

QUANTITATIVE STUDY EXAMINING THE RELATIONSHIP BETWEEN JOB  
SATISFACTION, EMPLOYEE ATTRITION, AND TRAINING IN RETAIL

by

Heather D. Ponsano

A Dissertation Presented in Partial Fulfillment  
of the Requirements for the Degree  
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## Abstract

Retail attrition rates are an important topic in the retail industry as leadership seeks to determine ways that will lower labor costs to increase total company revenue. Turnover in the retail industry is exceptionally high and affects company profitability by requiring companies to spend more time recruiting, hiring, and training new employees. Constant turnover also disrupts the work environment, as other employees must fill the gap left by those leaving. This can disrupt not only the working environment for the employees but also the perceptions of the customers if their needs are not met. Developing solutions to mitigate turnover intentions of employees is increasingly important and some leaders believe turnover is tied to the training and development of the employees. The research study explored the relationship between training methods and applications, how they may affect job satisfaction, and ultimately the turnover intentions of the employees. The study examined theories developed by theorists such as Herzberg and Maslow, the study also explored aspects of employee motivation, and the role leadership plays. The results of the study indicated that a relationship existed between the variables of employee level of job satisfaction and company attrition rates.

## Dedication

This dissertation is dedicated to the memory of my grandfather, William Harding Freeman. He was always a great source of encouragement in my academic endeavors. Growing up I could always remember him talking about the importance of education and doing well in school. I know he was proud of my decisions to get my undergrad degree, then my master's degree, and my eventual decision to enter the doctorate program. I wish he could see me complete the program and even though he is gone, I know he is proud of my accomplishments.

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## Chapter 1: Introduction

High turnover rates can decrease company profitability by increasing costs associated with recruiting, hiring, and training new employees (Wienclaw, 2008). The challenge executive leadership in retail businesses must confront is to develop solutions for mitigating high turnover as a solution to decrease rising operating costs (Pace, 2010). Job satisfaction and organizational commitment can be leading factors of high turnover. As a result of voluntary separations, layoffs, involuntary terminations, and retirement, the retail industry experienced one of the largest turnover rates of any industry with a loss of approximately 300,000 employees each month in 2010 (United States Bureau of Labor Statistics [BLS], 2010).

The retail industry is one of the largest in the United States, contributing approximately \$1.1 billion to the Gross Domestic Product (GDP) and employing more than 14 million workers (United States Bureau of Labor Statistics [BLS], 2010; United States Market Indicators & Forecasts, 2010). The industry is composed of consumer-oriented organizations such as grocery, pharmacy, specialty, department, automotive, discount, and Internet-based businesses (Pace, 2010; Plunkett, 2009).

Job satisfaction and organizational commitment has been the subject of many studies over the last 60 years. Herzberg, Mausner, and Snyderman (1959), Maslow (1954), and G. Hofstede (2001) have sought to describe cultural and motivational factors that contribute to an employee's perception of job satisfaction. A survey of employees conducted by Herzberg provided insight about what job events contributed to job satisfaction, 81% of the job satisfaction factors identified were motivators (Herzberg, 2003). Several studies conducted from 2000 to 2010 have tied job satisfaction to

organizational commitment (Boyd & Sutherland, 2006; Frauenheim, 2009). Failure to obtain organizational commitment leads to poor motivation and a higher intention to quit (R. Johnson et al., 2010).

Marquez (2008) found that career development and training was one of the leading factors of low organizational commitment and a higher intent to quit. The Society for Human Resource Management [SHRM] (2011) suggested that one of the major problems of job and career development is poor implementation and creation of development programs. Poor execution of job development has the potential to affect business development and total company profitability by affecting employee job satisfaction and willingness to perform. This study seeks to answer questions associated with job training, company attrition rates, and job satisfaction.

Chapter 1 introduces the study. Outlined in this chapter is a synopsis of the research study with the problem statement, nature, and purpose of the study. The chapter also included the research questions and hypotheses, theoretical framework, definitions, assumptions, scope, limitations, and delimitations. The focus of the research was on examining the effects and implications of training methods as they relate to job satisfaction and attrition rates in retail businesses. The results provide valuable information to retail store management on the importance of the development and application of training programs.

### **Background of the Problem**

Profitability and managing long-term growth potential are two of the most important factors for business success (Wienclaw, 2008). One of the largest expenses for organizations is managing the workforce with 57% of the GDP spent on employees

(Snell, 2007). High employee attrition rates can influence negatively a company's profitability by increasing the expenses associated with recruiting, hiring, and training new talent (Studer, 2006). On average, the cost of replacing a lost employee can be \$5,864 (Tracey & Hinkin, 2008). Companies experiencing high turnover will notice a reduction in profitability because of the cost of replacing lost talent and a decline of employee job satisfaction and organizational commitment (Studer, 2006).

A potential factor attributing to low job satisfaction and commitment is ineffective training programs and the employee's perception of the training programs (Furniture @ Work, 2008; Marquez, 2008; Pombriant, 2007). Effective training methods help to ensure that each employee can perform adequately the required job functions; this ability can influence positively profitability as well as total job satisfaction (SHRM, 2011). If an employee perceives his or her job to be satisfactory, the company is more likely to have a lower attrition rate (Pombriant, 2007).

Job satisfaction has been one of the leading topics of organizational research beginning with research conducted by Maslow (1954) and Herzberg et al. (1959). Theories derived by these researchers have sparked thousands of studies on the subject. Despite numerous studies conducted on the topic of job satisfaction (Boswell, Shipp, Payne, & Culbertson, 2009; Crede, Chernyshenko, Stark, Dalal, & Bashshur, 2007; Goris, 2006; McNall, Masuda, & Nicklin, 2010), few have considered the potential relationship between job satisfaction, career development methods and opportunity, and turnover. Many of the studies conducted on job satisfaction focused on factors pertaining to perceptions of job satisfaction particularly within the retail industry (Boles, Madupalli,

Rutherford, & Wood, 2007; Boswell, Shipp, Payne, & Culbertson, 2009; Goris, 2006; Harris, Klaus, Blanton, & Wingreen, 2009)

The retail industry encompasses numerous businesses, including, grocery stores, pharmacies, clothing stores, movie and game rentals, bookstores, department stores, automotive parts and accessories, and food establishments (Pace, 2010). Jobs in the retail industry are primarily part-time front-line customer service positions (Zeytinoglu, Seaton, Lillevik, & Moruz, 2005). The retail work environment generally can be described as high stress requiring employees to multi-task by managing large volumes of customers while ensuring the completion of day-to-day operations (Zeytinoglu et al., 2005). The emphasis of sales requirements is another facet of the retail work environment. A company's leadership can negatively affect an employee's job satisfaction by instituting a top-down approach to sales and setting unrealistic requirements, which increases pressure, and stress on the employees (Darmon, 2008) .

The high level of turnover in the retail industry provides frequent opportunities for job seekers to find work (Plunkett, 2009). Working in the retail industry generally requires potential employees to exhibit strong communication skills, a clean cut appearance, a good personality, an interest in sales, and the ability to work fluctuating hours (BLS, 2010). Working on a retail position, in most cases, requires the employee to conduct some type of financial transaction, commonly by taking payment for products or services (BLS, 2010). In many retail positions, the employee's must exhibit a level of knowledge of the company's product when talking to customers (BLS, 2010).

Most retail environments provide employees with a clean, well-lit location; however standing for long periods could be a requirement of the position (BLS, 2010).

Although most believe the retail environment to be safe the high level of mental and physical demands placed on a retail employee causes many injuries and illnesses (Claussen, 2010). According to Claussen (2010) 20.1% of the injuries and illnesses reported by employees in 2006 happened in the retail industry. Most injuries and illnesses reported by retail employees are sprains, strains, back pain, and soreness stemming from various slips, trips, falls, and over use (Claussen, 2010; V. Anderson & Linn, 2009). In most cases, injury happens due to underestimating the physical requirements of stocking product (Claussen, 2010).

The ability to work varying hours is important because many retail locations operate long hours both day and night and some positions may require overnight shifts (BLS, 2010). Wage compensation in the retail industry generally follows the federal or state mandated minimum wage (Industry Information, 2011). The median wage of retail employees for 2008 was \$9.86 with 50% of the employees earning between \$8.26 and \$13.55 an hour (BLS, 2010). Many companies offer certain benefits to employees such as purchase discounts, monetary bonuses, and in some cases health benefits (BLS, 2010).

BLS (2010) described retail positions as entry-level, requiring very little education or experience unless they are management positions. On-the-job, company provided training is how employees commonly obtain training and experience (BLS, 2010). In many retail businesses training and development consists of computer classes along with shadowing a more experienced employee ("Industry Information," 2011). Training generally covers company policies, servicing customers, safety and security, product knowledge, and using computer systems (BLS, 2010). As employees gain

experience, exhibit a good work ethic, and good performance, most companies provide some type of advancement opportunity (BLS, 2010).

The study followed a quantitative correlational research approach. The research method determined if there was a relationship between training methods and applications, job satisfaction, and attrition rates. The results of the study establish opportunities for management to increase the awareness of employee factors of satisfaction to develop new training programs to optimize learning potential. Increasing awareness of satisfaction and developing training programs to maximize learning potential could improve an employee's overall job satisfaction and decrease the propensity to turn and ultimately improve the company's profitability.

### **Statement of the Problem**

The problem is that high attrition rates negatively affect profitability through revenue lost recruiting, hiring, and training new employee (Snell, 2007; Tracey & Hinkin, 2008; Wienclaw, 2008). This is particularly distressing to the leadership of retail companies experiencing high employee attrition. Peterson (2007) noted that some fast food retailers experience attrition rates higher than 100% and many stores in the retail industry experience managerial attrition of 39%. Ineffective training programs and employee perceptions of the training programs can lead to this problem (Furniture @ Work, 2008; Marquez, 2008)

In a study conducted by McElroy (2010), many retail executives agreed, "that effectively hiring, training, developing, and retaining employees is essential to achieving their business strategies" (Para. 5). Remaining effective in talent management requires leaders to develop and implement programs that will motivate and foster organizational

commitment (McElroy, 2010). An inability to motivate and develop organizational commitment could negatively affect an employee's job satisfaction (Bakkar & Schaufeli, 2008).

Job satisfaction affects multiple aspects of a business's operations, including customer perceptions, profitability, and production (Tutuncu & Kozak, 2007). Increasing job satisfaction can reduce an employee's intention to turn, which can further decrease turnover costs and increase overall profitability (Tutuncu & Kozak, 2007). According to McElroy (2010), several retail executives acknowledge that a gap exists in the talent management of retail operations and that it is necessary to close the gap and improve human resources policies and procedures.

This quantitative study examined relationships between training methods and applications, employees' level of job satisfaction, and the company's attrition rates. The quantitative research paradigm allows researchers to develop theories and conclusions based on statistical and numerical data as a means to determine patterns and relationships. The research sample consisted of current employees working for retail stores in the United States.

A random selection of members from the M.E.E.T Retail workers forums and the Retail-Sucks forum assembled the study participants. Retail employees in these forums represent a broad cross-section of retail workers nationwide. A post submitted to the main forums provided broad detail of the study and a link inviting the retail workers to participate. The discovery of the extent of a relationship between the variables would help leaders to develop training programs that would increase job satisfaction, decrease attrition, and cut costs to increase the company's potential profitability.

### **Purpose of the Study**

The purpose of this correlational quantitative study was to examine if a relationship exists between training methods and applications, employee level of job satisfaction, and employee attrition rates of retail stores in the United States. The research consisted of an online survey administered to retail employees across the United States. The study also examined the perceptions of the employees to determine a potential correlation between training methods, job satisfaction, and attrition rates.

The quantitative research design was determined to be appropriate for this research method because a qualitative research study would not be able to provide numerical data describing the potential relationship between training methods, job satisfaction, and attrition rates (Neuman, 2003). A correlational research design was appropriate because it provides statistical data necessary to determine the level of correlation between training methods, job satisfaction, and attrition rates (Neuman, 2003).

The variable, training methods and applications, was measured according to the methods used to train employees and the level of understanding the employees have to complete required job duties. The variable, employee's level of job satisfaction, was measured according to employee perceptions of job satisfaction. The variable, attrition rate, was measured according to the employee's intention to turn. The sample group consisted of employees working in retail stores in the United States.

### **Significance of the Study**

The purpose of this study was to determine if a correlational relationship between training methods and applications, job satisfaction, attrition existed. This information



could help company leaders address opportunities in these areas to help increase the company's profitability. The retail industry, as one of the largest industries in the United States, provides millions of workers with jobs as well as providing endless opportunities for businesses to increase revenue (*United States Market Indicators & Forecasts*, 2010). Retaining employees can significantly help a business maintain strong revenue by reducing wasted costs associated with replacing lost talent (Tracey & Hinkin, 2008).

A significant factor of an employee's intention turn is perceived job satisfaction (Carmeli & Weisberg, 2006). When employees become dissatisfied on-the-job, they are less likely to be committed to the organization, and they tend to be more willing to take other job opportunities (Booth & Hamer, 2007). High turnover rates have the potential to decrease revenue and profitability by increasing costs associated with recruiting, hiring, and training new employees (Tracey & Hinkin, 2008).

The significance of this study was to determine if a relationship existed between the application of training methods, an employee's job satisfaction, and a company's attrition rate. Tracey and Hinkin (2008) stated that employee turnover could translate into a high cost for employers, as companies must continue to recruit, hire, and train new employees. Booth and Hamer (2007) discovered that dissatisfaction of poor working hours, poor pay, a lack of career development, poor training, poor staff facilities, redundancy, and a lack of communication was a major cause of employee turnover. Decreasing loss revenue through improving human resources management practices, specifically training methods, translates into good business sense (Academy of Management, 2010). Booth and Hamer (2007) discussed the value of improving human resources development as a means to improve the company's financial investment in the employees by discovering a

causal link between training methods, job satisfaction, and attrition rates companies can create a strong business value.

The human resources leadership is searching for solutions for adapting and creating more effective training programs (Brown, 2002; SHRM, 2011) Although these programs eventually should help the company to improve employee satisfaction, effective training programs assist to decrease attrition rates (Biliginsoy, 2003; Furniture @ Work, 2008) The reduction of attritions rates will decrease costs and help positively affect profitability (Marquez, 2008).

**Significance of Leadership.** Leadership is one of the most important factors of business (Wienclaw, 2008). “Leadership is important to consider in relation to acceptance of innovations and work attitudes, perceptions, behavior, service quality, and client outcomes” (Aarons, 2006, p.1162) it takes strong leaders to move a company forward and create innovations that will continue that forward motion. The innovation process promotes leadership skills and qualities important to strong leadership as well as providing companies with new ideas and methods for retaining or achieving industry leadership (McKnight, 2008). The training process of a company helps to promote and develop future business leaders. The study of the relationships between training method application, job satisfaction, and company attrition can improve business leadership by identifying gaps in training methods, which can help improve the career development process (Pombriant, 2007).

### **Nature of the Study**

The purpose of the quantitative correlational research was to determine if a relationship existed between job satisfaction, attrition rates, and training methods and

applications within the retail industry in the United States. A correlational research design was appropriate for this study because according to Creswell (2005) “a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently” (p. 325). Creswell (2005) also noted that a correlational research design could be used to “measure the degree of association (or relationship) between two or more variables or sets of scores” (p. 325). This research design explained the relationship between the variables of training methods and attrition rates.

This study asked the participants to identify individual perceptions related to training methods and applications, job satisfaction, and his or her intention to turn. The participants evaluated the effectiveness of their employer’s training program, the method of training, and his or her understanding of the required job duties. This information became the basis for determining the level of training effectiveness. The second step was to determine what factors the participants perceive as contributing to job satisfaction. The third step was to examine these data in relation to an employee’s organizational commitment and intention to turn.

The correlational research methodology provides researchers with a method to describe the relationship between two or more variables (Creswell, 2005). Based on a review of literature regarding the effects of training on an employee’s intent to turn there appeared to be a relationship between training and attrition (Booth & Hamer, 2007; Guidice, Heames, & Wang, 2009; Pace, 2010; Townsend, 2007). The literature also indicated a relationship between job satisfaction and attrition (Carmeli & Weisberg, 2006; Peterson, 2007; Tracey & Hinkin, 2008); however, a review of the literature did not indicate the existence of any research relating job satisfaction to attrition and training.

This correlational research study provided data showing the level of relationship between the study variables.

A qualitative research study was not appropriate for this particular study because a qualitative study places a focus on broad, general questions as well as relying on specific views of the participants (Creswell, 2005). This study relied on the views of the participants by determining factors of job satisfaction but the bulk of the study relied on statistical data to explain any relationships existing between the study variables. The quantitative study helped to explain the relationships through the statistical data and the narrow focus provided by the research questions and hypotheses (Neuman, 2003). A qualitative study has a more general and broad focus that would not provide answers for the proposed research questions because generally a qualitative study would not have identifiable variables, such as those identified in this study (Creswell, 2005)

The purpose of this study was to determine if a relationship exists between three variables. These variables are training methods and applications, employee level of job satisfaction, and company attrition rates. Since the purpose of the study was to determine whether any relationship exists between the variables, none of the variables were considered independent or dependent variables. Independent variables are factors, treatments, predictors, determinants, or antecedent (Creswell, 2005). The dependent variables rely on the independent variables to determine how to react (Creswell, 2005). This study sought to determine a correlational relationship rather than causal.

This study examined employees currently working for retail businesses in the United States. Only participants, willing and currently working in retail businesses in the United States could complete the online survey. According to Creswell (2005), the

sample size should be as large as possible to decrease the potential for error in the study. Ideally, the sample size should be no smaller than 30 participants (Creswell, 2005).

The population of this study consisted of participants over the age of 18 currently working in a retail store. Members of several online forums developed for retail employees comprised the target population. The forums provided a population size of 11,000 retail employees.

To ensure study results represent the entire population the sample size must be determined so that there are enough participants to represent the population. Ensuring the sample size represents the population increases the validity of the study by creating a confidence in the study results (Creswell, 2005). For this study, the appropriate sample size was determined with a sampling error formula. For this study, it was determined that the acceptable rate of error would be 5% and the confidence interval would be 95%. According to Creswell (2005), the confidence interval provides the range that could contain the population mean. The range helps to increase the accuracy of population estimates.

Using the sampling error formula, a confidence level of 95% with an error rate of 5% produced a desired sample size of 371 participants. Of the approximately 11,000 retail employees identified through the forums only 4% needed to respond to reach the desired sample size, a 10% rate of return was expected. Two weeks following the initial request for participants, the researcher posted another request to obtain more participants in an attempt to reach the desired minimum number of participants.

The quantitative correlational study employed a survey instrument consisting of three different surveys. Part 1 consisted of the Job Descriptive Index (JDI)/Job in General

(JIG) and Stress in General (SIG) survey scales developed by Bowling Green University (Appendix E). The second part consisted of the Three Component Model (TCM) Employee Commitment survey developed by WORLDiscoveries® (Appendix F). The third part contained a survey of training effectiveness developed by Dr. Kimberly Gaither as a part of her dissertation research with Northcentral University (Appendix G). The SurveyGizmo website hosted the online survey. The website provides solutions for helping to organize and report data collected from the survey responses. These data were then inputted into the analytics software SPSS to assist in analyzing the results. The appendixes contain the approvals to use the three survey instruments.

### **Research Questions**

Quantitative research studies seek to explain any number of phenomena; specifically the data collection provides answers to the research questions created during the research design process (Creswell, 2005). Research questions are an important aspect of a study because they serve as a tool to narrow the study focus. The research questions help to define the path the study would take to find the answers to the proposed questions (Creswell, 2005).

This research study focused on three primary research questions, as follows:

RQ1: What is the relationship between training methods and applications and the company's attrition rates at retail organizations in the United States?

RQ2: What is the relationship between employees' level of job satisfaction, and the company's attrition rates at retail organizations in the United States?

RQ3: To what extent is job satisfaction related to training methods and applications?

## Hypotheses

The creation of hypotheses to predict potential outcomes of the research further narrows the focus of a study (Creswell, 2005). Based on the above stated research questions, the null and alternative hypotheses of the research study were as follows:

H<sub>01</sub>: There is no relationship between training methods and applications and company attrition rates.

H<sub>1</sub>: There is a relationship between training methods and applications and company attrition rates.

H<sub>02</sub>: There is no relationship between employees' levels of job satisfaction and company attrition rates.

H<sub>2</sub>: There is a relationship between employees' levels of job satisfaction and company attrition rates.

H<sub>03</sub>: There is no relationship between training methods and applications and employees' levels of job satisfaction.

H<sub>3</sub>: There is a relationship between training methods and applications and employees' levels of job satisfaction.

## Theoretical Framework

This study included an overview and analysis of theories developed by Geert Hofstede, Abraham Maslow, Frederick Herzberg, Bernard Mausner, and Barbara Snyderman. This section also included an overview of job satisfaction and its effects on employee retention. The theoretical framework provided a background to describe the previous research of the proposed variables.

**Job Satisfaction Overview.** This study focused on an employee's intention to turn and what factors may influence the decision. Training methods and applications and job satisfaction can affect this decision. Herzberg et al. (1959) noted that factors that satisfy and dissatisfy employees are completely different. Generally, "interesting work, challenge, and increasing responsibility" (Herzberg, 2003, p. 87) contribute to employee satisfaction. Employees tend to be dissatisfied about factors such as "an annoying boss, a low salary, an uncomfortable work space, or stupid rules" (Herzberg, 2003, p. 87). Based on this information Herzberg et al. (1959) developed the two-part theory that employers must consider when developing programs designed to satisfy and motivate employees (Seay Jr, 2008). Motivators are not necessary to satisfy employees but help to increase performance level, which can improve the working situation, which can help to satisfy employees. Satisfiers, on the other hand, do not motivate employees but are necessary for the employees to be satisfied on the job (Seay Jr, 2008).

Leadership researchers and theorists have been working to develop solutions for improving employee retention and decreasing an employee's intention to turn (Barrick & Zimmerman, 2009; Boe, 2010; Carmeli & Weisberg, 2006; Darmon, 2008; Ellenbecker, Samia, Cushman, & Porell, 2007; Hausknecht, Rodda, & Howard, 2009; McKeown, 2010; Powers, 2007; Peterson, 2007; Studer, 2006; Townsend, 2007; Udechukwu, 2009). Research of job satisfaction has led researchers to find that an employee's intention to turn and willingness to stay is tied to the employee's perception of job satisfaction (Boswell et al., 2009; Crede et al., 2007; Goris, 2006; McNall, Masuda, & Nicklin, 2010; T. Chen, S. Hwang, & Liu, 2009; Tutuncu & Kozak, 2007). Research tying job satisfaction to training methods has found that employees with a higher level of training



tend to experience a higher level of job satisfaction (Biliginsoy, 2003; Furniture @ Work, 2008).

**Herzberg's Two-Factor Theory.** Herzberg et al. (1959) developed the two-part theory in the 1950s and some researchers have questioned if the model is still relevant in today's work environment. According to Bassett-Jones and Lloyd (2005) "globalization, demographic shifts, technological development and acceleration in the rate of innovation and the diffusion of new ideas" (p. 1) has led to a change in the business environment. The changing business culture requires managers and researchers to re-evaluate workplace theory to determine what methods would better serve the business environment (Herzberg, 2003). Bassett-Jones and Lloyd (2005) found that Herzberg et al. (1959) theories were still relevant in the changing environment. Although the business environment changed employee core values, influencing satisfiers, and motivators have not varied over the last 50 years (Bassett-Jones & Lloyd, 2005). Herzberg (2003) revisited the theory developed in the 1950s and found that although the two-factor theory explained an aspect of satisfaction and motivation the theory did not fully explore what factors can contribute to satisfaction and motivation.

Herzberg (2003) suggested another aspect to increasing motivation and satisfaction is to avoid methods of KITA or "kick in the pants". The KITA refers to methods used by leaders in an attempt to increase motivation. There are three types of KITA: Negative physical, negative psychological and positive (Herzberg, 2003). Negative physical occurs when leaders physically go after employees for poor performance, the negative psychological is not as detrimental but has the potential to

cause problems later because the attacks are verbal (Herzberg, 2003). Positive KITA is not necessarily positive, Herzberg (2003) stated

I have a year-old schnauzer. When it was a small puppy and I wanted it to move, I kicked it in the rear and it moved. Now that I have finished its obedience training, I hold up a dog biscuit when I want the schnauzer to move. In this instance, who is motivated-I or the dog? The dog wants the biscuit, but it is I who want it to move (p.1).

KITA may appear to be a method of motivation but in reality, this method is simply providing stimuli to incite change (Herzberg, 2003).

**Maslow's Hierarchy of Needs.** Maslow (1954) described the concept of needs and how needs can drive a person to determine factors of satisfaction. Maslow's Hierarchy of Needs consists of psychological, safety, love and belonging, esteem, and self-actualization (Jelavic & Ogilvie, 2009). According to Maslow (1954), everyone has basic psychological needs and new needs will emerge as needs for safety once one meets the needs associated with this factor. Maintaining consistency in the flow of needs once safety is met love and belonging will come in to play through to self-actualization (Maslow, 1954). Motivators become the means to fulfill the needs; business leaders can develop these motivators to fulfill the basic needs of the employees (Marcus, 2007).

Cultural dimensions, particularly through Hofstede's development of cultural dimensions also explain factors of motivation. These dimensions are uncertainty, avoidance, and masculinity-femininity (Jelavic & Ogilvie, 2009). Cultural difference becomes important in developing models to improve satisfaction because different cultures will have different needs to fulfill and therefore different motivators to be

developed (Jelavic & Ogilvie, 2009). The dimensions identified by Hofstede help to describe how certain cultures develop values and needs (Luthar & Luthar, 2007).

This research study contributed to the overall body of knowledge of employee perceptions of job satisfaction, employee attrition, and suitable methods and applications of training programs. Herzberg et al. (1959), Maslow (1954), and G. Hofstede (2001) all developed theories associated with job satisfaction, and employee motivation. Using these theories researchers such as Carmeli and Weisberg (2006) and Tracey and Hinkin (2008) have examined the relationship between job satisfaction and attrition rates. Other researchers such as Booth and Hamer (2007) and Guidice et al. (2009) sought to find a connection between training methods and applications and attrition. A review of the literature shows that connecting all three factors has not been a topic of study. Connecting these three factors is particularly relevant in the retail setting because of a high level of turnover, low job satisfaction, and generally low level of training among retail employees (Susana, 2006). The theories detailed in this section offer the necessary parameters to explore a connection between job satisfaction, training methods and applications, and attrition rates.

### **Definition of Terms**

The definition of terms provides the reader with a consistent interpretation of the study. To avoid confusion for any reader from other disciplines, terms often considered common knowledge in specialized fields, such as business, carries a specific definition. The following definitions apply to this study.

**Attrition.** Attrition refers to the decision, whether voluntarily or involuntarily to move on to another service or company (Libai, Muller, & Peres, 2009). This term is the dependent variable identified in this study.

**Attrition Rate.** The attrition is the percentage or number of employees who choose to leave a service or company. A percentage or number denotes this value (Libai et al., 2009). The attrition rate is important to the study because it provides a number to describe how often employees leave a company (Libai et al., 2009).

**Employee Commitment.** Engagement and excitement by an employee regarding his or her job describes the level of employee commitment (Frauenheim, 2009). This is important to the study because it is a factor of job satisfaction and a determinant of an employee's intention to turn (Carmeli & Weisberg, 2006).

**Employee Motivation.** Employee motivation refers to the factors necessary to fulfill an employee's wants and needs. Factors of motivation contribute to the employee's desire to work harder at his or her job (Marcus, 2007). This is important to the study because it creates a major component of determining job satisfaction.

**Job Descriptive Index (JDI).** The JDI is a survey instrument that measures job satisfaction based on five measures: present pay, opportunities for advancement, supervision, coworkers, and work on present job (Kinicki, Mckee-Ryan, Schriesheim, & Carson, 2002).

**Job in General (JIG).** The JIG describes how an individual feels about his or her job through each factor pertaining to job satisfaction (Ironson, P. Smith, Brannick, Gibson, & Pail, 1989).

**Job Satisfaction.** Job satisfaction denotes the thoughts and feelings that a person has toward his or her work environment (Herzberg et al., 1959).

**Leadership.** Leadership refers to someone who maintains a decision-making role, this person decides: what to do and how to do it (Kouzes, 2003). In this study, leadership refers to those making decisions about training methods and applications as well as those in the company providing the training to new employees.

**Leader-Member exchange (LMX).** The LMX describes the theory that depicts how leaders test employees to determine their competence in their roles. Once an employee is confident in his or her role, they can develop as employees. The second aspect of the LMX is the extent that a leader will take requests from a subordinate employee. This depends on the employee's confidence in the role (Bernerth, Armenakis,

Feild, Giles, & Walker, 2007). This concept is important to the study because it defines aspects of the leader/employee relationship.

**Motivation.** Motivation describes the idea of what incites people to do something. This could be to achieve goals or satisfy a need (Pizam, 2010). Motivation is an integral part of this research because it helps to define employee job satisfaction.

**Organizational Commitment.** Organizational commitment describes the level of employee engagement with a business. A highly committed employee will be invigorated to perform well and see the company succeed whereas a poorly committed employee will tend to leave the company sooner and be less inclined to work toward business success (Frauenheim, 2009). Organizational commitment is important to the study because it helps to determine the intent to turnover.

**Probationary Period.** The probationary period refers to the period that an employee will undergo training and learn about the job requirements (O'Brien, 2006). This definition is important to the study to determine training method and application effectiveness.

**Retail.** Retail denotes an industry of business noted for the sale of specific goods (Pace, 2010). Retail is the industry examined in this study.

**Retention.** Retention depicts the length of time an employee stays with a company or service (McKeown, 2010). This concept is important to the study because it helps to describe the length of time an employee works at a company. Length of employment is a main component of the study.

**Satisfaction.** Satisfaction refers to the factors that satisfy or create value for an employee (Crede et al., 2007). Satisfaction is one of the variables in this study.

**Training Application.** This describes the manner of administering a training program to employees being trained (Weinstein & Dolezalek, 2008). This factor is another variable of this study.

**Training Methods.** Training methods refers to the type of tools used to train employees (Weinstein & Dolezalek, 2008). This is another important variable of the study necessary to determine the relationship between satisfaction and training.

**Turnover.** Turnover describes the decision of an employee to leave a company whether voluntarily or involuntarily (Carmeli & Weisberg, 2006). This is another term for attrition and is the dependent variable of this study.

### **Assumptions**

According to Neuman (2003), “concepts and theories build on assumptions about the nature of human beings, social reality, and a particular phenomenon” (p. 49). This study operated under the following assumptions; all participants would be truthful, all participants would take the time necessary to complete the survey, agencies reporting attrition data would report accurately, and employees would identify training as a factor of job satisfaction. Attainment of these assumptions is essential to the validity and reliability of this study.

The first assumption, all study participants would be truthful, was essential to ensuring the reliability and validity of this study. A failure to receive truthful answers would invalidate these data by providing incorrect perceptions of job satisfaction, organizational commitment, and training effectiveness. This study required accurate depictions of the three variables to determine whether a potential relationship exists between the variables. The instructions for completing the survey notified the participants

of the importance to provide truthful answers to each question. The participants were also more likely to answer truthfully because all of the answers were kept confidential and participants had the option to withdraw from the study at any time.

The second assumption, all study participants would allocate time to complete the survey questions, is important to the study to provide complete data for analysis. If study participants did not complete the survey in its entirety, the researcher would not have been able to obtain the required minimum sample size. This would have affected the error rate of the study data and would invalidate the study results. Complete data sets were required to allow for a full analysis of the study variables. To mitigate this potential issue surveys marked incomplete were not included in the final study results and data analysis.

The third assumption, the reporting agencies used to gather attrition data would provide valid data from the retail industry, is essential to accurately depicting industry attrition rates. A failure to obtain accurate attrition data would affect the reliability of the study and potentially invalidate the importance of developing solutions for mitigating high attrition. This study obtained attrition data through peer-reviewed and government resources. These resources were viewed as reliable resources and data collected from them provided the assumption of accuracy.

The fourth assumption, employees in the retail industry identify job satisfaction with the training they receive on the job, provided the basis for this research study. This study sought to identify whether a link existed between the variables of training, satisfaction, and attrition. For this link to exist employees would need to view on the job training as part of job satisfaction. Research of existing literature provided studies showing that this link exists (Furniture @ Work, 2008; Marquez, 2008).



### **Scope, Limitations, and Delimitations**

The parameters of this research study delineate the scope, limitations, and delimitations of the study. The parameters directed the study's content to ensure constructive and concise research. The scope of the study defined the specific population the study examined, the limitations defined the weaknesses, and the delimitations helped to narrow the focus of the study.

**Scope.** The scope of the research was limited to employees currently working for retail companies. The design of this study follows a correlational research to determine if a relationship exists between each of the variables: training methods and applications, employee level of job satisfaction, and company attrition rates. The study focused on employees currently working for retail businesses within the United States, which limited the scope of the study to the United States. This study specifically addressed the issues outlined within the research questions. The study did not address any outside factors that may affect an employee's job satisfaction. Factors associated with job training and development relate to factors of satisfaction.

**Limitations.** Creswell (2005) described limitations as being weaknesses within a study that the researcher can identify. The limitations can occur due to sample size errors, data collection errors, and loss of participants (Creswell, 2005). The specific limitations of this study included: truthfulness of the participants, availability of the participants, the ability to obtain an adequate sample, and the potential that the participants may not be representative of the target audience.

The truthfulness of the participants is a limiting factor because it could affect the reliability and validity of the study. This study required the participants be truthful so that

the results provide accurate conclusions. This study must rely on the participants to be truthful when answering the survey questions. Instructions throughout the survey direct the participants to choose the answer that best describe his or her perceptions.

The second and third limiting factors relate to one another, the availability of participants to complete the survey and the ability to obtain an adequate sample. Based on the size of the target population this study required a minimum of 371 completed surveys. A failure to obtain the required minimum would affect the reliability and validity of the study. If participants are unavailable to take the survey it would limit the study results and could affect the ability to translate the results from the sample to the larger population. To ensure that required minimums were met, completed survey totals were closely monitored and new invitations sent to invite more participants.

A fourth limiting factor depends on the sample representing the larger population. If the sample fails to represent the larger population, it limits the validity of the study as a potential solution for addressing attrition in the retail industry. Using demographic questions to ensure study participants represent multiple locations, companies, and industry segments mitigated this limitation. Inviting participation through general workers forums rather than company or industry segment specific forums also mitigated this limitation.

**Delimitations.** The delimitations of a study are constraints placed by a researcher to help define the scope and limit the focus (Cooper & Schindler, 2002). This particular study examined the identified factors within the retail industry. The study was limited to the retail industry due to the nature of the business and high attrition rates (Booth &

Hamer, 2007; Carmeli & Weisberg, 2006; Peterson, 2007; United States Market Indicators & Forecasts, 2010).

The sample was limited to workers currently employed in the retail industry. Current employees were more likely to provide accurate information regarding the current state of the retail training programs as well as the organizational environment, which can contribute to employee satisfaction and organizational commitment (Boyd & Sutherland, 2006; Johnson et al., 2010; Marcus, 2007). The JDI/JIG/SIG scales, TCM Employee Commitment survey, and job effectiveness survey would indicate the thoughts and perceptions of the participants, which would provide a representation of the perceptions of employees within the retail industry.

### **Summary**

High attrition rates can negatively affect a company's profitability by increasing costs associated with recruiting, hiring, and training new employees (Tracey & Hinkin, 2008). A motivating factor of an employee's intention to turn is a lack of job satisfaction (Carmeli & Weisberg, 2006; McNall et al., 2010; Udechukwu, 2009). Failure to train employees could lead to a decreased job satisfaction (Biliginsoy, 2003; Furniture @ Work, 2008). Leaders must develop solutions for managing the training and development, satisfaction, organizational commitment, and intention to turn to maintain a profitable environment (Wienclaw, 2008).

As each chapter builds on the next, Chapter 1 described how high attrition rates among employees could contribute to declining revenues and profitability. High attrition is detrimental to revenue and profitability due to the costs associated with replacing lost employees (Tracey & Hinkin, 2008). Some costs associated with replacing a lost

employee, including recruiting, hiring, training, and lower job satisfaction, lower customer satisfaction (Tracey & Hinkin, 2008).

Specifically, the retail industry experiences an exceptionally high attrition with some fast food company's noting attrition rates of more than 100% and management attrition above 39% (Peterson, 2007). In general, the retail industry overall averages a turnover rate of 3% (*United States Market Indicators & Forecasts*, 2010). Low job satisfaction and organizational commitment contributes to higher attrition in the industry (J. Boles et al., 2007). Low organizational commitment can increase an employee's intention to turn and can be attributed to opportunities in the company's training methods and applications (Furniture @ Work, 2008; Marquez, 2008; Townsend, 2007).

The purpose of this study was to determine whether there is a relationship between job satisfactions, a company's training methods and applications, and attrition rates. The study followed a correlational research design using a survey instrument. The study-surveyed employees currently employed in the retail industry to determine their perceptions of job satisfaction, training programs, and the intention to turn based on the previous two factors.

The information in Chapter 2 aligns the conceptual framework of the study by identifying gaps that exist in the literature regarding training methods and applications and factors of job satisfaction that could influence an employee's intention to turn. The chapter included a review of the predominant theories of human motivation and employee satisfiers and motivators. The chapter also provided important information on organizational commitment, organizational leadership, determinants of job satisfaction, employee tenure, and an employee's intention to turn. Chapter 2 includes empirical

research on the relationship between job satisfaction and attrition as well as job satisfaction and training methods and applications.

## Chapter 2: Review of the Literature

The review of the literature provided an overview of the literature examined in the study. This study examined topics such as; job satisfaction, organizational commitment, training methods and development, and attrition. The study also examined theories developed by Hofstede, Posner, Kouzes, Herzberg, and Frederick Taylor. Each of the topics and theories provided insight to examine the study variables of training methods and applications, attrition rates, and job satisfaction.

The University of Phoenix library provided the primary resource for finding sources for this literature review. Searches conducted through the library provided articles posted to the EBSCOhost and ProQuest databases. Other resources include articles found through the Society for Human Resource Management (SHRM), the Academy of Management (AOM), the National Retail Foundation (NRF), Bowling Green State University, Plunkett Research, and the United States Bureau of Labor Statistics. General searches of the identified topics contributed to the articles found to use in the literature review.

The first topic examined in the literature review was employee job satisfaction, specifically the job descriptive index and the job in general scale to determine levels of employee job satisfaction. Theorists such as Abraham Maslow, Herzberg, and Geert Hofstede expanded the discussion of job satisfaction. Each theorist developed theories pertaining to job satisfaction and the motivational factors of employees. Managing diversity within the organization also helps to improve employee perceptions and potentially the employee's overall job satisfaction.

The second topic explored organization compensation structure and development. The compensation structure ties into employee job satisfaction as an indicator of employee motivation and satisfaction. The next topic ties in satisfaction to the development of organizational commitment and what factors influence an employee's level of commitment. The level of commitment and policies of the organization can influence the length of tenure with a company and ultimately the level of turnover and overall attrition rate of the employees. The section on attrition examined the factors that lead to turnover, the different types of attrition, and the costs associated with the loss of employees.

The sixth topic explored the different training methods and the development of employee training programs. Contained in this section includes a discussion of the different learning styles and how the styles affect an employee's level of understanding. The section also explored the mentor/mentee relationship as a method for improving an employee's level of training and understanding. Many organizations employ a probationary period to help improve the training period of an employee; this section includes an examination of the effects of a probationary on an employee's employment with the company.

In the literature review, the final topic examined was leadership and its effects on the employees and the total organization. The review began with an investigation of different styles of leadership including the leader-member exchange. Theories developed by Kouzes and Posner were also discussed in the literature review. A further examination of how the abilities and leadership styles affect employee retention rates as well as employee motivation and perceptions follows a review of leadership theory.

## Resources

This study examined 171 individual articles from 143 different resources for information pertaining to the study variables; job satisfaction, training methods and applications, and attrition rates as well as other factors related to leadership, commitment, compensation, and motivation. Of the 141 resources: 79 were peer-reviewed, 13 were online websites, 15 were books, and 36 were not peer-reviewed. The articles used spanned the early 1900s to 2011 with 27 written 2005 or earlier, 9 in 2006, 23 in 2007, 20 in 2008, 35 in 2009, 40 in 2010, 15 in 2011, and 2 in 2012 for 172 articles.

Table 1

### *Types of Resources*

Peer Reviewed	Online Websites	Books	Non-Peer Reviewed	Total
79	13	15	36	143

Table 2

### *Year Articles Published*

2005 or Earlier	2006	2007	2008	2009	2010	2011	2012	Total
27	9	23	20	35	40	15	2	171

**Peer-reviewed Articles.** Sixty-nine articles published worldwide came from peer-reviewed resources. Some of these resources include; Academy of Management Journal and Review, American Sociological Review, Contemporary Account Research, Foundation of Trends in Microeconomics, Human Resource Management, International Journal of Management, Journal of Management Diversity, Journal of Organizational



Behavior, Personnel Management, The Accounting Review, Women & Health, and many others. The peer-reviewed articles provided information pertaining to the study variables.

**Websites.** This study retrieved information from 13 different websites. The websites generally represented organizations that promote and study metrics in the retail industry and Human Resources (HR) fields. Websites examined in this study included; Academy of Management, Bowling Green University, the Collins English Dictionary, EMS Magazine, Mosby's Dictionary of Medicine, Nursing and Health Professions, National Retail Federation, National Safety Council, Plunkett Research, Society for Human Resource Management, Synergist, United States Bureau of Labor Statistics, and the United States Market Indicators and Forecast. The websites provided current research on HR related studies and practices, definitions of terminology, statistical data on the retail industry, and research into job satisfaction indicators.

**Books.** This study examined 15 books for information pertaining to the study variables. The books include ones written by theorists and business researchers such as Kouzes and Posner, Herzberg, Hofstede, Creswell, and Neuman. Several of the books outlined leadership and management theory developed and currently used when studying leadership and organizational management. Other books explored general business metrics and methods for improving business productivity and profitability.

**Other.** The final set of articles came from 36 different resources. These articles cannot be found in journals or magazines published internationally, nor were they from peer-reviewed journals, books, or other online resources. Some of these resources include; American Nurseryman, Business History, CRM Magazine, The Diversity Factor, Harvard Business Review, Journal of Experimental Psychology, Medical Economics,

Personnel Management, Strategic HR, and many others. These articles provided information on the research variables from other sources and researchers.

### **Historical Overview**

The study of Human Resources (HR) has been in existence for over 100 years (SHRM, 2011). The field began during the industrial revolution as an idea for finding solutions to manage the workforce (SHRM, 2011). According to Marler (2012), the HR researchers follow four theoretical perspectives: Universalist, configurational, contingency, and contextual. These perspectives define how researchers approach organizational performance (Marler, 2012) As the work environment has evolved and changed through the years the HR department has become one of the most important concepts in business management to ensure organizational success (SHRM, 2011).

One of the earliest advocates of organizational structure and workforce management was Adam Smith in the late 1700s (Kim, 2009). In the 1800s, Frederick Winslow Taylor developed the Scientific Management theory, which introduced new solutions for managing operations as well as solutions for motivating and rewarding the workers (Darmody, 2007). In the 1900s Frederick Herzberg, Abraham Maslow, and Geert Hofstede furthered HR research with theories revolving around motivation, satisfaction, and culture (G. Hofstede, 1998; Herzberg et al., 1959; Maslow, 1954).

The study of organizational culture and structure has gained popularity in the recent decades as organizations realize that managing the diversity and culture can be essential to ensuring viability and profitability (Byers, 2008). Researchers have discovered that a failure to manage the organizational culture and structure can negatively affect employee job satisfaction (Graf & Mertesacker, 2009). Recent research has shown

that job satisfaction is tied to organizational commitment and ultimately turnover (Boyd & Sutherland, 2006; Frauenheim, 2009; Johnson et al., 2010).

### **Employee Job Satisfaction**

Job satisfaction has been the topic of numerous studies through the years (Boswell et al., 2009; Goris, 2006; Boles et al., 2007; Mau, Ellsworth, & Hawley, 2008; Wright, 2006). Theorists and researchers have determined that job satisfaction plays an integral role in organizational commitment, employee motivation, productivity, and customer experience. Theorists such as Herzberg, Maslow, and Hofstede examined different factors that affect employee job satisfaction. All the literature reviewed demonstrated little attention given to how an employee's training may affect his or her satisfaction on the job. This study sought to determine if training methods and applications could be a factor of job satisfaction.

Boles et al. (2007) discussed a potential relationship between job satisfaction and organizational commitment amongst salespersons. This study discovered that job satisfaction is heavily tied to an employee's level of organizational commitment and that each gender has a different view of job satisfaction (Boles et al., 2007). Men view pay and promotion as offering facets while women view relationships with coworkers as providing job satisfaction (Boles et al., 2007). According to Roelen, Koopmans, & Groothoff (2008), general factors of satisfaction include working conditions, career advancement opportunities, task variety, co-workers, working conditions, job autonomy, and workload.

Boswell et al. (2009) determined that the level of job satisfaction tends to change as the employee tenure increases. Roelen et al. (2008) noted that because many

employees spend most of their time at work, having good work conditions is important. If the work conditions do not promote facets of satisfaction, the employees would become increasingly dissatisfied. Employees also have a tendency to experience a high level of job satisfaction when first hired to a new job but the level decreases the longer he or she works for the company (Boswell et al., 2009). The level of satisfaction tends to be much higher on the new job if the satisfaction level on the previous job was exceptionally low (Boswell et al., 2009).

An employee's level of job satisfaction is profoundly tied to job performance (Goris, 2006). When employees believe they are satisfied and secure in their jobs, they experience a higher level of organizational commitment, which would improve the employee's desire to perform at a higher level (Harris et al., 2009). Employee attitude and efficiency is tied to job satisfaction through the development of organizational behaviors and the implementation of programs by the organization's leadership (Wright, 2006).

Level of job satisfaction affects the commitment to the organization through the desire to perform and succeed (Mau, Ellsworth, & Hawley, 2008). Employees committed to the organization can increase their own satisfaction by experiencing career persistence (Mau et al., 2008). Job satisfaction and performance can then affect the performance of the organization (Ilies, Fulmer, Spitzmuller, & Johnson, 2009).

**Job descriptive index (JDI) and Job in general (JIG).** The job descriptive index (JDI) provides a measure of five factors of job satisfaction; type of work, pay, promotion opportunities, supervision, and coworkers (P. C. Smith, Kendall, & Hulin, 1969). The survey was originally constructed in 1969 (P. C. Smith et al., 1969) and was

updated in 1985 to include the job in general (JIG) scale as a means to determine factors that could affect an employee's perception of job satisfaction (Rutherford, Boles, Hamwi, Madupalli, & Rutherford, 2009). Through the years, numerous studies have been conducted to, in some cases, determine the validity of the JDI while many studies have been conducted using the JDI to describe employee job satisfaction (Donovan, Drasgow, & Probst, 2000; Kinicki et al., 2002; Mancheno-Smoak, Endres, Polak, & Athanasaw, 2009; Tutuncu & Kozak, 2007)

Kinicki et al. (2002) examined the effects of job satisfaction in relation to organizational commitment by assessing the construct validity of JDI. Information from previous studies were combined to determine factors contributing to job satisfaction using a meta-analysis. The researchers were able to support the construct validity of JDI by finding internal consistencies and by finding convergent and discriminate validity (Kinicki et al., 2002). Research conducted by Donovan, Drasgow, & Probst (2000) sought to determine if there was a change in validity if the survey was administered by paper or electronically. The researchers found that, in general, there was no deviation to the validity of these data produced from either method of survey instrument, but there was a slight deviation found in the coworker satisfaction scale when the source of the instrument was online (Donovan et al., 2000). The researchers found that by deleting the factors "intelligent" and "loyal" the scales would operate the same regardless of delivery method (Donovan et al., 2000). Both studies indicated that the JDI was a valid scale for determining factors of job satisfaction but Donovan et al. (2000) indicated that to maintain validity when administering the survey using an online medium steps must be taken to adapt the survey to the medium.

As indicated, an acceptable method of determining factors of job satisfaction is through the administration of the JDI. Many researchers have applied the JDI to studies as the survey instrument to describes relationships between various factors such as job satisfaction and turnover, job satisfaction and organizational commitment, job satisfaction and leadership values, and the development of predictors of satisfaction (Mancheno-Smoak, Endres, Polak, & Athanasaw, 2009; Tutuncu & Kozak, 2007). One groups of researchers, Mancheno-Smoak, Endres, Polak, & Athanasaw (2009) used the JDI to determine if a relationship existed between cultural values, job satisfaction, and the potential for transformational leadership values. The study concluded that the JDI could help develop predictors of job satisfaction, but did not necessarily correlate with a potential for transformational leadership values, however the cultural values do affect job satisfaction and transformational leadership values (Mancheno-Smoak et al., 2009).

Tutuncu and Kozak (2007) administered the JDI as a means to develop predictors of satisfaction amongst employees in the tourism industry. The researchers theorized that an employee's level of job satisfaction could influence the customer's perception of satisfaction of the company's products and services (Tutuncu & Kozak, 2007). The results of the JDI indicated that type of work, supervision, and promotion can predict an employee's level of satisfaction, which can determine the level of commitment exhibited by the employee, which can ultimately influence the satisfaction of the customer (Tutuncu & Kozak, 2007). Withiam (2008) noted that another facet of workplace satisfaction is tied to setting clear expectations for delivering customer service, if employees understand the expectations there is a great potential that the employees would be more satisfied and the customers would be more satisfied as well.

Bowling Green University developed the JIG as an expansion to the JDI to help determine an employee's overall job satisfaction and predictors of an employee's intention to quit (Brodke et al., 2009). The JDI allows researchers and leaders to examine specific areas within a work environment to determine areas of satisfaction and dissatisfaction whereas the JIG provides a broader view of satisfaction within the workplace (Ironson et al., 1989). The two scales, when used concurrently, provide a more complete picture of satisfaction by giving the broad picture as well as a focus on strengths and opportunities (Brodke et al., 2009; Ironson et al., 1989).

**Abraham Maslow and Human Motivation.** Abraham Maslow was one of the foremost theorists regarding human motivation and satisfaction (Jelavic & Ogilvie, 2009). Maslow (1954) described a new theory called the hierarchy of needs, which outlines the drivers that determine how a person is motivated. The theory stated that a person has different levels of needs described as physiological, safety, belongingness and love, esteem, and self-actualization (Maslow, 1954). The hierarchy of needs describes a process in which an individual must meet the first level of needs before they can be motivated by the next level of needs (Maslow, 1954). Physiological needs are basic needs such as food, water, and sleep while safety needs are those such as employment, the family, property, and morality. Love and belonging describes needs such as friendship, intimacy, and family while esteem describes needs such as self-esteem, confidence, achievement, and respect. The final level, self-actualization describes morality, problem solving, creativity, and acceptance (Maslow, 1954). The hierarchy of needs is important to satisfaction because understanding motivation drivers can help leaders to better develop solutions for increasing employee satisfaction (Jelavic & Ogilvie, 2009)

Jelavic and Ogilvie (2009) discussed the application of Maslow's model to organizational behavior and leadership. Maslow's model has historically been used to describe motivation and individual development. Jelavic and Ogilvie (2009) contend that Maslow's model is easily applied to organizational behavior. Maslow's model of development helps to describe how a person would develop within a culture, which can also help to determine motivational factors and determine leadership style (Coy & Kovacs-Long, 2005). Cultural development can affect how a person manages personal and professional situations and what factors motivate to a higher level of productivity.



This information can help to determine what factors would increase individual job satisfaction (Jelavic & Ogilvie, 2009).

In the 1970s, Maslow expanded on the model for the development of self-esteem and self-actualization (Coy & Kovacs-Long, 2005). This model stated that connection, community, cooperation, and collaboration were essential to the development of self-esteem (Coy & Kovacs-Long, 2005). Maslow's model describes the process children follow as they gain experience. The world experience that children receive as they grow and learn helps them develop self-esteem and self-actualization (Maslow, 1954). Through this process, children also determine what would improve individual safety, security, and satisfaction. This process also helps children learn how to build relationships with others outside of the family; this would become important as they develop what determines their satisfaction and how they handle real-world experiences (Coy & Kovacs-Long, 2005).

**Herzberg's two-factor theory in management.** Frederick Herzberg, in the 1950s, developed motivational theories to help determine how to satisfy employees (Herzberg et al., 1959). The two-factor theory suggested that two different factors called motivators and hygiene factors contribute to motivation (Chan & Baum, 2007). Motivators can be described as factors such as achievement, recognition, responsibility, and growth, whereas hygiene factors are those such as pay and benefits, job security, supervision, personal life, and relationships with coworkers (Herzberg et al., 1959). Hygiene factors are important to employees by providing the tools to satisfy the employees while the motivators do not satisfy by instead create incentive to perform at a higher level (Herzberg et al., 1959).

Despite the development of the two-factor theory in the 1950s, Bassett-Jones and Lloyd (2005) determined the theory to be applicable to modern business. The study developed by Bassett-Jones and Lloyd (2005) examined what factors employees value to provide satisfaction. As described by Herzberg et al. (1959) the current study concluded that employees respond to intrinsic factors (hygiene) as components of satisfaction rather than motivators (Bassett-Jones & Lloyd, 2005). This conclusion coincided with the original study providing Bassett-Jones and Lloyd (2005) with the supposition that the theory developed by Herzberg et al. (1959) was still valid when applied to the management of modern business.

Chan and Baum (2007), in a study, took the two-factor theory a step further and applied it to the hospitality industry as a means to develop satisfiers for both employees and customers. To determine motivational factors and potential of satisfaction the researchers measured guest satisfaction in a hotel located in Sabah, Malaysia. The

researchers discovered that satisfaction could come from the natural environment as well as the performance of the facilities (Chan & Baum, 2007). Both factors can also lead to dissatisfaction. The use of Herzberg's theories in this study helped the researchers to discover the applicability of the theories to employee job satisfaction as well as the satisfaction of company customers (Chan & Baum, 2007).

The theory developed by Herzberg et al. (1959) has and still can provide leaders with tools to develop programs to increase job satisfaction. Seay Jr (2008) discussed how to develop compensation programs using the two-factor theory. Compensation is a hygiene factor and identifying how compensation can satisfy an employee can help to determine the level of pay an employee should receive (Herzberg et al., 1959; Seay Jr, 2008). Simply satisfying an employee's hygiene factors is not enough to ensure the employee would maintain satisfaction, the leaders must also develop motivators (Seay Jr, 2008)

Udechukwu (2009) agreed that developing motivators was important to maintaining employee satisfaction. Udechukwu (2009) examined Maslow's hierarchy of needs and Herzberg's two-factor theory as possible solutions to develop methods to decrease the turnover of correctional officers. The job has a tendency to be high stress, and although pay is adequate (Udechukwu, 2009), as suggested by Herzberg et al. (1959), simply providing for the basic factors would not necessarily sustain satisfaction. Hygiene factors only account for one level of need an employee may have to be satisfied so leaders must develop solutions to evaluate employee satisfiers and motivators to fulfill each level of need (Herzberg et al., 1959; Udechukwu, 2009). Conducting a survey of

current and exiting employees could help the leadership to recognize factors that employees value as satisfiers and motivators (Udechukwu, 2009).

**Geert Hofstede's cultural dimensions in management.** Culture plays a significant role in determining an employee's concepts of motivation and satisfaction (G. Hofstede, 1998). Geert Hofstede, in the latter part of the 20<sup>th</sup> century, developed theories regarding the effects of culture on a person's attitudes, interactions, ethics, and behaviors (Hofstede, 1998). Hofstede (1994) described culture as "the collective programming of the mind which distinguishes the members of one category of people from another" (p. 12). A definition of different culture defines them as being nationally, ethnically, regionally, gender, generational, socially, professionally, or organizational bound (Swaidan & Hayes, 2005).

Hofstede's theories stated four dimensions of culture: individualism/collectivism, power distance, uncertainty avoidance, and masculinity/feminine (Swaidan & Hayes, 2005). Power distance refers to the distribution of power within a culture, individualism/collectivism refers to the emphasis on individual or teamwork, masculinity/feminism describes assertiveness versus cooperation, and uncertainty avoidance describes levels of tolerance (Kermally, 2005). Each dimension of culture determines how the people interact based on the shared values, ethics, and behaviors of the culture.

Hofstede (1994) described four categories that help to determine the actions of the culture: symbols, heroes, rituals, and values. Symbols refer to the objects or gestures that define the internal appearance while heroes refers to people who provide the model of behavior, the rituals are the acceptable activities within the culture, and values are the

feelings of the members regarding good and bad actions and behaviors (Hofstede, 1994). Hofstede theorized that cultural experience develops an individual's ethics (Swaidan & Hayes, 2005).

The organizational culture provides an internal identity developed through the shared values and ethics of the employees and leadership (Jones, 2007). The organizational culture defines what actions the leaders take, what programs to implement, and how the employees react (Schein, 2004). The previously described elements of organizational culture can have a profound effect on the treatment of employees as well as what factors motivate and satisfy members of the culture (Schein, 2004). Hofstede's theories of culture provide valuable insight into the development of organizational culture and ultimately the ethics, values, and behaviors of the members of the culture (G. Hofstede, 1998; Schein, 2004).

**Managing Diversity.** Changing demographics of the American workforce require organizations to manage the diversity in the organization (Byers, 2008). Cultural differences have the potential to create significant issues for an organization if there is a failure to accommodate stakeholder views and beliefs (Swaidan & Hayes, 2005). According to Swaidan and Hayes (2005) an individual's cultural experiences develops the individual's ethics and method of communication. This requires organizations to learn how to communicate effectively within different cultures (Pinfen, 2010). A failure to communicate could lead to breakdowns and a potential loss of revenue as stakeholders disengage from the organization (Graf & Mertesacker, 2009). An employee without the cultural awareness could state something seemingly harmless, but it could be offensive to a member of another culture (Graf & Mertesacker, 2009).

Effectively managing diversity requires organizations to develop programs that address diversity concerns and gain the support of all levels of the organization (Byers, 2008). "The most influential factor that has assisted in the success of diversity programs is the commitment and support of top management" (Byers, 2008, p. 16). According to Byers (2008), there are three strategies essential to successful diversity management: link diversity to the business strategy, develop accountability by linking diversity to work performance, and engage managers in meetings to address diversity. Choi and Rainey (2010) noted that managing diversity plays an essential role in improving organizational effectiveness and productivity.

Herring (2009) discussed the importance of diversity to improving organization profitability. According to a study conducted by the National Organizations Survey in 1996 and 1997, support of diversity can; increase revenue, attract customers, help achieve

a greater market share, and increase overall profits (Herring, 2009). Managing diversity in the organization can also help to improve employee perceptions (Herring, 2009).

According to Choi and Rainey (2010), organizations that manage diversity are viewed as having better organizational performance.

Choi and Rainey (2010) discussed how diversity could affect an employee's perceptions and organizational commitment. According to Pitts, Hicklin, Hawes, & Melton (2010), diversity programs generally develop due to pressure on the organizations to allow for employees of different cultures to be successful. Diversity, if left unaccounted for can negatively affect an employee's perception of the company, but by addressing diversity the perception can be improved (Choi & Rainey, 2010). Poor management of diversity can lead to problems associated with "integration, coordination, motivation, and conflict management" (Choi & Rainey, 2010). Proper management of diversity can benefit the organization by providing an increased set of skills, ideas, and insights as well as improving the organization's image for the employees (Choi & Rainey, 2010).

### **Frederick Taylor's Scientific Method**

Frederick Taylor was one of the foremost theorists on human capital management and job efficiency (Darmody, 2007). Both in 1856, in Pennsylvania, Taylor developed methods for managing employees as well as the scientific management theory (Blake & Moseley, 2010) According to Darmody (2007), Taylor believed that the old way of completing processes was not always the most effective, he subscribed to the idea of "work smarter, not harder" (p. 1). The scientific management theory called for

simplification of processes so that anyone could complete the task and to ensure intelligent leadership to keep the subordinates informed (Darmody, 2007).

Taylor's work in various factories led him to discover that many factory workers were recent immigrants, and they could not always understand job processes (Blake & Moseley, 2010). Taylor advocated for the development of planning departments to develop scientific methods, establish productivity goals, establish rewards systems, and train employees on the use of the methods developed (Blake & Moseley, 2010). Taylor also developed a solution for breaking down processes into smaller tasks to determine the most productive manner to complete the process (Blake & Moseley, 2010). Another advantage of breaking down the processes was to make the systems easier for workers with fewer skills so that there was less of a dependence on skilled workers (Darmody, 2007)

Scientific management was a method developed to help increase productivity and decrease waste during the manufacturing processes (Blake & Moseley, 2010). The method increased productivity by developing a solution for anyone to complete the tasks without specific knowledge (Blake & Moseley, 2010). Critics of scientific management believed that the method dehumanized the workers by eliminating the need to think about the job, the method also decreased the need for specialized workers, which opened up the jobs to more people but made many overqualified for the job (Darmody, 2007).

### **Compensation Structure and Development**

The compensation structure of an organization defines the method of payment for the work completed by the employees (Milkovich & Newman, 2004). The compensation structure should be aligned at all levels of the organization so that the system and



structure assists to increase training, reduce turnover, propel career movement, motivate performance, and reduce grievances (Milkovich & Newman, 2004). The compensation structure should adequately address the level of the employee and his or her skills and knowledge (Milkovich & Newman, 2004). External alignment of the compensation structures is necessary to ensure competitiveness (Milkovich & Newman, 2004).

According to Ho, Lee, and Wu (2009)

Competition within the industry can dictate the structure of a compensation system (Davis, Freedman, Lane, McCall, Nestoriak, & Park, 2009). Organization leaders must examine factors within the industry to determine wages that would be competitive with other organizations to attract and retain employees (Davis et al., 2009). Changes in the industry such as increased competition, changing technology, and changing employee unions affect the viability of compensation structures (Davis et al., 2009).

Developing systems of incentive pay is one aspect of a compensation system (Bol, Keune, Masumura, & Shin, 2010). Some compensation systems provide incentive pay for increased productivity and sales (Bol et al., 2010) and many provide compensation changes based on position changes such as promotion (Campbell, 2008). Different types of compensation affect different aspects of business (Milkovich & Newman, 2004; Seay Jr, 2008).

Some business would use incentive-based compensation as a means to motivate employees to a higher level of performance (Bol et al., 2010). Supervisors create individual or store-based goals for sales achievement and allocate incentive pay to reflect achievement of the goals (Bol et al., 2010). (Fung, 2009) discussed the advantages of incentive-based pay to attract and retain employees to an organization. Although

incentive-based compensation provides a method to improve motivation and performance, research has suggested that it does not affect the innovative process and would not increase an organizations potential for increasing innovation (Fung, 2009).

Ho et al. (2009) discussed the pros and cons of a performance-based compensation system. An incentive-based performance plan can be an important tool in helping to motivate employees to a higher level of performance (Fung, 2009). Although this type of compensation can improve motivation and performance there is the potential to increase undesired behaviors (Ho et al., 2009). In 1992, Sears, Roebuck and Co, experienced problems associated with an incentive-based system when employees began falsely diagnosing brake and alignment problems to meet incentives (Ho et al., 2009). Although productivity was increased the company lost revenue due to increase lawsuits (Ho et al., 2009). Development of an incentive-based compensation system must account for improved productivity and potential risk associated with an incentive for performance (Ho et al., 2009).

### **Employee Organizational Commitment**

Organizational commitment is one of the essential components of business success (Boyd & Sutherland, 2006). Increasing organizational commitment requires that the organization be proactive in obtaining and developing energetic, dedicated, and committed employees (Bakkar & Schaufeli, 2008). A potential limiting factor to organizational commitment is the level of training and career development provided to employees. This study sought to expand on the factors of organizational commitment and determine whether training methods and applications could be a factor to decrease or increase organizational commitment.

Curtis, Upchurch, and Severt (2009) noted three types of organizational commitment: normative commitment, affective commitment, and continuance commitment. Employees following already established ethics and values within an organization are exhibiting normative commitment (Curtis et al., 2009). The affective commitment is exhibited when the employees adopt the ethics and values of the organization and the level at which the ethics and values are adopted (Curtis et al., 2009). Continuance commitment is the level at which an employee believes he or she can adopt the ethics and values and whether the employee decides to leave the organization (Curtis et al., 2009).

Trust in leadership provides employees with motivation to increase performance and increase organizational commitment (T. Chen, S. Hwang, & Liu, 2009). Obtaining a higher level of commitment requires employees to voluntarily exhibit behaviors of loyalty, cooperation, and participation (T. Chen et al., 2009). An increase in commitment transpires when both parties recognize the value of developing a mutually beneficial relationship (Bakkar & Schaufeli, 2008).

**Employee Commitment.** Organizational commitment is essential to reducing employee turnover, by obtaining employee buy-in of products and services companies improve commitment and ultimately turnover (Boyd & Sutherland, 2006). Attaining employee buy-in requires companies to be bold and to work at maintaining an effective relationship with the employees (Frauenheim, 2009). Boyd and Sutherland (2006) suggested a six-step cyclical approach to promote living the brand. These steps include; making living the brand a primary business objective, create a multi-dimensional approach of internal and external marketing, increase communication, create a culture

and value set showing employees are valued, create a sense of belonging, and measuring for success (Boyd & Sutherland, 2006).

Organizations have a tendency not to be proactive and tend to be passive at obtaining employee buy-in (Frauenheim, 2009). This can stem from the leadership's lack of understanding of what motivates employees, by understanding employee motivators the leadership would be better prepared to develop programs to increase motivation and commitment (R. Johnson et al., 2010). If an organization cannot successfully obtain buy-in the employees would be less likely to help the company during tough times and may be more inclined to seek employment elsewhere (Frauenheim, 2009).

One of the most important factors of organizational and employee commitment is to empower the employees (Curtis et al., 2009). Other factors of organizational commitment include effective communication between the employees and the organization's leadership and the skill variety and task significance (Curtis et al., 2009). Shore, Bommer, & L. M. Shore (2008) found that treatment of the employees by managers influences employee commitment. A manager would be more willing to reward an employee motivated by the desire to help the company versus an employee who is self-motivated (Shore et al., 2008). Employees who view these actions may be negatively affected and less inclined to show commitment to the organization (Shore et al., 2008).

### **Employee Tenure**

An employee's tenure can have a significant impact on the wages as well as job security (Bouchard, 2009; Peterson, Stuart, Hargis, & Patel, 2009; Kambourov & Manovskii, 2009). Tenure, especially in organizations such as higher education, is a

highly coveted commodity and can provide increased job security (Bouchard, 2009). In some instances, tenure also provides increased wages (Bouchard, 2009).

Bouchard (2009) discussed the evolution of tenure and the view from some that tenure describes a lifelong commitment by the employee. Shaw and Maidment (2010) noted that those who oppose tenure do so because of the belief that tenure protects unproductive professors and keeps new professors from easily entering the profession. Proponents of tenure argue that it protects jobs by rewarding those with longer employment in the organization and promotes productivity allowing for uninterrupted employment and a sense of freedom in the job (Bouchard, 2009).

Kambourov and Manovskii (2009) noted that employees who experience a longer tenure with an organization encounter an increase in wages. Employees who spend at least five years with an organization tend to see an increase in wages of 12-20% (Kambourov & Manovskii, 2009). The increase in wages is obvious when an employee maintains employment with one company, movement within the industry though generally results in decreased wages (Kambourov & Manovskii, 2009). The increasing of the wages of employees with longer tenure can help to decrease voluntary turnover and loss revenue by rewarding employees for higher productivity associated with more experienced and skilled workers (Siebert & Zubanov, 2010).

### **Organization and Employee Attrition**

Attrition can have negative effects on a company's profitability and revenue through the increase in expenses associated with recruiting, hiring, and training new employees (Anantharaja, 2009). Attrition can occur for several reasons: business, systems, and personal (Anantharaja, 2009). Identifying specific reasons for attrition is

necessary to evaluate solutions for mitigating revenue loss due to attrition (Fowler & Norrie, 2009). This study sought to determine whether the process of training employees through the company training programs and providing career advancement opportunities affected an employee's intention to leave a company.

Business factors include; a dislike of the nature of the work, lack of work variety, mismatch of interest, technology adds no value, and less interaction with end user (Anantharaja, 2009). Systems factors include: changing company policies, lack of career advancement, lack of job training, delay of promotion, lack of appraisal, unfair appraisal, unsure future, and limited career growth (Bratberg, Salvanes, & Vaage, 2010). Personal factors include; marriage, decline of parent's health, lack of personal influence, new opportunities, travel, peer pressure, and seeking new industries (Anantharaja, 2009). Career growth is the number one reason listed for attrition with compensation listed as second (Anantharaja, 2009).

**Types of Attrition.** Voluntary and involuntary describe the two methods of attrition. Both distinctions offer two further types of attrition; positive and negative (Fowler & Norrie, 2009; Gardner, 2010; Heilbronner, Connell, Dobyns, & Reis, 2009; Martinez, Sher, & Wood, 2008). The decision of the employee to leave the company is voluntary termination, whereas involuntary attrition is a turnover decision made by the organization (Fowler & Norrie, 2009).

Positive attrition can occur when the result of the attrition is a positive effect for either the employee or the organization (Heilbronner, Connell, Dobyns, & Reis, 2009). A study conducted by Heilbronner et al. (2009) examined students participating in an accelerated early college program. The program experienced a high level of attrition. The

students who left the program advanced to specialized majors providing them with greater opportunities (Heilbronner et al., 2009). Although the program lost students, the students gained better opportunities thereby creating a positive attrition. Heilbronner et al. (2009) suggested that organizations must evaluate the level of positive attrition that is acceptable and develop programs to screen candidates so that the attrition level would stay within the desired levels. Siebert and Zubanov (2010) concurred stating that low turnover or attrition is not necessarily a negative factor but could be beneficial to maintaining productivity.

Negative attrition occurs when the attrition causes complications for either the organization or the employee. The negative attrition can occur when employees leave due to dissatisfaction or employers terminate employment due to low productivity (Gardner, 2010). Some factors pertaining to negative attrition include; volume of work too high, financial factors, lack of understanding, and increases in home life responsibilities (Fowler & Norrie, 2009)

### **Training Development and Methods**

Training is a major part of Human Resources procedure to ensure employees have the necessary skills to complete his or her job requirements (Frazis & Loewenstein, 2006). Nguyen, Truong, & Buyens (2010) discussed how training research has shown that training can improve an organization's performance. Training can improve HR practices in the form of knowledge, skills, abilities, attitudes, behaviors, and motivation (Nguyen et al., 2010). Development of training programs requires leaders to plan and evaluate the programs to ensure the achievement of the desired level of performance (Rehman, Khan, & Khan, 2011). This study sought to determine whether a failure to train

employees could lead to dissatisfaction and a lower organizational commitment, thereby increasing company attrition.

Rehman et al. (2011) discussed a deficiency evident in training programs in most organizations. Many companies are strong in development of training programs but do not have the knowledge to diagnose and fix problems in the training programs (Rehman et al., 2011). Saks and Belcourt (2006) noted that one of the main deficiencies of training programs is transfer of knowledge to on-the-job work. "Training professionals from 150 organizations reported that 62%, 44%, and 34% of employees apply training material on the job immediately, 6 months, and one year after training" (Saks & Belcourt, 2006, p. 1). Research on training indicates that less than 10% of knowledge gained during training is applied on the job (Saks & Belcourt, 2006).

**Learning Styles and Models.** Organizations employ several methods of training including traditional classroom, video games, self-study, and online computer-based training (Crook & Beier, 2010; Frazis & Loewenstein, 2006; Orvis, Horn, & Belanich, 2009; Preusser, Bartels, & Nordstrom, 2011; Sarin, Sego, Kohli, & Challagalla, 2010; Stransky, Wilcox, & Dubrowski, 2010; Powers, DeCarlo, & Gupte, 2010). Development of training programs requires the consideration of each training method and its advantages and disadvantages (Sarin et al., 2010; Stransky et al., 2010; Powers et al., 2010). Some employees learn better, depending on the type of training method used (Frazis & Loewenstein, 2006; Sarin et al., 2010; Powers et al., 2010).

The dyad is one method of training. This method of training allows trainees to work together to learn job skills (Crook & Beier, 2010). This method of training can be effective, depending on the type of tasks the trainees are learning. Landry and



Vandenberghe (2012) found that employee commitment was greatly influenced by positive supervisory comments related to the employee-supervisor dyad. According to Crook and Beier (2010) trainees working in inter-dependent dyads tended to have an easier time learning the tasks. Research on task switching dyads and dependent dyads concluded that this method of training was not as effective as working individually (Crook & Beier, 2010).

Some organizations, including the United States military, are using video games as a method for training (Orvis et al., 2009). The military uses video games as a method to teach tactical methods to the soldiers. (Orvis et al., 2009), In a study conducted by Orvis et al. (2009) videogame-based training showed positive effects on motivation, satisfaction, and ease of use. Boehmer (2011) discussed the recent wide acceptance of video games as a tool for helping student to learn new concepts and skills. The use of video games allows students the opportunity to practice these skills in a simulated environment that later applies to real world scenarios (Boehmer, 2011). Developing a successful video game training program would require leaders to account for different learning styles as well video game experience, video game self-efficacy, and goal orientation (Orvis et al., 2009).

A classroom type setting denotes a traditional training method (Powers et al., 2010). In a traditional setting, the trainees receive lectures, complete activities, participate in role-playing, conduct case studies, and group discussions (Platz, Liteplo, Hurwitz, & J. Hwang, 2011). This method of training provides trainees with the opportunity to discuss training materials and gain information from a shared learning experience as well as knowledge of an instructor (T. Powers et al., 2010).

Computer-based training is gaining in popularity with many organizations (Preusser et al., 2011). Some advantages of computer-based training include; self-paced instruction, uniform content and cost efficiency (Preusser et al., 2011). Similar to video game-based training, the computer-based training provides students with the tools to learn in a simulated environment (Boehmer, 2011). Computer-based training can be cost effective by allowing the employee to work along without constant instruction and guidance by a more experienced employee allowing the more experienced employee to continue working on other projects (Preusser et al., 2011). This method also ensures that each employee receives the same training and same information with no deviations that could occur when using a classroom type method (Preusser et al., 2011). By not having the trainee in a classroom setting the trainee can complete training at his or her own pace, which may allow the employee to finish sooner or take longer if necessary to understand the content (Preusser et al., 2011). Computer-based training does have some disadvantages such as increased non-completion rates and a lack of computer availability (Preusser et al., 2011). Non-completion rates can be high, as employees cannot easily ask questions to understand course content.

Sarin, Segoo, Kohli, & Challagalla (2010) discussed training effectiveness and the recent rise in computer-based training. The authors also discussed how the training compares to a traditional classroom setting. Training provides employees with necessary tools to be successful in the work environment and can help to increase an employee's ability to manage change in the workplace (Sarin et al., 2010). Sarin et al. (2010) found that required training is more effective than volunteer training concerning the knowledge transfer. Both online and traditional training methods can be effective in helping trainees

to learn job requirements but success in either method requires leadership to understand the individual goals and abilities of the employees (Platz et al., 2011). Some employees would have the necessary skills to be successful in computer-based training while others would have a better aptitude for learning in a traditional classroom setting (Sarin et al., 2010).

**Mentoring and the Mentor/Mentee Relationship.** Mentoring is a method used to help guide individuals through a specific program (Abate & Eddy, 2008). The mentor is someone with more experience and knowledge, which can provide support and promote development (Abate & Eddy, 2008). Salami (2010) stated that mentoring could have a positive effect on employee satisfaction. Developing a successful mentoring program requires; attention to matching, preparation, interaction, and conducting an outcome assessment (Abate & Eddy, 2008). Some mentoring programs are mandatory while others may be voluntary (Abate & Eddy, 2008).

Individuals who go through a mentoring program tend to be more successful in the end with many showing higher productivity, higher confidence, develop more relationship, and tend to be less isolated (Borders et al., 2011). Individuals mentored also tend to show a higher satisfaction and have better career advancement potential (Borders et al., 2011). According to Dunbar and Kinnersley (2011), mentoring programs are essential to helping female administrators succeed in the administrative positions. According to Madlock and Kennedy-Lightsey (2010), other advantages of mentoring include; increased satisfaction, communication, and organizational commitment. Keys to mentoring success include having frequent conversations, developing a clear plan,

implementing feedback structure, flexibility, and an emphasis on open communication (Borders et al., 2011).

Formal and informal describe the two types of mentoring programs (Chao, 2009). The informal mentoring program is generally one that is voluntary where the mentor and mentee work together to agree and develop the mentoring relationship (Chao, 2009). The formal mentoring program is generally mandatory and the organization determines the working relationship (Chao, 2009). According to Chao (2009), the formal mentoring program has shown the greatest success in helping less experienced individuals to learn.

**Employee Probationary Period.** Many organizations use a probationary period as means to determine the suitability of an employee for working at the organization (Burrows, 2009). The probationary period provides employers with the ability to lower costs associated with terminating an employee by creating a period when the employee and employer may choose to terminate the working relationship (Marinescu, 2009). Employers can evaluate if the employee would be able to perform the required job duties, and the employee can determine his or her enjoyment of the job (Marinescu, 2009).

The probationary period can also help to protect employees with a longer tenure by allowing for any easy solution for choosing employees to terminate during a layoff situation (Marinescu, 2009). According to Brunner and Imazeki (2010), the probationary period can also help to increase wages by providing solutions for assessing the abilities of the workers. The probationary period can help to increase the quality of the worker from the increased period set to help in the employee's development (Brunner & Imazeki, 2010).

## Leadership

Leadership builds the cornerstone of business by providing the catalyst for productivity. "Leadership is important to consider in relation to acceptance of innovations and work attitudes, perceptions, behavior, service quality, and client outcomes" (Aarons, 2006, p. 1162). An effective leader is someone who can motivate his or her subordinates to support the company's business model. Different leaders use different methods to ensure success within the leader's business model (Aarons, 2006). The four main models of leadership are servant, transformational, transactional, and participative (Boerner, Eisenbeiss, & Griesser, 2007).

All four models of leadership; Servant, Transformational, Transactional, and Participative provide managers with tools for leading. The servant and transformational models "incorporate characteristics such as respect, vision, influence, modeling, trust, integrity, and delegation" (Washington, 2007, p. 20). Both models respect the individual and work to bolster confidence to improve an individual's performance. Transactional and servant leadership are more different than they are similar. Servant leaders strive to help employees improve and develop new skills whereas transactional leaders use rewards to achieve results (Washington, 2007). Transformational leaders help their business by creating a sense of identity by promoting teamwork and company objectives (Boerner et al., 2007). Transactional, on the other hand, identifies with the individual rather than the group. In this model creates a scenario where employees work only as hard as is required to achieve the minimum reward offered (Boerner et al., 2007). The participative model has similarities to the transformational model is it promotes teamwork and collective opinions to achieve a common goal.

**Leader-Member Exchange.** Leader-Member Exchange (LMX) describes the relationship between a leader and his or her subordinate employee (DeConicnk, 2011). The level of LMX affects the organization's performance, productivity, turnover rates, as well as the employee's organizational commitment (DeConicnk, 2011). High LMX is association with a higher level of interaction and generally a positive interaction, whereas low LMX refers to low quality interaction or negative interaction (DeConicnk, 2011). According to (Venkataramani, Green, & Schleicher, 2010) the perception of leaders who develop a higher quality relationship with their employees is that of holding a higher status in the organization and are skilled at improving the various profitability metrics. This can be important to building trust and improving performance (Venkataramani et al., 2010)

The LMX theory developed from the social exchange theory, which states that relationships develop through social interaction and that the relationships improve through the mutual give and take nature of the relationship (Bernerth et al., 2007). Zacher, Rosing, Henning, & Frese (2011), noted that the maintenance of a high-quality relationship could help to create leadership success. Over the last several decades, researchers have connected the social exchange theory to the interactions between leaders and subordinates, which resulted in the development of the LMX theory (Bernerth et al., 2007). The basis of this theory is the notion that each interaction provides a certain level of reciprocity and if the interactions are positive and benefit both parties the relationship improves and a negative interaction causes a decline in the relationship (Bernerth et al., 2007).

The LMX describes the employee outcomes and ways to improve the employee aspect of the relationship (Sin, Conlon, & Wilson, 2010). Recent research on the leader perception of LMX showed a similar result of research done on employees (Sin et al., 2010). Perception of the relationship can depend in part of the expectations set at the beginning of the relationship (Zacher et al., 2011). Examination of the leader perception of LMX can help organization to develop positive LMX interactions that benefits not only the leader and employee but also helps to achieve organization objectives (Sin et al., 2010). This research also helps to identify what leader's value and what he or she would like to obtain from the relationship (Sin et al., 2010).

**Kouzes & Posner.** Jim Kouzes and Barry Posner are leadership scholars devoted to exploring solutions to improve leaders (Kouzes & Posner, 2010). Kouzes previously served as the CEO and chair of Tom Peters Company and led the executive development center at Santa Clara University. Posner has also worked as a professor of leadership at Santa Clara University (Kouzes & Posner, 2010). Kouzes and Posner have developed *truths* of leadership, which describe the steps to being a successful leader (Kouzes & Posner, 2010). The *truths* are: individuals can make a difference, credibility is important, value drives commitment, focus on the future, leaders cannot work alone, trust rules, challenge produces greatness, leaders lead by example, leaders are learners, and leadership is an affair of the heart (Zachary & Fischler, 2009).

According to Kouzes and Posner (2010), every individual can make a difference and any individual who wants to make a difference can be a leader. Leaders can become better leaders by using the *five practices of exemplary research* (Kouzes & Posner, 2010). The five practices are; model the way, inspire a shared vision, challenge the process,

enable others to act, and encourage the heart (Zachary & Fischler, 2009). Leaders can improve productivity by modeling the desired behaviors and inspiring the followers to believe in the vision and follow the vision (Kouzes, 2003).

Leaders can inspire their employees by setting high standards and exhibiting the belief that the employees can achieve those standards (Zachary & Fischler, 2009).

According to Kouzes and Posner (2003) described a study conducted by Kepner-Tregoe that found only 40% of American workers receive any sort of recognition for his or her work. One potential obstacle leaders may encounter when providing recognition is fear of showing emotion, many leaders believe that emotion is a sign of weakness (Kouzes & Posner, 2003). Kouzes and Posner (2003) described seven factors to improve recognition and “encourage the heart,” these factors include; setting clear standards, expecting the best, paying attention, personalizing recognition, telling the story, celebrating together, and setting the example.

Kouzes and Posner developed the Leadership Practices Inventory (LPI) to provide leaders with an instrument to identify and measure leadership within the organization (Kouzes, 2003). The LPI is a 360-degree assessment of leadership, allowing leaders to assess their own leadership attributes and skills as well as assessing the other leaders in the organization (Pugh, Fillingim, & Blackbourn, 2011). The LPI identifies and measures five leadership practices, including challenging the process, inspiring the shared vision, enabling others to act, modeling the way, and encouraging the heart (Pugh et al., 2011). Identification of the leaders attributes can help leaders to identify strengths and weaknesses and develop a plan for improvement (Pugh et al., 2011).



**Effects on Retention.** Retention is one of the more important topics in human resources discussions as a means to lower lost productivity and revenue (Jaramillo, Grisaffe, Chonko, & Roberts, 2009). According to Toofany (2007), the “work environment, job satisfaction, social networks and interpersonal relationships are all important factors in nurse retention” (p. 24). These are also important factors to consider with retention in any industry (Jaramillo et al., 2009).

Toofany (2007) discussed the necessity for good leadership and the requirement of good leadership to ensure effectiveness. A leader’s management style can affect an employee’s intention to turn through a “complex moderated and mediated chain-of-effects that involves ethical level, person-organization fit, and organization commitment” (Jaramillo et al., 2009). The quality of the relationship between employees and leaders affects turnover in an organization (Brown & Mitchell, 2010). Employees who work for leaders who have a supportive leadership style tend to experience a higher level of satisfaction and motivation (Jaramillo et al., 2009).

According to Love, Trammell, and Cartner (2010), transformational leaders tend to foster a more collaborative environment, which can help to improve employee and leader relations. Research has found that employees working for leaders who exhibit a transformational leadership styles tend to experience lower levels of stress, which improves the leader/employee relationship (Jaramillo et al., 2009). Dissatisfied employees tend to become less committed to their organizations and have a higher intention to turn (Jaramillo et al., 2009). The organizational leaders can improve this experience by setting the culture and the tone to foster satisfaction and organizational commitment (Jaramillo et al., 2009).

**Motivation.** Employee motivation is an important factory to managing overall productivity (Herzberg, 2003). According to G. Chen et al. (2011), motivated employees improve team effectiveness, maintain viability, and improve overall retention. Leadership and the type of leaders can affect how the employees perceive the organization and determine their willingness to stay and be motivated to perform (Chen et al., 2011).

According to Chen et al. (2011), leaders who have been empowered to perform job functions develop an increased motivation. Hang noted, “empowering leadership involves sharing power with a view toward enhancing employees’ motivation and investment in their work” (p. 107). According to Zhang and Bartol (2010) leadership empowerment can affect an employee’s and the leader’s creativity, which affects motivation. When leaders encourage creativity, the employees experience a higher level of satisfaction (Zhang & Bartol, 2010). Empowerment also allows leaders to handle any conflict; leaders who can take the necessary steps to handle relationship conflicts and create incentive have a better opportunity of motivating employees to a higher level of productivity through increasing job satisfaction (Chen et al., 2011).

According to Kark and Van Dijk (2007), providing a higher level of motivation is indicative of the transformational and charismatic leadership styles. A leader can affect employees through his or her own actions and behaviors, which create a model for how to act in the organization (Kark & Van Dijk, 2007). A literature review conducted by Kark and Van Dijk (2007) found that leaders who can successfully focus employees on organization promotions and goals tend to also be effective at positively influencing organizational and affective commitment. Providing positive feedback during

promotional efforts can help to improve the motivation of the employees (Zhang & Bartol, 2010).

**Employee Perceptions.** Leaders are responsible for setting the tone in his or her organization (Brown & Mitchell, 2010). A leader provides the example of desired behaviors and develops the goals to achieve business success (Brown & Mitchell, 2010). An organization's employees rely on the leaders to provide the example of desired behaviors and to assist the employees in making ethical decisions (Brown & Mitchell, 2010). The employees also rely on leaders to provide clear explanations of business successes and losses, failure to provide clear explanations could negatively affect employee perceptions (Holtz & Harold, 2008). The leaders set and communicate the moral standards, which help to increase job satisfaction, organizational commitment, the willingness to report ethical concerns, the willingness to go beyond as well as the employee's perceptions of the organizational culture and climate (M. E. Brown & Mitchell, 2010).

Unethical leaders do not provide the moral support and behaviors, which can contribute to illegal and morally inappropriate acts (Brown & Mitchell, 2010). This type of leader tends to exhibit behaviors of manipulation, abusive supervision, tyrannical leadership, toxic leadership, and supervisor undermining (Brown & Mitchell, 2010). Unethical leaders contribute to a decline in satisfaction and organizational commitment (Brown & Mitchell, 2010). The climate of the organization affects to what extent the employees would view an unethical leader. The perception of an aversive leader of an organization experiencing poor financial performance versus an aversive leader in a more

stable environment is that the leader in the unstable environment is less ethical (Thoroughgood, Hunter, & Sawyer, 2011)

The leader's style has a strong effect on an employee's perceptions and trust (Holtz & Harold, 2008). A leader who fosters trust amongst his or her employees could improve the manager/employee relationship, which can help to mitigate further problems in the future and can improve the ability of the leader to lead the organization (Holtz & Harold, 2008). According to Ram and Prabhakar (2010) a leader's style affects job satisfaction, turnover intentions, job stress, and job involvement. Ram and Prabhakar (2010) found that the transformational leadership style was positively associated with job involvement and job satisfaction but that it could negatively affect the employee's turnover intentions and job stress. Contrarily, the transactional leadership style has shown a positive effect on turnover intentions, the perception of organizational politics, and job stress, with a negative association with work related outcomes (Ram & Prabhakar, 2010).

### **Gaps in Literature**

Maintaining profitability and productivity is essential to ensuring business success (Wienclaw, 2008). Managing the workforce is vitally important to ensuring the success of an organization (Frauenheim, 2009; G. Hofstede, 1998; R. Johnson et al., 2010; Wienclaw, 2008). A key factor affecting organizational commitment is job satisfaction (Boswell et al., 2009; Boles et al., 2007). Failure to obtain organizational commitment can increase the likelihood an employee would leave the organization (Frauenheim, 2009).

Some research has found that providing more opportunities for training and development can increase job satisfaction and lower the intention to turn (Biliginsoy,

2003; Marquez, 2008). Although some studies tie training, job satisfaction, and intention to turn the literature review indicated a need for additional research to determine whether retail employees perceive a relationship between these factors. Some current studies tie job satisfaction to an employee's intention to turn (Booth & Hamer, 2007; Guidice et al., 2009; Pace, 2010; Townsend, 2007) while others tie training to turnover (Carmeli & Weisberg, 2006; Peterson, 2007; Tracey & Hinkin, 2008). Although the review of the literature uncovered studies examining relationships between some of this study's factors, no studies were uncovered tying all three variables together.

This study addressed the gap in the literature by examining the study variables. A survey administered to retail employees addressed employee perceptions of job satisfaction to determine if training method and applications affect job satisfaction and ultimately the employee's intention to turn. Identifying a relationship between the three variables could help human resources leadership to develop new training programs designed to improve employee satisfaction.

### **Conclusion**

Ensuring organizational success is one of the highest priorities for the organization's leaders (Wienclaw, 2008). Leaders must develop solutions for managing business metrics to ensure high productivity to improve profitability (Wienclaw, 2008). Research has shown that managing aspects of labor, including retention, satisfaction, motivation, training, and commitment can help to improve productivity and maintain profitability (Carmeli & Weisberg, 2006; McNall et al., 2010; Tracey & Hinkin, 2008; Udechukwu, 2009; Wienclaw, 2008). Organization's experiencing high attrition rates

could see a decreased profitability because of higher costs required for recruiting, hiring, and training new employees (Tracey & Hinkin, 2008).

### **Summary**

The literature review, chapter 2, sought to identify any gaps that existed in the literature regarding a connection between job satisfaction, training methods and applications, and attrition rates. The chapter outlined theories of human motivation and job satisfaction to identify factors of satisfiers and motivators. The chapter also explored the topics of organizational commitment, training methods, compensation, and leadership methods, styles, and effects on the organization.

Chapter 3 will provide a detailed description of the correlational quantitative research design employed in the study. The correlational research design determines the level of relationship between job satisfaction, training methods and applications, and attrition rates. The chapter provides an overview of the research method and design, the appropriateness of the design, and the population, and sample. The chapter further outlines informed consent, data collection procedures, instrumentations, data analysis, and the validity and reliability of the study and scales used.

### Chapter 3: Method

The purpose of this quantitative correlational research study was to determine the strength of relationship between training methods and applications, employees' level of job satisfaction, and the attrition rate of retail businesses operating in the United States. The results of this study provides business leaders with tools for developing affective training programs, improving the application of training programs, and ultimately the reduction of the company's attrition rates.

Businesses continually examine operations as a means to identify and mitigate potential loss (McElroy, 2010). Business executives have identified an increase in attrition rates as a significant factor affecting a company's profitability through increased expenses in recruiting, hiring, and training new talent (Studer, 2006). The retail industry in particular has experienced exceptionally high attrition rates with some lines of businesses reporting nearly 100% turnover (Peterson, 2007).

Studies have linked a lack of job satisfaction to a decrease in organizational commitment and ultimately an intention to turn (Boe, 2010; Carmeli & Weisberg, 2006; Ellenbecker et al., 2007; McNall et al., 2010; Johnson et al., 2010; Peterson, 2007; Townsend, 2007). Other studies have determined that a lack of career development and training attributes to higher intention to turn (Furniture @ Work, 2008; Marquez, 2008; Pombriant, 2007). Although numerous studies, as indicated above, have explored links between job satisfaction and intention to turn while other studies explored intention to turn and lack of career development and training, few have explored the potential link between training methods and applications, job satisfaction, and attrition rates in the retail industry.

This study explored the potential link between the identified variables. Outlined in Chapter 3 are the study research design and its appropriateness. The chapter will also delineate the research questions, population, sample, confidentiality, instrumentation, data collection, data analysis, and validity and reliability.

### **Research Method and Design Appropriateness**

Employee attrition can negatively affect a company's profitability due to increased expenses associated with recruiting, hiring, and training new employees (Studer, 2006). A company experiencing exceptionally high attrition could experience an even higher loss of revenue if they cannot retain employees (McElroy, 2010). The retail industry, one of the largest in the United States, experiences an exceptionally high attrition rate with some businesses experiencing close to 100% attrition within some job areas (Peterson, 2007).

Bakkar and Schaufeli (2008) concluded that a failure to develop organizational commitment through motivation could negatively affect an employee's job satisfaction. Tutuncu and Kozak (2007) further discovered that decreased job satisfaction increases the propensity for an employee's intention to turn. Some researchers determined that a failure to adequately administer and create training programs could decrease an employee's job satisfaction (Furniture @ Work, 2008; Marquez, 2008; Pombriant, 2007). McElroy (2010) noted that effectiveness in talent management requires company leaders to examine, mitigate, and develop solutions for administering and developing programs that foster organizational commitment.

Quantitative research design is a scientific research method that focuses on the facts of the research rather than any personal thoughts and feelings (Neuman, 2003). This



style also places a high level of focus on the variables and data produced from examining those variables (Neuman, 2003). Surveys, experiments, statistical studies, and content analysis are different methods of data collection in a quantitative study (Neuman, 2003).

Both a laboratory setting and real life situations are methods used to conduct quantitative experiments; this particular method is used general as a means to explain the variables (Neuman, 2003). The survey method requires the researcher to administer questions to the subjects as a means to determine what views the subjects may have on the topics (Neuman, 2003). A content analysis consists of analyzing information contained in written or symbolic works (Neuman, 2003). This can be done through analyzing how many times a certain word appears within the work being analyzed (Neuman, 2003). A researcher using existing statistics would take the information and either combine or reorganize the information to explain a different topic (Neuman, 2003).

Quantitative research is easily identifiable due to its inclusion of data, a method review, charts, statistical analysis, and tables (Neuman, 2003). A quantitative study generally indicates a significant amount of planning regarding the research design, including the chosen method for measuring the variables and obtaining the sample. This is due to the less subjective nature of the research design (Neuman, 2003). Quantitative research focuses on the *hard data* to describe the results of the study (Neuman, 2003). The quantitative research design was appropriate for this research study because it provided *hard data* to describe the potential relationship between the study variables.

The correlational study design is a method of quantitative research that investigates potential relationships between multiple variables (Creswell, 2005). The relationship is determined using statistics to measure to what degree the variables are

related (Creswell, 2005). Explanatory and prediction are the two primary designs within the correlational method of research (Creswell, 2005).

The explanatory design determines to what extent the research variables are related (Creswell, 2005). The prediction design uses the variables as predictors of potential outcomes (Creswell, 2005). A survey instrument is a possible method for collecting data results (Creswell, 2005). This design was appropriate for this study to describe the potential relationship and degree of relationship between the three variables of training methods and applications, job satisfaction, and attrition in retail business.

This study followed a quantitative correlational survey design. Neuman (2003) discussed the use of correlational quantitative research design as a means to describe relationships using statistical data. This study sought to describe the relationship between the three variables making a correlational research design appropriate (Neuman, 2003). A qualitative research design was not appropriate because a qualitative design would not create numerical data, which is necessary to determine a relationship between each of the variables (Neuman, 2003).

This study consisted of three variables: training methods and applications, employee's level of job satisfaction, and attrition rates. Data collected from a survey of retail employees provided the information to measure the variables. The survey collected data to measure the employee's level of understanding of required job duties, the employee's perception of job satisfaction, the level of job satisfaction, and likelihood to leave a company due to job satisfaction. Research of the retail industry provided turnover data from the industry.

## Research Questions

The goal of this research study was to determine whether a relationship exists between the proposed variables and to what extent the variables may be related. The literature revealed that a relationship exists between job satisfaction and attrition rates (Boswell et al., 2009; T. Chen et al., 2009). Other research showed a connection between training and job satisfaction (Biliginsoy, 2003; Furniture @ Work, 2008; Marquez, 2008). These studies did not specifically examine the relationship between training methods and applications, job satisfaction, and attrition in the retail industry, lending the question whether there is a connection between the three factors.

The research questions in this study help to narrow and define the focus of the study.

RQ1: What is the relationship between training methods and applications and the company's attrition rates at retail organizations in the United States?

RQ2: What is the relationship between employees' level of job satisfaction, and the company's attrition rates at retail organizations in the United States?

RQ3: To what extent is job satisfaction related to training methods and applications? The hypotheses of the study further narrow the research by developing potential outcomes to the study. The following are the null and alternative hypotheses:

H<sub>01</sub>: There is no relationship between training methods and applications and company attrition rates.

H<sub>1</sub>: There is a relationship between training methods and applications and company attrition rates.

H<sub>02</sub>: There is no relationship between employees' levels of job satisfaction and company attrition rates.

H<sub>2</sub>: There is a relationship between employees' levels of job satisfaction and company attrition rates.

H<sub>03</sub>: There is no relationship between training methods and applications and employees' levels of job satisfaction.

H<sub>3</sub>: There is a relationship between training methods and applications and employees' levels of job satisfaction.

### **Population**

Study participants come from a larger group of candidates known as the population (Neuman, 2003). The population should be a group that shares similar characteristics (Creswell, 2005). The population of this study focused on employees over the age of 18 currently working for retail businesses in the United States. The study did not limit participants based on gender or ethnicity. Several online forums targeting employees of retail businesses comprised the target population of this study. These forums provided access to approximately 11,000 retail employees. The study used convenience sampling to gather general information regarding the population. Based on the total population size, to achieve a desired confidence level of 95% the sample size needed to be no less than 371 participants.

### **Sample**

Within the desired population a researcher must determine the specific sample to study (Creswell, 2005). The sample of the population should be representative of the entire population, in other words the sample should exhibit characteristics that are

typical of the total population (Creswell, 2005). Determining sample is important to decreasing the potential for error in the study (Creswell, 2005). The larger the sample the lower the chance for error and the better chance the researcher would have a sample that better represents the characteristics of the total population (Creswell, 2005).

Determining the sample requires the researcher to determine the sampling error and the confidence interval (Creswell, 2005). Researchers must determine the level of error he or she is willing to tolerate in the study (Creswell, 2005). The confidence interval refers to how often the samples mean would fall in the population mean (Creswell, 2005). A common confidence interval in research is 95% (Neuman, 2003).

The identified population of this study consisted of employees over the age of 18 who currently work in a retail business. A letter (Appendix B) sent to potential participants requested participation in the study. Individuals willing to participate, who currently worked in the retail industry, could participate in the survey.

These data collected came from four sections of the survey. The first section of the survey contained questions requesting the city and state where the employee lives, the name of the retail company where he or she works, the company size, position title, and type of business. This section also included several demographic questions. Demographic questions provided an identification of characteristic within the sample population. The desired characteristics were current retail employees over the age of 18 working in the United States. These data collected in the demographics section helped to identify if the participants fall within the desired characteristics. These data also provided information as to the type of retail business, the company of employment, and the general location of residence of the participant. This information would help to make sure that the sample

represents the total population and is not overly concentrated in one sector of the retail industry or one geographic location.

The second section of the survey requested the participants to answer questions about their perception of different aspects of job satisfaction. The third section asked for perceptions of organizational commitment and the fourth section, asked for perceptions of the training effectiveness of traditional and online learning methods.

The researcher maintained the expectation that the subjects as participants in the study would complete the survey hosted on the SurveyGizmo website. Several retail workers forums received a posting of the letter requesting participation. The letter requesting participation included a web link the participants followed to the survey. The participant could choose to complete the survey from any computer he or she chose to use. These data results section of the researcher's SurveyGizmo account logged the answers provided by the participants, this section was only accessible by the researcher.

The survey did not contain any identifiable stressors. The questions in the survey requested the perception of the participant regarding his or her job training, organizational commitment, and his or her job in general. The information requested did not include any personal or identifiable information, thereby eliminating potential stress or risk.

### **Informed Consent**

The informed consent notified participants of their rights to choose to participate, the intended purpose of the study and use of the collected data (Creswell, 2005).

Maintaining ethical standards requires researchers to gain informed consent of each study participant (Creswell, 2005). Researchers must also consider whether participation in the

study could cause a participant “unnecessary or irreversible harm” or potentially “humiliate, degrade, or release harmful information about specific individuals that was collected for research purposes” (Neuman, 2003, p. 19).

The administration of an electronic survey provided the means for collecting data in this study. An invitation posted to message forums developed for and used by retail employees in the United States invited potential participants to join the study. Due to the nature of requesting participation through message boards and forums, the participation in the survey was voluntary. At any time during the survey, participants were able to withdraw and not answer further questions. Any participant who withdrew from the survey was not included in the final survey results.

Potential participants received a brief overview of several aspects of the study including, the study purpose, its intended use, and how to obtain results. Prior to beginning the survey participants answered questions about their willingness to participate. Appendix A includes a copy of the informed consent. Appendix B contains the letter posted requesting potential participants to join the study. Appendix C includes instructions for completing the study. Appendix D contains a signed permission form to use the Retailworkers.com forum to request participation in the study. Appendix E contains an email from the moderator of the M.E.E.T Retail Workers forum granting permission to use the forum to request participation in the study. Appendix G contains a sample of the JDI/JIG/SIG survey instrument with appendix F providing the permission to use the survey. Appendix I contains a sample of the TCM Employee Commitment Survey with appendix H providing the permission to use. Appendix K contains a sample

of the Job Effectiveness scale developed by Dr. Kim Gaither. Appendix J provides a copy of a signed permission to use form.

### **Confidentiality**

Each participant was reassured that responses would be kept completely confidential. The survey results did not reveal information pertaining to any individual participants or businesses represented. The survey did not request personal information beyond basic demographics pertaining to the employer and general location of residence. The intent of the survey was to allow the participants to remain anonymous. The survey requested the name of the employer but the response was not required.

Most of the study was contained in an electronic format with a small amount of physical paperwork. Data collected from the SurveyGizmo website were password protected on the SurveyGizmo website and a password-protected folder held all data downloaded to the computer hard drive. A backup copy of the entire study went on an external jump drive with password protection and was stored in the researcher's bank safe deposit box.

There was no information contained in paper format, including permission forms from the retail workers forum's administrators providing permission to request study participants. Electronic transmission of the forms through e-mail and e-fax provided the researcher with the necessary permissions to use the survey instruments and retail forums. Once received, the forms were stored on the external jump drive in the researcher's bank safe deposit box. These data remain in the researcher's safe deposit box for the next three years, as required by research guidelines, then will be destroyed.



## Data Collection

A website called SurveyGizmo hosted the survey instrument used for data collection in this study. Participants received an invitation to participate in this study through messages posted on forum boards for retail employees. The message posted in the forums discussed the purpose of the study to gain interest. The invitation to participate provided potential participants instructions to view the survey instrument on the SurveyGizmo website.

The SurveyGizmo website organizes data as charts and graphs. These data were also exportable to Excel and SPSS. Appendix D contains a sample copy of the survey instrument used in this study. On the survey website, participants received further information regarding the procedures of the study and had the opportunity to continue or withdraw from the study, also included in this section were instructions for withdrawal after beginning or completing the survey. The participants gave informed consent by clicking *Yes* to continue with the survey or *No* to exit. If the participant continued with the survey and decided to withdraw while answering questions or after completing the survey, the participant had the option to email the researcher with his or her unique identifier code to have his or her survey data deleted.

After providing informed consent, participants created the unique identifier code and answered the demographic questions. The identifier code consisted of the participants first three letters of their middle name and the last three digits of their home phone. If the participant answered all demographic questions and indicated that, they work in the retail industry the survey began. The instruments used were the JDI/JIG/SIG scales, TCM Employee commitment survey, and a job effectiveness scale. Permission was received

from Bowling Green State University (the administrator of the JDI/JIG/SIG scales), WORLDiscoveries (administrator of the TCM Employee Commitment survey), and Dr. Kim Gaither (creator of the job effectiveness survey).

The SurveyGizmo website provided data regarding the number of completed surveys. Monitoring the number of completed surveys ensured the completion of 371 to meet the required minimum. A posting of the survey invitation was made to the retail forums every two weeks to ensure achievement of the minimum number of responses required.

The final page of the survey contained an acknowledgement thanking each participant for completing the survey, it also included a reminder regarding the procedure to withdraw from the study should the participant choose to withdraw. These data obtained from the survey was stored on the SurveyGizmo website and later exported to SPSS. Exported data were stored in a password protected folder as well as an external password protected jump drive stored in the researcher's safe deposit box.

If at any time, the participant wished to withdraw from the study he or she needed to contact the researcher and indicate the desire to withdraw. The researcher required the participant to disclose the identifier code created with the demographic questions to identify the participant's survey results. Identification of the participant's data resulted in these data being deleted from all points of the study.

### **Instrumentation**

Participants, through the SurveyGizmo website, accessed an electronic survey consisting of demographic questions, the JDI/JIG/SIG scales, TCM Employee Commitment survey, and a job effectiveness scale. The SurveyGizmo website maintained

and collected all data received during the data collection process. These data were only accessible through a personal account protected with user ID and password authentication. Data were downloaded to SPSS on the researcher's computer following the data collection process. The researcher's computer was password protected and data were stored in a password-protected file. Following completion, all data were moved to an external data drive, maintaining password protection, and will be stored in the researcher's bank safe box for the required minimum three years. At the conclusion of the required holding period, these data on the external drive is scheduled for deletion.

Demographic information provides information such as gender, age, tenure, position, and line of business (Creswell, 2005). The demographic questions help to identify characteristics of the participants and draw the participant in so they become committed to finish the survey (Creswell, 2005). The demographic section of this study included a section requiring the participant to create a unique identifier code, which was used by the researcher to identify the participant's survey results if it became necessary.

A participant requesting to have his or her data identified could provide the researcher with the unique identifier code. The researcher had access to the code created by each participant but did not have the information to identify the participant through the code unless the participant discloses his or her personal information in combination with the code. Use of the unique identifier code ensured complete confidentiality of participant information. Identification using the code was only necessary to identify the individual survey results for deletion from the study at the request of the participant. The researcher never asked for personal information beyond the identifier code.

The JDI/JIG/SIG scales measure aspects of job satisfaction including pay, advancement opportunities, supervision, coworkers, work experience, overall satisfaction, and level of stress (Brodke et al., 2009). The Job Descriptive Index Research Group of Bowling Green State University developed the JDI, JIG, and SIG scales (Brodke et al., 2009). Over the last 50 years, researchers developed the scales to help human resources professionals, researchers, and students effectively evaluate employee attitudes, motivators, and satisfiers (Brodke et al., 2009).

Research by Meyer and Allen (1984) of the three-component model of commitment served as the basis for the development of the TCM Employee Commitment survey. The three-component model sprung from the observation that there are three parts to organizational commitment; organizational attachment, cost of leaving, and obligation to stay (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). According to Meyer et al. (2002), the researchers, Meyer and Allen believed that a combination of these three components could explain organizational commitment; therefore all three were included in the three-component model.

Meyer and Allen developed the TCM Employee commitment survey to incorporate the three aspects of the three-component model: normative, affective, and continuance (Meyer & Allen, 2004). The survey includes three sections of eight questions each. These sections correspond with each part of the three-component model. The three components of commitment describe different reasons for commitment, desire, obligation, and cost. The survey identifies an employee's reasons for being committed and level of commitment (Meyer, Srinivas, Lal, & Topolnytsky, 2007).

Dr. Kimberly Gaither in 2009 developed the job effectiveness scale as a part of her doctoral research to evaluate the effectiveness of e-learning and traditional training methods (Gaither, 2009). Survey participants answered questions regarding their perceptions of the effectiveness of recent training received from the employer (Gaither, 2009). Dr. Gaither sought to determine the method of training most effective to help business leaders develop training programs that were more effective (Gaither, 2009).

### **Validity and Reliability**

Instrument reliability and validity are important to ensuring the success of a research study. Evaluation and testing of the three scales show all three to be reliable and valid. According to Brodke et al. (2009) analysis, using Cronbach's coefficient alpha shows a high level of reliability. Brodke et al. (2009) stated that scales with a score of .8 or higher of the Cronbach's coefficient alpha indicate a high level of reliability and consistency. The items on the JDI, JIG, and SIG registered Cronbach's coefficient alpha of .88 to .92 showing a high level of reliability (Brodke et al., 2009). The scales have successfully helped human resources professionals, researchers, and students over the last 50 years to determine the perceptions and intentions of employees. The long-standing history of the scales exhibits a high level of scale validity in research (Brodke et al., 2009).

A meta-analysis conducted by Meyer et al. (2002) found the TCM Employee Commitment scale to be reliable at predicting the level of employee commitment. The TCM Employee Commitment scale was also tested using the coefficient alpha method showing scale reliability range of .73 to .85 (Meyer & Allen, 1984). The scale also is

shorter than other similar scales, which makes the scale more desirable to use when evaluating commitment levels (Meyer et al., 2007).

A combination of studies conducted by researchers Pfeffer and Hornback helped to develop the training effectiveness scale (Gaither, 2009). Reliability and validity was determined by conducting focus groups and pilot studies and just prior to deployment in Dr. Gaither's study, the managers of the surveyed company reviewed the survey instrument for clarity and difficulty (Gaither, 2009). The researcher also had the survey reviewed by an outside training professional to determine clarity and difficulty (Gaither, 2009).

Instrument reliability requires that the instrument produce a consistent and stable score (Creswell, 2005). Data from a survey is valid and reliable if the information provides an accurate description of the subject studied (Davies, 2008). A primary attribute of a survey must be the respondent's ability to understand the questions as the researcher desired they be understood and the survey questions must fall in line with the research questions and hypotheses (Davies, 2008).

**Internal validity.** The internal validity determines whether a study can stand up to any bias that may arise within the research design (Darity Jr, 2008). Internal validity can become a problem if the expectations of the researcher influence the results, if participants drop out changing the sample size, if the participants are not representative of the population, or if the questions are not worded well (Darity Jr, 2008). Research with high internal validity experiences few errors because of the study design whereas as research with low internal validity would have many errors (Neuman, 2003).

**External validity.** The external validity refers to the ability to translate the research from a small population to a larger population (Neuman, 2003). Research conducted on a small-scale provides a means to describe phenomena that occurs on a larger scale, a study with high external validity allows for generalization of the results to a larger population (Neuman, 2003).

**Reliability.** Reliability refers to the dependability of the study and the ability to duplicate the study results (Neuman, 2003). According to Neuman (2003), obtaining perfect reliability is difficult but improving reliability is possible by taking a few extra steps in the planning process. Conducting pilot tests, clearly conceptualizing constructs, using precise levels of measurement, and using multiple indicators are some of the steps a researcher could take to improve reliability (Neuman, 2003).

### **Data Analysis**

Following completion of the data collection process, data were exported to SPSS for analysis. SPSS helped to analyze the data using descriptive statistics. According to Creswell (2005), descriptive statistics help to describe the trends in these data by identifying tendencies such as mean, mode, and median as well showing a comparison of how the different variables may relate to one another. Descriptive statistics also can be used to show variability and relative standing, which are determined through; examining variance, the standard deviation, the range as well as percentile ranks and the Z-score (Creswell, 2005).

This study employed three types of analyses to describe data results. Descriptive statistics was one type of analysis conducted to gain information on the demographic variables of the study sample. The demographics described the age, education, employer,

and tenure of each participant of the study. Data were reviewed for data entry errors and scores were computed for variables of interest. Appropriate measures of central tendency were also calculated for all variables. To determine the appropriate statistic for data evaluation the variables were assessed for normalcy and potential outliers affecting the sample. Histograms, box plots, and measures of skewness and kurtosis were also used to assess whether the sample collected met the required assumptions of normalcy. Finally, to assess the relationship between the study variables the Pearson Product Moment Correlation coefficient matrix was calculated for all variable groupings.

This study examined whether there was a relationship between the identified variables. The correlational statistical analysis could show a relationship between the variables but not causation (Creswell, 2005). One method for determining the level of relationship is through developing a scatterplot of scores, which would indicate if there is no relationship or if the relationship is linearly or curvilinear related (Creswell, 2005).

### **Summary**

Described in chapter 3 are the different methods of research design. Also discussed in the chapter were the chosen research design and the appropriateness of the research design to the study. Outlined in chapter three were the research questions and hypotheses, the method of choosing a study sample and population, and the chosen sample and population of this study. Also described in chapter 3 was how internal validity, external validity, and reliability contribute to the strength of these data results as well as data collection and analysis procedures. Discussed in chapter 4 will be the study results.





## Chapter 4: Results

A comprehensive overview of the research methodology used in this quantitative correlational study is presented in Chapter 3. A quantitative approach was appropriately selected to determine the possible relationships between the variable of training methods and applications, the variable of employee's level of job satisfaction, and a variable of company attrition rates in the retail industry.

The administration of an electronic survey collected data necessary to measure the study variables. The variable of training methods and applications was measured using the training methods survey. The combined JDI and JIG surveys were used to measure the variable of the level of employee's job satisfaction. The TCM employee commitment survey was used to measure the variable of company attrition by evaluating employee's level of commitment. The sample consisted of 384 participants, at least 18 years of age currently employed in the retail industry. The participants represented a random sample drawn from several retail workers forums including the M.E.E.T. Retail workers forum and the RetailSucks.com forum.

The three hypotheses identified to predict the potential outcomes of the research became the basis for analyzing data collected (Creswell, 2005). The first hypothesis and its alternative became the basis for describing whether there was a relationship between training methods and applications and company attrition rates existed. The second hypothesis and its alternative became the basis to describe whether a relationship existed between an employee's level of job satisfaction and company attrition rates existed. The final hypothesis and its alternative became the basis to determine whether a relationship

existed between training methods and applications and an employee's level of job satisfaction.

Findings and data analysis from the study would offer responses to the research questions and the hypotheses and would form the basis for insight presented in chapter 5. Chapter 4 concludes the foundation for chapter 5.

### **Data Collection**

An online survey was the method used for data collection. The survey covered employee job satisfaction (JDI/JIG Scale), job stress (SIG scale), employee commitment (TCM scale), and training method effectiveness.

1. Employee job satisfaction covered questions 12 through 17;
2. Job Stress covered question 18;
3. Employee commitment covered questions 24 through 47; and
4. Training effectiveness covered questions 48 through 66.

The SurveyGizmo website hosted the collection of data in this study. Data were downloaded from SurveyGizmo website for analysis. Participants were required to answer each question before moving on to the next, this requirement ensured that no questions remained unanswered. This provided a 100% response rate on every question on the survey.

The authors of each survey instrument provided a scale for scoring survey data, these scales became the template for coding data in this study. The first instrument used was the Job Descriptive Index (JDI) and Job in General (JIG) scales, these scales provided information on the perceptions of employee job satisfaction. Participants were directed to answer [Yes], [No], or [?] for each item noted on the instrument. Answers of

[Yes] received a score of 3, answers of [no] received a score of 0, and answers of [?] received a score of 1. Due to the negative wording of several items, they were reverse scored. After scoring each item, the researcher calculated the final score giving a range of possible total scores of 0 to 54. Higher scores indicated a higher level of satisfaction an employee had with his or her job. Based on how these scales were calculated and computed, total scale scores provided ratio level data, making it appropriate for the use of a Pearson Product Moment Correlation. Table 4 shows the descriptive statistics associated with the scores from each survey.

The second instrument used was the TCM Employee commitment scale. This scale determined how committed employees are to their organization. This scale consists of three sections, an affective commitment section (ACS), continuance commitment section (CCS), and a normative commitment section (NCS). The ACS measures desire-based commitment, the CCS measures cost-based commitment, and the NCS measures obligation-based commitment. Employees with a high score on the ACS scale stay with his or her organization because they want to whereas employees with a high score on the NCS scale stay because they ought to. Employees with a high score on the CCS scale stay because they have to. Employees with a high overall total score showed a higher level of commitment in general.

A 7 point Likert-type scale provides the basis of the scoring system for the TCM scale. Participants had seven options for answering their feelings of the different statements of the survey. The seven items were; strongly disagree, disagree, slightly disagree, undecided, slightly agree, agree, and strongly agree. Answers of strongly disagree received a score of 1 and strongly agree receiving a score of 7. Some items on

the on the scale are worded so that an answer of strongly agree actually denotes lower commitment. In some instances the scoring is reversed so that strongly agree receives a score of 1 while strongly disagree receives a score of 7. Instructions for scoring the TCM scale state that each section should be scored separately, giving each participant three scores for this scale. The section with the highest score indicates the type of commitment the participant feels for his or her organization. . Based on the calculation of the total scores, this scale provided interval level data, which is also appropriate for use with a Pearson product-moment correlation.

The third instrument used was the Training Effectiveness survey. This survey evaluates the type of training used by the participant's company and the effectiveness of each type. The majority of the survey employed an agree or disagree method of answering each question. Evaluating effectiveness was conducted through a 7-point likert-type scale. Employees with a high score indicated a higher satisfaction with training while employees with a lower score indicated lower satisfaction with the training provided. Once the scores were computed for this variable, the scale provided interval level data, which also made it appropriate to use a Pearson product-moment correlation.

Table 3

*Descriptive Statistics of Each Scale*

	N	Minimum	Maximum	Mean	Standard Deviation
Job Descriptive Index and Job in General	384	24	306	172.2552	76.40351
ACS Scale	384	9	50	28.7526	9.64859
CCS Scale	384	8	54	33.5130	12.00935
NCS Scale	384	13	46	30.2422	7.83686
Total TCM Score	384	54	138	92.5078	19.66959
Training Survey	384	.00	1	.7604	.42739

**Research Questions and Hypothesis**

The study sought to explain the potential relationship between three variables; training methods and applications, job satisfaction, and attrition in retail business. The research questions include:

RQ1: What is the relationship between training methods and applications and the company's attrition rates at retail organizations in the United States?

RQ2: What is the relationship between employees' level of job satisfaction, and the company's attritions rates at retail organizations in the United States?

RQ3: To what extent is job satisfaction related to training methods and applications? The study hypotheses were:

H<sub>01</sub>: There is no relationship between training methods and applications and company attrition rates.

H<sub>1</sub>: There is a relationship training methods and applications and company attrition rates

H<sub>02</sub>: There is no relationship employees' level of job satisfaction and company attrition rates.

H<sub>2</sub>: There is a relationship between training methods and applications and company attrition rates.

H<sub>03</sub>: There is no relationship between training methods and applications and employees' level of job satisfaction.

H<sub>3</sub>: There is a relationship between training methods and applications and employees' levels of job satisfaction.

### **Study Sample**

The desired population of the study was retail employees, over the age of 18, in the United States. Members of two retail forums provided the potential participants to represent the target population. The total membership of the forums was 11,000. Based on the total target audience the researcher determined that to reach a 95% confidence level the desired sample size must be 371 participants. The study achieved a sample size of 384 total participants. Table 3 provides the total number of study respondents and what industry segment the respondent identified as his or her employer type.

Table 4

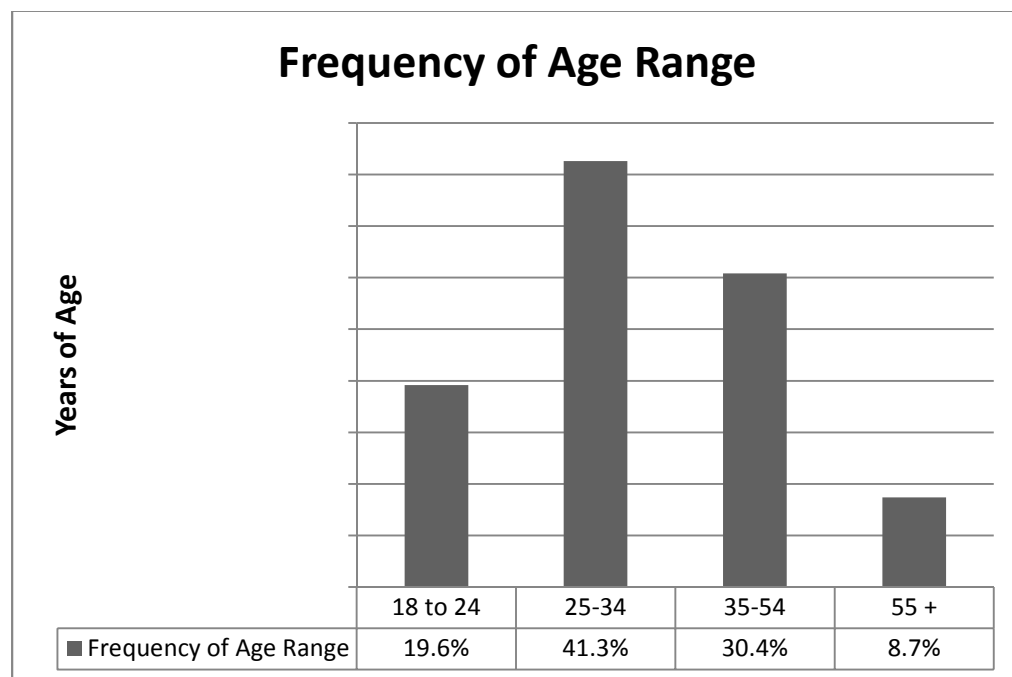
*Sample Population and Industry Segment*

Industry Segment	Count	Percent
Auto Dealer/Service Provider	26	6.7%
Furniture and Home Furnishing	8	2.1%
Electronics and Appliances	26	6.7%
Building Materials and Supplies	8	2.1%
Food and Beverage Sales	96	25%
Health and Personal Care	18	4.7%
Clothing and Accessories	36	9.4%
Department Store	79	20.6%
Office Supply	8	2.1%
Consumer Banking	79	20.6%
Total	384	100%

The sample included 384 employees of the retail industry in the United States. Respondents who answered the demographics to indicate that they worked in the retail industry were included in the completed data. Disqualification from the survey process occurred if a respondent indicated they did not work in the retail industry, if disqualified they did not receive the option to continue answering questions. The final size of the population met the desired criteria of a minimum 371 participants to achieve a 95% confidence rating. According to Neuman (2003) Neuman (2003) , the confidence interval or rating determines how often the sample mean would fall in the population mean. Achievement of the desired rating helps to show that the data set can be translated to the population as a whole (Creswell, 2005).

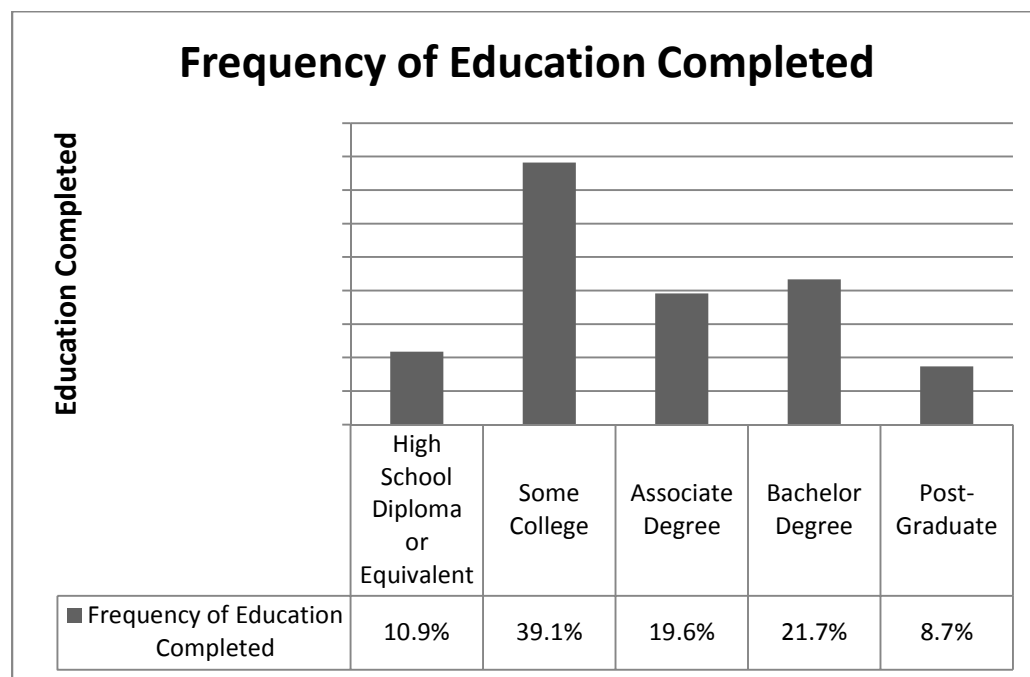


**Sample Demographics. Age:** Of the 384 participants in the study, 41.3% were between the age of 25-34 years, 30.4% were between the age of 35-54 years, 19.6% were between the age of 18-24 years and 8.8% were 55 years of age or older.



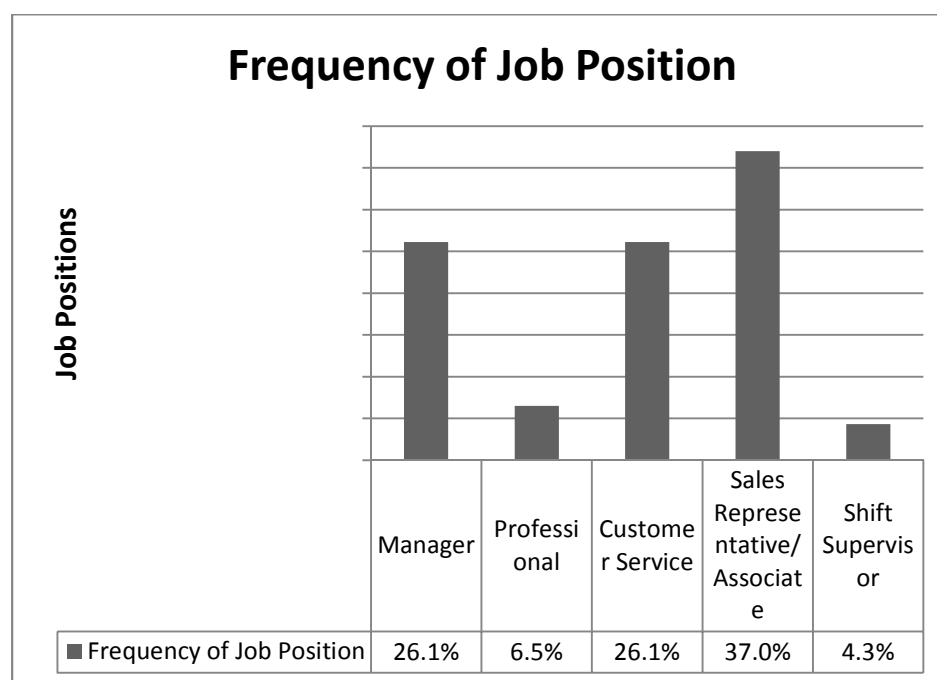
*Figure 1.* Frequency of Age Range

**Education.** Data suggested that 39.1% of participants had some college but no degree, 21.7% had a bachelor's degree, 19.6% had an associate degree, and 10.9% completed high school or equivalent, while 8.7% held post-graduate degrees.



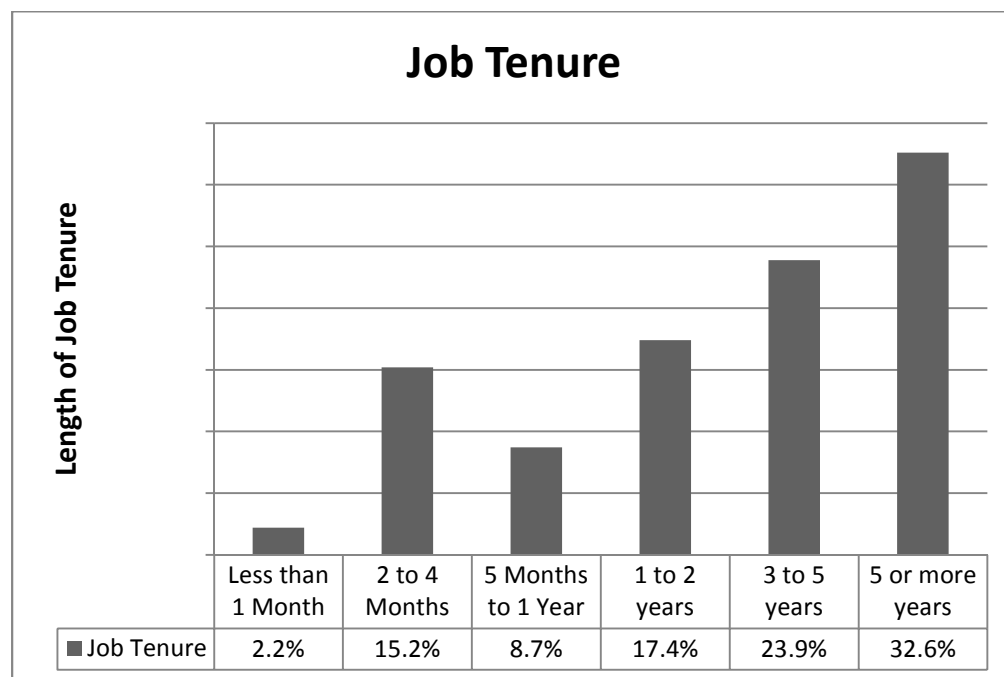
*Figure 2.* Frequency of Education Completed

Job position. One question asked of participants was to indicate the job position(s) held in the industry and the number of years in the position. Of the 384 participants, 37% were sales representatives and sales associates, 26.1% were customer service, 6.5% were professionals, and 4.3% held the job position of shift supervisor. Figure 3 provides the results of this analysis.



*Figure 3.* Frequency of Job Position

Tenure. In responding to the question of the number of years in the industry 32.6% of the participants reported being in the position for 5 or more years., 23.9% reported 3-5 years, 17.4 % were in the industry 1-2 years, 26.1% had been in the position for less than one year. Figure 4 provides the results of this analysis.



*Figure 4.* Frequency of Job Tenure

### Data Analysis

The compilation of data collected was utilized to present the findings from the statistical analysis, including testing the study hypotheses and evaluating the research questions. Information collected from completed surveys was imported in to SPSS for statistical review and analysis.

To denote the total number of participants in each demographic category the demographics are presented as percentages of the total sample. Descriptive statistics provided measures of the demographics: age, education, position, and tenure while the Pearson Correlation Coefficient provided the measures to analyze the research variables. Calculations of frequencies and percentages provided nominal data. Calculations of mean and standard deviation provided continuous interval data (Creswell, 2005).

Pearson product-moment correlation coefficient provided a means to compare data to give strength and direction to the possible correlations. The Pearson product moment correlation coefficient provided the level and direction of relationship between multiple variables. To test the hypotheses and determine the significance of the relationships between each variable, the researcher performed a two-tailed Pearson product-moment correlation. A significance level of  $p < .05$  was used for determined the probability for rejecting the null hypotheses when it is true, and ensured a 95% confidence level that differences did not occur by chance (Creswell, 2005).

The Pearson product-moment correlation shows whether there is a linear relationship between multiple variables (Neuman, 2003). This type of measurement ranges from -1 to 1 with a 0 meaning that there is no relationship between the variables. The values indicate how closely these data conforms to the relationship line on a scatterplot (Neuman, 2003).

The Pearson product-moment correlation coefficient requires data to satisfy four assumptions to be a valid statistical measure for these data (A. Lund & Lund, 2012). If these data fails to satisfy any of the four assumptions then the correlation coefficient would not be a valid statistic to use to evaluate the variables. The four assumptions are; linearity, unrestricted range among data variables, homoscedasticity, and that the variables are either interval or ratio measurements (A. Lund & Lund, 2012) . Linearity refers to the type of relationship between the variables and can be viewed visually using a scatter plot to show the relationship along a straight line (A. Lund & Lund, 2012) . Unrestricted range of data means that the characteristics of the participants are not all the same. Homoscedasticity means that the range of scores on one variable are the same (or

close to the same) as the values on all the variables. Finally, these data must be either interval or ratio scales of measurement (A. Lund & Lund, 2012). The Pearson product-moment correlation coefficient was the appropriate statistic for measuring the variables in this study because it provided values to measure the potential relationship between the study variables (Neuman, 2003).

In this research study, there were 969 attempts to complete the survey. Of the 969, 384 were successful completions. Those successfully completed achieved a 100% response rate to every question because the survey required completion of all answers to continue to the next page of the survey. A total 493 surveys were partially completed. The partially completed surveys were surveys the participants agreed to participate but did not continue the survey or they completed the identification code but did not answer any questions. None of the partial completes started the actual set of survey questions. Of the 969 surveys attempted, 92 accounted for those disqualified for not working in the retail industry.

Table 5

*Participation Results*

	Totals
Total Attempted	969
Completed	384
Partial	493
Disqualified	92

Survey participants completed four sections of questions. The first section consisted of demographic questions to identify basic characteristics of the study

participants. The second section contained the questions from the JDI/JIG survey scale. The third section contained questions from the TCM Employee Commitment survey and the fourth section contained questions from the Training effectiveness scale.

The JDI/JIG/SIG scale measured the levels of satisfaction and stress each participant feels on his or her current job. Each participant answered questions about the people they work with, the supervisors, the level of pay, promotion opportunities, and general feelings of working in the position. This information provides a general overview of how satisfied the participant is with his or her job.

The TCM employee commitment survey examines how participants feel about their jobs in relation to how committed they feel to the job or the company. The questions asked cover whether the participant feels valued by the company, does the participant feel his or her work is valued, would it be difficult or easy to leave the company. The survey also asked about whether participants believe that commitment to an employee's company is of high value.

The survey has three sections that measure different aspects of employee commitment. The first section the ACS or Affective Commitment scale measures the level at which employees want to continue working for his or her company. The second section, the NCS or Normative Commitment scale, measures the level to which employees feel they should continue working for his or her company. The final section of CCS or Continuance Commitment scale, measures the level at which employees feel they have to continue working for his or her company.

The total score of the survey indicates the level of commitment with a higher score indicating higher commitment to the company. The scores of the individual

sections indicate the type of commitment an employee feels towards his or her company. The section with the highest score indicates that section describes the employee's type of commitment.

The final survey, the Training effectiveness survey measures four areas of training: type of training completed, use of information learned, effectiveness of training method, and method of preference. Another section requested that participants identify the level of support received from supervisors to complete required and voluntary training. The answer from this survey provide an overview of how effective an individual company's training may be and what method of training the employee prefers.

In accordance with the guidelines provided by Creswell (2005), data were downloaded to SPSS for data analysis. Data for the JDI/JIG and SIG scales and the TCM scale were scored according to the instructions provided with the scales by the scale administrators. The summed scores were used to make sure these data accurately reflected the whole picture versus a small part as would be obtained by using the single-item score (Creswell, 2005).

Prior to analyzing these data, data were examined to determine if there were any errors or sections with missing data. There were no errors found in these data and all data sets were complete because the survey required all questions answered before moving to the next question. SPSS provided the tool to perform statistical testing including descriptive statistics and the Pearson Correlation Coefficient for hypothesis testing. Based on the information presented by the statistical testing it was possible to determine whether to reject the null hypotheses.



The study achieved a total sample size of 384 participants. The target sample size was 371 to achieve a 95% confidence level based on a total population of 11,000.

Calculation of the population size came from the total number of members subscribed to the retail workers forums. Study participants encompassed 10 different segments within the retail industry including; Auto dealer/service provider, furniture and home furnishing, electronics and appliances, building materials and supplies, food and beverage sales, health and personal care, clothing and accessories, department store, office supply, and consumer banking.

A descriptive statistical analysis of the scores from the three survey sections provided the range of the variable scores from minimum to maximum. The JDI/JIG scale has a possible range of 0 to 324. The range achieved on this study was 24 to 306. The SIG had a possible range of 0 to 24; the actual range achieved was 1.5 to 21. The TCM has a possible range of 24 to 168. The range achieved as 54 to 138. The Training Effectiveness scale had a possible range of 0 to 1 with the actual achieved range of 0 to 1. The mean or average scores obtained on each scale were 172.2552 for the JDI/JIG and 11.8359 for the SIG, 92.5078 for the TCM, and .7604 for the Training Effectiveness. Standard Deviations of the three scales were 76.40351 for the JDI/JIG scale and 7.21297 for the SIG, 19.66959 for the TCM and .42739 for the Training Effectiveness.

Table 6

*Descriptive Statistics of Study Variables*

	N	Minimum	Maximum	Mean	Standard Deviation
JDI/JIG	384	24	306	172.2552	76.40351
SIG	384	1.5	21	11.8359	7.31297
TCM	384	54	138	92.5078	19.66959
Training	384	.00	1	.7604	.42739

Before running the Pearson correlation, it was necessary to test these data to make sure the four assumptions were not violated. The first step was to evaluate for normalcy, the second step was to assess for outliers, and the third step was to examine for linearity. Finally, these data had to be evaluated to determine whether it was ratio or interval scale of measurement.

The first step to evaluate normalcy was to examine these data for skewness and kurtosis. The skewness and kurtosis require a score of -1 to +1 to indicate normalcy (Neuman, 2003). A score of zero would indicate perfectly distributed data (Neuman, 2003). In this study, the JDI/JIG scales had a skewness score of -.299 and a kurtosis of -1. The TCM had a skewness of .086 and a kurtosis of -.455. The Training Effectiveness scales had a skewness of -.430 and a kurtosis of .407. According to the previous scores, the variables appear to be within appropriate ranges and are normally distributed.

Table 7

*Review of Skewness and Kurtosis*

	Employee Job Satisfaction (JDI/JIG)	Employee Commitment Level (TCM)	Training Methods and Applications (Training)
N	384	384	384
Skewness	-.299	.086	-.430
Std. Error of Skewness	.125	.125	.125
Kurtosis	-1.020	-.455	.407
Std. Error of Kurtosis	.248	.248	.248

The second step was to visually assess whether the variables were normally distributed. This was accomplished by creating histograms of these data (Appendix L).

The histograms showed that these data appeared to be normally distributed. Although none of these data was not perfectly normal (as would have been indicated by a score of 0) the histograms showed these data had a peak near the center of the curve and had equal tails on each end.

The third step in evaluating the assumptions was to assess these data for potential outliers. This assessment is completed by creating box plots to show whether potential outliers exist (Appendix M). The box plot created for the Training Effectiveness survey indicated possible outliers. The box plot highlighted the scores on the low and high end of the likert-type scale used in the survey. Even with the indication of potential outliers, the distribution of these data seems to be minimally affected and produces a normally distributed scale.

The boxplots created for the TCM and JDI/JIG scales indicated that there were no potential outliers. The distribution of these data in each was similar to the histograms. Evaluation of the boxplots and histograms for all three scales indicate that these data for all three variables is normally distributed.

The fourth step was to complete an assessment of the variables to determine linearity between the variables. This assessment was completed by creating scatterplots of the variables to visually assess the relationship (Appendix N). The scatterplots of the TCM and JDI/JIG and the TCM and Training scale appear to have a linear relationship. The relationship appears weak but it is possible to see that the linear relationship exists. The scatterplot of the TCM and Training scale shows a relationship that is not as linear as the other variables. This is partially a result of the high and low scores from the Training

Effectiveness survey. The final scatterplot of the JDI and Training survey seem to indicate there is no relationship between the variables.

The final assessment completed on these data was computing P-P plots and Q-Q plots to further assess for normalcy and to evaluate for homoscedasticity. Both types of plots provide a visual means for analyzing the distribution of the variables. Along with the normal plots are the Detrended Normal plots, which depict the actual deviations from the horizontal line, if no specific pattern is indicated the plot suggests normal distribution of data. The P-P plots compare the actual distribution against the perfect distribution (Appendix O). If both distributions match then these data plots would closely follow a line through these data. According to the P-P plots of the study data all variables seem to align with the theoretical distribution, which suggests that these data are normally distributed.

The Q-Q plot (Appendix P) is similar to the P-P plot. It compares the actual distribution against a theoretical data distribution. The scores are tied to the diagonal line and should form a linear pattern against the line. Evaluation of the plots indicated normal distribution for all variables. The Detrended Normal plots also indicate a normal distribution of these data.

Calculations of the Pearson Correlations provided values to show potential correlations between the three variables. When assessing the relationship between the JDI/JIG scales and the TCM, the correlation indicated a significant medium positive correlation between the variables:  $r(384) = .308, p = .000$ . The JDI/JIG was also significantly correlated with the Training Effectiveness scale, however the relationship denoted a low positive correlation:  $r(384) = .140, p = .006$ . Finally, the correlation

between the TCM and Training scale denoted a non-significant non-relationship between the variables:  $r(384) = .008, p = .882$ . According to Neuman (2003), the close the value is to -1 or 1, the stronger the correlation.

Table 8

*Pearson Correlations*

		JDI/JIG	TCM	Training
<b>JDI/JIG</b>				
-	Pearson Correlation	1	.308**	.140**
-	Sig		.000	.000
-	N	384	384	384
<b>TCM</b>				
-	Pearson Correlation		1	.008
-	Sig			.882
-	N		384	384
<b>Training</b>				
-	Pearson Correlation			1
-	Sig			
-	N			384

\*Correlation is significant at the 0.05 level

\*\*Correlation is significant at the 0.01 level

**Findings.** The determination to reject or fail to reject the hypotheses depended on examination of the results from the Pearson correlation coefficient. The study sought to determine whether there was any correlation between the three study variables. The Pearson correlation described whether there was any correlation and the strength of that correlation between multiple variables. Since the study sought to determine a correlation, the Pearson correlation was appropriate to examine the study data. An examination of the research questions and hypothesis produced the following findings.

**Research Question 1.** The first research question of the study was; what are the relationships between training methods and applications and the company's attrition rates at retail organizations in the United States? A null and alternative hypothesis further

narrowed the study. The null hypothesis associated with the first research question stated that there are no differences in the relationships between training methods and applications and company attrition rates. The alternative hypothesis states: There are differences in the relationships between training methods and applications and company attrition rates.

Analyzing the results of the Training Methods and Applications scores to the TCM employee commitment scores provided these data to complete an analysis of these hypotheses. Results from the correlation analysis of these variables revealed no positive correlation;  $r(384) = 0.008, p = .882$ . The non-significant findings between these two variables caused a failure to reject the null hypothesis.

Table 9

*Pearson Correlation of Study Variables*

	JDI	TCM Employee Commitment	Job Training
Job Descriptive Index and Job in General	1		
TCM Employee Commitment	.308**	1	
Training	.140**	.008	1

\*Correlation is significant at the 0.05 level

\*\*Correlation is significant at the 0.01 level

**Research Question 2.** The second research question of the study stated: What are the relationships between employees' level of job satisfaction, and the company's attrition rates at retail organizations in the United States? The null and alternative

hypothesis further narrows the research question. The null hypothesis states: There are no differences in the relationships between employees' level of job satisfaction and company attrition rates. The alternative states: There are differences in the relationships between employees' level of job satisfaction and company attrition rates.

Analyzing this set of hypotheses requires examining the results of the Job Descriptive Index and Job in General scales with the TCM employee commitment scale. Results from the correlation analysis of these variables indicated a positive and statistically significant correlation between the variables:  $r(384) = .308, p = .000$ . This indicated that there is a significant difference in the relationship between employees' level of job satisfaction and company attrition rates, which rejects the null hypothesis and confirms the alternative hypothesis of the study.

**Research Question 3.** The third research question of the study states: To what extent does job satisfaction as related to training methods and applications affect organization attrition rates? The null and alternative hypothesis further narrows the research question. The null hypothesis states: There are no differences in the relationships between training methods and application and employees' level of job satisfaction and company attrition rates. The alternative states: There are differences in the relationships between training methods and applications and employees' level of job satisfaction.

Examination of this set of hypotheses requires analyzing the results of the training survey and the JDI/JIG/SIG scales. Results from the correlation analysis of these variables revealed a positive relationship that was not statistically significant:  $r(384) = .140, p = .006$ . This indicates that there is no difference between training methods and

applications and organization attrition rates. This rejects the alternative hypothesis and does not reject the null hypothesis of the study.

### **Summary**

Chapter 4 provided an analysis and summary of the study results, including the study sample and target population. Discussed in this chapter were the study sample and the targeted population. This section detailed the demographic makeup of the study sample. Also discussed were data collection methods and techniques and how these data were coded and processed. Finally, the chapter included an analysis of the study research questions and hypotheses.

Chapter 5 will provide a detailed description of the conclusions drawn from the study. Also contained in this chapter is an analysis of the applications of the study to leadership. The chapter will conclude with a discussion of recommendations for future studies of the same subject.



## **Chapter 5: Implications, Recommendations, and Conclusions**

The purpose of the quantitative correlational research study was to examine any relationship that may exist between the variables training methods and applications and employee level of job satisfaction and the variable of industry attrition rates as experienced by the retail employees. The study employed the use of the JDI/JIG/SIG scale, TCM Employee Commitment scale, and the Training Effectiveness survey to formulate responses to the research questions and to test the legitimacy of the hypotheses.

Chapter 4 presented the findings and analysis of study data for this quantitative correlational research study that compares training methods and applications, employees' level of job satisfaction, and company attrition rates. The analysis in chapter 4 included texts, charts, and figures to describe summary information. Chapter 5 provides the conclusions, implications, and recommendations based on the summaries and presents insight pertaining to the significance of the analysis.

### **Significance of the Study**

This study is significant to the field of Human Resources because it provides insight in to the potential of training methods and applications to affect job satisfaction and organizational commitment. The results of this study may enhance the industry's ability to better develop training programs to increase satisfaction and decrease attrition, which would in turn increase profitability. Understanding factors of job satisfaction and the influence on employee perception of job satisfaction is a necessary element in an organization's development of programs to improve employee retention and significantly influences the development of training programs and methods.

An organization's development of methods and programs to increase job satisfaction is imperative to the organization's success and leaders who understand the factors associated with turnover can develop solutions that would improve satisfaction there by decreasing turnover and improving retention and performance outcomes (Biliginsoy, 2003; Furniture @ Work, 2008; J. Brown, 2002). Leadership in the retail industry can consider the findings when determining efforts to improve employee retention and decreasing labor costs (Tracey & Hinkin, 2008). Understanding potential relationships between training methods and applications, job satisfaction, and organizational commitment are pertinent in developing solutions, encouraging retention, and decreasing labor costs (Biliginsoy, 2003). Development of programs that account for the implications of these factors on satisfaction can help to develop a change in the retail environment that would improve the perceptions of the employees and the production and profitability of the organizations (Booth & Hamer, 2007).

The study also provided an expansion to current literature on job satisfaction, training methods and applications, and organizational commitment. Previous studies conducted on the study variables provided general links between several of the variables but no studies were found that explored the possibility that a link existed between all three variables, this study sought to determine whether a link existed between the three variables. Although results were unable to provide a solid conclusion that a relationship existed this study does provide a starting point with recommendations to conduct future studies examining the potential relationship.

### **Recommendations for Further Study**

A recommendation of further research is required to distinguish the factors that affect levels of job satisfaction and how they might relate to training methods and applications. The outcome of additional research in the impact of training methods and applications to job satisfaction and attrition could help organization leadership to develop training programs that would help employees prepare for required job duties and increase overall satisfaction. A study designed to ask questions about training methods and applications and its effect on job satisfaction could help to better identify what training affects factors of satisfaction.

Organization leadership must develop solutions to mitigate problems associated with loss revenue from high attrition rates. Discovering the cause of high attrition would require future research to determine what facets of job satisfaction affect an employee's intention to turn and increase attrition rates. A study comparing each of the different facets of job satisfaction to intention to turn to see which variables exhibit statistically significant correlations could fulfill this research recommendation.

**Training and Attrition Recommendation.** The study did not find a statistically significant correlation between training methods and application and company attrition. The findings did suggest a potential but weak link between the two variables. Although the findings did not show a statistically significant link, the evidence of a small link could provide reason for further research.

Recommendation based on this finding would be to conduct further research into potential links between training methods and applications to company attrition rates.

Possible factors that limited this connection could have been a lack of representation

within the sample as well as the small size of the sample. A shorter survey administered to a larger population may help to expand on this topcoat larger population would provide a better representation of the industry as a whole and therefore could provide a stronger link between the two variables.

**Job Satisfaction and Attrition Recommendation.** The study found a statistically significant, but weak correlation between these two variables, indicating a potential link between the variables. Further study and analysis should be conducted to broaden the explanation of the potential link between the variables.

Recommendation based on these findings would be to conduct further research to explore the different aspects of job satisfaction and determine what factors of satisfaction could affect organizational commitment and intention to turn. Further study of the variables is necessary to determine the type of correlational relationship exists between the variables. A possible recommendation for future study consists of conducting a qualitative research of employee thoughts of satisfaction and the factors that affect their organizational commitment.

**Job Satisfaction and Training Recommendation.** The study did not find a statistically significant correlation between the variables. The findings did suggest a possible weak link between the variables. Due to the nature of the weak link, further study is recommend to determine limiting factors affected the study findings

Recommendation would be to explore this topic to determine if any limitations affect the study findings. Suggested future research would be to conduct a shorter survey to a larger sample to represent the total industry. Results of recommended study would show if variables were limited in this study or if results were representative of the entire

population. Also, recommend for future study would be to explore other factors of job satisfaction that could explain a lower organizational commitment if future study shows that there is indeed not a statistically significant link between these two variables.

### **Limitations**

Limitations can occur in research studies due to weaknesses identified by the researcher (Creswell, 2005). Potential limitations within a study could include data collection errors, sample errors, and loss of participants. These limitations have the potential to create problems in a study such as hindering validity and reliability, but can also help a study be creating sources for future research (Creswell, 2005).

The research study had several limitations. The primary limitation of the study was whether respondents were truthful in their answers. Another similar limitation was whether respondents had an accurate interpretation of the requirements of the survey question. Another limitation of the study was the use of the two worker forums. The forums provided access to approximately 11,000 retail employees, which is a relatively small portion of the total retail worker population. The study was limited in its ability to reach a larger audience. This also limited the potential to achieve a better representation of the larger retail population. This limitation can limit the generalizability of the study results to the population as a whole and could potentially increase sample bias (Creswell, 2005).

### **Implications**

The findings of this study has implications for the retail industry in the United States, which is comprised of more than 14 million workers and retail sales (regardless of how the sales are made) contributes nearly \$1.1 billion to the Gross Domestic product

(BLS, 2010). The industry experiences one of the highest turnover rates of any industry with a loss of more than 300,000 employees a month due to voluntary terminations, involuntary terminations, layoffs, and retirement (BLS, 2010). Managing turnover is essential to controlling costs associated with recruiting, hiring, and training new employees (Wienclaw, 2008). Failure to manage these expenses can lead to decreased company profitability attributed to rising operating costs (Pace, 2010).

The study included an examination of potential factors of job dissatisfaction, such as training and career opportunities, as they may relate to organizational commitment to determine if these factors could account for a higher turnover rate. The study indicated that a link existed between job satisfaction in general and organizational commitment but training and career development did not provide enough information to determine the nature of the relationship. The results concurred with literature on theories related to job satisfaction and organizational commitment.

A lack of job satisfaction and organizational commitment provides a possible reason for higher turnover rates (Studer, 2006). Job satisfaction has been a topic of great interest for researchers as they seek to determine what factors satisfy employees (Bassett-Jones & Lloyd, 2005; Crede et al., 2007; G. Chen et al., 2011; Goris, 2006; Kark & Van Dijk, 2007; Maslow, 1954; Mau et al., 2008; Meyer et al., 2007). Some researchers have determined that a potential link exists between training and career development and job satisfaction (Furniture @ Work, 2008; Marquez, 2008; Townsend, 2007). The present study further addressed the potential for training methods and applications to affect job satisfaction and ultimately an employee's intention to quit. Described in chapter 5 are the research study process, limitations, findings, and recommendations for future study.

The general problem of the study is that an increase in company attrition rates creates a negative effect on company profitability due to increased operating expenses associated with recruiting, hiring, and training new employees (Snell, 2007; Studer, 2006; Tracey & Hinkin, 2008; Wienclaw, 2008). Companies that experience high levels of attrition see a greater loss in profits due to a reallocation of revenue to account for gaps in the human resources departments (Wienclaw, 2008). Specifically, gaps in the training and development programs that companies offer new and continuing employees lead to these problems (Furniture @ Work, 2008; Marquez, 2008).

This study coincides with previous research discovering that job satisfaction can affect a business's operations by influencing the attitudes and behaviors of the company's employees (Tutuncu & Kozak, 2007). The effect of employee job satisfaction can be evidenced through customer perceptions, company profitability (or lack of), and production both in sales or services (Tutuncu & Kozak, 2007). The results imply that developing solutions to improve employee job satisfaction could decrease company turnover and losses in profitability, therefore, organizations may improve in efforts to train and retrain. Employees adequately trained could increase employee satisfaction by providing them with the tools and competencies necessary to complete their job requirements (McElroy, 2010). Organizations could improve these efforts by collaborating with workers to develop and improve existing training programs.

Several retail executives have determined that dwindling job satisfaction attributes to a gap that exists in the HR management within their organizations, this gap could denote a failure in the organization's training and development programs (McElroy, 2010). This study examined the potential relationships between training

methods and applications, job satisfaction, and intention to turn as evidenced by organizational commitment. The study randomly selected participants from several retail workers forums to determine the perception of job satisfaction and commitment as related to the training programs received in retail positions.

**Literature Review.** The implications of this study concur with current literature described in chapter 2 and is supported by these data obtained relating to such topics as; job satisfaction, organizational commitment, training methods and development, attrition, as well as theorists such as, Hofstede, Herzberg, Maslow, Taylor, Posner, and Kouzes. Each of the topics examined provided insight in to the different facets of the research study and the study variables.

The primary topic explored was job satisfaction, the methods to determine employee satisfaction and the primary theorists who explained the factors behind job satisfaction. The theorists included in this overview were Abraham Maslow, Geert Hofstede, and Frederick Herzberg. These theorists discussed not only job satisfaction but also what motivators drive satisfaction.

Another topic explored in the literature review was compensation structures and development of compensation structures. Satisfaction theorists identify compensation as one motivator that leaders need to understand to help improve satisfaction. Organizational commitment provided another topic of discussion. Expansion of this topic occurred through a discussion of factors to increase commitment and what effects it has on tenure and level of turnover in the organization.

The literature review also provided a discussion of training methods and the development of training programs. This section explored the different methods of training



programs as well as the different learning styles and how these can affect an employee's level of understanding. The final area of review was leadership and how organization leadership can affect the entire organization including employee satisfaction. This section explored the different types of leadership and theories of leadership developed by Kouzes and Posner.

**Delimitations.** Delimitations of a study define the restraints placed by the researcher to help limit the scope and define a focus for the research study (Cooper & Schindler, 2002). In this particular study, the scope was limited by using the retail industry as the sole focus. The study was further limited by requiring participants to be current retail employees.

**Research Questions.** Three research questions guided the study by helping assess the potential relationships between training methods and applications, job satisfaction, company attrition rates though intention to turn. The first research question examined the potential relationship between training methods and applications and a retail company's attrition rate in the United States. The training effectiveness survey and TCM employee commitment survey provided these data to analyze this question.

RQ1: What is the relationship between training methods and applications and the company's attrition rates at retail organizations in the United States?

The second research question explored the potential relationship between employees' level of job satisfaction and a retail company's attrition rates in the United States. The JDI/JIG/SIG scales and the TCM employee commitment survey provided these data to analyze this research question.

RQ2: What is the relationship between employees' level of job satisfaction, and the company's attritions rates at retail organizations in the United States?

The final research question explored a potential relationship between job satisfaction and training methods and applications of retail organizations in the United States. The training methods survey and the JDI/JIG/SIG scales provided these data to analyze this question.

RQ3: To what extent is job satisfaction related to training methods and applications?

The training methods survey and the JDI/JIG/SIG scales provided these data to analyze this question. For each research question these data were analyzed to determine whether or not the null hypothesis should be rejected at  $p < .05$  and if the alternative hypothesis was supported through the Pearson correlation coefficient

**Hypotheses.** H<sub>01</sub>: There are no differences in the relationships between training methods and applications and company attrition rates.

H<sub>1</sub>: There is a relationship between training methods and applications and company attrition rates

H<sub>02</sub>: There is no relationship between employees' level of job satisfaction and company attrition rates.

H<sub>2</sub>: There is a relationship between training methods and applications and company attrition rates.

H<sub>03</sub>: There is no relationship between training methods and applications and employees' level of job satisfaction.

H<sub>3</sub>: There is a relationship between training methods and applications and employees' levels of job satisfaction.

### **Implications of the Study**

The employees of a retail business are essential to the business operations. The employees provide sales and service to the company's customers (Sussman, 2006). The employees become the face of the company and their actions Employees who are properly trained, committed to the organization, and satisfied can help to increase customer satisfaction, which in turn would increase company profits (B. Rutherford et al., 2009; Curtis et al., 2009; Goris, 2006).

The retail industry comprises a wide range of businesses including grocery stores, clothing stores, fast food, department stores, bookstores, auto parts and accessories, video stores, and pharmacies (Pace, 2010). The retail environment is generally considered high stress with employees required to handle multiple tasks from completing day-to-day operations to processing customer transactions (Zeytinoglu et al., 2005). Retail stores generally exhibit an open layout with a well-lit sales floor that is generally free of clutter (Zeytinoglu et al., 2005). Retail employees, in most locations, are required to stand for long periods of time, work fluctuating hours, and exhibit high energy and a positive attitude (BLS, 2010).

This study focused on the high attrition experienced by the retail industry, specifically what factors could attribute to the high attrition rate. The study examined whether a company's training and development programs affected job satisfaction and ultimately organizational commitment and the intention to turn. The study sought to

determine if a relationship existed between the three variables and to what extent these variables are related to one another.

Data and findings indicated potential weak correlations between the different variables. The first variables examined were training and attrition using the results from the training effectiveness survey and the TCM employee commitment survey. Results of this comparison showed a possible correlation that was not statistically significant. The second variables examined were job satisfaction and attrition using the JDI/JIG/SIG scales and the TCM employee commitment survey. Results indicated a statistically significant correlation between the variables. The final variables examined were job satisfaction and training using the JDI/JIG/SIG scales and training effectiveness survey. Results indicated a possible correlation that was not statistically significant.

**Summary.** The study analysis provided conclusions regarding the relationships between job satisfaction, training methods and applications, and company attrition rates based on employee intention to turn. Study results showed statistically insignificant relationships between training methods and applications and company attrition and job satisfaction and training methods and applications. This leads to the conclusion that although a weak relationship exists between the variables the relationship is not one that can explain a direct correlation and effect within the relationship. Because of this conclusion, the recommendation is conduct further study to discover other influences of job satisfaction and employee intention to quit.

The study did show a statistically significant relationship between job satisfaction and company attrition rates. This can lead to the conclusion of a direct correlation and

effect within the relationship. Based on the variables, the recommendation is to conduct further study to explain the relationship between the variables.

Retail leaders need to be aware of the implications of the effect of training and development programs on employee job satisfaction. An awareness of these implications would help business leaders to identify gaps in company training and development programs and close those gaps to improve employee satisfaction. The ability to identify and mitigate these gaps can help to improve overall profitability by decreasing dissatisfaction and attrition due to this dissatisfaction.

### **Conclusion**

The conclusion based on this study addressed the potential relationships between job satisfaction, training methods and applications, and company attrition. The conclusions describe the importance of the research methods implemented to evaluate the factors associated with these variables and the influences on the outcomes of the study. This section includes a depiction of the conclusions drawn from the study results and the implications of these conclusions on the Human Resources field.

The following conclusions transpired from the study:

- 1) Job satisfaction and company attrition rates (organizational commitment) exhibit a statistically significant relationship offering the conclusion that one variable affects the other. This offers the conclusion that the implications of job satisfaction be considered when developing solutions to improve organizational commitment.
- 2) Training methods and applications and company attrition rates (organizational commitment) showed there to be weak relationship between the variables.

This offers the conclusion that a potential relationship may exist but this particular study was unable to show that the relationship was statistically significant. Detering the existence of a valid relationship between the variables requires further research.

- 3) Training methods and applications and job satisfaction exhibited another weak but statistically insignificant potential relationship. The conclusion drawn from this information is that further research would need to be conducted to determine if there is a valid relationship but according to this study, there is not.

The conclusions of this study indicate that although there may be potential links between these variables the relationships are not statistically significant, which could indicate that there is no causal relationship between the variables. Further research would need to be conducted to determine what factors can be attributed to the higher attrition rates experienced by the retail industry.

### **Summary**

The research study examined three variables; job satisfaction, training methods and applications, and company attrition rates to determine whether a relationship exists between the three variables. The Job Descriptive Index, Job in General, and Stress in General scales were used to measure factors of employee job satisfaction. The TCM employee commitment survey measured attitudes of organizational commitment and determine how committed employees were to their organizations. The Training effectiveness survey measured the effectiveness of the training programs each respondent completed with his or her company.

Results of the survey showed that job satisfaction and organizational commitment were the only variables that exhibited a statistically significant correlation. The other variables showed weak possible correlations but they were not statistically significant. Focus of future research rests on determining what factors of job satisfaction contribute to organizational commitment.

Research question one coincided with the null and alternative hypotheses regarding a relationship between training methods and applications and company attrition. Data analysis showed that there was no positive correlation between the variables. The failure to find a significant relationship between the variables caused a failure to reject the null hypothesis.

Research question two coincided with the null and alternative hypotheses regarding the relationship between employees' level of job satisfaction and company attrition rates. Data analysis showed that there was a weak but positive correlation between the variables. A statistically significant correlation rejects the null hypothesis that there is no difference in the relationship of these two variables.

The third research question coincided with the null and alternative hypotheses regarding a potential relationship between training methods and applications and job satisfaction. Data analysis showed that there was a positive but weak correlation. The correlation was not statistically significant, therefore rejecting the alternative hypothesis that there are differences between the variables.

Results support the conclusion that employees' levels of job satisfaction have a direct effect on company attrition rates within the retail industry nationwide. The results confirmed that there was not a statistically significant relationship between training

methods and applications and company attrition rates and training methods and applications and employees' level of job satisfaction.

Results indicate that there is a need for further research concerning each of the proposed relationships identified in the study. The result from future studies may assist in determining the significance of the potential correlations between each variable and determine what factors may influence the correlations. Future studies may also uncover issues not discussed in this study and present differing perspectives on these variables. Organization leadership must maintain a focus on determining what factors lead to satisfied employees and organization commitment. Understanding of these factors would help leadership to make decisions that would improve commitment and decrease company attrition rates. A reduction in attrition would reduce instances of lost revenue and increase company profitability.



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## Appendix A: Informed Consent

This letter will be included on the first page of the survey.

Dear Participant,

My name is Heather Ponsano and I am a student at the University of Phoenix working on a Doctorate of Business Administration degree. I am conducting a research study entitled Effects of Training Methods as they Relate to Job Satisfaction and Employee Attrition in Retail Business. The purpose of the research study is to determine whether a relationship exists between job satisfaction, training methods and applications, and turnover intentions of employees.

Your participation will involve taking an online survey, which should require 15 to 20 minutes of your time. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published but your identity will remain confidential and your name will not be disclosed to any outside party.

In this research, there are no foreseeable risks to you except none.

Although there may be no direct benefit to you, a possible benefit of your participation is the development of more effective training curriculum in organizations.

If you have any questions concerning the research study, please call me at 707-733-0132 or email me at [hponsano.research@gmail.com](mailto:hponsano.research@gmail.com).

As a participant in this study, you should understand the following:

1. You may decline to participate or withdraw from participation at any time without consequences.
2. Your identity will be kept confidential.
3. Heather, the researcher, has thoroughly explained the parameters of the research study and all of your questions and concerns have been addressed.
4. If the interviews are recorded, you must grant permission for the researcher, Heather, to digitally record the interview. You understand that the information from the recorded interviews may be transcribed. The researcher will structure a coding process to assure that anonymity of your name is protected.
5. Data will be stored in a secure and locked area. The data will be held for a period of three years, and then destroyed.
6. The research results will be used for publication.

“By signing this form you acknowledge that you understand the nature of the study, the potential risks to you as a participant, and the means by which your identity will be kept confidential. Your signature on this form also indicates that you are 18 years old or older

and that you give your permission to voluntarily serve as a participant in the study described.”

Signature of the interviewee \_\_\_\_\_ Date \_\_\_\_\_

Signature of the researcher \_\_\_\_\_ Date \_\_\_\_\_

### **Appendix B: Sample Letter Requesting Participation**

This notice is to invite you to participate in a study examining employee perceptions of a relationship between job satisfaction, training methods and applications, and company attrition rates. The survey is being conducted as a part of a research project for a student’s doctoral studies at the University of Phoenix. The survey should take no longer than 15 to 20 minutes to complete. Survey questions were developed by outside sources and compiled by the student researcher. The survey will be administered by the student researcher as a requirement to complete the dissertation process as partial fulfillment of the researcher’s completion of a Doctoral degree in Business Administration from University of Phoenix. The final results of the study will be made available to all participants. No individual responses will be published or shared.

Participation in this survey is voluntary but greatly appreciated. Should you decide to withdraw from the survey you may exit at any time. If you have any questions at any time regarding the survey please contact the student researcher at:

Heather Ponsano

707-733-0132

[Hponsano.research@gmail.com](mailto:Hponsano.research@gmail.com)

Should you decide to participate please click the following link to begin:

<http://edu.surveymoz.com/s3/754809/HPonsano>

### **Appendix C: Instructions**

Please answer the following questions based on your perceptions from your work experience. The sections of the survey are as follows:

The first section asks for background information.

The second section asks questions about your perceptions on the job. The Job Descriptive Index requests perceptions of your job situation, the Job In General Scale measures your perception of overall satisfaction, and the Stress in General Scale measures your perception of stress on the job. For each of these scales please indicate yes if the item describes how you feel about your job, indicate no if it does not describe how you feel or indicate no answer if you do not wish to answer or do not have an answer.

The third section asks questions about your perceptions about the likelihood you will leave your organization. The TCM Employee Commitment: measures your commitment to your organization. Each question in this section will ask about your feelings towards your organization. Please choose which option best describes your feelings about your organization. The options are; strongly disagree, disagree, slightly disagree, undecided, slightly agree, agree, and strongly agree.

The fourth section asks you to rate your impressions of the effectiveness of traditional or online training in your organization. The Training Effectiveness Scale measures your perceptions of training effectiveness of online and traditional training methods. Please choose the option that best describes your feelings pertaining to each question.



## Appendix D: Retailsucks.com Forum: Permission to Use

### UNIVERSITY OF PHOENIX

#### PERMISSION TO USE PREMISES, NAME, AND/OR SUBJECTS (Facility, Organization, University, Institution, or Association)

Retail-Sucks.com

Name of Facility, Organization, University, Institution, or Association

Check any that apply:

I hereby authorize Heather Ponsano, student of University of Phoenix, to use the premises (facility identified below) to conduct a study entitled Effects of Training Methods as they Relate to Job Satisfaction and Employee Attrition in Retail Business.

I hereby authorize Heather Ponsano, student of University of Phoenix, to recruit subjects for participation in a conduct a study entitled Effects of Training Methods as they Relate to Job Satisfaction and Employee Attrition in Retail Business.

I hereby authorize Heather Ponsano, student of University of Phoenix, to use the name of the facility, organization, university, institution, or association identified above when publishing results from the study entitled Effects of Training Methods as they Relate to Job Satisfaction and Employee Attrition in Retail Business.



Signature



Date

Jason Lombers

Name

Co-owner

Title,

## Appendix E: M.E.E.T. Retail Workers Forum: Permission to Use



Heather Ponsano <skyyangeldm@gmail.com>

---

### Your request to join M.E.E.T. Retail Workers.com.

---

ratchet@meetretailworkers.com

Fri, Jan 13, 2012 at

<ratchet@meetretailworkers.com>

1:45 PM

Reply-To: ratchet@meetretailworkers.com

To: Heather Ponsano <skyyangeldm@gmail.com>

[Quoted text hidden]

Hello skyyangeldm (Heather),

I have good news. Your request for membership to the community known as M.E.E.T. Retail Workers has been approved by our Board of Moderators. They have also elected to allow you to post any link you might require to conduct your survey and research. If you will, please contain this to a single topic if at all possible.

You might also note that our community is not a large group, and many of our members have moved on to either other types of work or are now retired. It is the consensus of our governing members that this being the case, there will most likely be a somewhat small amount of replies to your survey.

I am sorry for the length of time it has taken me to get back to you on this matter. I personally no longer work in the retail industry. I work in the commercial HVAC feild, and as such my job requires that I do some rather extensive traveling during the course and preformance of my work requirements.

Sincerely,

Ratchet

## Appendix F: JDI/JIG/SIG Survey Scale: Permission to Use

### UNIVERSITY OF PHOENIX PERMISSION TO USE AN EXISTING SURVEY

Date 12/21/11

Mr. /Ms Heather Ponzano  
Address 3037 Little Cinder Street  
McKinleyville, CA 95519

Thank you for your request for permission to use JDI/JIG/SIG in your research study. We are willing to allow you to reproduce the instrument as outlined in your letter at no charge with the following understanding:

- You will use this survey only for your research study and will not sell or use it with any compensated management/curriculum development activities.
- You will include the copyright statement on all copies of the instrument.
- You will send your research study and one copy of reports, articles, and the like that make use of this survey data promptly to our attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,

  
\_\_\_\_\_  
Signature

I understand these conditions and agree to abide by these terms and conditions.

Signed Date 12/21/2011

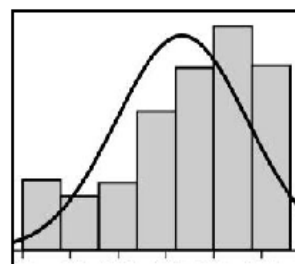
  
\_\_\_\_\_  
Signature

Expected date of completion 12/31/2012

### Appendix G: JDI/JIG/SIG Survey Scale

People on Your Present Job	Job in General
<p>Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write</p> <p><b>Y</b> for "Yes" if it describes the people with whom you work  <b>N</b> for "No" if it does not describe them  <b>?</b> for "?" if you cannot decide</p>	<p>Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write</p> <p><b>Y</b> for "Yes" if it describes your job  <b>N</b> for "No" if it does not describe it  <b>?</b> for "?" if you cannot decide</p>
<p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stimulating</li> <li><input type="checkbox"/> Boring</li> <li><input type="checkbox"/> Slow</li> <li><input type="checkbox"/> Helpful</li> <li><input type="checkbox"/> Stupid</li> <li><input type="checkbox"/> Responsible</li> <li><input type="checkbox"/> Likeable</li> <li><input type="checkbox"/> Intelligent</li> <li><input type="checkbox"/> Easy to make enemies</li> <li><input type="checkbox"/> Rude</li> <li><input type="checkbox"/> Smart</li> <li><input type="checkbox"/> Lazy</li> <li><input type="checkbox"/> Unpleasant</li> <li><input type="checkbox"/> Supportive</li> <li><input type="checkbox"/> Active</li> <li><input type="checkbox"/> Narrow interests</li> <li><input type="checkbox"/> Frustrating</li> <li><input type="checkbox"/> Stubborn</li> </ul>	<p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pleasant</li> <li><input type="checkbox"/> Bad</li> <li><input type="checkbox"/> Great</li> <li><input type="checkbox"/> Waste of time</li> <li><input type="checkbox"/> Good</li> <li><input type="checkbox"/> Undesirable</li> <li><input type="checkbox"/> Worthwhile</li> <li><input type="checkbox"/> Worse than most</li> <li><input type="checkbox"/> Acceptable</li> <li><input type="checkbox"/> Superior</li> <li><input type="checkbox"/> Better than most</li> <li><input type="checkbox"/> Disagreeable</li> <li><input type="checkbox"/> Makes me content</li> <li><input type="checkbox"/> Inadequate</li> <li><input type="checkbox"/> Excellent</li> <li><input type="checkbox"/> Rotten</li> <li><input type="checkbox"/> Enjoyable</li> <li><input type="checkbox"/> Poor</li> </ul>
<p>The Job Descriptive Index                  © Bowling Green State University                  1975-2009</p>	<p>The Job in General Scale                  © Bowling Green State University                  1982-2009</p>

## THE JOB DESCRIPTIVE INDEX



2009 Revision

*including*

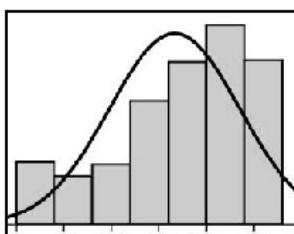
**The Job in General Scale**

# BGSU<sup>®</sup>

Bowling Green State University

Work on Present Job	Pay	Opportunities for Promotion	Supervision
<p>Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write</p>	<p>Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write</p>	<p>Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write</p>	<p>Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write</p>
<p>Y for "Yes" if it describes your work N for "No" if it does not describe it ? for "?" if you cannot decide</p>	<p>Y for "Yes" if it describes your pay N for "No" if it does not describe it ? for "?" if you cannot decide</p>	<p>Y for "Yes" if it describes your opportunities for promotion N for "No" if it does not describe them ? for "?" if you cannot decide</p>	<p>Y for "Yes" if it describes the supervision you get on the job N for "No" if it does not describe it ? for "?" if you cannot decide</p>
<p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fascinating</li> <li><input type="checkbox"/> Routine</li> <li><input type="checkbox"/> Satisfying</li> <li><input type="checkbox"/> Boring</li> <li><input type="checkbox"/> Good</li> <li><input type="checkbox"/> Gives sense of accomplishment</li> <li><input type="checkbox"/> Respected</li> <li><input type="checkbox"/> Exciting</li> <li><input type="checkbox"/> Rewarding</li> <li><input type="checkbox"/> Useful</li> <li><input type="checkbox"/> Challenging</li> <li><input type="checkbox"/> Simple</li> <li><input type="checkbox"/> Repetitive</li> <li><input type="checkbox"/> Creative</li> <li><input type="checkbox"/> Dull</li> <li><input type="checkbox"/> Uninteresting</li> <li><input type="checkbox"/> Can see results</li> <li><input type="checkbox"/> Uses my abilities</li> </ul>	<p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Income adequate for normal expenses</li> <li><input type="checkbox"/> Fair</li> <li><input type="checkbox"/> Barely live on income</li> <li><input type="checkbox"/> Bad</li> <li><input type="checkbox"/> Comfortable</li> <li><input type="checkbox"/> Less than I deserve</li> <li><input type="checkbox"/> Well paid</li> <li><input type="checkbox"/> Enough to live on</li> <li><input type="checkbox"/> Underpaid</li> </ul>	<p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Good opportunities for promotion</li> <li><input type="checkbox"/> Opportunities somewhat limited</li> <li><input type="checkbox"/> Promotion on ability</li> <li><input type="checkbox"/> Dead-end job</li> <li><input type="checkbox"/> Good chance for promotion</li> <li><input type="checkbox"/> Very limited</li> <li><input type="checkbox"/> Infrequent promotions</li> <li><input type="checkbox"/> Regular promotions</li> <li><input type="checkbox"/> Fairly good chance for promotion</li> </ul>	<p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supportive</li> <li><input type="checkbox"/> Hard to please</li> <li><input type="checkbox"/> Impolite</li> <li><input type="checkbox"/> Praises good work</li> <li><input type="checkbox"/> Tactful</li> <li><input type="checkbox"/> Influential</li> <li><input type="checkbox"/> Up-to-date</li> <li><input type="checkbox"/> Unkind</li> <li><input type="checkbox"/> Has favorites</li> <li><input type="checkbox"/> Tells me where I stand</li> <li><input type="checkbox"/> Annoying</li> <li><input type="checkbox"/> Stubborn</li> <li><input type="checkbox"/> Knows job well</li> <li><input type="checkbox"/> Bad</li> <li><input type="checkbox"/> Intelligent</li> <li><input type="checkbox"/> Poor planner</li> <li><input type="checkbox"/> Around when needed</li> <li><input type="checkbox"/> Lazy</li> </ul>
(Go on to next page)		(Go on to back page)	

## STRESS IN GENERAL SCALE



2009 Revision

# BGSU<sup>®</sup>

Bowling Green State University

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### Your Stress at Work

Do you find your job stressful? For each of the following words or phrases below write:

Y for "Yes" if it describes your job  
N for "No" if it does not describe your job  
? for "?" if you cannot decide

- 
- Demanding
  - Pressured
  - Calm
  - Many things stressful
  - Irritating
  - Nerve-racking
  - More stress than I'd like
  - Overwhelming

---

The Stress in General Scale, © Bowling Green State University 1982-2009

## Appendix H: TCM Employee Commitment Scale: Permission to Use

**UNIVERSITY OF PHOENIX**  
**PERMISSION TO USE AN EXISTING SURVEY**

Date 2/1/2012

Mr. /Ms Heather Ponsano  
 Address 3037 Little Cinder St  
 McKinleyville, CA 95519

Thank you for your request for permission to use TCM Employee Commitment Survey in your research study. We are willing to allow you to reproduce the instrument as outlined in your letter at no charge with the following understanding:

- You will use this survey only for your research study and will not sell or use it with any compensated management/curriculum development activities.
- You will include the copyright statement on all copies of the instrument.
- You will send your research study and one copy of reports, articles, and the like that make use of this survey data promptly to our attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,

Signature

I understand these conditions and agree to abide by these terms and conditions.

Signed \_\_\_\_\_ Date 02/01/2012

Expected date of completion 12/15/2012

## Appendix I: TCM Employee Commitment Scale

### **Instructions**

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below.

- 1 = strongly disagree
- 2 = disagree
- 3 = slightly disagree
- 4 = undecided
- 5 = slightly agree
- 6 = agree
- 7 = strongly agree

### **Original Version** (Allen & Meyer, 1990)

#### Affective Commitment Scale

- 1) I would be very happy to spend the rest of my career with this organization.
- 2) I enjoy discussing my organization with people outside it.
- 3) I really feel as if this organization's problems are my own.
- 4) I think that I could easily become as attached to another organization as I am to this one. (R)
- 5) I do not feel like 'part of the family' at my organization. (R)
- 6) I do not feel 'emotionally attached' to this organization. (R)
- 7) This organization has a great deal of personal meaning for me.
- 8) I do not feel a strong sense of belonging to my organization. (R)



Continuance Commitment Scale

- 1) I am not afraid of what might happen if I quit my job without having another one lined up. (R)
- 2) It would be very hard for me to leave my organization right now, even if I wanted to.
- 3) Too much in my life would be disrupted if I decided I wanted to leave my organization now.
- 4) It wouldn't be too costly for me to leave my organization now. (R)
- 5) Right now, staying with my organization is a matter of necessity as much as desire.
- 6) I feel that I have too few options to consider leaving this organization.
- 7) One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.
- 8) One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice -another organization may not match the overall benefits I have here.

Normative Commitment Scale

- 1) I think that people these days move from company to company too often.
- 2) I do not believe that a person must always be loyal to his or her organization. (R)
- 3) Jumping from organization to organization does not seem at all unethical to me. (R)
- 4) One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.
- 5) If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.
- 6) I was taught to believe in the value of remaining loyal to one's organization.
- 7) Things were better in the days when people stayed with one organization for most of their careers.
- 8) I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R)

## Appendix J: Job Effectiveness Scale: Permission to Use

2012-02-02 18:12

&gt;&gt;

ETHERFAX P 1/1

### UNIVERSITY OF PHOENIX PERMISSION TO USE AN EXISTING SURVEY

Date 02/01/2012

Mr. /Ms Heather Ponsano  
Address 3037 Little Cinder St  
McKinleyville, CA 95519

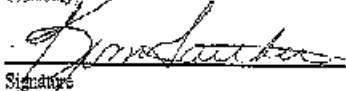
Thank you for your request for permission to use Job Effectiveness Survey Scale in your research study. We are willing to allow you to reproduce the instrument as outlined in your letter at no charge with the following understanding:

- You will use this survey only for your research study and will not sell or use it with any compensated management/curriculum development activities.
- You will include the copyright statement on all copies of the instrument.
- You will send your research study and one copy of reports, articles, and the like that make use of this survey data promptly to our attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,




---

Signature

I understand these conditions and agree to abide by these terms and conditions.

Signed \_\_\_\_\_ Date 02/01/2012



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Expected date of completion 12/15/2012

1

### Appendix K: Job Effectiveness Scale Survey Instrument

- 1) To the best of your recollection, approximately how many e-learning training courses provided by your company have you completed? Note: e-learning training are webinars provided through the internet.
  - a. None
  - b. 1 or 2
  - c. 3 or 4
  - d. 5 or more
- 2) To the best of your recollection, approximately how long ago did you complete the most recent e-learning training course?
  - a. Less than 3 months ago
  - b. Between 3 and 6 months ago
  - c. Between 6 and 12 months ago
  - d. Between 12 and 24 months ago
  - e. More than 24 months ago
- 3) To the best of your recollection, approximately how many traditional training courses provided you by your organization have you completed? Note: Traditional training courses are those led by an instructor.
  - a. None
  - b. 1 or 2
  - c. 3 or 4
  - d. 5 or more
- 4) To the best of your recollection, approximately how long ago did you completed the most recent traditional training course?
  - a. Less than 3 months ago
  - b. Between 3 and 6 months ago
  - c. Between 6 and 12 months ago
  - d. Between 12 and 24 months ago
  - e. More than 24 months ago
- 5) For the e-learning training course that you have completed, please indicate on the scale below how effective the method was in teaching the material in the course:
  - a. Very Ineffective
  - b. Ineffective
  - c. Somewhat ineffective
  - d. Neither effective or ineffective
  - e. Somewhat effective
  - f. Effective

- g. Very effective
- 6) For the traditional training courses that you have completed, please indicate on the scale below how effective the method was in teaching the material for the courses:
- Very Ineffective
  - Ineffective
  - Somewhat ineffective
  - Neither effective or ineffective
  - Somewhat effective
  - Effective
  - Very effective
- 7) Considering all training programs you have completed with your organization, do you believe that having a trainer physically present was important in your ability to understand the course content?
- Very strongly agree
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  - Very strongly disagree
  - Cannot answer
- 8) Considering all training programs you have completed with you organization, do you believe that the interaction with other participants in the training program was important to your ability to understand the course content?
- Very strongly agree
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  - Very strongly disagree
  - Cannot answer
- 9) When training through an e-learning course, do you believe that it was easier to understand the course content because it was broken down into smaller modules so you could exit and return at your convenience?
- Very strongly agree
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

- f. Very strongly disagree
  - g. Cannot answer
- 10) After completing at least one e-learning training course, did you return to the course material, review the information, and use the material for your work activities?
- a. Yes
  - b. No
  - c. Cannot answer
- 11) Was e-learning an easy method for understanding content and information presented by the organization?
- a. Yes
  - b. No
  - c. Cannot answer
- 12) Recalling traditional training courses you have taken with your organization, do you believe it would have been helpful to be able to access the training material after the training was complete?
- a. Very strongly agree
  - b. Strongly agree
  - c. Agree
  - d. Disagree
  - e. Strongly disagree
  - f. Very strongly disagree
  - g. Cannot answer
- 13) Recalling traditional training courses you have taken with your organization, do you believe it might have been easier to understand the course content if it had been broken down into smaller sessions rather than all in one class session?
- a. Very strongly agree
  - b. Strongly agree
  - c. Agree
  - d. Disagree
  - e. Strongly disagree
  - f. Very strongly disagree
  - g. Cannot answer
- 14) Recalling the traditional training courses you have completed, when do you believe that on average you first put the course content into use in your work?
- a. Within 1 day of the training completion
  - b. 2-5 days after training completion
  - c. 6-15 days after training completion

- d. More than 15 days after training completion
  - e. Cannot Answer
- 15) Recalling the e-learning training course you have completed, how soon on average do you believe you used the course content?
- a. Within 1 day of the training completion
  - b. 2-5 days after training completion
  - c. 6-15 days after training completion
  - d. More than 15 days after training completion
  - e. Cannot Answer
- 16) In order to remember the training material from either traditional training courses or e-learning courses, do you believe that it is important to use the content in your work soon after training completes?
- a. Very strongly agree
  - b. Strongly agree
  - c. Agree
  - d. Disagree
  - e. Strongly disagree
  - f. Very strongly disagree
  - g. Cannot answer
- 17) Given a choice of training method, which training method do you prefer?
- a. In a traditional training setting
  - b. Online through an e-learning training course
- 18) For your job evaluation, how supportive was your manager when you completed both required and not required training?
- a. High level of support
  - b. Medium level of support
  - c. Low level of support
- 19) How much support did your manager give you to take non-required e-learning training courses?
- a. High level of support
  - b. Medium level of support
  - c. Low level of support

## Appendix L: Histograms



Figure L1. Histogram of data from JDI/JIG scale

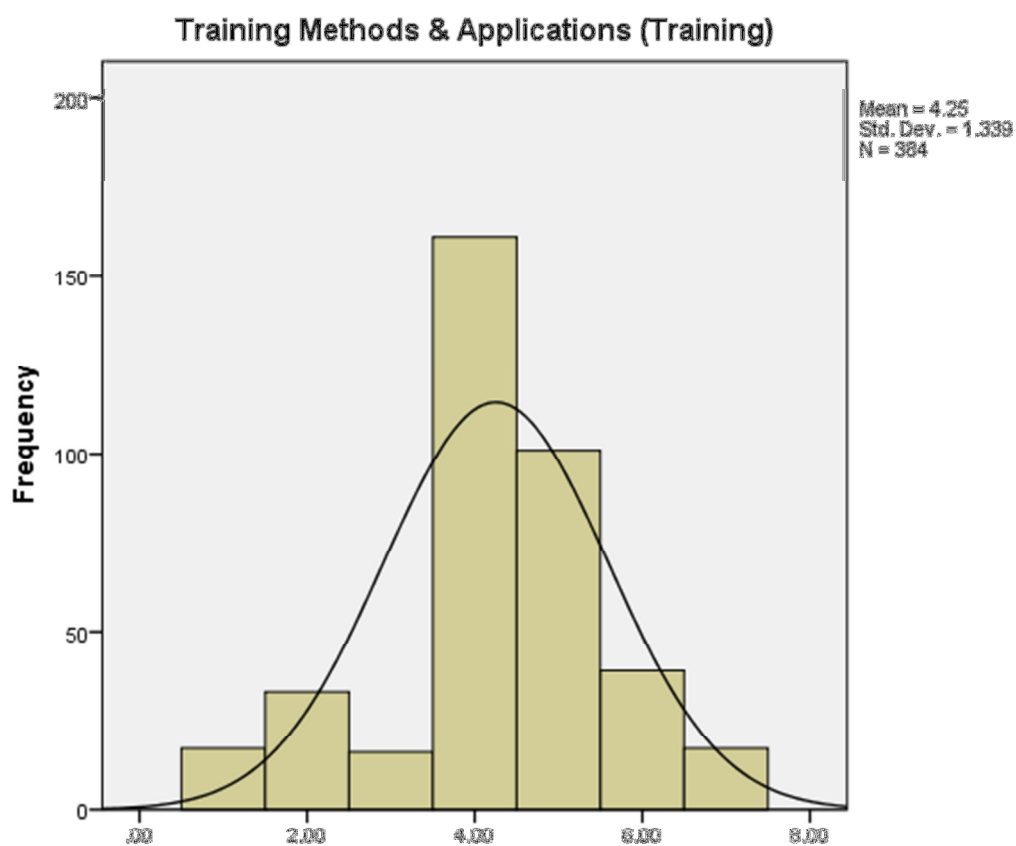


Figure L2. Histogram of data from Training Effectiveness Scale



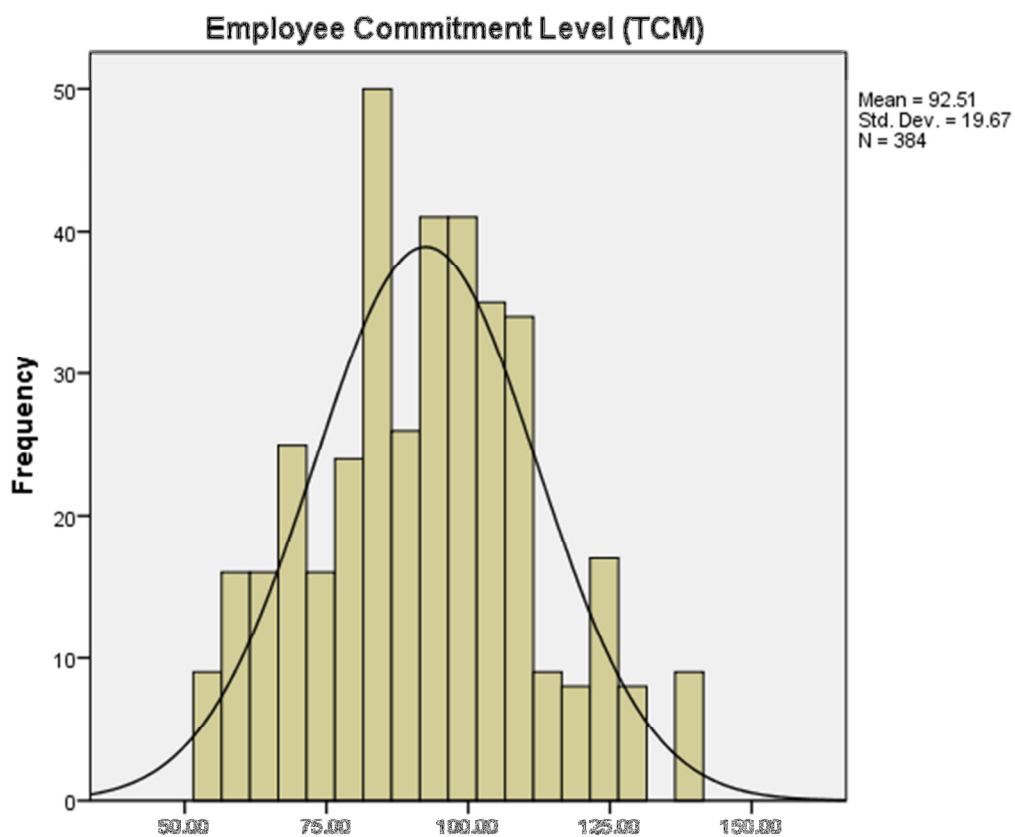


Figure L3. Histogram of data from TCM Employee Commitment Scale

## Appendix M: Boxplots

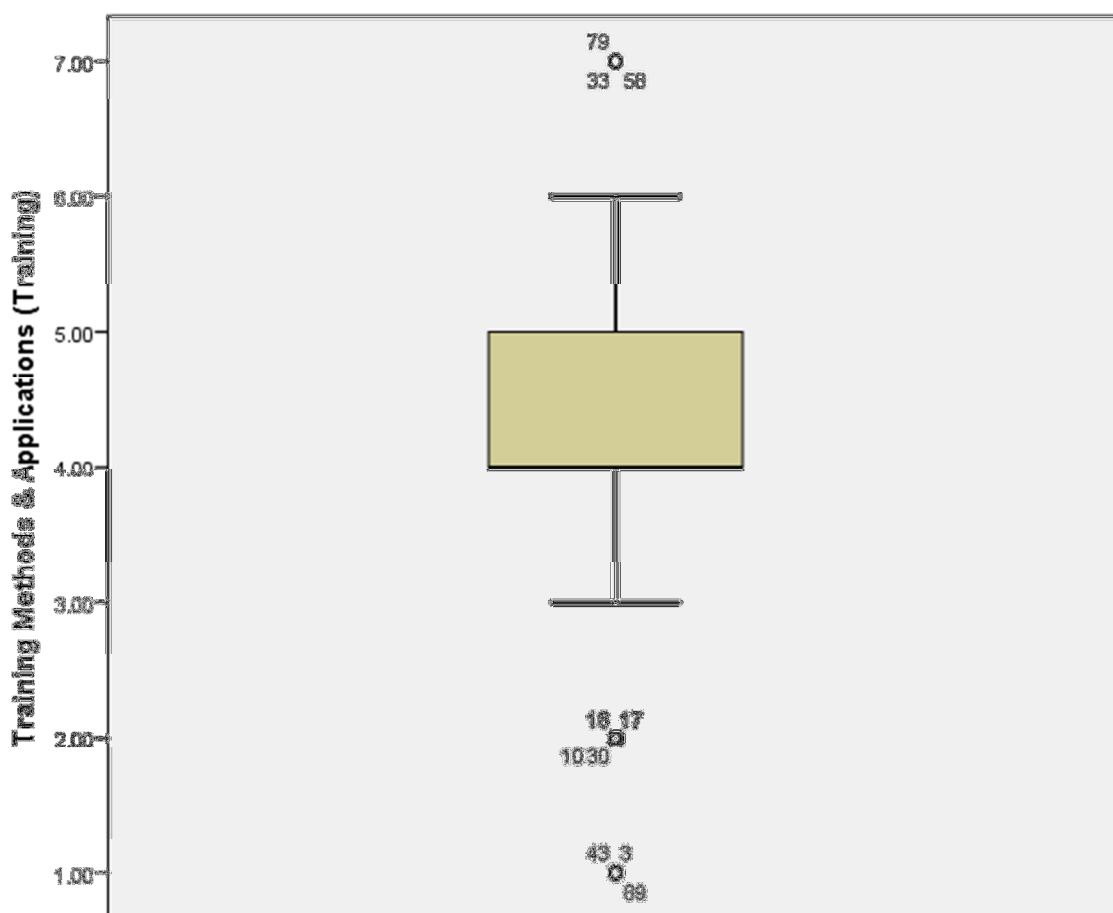


Figure M1. Boxplot of Data from Training Effectiveness Scale

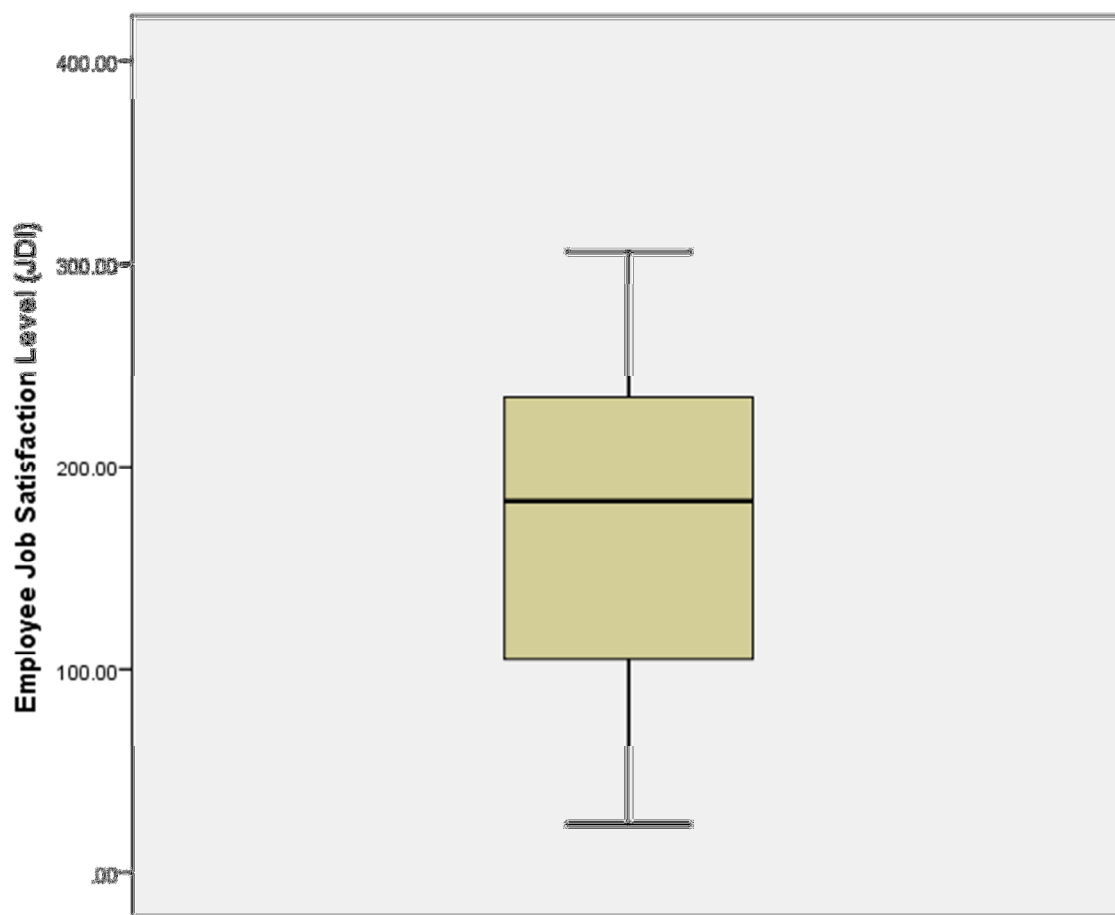


Figure M2. Boxplot of Data from JDI/JIG scales

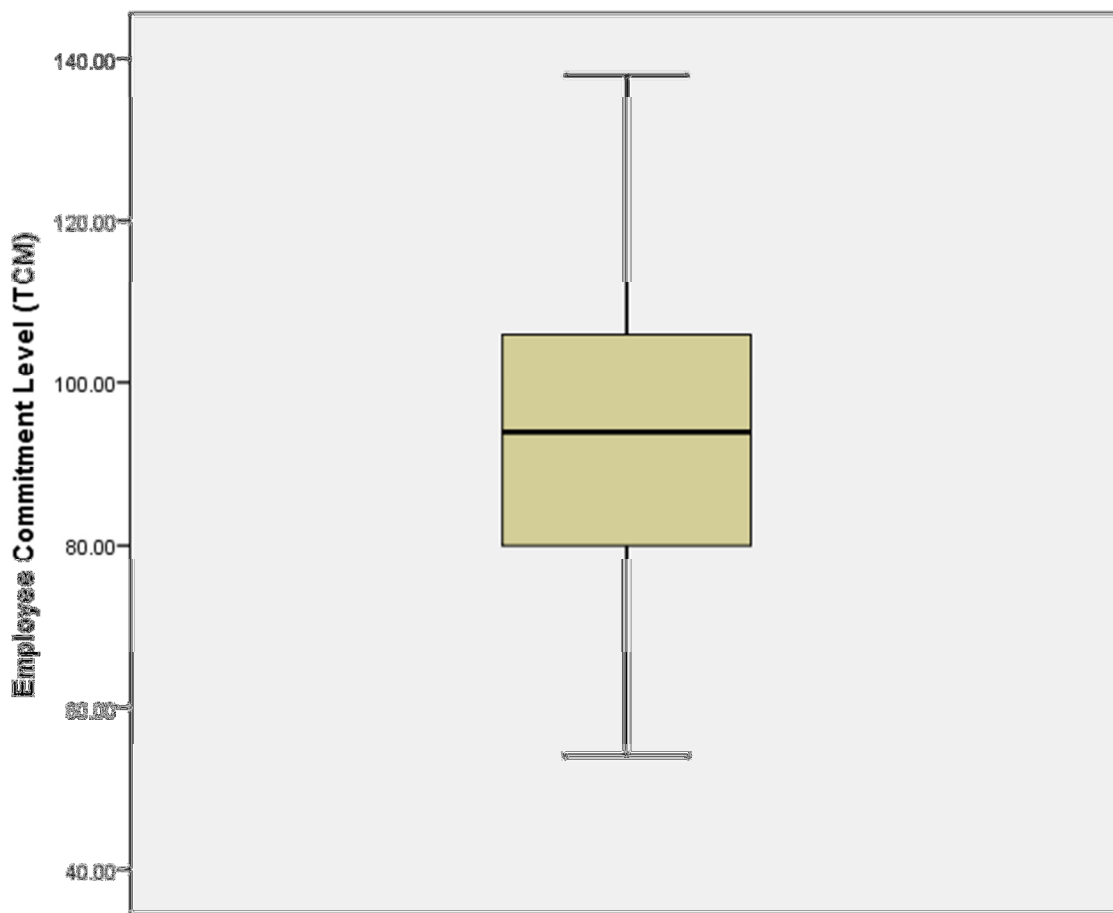


Figure M3. Boxplot of data from TCM Employee Commitment scale

## Appendix N: Scatterplots

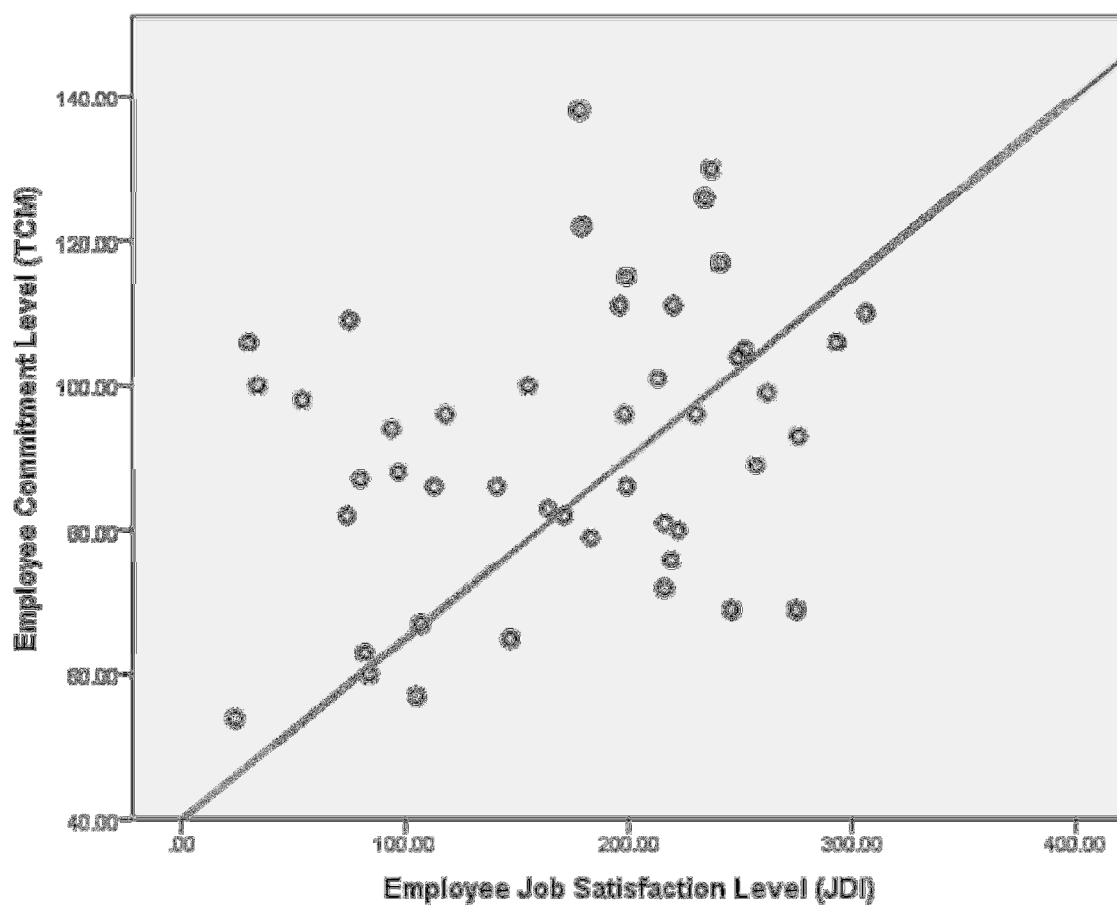


Figure N1. Scatterplot of data for TCM and JDI/JIG scales

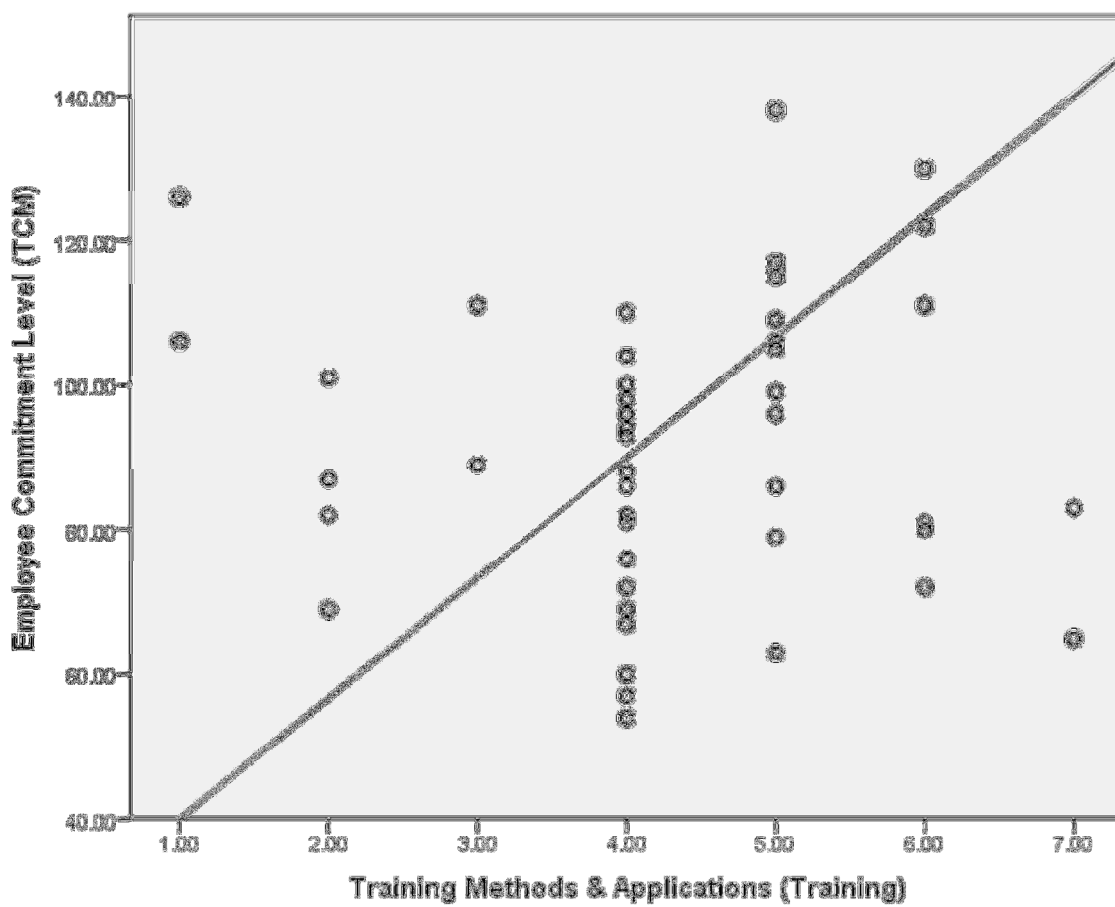


Figure N2. Scatterplot TCM and Training scales

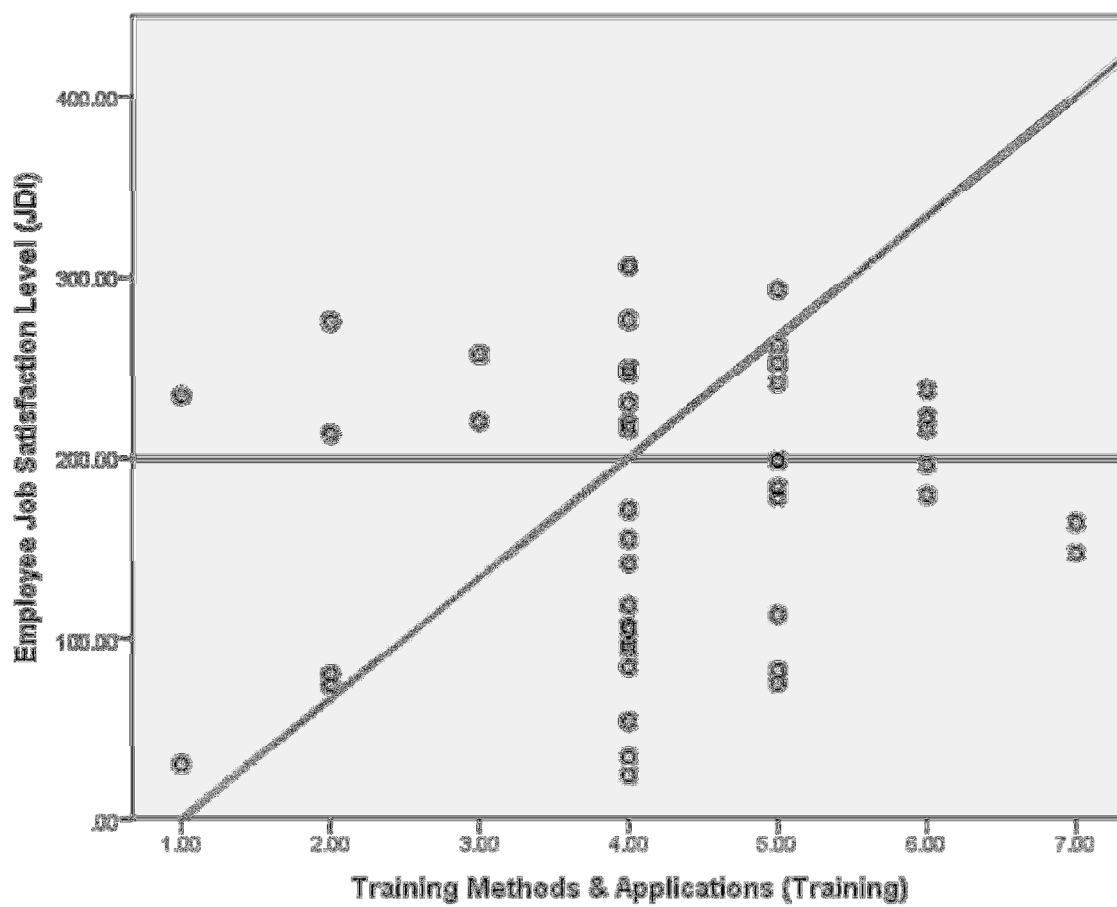


Figure N3. Scatterplot JDI/JIG and Training scales

## Appendix O: P-P Plots



Figure O1. Normal P-P Plot JDI/JIG





Figure O2. Detrended Normal P-P Plot JDI/JIG

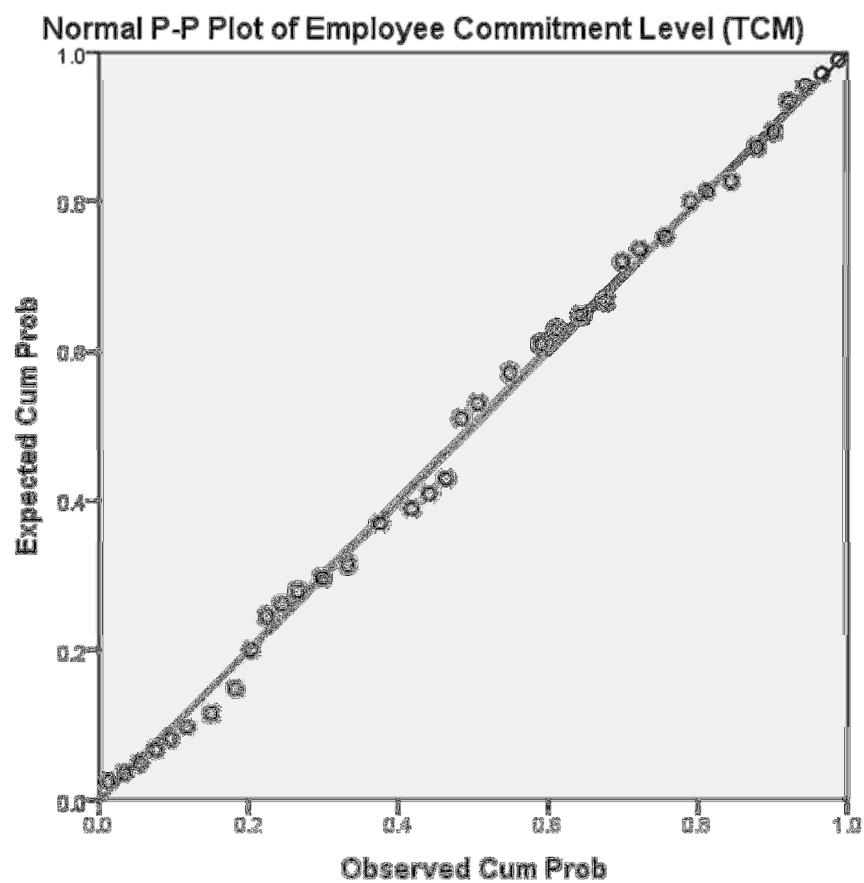


Figure O3. Normal P-P Plot TCM scale

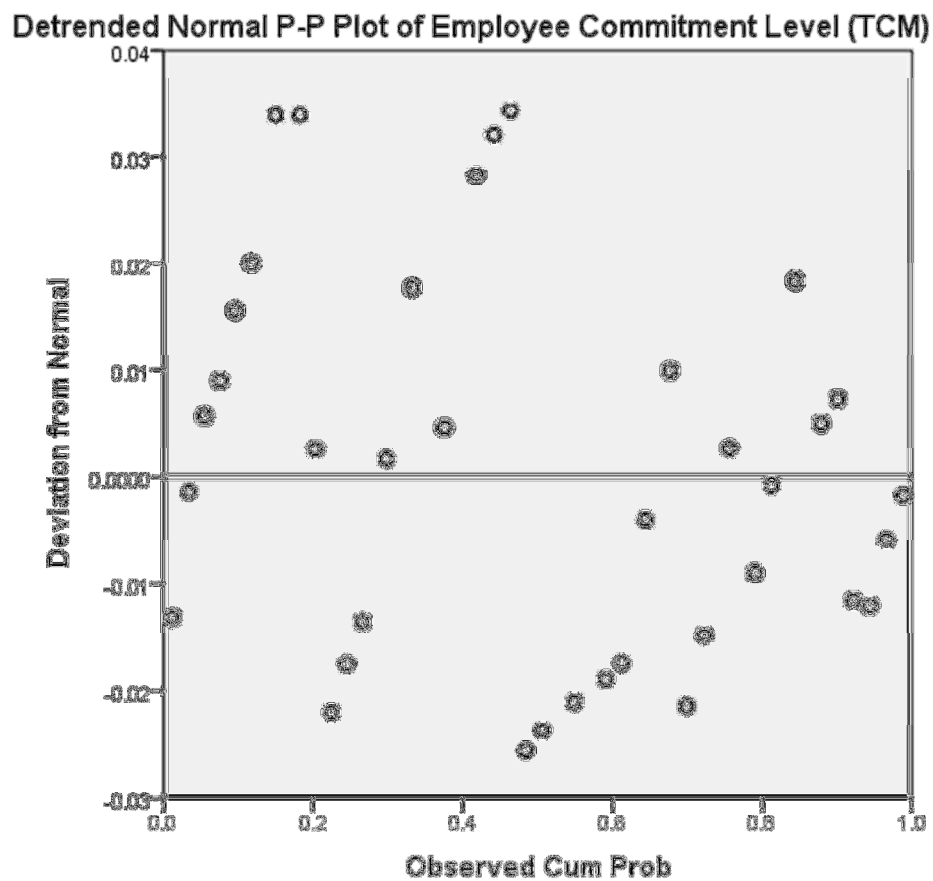


Figure 04. Detrended Normal P-P Plot TCM scale

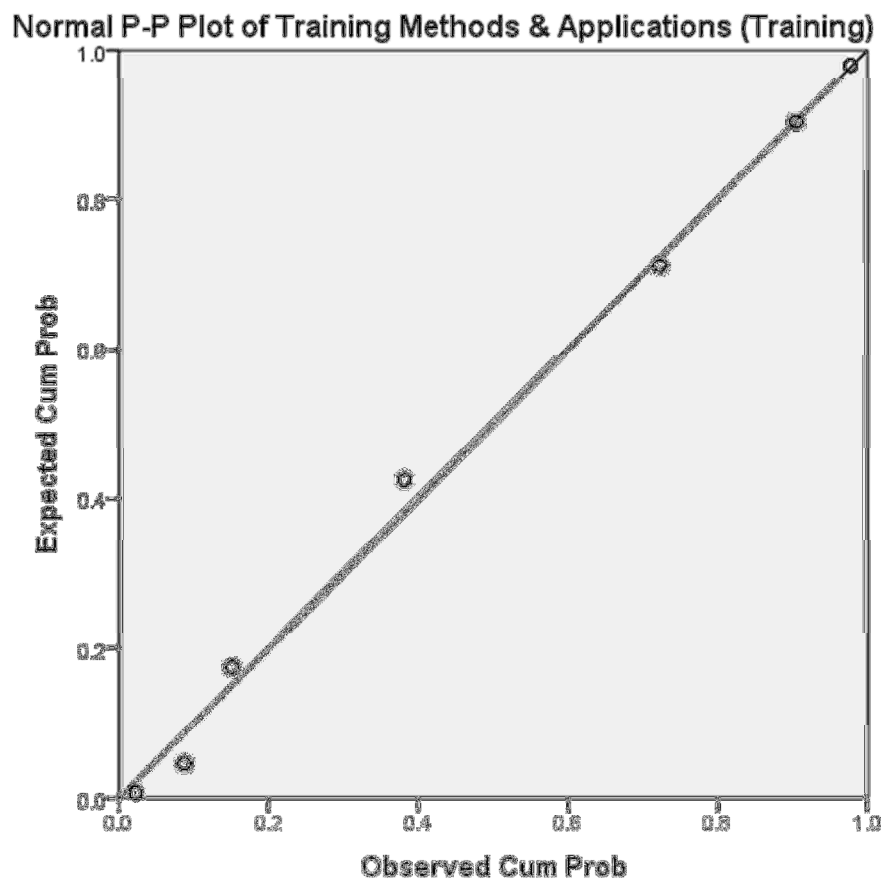
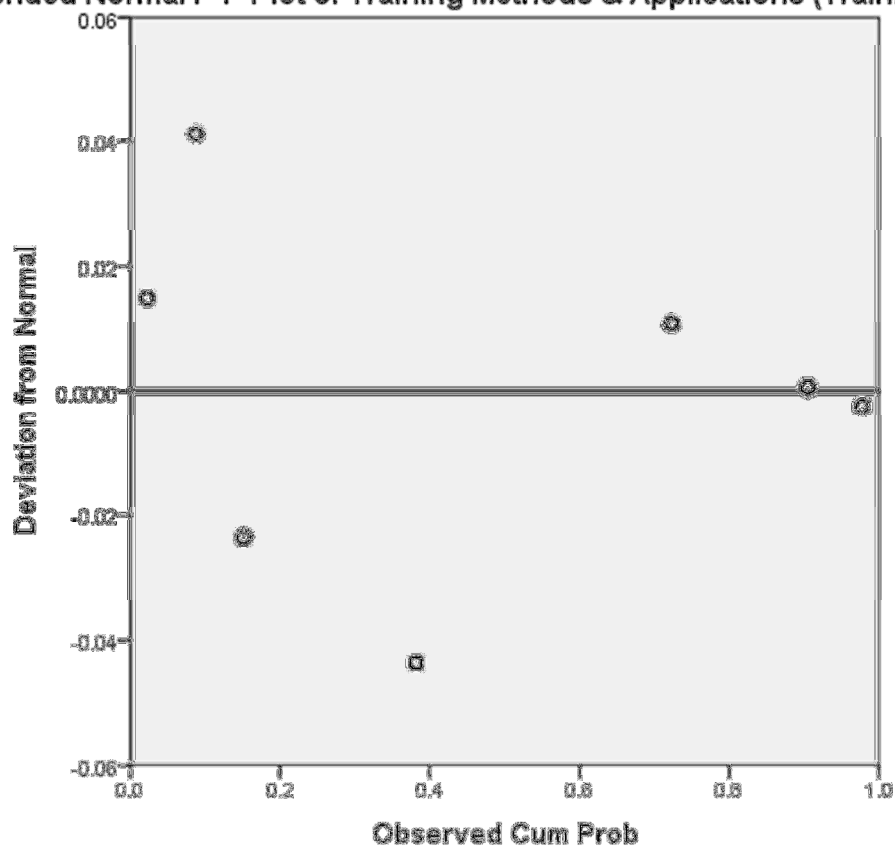


Figure 05. Normal P-P Plot Training scale

Detrended Normal P-P Plot of Training Methods &amp; Applications (Training)

*Figure O6.* Detrended Normal P-P Plot Training scale

## Appendix P: Q-Q Plots

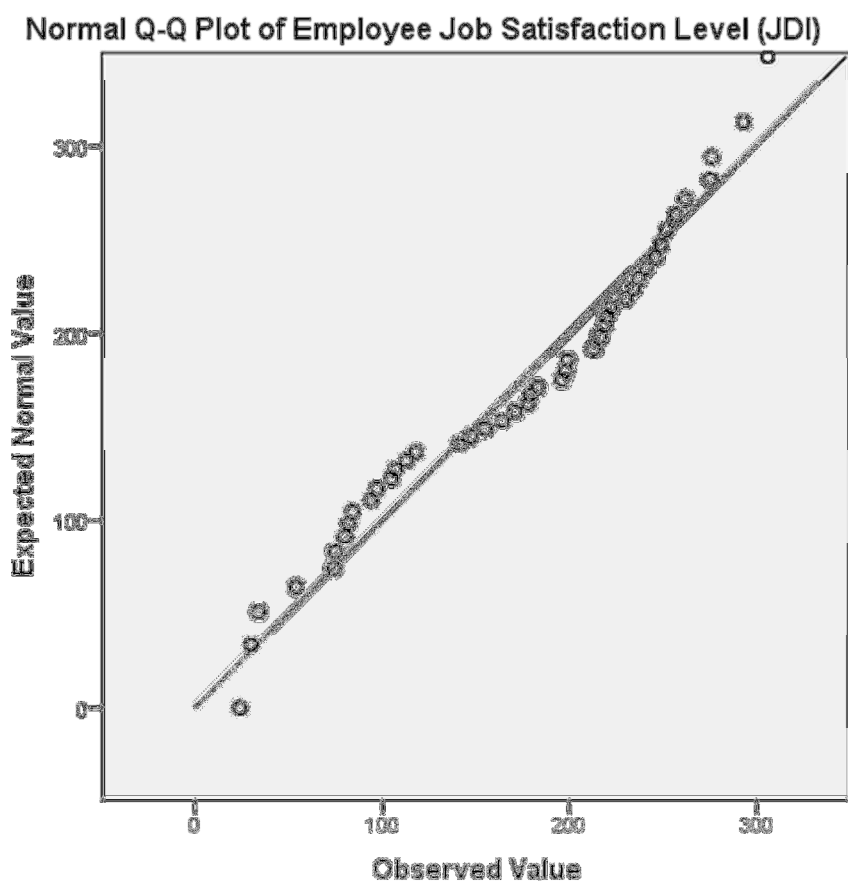


Figure P1. Normal Q-Q Plot for JDI/JIG scale



Figure P2. Detrended Normal Q-Q Plot for JDI/JIG scale



Figure P3. Normal Q-Q Plot TCM scale



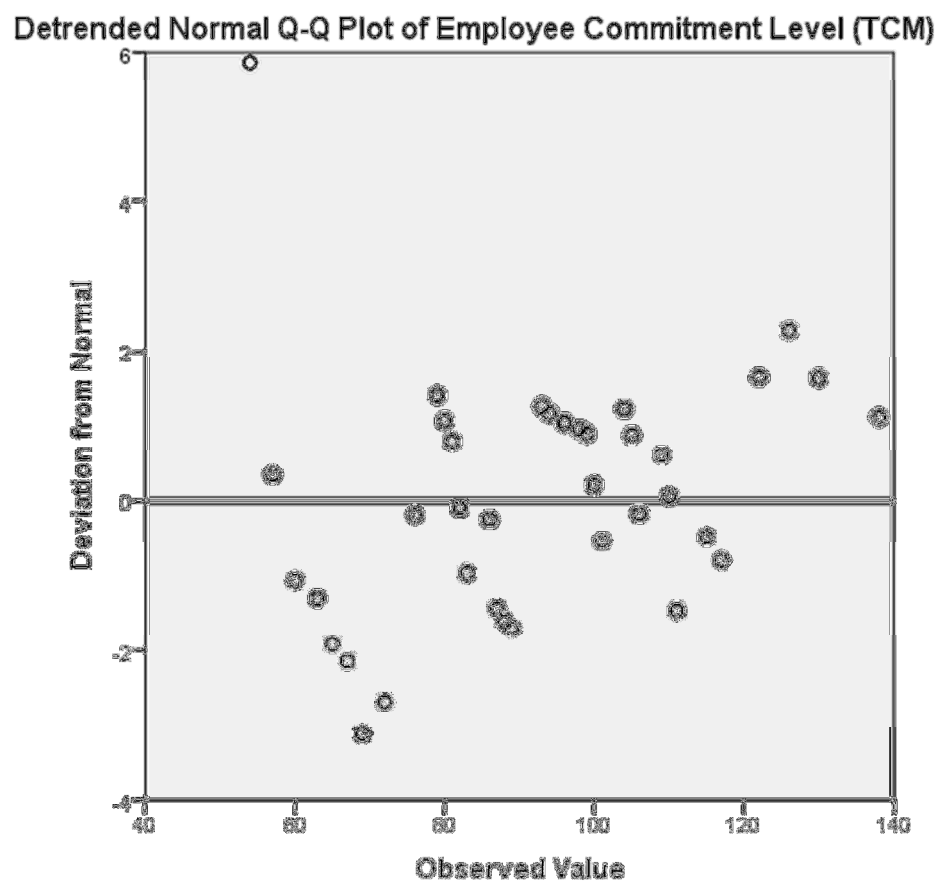


Figure P4. Detrended Normal Q-Q Plot TCM scale

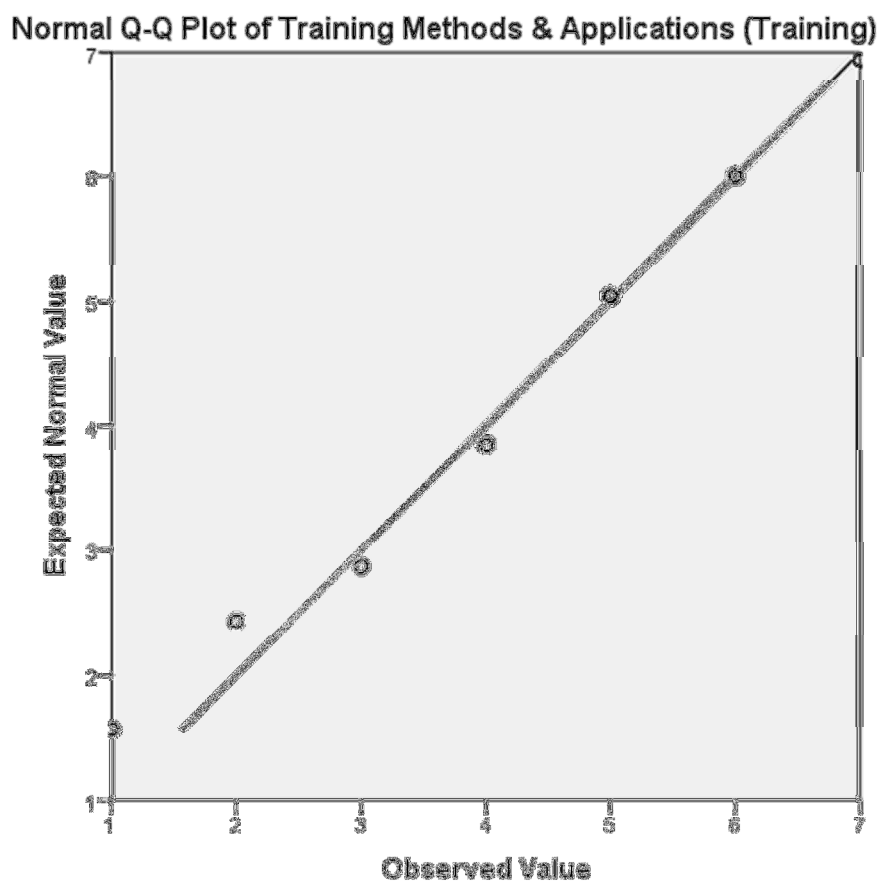


Figure P5. Normal Q-Q Plot Training scale

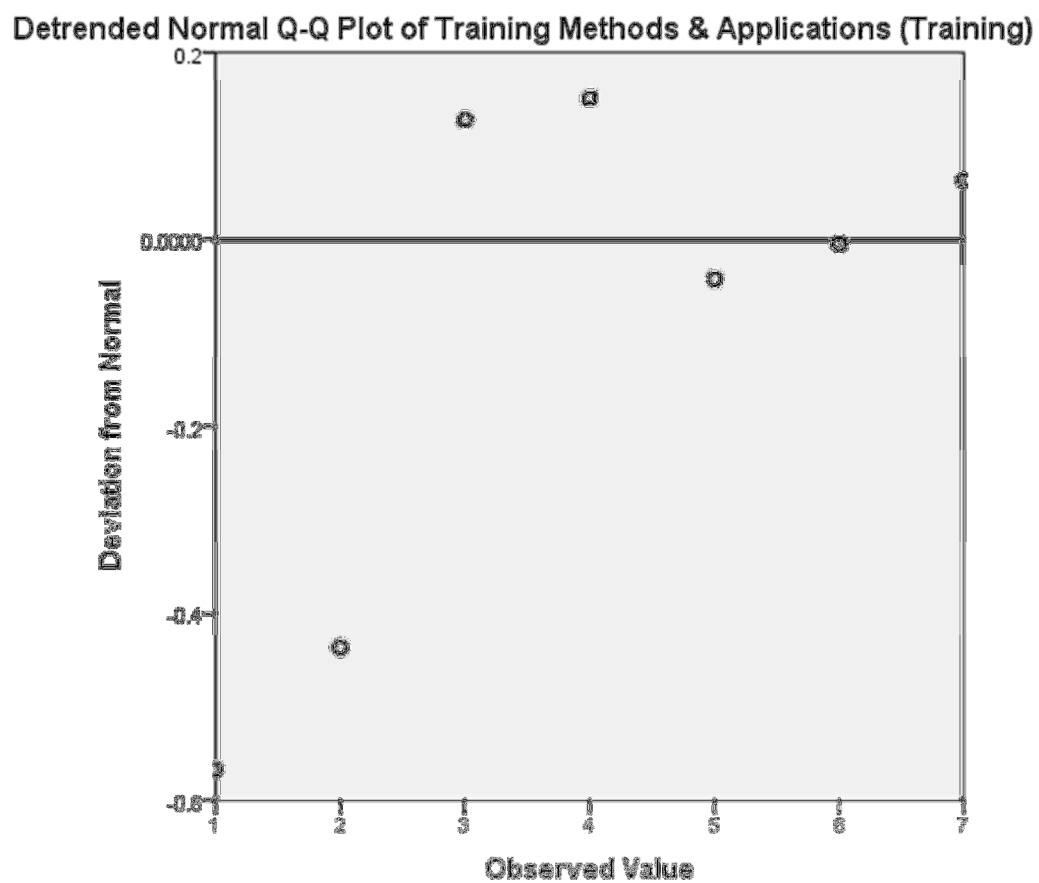


Figure P6. Detrended Normal Q-Q Plot Training scale