional Development	0.779	2
Job Satisfaction Survey	0.937	36
Anticipated Turnover Scale	0.926	12
3 Combined Subscales	0.705	50

IRB Approval

Institution Review Boards (IRBs) serve as a policy enforcer for individuals attempting to conduct research using people as their target population of the study. According to Roberts (2010), IRBs are comprised of members that review proposals and grant approval to conduct research at institutions. The main role of the IRB is to protect participants of research studies from ethical issues and harm. According to Roberts (2010), in order to collect data directly from individuals, a proposal must be submitted to the IRB before conducting the study. Researchers must receive approval from the IRB committee prior to collecting data.

The process of obtaining consent, explanation of participant recruitment, methods to protect confidential information, and a detailed and comprehensive explanation of the study are necessary for the proposal. Expedited review and full review are two types of requests typically made to the IRB committee. An expedited review takes place when "there is minimal risk to the participants, psychologically, physically or socially" (Roberts, 2010, p. 32). Overall, the IRB process ensures adherence to clear ethical standards and principles for human subjects. Appendix E provides a copy of the IRB approval. In addition to minimizing risks of participants, researchers are also responsible for maintaining confidentiality of participants.

Confidentiality

Roberts (2010) emphasizes the responsibility of researchers to maintain confidentiality of participants. Researchers should provide participants information regarding the use of data collected from them or about them and assure participants data is confidential. For this study, names of participants were not revealed. However, participants who desired to enter the drawing for the Amazon gift cards entered their name at the end of the survey. Participant names were not associated with any data or used in reporting data. Additionally, names of participants or institutions are not included in the study's results or conclusions. In order to ensure confidentiality of data, the researcher confirms storage of data in a secure location.

Storing and Disposition of Data

The researcher agrees to store collected data electronically, via Qualtrics and SPSS. Data is password protected. The researcher and their committee members are the only people with the ability to access the data. Collected data will be kept for three years for the sole purpose of research dissemination through academic publications or presentations. After the three-year period, data will be deleted from Qualtrics and SPSS.

Data Analysis

Roberts (2010) explains that the data analysis section allows the researcher to explain how data is analyzed and the rationale for selecting a particular analysis method. This quantitative study provides descriptive and inferential statistical tests. The assumptions of the statistical tests, statistical significance level, and an explanation of each test for the research objectives are outlined in Chapter Four. The following sections includes the data analysis plan which outlines the statistical analysis performed for each research objective.

Fink (2003b) describes an analysis plan as a description of the planned analysis for each survey objective, hypothesis, or research question. The data analysis plan in Table 5 provides a breakdown of the research objectives and the survey instrument questions utilized to meet the objectives, variables, scale of measurement, and statistical tests. This data analysis plan assisted the researcher in collecting appropriate data and perform aggregate analysis for each research objective.

Table 5

Data Analysis Plan

Research Objective	Survey Questions	Items	Scale	Statistical Test
RO1	4	Years in the field	Ordinal	Frequency distribution
	5	Years in current position	Ordinal	Frequency distribution

Continued

Table 5 (Continued)

Research Objective	Survey Questions	Items	Scale	Statistical Test
	6	Highest Education Level	Ordinal	Frequency distribution
	7	Type of Institution	Nominal	Frequency distribution
	8	Size of Institution	Nominal	Frequency distribution
	9	Ethnic Affiliation	Nominal	Frequency distribution
	10	Gender	Nominal	Frequency distribution
RO 2	11	Professional Development Opportunities Available	Nominal	Frequency distribution
	12	Professional Development Respondent Participate	Nominal	Frequency distribution
	13	Frequency of Professional Development Participation	Nominal	Frequency distribution
	14	Training Received	Nominal	Frequency distribution
	15	Frequency of formal training received	Nominal	Frequency distribution
	17, 19	Professional Development Rating Explanation	Nominal	Descriptive
RO3	20-55	Job Satisfaction	Interval	Spearman's rho
	16, 18	Professional Development	Ordinal	
RO4	56-67	Intent to Leave	Interval	Spearman's rho
	16, 18	Professional Development	Ordinal	

Continued

Table 5 (Continued)

Research Objective	Survey Questions	Items	Scale	Statistical Test
RO5	56-67	Intent to Leave	Interval	Pearson r
	20-55	Job Satisfaction	Interval	
RO6	16,18	Professional Development	Ordinal	Two Way ANOVA
	20-55	Job Satisfaction	Ordinal	
	53-64	Intent to Leave	Interval	

Summary

Included in this chapter is an overview of the research design, population and sampling, instruments, data collection procedures, IRB approval, increasing response rate, validity, and data analysis. This non-experimental study uses a correlational research design. The study assesses the relationship between the perceived value of professional development, job satisfaction, and intent to leave. A combination of instruments including Resident Director Recruitment and Retention survey, Job Satisfaction Survey, Anticipated Turnover Scale, and questions created by the researcher assisted the researcher in collecting data to meet the objectives of the study. Chapter Four includes the results of the study. Chapter Five includes findings, conclusions, recommendations, discussion, future research, limitations and delimitations.

CHAPTER IV – RESULTS OF THE STUDY

Chapter Four provides results of the study. Within this chapter, an explanation of each research objective is explained. Also, each section describes the statistical analysis conducted as well as criteria to meet the assumptions of the statistical test. Tables and figures are utilized to provide visual representation for the data results.

Research Objective 1:

Describe the demographics of study participants including years of experience in the field, number of years in current position, type of institution, size of institution, highest level of education completed, ethnic affiliation, and gender.

Frequency distributions were utilized to analyze the demographic data for the current study. The frequency distribution shows the frequency, percent, and cumulative percent for responses to each question. A frequency distribution presents a visual of how many times each variable occurs (Field, 2013). Therefore, the frequency distribution simply provides a breakdown of the demographic information including years of experience in the field, number of years in current position, highest level of education completed, type of institution, size of institution, ethnic affiliation, and gender, as well as how often each occurs. Tables 6-12 display analysis of results for each demographic item.

Years of Experience in the Field. The number of years in the field ranged from 2 months to more than 6 years. The largest group of professionals working in the field were between 3 and 4 years encompassing 42.7% of participants. Of the 131 participants, 4.6% have less than 1 year of experience in the field of student affairs. Specifically, data revealed that of the 6 participants who selected “other”, three participants have worked in the field for 2 months, and one individual has worked for 3 months, 4 months, and 7 months respectively. Approximately 19.8% of participants have worked in the field from 1 year-2 years, 19.8% have worked in the field 5 years-6 years, and 13% have worked in the field for more than 6 years.

Table 6

Years of Experience in the Field

Years in the field	Frequency	Percent	Cumulative Percent
3 Years-4 Years	56	42.7	42.7
1 year-2 Years	26	19.8	62.5
5 Years-6 Years	26	19.8	82.3
More than 6 Years	17	13	95
Less than 1 Year	6	4.6	4.6
Total	131	100	

Years in Current Position. The number of years in the current position ranged from 1 month to more than 6 years. Over one fourth of participants reported employment in the current position less than one year. Forty-one out of the 131 participants have worked in their current position less than 1 year. For these individuals, the time in their current position ranged from 1 month to 8 months. In reviewing results of number of years in the current position, 31.3% have worked in their current position for less than 1 year. Of the participants who stated they have worked in their current position for less than 1 year, most participants have worked between 2 -3 months in their current position. Participants working in their current position for 1-2 years account for 38.2% of participants, 3-4 years in the current position account for 34.4% of participants, 5-6 years account for 3.8% of participants, and more than 6 years account or 3.8% of participants. Table 7 shows a frequency distribution table for number of years in the current position.

Table 7

Number of Years in current position

Years in current position	Frequency	Percent	Cumulative Percent
1 year-2 Years	50	38.2	38.2
Less than 1 Year	41	31.3	31.3
3 Years-4 Years	32	24.4	55.7
5 Years-6 Years	5	3.8	59.5
More than 6 Years	3	2.3	61.8
Total	131	100	

Type and Size of Institution. In describing the participants in regard to type of institution for employment, most participants, 76.3% reported employment in a public institution. The remaining participants, 23.7%, reported employment in a private institution. Additionally, 42% of participants work at a large institution which serves more than 15,000 students. Participants employed by medium sized institutions which serve 5,001-15,000 students encompass 40.5% of participants, and small institutions, which serves less than 5,000 students encompass 16.8% of participants of the study. Tables 8 and 9 present the frequency distribution for type of institution and size of institution respectively.

Table 8

Type of Institution

Type of Institution	Frequency	Percent	Cumulative Percent
Public	100	76.3	76.3
Private	31	23.7	100
Total	131	100	

Table 9

Size of Institution

Size of Institution	Frequency	Percent	Cumulative Percent
Large (More than 15,000 students)	56	42.7	42.7
Medium (5,000-15,000 students)	53	40.5	83.2
Small (Fewer than 5,000 students)	22	16.8	100
Total	131	100	

Ethnic Affiliation. For ethnic affiliation, the opportunity to select multiple options was provided to participants. The largest ethnic affiliation with 59.5% of the sample identifies as white/Caucasian/European American. The second largest group which reflect 22.1% of participants include individuals who identify as African American/Black. Participants who identify as Hispanic/Latino/Spanish origin include 7.6% of the sample, and .8% of participants identify as Native American Tribal affiliation, Asian and White/Caucasian American, Asian, African American/Black and Hispanic/Latino/Spanish origin, and African American/Black and Asian. Participants who identify as African American/Black and White/Caucasian American include 2.3% of participants, 3.1% of participants identify as Hispanic/Latino/Spanish origin and White/Caucasian American, and 1.5 % of participants selected other. Participants who selected other identified themselves as mixed race and multiracial. Table 10 displays the frequency table for ethnic affiliation.

Table 10

Ethnic Affiliation

Ethnic Affiliation	Frequency	Percent	Cumulative Percent
White/Caucasian/European American	78	59.5	59.5
African American/Black	29	22.1	81.6
Hispanic /Latino/Spanish Origin	10	7.6	89.2
Hispanic /Latino/Spanish Origin, White/Caucasian/European American	4	3.1	92.3
African American/Black, White/Caucasian/European American	3	2.3	94.6
Other	2	1.5	96
Asian	1	0.8	96.9
Native American/Tribal Affiliation	1	0.8	97.7
African American/Black, Asian	1	0.8	98.5
African American/Black, Hispanic, Latino/Spanish Origin	1	0.8	99.3
Asian, White/Caucasian/European American	1	0.8	100
Total	131	100	

Gender and Highest Level of Education Completed. For this study, most participants were female. The study included 67.7% female participants, 31.3% male participants and 1.5% of participants who identify as other. Individuals who selected other as their gender, identified as non-binary. For highest level of education completed, 80.2% of participants completed a master's degree, 16 % completed a bachelor's degree, 1.5% completed a doctoral degree, .8% completed an associate degree and a High School Diploma, and .8% selected other. The participant who selected other, informed that they have two master's degrees. The demographics of this study reveal a diverse sample of participants in regard to years of experience, institutions represented, educational level, ethnic affiliation, and gender. The following section describes Research Objective 2. Tables 11 and 12 provide the frequency distribution for gender and highest level of education completed.

Table 11

Gender

Gender	Frequency	Percent	Cumulative Percent
Female	88	67.2	67.2
Male	41	31.3	88.5
Other	2	1.5	100
Total	131	100	

Table 12

Education Level

Education Level	Frequency	Percent	Cumulative Percent
Master's Degree	105	80.2	80.2
Bachelor's Degree	21	16	96.2

Continued

Table 12 (Continued)

Education Level	Frequency	Percent	Cumulative Percent
Doctoral Degree	2	1.5	97.7
High School Diploma	1	0.8	98.5
Associate Degree	1	0.8	99.3
Other	1	0.8	100
Total	131	100	

Research Objective 2:

Describe available professional development opportunities and professional development opportunities in which respondents participate.

Descriptive statistics help explain the data for RO2. For questions 11-15 of the survey, frequency distributions display the frequency in which responses occur and the percent for each question. Additionally, the cumulative percent of each is provided. The following sections provide explanations of results for professional development and formal training.

Professional Development Available. In order to identify professional development opportunities available, each participant selected professional opportunities available at their institution. A total of 131 participants responded to this question. Most participants reported the availability of conference attendance at their institution. The least reported professional development opportunity availability included mentorship. For conference attendance, 121 participants reported the availability of conferences as a professional development opportunity. Presenting at conferences is another professional development opportunity in which 114 participants report available. Being a member of a professional organization was reported by 99 participants as an available professional development opportunity. Serving as a member of a committee is a professional development opportunity available for 103 participants, 94 participants have the opportunity to serve on an institutional committee, and 64 participants identified the availability of a mentor as a professional development opportunity.

Eleven respondents selected “other” for professional development opportunities available. Respondents who selected “other” identified institutional courses, webinars, workshops, institutes, reading books, structured training sessions and classes through their university training department, serving as a chair of a departmental committee, campus focused training and development opportunities available via Canvas and HR websites, and supervising graduate students as professional development opportunities available. Additionally, one participant revealed that conference attendance is available. However, attendance is not always fully funded. Another participant stated they are not sure if professional development opportunities are available. Only one participant stated that there are no professional development opportunities available. Table 13 reflects professional development opportunities available for participants.

Table 13

Professional Development Opportunities Available

Professional Development Opportunities (Available)	Frequency	Percent	Cumulative Percent
Attend Conferences	121	20	20
Present at Conferences	114	18.8	38.8
Member of Professional Organization	99	16.3	55.1
Member of Committee	103	17	72.1
Member of Institutional Committee	94	15.5	87.6

Continued

Table 13 (Continued)

Professional Development Opportunities (Available)	Frequency	Percent	Cumulative Percent
Mentor	64	10.6	98.2
Other	11	1.8	100
Total	606	100	

Professional Development in which Respondents Participate. While the availability of professional development opportunities is important, professional staff must take advantage of the opportunities to determine the success of them. Attending conferences, is the most utilized professional development opportunity. For attending conferences, 115 of the 131 participants participate in this type of professional development. The difference between the number reported for conference attendance availability and participation is only 6. Therefore, professionals are utilizing the opportunity to attend conferences for professional development. Of the 114 respondents that reported the availability of presenting at conferences, only 63 of them acknowledge that they present at conferences. In comparing the number of participants who stated membership in a professional organization was available at their institution, 75 out of the reported 99 actually serve as members of a professional organization. Serving as a member of a committee encompasses 88 participants out of the 103 who reported the opportunity to serve on a committee. Membership of an institutional committee serves as a utilized professional development opportunity for 56 of the 94 respondents who identified this opportunity at their institution. Participants who use mentorship as professional development include 36 of the 64 respondents who reported mentorship opportunities.

Nine respondents selected “other” for professional development opportunities in which they participate. Respondents who selected “other”, identified webinars, books, structured training sessions and classes through their own university training department, serving as the chair of a departmental committee, Social Justice Ally Training Facilitator, Multicultural Leadership Summit Facilitator, National Coalition Building Institute, National Housing Training Institute, writing publications for SEAHO & ACUHO-I, and professional development workshops as professional development opportunities in which they participate. One respondent informed that if financial support is not provided to attend conferences, they do not participate in this type of professional development opportunity. However, the respondent stated during the summer they read books assigned by the director of the department. Another participant stated there are no professional development opportunities provided by the department. Table 14 reflects the professional development opportunities in which respondents participate.

Table 14

Frequency in Which Respondents Participate in Professional Development Opportunities

Professional Development Opportunities (Participate)	Frequency	Percent	Cumulative Percent
Attend Conferences	115	26	26
Present at Conferences	63	14.3	40.3
Member of Professional Organization	75	17	57.3
Member of Committee	88	19.9	77.2

Continued

Table 14 (Continued)

Professional Development Opportunities (Participate)	Frequency	Percent	Cumulative Percent
Member of Institutional Committee	56	12.7	89.9
Mentor	36	8.1	98
Other	9	2	100
Total	442	100	

In assessing the frequency in which respondents participate in professional development most respondents, 36.6% participate in professional development opportunities on a monthly basis. Participation in professional development opportunities semiannually and annually reflected the lowest response rate, 10.7% for those that participate in professional development opportunities. Of the 131 respondents, 48 participants reported they receive professional development monthly. A total of 30 participants reported receiving professional development weekly, 20 participants reported participating in professional development quarterly, 14 reported participating in professional development semi-annually and annually, and 5 participants reported never participating in professional development. Table 15 provides the frequency table for professional development opportunities in which respondents participate.

Table 15

Frequency in Which Respondents Participate in Professional Development Opportunities

Occurrence	Frequency	Percent	Cumulative Percent
Monthly	48	36.6	36.6
Weekly	30	22.9	59.5
Quarterly	20	15.3	74.8
Semi-Annually	14	10.7	85.5
Annually	14	10.7	96.2
Never	5	3.8	100
Total	131	100	

Formal Training Received. In assessing formal training as contributing to professional development most respondents reported receiving job specific training. Of the 131 respondents, 115 participants reported receiving job specific training. Additionally, respondents were asked about training outside of the job, but contributing to the job (i.e. diversity and inclusion, CPR, suicide prevention). Of the 131 participants, 102 respondents reported receiving training in areas outside of the job but contributing to the job. The number of respondents receiving career development and personal development were the same and included 43 respondents. Receiving academic development as a part of training was reported by the least number of respondents with only 11 respondents reporting receiving academic development. Two respondents selected “other” for type of training received. One of the respondents who selected “other” for training received reported that no training is provided. A second respondent who selected “other” for training received reported that their military training carries over into their current position. Table 16 presents the frequencies for types of training respondents receive.

Table 16

Type of Training Respondents Receive

Areas of Training	Frequency	Percent	Cumulative Percent
Job Specific	115	36.4	36.4
Outside of job/contributing to job	102	32.3	68.7
Career Development	43	13.6	82.3
Personal Development	43	13.6	95.9
Academic Development	11	3.5	99.4
Other	2	0.6	100
Total	316	100	

A total of 129 respondents reported the frequency in which they receive formal training for their position in the organization. For annual and monthly training, the number reported were approximately the same with 35 respondents receiving training annually and 36 respondents receiving training monthly. The difference between respondents receiving training quarterly and semi-annually was minimal with 23 respondents receiving training quarterly and 28 respondents receiving training semi-annually. Only 3 respondents reported receiving training on a weekly basis. Four respondents selected “other” for frequency in which respondents receive formal training. One of the respondents who selected “other” for frequency of training received reported that no training is provided. A second respondent who selected “other” for frequency of training received reported that training is only provided when the professional staff member is hired. Table 17 displays the frequency distribution table for the frequency in which formal training is received.

Table 17

Frequency in Which Respondents Receive Training

Occurrence	Frequency	Percent	Cumulative Percent
Monthly	36	27.5	27.5
Annually	35	26.7	54.2
Semi-Annually	28	21.4	75.6
Quarterly	23	17.6	93.2
Other	4	3.1	96.3
Weekly	3	2.3	98.6
Total	131	98.6	

Research Objective 3:

Determine the relationship between the perceived value of professional development and job satisfaction.

Spearman's rank order coefficient correlation is the statistical test used for determining the correlation between the perceived value of professional development and job satisfaction. According to Field (2013), Spearman's correlation coefficient, often referred to as Spearman rho and symbolized as *r(s),* is a non-parametric statistical test that utilizes order rank data. Spearman's rho calculates data by first ranking the data and then applying Pearson *r* correlation. Field (2013) explains that assumptions of a statistical test provide conditions that affirm the steps taken produce desired results thus allowing accurate interpretations. When assumptions are not correct, a violation occurs, and the statistical test and *p* value produce inaccurate results leading to inaccurate conclusions when interpreted at face value.

Assumptions of Spearman's rho. According to Laerd (2018), assumptions of Spearman's rho state the sample must include two variables that are measured on a continuous or ordinal scale, the two variables represent paired observations, and a monotonic relationship must exist between the two variables. In determining the scale of measurement for the variables, job satisfaction and intent to leave meet the criteria of ordinal or continuous data. The perceived value of professional development meets the criteria of ordinal scale data and job satisfaction meet the criteria of continuous scale data. Paired observations for the data include: the perceived value of professional development and job satisfaction, and the perceived value of professional development and intent to leave.

A monotonic relationship is assessed by using a scatterplot to visually view the relationship between two variables (Laerd, 2018). For a monotonic relationship to exist, the value of one variable must increase as the value of the second variable increases or as one value increases the second value must decrease (Laerd, 2018). Figures 3-5 below reflect visuals of the monotonic relationships between variables in the current study. Figure 3 shows a monotonic relationship between the perceived value of professional development and job satisfaction.

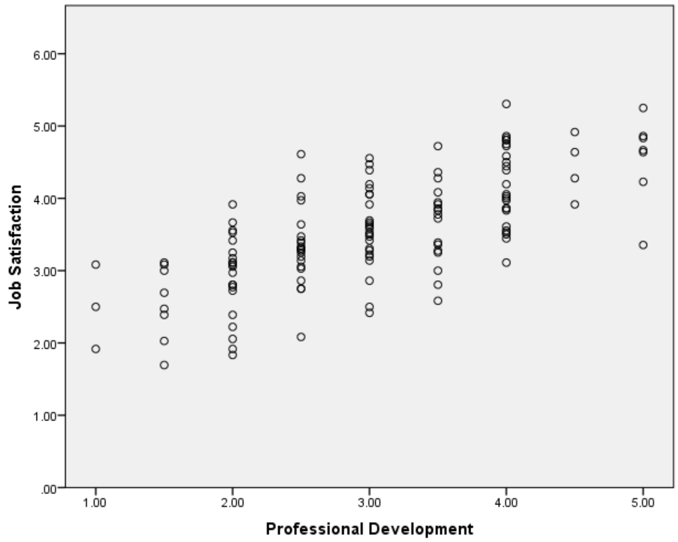

Figure 3. Professional Development and Job Satisfaction Monotonic Relationship

RO3 Results. Results for the perceived value of professional development include the median of responses from the 5-point Likert scale. For job satisfaction, the mean score from the 6-point Likert scale provide data for job satisfaction. According to Field (2013), an alpha level serves as the probability of error. Conventional criterion for alpha level is .05 which suggests a 5% probability of error, and 95% confidence level that results are accurate. For Spearman’s rho correlation, an alpha of .05 is utilized. With a confidence interval of 95% and an alpha of .05, results of the study are significant if the probability, also called the p value is less than the alpha of .05. In this case, results show a relationship between the perceived value of professional development and job satisfaction. The correlation coefficient ranges from -1 to 1 therefore, outcomes show positive or negative correlations (Field, 2013). The positive or negative sign of the correlation coefficient *r(s)* determines whether there is a positive or negative correlation between the variables.

Results of the correlation between the perceived value of professional development and job satisfaction reveal a positive correlation. This positive correlation is shown by the correlation coefficient of .711. The p value, .0001 which is less than the alpha of .05 reflects there is significance and the null hypothesis should be rejected. The null hypothesis for RO3 states that the correlation coefficient is not statistically different than zero, and there is no correlation between the perceived value of professional development and job satisfaction. The alternate hypothesis states that the correlation coefficient is statistically different than zero, and a correlation exists between the perceived value of professional development and job satisfaction. Based on the results of the Spearman's rho analysis, the null hypothesis will be rejected. Rejecting the null hypothesis suggests a correlation exists between the perceived value of professional development and job satisfaction. The positive correlation shows that as respondents find professional development more valuable (increased value) their overall job satisfaction increases *r (s)* (129) =.711, $p<.05$. Table 18 provides a visual depiction of data analysis results of the correlation between the perceived value of professional development and job satisfaction.

Table 18

Professional Development and Job Satisfaction Correlations

			Job Satisfaction
Spearman's rho	Professional Development	Correlation Coefficient	0.711
		Significance	0.000
		N	131

Research Objective 4:

Determine the relationship between the perceived value of professional development and intent to leave.

Spearman's rho test is selected to analyze the data for RO4. Data results for perceived value of professional development include the median of responses from the 5-point Likert scale. For intent to leave, the mean score from the 7-point Likert scale provide data for intent to leave. With a confidence interval of 95% and an alpha of .05, results of the study are significant if the correlation coefficient is less than the alpha of .05. In this case, results show a relationship between perceived value of professional development and intent to leave. The positive or negative sign of the correlation coefficient *r(s)* determines whether there is a positive or negative correlation between the variables. Figure 4 reflects a monotonic relationship between the perceived value of professional development and intent to leave which satisfies the assumption of monotonic relationships for spearman's rho tests.

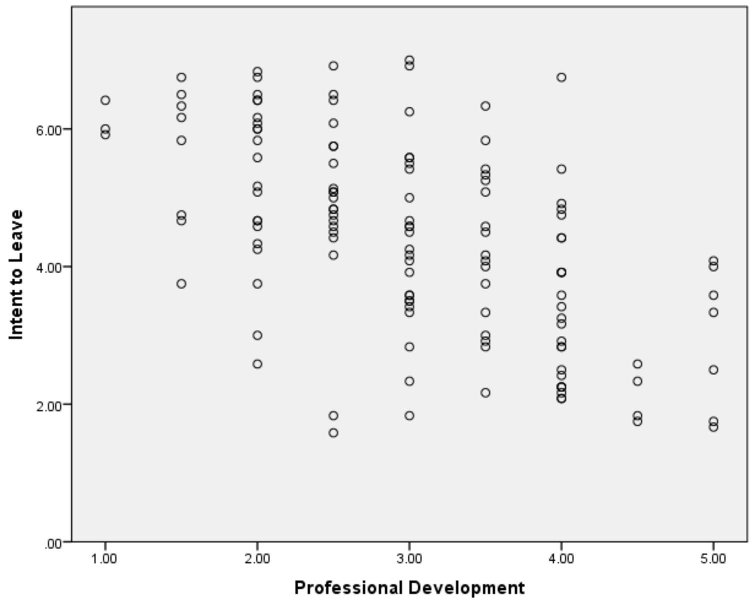

Figure 4. Professional Development and Intent to Leave Monotonic Relationship.

RO4 Results. Results of the correlation between the perceived value of professional development and intent to leave reveal a negative correlation between the perceived value of professional development and intent to leave. This negative correlation is shown by the correlation coefficient of -.583. The p value, .0002 which is less than the alpha of .05 reflects there is significance and the null hypothesis should be rejected. The null hypothesis for RO 4 states that the correlation coefficient is not statistically different than zero, and no correlation between the perceived value of professional development and intent to leave exists. The alternate hypothesis states that the correlational coefficient is statistically different from zero, and correlation exists between the perceived value of professional development and intent to leave. Based on the results of the spearman's rho analysis, the null hypothesis will be rejected. Rejecting the null hypothesis suggests a correlation exists between the perceived value of professional development and intent to leave. The negative correlation shows that as respondents find professional development more valuable (increased value) their intent to leave also decreases $r(s)\,(129) = -.583$ $p<.05$. Table 19 provides a visual depiction of data analysis results of the correlation between the perceived value of professional development and intent to leave.

Table 19

Professional Development and Intent to Leave Correlations

			Intent to Leave
Spearman's rho	Professional Development	Correlation Coefficient	-0.583
		Significance	0.000
		N	131

Research Objective 5:

Determine the relationship between job satisfaction and intent to leave.

Pearson product moment correlation coefficient, r will be used to analyze the data for RO5. According to Field (2013), Pearson r measures the strength and direction of relationship between pairs of continuous variables. The range of the correlation is -1 to 1 and the sign of the coefficient shows the direction of the relationship. A negative sign indicates a negative correlation and a positive sign indicates a positive correlation. Laerd (2018) describes assumptions of the Pearson r to include: the two variables are continuous (interval or ratio) data, the two variables are paired, a linear relationship exists between the two variables, there are no significant outliers, and normally distributed variables.

Pearson product moment correlation assumptions. Data for RO5 meet the first assumption which requires continuous variables. The variables job satisfaction and intent to leave are interval variables for RO5. Boone & Boone (2012), inform Likert scale data is analyzed as interval level data when a composite score such as sum, or mean is calculated for four or more Likert scale items. For the second assumption which require paired variables, job satisfaction and intent to leave serve as the paired variables. A linear relationship exists between job satisfaction and intent to leave, satisfying the third assumption. Figure 5 below illustrates the linear relationship.

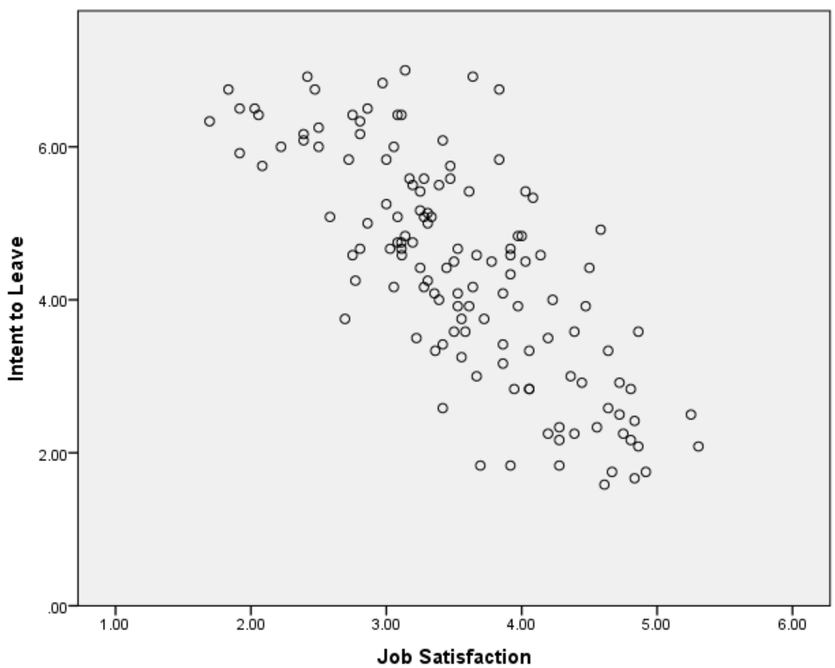

Figure 5. Linear relationship between job satisfaction and intent to leave.

For outliers, Laerd (2018) explains the use of box plots for determining whether outliers exist. Categories of outliers include outlier and extreme points. Outliers encompass data points that are more than 1.5 box-lengths from the edge of their box. Data points considered outliers are illustrated as a circular dot and shows their case identifier number. Extreme outliers are data points more than three box lengths away from the edge of their box. There is one extreme outlier for professional development rated at the not valuable level for those who are dissatisfied with their jobs. In determining how to proceed with outliers, Laerd (2018) informs one can allow the outlier to remain in the data set if it is not believed to substantially affect the results. After removing the outlier and receiving the same statistical results, the researcher decided the outlier will remain in the data set. Figure 7 below displays the graph reflecting the outlier. No other outliers or extreme outliers exist for the data set.

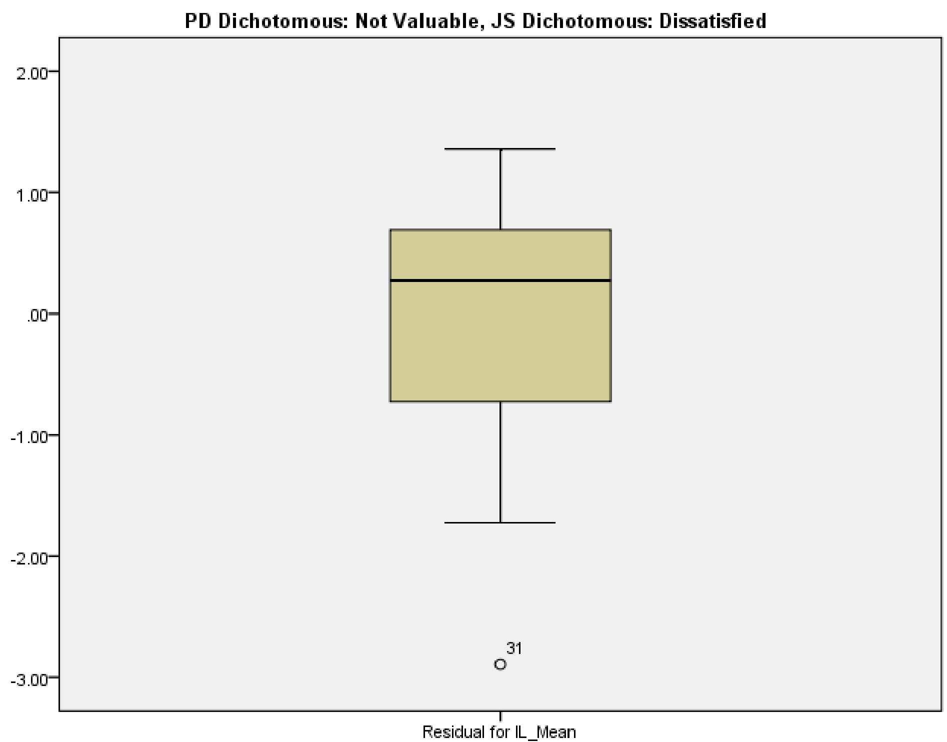

Figure 6. Extreme Outlier for Professional Development Rated at the Not Valuable Level for Respondents who are Dissatisfied with their Jobs.

Field (2013) explains the central limit theorem allows one to assume normal distribution of samples when the sample size is large. Normal distribution of samples suggests the mean is equal to the population mean and a standard deviation of

$\sigma_{\bar{x}} = \frac{s}{\sqrt{N}}$. A widely accepted sample size of at least 30 is deemed large enough to satisfy the central limit theorem (Field, 2013). Other researchers also provide estimates of acceptable sample sizes. Van Voorhis and Morgan (2007) suggest a sample size of minimally 50 is a reasonable sample size for correlations or regression. For statistics used to measure differences between or among groups such as an ANOVA, a sample of 30 participants is sufficient and provides 80% power, the minimum suggested power for a study (Van Voorhis & Morgan, 2007). Based on the suggested sample size, this study which includes a sample size of 131, meets the criteria for a large sample. Thus, adhering to the central limit theorem and meeting the assumption of normality.

RO5 Results. Results for job satisfaction include the mean score of responses from the 6-point Likert scale. For intent to leave, the mean score from the 7-point Likert scale provides data for intent to leave. With a confidence interval of 95% and an alpha of .05, results of the study are significant if the correlation coefficient is less than the alpha of .05. In this case, results show that there is a relationship between job satisfaction and intent to leave. The positive or negative sign of the correlation coefficient r determines whether there is a positive or negative correlation between the variables.

Results of the correlation between job satisfaction and intent to leave reveal a negative correlation. This negative correlation is shown by the correlation coefficient of -.759. The p value, .0001which is less than the alpha of .05 reflects a statistically significant result. The null hypothesis for RO 5 states that the correlation coefficient is not statistically different than zero, and there is no correlation between job satisfaction and intent to leave. The alternate hypothesis states that the correlation coefficient is statistically different from zero, and a correlation exists between job satisfaction and intent to leave. Based on the results of the Pearson r analysis, the null hypothesis will be rejected. Rejecting the null hypothesis suggests a correlation exists between job satisfaction and intent to leave. The negative correlation shows that as respondents' overall job satisfaction increases, their intent to leave decreases, *r (s)*(129) =.-.759 p<.05. Table 20 provides a visual depiction of data analysis results of the correlation between job satisfaction and intent to leave.

Table 20

Job Satisfaction and Intent to Leave Correlations

			Intent to Leave
Spearman's rho	Job Satisfaction	Correlation Coefficient	-0.759
		Significance	0.000
		N	131

Research Objective 6:

Compare the influence of the perceived value of professional development and job satisfaction on intent to leave.

A two-way Analysis of Variance (ANOVA) was used to analyze the data for RO6. The two-way ANOVA assists in determining whether an interaction effect exists between two independent variables on a continuous dependent variable (Laerd, 2018). Laerd (2018) explains assumptions for a two way ANOVA include: the dependent variable is measured at the continuous level, there are at least two independent variables and each independent variable consists of two or more categorial independent groups, there is an independence of observations, no significant outliers, normal distribution of variables, and homogeneity of variance.

Two-way ANOVA Assumptions. For the two-way ANOVA analysis, the perceived value of professional development and job satisfaction are the independent variables thus satisfying the assumption of two independent variables. Intent to leave is the dependent variable and is measured at the continuous level which satisfies the assumption of the dependent variable being measured at the continues level. The assumption of independence of observations is met as there are no related groups between the observations. For the assumption of no significant outliers, RO 5 above details the outlier that exists for this data. As mentioned previously, after removing the outlier and receiving the same statistical results, the researcher decided the outlier will remain in the data set. For the assumption of normal distribution, the data is assumed normally distributed based on the sample size (n=131). The sample size for the study is larger than the minimally required sample size of 30 (Field, 2013) or 50 (Van Vooris & Morgan, 2007). RO5 described the central limit theorem and its applicability to the assumption of normal distribution.

Laerd (2018) explains that the assumption of homogeneity of variances for the two-way ANOVA assumes the population variance of the dependent variable are equal in all combinations of groups of the independent variable. Unequal variables affect the Type I error and can result in statistical conclusions inaccuracy. The assumption of homogeneity is tested using the Levene’s test of equality of variances. In order to satisfy the assumption of homogeneity of variances, results of the Levene’s test of equality must be non-statistically significant. For a non-statistically significant result, p must be greater than .05, represented as p>.05. If p<.05, results are statistically significant and a violation of homogeneity of variances occur, indicating that there is an equal population of variances (Laerd, 2018). Results of the Levene's test of equality variances reveal there was homogeneity of variance, p=.130 thus representing p>.05. Table 21 displays the results of Levene's test of equality variances.

Table 21

Levene's Test of Equality of Error Variances

Dependent Variable:	Intent to Leave		
F	df1	df2	Sig.
1.917	3	127	0.13

RO6 Results. For professional development, median scores from the Likert scales serve as the numeric value assigned to the variable. Job satisfaction and intent to leave variables use mean scores as the numeric value assigned to the variable. With a confidence interval of 95% and an alpha of .05, results of the study are significant if the p value is less than the alpha of .05. In this case, the null hypothesis is rejected. The null hypothesis suggests no interaction between professional development and job satisfaction on intent to leave. The alternate hypothesis states an interaction between job satisfaction and professional development on intent to leave exists. Results of the two-way ANOVA reveal no statistically significant interaction between the perceived value of professional development and job satisfaction for intent to leave, $F\ (1,127) = .145$, $p=.704>.05$, partial $n^2=.001$. Therefore, the null hypothesis is accepted.

Due to no statistically significant interaction between the perceived value of professional development and job satisfaction on intent to leave, a simple main effects test was run to determine the effects of each variable, the perceived value of professional development (valuable and not valuable) and job satisfaction (satisfied and dissatisfied), on intent to leave. Table 22 presents the tests between-subjects effects/interactions between the perceived value of professional development and job satisfaction for intent to leave.

Table 22

Tests Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	113.637[a]	3	37.879	29.899	0.000	0.414
Intercept	1483.72	1	1483.72	1171.15	0.000	0.902
Professional Development	5.787	1	5.787	4.568	0.034	0.035
Job Satisfaction	45.377	1	45.377	35.818	0.000	0.22
Professional Development * Job Satisfaction	0.184	1	0.184	0.145	0.704	0.001
Error	160.895	127	1.267			
Total	2809.83	131				
Corrected Total	274.532	130				

a. R Squared = .414 (Adjusted R Squared = .400)

The simple main effects for job satisfaction level is the comparison of the average mean of intent to leave for the perceived value of professional development (valuable and not valuable) for each level of job satisfaction (satisfied and dissatisfied). There was a statistically significant difference in mean 'intent to leave' score between job satisfaction and job dissatisfaction for those who rated the professional development as valuable, $F(1,127) = 27.058$, $p < .05$, partial $n^2 = .176$. Additionally, there was a statistically significant difference in mean 'intent to leave' score between job satisfaction and job dissatisfaction for those who rated the professional development as not valuable, $F(1,127) = 14.271$, $p < .05$, partial $n^2 = .101$. Table 23 displays the simple main effects table for job satisfaction for each level of perceived value of professional development (valuable and not valuable).

Table 23

Simple Main Effects of Job Satisfaction Level

Dependent Variable: Intent to Leave							
Professional Development		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Not Valuable	Contrast	18.079	1	18.079	14.271	0.000	0.101
	Error	160.895	127	1.267			
Valuable	Contrast	34.279	1	34.279	27.058	0.000	0.176
	Error	160.895	127	1.267			

Each F tests the simple effects of JS Dichotomous within each level combination of the other effects shown. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

The simple main effects for the perceived value of professional development level is the comparison of the average mean of intent to leave for job satisfaction (satisfied and dissatisfied) for each level of professional development (valuable and not valuable). There was a statistically significant difference in mean 'intent to leave' score between the perceived value for professional development rated as valuable and the perceived value of professional development rated as not valuable and individuals who are dissatisfied with their job $F(1,127)=5.146$, $p<.05$, partial $n^2 =.039$. Additionally, there was not a statistically significant difference in mean 'intent to leave' score between the perceived value of professional development rated as valuable and the perceived value of professional development rated not valuable and those satisfied with the job, F (1,127) =1.115, p>.05, partial n^2 =.009. Table 24 displays the simple main effects table for the perceived value of professional development for both job satisfaction and job dissatisfaction.

Table 24

Simple Main Effects of the Perceived Value of Professional Development

Dependent Variable: Intent to Leave							
Job Satisfaction		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Dissatisfied	Contrast	6.519	1	6.519	5.146	0.025	0.039
	Error	160.895	127	1.267			
Satisfied	Contrast	1.412	1	1.412	1.115	0.293	0.009
	Error	160.895	127	1.267			

Each F tests the simple effects of PD Dichotomous within each level combination of the other effects shown. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

Summary of Two-Way ANOVA and Simple Main Effects. There was no interaction determined between the influence of the perceived value of professional development and job satisfaction on intent to leave. These conclusions reveal that job satisfaction and professional development together do not impact intent to leave. However, each variable independently may have an impact on intent to leave. A simple main effects test was conducted to determine which categories of professional development (valuable or not valuable) and which values of job satisfaction (satisfied or dissatisfied) affect intent to leave.

The simple main effects of job satisfaction level mean are 3.62 for those satisfied with the job and 5.16 for those dissatisfied with the job. These averages reveal intent to leave is higher for individuals dissatisfied with the job. Similarly, the simple main effects of the perceived value of professional development are 4.11 for professional development valuable and 4.66 for professional development not valuable. The averages for the perceived value of professional development suggest intent to leave is higher when the perceived value of professional development is not valuable.

A statistically significance in mean 'intent to leave' exists between the perceived value of professional development and job dissatisfaction. This effect suggests that when individuals are dissatisfied with their job, there is a statistically significant difference in intent to leave depending on whether one finds professional development valuable or professional development not valuable. Approximately 69 of the 131 respondents are dissatisfied with their jobs. Of the respondents dissatisfied with their jobs, 24 find professional development valuable. For respondents who are dissatisfied with their job and find professional development valuable, intent to leave mean was 4.83 +/- 1.09 standard deviations. Conversely, 45 respondents are dissatisfied with their job and find professional development not valuable. For respondents who are dissatisfied with their job and find professional development not valuable, intent to leave mean was 5.48 +/- 0.928 standard deviations.

There was not a statistically significant difference in mean intent to leave score between the perceived value of professional development and those satisfied with their job. This effect suggests when individuals are satisfied with their job, there is not a statistically significant difference in intent to leave depending on whether one finds professional development valuable or professional development not valuable. Approximately 62 of the 131 respondents are satisfied with their job. Of the 62 respondents satisfied with their job, 54 find professional development valuable. For respondents who are satisfied with their job and find professional development valuable, intent to leave mean was 3.39 +/- 1.19 standard deviations. Conversely, 8 respondents are satisfied with their job and find professional development not valuable. For respondents who are satisfied with their job and find professional development not valuable, intent to leave mean was 3.84 +/- 1.73 standard deviations. Table 25 displays N, mean, and standard deviation of participants response for professional development (valuable and not valuable) and job satisfaction (Satisfied and Dissatisfied).

Table 25

Simple Main Effects Matrix Table

Job Satisfaction	Professional Development	Professional Development
Satisfied	Valuable	Not Valuable
N	54	8
Mean	3.39	3.84
Standard Deviation	1.19	1.73
Dissatisfied		
N	24	45
Mean	4.83	5.48
Standard Deviation	1.08	0.928

Summary

A total of 131 surveys were utilized to analyze data for the study. Results reveal a diverse group of participants in the study. Additionally, the correlations analyzed were statistically significant. There was a statistically significant negative correlation between the perceived value of professional development and job satisfaction. A statistically significant positive relationship was identified between the perceived value of professional development and intent to leave. Results of the correlation between job satisfaction and intent to leave revealed a statistically significant negative correlation. In analyzing the interaction between the perceived value of professional development and job satisfaction on intent to leave, there was no statistically significance in the difference of mean in intent to leave. However, interactions between individual variables of job satisfaction (satisfied and dissatisfied), and the perceived value of professional development (valuable) revealed interactions on intent to leave. Results of the simple main effects provides a better analysis of job satisfaction (satisfied and dissatisfied) and the perceived value of professional development (valuable and not valuable) and its impact on intent to leave.

CHAPTER V – FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Researchers suggest that focusing on professional development opportunities for employees may increase job satisfaction and reduce intent to leave (Allen, 2008, Bryant & Allen, 2013; Lee et al., 2018). This study supports researchers' suggestions regarding professional development as a contributing factor of job satisfaction. Results of this study imply that as individuals find professional development more valuable job satisfaction increases and intent to leave decreases. Additionally, results of the study support previous research regarding the relationship between job satisfaction and intent to leave. To understand how to positively impact job satisfaction organizations could collect feedback from employees (Lee et al., 2018). Organizations could also focus on initiatives and efforts to meet the needs and desires of employees (The Conference Board, 2018). The remainder of this chapter provides findings, conclusions, recommendations, discussion, future research, limitations, and delimitations.

Finding One

As employees find professional development more valuable, job satisfaction increases.

In assessing the relationship between professional development and job satisfaction, a positive relationship exists between the perceived value of professional development and job satisfaction. A positive relationship suggests as the value of professional development increases, job satisfaction increases. Conversely, when individuals find professional development not valuable, job satisfaction decreases. The number of respondents who found professional development valuable and identified as satisfied with their job was slightly higher than those who did not find professional development valuable and was dissatisfied with the job.

Conclusion One

According to respondents, numerous institutions provide valuable professional development opportunities for staff. As organizations utilize surveys to assess job satisfaction, results reveal that employees seek professional development to enhance career development and assist with preparation for advancement and promotion opportunities (Gallup, 2016; SHRM, 2016; Work Institute, 2019). Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) assert that training should not be viewed as a cost, but as an investment in the organization's human capital. Results of the study reveal institutions investing in human capital positively impact job satisfaction.

Recommendation One

One recommendation for increasing job satisfaction in addition to providing valuable professional development opportunities is to ensure staff employed within the first year, create professional development and career plans. Professional development and career plans should identify professional development opportunities of interest as well as identify measures to assess the utilization of knowledge and skills gained from professional development opportunities. These plans can serve as a tool to help staff align their goals with steps to achieve the goals.

Fitzgerald (1992) affirms the use of development plans as a guide to enhance both training and development of employees. A development plan includes approximately three measurable objectives and serves as an action plan for employee's current or future job opportunities. Bryant and Allen (2013) and Lee et. al (2018) suggests having individual meetings with staff as an assessment method to gather feedback on job satisfaction and intent to leave. Utilizing development plans and having follow up meetings to assess job satisfaction provides the opportunity for supervisors to address concerns and identify gaps in professional development that may negatively impact an employee's job satisfaction. Follow up meetings should also capture the experiences of those who found professional development valuable yet remain dissatisfied with the job.

Finding Two

As one finds professional development more valuable, intent to leave decreases.

A negative relationship exists between the perceived value of professional development and intent to leave. A negative relationship reveals as one finds professional development valuable, the intent to leave the organization decreases. Conversely, as the perceived value of professional development decreases, intent to leave increases. Overall, more respondents in this study identified professional development as valuable and had lower intent to leave scores in comparison to those who found professional development not valuable and had higher intent to leave scores.

Conclusion Two

Providing valuable professional development opportunities contributes to embedding employees in the organization. Research shows that employees embedded in an organization or community tend to remain at the organization (Allen, 2008; Brum, 2007; Jiang, Liu, McKay, Lee, & Mitchell, 2012; Lee et al., 2018). Embeddedness results from a combination of factors that encourages an individual to stay with an organization (Lee et al., 2018). As individuals begin to form connections, they become embedded.

Recommendation Two

With focus on embedding employees in the organization, the researcher recommends professionals receive additional professional development and training as enhancements to their job. Employees should be provided opportunities to utilize new knowledge and skills on the job. Allowing staff member to serve in a leadership position among their peers for special projects may be an easy and inexpensive solution as part of an overall plan for professional development. A second suggestion includes assigning the staff member as a mentor to new employees. Professionals appreciate supervisors who support their growth and development (Shuck, 2014). A recommendation by a manager to take on additional tasks can also contribute to increased job satisfaction and a decrease in intent to leave.

Supervisors should create opportunities for staff to find value in their growth and development. For example, implementing a succession plan for positions with anticipated vacancies could help serve this goal. Creating the structure for the staff member to be trained by an employee preparing to leave the position in the near future will be mutually beneficial to the organization and the staff member who gains the increased skills and knowledge. The organization benefits from maintaining knowledgeable employees and providing training opportunities which could lead to promotions. The concept of training individuals in their next role may occur for any position with a specific timeframe. For example, if 3-6 years is typically the expectation in a position, as one enters the fourth year, training a new staff member should begin.

Allen (2008) suggests offering advanced learning opportunities such as tuition assistance in exchange for employees remaining with the organization for a specified number of years. The majority of respondents in this study currently possess a master's degree. Therefore, offering incentives for employees to pursue a higher degree such as a doctorate degree or supporting additional learning opportunities may decrease intent to leave.

Finding Three

As employees' job satisfaction increases, intent to leave decreases.

A negative relationship exists between job satisfaction and intent to leave. A negative relationship implies as job satisfaction increases, intent to leave decreases. Alternatively, as job satisfaction decreases, intent to leave increases. Respondents satisfied with their job and reporting lower intent to leave scores reflects similarly to respondents dissatisfied with their jobs and reporting higher intent to leave scores. However, more respondents in this study reported dissatisfaction with their job and higher intent to leave scores.

Conclusion Three

Job satisfaction diminishes the likelihood of one intending to leave the job. Spector (1997) acknowledges that low job satisfaction leads to behaviors focused on the intent to quit a job. In order to improve job satisfaction, organizations should implement retention initiatives to assist with job satisfaction and to help minimize intent to leave (Bryant & Allen, 2013; SHRM, 2018; Lee et al., 2018).

Hackman and Oldham (1976) explain psychological states include experiencing meaningful work, accepting responsibility for outcomes of the work, and knowing the results of work activities. Skill variety, task identity, and task significance contribute to experiencing meaningful work. When these characteristics align with an employee's psychological state, internal work motivation increases and can lead to high quality work performance, high satisfaction with the work, and low absenteeism and turnover. Therefore, incorporating meaningful work in the job may positively impact job satisfaction and minimize intent to leave.

Recommendation Three

Organizations and departments must take initiative in obtaining feedback to assess job satisfaction. Without implementing systems to receive feedback, the challenge of assessing job satisfaction of employees arises. Lee et al. (2018) suggest seeking feedback through one-on-one conversations, surveys, and exit interviews on a regular basis to receive feedback regarding job satisfaction and organizational commitment. Additionally, one must understand the components that impact job satisfaction to understand how to increase job satisfaction. Once these assessments take place, the organization must take responsibility to implement practices that will positively contribute to job satisfaction. Using assessments that examine different facets of job satisfaction could prove beneficial when determining areas to focus on for increased job satisfaction. With an increased focus on job satisfaction, the opportunity to minimize intent to leave arises.

Limitations of the Study

Lunenburg and Irby (2008) describe limitations as factors that potentially stymie results of the study. Three limitations exist for this study. The first limitation is generalizability. Lunenburg and Irby (2008) explain that the limitation of generalizability exists because findings of a study should not be generalized for an entire population. Individuals who meet study criteria, but are not included in the sample, may possess a different view than those included in the study. The location of participants in the study is a limitation of generalizability. Participants from regional organizations limit the ability to generalize results beyond the study population. The limitation of generalizability includes the views of actual respondents differing from other potential participants who may not respond to the survey instrument. Because non-respondents may differ from those who participate, a limitation of generalizability exists.

The second limitation for the study derives from the time of the year the survey was completed. Peak times exist in the job of the participants. These peak times increase job responsibilities which could increase stress levels of the staff and negatively affect job satisfaction of study participants. Roberts (2010) explains limitations typically involve areas over which one has no control. Stressful situations or peak times in the job may influence responses in which the researcher has no control A third limitation of the study is the length of the survey instrument. The survey instrument included 67 questions. The approximate survey completion time was determined as approximately 10-15 minutes which could have negatively impacted the survey response rate.

Delimitations

Delimitations explain boundaries set by the researcher regarding the scope of the study (Luneburg & Irby, 2008). Studies within the social and behavioral sciences commonly have variables that may affect circumstances of time, location, populations, or environment (Luneburg & Irby, 2008). Delimitations for this study include boundaries the researcher deems necessary to narrow the scope of the research and meet the objectives of the study.

A delimitation of this study includes utilization of a population from a single industry to assess the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Although several industries exist, the researcher selected a sample of participants that exhibit high turnover in an industry in which high turnover can negatively impact business operations. Additionally, researchers identify residence life live-in professionals as professionals who require professional development as a necessity to perform well (Belch & Mueller, 2003; Blimling, 2014; Davidson, 2012; Henning et al., 2011).

Discussion

An organization's focus on job satisfaction can help increase employee retention. Organizations benefit from understanding the concept of human capital development which states investments in the knowledge and skills of employees allows employees to perform well and add economic value (Becker, 1993; Shultz, 1961). Without talented employees, organizations cannot exist and thrive. Therefore, employees should be treated as resources for enhancing the organization.

The goal of this study was to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Participants of the study reveal the impact that professional development has on job satisfaction and intent to leave. Previous studies reveal that job satisfaction significantly impacts intent to leave. The current study confirms previous study findings regarding the relationship between job satisfaction and intent to leave. Therefore, one can conclude the importance of job satisfaction in retaining employees. Numerous surveys conducted by organizations such as SHRM (2016), Gallup (2016), The Conference Board (2018), and the Work Institute (2019) reveal employees' desire for professional development in order to prepare them for future career endeavors. This study also reveals that employees who find professional development valuable are more satisfied with their jobs resulting in decreased intent to leave. Organizations who work to mitigate turnover should focus initiatives on professional development and continually assess the development needs and desires of employees.

Results of the study reveal live-in professional staff members participate in professional development opportunities when available. By incorporating training and development programs and professional development opportunities, employees typically feel valued, supported, show more engagement, and exhibit increased productivity and job performance (Cascio, 2015; Shuck et al., 2014). Participants in the current study acknowledge the development and growth they receive through professional development opportunities.

Residence life live-in professional staff members value receiving support for professional development. While some institutions excel in providing opportunities for professional development, others lack commitment indicating fewer opportunities for employees' professional development. The Conference Board (2018) explains employees' low ranking of satisfaction with professional development on a job satisfaction survey reveals a warning for organizations striving to attract and retain talent. Additionally, as employees seek other jobs for better opportunities, organizations must intentionally focus on job satisfaction of employees for retention and productivity.

Utilizing development plans may serve as a method of ensuring professional development and job satisfaction of residence life live-in professional staff. Incorporating development plans should involve meeting with a supervisor or someone from the leadership team. Within the first three months of employment, the new staff member should identify their professional development opportunities of interest. Supervisors could provide guidance on options as well as suggestions based on the staff member's future career plans. Within six months, a follow up conversation should occur and address appropriate steps to participate in the previously identified professional development opportunities. If participation in professional development opportunities has occurred by the time of the meeting, the meeting could focus on how the staff member is utilizing newly gained knowledge and skills.

After participating in professional development opportunities, a follow up conversation should occur within a month of participation. Ownership can be placed on the staff member to schedule this meeting. During these meetings, supervisors should also address the professional staff member's experience and satisfaction with the institution and position. This meeting creates an opportunity for feedback and relationship building.

Based on results of the study, Residence Life Departments at universities should focus on professional development. Although monetary funds dictate the availability and opportunities for certain professional development opportunities, departments should strategically plan opportunities for professional development for residence life live-in professional staff. Stakeholders should include working with other departments on campus and providing cross training and professional development from other areas. Keeping abreast of changes occurring in the field can also be accomplished through reading academic literature for institutions with limited financial resources to support professional development opportunities. Stakeholders should utilize the strengths and talents of professional staff within the department to provide training and development to the department. All in all, results show participants are satisfied with the opportunities available and value professional development opportunities supported by supervisors. Receiving support from the organization for professional development also reflects as an area of importance in this research.

Recommendations for Future Research

Three recommendations are discussed for future research around the topic of determining the relationship between the perceived value of professional development, job satisfaction, and intent to leave. The first recommendation is to compare other variables associated with job satisfaction to intent to leave and determine which variables impact intent to leave. The current study assessed overall job satisfaction in relation to professional development and intent to leave. A further study assessing other aspects of job satisfaction may reveal additional variables that impact intent to leave.

The second recommendation is to assess live-in professional staff members' specific needs in regard to professional development. Many respondents in the study, alluded to the irrelevancy of some professional development topics, activities, and offerings. Therefore, a study assessing specific professional development needs of residence life live-in professional staff may assist in providing meaningful and relevant professional development that links to development plans.

The third recommendation is to assess how demographics impact the perceived value of professional development, job satisfaction and intent to leave. For example, comparing institution size (small, medium, and large) relative to the perceived value of professional development and job satisfaction may reveal insightful information based on the size of the institution. Another area of focus could include tenure in the occupation and current position in relation to the perceived value of professional development and job satisfaction. Both institution type (public or private) and ethnic affiliation are other areas of focus when assessing how demographics impact the perceived value of professional development, job satisfaction and intent to leave. A further study assessing how participant demographics impact the perceived value of professional development, job satisfaction, and intent to leave may provide organizations with how employee demographics affect their organization.

Summary

The current study assessed the relationship between the perceived value of professional development, job satisfaction, and intent to leave. Results of the study reveal a positive relationship between the perceived value of professional development and job satisfaction. A positive relationship suggests that as one finds professional development more valuable, job satisfaction increases. Secondly, there was a negative relationship between the perceived value of professional development and intent to leave for employees in this study. A negative relationship implies as one finds professional development valuable, intent to leave decreases. Lastly, a negative relationship exists between job satisfaction and intent to leave for employees in this study. A negative relationship supports the notion that as job satisfaction increases intent to leave decreases.

Conclusions from this study align with other researchers' suggestions for increasing job satisfaction in order to minimize intent to leave. Researchers suggest incorporating professional development opportunities to increase job satisfaction and to decrease intent to leave (Allen, 2008; Allen et al., 2010; SHRM, 2016; Shuck, 2014; The Conference Board, 2018). The Conference Board (2018) suggests meeting the demands of employees by providing professional development as a strategy for employee retention. Additionally, Lee et al. (2018) emphasizes the necessity of utilizing feedback systems to understand areas of improvement for job satisfaction and capturing intent to leave before one leaves the organization. Results of this study identify professional development as an area of focus for increased job satisfaction and helps increase awareness of the necessity to understand employee satisfaction and intent to leave.

In order to conquer the war on talent, organizations must outperform their competitors in retaining high performing employees. Gallup (2019) asserts that U.S. businesses currently compete in a talent war and employees have an advantage in the talent war. Because the supply of employees is less than the demand currently, the probability of employees receiving desired jobs will increase. To minimize losing top talent, organizations must create employee experiences that motivate them to remain employed (Gallup, 2019).

Gallup (2019) affirms while pay is important, employees seek experiences that provide purpose and align with their lives. Specifically, millennials seek development and coaches that provide purpose in their lives. As millennials and younger generations encompass a larger portion of the workforce, organizations must meet these demands. Organizations who fail to meet these demands chance operating with less talented employees contributing to a revolving door of turnover (The Work Institute, 2019).

As organizations strive to become an employer of choice through a reputation of providing professional development and job satisfaction organizations can recruit and retain high performing employees. Thus, creating the opportunity to stand-out in a competitive market. Lastly, when all organizations actively strive to meet the demands and preferences of employees, the war on talent will eventually diminish, leaving a workforce with satisfied employees who desire to remain employed at their current organization.

Appendix A– Permission to Recreate Tables

Re: Permission to Recreate the Employee Turnover Decision Process Figure

WM William Mobley <hkwilliamm@hotmail.com> on behalf of William Mobley <mwilliam@ceit

Reply all

Wed 2/13, 8:42 AM

Wendy Wells; William Mobley <mwilliam@ceibs.edu>; wellswm@yahoo.com

Inbox

You replied on 2/15/2019 12:01 AM.

Dear Wendy.
Permission granted. Best regards.
William Mobley , Ph.D

Sent from my iPhone

On Feb 13, 2019, at 8:10 AM, Wendy Wells <Wendy.Wells@usm.edu> wrote:

Dear Dr. Mobley

My name is Wendy Wells and I am a PhD candidate at the University of Southern Mississippi. I am pursuing a PhD in Human Capital Development. My research topic is assessing the relationship between perceived value of professional development received, job satisfaction, and intent to leave the field of student affairs. In my literature review, I am discussing employee turnover and intent to leave. I am citing the employee turnover decision process as referenced in your 1977 article titled: Intermediate linkages between job satisfaction and employee turnover. I would like to recreate the employee turnover decision process figure as a visual reference in my paper. Therefore, I am writing to request permission to recreate this figure and include it in my literature review. Thank you for your time, and I look forward to receiving your response on recreating the figure.

Sincerely,

Wendy M. Wells

From: Spector, Paul <pspector@usf.edu>
Sent: Wednesday, February 13, 2019 7:58 AM
To: Wendy Wells
Subject: RE: Permission to Recreate Tables for JSS Validity and Reliability

Hi Wendy:
I do not own the copyright on that article. I am ok with you reproducing the tables, but you will need the publisher's permission. If you are reproducing the items for the scale, you should include the copyright notice for the JSS. Below is permission to use the scale.

Best,

You have my permission for noncommercial research/teaching use of the JSS. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms in the Scales section of my website (link below). I allow free use for noncommercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation with the year.

Thank you for your interest in the JSS, and good luck with your research.

Best,

Paul Spector, Distinguished Professor

From: Wendy Wells [mailto:Wendy.Wells@usm.edu]
Sent: Wednesday, February 13, 2019 8:46 AM
To: Spector, Paul <pspector@usf.edu>
Cc: wellswm@yahoo.com
Subject: Permission to Recreate Tables for JSS Validity and Reliability

Dear Dr. Spector,

My name is Wendy Wells and I am a PhD candidate at the University of Southern Mississippi. I am pursuing a PhD in Human Capital Development. My research topic is assessing the relationship between perceived value of professional development received, job satisfaction, and intent to leave the field of student affairs. I intend to use the job satisfaction survey as one of the instruments for my study. Based on your website I understand you have given permission to use the job satisfaction survey in exchange for sending results. Therefore, I am citing your work on the validity and reliability of the JSS, and I would like to recreate tables 1 and 3 from your 1985 article titled: Measurement of human service staff satisfaction: Development of the job satisfaction survey. I am writing to request permission to recreate the tables in order to substantiate the reliability and validity of the instrument. Thank you for allowing me to use the instrument and I look forward to receiving your response on recreating the tables.

Sincerely,

Appendix B– Survey Instrument and Pilot Study Questions

Informed Consent.

Purpose: The purpose of this study is to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave.

Description of Study: This study is conducted by a student from The University of Southern Mississippi. The survey is voluntary and should take approximately 10-15 minutes to complete. Individual responses will remain confidential.

Benefits:

Participants may benefit from the results of the study by their employers learning the relationship between the perceived value of professional development, job satisfaction, and intent to leave. With this information, employers can assess their ability to invest in and focus on professional development practices in an effort to increase job satisfaction of staff, thus reducing intent to leave and ultimately increasing retention of employees.

At the end of the survey, you will have the opportunity to provide your name and email address for entrance into a drawing to win one of four $25 Amazon gift cards. Your name and email address will remain separate from survey responses. Winners are randomly selected. If you do not complete the survey, you will not be eligible to win one of the gift cards.

Risks: There are no known risks for participating in this study.

Confidentiality: All responses will remain confidential. Participant names will not be associated with any data or used in reporting data. Additionally, names of participants or institutions will not be included in the study's results or conclusions.

Participant's Assurance:

This project and consent form have been approved by the Institutional Review Board, which ensures that research projects involving human subjects follow federal regulations.

Any questions about this research project should be directed to the Chair of the Institutional Review Board. The University of Southern of Mississippi, 118 College Drive #5125, Hattiesburg, MS 39406-001, 601-266-5997.

Consent to Participate in Research

I understand that participation in this project is completely voluntary. All personal information will be kept strictly confidential, including my name and other identifying information. All procedures and their purposes were explained to me. Information was given about all benefits, risks, inconveniences, or discomforts that might be expected. Any new information that develops during the project will be provided to me if that information may affect my willingness to continue participation in the project.

By clicking yes below, you acknowledge that you have read and understand the information regarding the study and agree to participate. You may withdraw your participation at any time.

○ Yes

○ No

Q1. Do you currently work at a 4-year degree granting institution?

○ Yes

○ No

Q2. Do you currently serve as a Residence Life live-in professional staff member?

○ Yes

○ No

Q3. Are you a full-time employee who supervises Resident Assistants?

○ Yes

○ No

Q4. How many years have you been working in your present occupational field?

- ○ Less than 1 Year (Please specify in months.)

  [ ]

- ○ 1 Year- 2 Years
- ○ 3 Year-4 Years
- ○ 5 Years-6 Years
- ○ More than 6 Years

Q5. How many years have you been working in your current position? Please select an option below

- ○ Less than 1 Year (Please specify in months.)

  [ ]

- ○ 1 Year- 2 Years
- ○ 3 Years -4 Years
- ○ 5 Years- 6 Years
- ○ More than 6 Years

Q6. At what type of institution are you currently employed?

- ○ Private
- ○ Public

Q7. What is the size of your institution?

- ○ Small (fewer than 5,000 students)
- ○ Medium (5,001-15,000 students)
- ○ Large (More than 15,000 students)

Q8. What is the highest level of education you have completed?

- ○ High School Diploma
- ○ Associate's Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Doctoral Degree
- ○ Other (Please Specify)

Q9. What is your ethnic affiliation? (Please select all that apply.)

- ☐ African American/ Black
- ☐ Asian
- ☐ Hispanic/Latino/Spanish Origin
- ☐ Native American/Tribal Affiliation
- ☐ Pacific Islander
- ☐ White/Caucasian/European American
- ☐ Other (Please specify)

Q10. What is your gender?

- ○ Female
- ○ Male
- ○ Other

Q11. What types of professional development opportunities are available at your institution/department? (Please select all that apply).

- ☐ Attend Conferences
- ☐ Present at Conferences
- ☐ Member of Professional Organization
- ☐ Member of Committee
- ☐ Member of Institutional Committee
- ☐ Mentor
- ☐ Other (Please specify.)

Q12. In which of the professional development opportunities do you participate? (Please select all that apply.)

- ☐ Attend Conferences
- ☐ Present in Conferences
- ☐ Member of Professional Organization
- ☐ Member of Committee
- ☐ Member of Institutional Committee
- ☐ Mentor
- ☐ Other (Please specify.)

Q13. Based on the professional development opportunities listed in question 12, how often do you participate in professional development opportunities?

- ○ Weekly
- ○ Monthly
- ○ Quarterly
- ○ Semi-annually
- ○ Annually
- ○ Never

Q14. In which of the following areas do you receive training in your current position? (Please select all that apply.)

- ☐ Job Specific
- ☐ Areas outside of the job but contributing to the job (i.e. diversity and inclusion, CPR, Suicide Prevention)
- ☐ Career Development
- ☐ Personal Development
- ☐ Academic Development
- ☐ Other (Please specify.)

Q15. Based on the areas of training listed in question 14, how often do you receive formal training for your position?

- ○ Weekly
- ○ Monthly
- ○ Quarterly
- ○ Semi-Annually
- ○ Annually
- ○ Other (Please specify.)

Q16.

	Extremely Valuable	Very Valuable	Valuable	Slightly Valuable	Not Valuable
Overall, how valuable is the professional development you receive from your institution? (Please refer to question 12 for professional development opportunities.)	○	○	○	○	○

Q17. Please explain your rating of the professional development you receive.

Q18.

	Extremely Valuable	Very Valuable	Valuable	Slightly Valuable	Not Valuable
Overall, how valuable is the training you receive from your institution? (Please refer to question 14 for areas of training.)	○	○	○	○	○

Q19. Please explain your rating of the training you receive.

Q20.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I feel I am being paid a fair amount for the work I do.	○	○	○	○	○	○

Q21.

	Agree very much	Agree Moderately	Agree slightly	Disagree slightly	Disagree moderately
There is really too little chance for promotion on my job.	○	○	○	○	○

Q22.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
My supervisor is quite competent in doing his/her job.	○	○	○	○	○	○

Q23.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I am not satisfied with the benefits I receive.	○	○	○	○	○	○

Q24.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
When I do a good job, I receive the recognition for it that I should receive.	○	○	○	○	○	○

Q25.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
Many of our rules and procedures make doing a good job difficult.	○	○	○	○	○	○

Q26.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I like the people I work with.	○	○	○	○	○	○

Q27.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I sometimes feel my job is meaningless.	○	○	○	○	○	○

Q28.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disag ve mu
Communications seem good within this organization.	○	○	○	○	○	○

Q29.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
Raises are too few and far between.	○	○	○	○	○	○

Q30.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
Those who do well on the job stand a fair chance of being promoted.	○	○	○	○	○	○

Q31.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
My supervisor is unfair to me.	○	○	○	○	○	○

Q32.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
The benefits we receive are as good as most other organizations offer.	○	○	○	○	○	○

Q33.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I do not feel that the work I do is appreciated.	○	○	○	○	○	○

Q34.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
My efforts to do a good job are seldom blocked by red tape.	○	○	○	○	○	○

Q35.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I find I have to work harder at my job because of the incompetence of people I work with.	○	○	○	○	○	○

Q36.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I like doing the things I do at work.	○	○	○	○	○	○

Q37.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
The goals of this organization are not clear to me.	○	○	○	○	○	○

Q38.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagre very much
I feel unappreciated by the organization when I think about what they pay me.	○	○	○	○	○	○

Q39.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
People get ahead as fast here as they do in other places.	○	○	○	○	○	○

Q40.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
My supervisor shows too little interest in the feelings of subordinates.	○	○	○	○	○	○

Q41.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
The benefit package we have is equitable.	○	○	○	○	○	○

Q42.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
There are few rewards for those who work here.	○	○	○	○	○	○

Q43.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I have too much to do at work.	○	○	○	○	○	○

Q44.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I enjoy my coworkers.	○	○	○	○	○	○

Q45.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I often feel that I do not know what is going on with the organization.	○	○	○	○	○	○

Q46.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I feel a sense of pride in doing my job.	○	○	○	○	○	○

Q47.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I feel satisfied with my chances for salary increases.	○	○	○	○	○	○

Q48.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
There are benefits we do not have which we should have.	○	○	○	○	○	○

Q49.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I like my supervisor.	○	○	○	○	○	○

Q50.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I have too much paperwork.	○	○	○	○	○	○

Q51.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I don't feel my efforts are rewarded the way they should be.	○	○	○	○	○	○

Q52.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
I am satisfied with my chances for promotion.	○	○	○	○	○	○

Q53.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
There is too much bickering and fighting at work.	○	○	○	○	○	○

Q54.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
My job is enjoyable.	○	○	○	○	○	○

Q55.

	Agree very much	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree very much
Work assignments are not fully explained.	○	○	○	○	○	○

Q56.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I plan to stay in my position a while.	○	○	○	○	○	○	○

Q57.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I am quite sure I will leave my position in the forseeable future.	○	○	○	○	○	○	○

Q58.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
Deciding to stay or leave my position is not a critical issue for me at this point in time.	○	○	○	○	○	○	○

Q59.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I know whether or not I'll be leaving this agency within a short time.	○	○	○	○	○	○	○

Q60.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
If I got another job offer tomorrow, I would give it serious consideration.	○	○	○	○	○	○	○

Q61.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I have no intentions of leaving my present position.	○	○	○	○	○	○	○

Q62.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I have been in my position about as long as I want to.	○	○	○	○	○	○	○

Q63.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I am certain I will be staying here a while.	○	○	○	○	○	○	○

Q64.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I do not have any specific idea how much longer I will stay.	○	○	○	○	○	○	○

Q65.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I plan to hang on to this job a while.	○	○	○	○	○	○	○

Q66.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
There are big doubts in my mind as to whether or not I will really stay in this organization.	○	○	○	○	○	○	○

Q67.

	Agree strongly	Moderately agree	Slightly agree	Uncertain	Slightly disagree	Moderately disagree	Strongly disagree
I plan to leave this position shortly.	○	○	○	○	○	○	○

Pilot Study Questions

Q68.
Are the survey questions easy to understand?

- ○ Yes
- ○ No (Please explain and include question numbers.)

Q69. Approximately how long did it take you to complete the survey?

- ○ 5-10 Minutes
- ○ 11-15 Minutes
- ○ 16-20 Minutes
- ○ More than 20 Minutes (Please include approximate time)

Q70. Do you have any suggestion for improving the survey?

Q71. Do you have any suggestion for improving the survey distribution?

- ○ Yes (Please Explain)
- ○ No

Q72. Did you use a cell phone to take this survey?

- Yes
- No

Q73. If yes, did you experience any problems when taking the survey on your cell phone?

- Yes (Please Explain)
- No
- Not Applicable

Appendix C– Permission to Use Survey Instruments

Re: Request for Permission to use the Anticipated Turnover Scale

JA

JAN ATWOOD <atwoodj@comcast.net>

Sat 1/26, 1:49 PM

Wendy Wells

Reply all

Approvals to use instrument

You replied on 1/26/2019 2:04 PM.

Dear PhD Candidate Wells,

Dr. Hinshaw and I would be most pleased for you to use the Anticipated Turnover Scale. You have our permission for use in your research. We also successfully used job satisfaction as a turnover predictor on our work. If you would like either or both scales, their validity and reliability, copyright, scoring keys, references on use, etc. , please advise.

All the best,
Jan R Atwood, PhD, RN(ret), FAAN
Professor Emerita, UNebraska Medical Center, Colleges of Nursing and Public Health and
Adjunct Professor, College of Nursing, University of Arizona

From: Ada Hinshaw <ahinshaw@umich.edu>
Sent: Tuesday, January 29, 2019 2:55 PM
To: Wendy Wells
Cc: Ada Hinshaw; Ada Sue Hinshaw; J. Atwood
Subject: Anticipated Turnover Scale

Dr. Atwood and I would be delighted to have your use the Anticipated Turnover Scale. Your research sounds very interesting and links professional education and job environment and intent to leave. Exciting idea. Best of success with your study!

From: Wendy.Wells@usm.edu
To: atwoodj@comcast.net, AdaSue.Hinshaw@usuhs.mil
Cc: wellswm@yahoo.com
Sent: 2019-01-25 10:04:56 PM
Subject: Request for Permission to use the Anticipated Turnover Scale

Good evening Dr. Hinshaw and Dr. Atwood,

My name is Wendy Wells and I am a PhD candidate at the University of Southern Mississippi. I am pursuing a PhD in Human Capital Development. My research topic is assessing the relationship between perceived value of professional development received, job satisfaction, and intent to leave the field of student affairs. I am writing to request permission to utilize the anticipated turnover scale to assess intent to leave. I believe using this scale will help me reach the objectives of my study. I look forward to hearing from you. Thank you for your consideration.

Sincerely,

Wendy M. Wells
PhD Candidate
University of Southern Mississippi
Department of Human Capital Development

From: Spector, Paul <pspector@usf.edu>
Sent: Wednesday, February 13, 2019 7:58 AM
To: Wendy Wells
Subject: RE: Permission to Recreate Tables for JSS Validity and Reliability

Hi Wendy:
I do not own the copyright on that article. I am ok with you reproducing the tables, but you will need the publisher's permission. If you are reproducing the items for the scale, you should include the copyright notice for the JSS. Below is permission to use the scale.

Best,

You have my permission for noncommercial research/teaching use of the JSS. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms in the Scales section of my website (link below). I allow free use for noncommercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation with the year.

Thank you for your interest in the JSS, and good luck with your research.

Best,

Paul Spector, Distinguished Professor

From: Wendy Wells [mailto:Wendy.Wells@usm.edu]
Sent: Wednesday, February 13, 2019 8:46 AM
To: Spector, Paul <pspector@usf.edu>
Cc: wellswm@yahoo.com
Subject: Permission to Recreate Tables for JSS Validity and Reliability

Dear Dr. Spector,

My name is Wendy Wells and I am a PhD candidate at the University of Southern Mississippi. I am pursuing a PhD in Human Capital Development. My research topic is assessing the relationship between perceived value of professional development received, job satisfaction, and intent to leave the field of student affairs. I intend to use the job satisfaction survey as one of the instruments for my study. Based on your website I understand you have given permission to use the job satisfaction survey in exchange for sending results. Therefore, I am citing your work on the validity and reliability of the JSS, and I would like to recreate tables 1 and 3 from your 1985 article titled: Measurement of human service staff satisfaction: Development of the job satisfaction survey. I am writing to request permission to recreate the tables in order to substantiate the reliability and validity of the instrument. Thank you for allowing me to use the instrument and I look forward to receiving your response on recreating the tables.

Sincerely,

RE: Request for Permission to use Recruitment and Retention of Resident Directors Survey

TC Trish Cendana <TLCendana@mail.wvu.edu>
Mon 2/11, 1:42 PM
Wendy Wells

Reply all

Inbox

You replied on 2/13/2019 7:22 AM.

Hi Wendy:

I've had a chance to review your request. I am pleased that you found my instrument to be useful for your study. I'm fine with you utilizing the survey and questions listed below. Of course, I would ask that you acknowledge you have utilized, and adapted, my survey in your dissertation and any subsequent presentations or publications.

Please let me know if there is any other ways I can support your research.

Best of luck to you!

Trish

Patricia L. Cendana, Ed.D.
Executive Director
Student Services and Residence Life
249 Stalnaker Hall

From: Wendy Wells <Wendy.Wells@usm.edu>
Sent: Tuesday, January 29, 2019 7:26 AM
To: Trish Cendana <TLCendana@mail.wvu.edu>
Cc: wellswm@yahoo.com
Subject: Request for Permission to use Recruitment and Retention of Resident Directors Survey

Good morning Dr. Cendana,

My name is Wendy Wells and I am a PhD candidate at the University of Southern Mississippi. I am pursuing a PhD in Human Capital Development. My research topic is assessing the relationship between job satisfaction, perceived value of professional development received, and intent to leave the field of student affairs. Specifically, I am looking at the Resident Director level position as my population. I am writing to request permission to utilize questions from your Recruitment and Retention of Resident Directors survey to assess perceived value of professional development. For my study, professional development includes training as well as other professional development opportunities such as conferences, serving on committees etc. I am asking permission to use question 48 from the Residence Life Administrators survey and questions 31, 34, 39, 52, and 54 from the Resident Directors survey. If permission is granted, I would like to make modifications to some of the questions and responses. If approved, I can certainly send a list of the modifications I plan to make if deemed necessary. I believe using your instrument will help me reach the objectives of my study. I look forward to hearing from you. Thank you for your consideration.

Appendix D– Introductory Email and Follow-up Emails to Participants

Email: Introductory Email

Good morning,

Thank you so much for your willingness to share the introductory email for my dissertation study with your staff. Below you will find the email that can be sent to potential participants.

Dear Participant:

My name is Wendy Wells and I am a PhD candidate seeking participants for my dissertation study. Specifically, I need full-time live-in professional staff who directly supervise Resident Assistants and work in the SWACUHO and SEAHO regions as participants for the study.

The purpose the study is to determine the relationship between the perceived value of professional development, job satisfaction, and intent to leave. The survey link below provides access to the survey which can be taken on a computer, phone or tablet.

The survey should take approximately 20-30 minutes. Additionally you will remain anonymous and individual responses are confidential. At the end of the survey, you will have the opportunity to provide your name and email address for entrance into a drawing to win one of four $25 Amazon gift cards.

If you have any questions or challenges completing the survey, you may contact me at wendy.wells@usm.edu or 228-217-5241.

Thank you in advance for your participation,

Wendy M. Wells

Email: Follow-Up Email

Dear participant:

A few days ago you received an email with a link asking you to participate in a study assessing the relationship between the perceived value of professional development, job satisfaction, and intent to leave. As a residence life live-in professional staff member, your participation in the study will be greatly appreciated.

If you have already completed the survey, thank you for participating. If you have not, you can access the survey by clicking the link below.

The survey should take approximately 20-30 minutes. Additionally you will remain anonymous and individual responses are confidential. At the end of the survey, you will have the opportunity to provide your name and email address for entrance into a drawing to win one of four $25 Amazon gift cards.

If you have any questions or challenges completing the survey, you may contact me at wendy.wells@usm.edu or 228-217-5241.

Thank you in advance for your participation,

Wendy M. Wells

Social Media: Introductory Message:

Hi everyone!

Please help me complete my dissertation study!

- Are you a full-time live-in professional staff who directly supervise Resident Assistants?
- Do you work in the SWACUHO and SEAHO Region?
- Do you work at a 4 year degree granting institution?
- Do you have access to professionals that meeting these criteria?

If you are able to answer yes to the questions above, I would greatly appreciate your assistance.

I am seeking participants for my dissertation study which assesses the relationship between the perceived value of professional development, job satisfaction, and intent to leave.

If you meet the requirements of the study or are willing to share the survey with those who meet the requirements, I will greatly appreciate your assistance and participation.

Participants will have the opportunity to provide their name and email address for entrance into a drawing to win one of four $25 Amazon gift cards.

The survey link below provides access to the survey which can be taken on a computer, phone or tablet. Additionally, by clicking on the link you will receive more information regarding the study and an opportunity to consent to participate.

Thank you in advance!

Appendix E- IRB Approval

Office *of* Research Integrity

THE UNIVERSITY OF SOUTHERN MISSISSIPPI.

118 COLLEGE DRIVE #5125 • HATTIESBURG, MS | 601.266.6576 | USM.EDU/ORI

NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

The project below has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services regulations (45 CFR Part 46), and University Policy to ensure:

- The risks to subjects are minimized and reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident template on Cayuse IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER: IRB-19-351
PROJECT TITLE: The Relationship Between The Perceived Value of Professional Development, Job Satisfaction, and Intent to Leave
SCHOOL/PROGRAM: Human Capital Development
RESEARCHER(S): Wendy Wells, Heather Annulis

IRB COMMITTEE ACTION: Exempt
CATEGORY: Exempt
Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

APPROVED STARTING: August 22, 2019

Donald Sacco Jr.

Donald Sacco, Ph.D.
Institutional Review Board Chairperson

REFERENCES

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, *60*(1), 451-474. https://doi.org/10.1146/annurev.psych.60.110707.163505

Alatawi, M. A. (2017). Can transformational managers control turnover intention? *SA Journal of Human Resource Management*, *15*, a873. https://doi.org/10.4102/sajhrm.v15i0.873

Alegre, I., Mas-Machuca, M., & Berbegal-Mirabent, J. (2016). Antecedents of employee job satisfaction: Do they matter? *Journal of Business Research*, *69*(4), 1390-1395. https://doi.org/10.1016/j.jbusres.2015.10.113

Aljohani, O. (2016). A comprehensive review of the major studies and theoretical models of student retention in higher education. *Higher Education Studies*, *6*(2), 1-18. https://doi.org/10.5539/hes.v6n2p1

Allen, D. G. (2008). *Retaining talent: A guide to analyzing and managing employee turnover.* Retrieved from https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Retaining-Talent.pdf

Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives*, *24*(2), 48-64. https://doi.org/10.5465/amp.2010.51827775

American College Personnel Association. (2008). *The Student Learning Imperative: Implications for student affairs.* Retrieved from http://www.myacpa.org/sites/default/files/ACPA%27s%20Student%20Learning%20Imperative.pdf

Arabshahi, M., & Arabshahi, G. A. (2014). The relationship between personal characteristics, communication, and job satisfaction. *Management Science Letters, 4*(7), 1595-1604. https://doi.org/10.5267/j.msl.2014.5.028

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, *40*(5), 518-529. Retrieved from https://www.asec.purdue.edu/lct/hbcu/documents/Student_Involvement_A_Developmental_Theory_for_HE_Astin.pdf

Ballinger, G., Craig, E., Cross, R., & Gray, P. (2011). A stitch in time saves nine: Leveraging networks to reduce the costs of turnover. *California Management Review, 53*(4), 111-133. https://doi.org/10.1525/cmr.2011.53.4.111

Barlow, K. M., & Zangaro, G. A. (2010). Meta-analysis of the reliability and validity of the Anticipated Turnover Scale across studies of registered nurses in the United States. *Journal of Nursing Management, 18*(7), 862-873. https://doi.org/10.1111/j.1365-2834.2010.01171.x

Basford, T. E., & Offermann, L. R. (2012). Beyond leadership: The impact of coworker relationships on employee motivation and intent to stay. *Journal of Management and Organization*, *18*(6), 807-817. https://doi.org/10.1017/S1833367200000456

Bashir, N., & Jehanzeb, K. (2013). Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management*, *5*(2), 243-252. Retrieved from https://www.researchgate.net/publication/274704136_Training_and_Development_Program_and_Its_Benefits_to_Employee_and_Organization_An_Conceptual_Study

Batt, R., & Colvin, A. J. S. (2011). An employment systems approach to turnover: Human resources practices, quits, dismissals, and performance. *Academy of Management Journal, 54*(4), 695-717. https://doi.org/10.5465/amj.2011.64869448

Becker, G. S. (1993). Nobel Lecture: The economic way of looking at behavior. *Journal of Political Economy, 101*(3), 385-409. https://doi.org/10.1086/261880

Belch, H. A., & Kimble, G. (2006). Human resources in residence life. In B. McCuskey & N. Dunkel (Eds.), *Foundations: Strategies for the future of collegiate housing* (pp. 65-95). Columbus, OH: International Association of College and University Housing Officers.

Belch, H. A., & Mueller, J. A. (2003). Candidate pools or puddles: Challenges and trends in the recruitment and hiring of resident directors. *Journal of College Student Development*, *44*(1), 29-46. https://doi.org/10.1353/csd.2003.0001

Belch, H. A., Wilson, M. E., & Dunkle, N. (2009). Cultures of success: Recruiting and retaining new live-in residence life professionals. *College Student Affairs Journal, 27*(2), 176-193. Retrieved from https://files.eric.ed.gov/fulltext/EJ882662.pdf

Berger, J. B., Ramirez, G. B., & Lyon, S. C. (2005). Past to present: A historical look at retention. In A. Seidman (Ed.), *College student retention: Formula for student success* (pp. 1-30). Westport, CT: Praeger.

Blau, P. M. (1964). *Exchange and power in social life.* New York, NY: Wiley.

Blimling, G. S. (2014). *Student learning in college residence halls: What works, what doesn't and why.* Hoboken, NJ: John Wiley & Sons.

Boone, H. N., & Boone, D. A. (2012). Analyzing Likert Data. *Journal of Extension, 50* (2), www. Joe.org

Bouckenooghe, D., Raja, U., & Butt, A. N. (2013). Combined effects of positive and negative affectivity and job satisfaction on job performance and turnover intentions. *Journal of Psychology, 147*(2), 105-123. https://doi.org/10.1080/00223980.2012.678411

Bourque, L. B. & Fielder, E.P. (2003). *How to conduct self-administered and mail surveys* (2nd ed.). Thousand Oaks, CA: Sage

Braxton, J. M., Doyle, J. R., Jones, A. A., McClendon, W. M., Hirschy, H., & Hartley, W. V. (2014). Rethinking college student retention. *Journal of College Student Development*, *55*(6), 635–637. https://doi.org/10.1353/csd.2014.0061

Bryant, P. C., & Allen, D. G. (2013). Compensation, benefits and employee turnover. *Compensation and Benefits Review, 45*(3), 171-175. https://doi.org/10.1177/0886368713494342

Brum, S. (2007). What impact does training have on employee commitment and employee turnover. *Seminar Paper Research Series,* Paper 45. Retrieved from http://digitalcommons.uri.edu/lrc_paper_series/45

Brunetto, Y., Shacklock, K., Teo, S., & Farr-Wharton, R. (2014). The impact of management on the engagement and well-being of high emotional labour employees. *International Journal of Human Resource Management*, *25*(17), 2345-2363. https://doi.org/10.1080/09585192.2013.877056

Cascio, W. F. (2015). *Managing human resources: Productivity, quality of work life, profits*. New York, NY: McGraw-Hill.

Cawthon, T., & McDonald, W. (2002). Building community: The call of the student affairs profession. *College Student Affairs Journal*, *22*(1), 4-11.

Cendana, P. L. (2012). *A study of best practices for the recruitment and retention of resident directors. United States.* (Doctoral dissertation). Retrieved from UMI Dissertation Publishing. (UMI No. 3530309)

Cheema, J. R. (2014). A Review of Missing Data Handling Methods in Education Research. Review of Educational Research, 84(4), 487–508. https://doi.org/10.3102/0034654314532697

Chen, S., Jain, L., & Tai, C. (2006). *Computational economics: A perspective from computational intelligence*. Hershey, PA: Idea Group.

Cima, L. E. (2014). *Comparing generational differences on job satisfaction and retention (anticipated turnover) among nurses working in magnet versus non-magnet designated hospitals.* (Doctoral dissertation). Retrieved from ProQuest. (ProQuest No. 10278908)

Collins, D., & Hirt, J. B. (2006). The nature of professional life for residence hall administrators. *Journal of College and University Student Housing*, *34*(1), 14-24.

Conley, V. M. (2001). Separation: An integral aspect of the staffing process. *College Student Affairs Journal*, *21*(1), 57-57.

Cho, S., Johanson, M. M., & Guchait, P. (2009). Employees intent to leave: A comparison of determinants of intent to leave versus intent to stay. *International*

Journal of Hospitality Management, 28(3), 374–381. https://doi.org/10.1016/j.ijhm.2008.10.007

Craig, W. (2018, July 31). Making strategic investments in employee development is crucial for success. *Forbes.* Retrieved from https://www.forbes.com/sites/williamcraig/2018/07/31/making-strategic-investments-in-employee-development-is-crucial-for-success/#737c5757140c

Dalton, D., & Todor, W. (1979). Turnover turned over: An expanded and positive perspective. *Academy of Management Review, 4*(2), 225-235. https://doi.org/10.2307/257776

Davidson, D. L. (2012). Job satisfaction, recruitment, and retention of entry-level residence life and housing staff. *Journal of College and University Student Housing, 38*(2), 78-93.

Davies, D., Taylor, R., & Savery, L. (2001). The role of appraisal, remuneration and training in improving staff relations in the Western Australian accommodation industry: A comparative study. *Journal of European Industrial Training, 25*(7), 366-373. https://doi.org/10.1108/eum0000000005837

Dillman, D. A. (2007). *Mail and internet surveys: The tailored design method* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed mode surveys: The tailored design method* (4th ed.). Hoboken, NJ: John Wiley & Sons.

Dunkel, N. W., & Schreiber, P. J. (1992). Competency development of housing professionals. *Journal of College and University Housing, 22*(2), 19-23.

Dusek, G. A., Ruppel, C. P., Yurova, Y., & Clarke, R. (2014). The role of employee service orientation in turnover in the U.S. hotel industry. *Journal of Organizational Culture, Communications and Conflict*, *18*(2), 87-104.

Dreyfus, H. L., & Dreyfus, S. E. (1986) *Mind over machine: The power of human intuition and expertise in the age of the computer.* Oxford, United Kingdom: Basil Blackwell.

Eckardt, R., Skaggs, B. C., & Youndt, M. (2014). Turnover and knowledge loss: An examination of the differential impact of production manager and worker turnover in service and manufacturing firms. *Journal of Management Studies*, *51*(7), 1025-1057. https://doi.org/10.1111/joms.12096

Erb, N. M., Sinclair M. S., & Braxton, J. M. (2015). Fostering a sense of community in residence hall: A role for housing and residential professionals in increasing college student persistence. *Strategic Enrollment Quarterly, 3*(2) 84-108. https://doi.org/10.1002/sem3.20063

Etikan, I. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1-4. https://doi.org/10.11648/j.ajtas.20160501.11

Fenwick, T. J. (2003). Professional growth plans: Possibilities and limitations of an organizationwide employee development strategy. *Human Resource Development Quarterly*, *14*(1), 59-77. https://doi.org/10.1002/hrdq.1050

Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Thousand Oaks, CA: Sage.

Fink, A. (2003). *The survey handbook* (2nd ed.). Thousand Oaks, CA: Sage.

Fink, A. (2003b). *How to manage, analyze, and interpret data* (2nd ed.). Thousand Oaks, CA: Sage.

Fitzgerald, W. (1992). Training versus Development. *Training and Development*, *46*(5), 81-84. Retrieved from http://lms.powercam.cc/sysdata/user/42/irisli/blog/doc/6aaf13ba58c720ef/attach/160.pdf

Forney, D. S., Wallace-Schutzman, F., & Wiggers, T. T. (1982). Burnout among career development professionals: Preliminary findings and implications. *Personnel and Guidance Journal*, *60*(7), 435-439. https://doi.org/10.1002/j.2164-4918.1982.tb00793.x

Gallup. (2016). *How millennials want to work and live.* Retrieved from https://www.gallup.com/workplace/238073/millennials-work-live.aspx

Gallup. (2019). Heard of the U.S. quit rate? Win the war for talent now. Retrieved from https://www.gallup.com/workplace/260564/heard-quit-rate-win-war-talent.aspx

Galvao, J. R., Martins, P. G., & Gomes, M. R. (2000). Modeling reality with simulation games for a cooperative learning. *2000 Winter Simulation Conference Proceedings (Cat. No. 00CH37165)*. New York, NY: IEEE. https://doi.org/10.1109/wsc.2000.899158

Gawel, J. E. (1997). Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical Assessment, Research and Evaluation*, *5*(11). Retrieved from https://pareonline.net/getvn.asp?v=5&n=11&iforg_highlight=perceived

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 16*(2), 250-279. https://doi.org/10.1016/0030-5073(76)90016-7

Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.

Hatch,N.W.,&Dyer,J.(2004)Humancapitalandlearningasasourceofsustainablecompetitive advantage.StrategicManagement Journal, 25, 1155-1178. doi 10.1002/smj.421

Harper, E., Castrucci, B. C., Bharthapudi, K., & Sellers, K. (2015). Job satisfaction. *Journal of Public Health Management and Practice, 21*, S46–S55. https://doi.org/10.1097/phh.0000000000000296

Hausknecht, J. P., & Trevor, C. O. (2010). Collective turnover at the group, unit, and organizational levels: Evidence, issues, and implications. *Journal of Management, 37*(1), 352-388. https://doi.org/10.1177/0149206310383910

Henne, D., & Locke, E. A. (1985). Job dissatisfaction: What are the consequences? *International Journal of Psychology, 20*(2), 221-240. https://doi.org/10.1080/00207598508247734

Henning, G. W., Cilente, K. M., Kennedy, D. F., & Sloane, T. M. (2011). Professional development needs for new residential life professionals. *Journal of College and University Student Housing, 37*(2), 26-37.

Herzberg, F. (1959). *The motivation to work* (2nd ed.). New York, NY: Wiley.

Hinshaw, A. S., & Atwood, J. R. (1984). Nursing staff turnover, stress, and satisfaction: Models, measures, and management. In H. H. Werley & J. J. Fitzpatrick (Eds.), *Annual review of nursing research.* (pp. 133-153) Berlin, Germany: Springer.

Hinshaw, A. S., Atwood, J. R., Gerber, R. M., & Erickson, J. R. (1985). Testing a theoretical model for job satisfaction and anticipated turnover of nursing staff. *Nursing Research, 34*(6), 384.

Homans, G. (1958). Social behavior as exchange. *American Journal of Sociology*, *63*(6), 597-606. https://doi.org/10.1086/222355

Hong, E. N. C., Hao, L. Z., Kumar, R., Ramendran, C., & Kadiresan, V. (2012). An effectiveness of human resource management practices on employee retention in institute of higher learning: A regression analysis. *International Journal of Business Research and Management, 3*(2), 60-79.

Jacobs, R., & Washington, C. (2003). Employee development and organizational performance: A review of literature and directions for future research. *Human Resource Development International, 6*(3), 343-354. https://doi.org/10.1080/13678860110096211

Jiang, K., Liu, D., McKay, P. F., Lee, T. W., & Mitchell, T. R. (2012). When and how is job embeddedness predictive of turnover? *Journal of Applied Psychology*, *97*(5), 1077-1096. https://doi.org/10.1037/e518332013-353

Jones, D. (2002). College housing professionals at the crossroads. *Journal of College and University Housing, 31*, 8-12.

Judeh, M. (2012). Selected personality traits and intent to leave: A field study in insurance corporations. *International Business Research, 5*(5), 88-93. https://doi.org/10.5539/ibr.v5n5p88

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review.

Psychological Bulletin, 127(3), 376-407. https://doi.org/10.1037/003-2909.127.3.376.

Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job Attitudes. *Annual Review of Psychology, 63*(1), 341-367. https://doi.org/10.1146/annurev-psych-120710-100511

Khan, M. (2016). The White House announces that 29 new companies have taken the equal pay pledge. Retrieved from https://www.elle.com/culture/career-politics/news/a38771/white-house-equal-pay-pledge/

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels.* San Francisco, CA: Berrett-Koehler.

Kraiger, K., McLinden, D., & Casper, W. J. (2004). Collaborative planning for training impact. *Human Resource Management, 43*(4), 337-351. https://doi.org/10.1002/hrm.20028

Laerd Statistics (2018). Spearman's correlation using SPSS Statistics. *Statistical tutorials and software guides.* Retrieved from https://statistics.laerd.com/

Lee, T. W., Hom, P., Eberly, M., & Li, J. (2018). Managing employee retention and turnover with 21st century ideas. *Organizational Dynamics, 47*(2), 88-98. https://doi.org/10.1016/j.orgdyn.2017.08.004

Lobmeier, J. H. (2012). *Nonexperimental designs. Encyclopedia of research design.* Thousand Oaks, CA: Sage. https://doi.org/10.4135/9781412961288.n271

Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance, 4*(4), 309–336. https://doi.org/10.1016/0030-5073(69)90013-0

Locke, E. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1343). Chicago, IL: Rand McNally.

Lorden, L. P. (1998). Attrition in the student affairs profession. *NASPA Journal, 35*(3) 207-216. https://doi.org/10.2202/1949-6605.1049

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin.

Maheswari, M. U. (2014). Job satisfaction of municipal government employees with particular reference to Padmanabhapuram Municipality. *Indian Journal of Commerce and Management Studies*, *Problems and Perspectives in Management, 5*(1), 91-97.

Mamun, C. A. A., & Hasan, N. (2017). Factors affecting employee turnover and sound retention strategies in business organization: A conceptual view. *Problems and Perspectives in Management,* 15(1), 63-71. https://doi.org/10.21511/ppm.15(1)2017.06

Mann, A., & Dvorak, N. (2016). Employee recognition: Low cost, high impact. Retrieved from https://www.gallup.com/workplace/236441/employee-recognition-low-cost-high-impact.aspx?version=print

Marshall, S. M., Gardner, M. M., Hughes, C., & Lowery, U. (2016). Attrition from student affairs: Perspectives from those who exited the profession. *Journal of Student Affairs Research and Practice, 53*(2), 146-159. https://doi.org/10.1080/19496591.2016.1147359

Maslow, A. (1970). *Motivation and personality* (2nd ed.). New York, NY: Harper & Row.

Messer-Roy, S. S. (2006). *Job satisfaction of emerging and midlevel residential life professionals employed at 4-year institutions in the southeastern United States*. (Doctoral dissertation). Retrieved from UMI Dissertation Publishing. (UMI No. 3257018)

Michaels, C. E., & Spector, P. E. (1982). Causes of employee turnover: A test of the Mobley, Griffeth, Hand, and Meglino model. *Journal of Applied Psychology, 67*(1), 53-59. https://doi.org/10.1037/0021-9010.67.1.53

Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology, 62*(2), 237-240. https://doi.org/10.1037/0021-9010.62.2.2.7

Mokhtar, I. A. (2010). Formal and informal learning opportunities in government organisations: Experiences of public sector employees from six Asian nations. *Australian Journal of Adult Learning*, *50*(2), 387-410.

O’Connell, M., & Kung, M.-C. (2007). The cost of employee turnover. *Industrial Management*, *49*(1), 14-19.

Palmer, C., Broido, E., & Campbell, J. (2008). A commentary on the educational role in college student housing. *Journal of College and University Student Housing*, *35*(2), 86-99.

Parmer, C., & East, D. (1993). Job satisfaction among support staff in twelve Ohio academic libraries. *College and Research Libraries*, *54*(1), 43-57. https://doi.org/10.5860/crl_54_01_43

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students* (Vol. 2). San Francisco, CA: Jossey-Bass.

Phillips, J. J., & Edwards, L. (2009). *Managing talent retention: An ROI approach*. San Francisco, CA: Wiley & Sons.

Phillips, P. P., & Phillips, J. J. (2012). *Proving the value of HR: How and why to measure ROI* (2nd ed.). Alexandria, VA: Society for Human Resource Management.

Phillips, P. P., Phillips, J. J., & Aaron, B. (2013). *Survey basic.* Alexandra, VA: ASTD Press.

Pomirleanu, N., & Mariadoss, B. J. (2014). The influence of organizational and functional support on the development of salesperson job satisfaction. *Journal of Personal Selling and Sales Management, 35*(1), 33-50. https://doi.org/10.1080/08853134.2014.988716

Price, J. L., & Mueller, C.W. (1981). A causal model of turnover for nurses. *Academy of Management Journal*, *24*(3), 543-565. https://doi.org/10.5465/255574

Quinn, F. F. (2018). Human resource development, ethics, and the social good. *New Horizons in Adult Education and Human Resource Development*, *30*(2), 52-57. https://doi.org/10.1002/nha3.20215

Radford, K., Shacklock, K., & Meissner, E. (2015). What makes me stay? An investigation into factors influencing older workers' intentions to stay. *Labour and Industry: Journal of the Social and Economic Relations of Work*, *25*(4), 306-320. https://doi.org/10.1080/10301763.2015.1083368

Rankin, P. R. (2013). *Work/life boundary management in an integrative environment: A study of residence life professional who live at their place of work*. (Doctoral dissertation). Retrieved from UMI Dissertation Publishing. (UMI No. 3571186)

Raosoft. (2004). Sample size calculator. Retrieved from http://www.raosoft.com/samplesize.html

Reich, M., Gordon, D. M., & Edwards, R. C. (1973). Dual labor markets: A theory of labor market segmentation. *American Economic Review, 63*(2), 359-365.

Reina, C. S., Rogers, K. M., Peterson, S. J., Byron, K., & Hom, P. W. (2017). Quitting the boss? The role of manager influence tactics and employee emotional engagement in voluntary turnover. *Journal of Leadership and Organizational Studies*, *25*(1), 5-18. https://doi.org/10.1177/1548051817709007

Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin.

Rosser, V. J., & Javinar, J. M. (2003). Midlevel student affairs leaders' intentions to leave: Examining the quality of their professional and institutional work life. *Journal of College Student Development, 44*(6), 813-830. https://doi.org/10.1353/csd.2003.0076

Saeed, I., Waseem, M., Sikander, S., & Rizwan, M. (2014). The relationship of turnover intention with job satisfaction, job performance, leader member exchange, emotional intelligence and organizational commitment. *International Journal of Learning and Development, 4*(2). https://doi.org/10.5296/ijld.v4i2.6100

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations. *Psychological Science in the Public Interest, 13*(2), 74-101. https://doi.org/10.1177/1529100612436661

Sattar, T., Ahmad, K., & Hassan, H. M., (2015). Role of human resource practices in employee performance and job satisfaction with mediating effect of employee engagement. *Pakistan Economic and Social Review*, *53*(1). https://doi.org/10.5296/ijld.v4i2.6100

Schmidt, S. W. (2007). The relationship between satisfaction with workplace training and overall job satisfaction. *Human Resource Development Quarterly, 18*(4), 481-498. https://doi.org/10.1002/hrdq.1216

Schreiber, P. J., Dunkel, N. W., & Jahr, P. K. (1994). Competency based developmental programs. *College Student Affairs Journal, 14*(1), 23-30.

Sears, L. E., & Fynes, J. M. (2017). Survey versus interview: The incremental value of qualitative reasons in predicting short-term intent to leave. *Workplace Insights, 1*(2). Retrieved from http://info.workinstitute.com/workplace-insights-vol1-issue2

SouthEastern Association of Housing Officers. (2019). *SEAHO mission, vision, and values.* Retrieved from https://www.seaho.org/page/mission_vison_values

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experiential designs for generalized causal inference*. Belmont, CA: Wadsworth.

Shuck, B., Twyford, D., Reio, T. G., & Shuck, A. (2014). Human resource development practices and employee engagement: Examining the connection with employee turnover intentions. *Human Resource Development Quarterly, 25*(2), 239-270. https://doi.org/10.1002/hrdq.21190

Schultz, T. W. (1961). Investment in human capital. *American Economic Review, 51*(1), 1-17.

Simon, L. S., Judge, T. A., & Halvorsen-Ganepola, M. D. K. (2010). In good company? A multi-study, multi-level investigation of the effects of coworker relationships on employee well-being. *Journal of Vocational Behavior, 76*(3), 534-546. https://doi.org/10.1016/j.jvb.2010.01.006

Silver, B., & Jakeman, R. C. (2014). Understanding intent to leave the field: A study of student affairs master's students' career plans. *Journal of Student Affairs Research and Practice, 51*(2), 170-182. https://doi.org/10.1515/jsarp-2014-0017

Society of Human Resource Management [SHRM]. (2016). *Employee jobs satisfaction and engagement: Revitalizing a changing workforce*. Retrieved from https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2016-Employee-Job-Satisfaction-and-Engagement-Report.pdf

Society of Human Resource Management [SHRM]. (2018). Managing for employee retention. Retrieved from https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingforemployeeretention.aspx

Somvir, S. K. (2012). Job satisfaction among library professionals in Haryana State. *International Journal of Scientific and Research Publications, 2*(5), 1-4.

Southwest Association of College and University Housing Officers. (2019). *Organizational Handbook.* Retrieved from https://cdn.ymaws.com/www.swacuho.org/resource/collection/866D8B0D-EB2B-4057-99F8-9E9E2231DE54/2019_SWACUHO_Organizational_Handbook_3.6.19.pdf

Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, *13*(6), 693-713. https://doi.org/10.1007/bf00929796

Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: Sage. https://doi.org/10.4135/9781452231549

Spector, P. E. (2011). Job Satisfaction Survey, JSS page. Retrieved from http://shell.cas.usf.edu/~pspector/scales/jsspag.html

Sterner, W. R. (2011). What Is Missing in Counseling Research? Reporting Missing Data. Journal of Counseling & Development, 89(1), 56–62. https://doi.org/10.1002/j.1556-6678.2011.tb00060.x

Sung, S. Y., & Choi, J. N. (2013). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of Organizational Behavior, 35*(3), 393-412. https://doi.org/10.1002/job.1897

Swanson, R. A., & Holton, E. F. (2009). *Foundations of human resource development* (2nd ed.). San Francisco, CA: Berrett-Koehler.

Sypniewska, B. A. (2014). Evaluation of factors influencing job satisfaction. *Contemporary Economics*, *8*(1), 57-72. https://doi.org/10.5709/ce.1897-9254.131

Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: path analyses based on meta-analytic findings. *Personnel Psychology*, *46*(2), 259-293. https://doi.org/10.1111/j.1744-6570.1993.tb00874.x

Tews, M. J., Michel, J. W., & Stafford, K. (2013). Does fun pay? The impact of workplace fun on employee turnover and performance. *Cornell Hospitality Quarterly, 54*(4), 370-382. https://doi.org/10.1177/1938965513505355

The Conference Board. (2018, August 29). *Labor Day survey: 51 % of U.S. employees overall satisfied with their jobs* [Press release]. Retrieved from https://www.conference-board.org/press/pressdetail.cfm?pressid=7528

Thibaut, J. W., & Kelley, H. H. (1954). *The social psychology of groups*. New York, NY: John Wiley & Sons.

Trochim, W. M. K. (2006). Research methods knowledge base. Retrieved from http://www.socialresearchmethods.net/kb/index.php

Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. *Journal of College Student Development, 47*(4), 465-480. https://doi.org/10.1353/csd.2006.0053

Unruh, L. Y., & Zhang, N. J. (2014). Newly licensed registered nurse job turnover and turnover intent. *Journal for Nurses in Professional Development, 30*(5), 220-230. https://doi.org/10.1097/nnd.0000000000000079

U.S. Bureau of Labor Statistics [BLS] (2019) Job openings and labor turnover survey news release. Retrieved from https://www.bls.gov/news.release/jolts.htm

U.S. Bureau of Labor Statistics [BLS] (2018). Job openings and labor turnover survey highlights. Retrieved from https://www.bls.gov/web/jolts/jlt_labstatgraphs.pdf

Van Voorhis, C.R., & Morgan, B.L. (2007). Understanding power and rules of thumb for determining sample sizes. *Tutorials in Quantitative Methods for Psychology*, 3(2), p. 43-50. http://dx.doi.org/10.20982/tqmp.03.2.p043

Weiss, H. M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review, 12*(2), 173-194. https://doi.org/10.1016/s1053-4822(02)00045-1

Woo, S. E., & Allen, D. G. (2013). Toward an inductive theory of stayers and seekers in the organization. *Journal of Business and Psychology, 29*(4), 683-703. https://doi.org/10.1007/s10869-013-9303-z

Work Institute. (2018). *2018 retention report: Truth and trends in turnover.* Retrieved from http://info.workinstitute.com/retentionreport2018

Work Institute. (2019). *2019 retention report: Trends, reasons, and a call to action*. Retrieved from http://info.workinstitute.com/retentionreport2019

Wynen, J., Dooren, W. V., Mattijs, J., & Deschamps, C. (2018). Linking turnover to organizational performance: The role of process conformance. *Public Management Review.* https://doi.org/10.1080/14719037.2018.1503704