

INTENT TO STAY: AN EXAMINATION OF THE IMPACT OF JOB  
EMBEDDEDNESS, JOB SATISFACTION AND JOB SEARCH ON FACULTY  
RETENTION AT CHRISTIAN COLLEGES.

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Submitted to the faculty of the Falls School of Business in partial fulfillment of the  
requirements for the degree

Doctor of Business Administration

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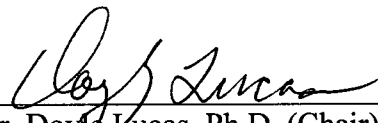
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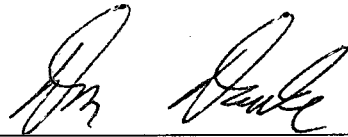
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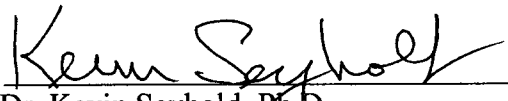
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## Dedication

This dissertation is dedicated to my wife, Amy L. Biddle. Throughout this journey you have provided the love, encouragement, and strength to keep me focused and to bring whatever my current dilemma was at hand into perspective that allowed me to continue on this process. I truly appreciate the untold sacrifices you made to allow me to have time to study, write and make the trips to Anderson. Words cannot appropriately express my appreciation for your patience and endurance.

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Next, my wife Amy, for providing the support and encouragement during the many trials and tribulations of the process. She was the rock and provided the support to the children and me when we were missing each other during the trips to Anderson.

Steven, Jeffrey, Abigail and Ashley shared in the tears before each trip and the cheers at commencement. I will always treasure the telephone conversations we had each night as we shared the events of our days with each other. Only one trip to the emergency room when I was gone was a feat in itself!

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Michael Dreves ran (literally) many miles to the tune of “Intent to Stay”. Thank you for your listening ear (and rabbit legs) and statistical guidance through the maze of data.

Dr. Doyle Lucas for his mentoring, guidance and most importantly providing an example of sincere Christian service in all that he undertakes (even the coffee).

Last, but certainly not least, my dissertation committee. Dr. Daake and Dr. Seybold provided ideas, questions, and suggestions that kept me moving forward during the dissertation process. Thank you all.

## ABSTRACT

Wayne A. Biddle

### INTENT TO STAY: AN EXAMINATION OF THE IMPACT OF JOB EMBEDDEDNESS, JOB SATISFACTION AND JOB SEARCH ON FACULTY RETENTION AT CHRISTIAN COLLEGES

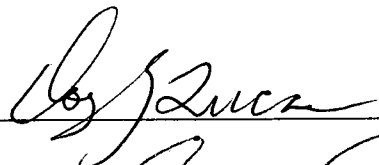
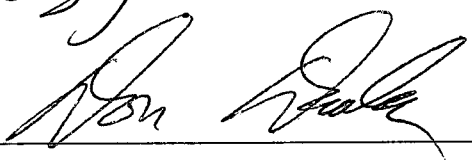
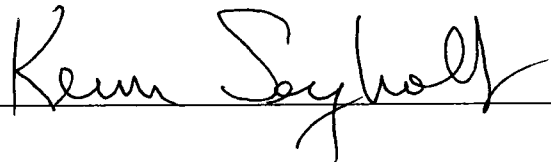
Employee retention is an important challenge for organizations' human resource professionals. Most theory and research on voluntary turnover has centered on the antecedents of job satisfaction and job search. Recent research, unfolding model of voluntary turnover, suggests that employees leave organizations for reasons beyond the prescribed job satisfaction and job search alternatives. Flowing from the unfolding model, the construct of job embeddedness studies turnover through understanding the organizational- and community-related reasons why employees stay rather than leave organizations. While the constructs of job satisfaction and job search have been studied extensively including the field of higher education, little is known about job embeddedness in higher education. This study extends the research and theory on job embeddedness and examines the impact of job embeddedness, job satisfaction and job search on the intent to stay of full-time faculty members at Christian colleges and universities.

To address the research question, a quantitative study was conducted that included an online survey with faculty at seven Christian colleges and universities. The relationship of intent to stay (dependent variable) and the constructs of job embeddedness, job satisfaction and job search (independent variables) were evaluated



using multiple regression. The results showed that the aggregate measure of job embeddedness and organizational job embeddedness did have a positive and significant impact on intent to stay; however, community job embeddedness did not exhibit a significant influence on intent to stay.

The findings confirm the continued applicability of job satisfaction and job search as important predictors of intent to stay. The findings also support that job embeddedness is a significant predictor of intent to stay and provides an alternative direction for administrators in developing and implementing retention strategies stemming from this construct.

  
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## Table of Contents

Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vii
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background of the Study.....	1
The Problem Statement.....	4
Research Question.....	5
Hypotheses.....	6
Importance of Research.....	7
Overview of Methodology.....	8
Key Assumptions and Limitations.....	10
Definitions of Key Terms.....	11
Summary.....	13
Chapter 2: Literature Review.....	16
Review of the Theoretical Literature for Voluntary Turnover.....	16
Historical Underpinnings of Voluntary Turnover.....	16
Traditional Turnover Models.....	18
Job Satisfaction.....	22
Job Search.....	26
Unfolding Model of Voluntary Turnover.....	27

Job Embeddedness.....	34
Intent to Stay.....	40
Moderators.....	41
Chronological Review of the Empirical Literature.....	42
Early Research on Voluntary Turnover.....	42
Research for Traditional Turnover Models.....	44
Research on Individual's Intent to Stay.....	45
Job Embeddedness Research.....	46
Summary.....	46
Chapter 3: Methodology.....	49
General Perspective.....	49
Population.....	49
Sampling Frame.....	50
Instrumentation.....	51
Data Collection.....	57
Data Analysis.....	58
Summary.....	59
Chapter 4: Analysis of Results.....	60
Data Overview and Screening.....	60
Missing Data.....	61
Descriptive Information and Statistics.....	62
Preparation for Multivariate Analysis.....	65
Outliers.....	65

Tests for Univariate Normality.....	65
Linearity.....	67
Homoscedasticity.....	69
Reliability of Measurement (Internal Consistency).....	70
Multicollinearity.....	71
Tests of the Research Hypotheses.....	72
Additional Data Analysis.....	77
Differences in Independent Variables Across Age Bands.....	77
Differences in Independent Variables Across Gender.....	79
Multiple Regression with Control Variables.....	79
Cluster Analysis.....	82
Stepwise Regression.....	83
Summary.....	84
Chapter 5: Summary and Discussion.....	86
Research Problem.....	86
Review of Methodology.....	86
Discussion and Summary of the Results.....	88
Theoretical Implications.....	90
Practical Implications.....	91
Limitations.....	93
Recommendations for Future Research.....	94
References.....	96
Appendix A Questionnaire Used in Current Study.....	109

Appendix B Histograms.....	121
Appendix C Probability Plots.....	125

## List of Tables and Figures

### Tables

Table 2.1: The Unfolding Model Paths.....	30
Table 2.2: Organizational Constructs with Some Overlap with Job Embeddedness Dimensions.....	37
Table 3.1 Sampling Frame.....	51
Table 4.1a: Means & Standard Deviations.....	63
Table 4.1b: Correlations.....	64
Table 4.2: Tests for Univariate Normality.....	66
Table 4.3: Simple Regression Results against Intent to Stay.....	69
Table 4.4: Levene Test for Homoscedasticity.....	70
Table 4.5: Cronbach's Alpha.....	71
Table 4.6: Regression Results for Research Model.....	73
Table 4.7: Means & Standard Deviations for Age Bands.....	78
Table 4.8: Means & Standard Deviations for Gender.....	79
Table 4.9: Regression Results for Research Model.....	81
Table 4.10: Cluster Analysis.....	82
Table 4.11: Stepwise Regression.....	84

### Figures

Figure 1.1: Model of Intent to Stay.....	6
Figure 2.1: Intermediate Linkage Model.....	19
Figure 2.2: Job Embeddedness Model.....	36

Figure 2.3: Job Embeddedness Matrix with Examples.....	37
Figure 2.4: Model of Intent to Stay.....	47
Figure 4.1: Linearity Scatterplots.....	68
Figure 4.2a: Residual Plots for Intent to Stay.....	75
Figure 4.2b: Residual Plots for Intent to Stay.....	75

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### *Introduction*

Higher education is a knowledge-intensive industry that depends on qualified faculty as a major resource in the teaching of specific disciplines. Faculty at Christian colleges and universities are faced with the challenge of integrating their specific discipline and Christian faith in the classroom. The ability to provide quality instruction depends on the institution's ability to recruit and retain qualified faculty (Harrison & Hargrove, 2006).

Concerns over aging teachers in higher education and the retirement of substantial numbers of faculty in the baby boomer generation have made the retention of experienced and qualified faculty a priority for higher education. Turnover is costly and it reduces the effectiveness and productivity of organizations (Ellenbecker, 2004). Many studies have examined an individual's intent to stay and the relation of the constructs of job satisfaction and job search. There is a narrower, but growing body of research concerning the construct of job embeddedness and the individual's intent to stay. While job satisfaction and job search have been studied in higher education, little is known about job embeddedness in this area. This study describes a research problem that examines these constructs and their influence on faculty members' intent to stay at Christian colleges.

#### *Background of the Study*

The focus on employee retention takes on a greater urgency with the demographic changes that are beginning to unfold in the 21<sup>st</sup> century. The potential for a labor



shortage, talent/skills deficit and shortage of knowledgeable workers are well chronicled in management literature (Smith, 2008; Jamrog, 2004; Frank, Finnegan & Taylor, 2004; Ryan, 2004; and Cohen, 2006). In 2011, the leading edge of the 76 million baby boomers (people born between 1946 and 1964) will turn 65 (Jamrog, 2004).

In higher education, these demographic changes are presenting concerns for specific disciplines, certain categories of schools and quality of education. Shortages of doctoral faculty in business, accounting and marketing are a growing concern in business education (Basil & Basil, 2006; Demast, 2007; Marshall, Dombrowski & Garner, 2006; Mangan, 2006). The Association to Advance Collegiate Schools of Business (AACSB) estimates that the gap between supply and demand of qualified business faculty will exceed 2,400 by 2012 (Nellen & Carr, 2005). Two primary factors are cited for the faculty shortages: first, retirement of business faculty; second fewer doctoral students pursuing degrees in accounting and business (Harrison & Hargrove, 2006). A wave of faculty retirements is pending as the baby boomers prepare to retire. In 2004, 29 percent of faculty at public comprehensive institutions fell in the age bracket of 55-64, while another 7 percent were 65 or older (Doyle, 2008). The aging of faculty members is also the result of the elimination of mandatory retirement in 1994 (Allen, 2004). The retirements are coupled with AACSB reports of a 20 percent drop in the number of doctorates awarded in business over the last decade and one-quarter of those individuals choosing jobs outside of academe (Mangan, 2006). Related to fewer doctoral students pursuing degrees in accounting, Smith (2008) points toward research that fewer talented people will be available in the workplace. Research on the current high school population shows about 16.5 million students in grades 9 – 12. Estimates indicate that

only a third of these students will graduate from high school, enroll in college, and graduate within 4-6 years with a bachelor's degree. From this pool of 5.4 million college graduates coming into the labor force from 2011 to 2014, coupled with research that only 2.3% of 12- to 18- year-olds indicate interest in accounting or business profession, reduces the potential number of accounting professionals to 31,000 per year (Smith, 2008). This number is further reduced when considering faculty requirements of a masters or doctoral degree.

Faculty labor shortage concerns in the higher education categories of community colleges (Berry, Hammons & Denny, 2001; Dee, 2004; Finkel, 2005; Murray, 2007) and nursing schools (Amoako,2008; Ellenbecker, 2004; Mitchell, 2003)is a growing problem. Historically, faculty retention was a limited problem for many community colleges whose older educators trace their tenure back to the 1960s and 1970s. These colleges enjoyed a buyer's market, thanks to a surplus of newly minted Ph.D's, (Finkel, 2005). As this group begins to retire, community colleges are finding increased difficulty in recruiting and retaining qualified faculty in disciplines that once produced an abundance of applications (Murray, 2007). Rural community colleges are facing additional recruitment challenges including finding minority and intellectually diverse faculty. Retention concerns in this environment include workload issues (teaching five to six courses an academic term) and many schools are losing their faculty who are earning their doctorates upon completion of these degrees (Murray, 2007).

The demographic changes are raising concerns for schools and their ability to continue to provide quality education. Practical concerns associated with turnover suggest negative organizational consequences including: costs of recruiting replacements,

reduced integration, and disruption of workflow (Mobley, 1982; Price, 1997; Mallol, Holtom & Lee, 2007). These consequences present significant issues for organizations including declines in effectiveness and productivity (Dee, 2004). Shortages of qualified faculty in areas such as accounting are coming at a time when student enrollments are stable leading to fewer course offerings and larger class sizes causing concern over how well students are prepared (Nellen & Carr, 2005). There is growing concern over the danger of losing accreditations among business school deans (Demast, 2007). Another concern surrounds academic governance (Doyle, 2008; Harrison & Hargrove, 2006)). Academic governance assumes a relatively stable faculty with most institutions providing decision-making privileges only to full-time tenured faculty. Faculty retirements coupled with fewer individuals moving up through the tenure track creates a situation that governance power is either invested in the hands of only a few faculty members or migrates to campus administrators (Doyle, 2008).

### *The Problem Statement*

These demographic challenges call for heightened awareness for both recruiting and retaining highly qualified faculty. Much of the practitioner wisdom concerning voluntary turnover and employee retention reflects an economic perspective. Competitive compensation and benefit packages have long been used to manage retention efforts. As organizations move forward in the second and third decades of the 21<sup>st</sup> century, it will become increasingly difficult for organizations to retain employees only through financial incentives. Constructs, such as job satisfaction and job alternatives (job search) that lead to an individual's intent to stay have been studied in many industries, including higher education. Job embeddedness, a relatively new construct, represents the

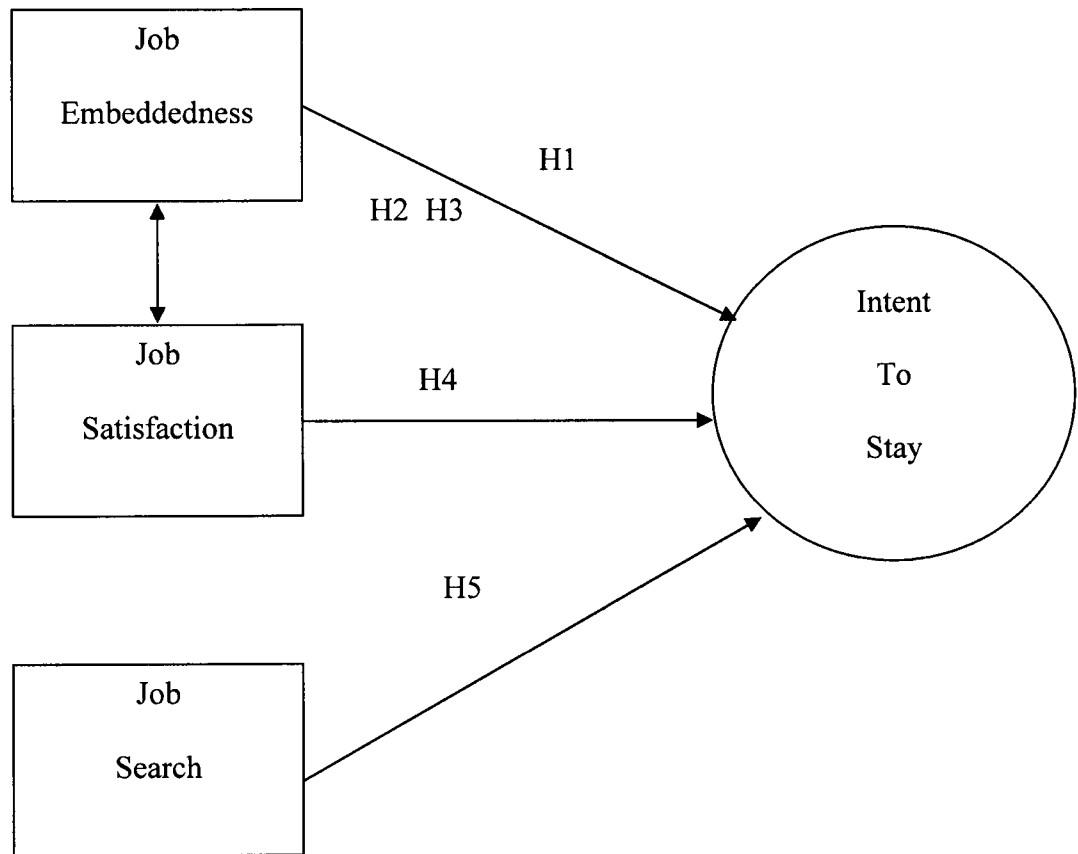
aggregate of work and non-work influences on an individual that result in the person becoming enmeshed in a social web of forces. The more extensive the web, the more attachments or lines to connect the many aspects of the individual's life. The job embeddedness construct has been examined in relatively few areas. The literature for job embeddedness is limited and to the author's knowledge when combined with the antecedents (job satisfaction and job search) has not been studied in higher education or Christian higher education.

Given the need to retain qualified faculty, a study of this nature can provide insights into the factors that impact an individual's intent to stay. If there are factors that are correlated with intent to stay, knowing what they are and how they affect intent to stay can provide critical information for Christian higher education and to college administrators. This research examines employee retention and what impact the constructs of job embeddedness, job satisfaction and job search play in intent to stay.

### *Research Question*

What is the impact of job embeddedness, job satisfaction and job search on faculty members' intent to stay at Christian colleges?

*Model of Intent to Stay*



*Hypotheses*

- H1: Job embeddedness will serve as a significant positive predictor of intent to stay.
- H2: Community (external) job embeddedness will serve as a significant positive predictor of intent to stay.
- H3: Organizational (internal) job embeddedness will serve as a significant positive predictor of intent to stay.

H4: Job satisfaction will serve as a significant positive predictor of intent to stay.

H5: Job alternatives (search) will serve as a significant negative predictor of intent to stay.

### *Importance of Research*

The demographic concerns involving faculty and the aging of the baby boomer generation is leading to a heightened awareness in higher education of the importance of retention efforts for current faculty. This research fits into the wide array of literature examining the influences of job satisfaction and job search in relation to an individual's intent to leave and intent to stay. It also fits into the narrower and growing body of research concerning job embeddedness and the individual's intent to stay. While job satisfaction and job search have been studied in higher education, little is known about job embeddedness in this area. As far as the researcher knows, this would be the first study to review this construct in Christian higher education. The significance of this study is to develop a model to examine whether job embeddedness, job satisfaction and job search have a statistically significant effect on Christian faculty members intent to stay. While all three independent variables will be examined, the focus of this research study will be on job embeddedness' (aggregate, internal job embeddedness, external job embeddedness) association with intent to stay.

The potential contributions to knowledge from this research include:

1. To advance the understanding of the factors affecting a faculty member's intent to stay at a Christian college.

2. To provide data regarding the overall and individual components of job embeddedness and the impact on faculty member's intent to stay at a Christian college. Specifically, to study the aggregate organizational (internal) and community (external) components of job embeddedness and their impact on intent to stay. In addition, to investigate the individual aspects of job embeddedness (links, fits and sacrifices) for both the organizational and community components.
3. To establish a base of information from which to determine and implement initiatives and strategies to assist administrators in faculty retention efforts.
4. To suggest some areas for possible future research that determines differences between Christian and secular institutions and any resulting recruiting implications.

### *Overview of Methodology*

The purpose of this dissertation is to determine what factors influence faculty members at Christian colleges' intent to stay. This section presents a brief overview of the methodology for this research study. A more complete review of the study's methodology will be described in detail in Chapter Three.

The research perspective of this study is quantitative in nature with the use of correlation research methods. Multiple regression will be used to analyze the relationships between the independent variables (job embeddedness, job satisfaction, and

job search) and intent to stay (dependent variable).

As the literature review in Chapter Two will show, there is ample research to suggest that job satisfaction is positively associated with intent to stay and that job search is negatively associated with intent to stay. Likewise, research suggests that job satisfaction is positively associated with intent to stay and job search is negatively associated with intent to stay in higher education. There is growing research that suggests job embeddedness is positively associated with intent to stay. As previously mentioned, little is known of job embeddedness' association with intent to stay in higher education and to the author's knowledge (based on an extensive literature search) this association has not been studied in Christian higher education. On account of this limited (or non-existent) knowledge, the purpose of the research is to determine the extent of job embeddedness'(aggregate measure) positive association with intent to stay for faculty members in Christian higher education and the degree of the positive association of both organizational (internal) job embeddedness and community (external) job embeddedness with intent to stay.

The target group for this research was faculty members, across all academic departments, who teach at selected Christian colleges. The author used a convenience sample concentrating on small to medium sized evangelical Christian colleges and universities.

Four (4) scales were utilized in this research study. The scales were: Job Embeddedness Scale by Mitchell, Holtom, Lee, Sablynski & Erez (2001); Overall Job Satisfaction Survey by Brayfield & Rothe (1951); an Intent to Stay Scale by Hom (1984); and a Job Search Behavior Scale by Kopelman, Ravenpor & Millsap (1992).



The survey instrument included these four (4) scales, along with three (3) demographic questions for the control variables of age, gender, and academic discipline. The survey instrument was distributed to full-time faculty utilizing an online software program called Select Survey. Approval was received from the institutional review boards for each institution in which the survey was distributed. The sample, scales, survey and data collection are discussed in greater length in Chapter 3, Methodology.

### *Key Assumptions and Limitations*

A key assumption of this research is the emphasis placed on the independent variable of job embeddedness. The author recognizes the importance of the job satisfaction and job search variables in the voluntary turnover literature that is examined in Chapter Two; however as noted, studies including these two variables have been widespread and the results have been well chronicled. The job embeddedness variable is a fairly new construct and application has been limited (especially in higher education). While including the job satisfaction and job search variables, the emphasis of the study will center on the aggregate measure of job embeddedness, aggregate measure of internal job embeddedness, and aggregate measure of external job embeddedness.

A second key assumption in this study was the decision to not use organizational commitment as an independent measure for turnover intent. The findings for organizational commitment have been consistent, however the explained variance has been low and the aggregate measure of job embeddedness contains components of this variable.

There were several limitations in this study. One limitation was that the research

model does not incorporate consideration for the individual's affinity or buy-in of the organization's mission. This consideration was not selected largely due to the concern that it would broaden the scope of the study beyond the focus of job embeddedness, job satisfaction and job search.

A related limitation in the research model was the decision to not include leadership style as a variable impacting an individual's intent to stay. There is concern that this would broaden the scope of the study for the aforementioned reasons. However, if through this research the organizational component of job embeddedness indicated significant impact on intent to stay, this could lead to future research for studying the individual's affinity toward the organization's mission, leadership and possibly the individual's perceptions of the leadership's alignment with the organization's stated mission.

### *Definitions of Key Terms*

*Employment Proposition:* Some mixture of tangibles (pay and employee benefits) and intangibles (supervisor relationships, work/life balance, work content, career path, trust in senior management). Employees depart when their employment proposition is unsatisfactory and they have the opportunity to join another organization where, presumably, that employment proposition is better (Ryan, 2004).

*Employee Retention:* The effort by an employer to keep desirable workers in order to meet business objectives (Frank, Finnegan & Taylor, 2004).

*Intent to Stay:* The research study's dependent variable. Refers to the extent to which an employee plans to continue membership with his or her employer (Kim, Price,

Mueller, & Watson, 1996).

*Fit:* One of the three components of the job embeddedness construct. An employee's perceived compatibility or comfort with a job, an organization and with his or her environment (Mitchell, Holtom, Lee, Sablynski & Erez, 2001).

*Job Embeddedness:* One of the independent variables in this research study, representing a broad constellation of influences on employee retention. The critical aspects of job embeddedness are (1) the extent to which people have links to other people or activities, (2) the extent to which their jobs and communities are similar to or fit with the other aspects in their life spaces, and, (3) the ease with which links can be broken – what they would give up if they left, especially if they had to physically move to other cities or homes (Mitchell, Holtom, Lee, Sablynski & Erez, 2001).

*Job Satisfaction:* An independent variable in this research study. The pleasant feeling resulting from the perception that one's job fulfills or allows for the fulfillment of one's important job values (Noe, Hollenbeck, Gerhart & Wright, 2007).

*Job Search:* Serves as an independent variable in the research model. Defined as the specific behaviors through which time and effort are expended to acquire information about labor market alternatives, irrespective of the motives for, or consequences of, the information gathering activity (Blau, 1993).

*Links:* One of the three components of the job embeddedness construct. Formal or informal connections between a person and institutions or other people (Mitchell, Holtom, Lee, Sablynski & Erez, 2001).

*Sacrifices:* One of the three components of job embeddedness. The perceived cost of material or psychological benefits that may be forfeited by leaving a job

(Mitchell, Holtom, Lee, Sablinski & Erez, 2001).

*Unfolding Model of Voluntary Turnover:* Turnover model that describes four different psychological paths individuals take when they leave a job. These paths unfold at varying rates of speed and may or may not be caused by a “shock” to the employee’s system. The unfolding model presents three interesting contributions in that many individuals who leave (1) are relatively satisfied with their jobs, (2) do not search for other jobs prior to leaving, and (3) leave because of a shock rather than a negative attitude (Lee, Mitchell, Holtom, McDaniel & Hill, 1999).

*Voluntary Turnover:* Turnover initiated by the employee (often when the organization would prefer to keep the employee). Examples would include retirement and resignation (Noe, Hollenbeck, Gerhart & Wright, 2007). Voluntary turnover is unplanned on the employer’s part and can create significant issues for many organizations. Many reasons can be cited for voluntary turnover, including reasons that can be personal in nature: a change in family status, a change in career paths, or an unsolicited job offer (Mitchell, Holtom & Lee, 2001).

### *Summary*

The contribution of this study is to examine further the antecedents that contribute to Christian faculty members’ intent to stay. The variables of job satisfaction and job search were selected for their past predictive relationship with turnover studies, including in higher education. The job embeddedness variable was selected to see if its higher predictive ability in explaining variance for intent to stay holds true in higher education.

The specific contributions of this study are (1) to advance the understanding of

the constructs of job embeddedness, job satisfaction, job search, and intent to stay, (2) to examine relationship among these constructs, and (3) if job embeddedness is found to explain more meaningful variance in turnover (in excess of the other variables), to provide practitioners additional tools by which to influence the retention of their most-valued faculty.

The organization of the dissertation is as follows. Chapter One, the Introduction, discussed the relevance of employee turnover, the problem statement (including the model and hypotheses), importance of the study, overview of the methodology, key assumptions and limitations, and definition of key terms.

Chapter Two, Literature Review, summarizes the published literature on the variables and constructs (intent to stay, job satisfaction, job search/alternatives, and job embeddedness) used in this research study. The chapter is divided into two sections. The first section of chapter two will examine the theoretical literature, while the second section will present a chronological review of the empirical literature for the variables of this study.

Methodology, Chapter Three, reviews the details of the approach and methodology used in the research study. Sections include: general perspective of the research, population of interest, targeted sample, instrumentation, data collection process, methods for analyzing the data and summary.

Chapter Four, Analysis of the Results, provides a description of the research data and how it was tabulated and analyzed. Sections include data overview and screening, treatment of missing data, descriptive information and statistics, examination and preparation of the data for multivariate analysis, testing of the research hypotheses,

additional data analysis and summary.

Chapter Five, Summary and Discussion, concludes the study and restates the research problem, reviews the methodology, provides a discussion and summary of the results, presents theoretical and practical implications, discusses limitations and concludes with recommendations for future research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Chapter two summarizes the published literature on the variables and constructs being examined in this research. The first section of the chapter discusses the theoretical literature for voluntary turnover, including: historical underpinnings of voluntary turnover; traditional turnover models, and; the unfolding model of voluntary turnover. In the sub-sections of the first section, the variables of the research model will be described: intent to stay (dependent variable), job satisfaction (independent variable), job search (independent variable), and job embeddedness (independent variable). The second section of the chapter presents a chronological review of the empirical literature for the variables of this research study. The chapter concludes with a summary section.

#### *I. Review of the Theoretical Literature for Voluntary Turnover*

##### **Historical Underpinnings of Voluntary Turnover**

The framework for much of the current theory and research on voluntary turnover from an organization is based on March and Simon's (1958) ideas concerning the perceived ease and desirability of leaving one's job. Traditional economic theory held that rational man examines all possible alternatives in the decision-making process and makes a decision that maximizes expected utility. March and Simon (1958) depart from traditional economic theory and propose the argument that decision makers are not able to act in an objectively rational manner; rather they are constrained by both cognitive and external limitations. Decision makers instead use "satisficing" as a criterion and choose

the first alternative that looks “good enough” (March & Simon, 1958). March and Simon (1958) theorize that an individual’s choice is made relative to a limited, approximate and simplified version of events in which identifying alternatives is a part of this task. They postulate that the individual selects the most satisfactory alternative which may not always be the optimal alternative.

March and Simon continued by proposing employee turnover is a reflection of an employee’s decision to participate or not participate in the activities of his or her organization. This decision to participate is central to what Barnard (1938) and Simon (1947) called organizational equilibrium. The Barnard-Simon theory of organizational equilibrium has been viewed as a theory of motivation and states the conditions under which an organization can induce its members to continue their participation which in turn assures organizational survival (March & Simon, 1958). March and Simon (1958) theorize that an individual’s choice to participate is made relative to a simplified comparison of inducements (payments) and contributions (participation efforts). When the inducements exceed contributions, the result is higher levels of individual satisfaction. When contributions are greater, dissatisfaction occurs which serves as a cue for job search behavior.

March and Simon (1958) proposed that employee turnover is a reflection of these decision-making processes and of the employee’s decision to participate in the activities of his or her organization. March and Simon (1958) posit that participation refers to the employee’s perceptions of the desirability and ease of movement. Over the years, desirability of movement was translated to mean work attitudes such as job satisfaction; whereas ease of movement was equated to job alternatives. March and Simon (1958)



drew a distinction between decisions to participate from decisions to perform within the organization. Performance decisions were explained in terms of motivational concepts that included: goals, expectancies, and social controls (for instance, norms, group pressures and rewards), whereas; participation referred to the employee's perceptions of the desirability and ease of movement. The result of March and Simon's conceptualization was that most turnover theory during the next 35 years used the antecedents of job satisfaction and job search to explain turnover and focused on the individual's decision to participate and treated the individual's performance decision as an independent deliberation (Lee, Mitchell, Wise & Fireman, 1996).

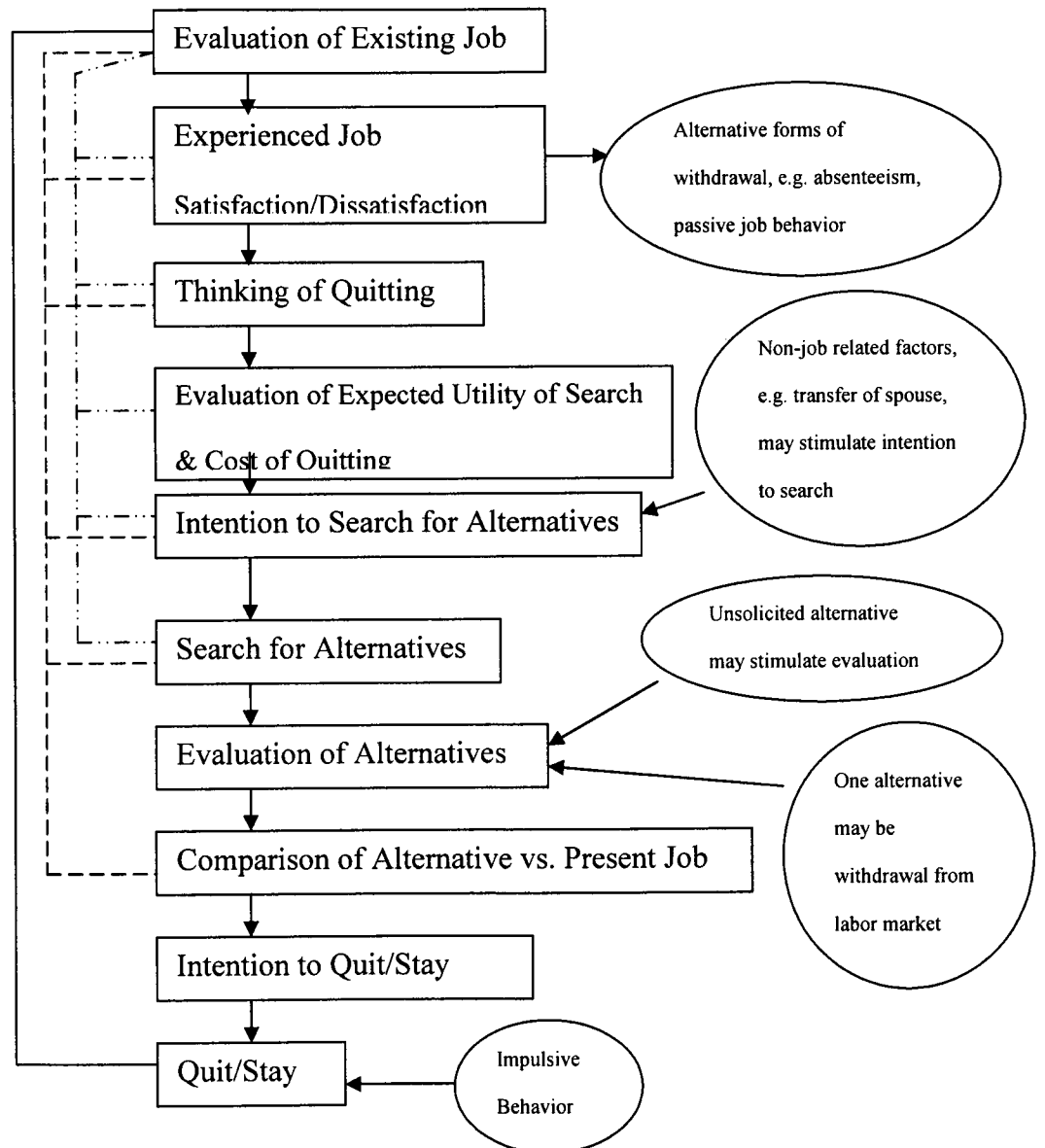
### **Traditional Turnover Models**

As researchers studied voluntary turnover to better understand the concepts that prompt employees to voluntarily leave an organization most models contained both an internal and external component. Push theories concentrated on the internal constructs that were job-related perceptions and attitudes (job satisfaction); whereas, pull theories (external constructs) focused on job alternatives and how such alternatives arose.

Mobley (1977) building upon the antecedents of job satisfaction and job alternatives, proposed a multi-stage model of processes and intermediate linkages whereby dissatisfaction related to voluntary turnover. An overview of the Intermediate Linkage Model is presented in figure 2.1. The Intermediate Linkage Model built upon Porter and Steers (1973) suggestion that "intention to leave" was the next logical step after dissatisfaction was experienced in the withdrawal process. People became dissatisfied with their jobs, developed thoughts about quitting, evaluated the expected

utility of a job search and cost of quitting, determined their intent to search for alternatives, searched for alternatives, compared alternative

Figure 2.1 Intermediate Linkage Model



(Mobley, 1977)

job options with their current job, and left if the alternative(s) were judged to be better (Mobley, 1977). Mobley's model recognized that some employees may skip steps or experience an alternative ordering of the steps. Job satisfaction combined with job alternatives predicted intent to leave, which is the direct antecedent to turnover. The value of this model provided a psychological process underlying withdrawal in a testable form (Hom & Griffeth, 1991; Lee & Mitchell, 1994).

Mobley, Griffeth, Hand and Meglino (1979) expanded Mobley's Intermediate Linkages Model to include external variables that were identified to be potentially relevant in the turnover process. These included labor, organizational, people and job-related variables. The core of the expanded model involved anticipated job satisfaction and the expected utilities of both the present and alternative jobs. These were theorized to combine in a multiplicative fashion to predict the intentions to search for alternative jobs and to quit, thus predicting eventual turnover (Lee & Mitchell, 1994). Job satisfaction and job alternatives remained as key constructs; however, variables external to the individual were added to Mobley's original model.

Steers and Mowday (1981) proposed a general sequence that led to an employee's eventual remaining with or leaving the organization. First, individual values and job expectations, conceptualized as met expectations, were said to influence the employee's affective responses to the job. The affective responses included job satisfaction, organizational commitment and job involvement. Second, affective responses were seen

as influencing the employee's desire and intention to stay or quit, with the choice depending on a variety of non-work influences. Third, the intention to stay or quit was theorized to lead ultimately, to the behavior of staying or quitting. Steers and Mowday (1981) specified that this sequence of events based on affective responses could differ across individuals and their intentions to stay or leave. This intention to stay or quit directly predicts actual quitting for some while it activates a search for alternatives for other employees (which then predicts quitting).

Hulin (1985) provided a conceptual advance from previous research directions positing that job alternatives and satisfaction could have substantially different cognitive effects on employee turnover across various populations. For example, job alternatives but not job satisfaction may have a significant and direct effect on turnover among temporary or part-time employees, whereas the constructs of both job alternatives and satisfaction may have substantial effects on permanent full-time employees. Building upon this, Hulin, Roznowski and Hachiya (1985) and Price and Mueller (1986) recognized that cognitive processes leading to turnover may differ as well across these populations. Essentially, employees from varying personal, organizational circumstances or different populations may focus on different factors in the decision to stay or leave. In addition to the constructs of satisfaction and job alternatives, factors such as luck and inertia could also play a role in the turnover process.

Hulin (1991) developed his thinking and suggested that researchers should study individual's feelings concerning withdrawal and the impact of these withdrawal feelings on withdrawal behaviors (e.g. absenteeism, turnover). Withdrawal was theorized to include various work behaviors that occur sequentially over time, such as poor

organizational citizenship, decreasing job performance, and increasing absenteeism that eventually leads to the employee leaving the organization (Hanish & Hulin, 1991). A progression of withdrawal characteristics from mild and easy to difficult and decisive are exhibited by the withdrawing employee (Hulin, 1998). Hom and Griffeth (1991) theorized that dissatisfaction leads to withdrawal behaviors, which over time prompts job search and finally turnover intent.

In summary, turnover has been viewed as a function of perceived ease (job satisfaction) and desirability of movement (job alternatives) (March & Simon, 1958). Traditional models of turnover have looked at either intermediate linkages between job satisfaction and turnover (e.g. Mobley, 1977; Mobley, Griffeth, Hand & Meglino, 1979; Steers & Mowday, 1981), or have reconceptualized the model to include the general withdrawal construct (e.g. Hom & Griffeth, 1991; Hom & Kinicki, 2001). Additionally, some models postulated the importance of both cognitive differences in leaving and the importance of job alternatives (e.g. Hulin, 1985; Hulin, Roznowski, & Hachiya, 1985) while others noted the contribution of organizational variables (Price & Mueller, 1981). The common thread involved with these models was the continued significant role played by the constructs of job satisfaction and job alternatives.

### *Job Satisfaction (Independent Variable)*

The construct of job satisfaction has been the most extensively studied variable in organizational behavior literature. A search of the job satisfaction literature on PsycINFO for the years 1976 through 2000 showed over 7,855 publications on this subject (Harter, Schmidt & Hayes, 2002). Spector (1997) estimated that over 10,000

studies had been conducted on the construct of job satisfaction. Since this time, there has continued to be a substantial amount of literature added to this field. These studies have included the antecedents of job satisfactions, as well as its effects at both the individual and organizational levels. The behaviors and outcomes that have been hypothesized to result from satisfaction or dissatisfaction include job performance, withdrawal behavior and voluntary turnover (Spector, 1977). Boswell, Boudreau and Tichy (2005) have noted that virtually every turnover model included job satisfaction as an important precursor (e.g. March & Simon, 1958; Mobley, 1977; Steers & Mowday, 1981). It has been theorized and confirmed that high levels of job dissatisfaction lead to employee withdrawal, particularly voluntary turnover. This section will discuss the antecedents of job satisfaction, approaches for categorizing job satisfaction, and approach selected for this research.

Antecedents of job satisfaction can be classified into two broad categories: job environment or personal factors. Job environment and factors associated with the job include how people are treated, the nature of job tasks, rewards, and relations with other people in the work place. Personal factors are those items that an individual brings to the job such as: personality and prior experience. Spector (1977) posits that both categories of antecedents work together to influence job satisfaction. The most notable environmental antecedents include job characteristics (e.g. Hackman & Oldham, 1976; Fried & Ferris, 1987) such as skill variety, task identity, task significance, job feedback, and autonomy; organizational constraints (e.g. Peters, O'Conner, & Rudolf, 1980); role variables including role ambiguity and role conflict; and, work-family conflict. Notable personal antecedents of job satisfaction involve person-job fit (e.g. Edwards, 1991) and

personality traits such as locus of control and negative affectivity (e.g. Watson, Pennabaker & Folger, 1986).

Flowing from the categories of classifying the antecedents of job satisfaction are the situational, dispositional and interactive approaches for categorizing job satisfaction. The situational approach views work design, job conditions and the work environment as essential tools in managing job satisfaction. Much of this approach is based on attitudinal research regarding the needs-satisfaction paradigm. This viewpoint predicted attitudes and behaviors on the basis of individual needs (e.g. Herzberg, 1968; Maslow, 1943). Although various factors satisfied human needs under the different needs-satisfaction paradigms, each provided information as to how to motivate employees based on their individual needs and the work environment. These paradigms postulated that individuals have a relatively stable and unchanging set of needs that can be satisfied by consistent job characteristics. Therefore, higher job satisfaction and increased levels of motivation to perform should occur when job characteristics or job situation match with the needs of the individual.

The dispositional approach to classifying of job satisfaction purports that individuals are predisposed to respond (positively or negatively) to the job context regardless of job design or job enrichment strategies. Specifically, an individual's disposition (e.g. personality, traits, individual differences) influences the manner in which they view and respond (positively or negatively) to their job, work tasks and the organization. The role that attitudes can have a dispositional source has been studied in field of organizational behavior (e.g. Munsterberg, 1913; Fisher & Hanna, 1931). Renewed interest in the dispositional approach was sparked by Weiss and Adler (1984) in

the mid-to-late 1980's and organizational behavior researchers (Staw & Ross, 1985; Staw, Bell, & Clausen, 1986; Levin & Stokes, 1989; Judge & Larsen, 2001) turned their focus to the importance of internal states of the individual rather than external situational cues. It is posited through the dispositional approach that individual's with a positive predisposition towards work will have more job satisfaction on account of their predispositions than derived from changes in work or job design.

The third classification of job satisfaction, interactional approach, combines both the situational and dispositional models. This approach assumes that job satisfaction results from the relationship between personal and situational factors.

Job satisfaction has also been categorized in terms of global or facet satisfaction. Facet job satisfaction is concerned with any aspect or part of the job, whereas global (overall) job satisfaction refers to the related constellation of attitudes about various aspects or facets of the job (Spector, 1997). The global approach is used when the overall attitude is of primary interest as has been the case with many turnover models (e.g. March & Simon, 1958, Mobley, 1977; Steers & Mowday, 1981).

In summary, job satisfaction has been defined and categorized various ways: affective (emotional) or cognitive (intellectual); situational, dispositional or interactional; and global or facet. It is most appropriate for this research to consider job satisfaction from the interactional approach that recognizes both the interplay of job design and the individual's disposition. In addition it is appropriate to view job satisfaction from a global vantage and measurement scale. It is appropriate to use a definition of job satisfaction from Locke (1976, p. 1300) that recognizes both the affective and cognitive domains, "a pleasurable or positive emotional state resulting from the appraisal of one's



job or job experiences”.

### *Job Search (Independent Variable)*

The search for job alternatives (perceived ease of movement) was indentified by March and Simon as an antecedent to voluntary turnover. Subsequently, this “search for job alternatives” variable has been included in most traditional turnover models (e.g. Mobley, 1977; Mobley, Griffeth, Hand, & Meglino, 1979; Steers & Mowday, 1981). Initial attempts to understand the job search process drew upon neoclassical economics that imposed constraints of perfectly competitive environments where an individual had full knowledge of alternatives and potential outcomes and that a decision resulted in maximum utility (Bretz, Boudreau & Judge, 1994). On account of conceptual and empirical limitations associated maximum utility, researchers relaxed the assumptions surrounding job search. Job search models have been studied from a variety of viewpoints. Two of the more relevant models are based on either job search choice or behavior. Job search choice models focus on the evaluation of alternatives or what individuals search for, whereas job search behavior represents the various activities in which an individual expands effort and time on job search. Soelberg (1967) divided job search into two conceptual phases: planning the job search (e.g. reading job ads, developing a resume) and job search and choice (e.g. submitting resumes, interviewing). Bowen (1982) in a likewise manner proposed two cycles of job search: preparatory cycle and active cycle. Job search behavior has been found to be a good proxy indicator for job search in many studies (Schwab, Rynes & Aldag, 1987; Blau, 1993; Lee & Mitchell, 1994; Lambert, Hogan, & Barton, 2001).

For the purposes of this research, job search is defined as the specific behaviors

through which time and effort are expended to acquire information about labor market alternatives, irrespectively of the motives for, or consequences of, the information gathering activity (Blau, 1993).

### **Unfolding Model of Voluntary Turnover**

Researchers continued to advance turnover research; however, the main variables (job satisfaction and job alternatives) often had modest success in predicting turnover seldom explaining more than the 10 percent of the variance (Hom & Griffeth, 1991). Building upon concepts from previous turnover literature, Lee and Mitchell (1994) introduced the Unfolding Model of Voluntary Turnover which suggests multiple types of turnover decisions and each type holds differing levels of mental deliberations. For example, Mobley (1977) recognized that some steps may be re-ordered or skipped, Hom and Griffeth (1991) provided evidence that some individuals follow a sequential process that leads to job search while others quit without deploying a job search, and Hulin (1985) cited factors such as luck, habit, inertia, and labor-market pressures (e.g. unemployment rates) that may affect the type and degree of mental deliberations. Referencing the literature on non-work factors and organization-focused predictors, Lee and Mitchell (1994) emphasized additional types of turnover decisions that assist in forming their model. “Spillover” turnover models of Price and Mueller (1981) and Steers and Mowday (1981) include “non-work” influences such as family attachments and conflict that occur between work and family roles. Research by Cohen (1995) showed non-work commitments like family, hobbies and church influence job attitudes and attachment. Children and a spouse at home were shown to be better predictors of leaving

a job than organizational commitment (Lee & Maurer, 1999). Organization-focused predictors (e.g. working in teams or on certain projects that created commitment) were found to be inducements that encouraged retention (Mitchell, Holtom, Lee, Sablinski, Erez, 2001). Recognizing that dissatisfaction, job search to turnover intent sequence did not underlie all turnover decisions, the unfolding model sought to specify the conditions under which individuals leave.

Lee and Mitchell's unfolding model of voluntary turnover uses constructs from Beach's (1990) image theory to assist in understanding the process of employees' decision to leave. Many behavioral decision making models hold an underlying presumption that decision makers strive to maximize return or minimize loss. Decisions are based on unlimited information and the capacity to use this information correctly when choosing among the options. Key concepts include rationality, analysis, orderliness and maximization. Image theory suggests that "screening" rather than choosing among options plays a significant part in understanding how decisions are reached (Beach, 1990). Screening is a rather elementary and rapid process that determines whether new information is accepted or rejected. The screening process is based on a violation of fit, and good (or fitting) aspects do not compensate for incompatible aspects (Lee & Mitchell, 1994). If the option survives, it is compared to the status quo which in most cases wins (Beach, 1990). The images of individuals may be slightly adjusted over time; however their behavior normally stays the same (Lee & Mitchell, 1994).

Lee and Mitchell (1994) use image theory's concepts to describe three general processes for understanding employee turnover: (1) factors other than affect can initiate the turnover process, (2) employees may or may not compare the current job with

alternatives, and (3) a compatibility judgment, instead of the subjective expected utility decision model, may be used (Lee, Mitchell, Wise & Fireman, 1996).

Lee and Mitchell's (1994) "unfolding model" describes four decision paths individuals take when they leave a job. An overview of the paths of the unfolding model is presented in Table 2.1. These paths unfold at varying rates of speed and involve different processes and behaviors (Mitchell, Holtom & Lee, 2001). Each path involves psychological processes and external events (Lee & Mitchell, 1994). Three of the paths are caused by a "shock" to the employee's system. A shock is a distinguishable event that jars an employee toward a psychological analysis and deliberate judgment about quitting their job (Holtom & Inderrieden, 2006). Examples of shocks could include mergers, acceptance into graduate school, having a baby, and administrative changes. The shock must be interpreted and integrated into the employee's system of beliefs and images. Lee and Mitchell (1994) note that not all events necessarily cause shocks unless it produces job-related deliberations and cause individuals to question their staying with the organization.

Shocks can be positive (e.g. unsolicited job offer), negative (e.g. disciplinary action), or neutral (e.g. spouse relocation) and can arise internally (organizational) or externally (personal). In addition, a shock need not be a surprise (expected or unexpected) to an employee and does not have to be derived from job dissatisfaction (Lee, Mitchell, Sablinski, Burton, & Holtom, 2004).

**Table 2.1  
The Unfolding Model Paths**

Attribute	Path				
	1 Following a plan	2 Leaving without a plan	3 Leaving for something better	4A Leaving without a plan	4B Leaving for something better
Initiating event	Shock	Shock	Shock	Job dissatisfaction	Job dissatisfaction
Script/Plan	Yes	No	No	No	No
Relative job dissatisfaction	No	Yes	Yes	Yes	Yes
Alternative search	No	No	Yes	No	Yes
Time	Very short	Short	Long	Medium	Long
Example	Planned to go to law school. Quit job when accepted to law school.	Individual was passed over for a promotion. Decided to quit.	Received an unsolicited job offer that looks better than the current situation and quit.	As a result of mounting job dissatisfaction decides to quit current job w/o searching for another job.	Accumulated dissatisfaction results in successful job search. Finds new job, then quits.

(Mitchell, Holtom & Lee, 2001)

Decision Path 1, following a plan, is initiated by a shock to the individual's system and he/she already has a plan in place for leaving the organization (Mitchell, Holtom & Lee, 2001). This plan or "script" may be based on prior experience, observation of the experiences of others, information obtained from relevant reading or through social expectations (Holtom & Inderrieden, 2006). An example is an individual who knows he/she will leave if they or their spouse becomes pregnant or if they get accepted into an educational program. The key point is that a plan is in place. The event

happens, the plan is recalled, and the individual acts on the plan through leaving. The act of leaving is to accomplish some presumably more important goal. Dissatisfaction is not the initiating cause, and there is no search for job alternatives (Mitchell, Holtom & Lee, 2001).

Decision Path 2, leaving without a plan, is started by a shock; however there is no plan or script in place (Lee, Mitchell, Holtom, McDaniel & Hill, 1999). Without a plan and in absence of any specific job alternatives, the individual evaluates the shock and makes a decision that involves two psychological processes of how much he/she wants to remain a member of the current organization (Lee & Maurer, 1997). First, the shock and accompanying situation are judged against three images of compatibility or fit as posited by Beach (1990) versus a Subjective Expected Utility model. The first image, value image, concerns personal values; the second image, trajectory image, involves an employee's goals; and strategic image (third image) pertains to activities directed toward the attainment of an employee's goals (Lee, Mitchell, Wise & Fireman, 1996). The second psychological process concerns whether the shock and information it involves causes the employee to believe there is a lack of fit among his or her values, goals and behavioral strategies compared to the current job. If there are discrepancies, he or she quits. If there are not discrepancies found in this comparison process, the employee remains. An example is a woman bypassed for a promotion which serves as the shock. As a result of being bypassed, she may feel that her career has been seriously hindered and decides that she can no longer work for the organization and quits. In this example, the person left without considering alternative jobs. "In Path 2, the shocking event is often negative and involves such a violation of expectations that negative emotions like

distrust or anger accompany the leaving process” (Mitchell, Holtom & Lee, 2001: 99).

Decision Path 3, leaving for something better, begins with a shock that leads the employee to assess whether a basic attachment could form with another organization (Lee, Mitchell, Holtom, McDaniel & Hill, 1999). The focus of this path centers on how much an individual wants to leave the current organization. This assessment process by the employee involves the presence of at least one job alternative. This decision path involves three sequential sets of judgments. The first set involves the individual evaluating the shock and Beach’s (1990) three images (value, trajectory, and strategic). Unlike decision path 2, path 3 does not result in an immediate outcome of staying or leaving from this first set of judgments (Lee, Mitchell, Wise & Fireman, 1996). If the result of this first judgment is a fit decision (e.g. the individual feels a close alignment to the position, organization, or both), then the decision is to stay. However, if the decision is a no-fit, then the immediate outcome is some level of disaffection which prompts the individual to begin exploring job alternatives. The individual, in the second set of judgments, assesses the three images and the possible job alternatives for compatibility (or fit). If the individual’s judgment yields a decision of no-fit, the job alternative is removed from consideration, whereas a judgment of fit leads to subjecting the decision of the fitting job alternative to further scrutiny. The third judgment set involves a rational analysis (e.g. a SEU model) of remaining job alternative(s) in comparison to the current position and the individual selects the option that is determined to maximize his/her preferences from these remaining options (Lee & Mitchell, 1994). The outcome of these three judgments leads to a decision to remain or leave the current organization. As a result, an employee with a judgment of no-fit with the current organization eventually

leaves with another job in hand. The dissatisfaction in path 3 is often relative. The individual likes where they are, but the alternative is better. The key is that the shock triggers the relative dissatisfaction and leads to the consideration of alternatives and then quitting. This process is often thoughtful and complex (Mitchell, Holtom & Lee, 2001).

In leaving an unsatisfying job, decision path 4, no shock is involved. Some employees will, on occasion and over time, reassess their basic commitment to the current organization. No jarring event occurs; however, the employee may believe that he/she no longer fit in their job on account of compromised values or goals not reached (Lee, Mitchell, Wise & Fireman, 1996). This evaluation by the employee occurs gradually over time. A judgment of fit indicates job satisfaction, whereas a judgment of no-fit suggests possible job dissatisfaction (Mitchell, Holtom & Lee, 2001). Lee and Mitchell (1994) separate path 4 into two sub-paths, 4A and 4B. Sub-path 4A represents situations where the individual experiences so much job dissatisfaction that he/she quits, regardless of the presence or absence of alternatives. The essential characteristics include image violation and disaffection. In 4B, accumulated job dissatisfaction is involved; however, Lee and Mitchell (1994) theorize that the dissatisfaction leads to reduced organizational commitment, job search activity, evaluation of the feasibility of leaving and ultimately quitting. This path, 4B, involves those processes described in many traditional turnover models (Lee, Mitchell, Wise & Fireman, 1996).

In summary, the unfolding model of voluntary turnover describes four different psychological paths individuals take when they leave a job. These paths unfold at varying rates of speed and three paths are caused by a “shock” to the employee’s system. Shocks can be classified as (1) positive, neutral or negative, (2) expected or unexpected,



and (3) personal (external) or organizational (internal). The unfolding model presents three interesting contributions in that many individuals who leave (1) are relatively satisfied with their jobs, (2) do not search for other jobs prior to leaving, and (3) leave because of a shock rather than a negative attitude (Lee, Mitchell, Holtom, McDaniel & Hill, 1999). Table 2.1 presented a summary of the four paths.

### *Job Embeddedness (Independent Variable)*

Lee and Mitchell (1994) through their unfolding model changed directions from examining why individuals leave the organization to understanding why individuals stay with their organizations. To this end, Mitchell, Holtom, Lee, Sablinski and Erez (2001) introduced a new construct named job embeddedness. Job embeddedness serves as one of the independent variables in the current research model and this discussion will include: theoretical influences, dimensions (fit, links and sacrifices), and aggregate measure of the job embeddedness construct.

Mitchell, Holtom and Lee (2001) posited that non-work factors (e.g. family) and non-affective or non-attitudinal attachments (e.g. coworkers) along with traditional factors from turnover theories (e.g. satisfaction with the job, no alternative jobs, affective reactions) contributed to individuals intentions to stay. Mitchell *et al.* (2001) used the term job embeddedness to represent a broad cluster of ideas that influence an individual's choice to remain in a job, operating like a net or web in which the individual becomes enmeshed. Two research-related ideas that help explain this construct are Lewin's (1951) embedded figures and field theory. An embedded figure refers to images that are immersed in their backgrounds, hard to separate from the background and become part of

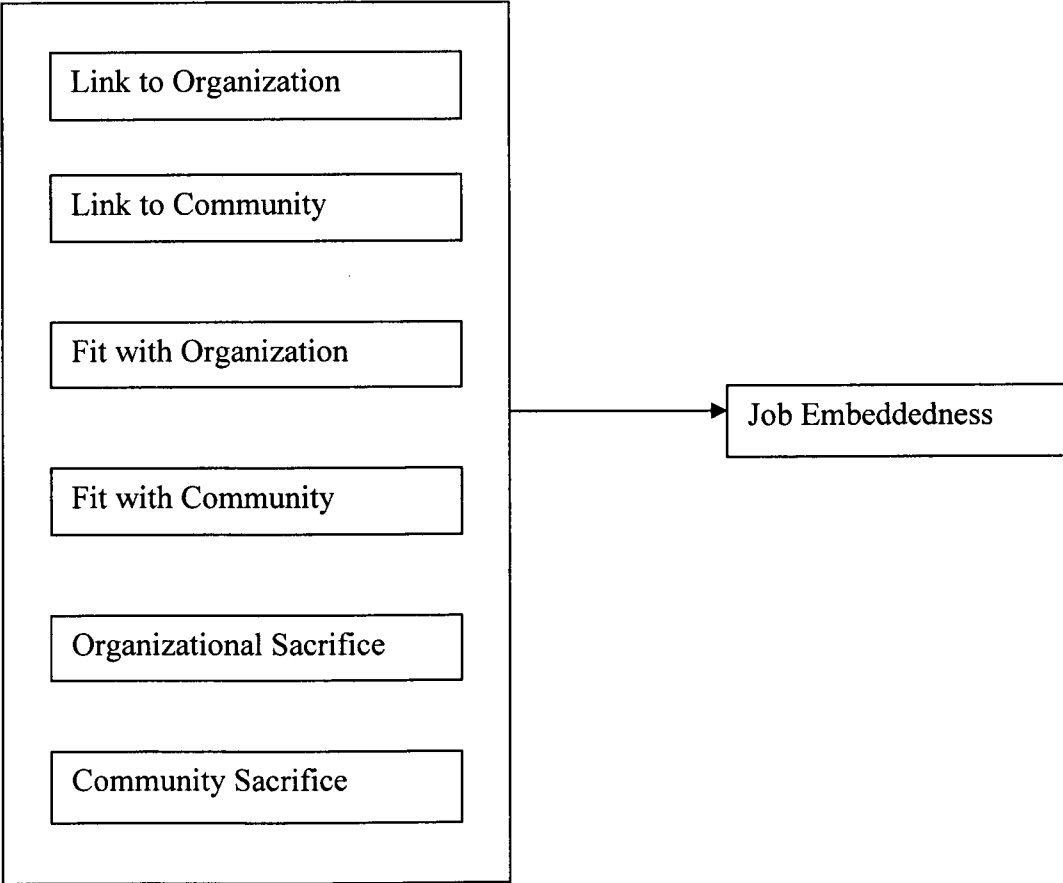
the surroundings. The construct of field theory purports that people have a perceptual life space in which the different aspects of their lives are represented and connected (Mitchell, Holtom, Lee, Sablynski & Erez, 2001). Lewin (1951) emphasized the importance of the whole system in terms of the life space. The life space represents the importance of the psychological reality and depicts the totality of the connections that determine behavior at a given point in time. Lewin (1951) posited that an individual's behavior was a function of both the person and environment. Based on Lewin's theories, Mitchell, Holtom and Lee (2001) posited that the individual's job was in the middle of these connections or web. The individual may be loosely or strongly attached (few or many connections) to various factors within the organization and community.

Additionally, the distance, strength and overall connectedness of the attachments can vary for individuals. An individual's decision to leave a job can greatly disturb that web and this web-like quality (embeddedness). Individuals who are deeply embedded will have a number of strong attachments while an individual who is weakly embedded will have far fewer connections.

Job embeddedness represents the aggregate of work and non-work influences on the individual that result in the person becoming enmeshed in a social web of forces. The more extensive the web, the more attachments or lines that connect the many aspects of the individual's life. In turn, a more elaborate web will have a stronger influence on an individual who is considering making changes in one part of the web because that change will affect many other features of the individual's life (Tanova & Holtom, 2008). Key components of the job embeddedness construct involve: (1) the extent to which individuals have links to other people or activities; (2) the extent to which an individual's

job and community are similar to or fit with other aspects in his/her life space; and (3) the sacrifices an individual would make in giving up their job in terms of how this action would affect the other aspects of their life (Mitchell, Holtom, Lee, Sablinski & Erez, 2001). These components are called fit, links and sacrifices and each have an internal (organizational) or external (community) component. A job embeddedness model is presented in figure 2.2

Figure 2.2 Job Embeddedness Model



These components combine to form a three by two matrix with six dimensions (see Figure 2.3). Table 2.2 presents a list of other organizational constructs that have some overlap with job embeddedness dimensions.

<b>Figure 2.3 Job Embeddedness Matrix with Examples</b>		
	<b>Organizational (Internal)</b>	<b>Community (External)</b>
<b>Links</b>	X	X
	Involvement in team projects.	Involvement in church activities.
<b>Fits</b>	X	X
	Employee's fit with organization's culture.	Enjoys recreational activities in the community.
<b>Sacrifices</b>	X	X
	Would lose work-life balance.	Would leave friends & family.

Table 2.2

### **Organizational Constructs with some Overlap with Job Embeddedness Dimensions**

<b>Dimension</b>	<b>Construct (Researcher)</b>
<b>Links - Organizational</b>	* Constituency Commitment (Reichers, 1985; Becker, 1992; Hunt & Morgan, 1994)
<b>Fit - Organizational</b>	* Person-Organization Fit (Schneider, 1987; Chatman, 1991; Kristof, 1996) * Person-Job Fit (Saks & Ashforth, 1997; Werbel & Gilliland, 1999) * Organizational Identity (Mael & Ashforth, 1992; Whetten & Godfrey, 1998)
<b>Sacrifice - Organizational</b>	* Job Investments (Farrell & Rusbult, 1983) * Cost of Quitting (Mobley, 1977; Mobley, 1982)
<b>Links - Community</b>	* Kinship Responsibilities (Price & Mueller, 1981; Turban, Campion, & Eyring, 1992) * Attitude Model (Ajzen & Fishbein, 1997; Hom & Hulin, 1981)

The first component, links, is based on discernable connections with the organization and community. Links are the connections between an individual and other people, groups, or organizations (Mitchell, Holtom & Lee, 2001). These links can be either formal or informal connections. Embeddedness suggests that a number of strands connect an employee and their family in a social, psychological, and financial web. The web can include work and non-work links that include family, friends and groups in the organization, community and physical environment in which the individual lives (Mitchell, Holtom, Lee, Sablynski & Erez, 2001). The more links that exist between the person and the web, the stronger the bond is for the person to the job and organization (Mitchell, Holtom, Lee, Sablynski & Erez, 2001).

Organizational links can include position tenure, organizational tenure, as well as placing employees in activities that extend interaction with co-workers, bosses, mentors and participation on team projects and organizational committees (Tanova & Holtom, 2008). Community links may include the extent of relationships with family, friends, marital status and home ownership. Community links can be established through hobbies, church or community activities. Organizations can also facilitate community links by providing employees time off to participate in volunteer activities in their community. People have many links among the various aspects of their lives. Leaving their jobs and perhaps their homes can sever or require the rearrangement of some of these links (Mitchell, Holtom, Lee, Sablynski, & Erez, 2001).

Fit, the second dimension is defined as an employee's perceived compatibility or comfort with a job, an organization, and community (Mitchell, Holtom & Lee, 2001).

Organizational fit examines the extent to which an employee's values are congruent with organizational values; employee's knowledge, skills and capabilities match the requirements of the job; and the employee's relationships with co-worker are similar. The employee's personal values, career goals, and plans for the future must fit with the larger corporate culture and demands of their immediate job (Bergiel, Nguyen, Clenney & Taylor, 2009). Community fit involves the employee's perceived compatibility towards the community and environment in which they reside. Recreational preferences (enjoys skiing or fishing activities) and interpersonal responsibilities (child with soccer practice or parent who needs assistance) can better be fulfilled if the employee has some choice over when and where they work (Mitchell, Holtom & Lee, 2001). Importantly, these assessments of community fit may be independent of job or organizational fit (e.g. I like Ford, but I dislike Michigan winters) (Mallol, Holtom & Lee, 2007). Holtom and Inderrieden (2006) posit that the better the fit, the more likely the employee will feel professionally and personally tied to the organization.

The third dimension, sacrifice, involves the perceived costs of material or psychological benefits that a person must give up if they were to leave an organization for another position. Organizational-related sacrifices include job-related benefits such as good benefit plans, opportunities for promotions, work-life balance, and respect for management. Community sacrifice examines the perceived material and psychological benefits of being a member of a community that may be forfeited if an individual leaves a job or an organization (Wijayanto & Kismono, 2004). Leaving a community that is safe or attractive may be a difficult decision on account of the loss of social support and relationships which may be experienced. The more an employee would give up, the more

difficult the decision will be in deciding to sever employment with the organization (Mitchell, Holtom, Lee, Sablinski & Erez, 2001).

In summary, job embeddedness is a mediating construct between an individual's work and personal life (Tanova & Holtom, 2008). Job embeddedness is a multidimensional construct of links, fits and sacrifices that have both an organizational and community element. The effects of the six dimensions vary across individuals, jobs and factors such as an employee's age, stage of life or size of the organization. Individuals may become embedded in several ways and the process can vary by personality and occupation. Less concerned with the influence of any one connection or dimension, the central focus of job embeddedness is the overall level of connectedness or embeddedness (aggregate measure) that keeps an individual with an organization (Holtom & Inderrieden, 2006).

#### *Intent to Stay (Dependent Variable)*

As turnover studies continued, researchers began to differentiate between actual turnover and the intent to leave or stay with the organization. Voluntary turnover is defined as turnover initiated by employees, often when the organization prefers to keep them (Noe, Hollenbeck, Gerhart & Wright, 2007). Retention is defined as the extent to which individuals stay in their present jobs. Intent to stay is the individual's perception of the possibility of leaving or staying in the present job (Ellenbecker, 2004).

Actual turnover was found to be difficult to study as once the organizational member(s) left, researchers had difficulty in locating and getting the individual to respond. Researchers turned to behavioral intentions to explain the employee's decision

to stay or leave. Specifically, Fishbein and Ajzen's (1975) theory of attitudes was used linking behavioral intentions and employee turnover. Fishbein and Ajzen (1975) theorized that the best single predictor of an individual's behavior will be a measure of his intention to perform that behavior. As a result, attitudes were presumed to have a direct impact on behavior operating through their more immediate influence upon behavioral intentions (Steel & Ovalle, 1984). Building upon March and Simon's (1958) antecedents and Fishbein and Ajzen (1975), turnover models (e.g. Mobley, 1977; Price & Mueller, 1981; Lee & Mowday, 1987) hypothesized that constructs (e.g. job satisfaction, general withdrawal) had only an indirect effect on actual turnover acting through intentions to stay or leave. For example, Lee and Mowday (1987) found job satisfaction, organizational commitment, and job involvement explained individual's intent to stay or leave, which predicted actual turnover. Intent to stay or leave one's position was found to be a good proxy indicator for actual turnover (Johnsrud & Rosser, 2002).

### *Moderators*

Three moderator variables, age, tenure, and gender, will be examined in this research. Reviewing the research between job satisfaction and intent to leave, the relationship is generally thought to be negative (Carson & Spector, 1987). However, the magnitude of this relationship is not consistent giving rise to the influence of moderating variables (Hellman, 1997).

Bedeian, Ferris, and Kacmar (1992) suggested that prestige and confidence are likely to increase with age and result in higher levels of job satisfaction. Bedeian, Pizzolatto, Long, and Griffeth (1991) purpose age conceptualizations of career stages.



Younger employees are likely to not have fully established their identity or value to an organization. Middle-age employees generally engage in behaviors that involve stabilization. Maintenance behaviors are common among older employees. Under normal circumstances, as a person ages, they will become less likely to give up benefits associated with age and in similar fashion tenure. As a result, older employees and employees with more tenure who may be dissatisfied with their position should be less likely to exhibit turnover intentions.

Holtom and Inderrieden (2006) suggest that gender may have a direct impact on whether an employee stays or leaves. Schwartz (1989) posited that women are twice as likely to resign and leave an organization as men. Research investigating turnover of managers by Stroh, Brett, and Reilly (1996) indicated that during a two-year period, 26% of women left their organization while only 14% of the men departed. As a result, women may be more likely to exhibit turnover intentions.

## *II. Chronological Review of the Empirical Literature*

The purpose of this section is to review the empirical literature relating to the variables selected for this study's model: intent to stay, job satisfaction, job search/alternatives and job embeddedness. The research will be divided into 4 broad categories: early research on voluntary turnover, research for traditional turnover models, research on individual's intent to stay/leave, and job embeddedness research.

### **Early Research on Voluntary Turnover**

Voluntary turnover has been one of the most widely studied areas in

organizational behavior literature. Brayfield and Crockett (1955) and Herzberg et al. (1957) found evidence of a relationship between employee attitudes and employee performance. Specifically, Brayfield and Crockett's (1955) research indicated that individual dissatisfaction influenced withdrawal behavior such as absenteeism and turnover. Despite questions of ambiguous measurement techniques, Brayfield and Crockett's (1955) research pointed to the need for increased rigor in research techniques toward the acceptance or rejection of an attitude-withdrawal relationship (Porter & Steer, 1973).

March and Simon (1958) identified the individual's desirability of movement (job satisfaction) and ease of movement (job alternatives) as the main antecedents to voluntary turnover. In particular, March and Simon (1958) suggested an interaction of these two variables such that actual decisions to leave an organization will depend upon wanting to leave and being able to leave (Jackofsky & Peters, 1983). March and Simon (1958) hypothesized that overall job satisfaction was inversely related to turnover and higher levels of dissatisfaction and job alternatives lead to increased levels of voluntary turnover.

Several years later, Vroom (1964) reviewed the literature concerning job satisfaction and withdrawal. Vroom reported that the studies showed a consistent relationship between job dissatisfaction and intent to leave. In attempt to introduce the variables of personality, vocational inventories and biographical information, Schuh (1967) studied the predictive powers of these variables in relation to turnover. Some evidence was found for vocational interest and biographical information (age) in predicting turnover; however, the overall findings again confirmed job satisfaction's

relationship to turnover.

### **Research for Traditional Turnover Models**

During the last 30 years the constructs, job satisfaction and job alternatives, have continued to serve as the major conceptual underpinnings for many of the theoretical models that specify various psychological processes said to underlie individual turnover decisions (e.g. Mobley, 1977; Mobley, Griffeth, Hand & Meglino, 1979; Steers & Mowday, 1981, Jackofsky, 1982; and Hulin, 1985). The empirical support for Mobley's (1977) Intermediate Linkage Model has been mixed. The antecedents to turnover have related to one another as theorized; however, the prediction of actual turnover was weak explaining between 0-5% of the variance (Lee & Mitchell, 1994).

Other variables were added to the various cognitive models including: organizational commitment; economic conditions of job markets; facet satisfaction, leadership style, and demographic items (e.g. age, gender, race, tenure). Meta-analysis of the antecedents for voluntary turnover research by Hom and Griffeth (1995) and Griffeth, Hom, and Gaertner (2000) found that job satisfaction, job search, quit intentions and organizational commitment continued to be the best predictors for turnover, each one, however, explaining no more than 4-5% of the variance.

The job search variable has been included in most traditional turnover models (e.g. Mobley, 1977; Mobley, Griffeth, Hand, & Meglino, 1979; Steers & Mowday, 1981). In many of these turnover models, the job search variable was viewed as a less proximal or direct antecedent of turnover than variables such as job satisfaction (Blau, 1993). In Mobley's intermediate linkage model, dissatisfaction aroused thoughts about quitting. These thoughts, in turn, prompted intent to search, then job search, which lead to

intention to quit. Similarly, Steers and Mowday (1981) proposed that the closest antecedent of turnover was the interaction of intention to leave and alternative job opportunities. This led to the sentiment that job search did not make unique contributions to explaining voluntary turnover beyond acting as indirect antecedent to the other variables. However, subsequent studies (Hom, Griffeth, & Sellaro, 1984; Hom & Griffeth, 1991) of the Mobley (1977) model found evidence that withdrawal cognitions and job search had direct effects on turnover. This empirical support indicated that job search may be a more direct determinant of turnover than previously conceptualized (Blau, 1993). Griffeth, Hom and Gaertner (2000) in their meta-analysis of antecedents of employee turnover posit that there is a strong, positive relationship between actual job search behaviors and voluntary turnover.

Personal characteristics affirm that age and tenure have modest predictive strength (older or longer service, less turnover), while gender and race have virtually no correlation with turnover (Griffeth, Hom & Gaertner, 2000).

Taken as a whole, these research models and conclusions continue to point to job satisfaction, job alternatives and organizational commitment as the key predictors for the intent of individuals to stay or leave.

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### **Research on Individual's Intent to Stay/Leave**

Research (e.g. Bluedorn, 1982; Lee & Mowday, 1987; Steers & Mowday, 1981) found intent to stay or leave to be a good proxy for actual turnover. Bluedorn's (1982) review of turnover studies found a significant positive relationship in 19 of 20 studies between leaving intentions and actual leaving behavior (Johnsrud & Rosser, 2002). Steel

and Ovalle (1984) from their meta-analysis concluded that turnover intentions are routinely superior to affective variables in the prediction of relevant criterion variance. Fishbein and Ajzen (1975) posited that the single best predictor of an individual's behavior is a measure of his/her intention to perform that behavior. Empirical evidence strongly supports the position that intent to stay or leave is consistently and strongly related to voluntary turnover (Griffeth & Hom, 1988; Mathieu & Zajac, 1990)

### **Job Embeddedness Research**

Mitchell, Holtom, Lee, Sablinski and Erez (2001) hypothesized that job embeddedness was negatively correlated with employee intent to leave, and that it improves the prediction of voluntary turnover going above and beyond that accounted for by job satisfaction and job search/alternatives. In line with Mitchell *et al's* hypotheses, research (e.g. Mitchell, Holtom, Lee, Sablinski & Erez, 2001; Lee, Mitchell, Sablinski, Burton & Holtom, 2004; Holtom & Inderrieden, 2006) has shown the correlation between job embeddedness and voluntary turnover to be negative and explaining 14% or more of the variance. Holtom and Inderrieden (2006) posit that embeddedness provides evidence of the influence of both work and non-work influences on turnover which improves the explanatory power of the embeddedness model.

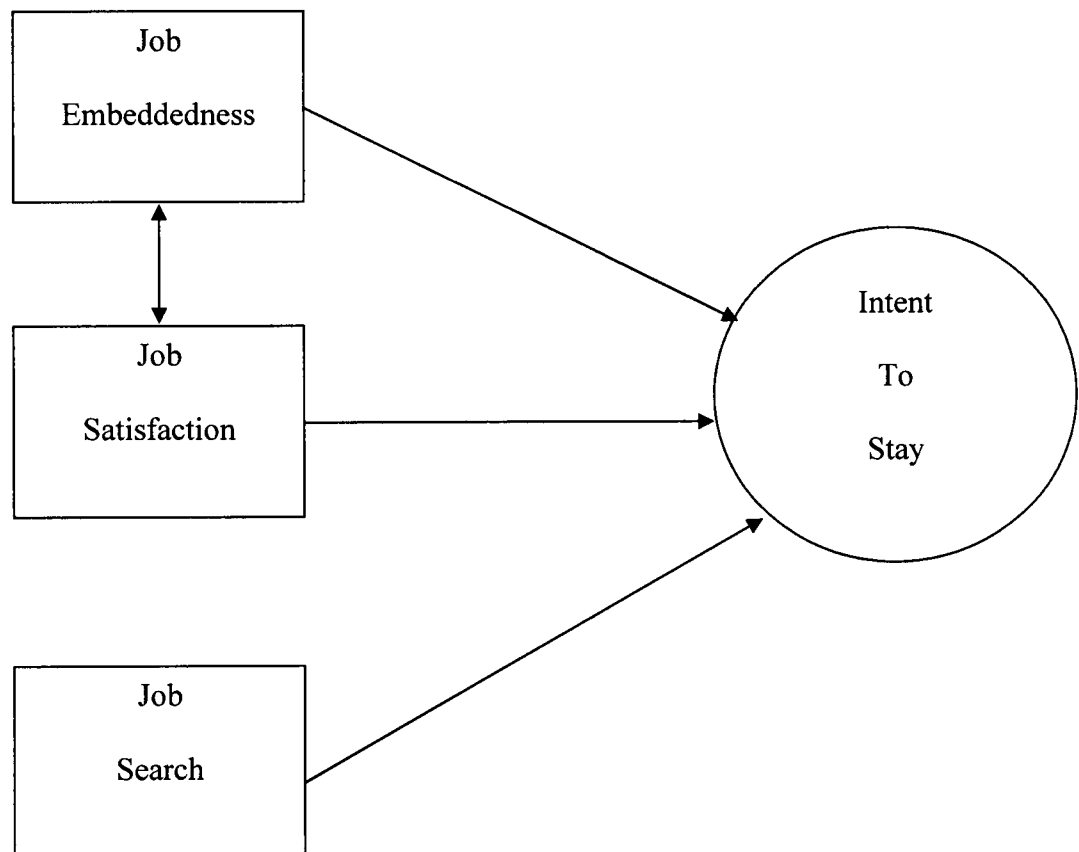
### *Summary*

In concluding, the research question and conceptual model for this research is presented below.

*Research Question*

What is the impact of job embeddedness, job satisfaction and job search on faculty members' intent to stay at Christian colleges and universities?

*Figure 2.4 Model of Intent to Stay*



The purpose of this chapter has been to review the theoretical and empirical literature which supports the model for this research. This research fits into the wide array of literature examining the influences of job satisfaction and job search in relation to an individual's intent to leave and intent to stay. It also fits into the narrower and growing body of research concerning job embeddedness and the individual's intent to stay. While job satisfaction and job search have been studied in higher education, little is

known about job embeddedness in this area. As far as the researcher knows, this would be the first study to review these constructs in Christian higher education. The purpose of this study is to develop a model to examine whether job embeddedness, job satisfaction and job search have a statistically significant effect on faculty members intent to stay at Christian colleges and universities.

## CHAPTER THREE

### METHODOLOGY

This chapter presents the methodology used in this research. It is divided into seven sections. Section one presents a general perspective on the research. Section two describes the population of interest. Section three provides an overview of the targeted sample. Section four describes the instrumentation and includes the measurement scales used for the dependent variable and independent variables. Section five presents the data collection process. Section six overviews the methods for analyzing the data and Section seven concludes with a summary of this chapter.

#### *General Perspective*

The research perspective was quantitative in nature with the specific use of the correlational research methods. Multiple regression was utilized to understand the relationships between the variables. Full-time faculty were surveyed at selected colleges to analyze the relationship between the independent variables (job embeddedness, job satisfaction, and job search) and intent to stay (dependent variable).

#### *Population*

The population of interest for this research was full-time faculty who teach at Christian colleges and universities. This population holds important implications for the retention efforts of this category of schools in their effort to retain qualified professors who are able to integrate their faith and discipline into the classroom.



### *Sampling Frame*

The target group for this research was full-time faculty members (across all academic departments) that teach at Christian colleges and universities. The author used a convenience sample concentrating on small evangelical Christian colleges and universities to determine how the independent variables selected for this research influence the faculty members' intent to stay. In order to facilitate the research process the author used colleges in which he has professional or peer connections. Ten schools were selected for the sampling frame. These institutions included: Anderson University (Anderson, IN); Calvin College (Grand Rapids, MI); Cedarville University (Cedarville, OH); Cornerstone University (Grand Rapids, MI); Geneva College (Beaver Falls, PA); Grove City College (the author's home institution); Messiah College (Grantham, PA); Olivet Nazarene University (Bourbonnais, IL); Westminster College (New Wilmington, PA); and Wheaton College (Wheaton, IL). Seven of the aforementioned schools responded to the author's request for permission to survey. (Specific details regarding the request process are included in the "data collection" section.) Table 3.1 provides an overview of the participating institutions in the sampling frame.

Surveys were distributed to full-time faculty, across all academic departments, who teach at the schools listed in Table 3.1. The desired sample size for this study was 385 in order to obtain statistically valid data. Hair, Black, Babin, Anderson and Tatham (2006) discussed the impact of limited statistical power or "overfitting" the data with sample sizes below 200 or above 1,000.

Table 3.1

**Sampling Frame**

Institution	Location	Founded	No. of Undergrad. Students	No. of Full-Time Faculty	Church Affiliation
Anderson University	Anderson, IN	1917	2,700	144	Church of God
Calvin College	Grand Rapids, MI	1876	4,092	340	Christian Reformed Church
Grove City College	Grove City, PA	1876	2,450	130	Presbyterian USA
Messiah College	Grantham, PA	1909	2,800	170	Evangelic Christian
Olivet Nazarene University	Bourbonnais, IL	1907	2,600	130	Church of the Nazarene
Westminster College	New Wilmington, PA	1852	1,600	100	Related to Presbyterian Church (U.S.A.)
Wheaton College	Wheaton, IL	1860	2,400	198	Nondenomination

*Instrumentation*

The survey instrument was designed to include questions corresponding to the research model: intent to stay (dependent variable), job embeddedness (independent variable), job satisfaction (independent variable) and job search (independent variable), along with three questions for the control variables and one “informed consent” question. The instrument contained 53 questions. The remainder of this section addresses the measurement scales used in this research and then concludes with a summary. (Please see Appendix A for the survey instrument used in this research.)

*Intent to Stay (Dependent Variable).* Hom, Griffeth and Sellaro's (1984) 3-item scale was adapted from intent to leave to intent to stay and was used to measure intent to stay. This measurement scale uses a five-point Likert Scale response system with the endpoints being (1) strongly disagree and (5) strongly agree. Items included are "I intend to stay with my current organization for the next 12 months.", "I feel strongly about staying with my current organization for the next 12 months.", and "It is likely that I will stay with my current organization for the next 12 months."

*Job Embeddedness (Independent Variable).* Job embeddedness as noted by Mitchell et al. (2001) is a formative measure. It represents a focus on the accumulated, generally non-affective, reasons why an individual would not leave a job (Tanova & Holtom, 2008). Job embeddedness is an aggregate multidimensional construct formed from its six dimensions. The measures used to model job embeddedness are causal indicators (and not effect). Thus the embeddedness construct is most appropriately operationalized as a composite formed from its dimensions (Holtom & Inderrieden, 2006).

In the present study, embeddedness was measured using a 33-item measure of job embeddedness developed and validated by Mitchell, Holtom, Lee, Sablinski and Erez's (2001). Most items corresponded directly to Mitchell et al.'s measure of job embeddedness, a few minor edits were required to fit the measure to the research sample's setting. The questions included Likert Scale questions, fill-in the blank, and yes/no responses. The questions assess the six dimensions of job embeddedness:

organizational fit (six items; Likert five point scale); organizational links (four items; fill-in the blank); organizational sacrifices (nine items; Likert five point scale; question nineteen, “I would incur very few costs if I left this organization” was reversed scored); community fit (five items; Likert five point scale); community links (six items; four yes/no responses and two fill-in the blank); and community sacrifices (three items; Likert five point scale).

The Likert Scale questions utilize a five-point response system with responses ranging from (1) strongly disagree to (5) strongly agree. Stronger agreement with each Likert Scale item results in the respondent being more embedded; whereas, weaker agreement with an item(s) results in the respondent being less embedded (Mitchell, Holtom, Lee, Sablynski & Erez’s, 2001).

The fill-in the blank items (e.g. “How long have you worked for your current organization?”) were standardized individually into Z scores before being included in any composite. ( $Z$  represents the distance between the raw score and the population mean divided by the population’s standard deviation.  $Z$  is negative when the raw score is below the mean, positive when above.) The yes/no responses (items 34, 35, 36 and 37) were standardized by using dummy variables to represent the non metric responses for these items. A “yes” response equaled 2, while 1 was assigned to a “no” response. The responses were summed and divided by the number of yes/no items providing an average for each individual’s score. The treatment for the fill-in the blank and yes/no responses are in line with Mitchell et al. (2001) procedures and have been replicated in subsequent studies (Holtom, & Inderrieden, 2006; Mallol, Holtom, & Lee, 2007; Tanova, & Holtom, 2008; Felps, Mitchell, Hekman, Lee, Holtom, & Harman, 2009; and Bergiel, Nguyen,

Clenney, & Taylor, 2009).

Following the Mitchell et al. (2001) methodology, an averaged composite was created equally weighting each of the six dimensions. Then an aggregate measure of embeddedness was calculated for both community and organizational embeddedness by computing the mean (mean of means) of the respective three dimensions (fit, links and sacrifices). Finally, an aggregate measure of embeddedness was calculated by computing the mean of the six dimensions (mean of means).

Mitchell et al. (2001) performed measures to validate their scale for their study and reported coefficient alphas for the two samples in their original study of .85 and .87. Subsequent studies (Lee, Mitchell, Sablynski, Burton, & Holtom, 2004; Holtom & Inderrieden, 2006; and Mallol, Holtom, & Lee, 2007) found results similar to Mitchell et al.'s (2001) reliability estimates of .83 or higher for the items measuring job embeddedness which are higher than the recommended .70 (Hair, Black, Babin, Anderson, & Tatham, 2006). (Cronbach's Alphas for the current research are presented in the "Reliability of Measurement" section of Chapter 4.)

It is noted that a limitation of this scale concerns the scoring procedures used for the community links and organizational links dimensions. However, following the procedures used by Mitchell et al. (2001) and in subsequent research (Lee, Mitchell, Sablynski, Burton, & Holtom, 2004; Holtom & Inderrieden, 2006; Mallol, Holtom, & Lee, 2007; Tanova, & Holtom, 2008; Felps, Mitchell, Hekman, Lee, Holtom, & Harman, 2009; and Bergiel, Nguyen, Clenney, & Taylor, 2009), these procedures were replicated to allow the current research to be continued. This limitation is described in greater detail in Chapter Five.

*Job Satisfaction (Independent Variable).* Brayfield and Rothe's (1951) 6-item Overall Job Satisfaction Scale was used to operationalize job satisfaction in this study. This measurement scale uses a five-point Likert Scale response system with its' endpoints being (1) strongly disagree and (5) strongly agree. Items included are "I feel fairly well satisfied with my present job." and "I like my job better than the average worker does." Item 25 on the questionnaire, "I am often bored with my job." was reversed scored. Strong agreement with an individual item indicates higher levels of overall job satisfaction. Weaker agreement with the item represents lower levels of overall job satisfaction. An averaged composite was calculated to form an overall measure of job satisfaction. A mean item response (after reverse scoring the negatively-worded item) of more than 3 represents satisfaction, whereas mean responses of less than 3 represent dissatisfaction. A mean score of 3 indicates ambivalence (Spector, 1997).

*Job Search (Independent Variable).* A sign of withdrawal occurs when individuals start to look for other jobs (Tanova and Holtom, 2008). The turnover literature presents a strong, positive relation between actual job search and the turnover intent to leave or conversely, a strong negative relation between job search and the turnover intent to stay (Griffeth, Hom & Gaertner, 2000). Kopleman, Rovenpor, and Millsap's (1992) Job Search Behavior Index (JSBI) 10-item scale has been utilized in many job embeddedness studies (e.g. Mitchell, Holtom, Lee, Sablynski, & Erez, 2001; Felps, Mitchell, Hekman, Lee, Holtom, Harman, 2009). This index seeks to tap the actual behaviors involved in looking for a new job. The response format is yes/no and

included questions like “During the year have you revised your resume?”, “During the past year have you sent copies of your resume to a prospective employer?” or “During the past year have you talked to friends or relatives about getting a new job?” A positive response with the item represents higher levels of job search. Most items on the author’s questionnaire corresponded directly to Kopleman et al.’s JSBI index, a few minor edits were required to fit the measure to the research sample’s setting.

Past research has used dummy variables to address scaling issues (Mitchell, Holtom, Lee, Sablynski, & Erez, 2001; Felps, Mitchell, Hekman, Lee, Holtom, Harman, 2009) and the present research replicated the previously utilized methodology. The reliability scores for this scale from the aforementioned studies had high coefficient alphas ranging from .80 to .92. (Cronbach’s Alphas for the current research are presented in the “Reliability of Measurement” section of Chapter 4.)

*Control Variables.* The last section of the measurement instrument included three demographic questions for the control variables of age, gender, and academic discipline. Although not part of the hypotheses, age, gender, and academic discipline were controlled for as these variables may have a direct impact on whether an employee stays with an organization. As discussed in Chapter Two, it has been suggested (e.g. Schwartz, 1989) that women are twice as likely as men to quit their jobs and research (e.g. Stroh, Brett & Reilly, 1996) suggest that female managers left more than their male counterparts. However, in their meta-analysis, Griffeth, Hom and Gaertner (2000) show only a negligible difference between men and women in terms of turnover (women are slightly more likely to leave their jobs than men).

In similar fashion, Bedeian, Ferris, and Kacmar (1992) suggested that prestige and confidence are likely to increase with age and result in higher levels of job satisfaction. Bedeian, Pizzolatto, Long, and Griffeth (1991) propose that as a person ages, they will become less likely to leave an organization. As a result, older employees and employees with more tenure who may be dissatisfied with their position should be less likely to exhibit turnover intentions. Meta-analytic research supports the negative age-turnover relationship (Griffeth, Hom & Gaertner, 2000).

In summary, the survey instrument contained 53 items and included four well-established construct measurement scales described earlier. These scales included Hom, Griffeth and Sellaro's (1984) Intent to Stay Scale, Mitchell et al.'s (2001) Job Embeddedness Scale, Brayfield and Rothe's (1951) Overall Job Satisfaction Scale, and Kopleman et al.'s (1992) Job Search Behavior Index (JSBI) Scale. The questionnaire also included three demographic questions (respondent's age, gender, and academic discipline). Additionally, the survey contained an "Informed Consent" statement and acceptance of the terms that discussed the voluntary nature of participating in this study and how the responses would be handled in a confidential and anonymous fashion.

### *Data Collection*

The survey instrument was submitted to and approval was obtained from Anderson University's Falls School of Business DBA Human Subjects Committee. The author then submitted the survey request to the Institutional Review Boards (IRBs) of the ten institutions in the aforementioned sampling frame. Seven schools responded favorably to the request to survey and permission was obtained to survey the respective



faculty of the seven institutions.

The survey instrument was distributed to all full-time faculty at each of the seven institutions. The data were collected through a single survey instrument administered online utilizing the software program called Select Survey. Four institutions provided the author with email addresses for their faculty, while three schools distributed the survey request via the Provost's Office.

The author's email explained that he was completing research towards his dissertation, reviewed the purpose of the study, stated participation was voluntary, and provided assurances of anonymous and confidential responses. The email contained an active link to the questionnaire in Select Survey. A reminder email was distributed to the faculty at each of the seven participating institutions approximately ten days after the initial invitation to participate.

Results for the SelectSurvey software indicated that the average completion time per respondent for the survey was 6 minutes and 38 seconds.

### *Data Analysis*

The data from the completed questionnaires in Select Survey were exported into a Microsoft Excel spreadsheet. The data were analyzed utilizing the statistical software program Minitab.

Chapter four provides an analysis of results and how the data was tabulated and analyzed. This chapter presents a data overview and screening, treatment of missing data, descriptive information and statistics. Chapter four will also discuss the examination and preparation of the data for multivariate analysis, testing of the five

research hypothesis and additional statistical tests that were performed.

### *Summary*

This chapter reviewed the general perspective, population, sampling frame, instrumentation, data collection techniques, and data analysis which were utilized in this research. The general perspective of this research was quantitative in nature and multiple regression was used to examine the relationships between the dependent and independent variables. The population of interest for the research was full-time faculty members that teach at a Christian college or university. The author chose the faculty by using a judgment sample of Christian institutions in which he had a professional or peer connection. The instrumentation was developed using four existing scales for the variables intent to stay, job embeddedness, job satisfaction and job search.

Data collection procedures were accomplished by administering the single survey instrument online utilizing the software program called Select Survey. All responses were treated confidentially and anonymously. Descriptive statistics were used to analyze the responses individually and multivariate analysis was utilized to examine the impact of the independent variables (job embeddedness, job satisfaction, and job search) on the dependent variable (intent to stay). The steps of the data analysis presented in Chapter Three are fully discussed in Chapter Four.

## CHAPTER FOUR

### ANALYSIS OF RESULTS

This chapter provides a description of the research data and how it was tabulated and analyzed. It is divided into seven sections. Section one presents a data overview and screening. Section two describes the treatment of missing data. The third section presents the descriptive information and statistics. Section four discusses the examination and preparation of the data for multivariate analysis. Section five presents the testing of the five research hypothesis. Additional data analysis is presented in section six and section seven concludes with a summary of this chapter.

#### *Data Overview and Screening*

As described in Chapter 3, a 53-item questionnaire (see Appendix A) was administered via an email invitation with a active link to Select Survey to full-time faculty (across all disciplines) at seven Christian colleges and universities. The goal at the outset of the study was to obtain a total sample size of at least  $n=385$ .

The questionnaire was distributed to 1,315 full-time faculty members. The initial invitation to participate in the survey yielded 454 responses for a response rate of 34.52%. A reminder was re-sent approximately 10 days after the initial invitation and netted an additional 122 responses (9.28%). A total of 576 completed surveys were received for a response rate of 43.8%.

As mentioned under the “Data Collection” section in Chapter 3, the survey instrument was distributed to faculty using their email addresses. Four institutions

provided the author with the email addresses, while at three schools the email was sent from their Provost's Office. The response rate for the schools in which the emails (initial and reminder) came from the author yielded a response rate of 44.7%, whereas the response rate for the emails sent by the institutions' Provost's Office was 42.8%.

The data from the completed questionnaires in Select Survey were exported into a Microsoft Excel spreadsheet. The cases were checked for missing data and outliers.

### *Missing Data*

Of the 576 questionnaires that were returned, 2 had several missing responses. (The survey had been designed to not allow a respondent to submit the survey unless all fields had been completed.) Upon visual inspection, the author noticed that these two cases also contained corrupt fill-in responses and the decision was reached to eliminate these two cases from the sample.

On an additional 11 surveys, the respondent did not complete the fill-in response regarding age (item 52) and/or academic discipline (item 53). It is likely that these respondents were concerned about being identified because their department size may be very small or because of the uniqueness of their discipline so they presented this outlier for protection purposes. The author visually inspected all responses for these 11 cases to determine if any other fill-in responses were inconsistent or if little diligence (e.g. all items were answered with the same response) had occurred. No discernable pattern presented itself in these 11 cases. "Academic discipline" was not a major interest of this particular research, but rather was added to the questionnaire for future research that could result from the current study. Age (control variable) was left blank on six cases.

After visual inspection, the decision was made to retain these six cases. Mean substitution was used for the purpose of calculating replacement values for these cases. Based on this rationale, the decision was made to include the 11 cases in the data to be analyzed. A total sample of  $n = 574$  was moved forward.

### *Descriptive Information and Statistics*

A summary of the descriptive information and statistics are presented in this section. The average age of the respondents was 49.028 years (S.D. = 10.97). Of the respondents 60.8% were male while 39.2% were female. Descriptive information, including the means and standard deviations for all the variables in this research are listed in Table 4.1a, while the correlations for all the variables are listed in Table 4.1b. Job embeddedness (aggregate measure) was positively correlated with intent to stay ( $r = .42$ ,  $p < .01$ ) and with job satisfaction ( $r = .56$ ,  $p < .01$ ). As expected, job embeddedness was negatively correlated with job search behavior ( $r = -0.38$ ,  $p < .01$ ). The more embedded the faculty, the less they search for alternative jobs.

Organizational (internal) job embeddedness was positively correlated with intent to stay ( $r = .49$ ;  $p < .01$ ) and with job satisfaction ( $r = .64$ ;  $p < .01$ ), while negatively correlated with job search ( $r = -0.44$ ,  $p < .01$ ). In similar fashion, community (external) job embeddedness was positively correlated with intent to stay and job satisfaction, and negatively correlated with job search ( $r = .22$ ,  $p < .01$ ;  $r = .30$ ,  $p < .01$ ;  $r = -0.20$ ,  $p < .01$ ).

Job search was negatively correlated with intent to stay ( $r = -0.47$ ,  $p < .01$ ) and job satisfaction was positively correlated with intent to stay ( $r = .53$ ,  $p < .01$ ).

It is interesting to note that the job embeddedness dimensions, links to the

community and links to the organization, appeared only weakly related to intent to stay ( $r = -0.02, p < .05; r = .07; p < .05$ ). The results for these two “link” dimensions of the embeddedness construct are consistent with the findings in previous studies and indicate the limitation with this dimension of the job embeddedness measurement scale as noted in the discussion of this scale in Chapter Three.

**Table 4.1a**  
**Means & Standard Deviations**

	Variable	Mean	s.d.
1	Intent to Stay	4.474	0.796
2	Job Satisfaction	4.221	0.598
3	Job Search	1.596	1.786
4	Fit to the Community	3.887	0.769
5	Sacrifice - Community	3.899	0.657
6	Links to Community	0.555	0.504
7	Community - Aggregate	2.780	0.476
8	Fit to the Organization	4.143	0.698
9	Sacrifice - Organization	3.631	0.644
10	Links to Organization	0.000	0.626
11	Organization - Aggregate	2.591	0.020
12	Job Embeddedness (aggr)	2.686	0.405
13	Age	49.028	10.973

**Table 4.1b**  
**Correlations**

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1 Intent to Stay												
2 Job Satisfaction	0.53 *											
3 Job Search	-0.47 *	-0.34 *										
4 Fit to the Community	0.21 *	0.30 *	-0.21 *									
5 Sacrifice - Community	0.25 *	0.30 *	-0.22 *	0.60 *								
6 Links to Community	-0.02	0.00	0.03	0.10 **	0.13 *							
7 Community - Aggregate	0.22 *	0.30 *	-0.20 *	0.85 *	0.83 *	0.47 *						
8 Fit to the Organization	0.51 *	0.74 *	-0.40 *	0.39 *	0.33 *	0.02	0.37 *					
9 Sacrifice - Organization	0.47 *	0.56 *	-0.40 *	0.32 *	0.35 *	0.03	0.34 *	0.67 *				
10 Links to Organization	0.07	0.08 **	-0.15 *	0.16 *	0.30 *	-0.01	0.22 *	0.10 **	0.13 *			
11 Organization - Aggregate	0.49 *	0.64 *	-0.44 *	0.40 *	0.45 *	0.02	0.43 *	0.82 *	0.83 *	0.54 *		
12 Job Embeddedness (aggr)	0.42 *	0.56 *	-0.38 *	0.74 *	0.76 *	0.29 *	0.84 *	0.71 *	0.69 *	0.45 *	0.85 *	
13 Age	0.01	0.01	-0.24 *	0.12 *	0.12 *	-0.22 *	0.04 *	-0.01 *	0.05 *	0.54 *	0.26 *	0.18 *

\* p < .01; \*\* p < .05.

n = 574. Pearson Correlation

### *Preparation for Multivariate Analysis*

This section discusses the examination and preparation of the data for multivariate analysis. Specifically, this section addresses outliers, steps taken for testing the assumptions of multiple regression (tests of univariate normality, linearity, homoscedasticity, and reliability of measurement), and multicollinearity.

#### *Outliers*

Histograms (see Appendix B) were examined to provide a visual check for normality for the dependent variable (Intent to Stay) and three independent variables (Job Embeddedness, Job Satisfaction and Job Search).

Normal probability plots (see Appendix C) were reviewed comparing the cumulative distribution of the actual data values for each variable of interest with the cumulative distribution of a normal distribution. Examination of the plotted data values for the dependent and independent variables against the diagonal did not show any alarming variation from normality, and the height (peakedness or flatness) and balance (positive/negative skewed) were consistent with the findings presented in the discussion of skewness and kurtosis in the next section, “Tests for Univariate Normality”.

The graphical analysis did not indicate any outliers for independent variable of job embeddedness; however, the other variables’ distributions included at least one outlier. The values of outliers for three of the variables (Intent to Stay, Job Satisfaction and Job Search) were bounded by the ranges of the utilized scales (i.e. no “open-ended” questions that allowed respondents to enter extremely different values). The job embeddedness measure also bounded the range of outliers using likert type questions and



standardizing the open-ended questions before arriving at an aggregate value. The outliers were reviewed to determine if they resulted from “mindless” completion (e.g. answering each question with the same response) or from data entry errors. Hair et al. (2006) state that data should be kept unless specific proof is presented that they are an anomaly and does not represent any observations in the population. The decision was made to keep all the data and a data set of n = 574 was moved forward.

*Tests for Univariate Normality*

The data were tested for univariate normality and the values for skewness and kurtosis were examined for each variable (See Table 4.2). According to Hair, Black, Babin, Anderson and Tatham (2006, p. 82), critical values of +/- 2.58 are the most commonly used to meet the assumptions of univariate normality. If the critical values for skewness or kurtosis are exceeded, the distribution is considered to be non-normal.

**Table 4.2**  
**Tests for Univariate Normality**

	Variables	Mean	s.d.	Skewness	Kurtosis
1	Intent to Stay	4.474	0.796	-2.08	5.13
2	Job Embeddedness (Aggr.)	2.670	0.405	-0.28	0.14
3	Job Embeddedness - Community	2.780	0.476	-0.40	0.29
4	Job Embeddedness - Organizational	2.590	0.481	-0.31	0.39
5	Job Satisfaction	4.221	0.598	-1.19	2.46
6	Job Search	1.596	1.786	1.38	1.20

n = 574

Job embeddedness (aggregate) was negatively skewed (-0.28) with a leptokurtic distribution (0.14). These results suggest that a very small number of respondents have

low job embeddedness while the majority is concentrated around the mean of 2.67. The findings for community job embeddedness (skewness = -0.40; kurtosis = 0.29) and organizational job embeddedness (skewness = -0.31; kurtosis = 0.39) were consistent with aggregate job embeddedness. Next, the results showed that job satisfaction were negatively skewed (-1.19) with a leptokurtic distribution (2.46). This means that a relatively low number of respondents have neutral job satisfaction with the rest of the respondents concentrated around the mean of 4.22. Job search was positively skewed (1.38) with a leptokurtic distribution (1.20). This would indicate that some individuals are more serious in their job search, but the majority is concentrated around the mean of 1.59). Finally, the results show that intent to stay is negatively skewed (-2.08) with a leptokurtic distribution (5.13). This would indicate that a small number of respondents do not intend to stay with his/her organization while the majority of respondents are concentrated around the mean of 4.47.

Examination of the critical values for the dependent and independent variables show that only the kurtosis value (5.13) for intent to stay (dependent variable) fell outside the +/-2.58 and exhibited some non-normal kurtosis value. Attempts were made to normalize the data by taking the square root, squared, cubed and reciprocal terms of this variable. These attempts to transform the data were successful with squaring and the transformed data for intent to stay was used.

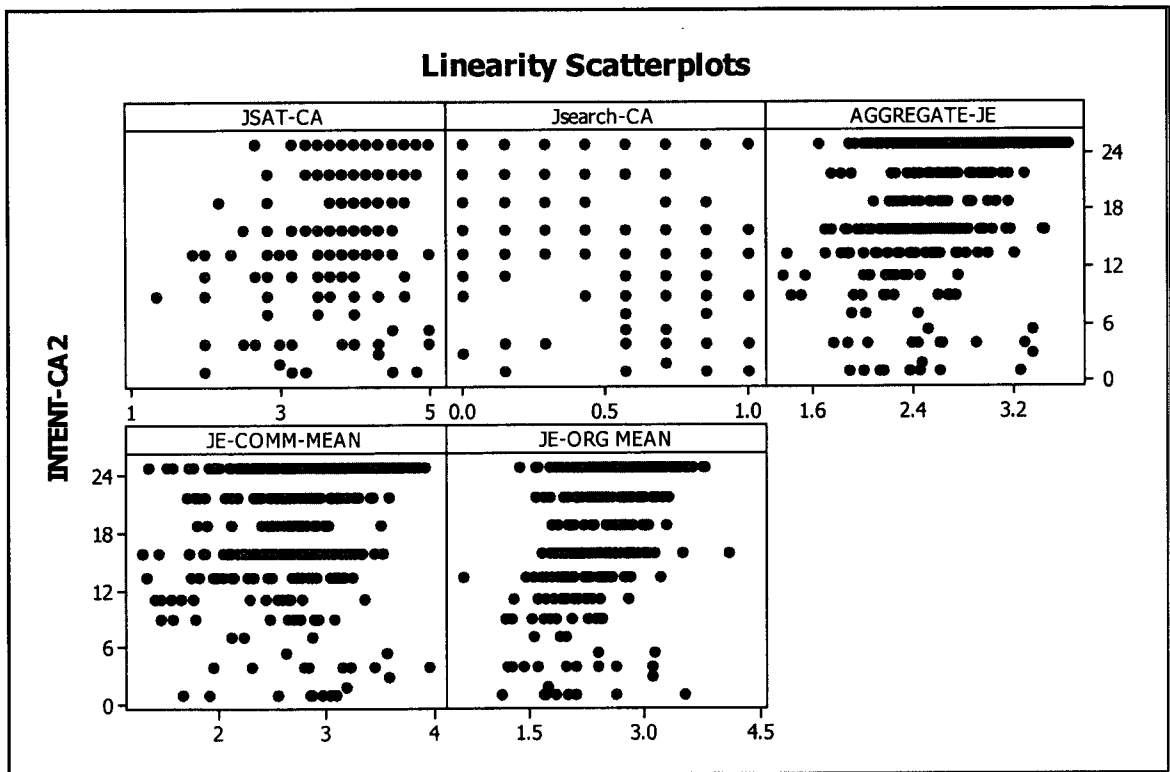
### *Linearity*

Linearity was the second assumption of multiple regression that was tested. The two common methods for assessing linearity is the examination of scatterplots and simple

regression analysis (Hair, Black, Babin, Anderson, & Tatham, 2006).

Scatterplots pairing each of the independent variables to “intent to stay” (dependent variable) were compiled and are displayed in Figure 4.1. Inspection of the plots indicated that the residuals for the variables were normally distributed.

Figure 4.1



Simple regression was utilized to determine the linear relationship of each independent variable to the dependent variable (Intent to Stay). Each independent

variable displayed a significant linear relationship with intent to stay (see Table 4.3).

**Table 4.3**  
**Simple Regression Results against Intent to Stay (dependent variable)**

Variable	F	Significance	R
Job Embeddedness (Aggregate)	120.93	0.000	0.175
Job Embeddedness (Community)	27.92	0.000	0.047
Job Embeddedness (Organization)	179.49	0.000	0.239
Job Satisfaction	225.02	0.000	0.282
Job Search	162.28	0.000	0.221

### *Homoscedasticity*

According to Hair et al. (2006), the most common statistical test for homoscedasticity is the Levene Test. The independent variables were assessed in comparison to the dependent variable. The job embeddedness variables (aggregate, community, and organizational) demonstrated non-significant values ( $p > 0.05$ ) and passed the test for homoscedasticity. Job satisfaction yielded a significant value ( $p = 0.000$ ) as did job search ( $p = 0.000$ ). The decision was made to still include these variables in the study, but to note their potential heteroscedasticity.

**Table 4.4**

**Levene Test for Homoscedasticity**

Variable	Levene Statistic	Significance
Job Embeddedness (Aggregate)	1.14	0.332
Job Embeddedness (Community)	1.82	0.055
Job Embeddedness (Organization)	1.73	0.071
Job Satisfaction	5.04	0.000
Job Search	6.92	0.000

*Reliability of Measurement (Internal Consistency)*

Cronbach's alpha was used to evaluate the internal consistency of each measurement scale used in the research. The generally accepted minimum value for Cronbach's alpha is 0.70 (Hair, Black, Babin, Anderson, & Tatham, 2006). All four measurement scales show an alpha greater than the prescribed 0.70 (see Table 4.5). A separate Cronbach's alpha was calculated for the organization- and community-aggregate measures for the job embeddedness. Likewise, these subdivided scales demonstrate an alpha greater than 0.81.

**Table 4.5**  
**Cronbach's Alpha**

Measurement Scale	Cronbach's Alpha	Number of items in scale
Intent to Stay	0.9144	3
Job Satisfaction	0.8476	6
Job Search	0.7983	7
Job Embeddedness - Aggregate	0.8797	33
Job Embeddedness - Community Aggregate	0.8144	12
Job Embeddedness - Organization Aggregate	0.8556	21

### *Multicollinearity*

Correlation analysis was previously presented in the “Descriptive Information and Statistics” section (see Table 4.1). As referenced in Chapter 1, there was need to assess if there was multicollinearity between the constructs of job embeddedness and job satisfaction. Job embeddedness demonstrated a significant and positive relationship with job satisfaction (r = 0.56), as did job embeddedness (community) with job satisfaction (r = 0.30) and job embeddedness (organizational) with job satisfaction (r = 0.64). Job embeddedness (aggregate) indicated a significant and negative relationship with job search (r = -0.38). Job embeddedness (community) demonstrated a significant and negative relationship with and job search (r = -0.20) as did job embeddedness (organizational) with job search (r = -0.44).

Hair et al. (2006) state that multicollinearity becomes an issue when  $r > 0.80$ .

While significant relationships were found, none raised multicollinearity concerns.

### *Tests of the Research Hypotheses*

Multiple regression was used to test the five research hypotheses presented in Chapter One. The hypotheses, as presented in Chapter One, include:

- H1: Job embeddedness will serve as a significant positive predictor of intent to stay.
- H2: Community (external) job embeddedness will serve as a significant positive predictor of intent to stay.
- H3: Organizational (internal) job embeddedness will serve as a significant positive predictor of intent to stay.
- H4: Job satisfaction will serve as a significant positive predictor of intent to stay.
- H5: Job alternatives (search) will serve as a significant negative predictor of intent to stay.

Two multiple regressions were conducted. The first multiple regression, which was used to examine H1, H4 and H5, regressed the independent variables of job embeddedness, job satisfaction and job search against the dependent variable (Intent to Stay). The second multiple regression separated the job embeddedness construct into two sub-dimensions (community job embeddedness and organizational job embeddedness) along with job search and job satisfaction.

The first regression equation was “Intent to Stay = 1.15 – 7.07 Job Search + 3.88 Job Satisfaction + 1.76 Job Embeddedness (Aggregate)”. This regression model

predicted 42.5% of respondents' intent to stay,  $F(3,573)=140.21, p=0.000, R^2_{adj}=0.422$ .

All three independent variables demonstrated statistical significance as predictors.

The second regression equation was “Intent to Stay = 1.63 – 6.78 Job Search + 3.59 Job Satisfaction + 0.260 Job Embeddedness (Community) + 1.80 Job Embeddedness (Organizational)”. The second regression model predicted 42.8% of respondents' intent to stay,  $F(4,573)=106.57, p=0.000, R^2_{adj}=0.424$ . Job satisfaction, job search, and organizational job embeddedness demonstrated statistical significance as predictors, while community job embeddedness did not indicate statistical significance (see “Discussion and Summary of the Results” section in Chapter 5). Table 4.6 provides the regression results for the research model.

**Table 4.6**

**Regression Results for Research Model**

Regression One				
Predictor	Coef.	SE Coef.	T	P
Constant	1.15100	1.68500	0.68	0.000
Job Embeddedness (Aggregate)	1.7629	0.577	3.06	0.002
Job Satisfaction	3.8809	0.3832	10.13	0.000
Job Search	-7.0737	0.8051	8.79	0.000

S = 4.48961    R-Sq = 42.5%    R-Sq(adj) = 42.2%

Analysis of Variance					
Source	DF	SS	MS	F	P
Regression	3	8478.2	2826.10	140.210	0.000
Residual Error	570	11489.2	20.20		
Total	573	19967.5			

Source	DF	Seq SS
Job Embeddedness (Aggregate)	1	6337.3
Job Satisfaction	1	1952.7
Job Search	1	188.2



Regression Two				
Predictor	Coef.	SE Coef.	T	P
Constant	1.63100	1.70000	0.96	0.338
Job Embeddedness (Community)	0.26040	0.43340	0.60	0.548
Job Embeddedness (Organization)	1.80370	0.56060	3.22	0.001
Job Satisfaction	3.59400	0.41060	8.75	0.000
Job Search	6.77580	0.81810	-8.28	0.000

S = 4.47911    R-Sq = 42.8%    R-Sq(adj) = 42.4%

Analysis of Variance					
Source	DF	SS	MS	F	P
Regression	4	8551.9	2138.0	106.57	0.000
Residual Error	569	11415.500	20.1		
Total	573	19967.5			

Source	DF	Seq SS
Job Embeddedness (Community)	1	6337.3
Job Embeddedness (Organization)	1	1952.7
Job Satisfaction	1	54.2
Job Search	1	207.7

Figure 4.2 provides the plots of the residuals for the two regression models (Figure 4.2a contains “Job Embeddedness – Aggregate”; Figure 4.2b contains “Job Embeddedness – Community” and “Job Embeddedness – Organization”.) The plots provide evidence that the variables of this research model demonstrate multivariate normality.

Figure 4.2a

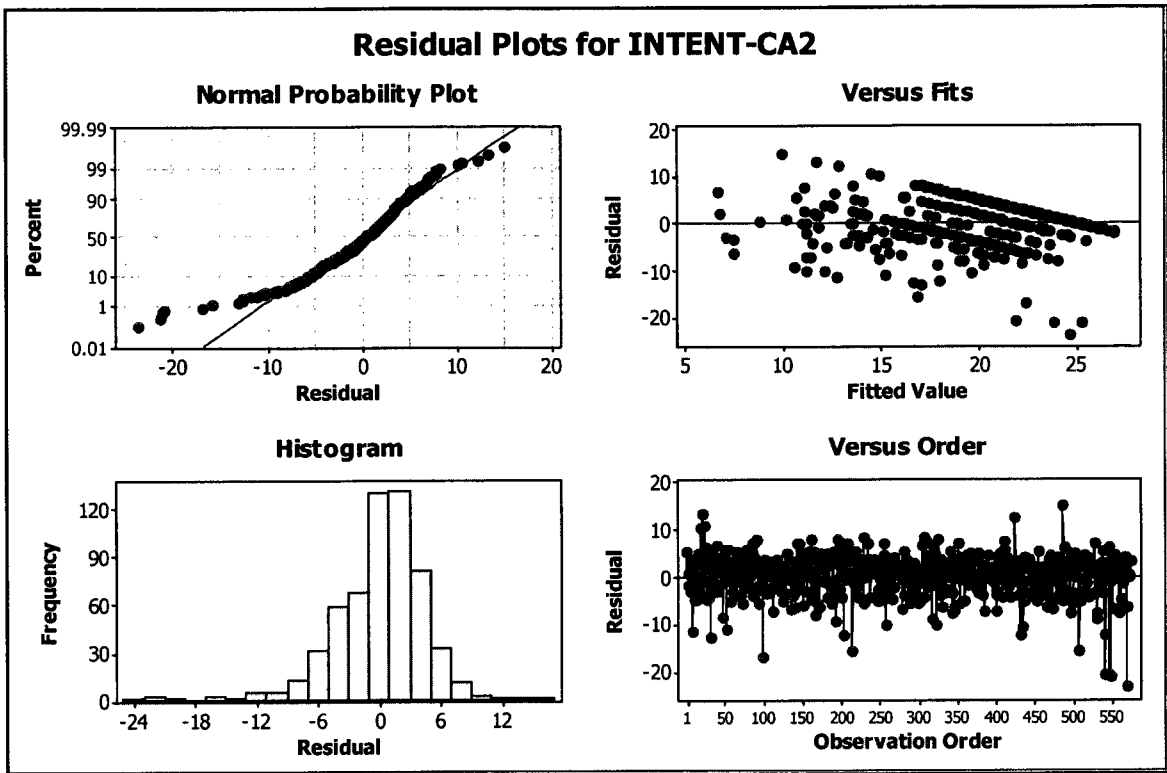
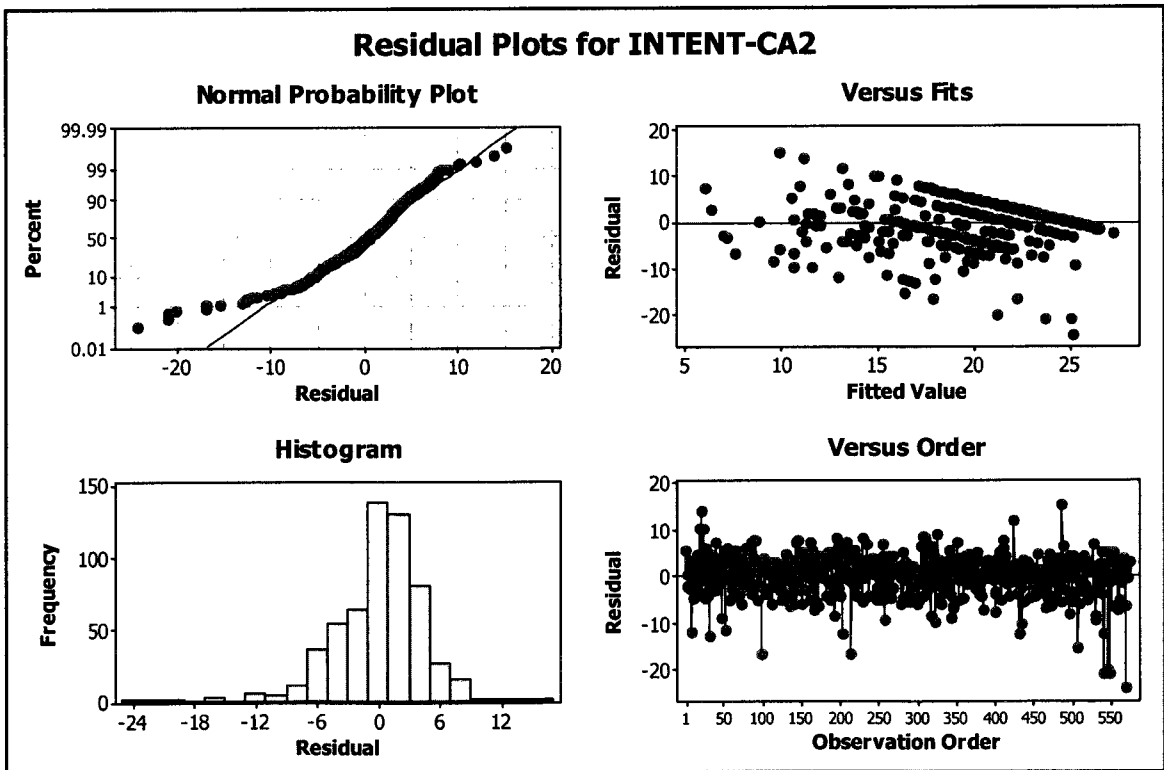


Figure 4.2b



Based on the regression results, the research hypotheses were evaluated as follows:

*Hypothesis 1: Job embeddedness will serve as a significant positive predictor of intent to stay.*

Results of the multiple regression analysis appear to support this hypothesis. Job embeddedness was a positive predictor of intent to stay,  $t(573)=3.06$ ,  $p=0.002$ .

*Hypothesis 2: Community (external) job embeddedness will serve as a significant positive predictor of intent to stay.*

Results of the multiple regression analysis fail to support this hypothesis. The community sub-dimension of job embeddedness was not a significant predictor of intent to stay,  $t(573)=0.60$ ,  $p=0.548$ .

*Hypothesis 3: Organizational (internal) job embeddedness will serve as a significant positive predictor of intent to stay.*

Results of the multiple regression analysis appear to support this hypothesis. The organizational sub-dimension of job embeddedness was a positive predictor of intent to stay,  $t(573)=3.22$ ,  $p=0.001$ .

*Hypothesis 4: Job satisfaction will serve as a significant positive predictor of intent to stay.*

Results of the multiple regression analysis appear to support this hypothesis. Job satisfaction was a positive predictor of intent to stay,  $t(573)=10.13$ ,  $p=0.000$ .

*Hypothesis 5: Job alternatives (search) will serve as a significant negative predictor of intent to stay.*

Results of the multiple regression analysis appear to support this hypothesis. Job

search was a negative predictor of intent to stay,  $t(573)=-8.79$ ,  $p=0.000$ .

### *Additional Data Analysis*

After examining the multiple regression results for the research model, the attention was turned to include the control variables of age and gender. This section reviews the additional descriptive and statistical tests that were performed.

#### *Differences in Independent Variables Across Age Bands*

The data were divided into three age bands: under 40, 40 – 49, and 50 and above. Means and standard deviations for the independent variables (i.e. job embeddedness, job satisfaction and job search) across the three age bands were calculated and are reported in Table 4.7. The means for job embeddedness ranged from 2.6091 to 2.7312 and increased for each age band suggesting that individuals become more embedded with age. The means for job search decreased with each successive age band indicating that job search activity decreases with age. The means for job satisfaction were highest for the youngest age band followed by the oldest age band.

**Table 4.7****Age Bands**

Variable	Age Band	N	Mean	Std Dev
Job Embeddedness - Aggregate	1	136	2.6091	0.3725
	2	150	2.6680	0.4254
	3	288	2.7312	0.4043
Job Satisfaction	1	136	4.2757	0.5169
	2	150	4.1511	0.6586
	3	288	4.2309	0.5992
Job Search	1	136	0.3025	0.2847
	2	150	0.2562	0.2660
	3	288	0.1781	0.2227
Age Bands	1	Under 40		
	2	40-49		
	3	50 and over		

One-way ANOVA tests (analysis of variance) were performed using job embeddedness, job satisfaction and job search (the study's independent variables) separately as the response variable versus the age bands. The first test provided evidence of statistically significant difference in job search across age bands,  $F(3,573) = 12.73$ ,  $p = 0.000$ . The age band with the highest reported job search likelihood was the under 40 group, while the 50 and over age band had the lowest reported job search likelihood. The ANOVA for job embeddedness versus age band showed evidence of practical differences in embeddedness across age bands,  $F(3,573) = 4.45$ ,  $p = 0.012$ . Embeddedness increased with each age band. The job satisfaction versus age band ANOVA did not provide evidence of significant difference in job satisfaction across age bands,  $F(3,573) = 1.64$ ,  $p$

= 0.195.

### *Differences in Independent Variables Across Gender*

The data were divided by gender. Means and standard deviations for the variables were calculated and are reported in Table 4.8. As can be discerned from the table, the means were very comparable for males and females.

**Table 4.8**

#### **Gender**

Variable	Gender	N	Mean	Std Dev
Job Embeddedness – Aggregate	Female	225	2.6678	0.3955
	Male	349	2.6973	0.4104
Job Satisfaction	Female	225	4.2089	0.6310
	Male	349	4.2283	0.5766
Job Search	Female	225	0.2267	0.2541
	Male	349	0.2288	0.2562

In similar fashion as for age bands, ANOVA's were calculated again using the independent variables (response variable) against gender. These tests did not indicate any differences were present between male and female and the independent variables. (Job Embeddedness,  $F(1,575)=0.73$ ,  $p=0.394$ ; job satisfaction,  $F(1,575)=0.14$ ,  $p=0.705$ ; job search,  $F(1,575)=0.01$ ,  $p=0.922$ )

### *Multiple Regression with Control Variables*

As was done in the "Test of the Hypotheses" section, two multiple regressions

were conducted (the second regression separated “job embeddedness – aggregate” measure into “job embeddedness – organization” and “job embeddedness – community” measures) with the control variables of age and gender.

The regression equation using “job embeddedness – aggregate” was “Intent to Stay = 3.23 – 7.58 Job Search + 3.73 Job Satisfaction + 1.96 Job Embeddedness (Aggregate) – 0.0480 Age + 0.832 Gender”. This regression model predicted 43.5% of respondents’ intent to stay,  $F(5,573)=87.61, p=0.000, R^2_{adj}=0.430$ . All three independent variables demonstrated statistical significance as predictors. The coefficient for gender (0.8319,  $p = 0.030$ ) indicates males are more likely than women (when controlled for job satisfaction, job search and job embeddedness) to stay.

The second regression equation (separating job embeddedness) was “Intent to Stay = 4.42 – 7.29 Job Search + 3.32 Job Satisfaction + 0.192 Job Embeddedness (Community) + 2.21 Job Embeddedness (Organizational) – 0.0584 Age + 0.765 Gender”. The second regression model predicted 44.1% of respondents’ intent to stay,  $F(6,573)=74.66, p=0.000, R^2_{adj}=0.435$ . Job satisfaction, job search, and organizational job embeddedness demonstrated statistical significance as predictors, while community job embeddedness did not indicate statistical significance. Table 4.9 provides the regression results for the research model.

The results from these two regressions, which include the control variables (age and gender), continue to support the findings found in the “Tests of the Hypotheses” section and appear to support hypotheses 1, 3, 4 and 5 while failing to support hypothesis 2.

**Table 4.9**  
**Regression Results for Research Model**

**Regression One**

Predictor	Coef.	SE Coef.	T	P
Constant	3.22500	1.90500	1.69	0.000
Job Embeddedness (Aggregate)	1.9562	0.5794	3.38	0.001
Job Satisfaction	3.7319	0.3844	9.71	0.000
Job Search	-7.582	0.8187	-9.26	0.000
	-			
Age	0.04803	0.01784	-2.69	0.007
Gender	0.8319	0.3832	2.17	0.030

S = 4.45506    R-Sq = 43.5%    R-Sq(adj) = 43.0%

**Analysis of Variance**

Source	DF	SS	MS	F	P
Regression	5	8694	1738.80	87.610	0.000
Residual Error	568	11273.4	19.80		
Total	573	19967.5			

Source	DF	Seq SS
Job Embeddedness (Aggregate)	1	6337.3
Job Satisfaction	1	1952.7
Job Search	1	188.2
Age	1	122.3
Gender	1	93.5

**Regression Two**

Predictor	Coef.	SE Coef.	T	P
Constant	4.41600	1.95700	2.26	0.024
Job Embeddedness (Community)	0.19220	0.43080	0.45	0.656
Job Embeddedness (Organization)	2.21360	0.57990	3.82	0.000
Job Satisfaction	3.32340	0.41730	7.96	0.000
	-			
Job Search	7.29190	0.82360	-8.85	0.000
	-			
Age	0.05839	0.01826	-3.20	0.001
Gender	0.76460	0.38250	2.00	0.046

S = 4.43546    R-Sq = 44.1%    R-Sq(adj) = 43.5%

**Analysis of Variance**

Source	DF	SS	MS	F	P
Regression	6	8812.7	1468.8	74.66	0.000
Residual Error	567	11154.800	19.7		



Total	573	19967.5
Source	DF	Seq SS
Job Embeddedness (Community)	1	54.2
Job Embeddedness (Organization)	1	207.7
Job Satisfaction	1	6337.3
Job Search	1	1952.7
Age	1	182.2
Gender	1	78.6

### *Cluster Analysis*

Based on the descriptive statistics findings for age bands, the decision was made to perform a cluster analysis. The goal was to establish groups and analyze group membership characteristics to determine whether or not there were clusters of respondents who stayed at their institution for different reasons (e.g. job embeddedness, job satisfaction and job search). K-means cluster analysis was utilized and 5 clusters were selected. (Minitab prompts the user for the number of clusters. The selection of 5 clusters presented the most distinctive results.) Table 4.10 reports the findings of the cluster analysis. The values represent how many standard deviations each cluster's mean falls from the sample mean.

**Table 4.10**  
**Cluster Analysis**

Variable	Cluster 1 (n=32)	Cluster 2 (n=168)	Cluster 3 (n=78)	Cluster 4 (n=146)	Cluster 5 (n=150)
Job Satisfaction	-2.6246	0.2896	-0.4011	-0.3098	0.7458
Job Search	0.9261	-0.2569	1.8914	-0.4333	-0.4717
Job Embeddedness	-1.5388	0.1521	-0.7870	-0.4666	1.0213
Age	-0.0396	-1.0126	-0.4757	0.6416	0.7654

In examining the results, primary characteristics can be developed for each cluster. Cluster one represents faculty that are middle age (close to the mean age of 49), highly dissatisfied, not embedded at all and actively searching (“Mid-life Crisis Faculty”). Cluster two are the younger faculty (25 to 35) who are mildly embedded in the organization, appear satisfied with their job and are not actively searching (“First Stint Faculty”). Young to middle age faculty (35 to 45) represent the third cluster. This group can be described as mildly dissatisfied, not embedded and are very active in their job search (“Seekers of Greener Pastures”). Cluster four represent older faculty (50 to 60) who are not satisfied with their job, not embedded and are not searching for alternative employment (“Grumpy Old Faculty”). The fifth cluster are elder statesmen (55 to 70+), highly embedded, very satisfied and are not searching for other positions (“The Pillars”).

### *Stepwise Regression*

Stepwise regression was conducted to determine if one or more independent variables should be eliminated if the variable(s) was not useful in discriminating between groups. Stepwise regression was performed using “intent to stay” as the response variable and job embeddedness, job satisfaction and job search as the predictors. Table 4.11 presents the results. The output indicates that job satisfaction, job search and job embeddedness should be kept in the “best model”. S (standard error) has fallen in value after the addition of each additional significant predictor. Thus, the standard error of the model is being reduced at each step. R-Sq(adj) increased with the inclusion of each additional significant predictor. This indicated that each variable assists in explaining the

overall variability in the response variable.

**Table 4.11**  
**Stepwise Regression**

Step	1	2	3
Constant	1.490	2.344	2.103
Job Satisfaction	5.56	4.46	3.88
T-Value	16.31	13.30	10.13
P-Value	0.000	0.000	0.000
Job Search		-7.68	-7.07
T-Value		-9.77	-8.79
P-Value		0.000	0.000
Job Embeddedness			1.76
T-Value			3.06
P-Value			0.002
S	4.88	4.52	4.49
R-Sq	31.74	41.52	42.46
R-Sq(adj)	31.62	41.31	42.16
Mallows Cp	106.2	11.3	4.0

### *Summary*

This chapter provided an overview of the process of how the research data were tabulated and analyzed. The chapter was divided into seven sections. The first section presented a description of the data and screening techniques. Section two discussed the treatment for missing data. Description information and statistics were presented in the section three. Section four discussed the examination and preparation of the data for multivariate analysis. This section addressed outliers, steps taken for testing the assumptions of multiple regression (tests of univariate normality, linearity,

homoscedasticity, and reliability of measurement), and multicollinearity. Section five presented the testing of the five hypotheses utilized in this research. Additional data analysis was presented in section six and the chapter concluded with a summary. Chapter 5 provides a discussion of the findings, conclusions, recommendations for future research and limitations of this study.

## CHAPTER FIVE

### SUMMARY AND DISCUSSION

This final chapter of the research study presents a summary and discussion. The chapter is divided into seven sections. The research problem is restated in section one. Section two reviews the utilized methodology. The third section provides a discussion and summary of the results. Sections four and five present the theoretical and practical implications of the research. Limitations are discussed in section six and section seven concludes with recommendations for future research.

#### *Research Problem*

As discussed in Chapter One, several demographic challenges (potential for a labor shortage, talent/skills deficit and shortage of knowledge workers) have heightened the awareness in higher education of the importance of faculty retention efforts. Specifically, there are concerns for shortages of qualified faculty for specific disciplines, categories of schools and the ability of schools to continue providing quality education.

#### *Review of Methodology*

A review of the literature indicated that traditional theory and research on voluntary turnover centered on the constructs of job satisfaction and job search. The unfolding model of voluntary turnover (Lee & Mitchell, 1994) suggested that employees leave for reasons beyond the prescribed antecedents of job satisfaction and job search. Flowing from the unfolding turnover model, the construct of job embeddedness,

examined the reasons why employees stay rather than leave organizations.

This research fits into the wide array of literature examining the influences of job satisfaction and job search in relation to an individual's intent to leave or intent to stay. It also fits into the narrower and growing body of research concerning job embeddedness and the individual's intent to stay. While job satisfaction and job search have been studied in higher education, little is known about job embeddedness in this area. As far as the researcher knows, this is the first study to review this construct in Christian higher education. In this research, three constructs were presented in order to investigate their impact on faculty members at Christian colleges and universities intent to stay. While all three independent variables were examined, the focus of this research study was on job embeddedness' (aggregate, organizational job embeddedness, and community job embeddedness) association with intent to stay.

The research perspective was quantitative in nature and regression was used to examine the relationships between the variables. The population of interest for the research was full-time faculty members that teach at a Christian college or university. The author chose the faculty by using a judgment sample of Christian institutions in which he had a professional or peer connection. Ten schools were selected and contacted to be part of the sampling frame. Seven schools responded to the author's request to survey.

The survey instrument contained 53 questions and was developed using existing scales for the research variables (see "Instrumentation" in Chapter Three). Data collection procedures were accomplished via an email invitation with an active link to Select Survey software to full-time faculty (across all disciplines) at the seven schools.

The questionnaire was distributed to 1,315 full-time faculty members. A total of 576 completed surveys were received for a response rate of 43.8%.

Upon closing the survey, statistical analysis were performed on the data utilizing Minitab statistical software. Statistical tests included descriptive statistics, correlations, simple regressions and multiple regressions. Upon completing the multiple regression for the research model (see Figure 1 in Chapter One), additional statistical tests were performed including multiple regressions using the control variables (age and gender), one-way ANOVAs, cluster analysis, and stepwise regression. The results of the statistical analysis were reported in Chapter Four.

#### *Discussion and Summary of the Results*

The purpose of this research was to expand the understanding of job embeddedness, job satisfaction and job search and these construct's impact on intent to stay. The research focused on full-time faculty members who worked at Christian colleges and universities. Testing of the research model (see Chapter One) showed that job embeddedness (aggregate), job satisfaction and job search predicted 42.5% of faculty members intent to stay,  $F(3,573) = 140.21$ ,  $p = 0.000$ ,  $R^2_{adj}=0.422$ . (It is noteworthy that when the control variables of age and gender were added to the regression model, its predictive ability increased slightly to 43.5%,  $F(5,573)=87.61$ ,  $p=0.000$ ,  $R^2_{adj}=0.430$ .)

The results demonstrate faculty who are embedded in their jobs have less intent to leave (Hypothesis 1). This indicates that job embeddedness goes beyond the combination of the traditional measures of job satisfaction and job search in predicting turnover. This result is consistent with previous research (Mitchell et al., 2001) on the relationship of job

embeddedness as a positive predictor of intent to stay.

Hypotheses 2 and 3 separated the job embeddedness construct into the two sub-dimensions of job embeddedness-community and job embeddedness-organizational. The regression equation for this model predicted 42.8% of faculty members intent to stay,  $F(4,573)=106.57, p=0.000, R^2_{adj}=0.424$ . This study failed to support that the community job embeddedness dimension is a significant positive predictor of intent to stay (Hypothesis 2). At the onset of the study, the researcher felt that the community dimension of job embeddedness held important implications for human resource officers in developing retention strategies. As noted in the “measurement scales” section in Chapter Three (also see “Limitations”, Chapter Five), several questions for community job embeddedness contained fill-in the blank and yes/no questions which were standardized. This process may have had an impact on low reliability for these scores. In addition, these questions had a heavy concentration of family-orientated questions (e.g. “How many relatives live within a 50 mile radius?”). It is likely that many faculty relocate after their educational efforts which differ from where they were raised. A suggestion for future research would be to broaden the questions asked for this dimension beyond family to include other connections or links to the community beyond solely family (e.g. community involvement). Further, it would be advantageous to frame these questions in a Likert scale manner to eliminate the potential concerns mentioned above with the scoring efforts.

The findings also support that organizational job embeddedness will have a positive influence on faculty’s intent to stay (Hypothesis 3). This finding is supportive of Lee et al. (2004) and Mitchell et al. (2001) that organizational job embeddedness was



generally positively related to employees' intent to stay with their organization. The current study's findings for job embeddedness (Hypotheses 1-3), in the Christian higher education setting, extend research understanding of the antecedents to staying or leaving.

The results demonstrate higher levels of job satisfaction positively impacts a faculty member's intent to stay (Hypothesis 4), while higher levels of job search negatively impacts the intent to stay (Hypothesis 5).

The results of this research point to the continued applicability of March and Simon's (1958) model of turnover, where desirability (job satisfaction) and ease of movement (job search) are seen as important predictors of turnover. Moreover, the results of this study indicate that the intent to stay (or leave) is not only influenced by the faculty member's job satisfaction or job search, but also influenced by an aggregate number of interrelated connections both on and off the job (job embeddedness).

### *Theoretical Implications*

The purpose of this study was to advance the understanding of the factors which impact a faculty member's turnover volition at Christian colleges and universities. The findings suggested that the constructs of job embeddedness, job satisfaction and job search do influence intent to stay and extend turnover intent in a number of ways.

First, extending voluntary turnover theory, this study confirmed findings from previous research of the influence and relationship of the three principle constructs on intent to stay. As predicted, two constructs (job embeddedness and job satisfaction) had a significant and positive relationship with intent to stay; while job search had a significant and negative relationship with intent to stay. Second, extending job embeddedness

theory, this study examined the relationship of job embeddedness with intent to stay. To the author's knowledge, no studies to date have examined the relationship of the job embeddedness construct with intent to stay in the field of Christian higher education. Job embeddedness was a significant and positive predictor of intent to stay. These results were even more interesting when the embeddedness construct was separated into the organizational- and community- job embeddedness dimensions. The findings showed that organizational job embeddedness was a significant positive predictor of intent to stay; however, the findings were not significant for community dimension of job embeddedness. This would indicate that faculty are less likely to consider the community-related aspects when making a turnover decision.

### *Practical Implications*

This research holds important implications for academic and human resource administrators in Christian higher education as it provides a base of information, as well as presents an alternative direction for developing and implementing retention strategies in this field. The research confirms the importance of job satisfaction and job search for administrators who are seeking to retain their most valuable faculty members. It also provides evidence for developing and strengthening the attachments of the faculty member to the organization and community. Assuming that the impact of job embeddedness on retention holds across samples and time, the author believes that this information can be very useful to the aforementioned administrators.

The results showed that the measures for the aggregate and organizational dimensions for job embeddedness had a significant and positive relationship with intent

to stay. Employees who score low on job embeddedness can be embedded through various techniques. These individuals can be assigned to various teams, academic or institutional committees or to long-term projects. Oftentimes the same faculty members are appointed to long-term projects, such as accreditation teams or strategic planning committees. Through increased faculty involvement, the institution could realize spreading the knowledge base among their faculty, lessening the workload of the faculty members who may be overloaded with committee assignments, and embedding both categories of employees more fully in the organization. Other strategies that could occur include mentoring programs that place existing faculty with new faculty. The results also give merit to the need for administrators to carefully place faculty in positions which his/her area of academic expertise, abilities, and skills fit or match with job requirements. Perks (e.g. on-site childcare, fitness facilities) or making the physical environment at work more attractive could be introduced making it harder for individuals to leave. The point is that developing these types of initiatives can assist institutions to more fully embed their faculty and encourage the intentions to stay.

The findings showed that the community dimension of job embeddedness (when separated from the aggregate measure of the embeddedness construct) was not a significant predictor of intent to stay. While the results from this study differed from previous studies (Mitchell et al., 2001; Lee et al., 2004) which showed that community embeddedness was a significant predictor on intentions to stay, the community dimension should not be dismissed as it does contribute to the overall or aggregate measure of job embeddedness. The implication is that academic administrators should begin or continue current practices that increase faculty embeddedness in their communities. Whether

through encouragement of faculty to become involved in civic, church or community services/activities, the more enmeshed they become, the more likely that the aggregate measurement of embeddedness will increase.

In summary, fostering work and non-work activities that heighten the attachment of the faculty member to the organization and community can be influential in impacting intentions to stay.

### *Limitations*

This study had several limitations in concert with the job embeddedness construct. First, there was concern regarding the scoring procedure used for the community links and organizational links dimensions of job embeddedness. Some of the items in these dimensions were dichotomous or fill-in the blank responses. Following the procedures used by Mitchell et al. (2001) and in subsequent research, these items were standardized using Z scores. However, this process may have impact on low reliability for those dimensions as reported in this study.

A second limitation involved the Likert scale questions for the community fit dimension. These items centered on the community in which the respondent resided. The author received several emails from respondents upon their completion of the survey in which the respondent noted that he/she did not live in the same community in which he/she worked. In some of these cases, the respondent stated that he/she had made a conscious decision not to live in the community in which he/she worked resulting in a longer commute. This could lead to low scores on this dimension for individuals who change jobs but do not leave their primary residence.

Third, the author's preference to follow suit and replicate the survey instrument and scoring procedures for the embeddedness scale may have caused him to look past using questions that were applicable to the higher education setting. Specifically, the items (numbers 34, 35, 36, 37, 45 and 46) for the community links dimensions had a family-orientation emphasis. Items 37 (Are your family roots in the community in which you reside?) and 46 (How many of your relatives, mother, father, brothers, sisters, adult children) live within 50 miles from where you live?) may have weakened the scores for this dimension as relocation after schooling is often necessary for subjects of interest in this study. (It is noted that the reported Pearson Correlation between the community links dimension and intent to stay of 0.29 was the lowest of the six dimensions of job embeddedness.)

Finally, the author failed to include any item in the survey instrument that delved into the importance (or lack of) the respondent working for a Christian college or university. This oversight eliminated the opportunity to study what if any impact this dimension may have held. Along this line, the study is a limited set of Christian colleges and universities which may or may not represent Christian colleges in general.

### *Recommendations for Future Research*

Future research might examine and develop the community links and organizational links of the job embeddedness scale. As noted in the discussions for instrumentation (see Chapter 3) and limitations (see Chapter 5), the items for these two dimensions of job embeddedness had 10 dichotomous or fill-in the blank responses, while the other 23 items of this scale were Likert-type questions. These non-likert type

items are standardized through z-scores; however this has caused concern that this process results in low reliability for the scores of these dimensions. Converting, adapting and validating these items to likert-type questions may provide more reliability to these two dimensions of embeddedness and the overall construct.

Future researchers might explore different categories of employees (e.g. faculty, administration, office support staff, maintenance, housekeeping, food service, etc.) within the same organization. Past embeddedness studies, like the current research, focused on one category of employee. Would the intent to stay differ among these categories? Would the community job embeddedness dimension be a stronger predictor of intent to stay for support staff who may have been born and raised in the community in which they work versus faculty or administrators? Would job search intent have any correlation to actual turnover rates for the separate employee categories?

On a similar note, the present study focused on the intent to stay of faculty at Christian colleges and universities, future research might explore faculty intent at secular colleges and universities. Are there any discernable differences between faculty at Christian and secular institutions?

The contributions of this research are important. They confirm the continued applicability of job satisfaction and job search as important predictors of individual's intent to stay. The findings also support that job embeddedness is a significant predictor of intent to stay and provides an alternative direction for administrators in developing and implementing retention strategies stemming from this construct.

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## Appendix A

### **Intent to Stay Survey**

This survey is part of the research that examines three constructs (job embeddedness, job satisfaction and job search) that may impact a faculty member's intent to stay at a Christian college or university. This research is part of the author's doctoral studies and has been approved by Anderson University's Falls School of Business (where I am a doctoral candidate) and by your institution's Institutional Review Board. The survey contains questions which represent the variables in this research (intent to stay, job embeddedness, job satisfaction, and job search). The survey consists of 53 questions and will take less than 10 minutes to complete. All responses are confidential and anonymous. All subjects are free to withdraw from the research. Mr. Wayne A. Biddle (wabiddle@gcc.edu) is the principal and only researcher in this project. Please feel free to contact me at any time should you have any questions or comments regarding this research.

1. Please read the following Informed Consent carefully: 1. I understand that completing this survey is voluntary. I am not required to complete it. 2. I understand that my responses will be handled in a confidential and anonymous fashion. 3. Only the researcher will have access to any and all responses. Even then, all responses will be reported in an anonymous fashion. 4. I accept these terms.\*

- I accept these terms  
 I do not accept these terms

2. I really love the place where I live.\*

- Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree

3. I like the type of people in the community where I live.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. The community I live in is a good match for me.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. I think of the community where I live as home.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. The area where I live offers the leisure activities that I like (e.g. sports, outdoors, cultural, arts).\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7. My job utilizes my skills and talents well.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8. I feel like I am a good match for this organization.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. I feel personally valued by my organization.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. I like my work schedule (e.g. flextime, shift).\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

11. I fit with my organization's culture.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. I like the authority and responsibility I have at this organization.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

13. Leaving the community in which I live would be very hard.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14. I am involved in the community in which I live.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. The community in which I live is safe.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

16. I have a lot of freedom on this job to decide how to pursue my goals.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

17. The perks on this job are outstanding.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

18. I feel that people at work respect me a great deal.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



19. I would incur very few costs if I left this organization.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

20. I would sacrifice a lot if I left this job.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

21. My promotional opportunities are excellent here.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

22. I am well compensated for my level of performance.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

23. The benefits are good on this job.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

24. I believe the prospects for continuing employment with this organization are excellent.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

25. I am often bored with my job.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

26. I feel fairly well satisfied with my present job.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

27. I am satisfied with my job for the time being.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

28. Most days I am enthusiastic about my work.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

29. I like my job better than the average worker does.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

30. I find real enjoyment in my work.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

31. I intend to stay with my current organization for the next 12 months.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

32. I feel strongly about staying with my current organization for the next 12 months.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

33. It is likely that I will stay with my current organization for the next 12 months.\*

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

34. Marital Status\*

- Single
- Married

35. If you are married, does your spouse or significant other work outside the home?\*

- Yes
- No
- Not married

36. Do you own the home you live in?\*

- yes
- no

37. Are your family roots in the community where you live?\*

- Yes
- No

38. During the past year have you revised your resume?\*

- Yes
- No

39. During the past year have you sent copies of your resume to a prospective employer or job search website?\*

- Yes
- No

40. During the past year have you contacted an employment agency or executive search firm to obtain a job with another organization?\*

- Yes
- No

41. During the past year have you searched online for job opportunities or announcements?\*

- Yes
- No

42. During the past year have you gone to a job interview?\*

- Yes
- No

43. During the past year have you talked to friends, relatives or colleagues about getting a new job?\*

- Yes
- No

44. During the past year have you made any inquiries to prospective employers?\*

- Yes
- No

45. How many children under the age of eighteen years of age live with you?\*

46. How many of your relatives (mother, father, brothers, sisters, adult children) live within 50 miles from where you live?\*

47. How long have you worked for your current organization (years)?\*

48. How long have you been in your current position at your current organization (years)?\*

49. How many college or university colleagues do you interact with (formal or informal) regularly?\*

50. How many institutional committees are you on at your college or university?\*

51. What is your current age?\*

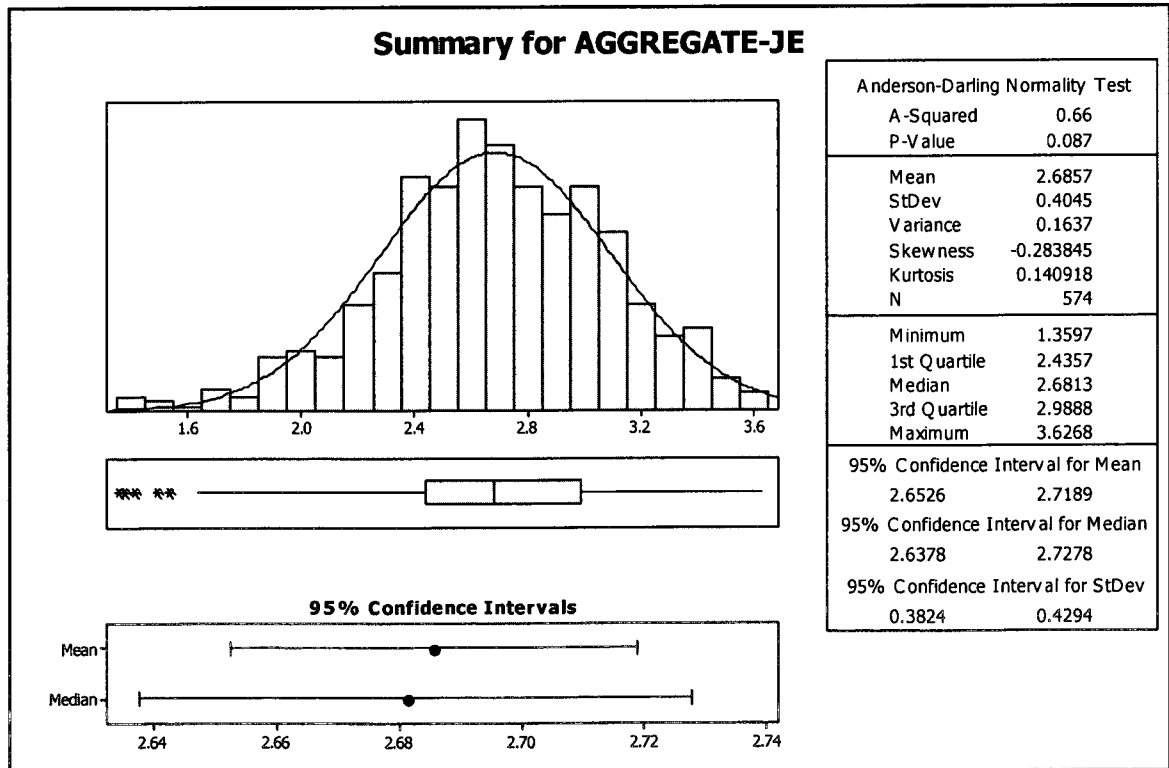
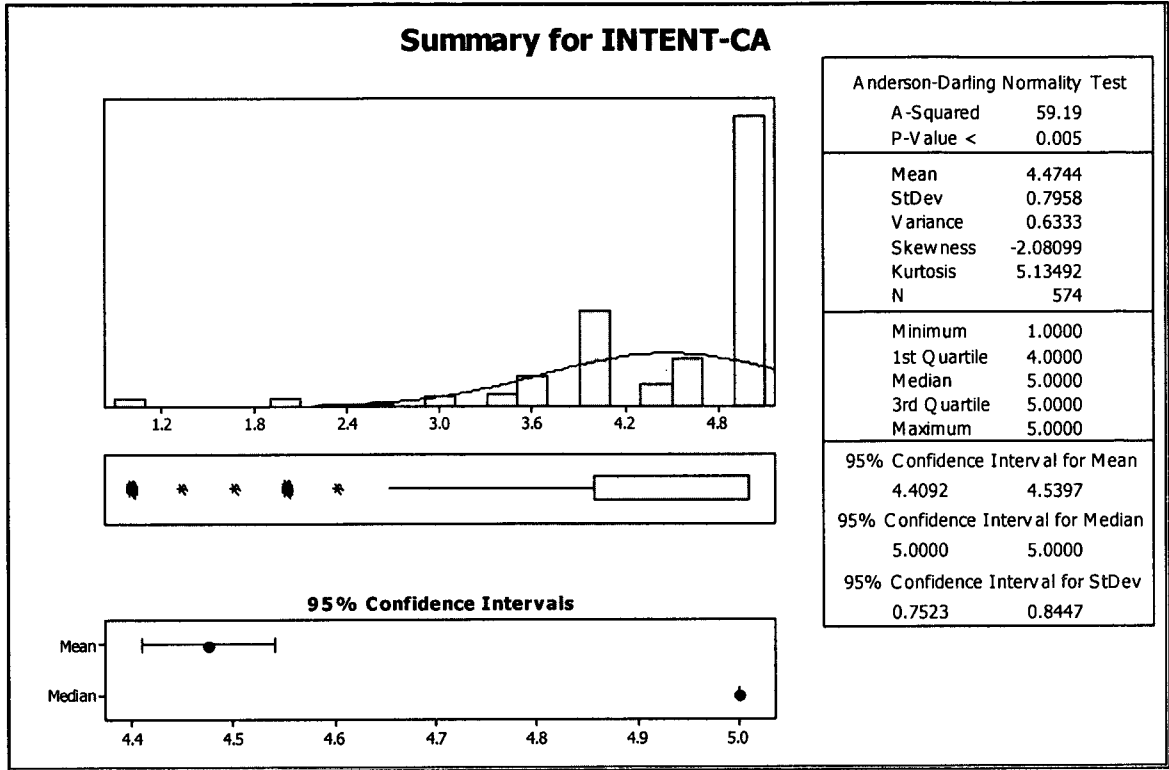
52. Gender\*

Male

Female

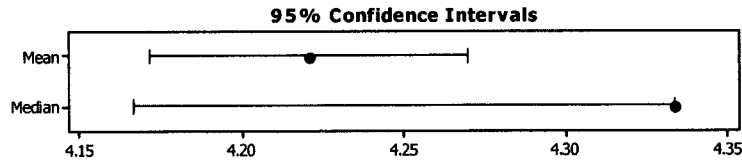
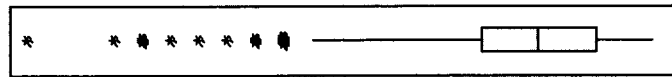
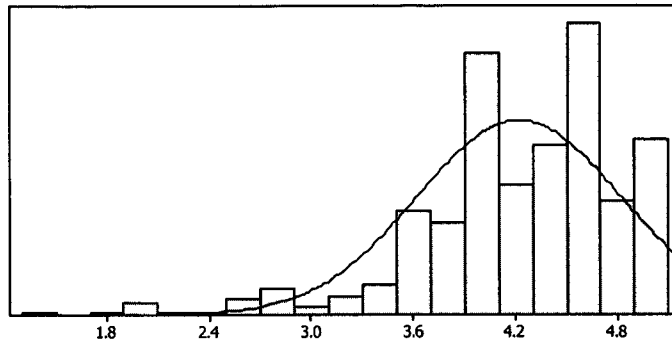
53. What is your academic discipline (e.g. business, chemistry, history, etc.)?\*

## APPENDIX B



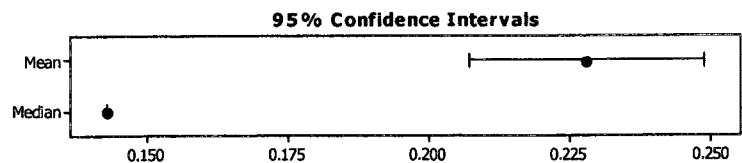
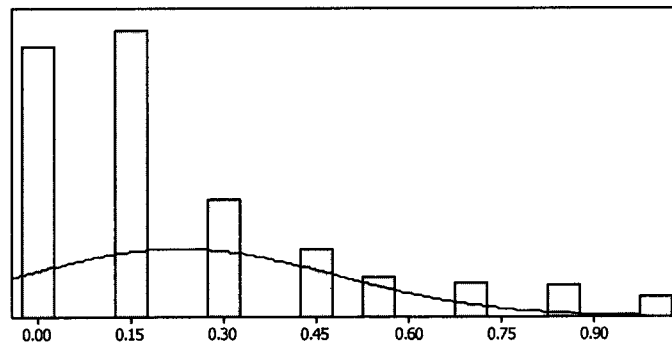


### Summary for JSAT-CA



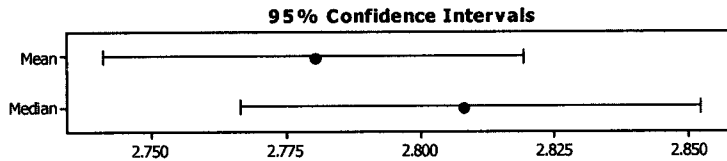
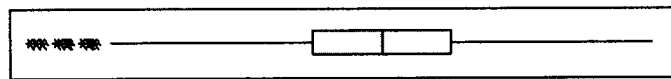
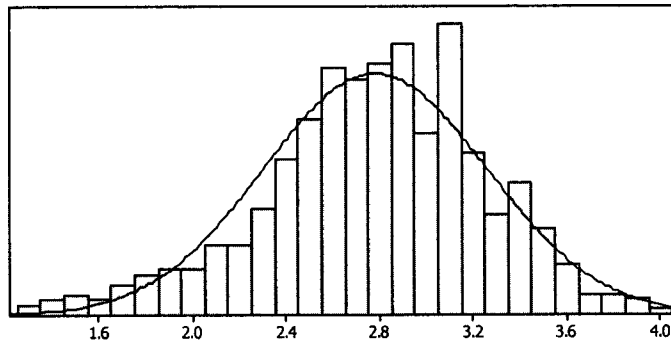
Anderson-Darling Normality Test	
A-Squared	10.00
P-Value <	0.005
Mean	4.2207
StDev	0.5980
Variance	0.3577
Skewness	-1.19418
Kurtosis	2.45499
N	574
Minimum	1.3333
1st Quartile	4.0000
Median	4.3333
3rd Quartile	4.6667
Maximum	5.0000
95% Confidence Interval for Mean	4.1716 4.2697
95% Confidence Interval for Median	4.1667 4.3333
95% Confidence Interval for StDev	0.5653 0.6348

### Summary for Jsearch-CA



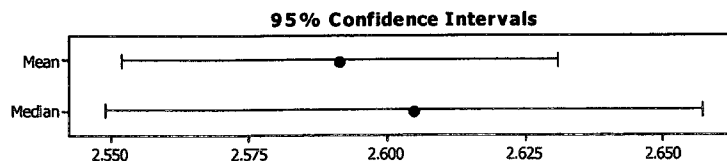
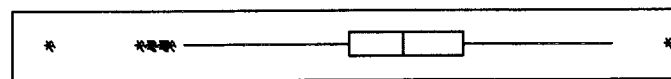
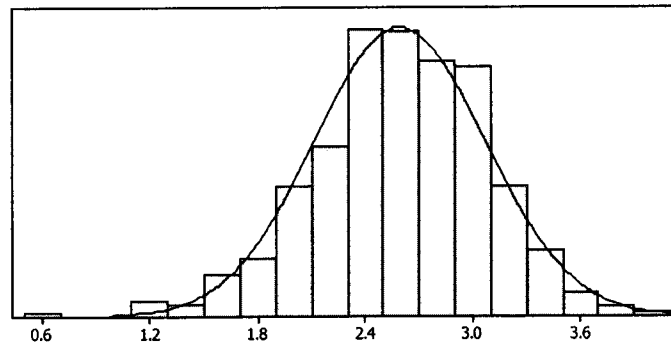
Anderson-Darling Normality Test	
A-Squared	39.43
P-Value <	0.005
Mean	0.22797
StDev	0.25518
Variance	0.06511
Skewness	1.37564
Kurtosis	1.19533
N	574
Minimum	0.00000
1st Quartile	0.00000
Median	0.14286
3rd Quartile	0.28571
Maximum	1.00000
95% Confidence Interval for Mean	0.20705 0.24889
95% Confidence Interval for Median	0.14286 0.14286
95% Confidence Interval for StDev	0.24122 0.27086

### Summary for JE-COMM-MEAN



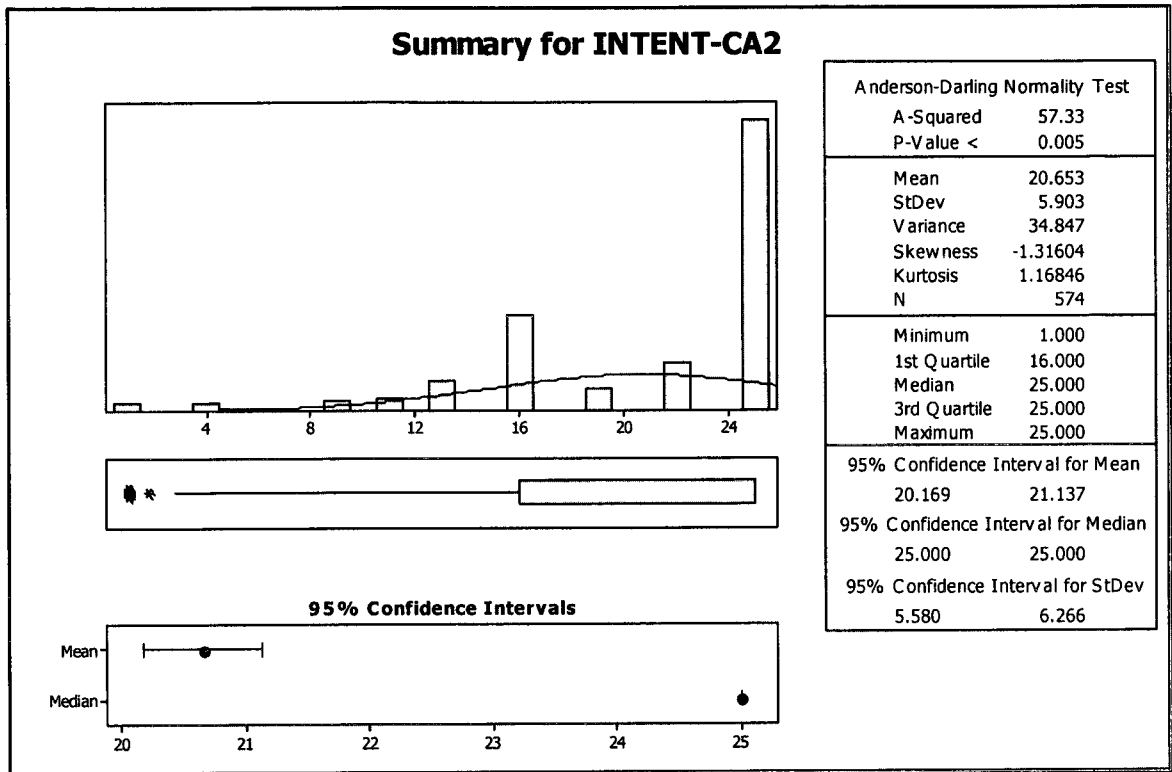
Anderson-Darling Normality Test	
A-Squared	1.69
P-Value <	0.005
Mean	2.7801
StDev	0.4775
Variance	0.2280
Skewness	-0.404852
Kurtosis	0.295678
N	574
Minimum	1.2994
1st Quartile	2.5061
Median	2.8078
3rd Quartile	3.1028
Maximum	3.9594
95% Confidence Interval for Mean	2.7410 2.8192
95% Confidence Interval for Median	2.7665 2.8521
95% Confidence Interval for StDev	0.4514 0.5069

### Summary for JE-ORG MEAN



Anderson-Darling Normality Test	
A-Squared	0.68
P-Value	0.075
Mean	2.5914
StDev	0.4808
Variance	0.2312
Skewness	-0.310375
Kurtosis	0.392981
N	574
Minimum	0.6392
1st Quartile	2.3056
Median	2.6045
3rd Quartile	2.9426
Maximum	4.0860
95% Confidence Interval for Mean	2.5520 2.6308
95% Confidence Interval for Median	2.5490 2.6571
95% Confidence Interval for StDev	0.4545 0.5104

Transformed "Intent to Stay"



**APPENDIX C**

