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Successful Strategies Leaders Use to Reduce Employee Turnover and Maintain Sustainability in For-Profit Colleges

Dr. Denise Janet La Salle
Adjunct Professor, Florida Technical College, Florida, USA
Dr. Alexandro Beato
Adjunct Professor, Park University, Missouri, USA
Dr. Gergana Velkova
Committee Member, Walden University, Minneapolis, USA

Abstract:
In educational institutions, employee turnover decreases productivity, profitability, and sustainability. In 2015, organizations lost $60 million in assets as the result of employee turnover. High employee turnover rates have an adverse influence on productivity, which leads to unsustainable business practices. Some college leaders lack strategies to reduce employee turnover and maintain sustainability. Using the motivation-hygiene needs (2-factor theory), the purpose of this single case study was to explore strategies for-profit educational leaders used to reduce employee turnover and maintain sustainability in Florida. Participants were purposefully selected to ensure they had experience implementing effective employee turnover reduction strategies. The data collection was through face-to-face semi structured interviews with 5 managers and the review of organizational documents on employee turnover. Data were analyzed using inductive coding of phrases, word frequency searches, and theme interpretation. The 3 themes that emerged were: Effective communication reduced employee turnover, creating a supportive work environment reduced employee turnover, and job satisfaction and competitive compensation decreased turnover. Reducing employee turnover contributes to social change by providing college leaders with valuable insight that can lead to improved organizational growth, enhanced sustainability, and increased profitability. A reduction of employee turnover might help leaders provide new employment opportunities and promote prosperity for local families and the community.

Keywords: Employee turnover, turnover, successful retention strategies, employee retention, turnover in higher education, strategies to reduce turnover, effective strategies to reduce turnover, increasing retention in higher education, reducing turnover, improving retention, lowering turnover, decreasing turnover, and managing retention

1. Introduction

The intense global competition most organizations face is a challenge; business leaders must leverage employees' skills and prevent employee turnover to improve organizational effectiveness (Belke & Keil, 2016; Rathi & Lee, 2015). Losing competent workers is expensive; the average cost to recruit and train a new employee is more than $3,000 (Bandura & Lyons, 2014). Turnover is the departure of employees from a workplace (Bureau of Labor Statistics, 2015). Businesses leaders in the United States spent $60.6 million in 2015 as the result of employee turnover (Bureau of Labor Statistics, 2015).
Organizational leaders understand that reducing employee turnover is essential and leads to increased performance and improved employees' commitment (Ramlall, Al-Sabaan, & Magbool, 2014). Educational leaders have continued to struggle to retain employees; understanding how leaders can reduce employee turnover is critical to the survival of organizations from a business standpoint (Samuel & Chipunza, 2013). Employee turnover affects the delivery of high-quality services, safety, team relationships, workplace efficiency, and productivity in small or large businesses (Li & Jones, 2013). Employee turnover and retention are the two leading factors that affect sustainability within organizations (Mok, 2014). Educational leaders can gain a competitive advantage by recognizing that the retention of proficient employees is vital to the success of the organization (Yahaya & Ebrahim, 2016).

2. Background of the Problem

Chahal and Bakshi (2015) emphasized the importance for business leaders to formulate and implement strategies to reduce employee turnover. Educational administrators need to acknowledge that managing a university or college requires similar skills leaders need in other business sectors (Shahrill, 2014). Researchers found that higher education leaders are

having a difficult time retaining top performers (Bandura & Lyons, 2014; Samuel & Chipunza, 2013). The shortage of faculty leads to reduced productivity (Selesho & Naile, 2014).

Employee retention is a global problem that educational leaders need to address to promote a high-quality learning environment (Samuel & Chipunza, 2013). Leaders who are not effective at reducing employee turnover have an adverse effect on productivity, sustainability, and survivability; resulting in an ineffective operational environment (Samuel & Chipunza, 2013). There is a need for experienced managers who understand the value of retention as a way of effectively managing educational institutions (Samuel & Chipunza, 2013).

High employee turnover results in financial costs that range between $3,000 and $10,000 per employee (Abu Elanain, 2014; Lyons & Akroyd, 2014; Milman & Dickson, 2014). Financial costs associated with turnover include severance packages, end-of-service benefits, loss of productivity, loss of knowledge, training for new hires, advertisement, screening, and interviewing candidates (Abu Elanain, 2014). High employee turnover affects productivity and decreases organizations' competitive advantages (Kwon & Rupp, 2013).

3. Problem Statement

Leaders of educational institutions face challenges retaining skilled professionals (Chahal & Bakshi, 2015). The estimated cost to replace an employee at an academic institution in the United States is between $3,000 and $10,000 (Milman & Dickson, 2014). The general business problem is that for-profit college employee turnover has a negative impact on organizations' performance and sustainability. The specific business problem is that some leaders of for-profit colleges lack strategies to reduce employee turnover and maintain sustainability.

4. Purpose Statement

The purpose of this qualitative single case study was to explore the strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability. The target population consisted of for-profit leaders of educational institutions in Orlando, Florida who had successfully reduced employee turnover and maintained sustainability. Implications for positive social change include the potential for higher education leaders to enable their organizations to be more profitable, which in turn enables administrators to make financial contributions to their communities, expand to new markets, and create new employment opportunities.

5. Nature of the Study

I chose the qualitative research method for this study. The qualitative method of exploration enables researchers to ask open-ended questions to allow participants to share their perspectives (Houghton, Casey, Shaw, & Murphy, 2013). Using a qualitative method was the most appropriate for this study because it enabled me to asked open-ended questions, and participants shared their experiences concerning the strategies educational leaders used to reduce employee turnover and maintain sustainability. A quantitative method was not appropriate for this study because quantitative researchers seek to examine relationships or differences among variables, deliver findings in a numerical or mathematical form, and generalize from a sample of a target population (Harrison, 2013). Researchers use mixed methods to answer questions from a quantitative perspective stemming from qualitative data (Spillman, 2014). Because mixed method researchers collect, analyze, and use both quantitative and qualitative data (Spillman, 2014), a mixed method was not appropriate for this study.

Researchers use case studies to explore and distinguish among the phenomena of the study and its context (Yin, 2014). A case study was the most suitable design for this study because my intention was to explore in-depth strategies for-profit college leaders used to reduce employee turnover and maintain sustainability. A case study is an in-depth exploration strategy researchers use to explore a specific and complex phenomenon within its real-world context (Yin, 2013). In a case study, researchers ask how, what, and why questions to get a deeper understanding of research problem (Sharpley & Bitsika, 2014). The use of other qualitative designs including phenomenology and ethnography would not serve the purpose of this study. A phenomenological design involves the human experience from the view of those living the phenomenon (Madjar, 2014), which was not the intent of this study. An ethnographic study focus on the practices of individuals, organizations, groups, and communities in their natural habitat (Reeves, Peller, Goldman, & Kitto, 2013), which was not the purpose of this study. My objective was to explore the strategies for-profit educational leaders used to reduce employee turnover and maintain sustainability; therefore, a case study was the most applicable design for this research.

6. Research Question

The central research question in this qualitative single case study was as follows: What business strategies do for-profit educational leaders use to reduce employee turnover and maintain sustainability?

6.1. Interview Questions
- How does employee turnover affect your organization?
- What aspects of the job lead to employee turnover?
- What are the consequences resulting from employee turnover?
- What strategies were most effective in reducing employee turnover?

- What strategies have you used to reduce employee turnover?
- How did your employees respond to these strategies?
- How do you manage or track employees' job satisfaction, dissatisfaction, motivation, and information obtained from leaders-subordinate interactions?
- How do you define sustainability in your business?
- What are some of the benefits of implementing a sustainable employee turnover reduction strategy?
- What other information do you consider pertinent to strategies you use to reduce employee turnover and maintain sustainability?

7. Conceptual Framework

The theory that I used as the conceptual framework for this study was the motivation-hygiene theory. Herzberg, Mausner, and Snyderman developed the two-factor theory in 1959; Herzberg later renamed the two-factor theory to the motivation-hygiene theory (Ewen, 1964). Herzberg used the motivation-hygiene factor theory to offer an explanation of how certain factors in the workplace lead to job satisfaction, while a separate set of factors lead to job dissatisfaction (Ewen, Smith, Hulin, & Locke, 1966). The key propositions underlying the motivation-hygiene theory are (a) job satisfaction, (b) dissatisfaction, (c) motivation, (d) interaction, and (e) communication (Herzberg et al., 1959).

The motivation-hygiene theory provided a lens through which I explored effective strategies for-profit educational leaders used to reduce employee turnover and maintain sustainability. Recent literature suggested that sustainability increases and turnover decreases when employees feel motivated toward job duties (Ewen et al., 1966; Stea, Foss, & Christensen, 2015). Some researchers used the motivation-hygiene theory to demonstrate the correlation between nonmonetary and monetary benefits to motivate employees at the workplace (Reid, Thompson, Mavondo, & Brunso, 2015; Stea et al., 2015). As related to this study, using the propositions offered by the motivation-hygiene theory enabled participants to effectively share their perceptions and experiences regarding the strategies for-profit college leaders used to reduce employee turnover and maintain sustainability.

8. Assumptions, Limitations, and Delimitations

8.1. Assumptions

Assumptions are facts assumed true, but not verifiable; to avoid misrepresentation, researchers must identify and address potential assumptions (Simon & Goes, 2013). My assumptions derived from my choice to select a sample of experienced higher education leaders. For this study, I made two assumptions. The first assumption was that the participants responded to the interview questions honestly. The second assumption was that participants influenced the business or educational knowledge to provide information on the topic.

8.2. Limitations

Limitations are potential weaknesses that may affect a study (Gioia, Corley, & Hamilton, 2013). One limitation was that the participants' busy schedules interfered with their participation. To reduce the level of interference with participants' schedules, I provided participants with the opportunity to choose a date and time for the interviews. Furthermore, participants may have been cautious about revealing certain information about the success of the organizations, which might have affected the collection of relevant information. To create an interview environment where participants could openly share their perspectives, I informed interviewees of my responsibility as a researcher to ensure the confidentiality of all participants by safeguarding any identifying information.

8.3. Delimitations

Delimitations refer to the boundaries that researchers establish to limit the scope of the study (Gioia et al., 2013). This study had four delimitations. The first delimitation was the location of the study, which was the Orlando, Florida area. The second delimitation was that I collected data from a single organization. The third delimitation was that this study only included data from participants from a for-profit college. The last delimitation was the small sample size of participants, which may not prove to be representative of the Orlando region.

9. Significance of the Study

Reducing employee turnover is indispensable to business practices because employee turnover affects profitability and sustainability (Haan, 2015; Samuel & Chipunza, 2013). Profitable businesses can bring positive social change to their communities by making financial contributions, donations, and creating new employment opportunities. Employee turnover is critical to the success of any businesses because the loss of top performers has a negative effect on profitability, consumes leaders' time, and reduces productivity and survivability (Alshanbri et al., 2015; Perez & Mirabella, 2013). On the other hand, organizations with low employee turnover are more productive and profitable (Timms et al., 2014), which leads to organizational expansions and increased employment opportunities by promoting positive social change through the development of individuals and communities.

10. Contribution to Business Practice

For-profit educational leaders have continued to experience high employee turnover rates (Rathi & Lee, 2015; Samuel & Chipunza, 2013). Researchers found that that reducing employee turnover led to increased profitability and sustainability (Haan, 2015; Samuel & Chipunza, 2013). Employee turnover affects the delivery of services, safety, team relationships, and productivity (Li & Jones, 2013). High employee turnover rates lead to unsustainable business practice in the education sector (Mok, 2014). Previous researchers discovered that high employee turnover had a negative effect on profitability; the cost associated with replacing a worker ranged between $3,000 to $10,000 (Abu Elanain, 2014; Lyons & Akroyd, 2014; Milman & Dickson, 2014). By integrating effective retention practices, educational leaders might be able to reduce employee turnover. Findings from this study might help leaders of educational organizations gain new perspectives on the development and implementation of effective employee turnover strategies other leaders used to increase retention, productivity, and sustainability.

11. Implications for Social Change

Leaders of profitable businesses create possibilities that bring positive social change in their communities (Steiner & Atterton, 2014). Reducing employee turnover improves employees' engagement, which leads to increased productivity and profitability. Leaders of profitable organizations contribute to the financial stability of local communities by donating funds in support of local activities, habitat for humanity, and civic work (Steiner & Atterton, 2014). Steiner and Atterton (2014) noted that institutions can contribute to social change through creating jobs within the community, contributing to nonprofit organizations, and donating to programs and activities that can benefit the community as a whole. Moreover, the unemployment rate tends to be lower in a community with profitable institutions. Reducing employee turnover increases productivity and profitability (Miles, 2013), which in turn leads to improved stability and prosperity and increased sustainability in local communities. Implications for positive social change include the potential for higher education leaders to enable the organizations to be more profitable, which leads to organizational expansions and increased employment opportunities by promoting positive social change through the development of individuals and communities.

12. A Review of the Professional and Academic Literature

This section is a review of current literature I used to gain an understanding of the status of employee turnover in the educational sector. The purpose of this qualitative single case study was to explore strategies for-profit college leaders used to reduce employee turnover and maintain sustainability. Meena and Thakkar (2014) suggested the importance of using a strategic approach to conduct a thorough literature review. When conducting a professional and academic literature review, researchers must compare numerous sources that relate to each research topic. My goal was to compare different sources to ensure I properly supported each theme. I also added reliable sources from the existing literature.

I organized the literature review by themes. Themes include the evolution of education into business practices, marketing strategies, sustainability concepts, competitiveness, employee turnover, layoff syndrome, management support, financial compensation, work-life balance, and organizational commitment. This review also includes an overview of several theories including Herzberg's motivation-hygiene theory (Herzberg's two-factor theory), Maslow's hierarchy of needs theory, and Vroom's expectancy motivation theory. My intention was to explore themes that served as a foundation for exploring strategies for-profit educational leaders used to reduce employee turnover and maintain sustainability.

I searched articles and journals from multiple databases including ABI/Inform Global, Business Source Complete, ProQuest, Google Scholar, ERIC, and Emerald databases. Some keywords and phrases used to search for literature included employee turnover, employee turnover in for-profit colleges, intellectual capital, competitive advantage resulting from reduced employee turnover, and sustainability and employee turnover, Herzberg motivation-hygiene theory, Maslow's hierarchy of needs theory, and Vroom's expectancy motivation theory. The entire study consisted of 320 studies, of which 275 (86%) were published between 2013 and 2017 in peer-reviewed journals. The remaining 45 (14%) of the sources include peer-reviewed articles published before 2013, articles that were not peer reviewed, government websites, and books. The literature review consisted of 147 studies, 129 (88%) of which were published between 2014 and 2018 in peer-reviewed journals, while the remaining 19 (12%) articles were published before 2013.

12.1. Herzberg Motivation-Hygiene Needs (Two-Factor Theory)

The theoretical framework for this study derives from Herzberg's motivation-hygiene theory, also known as Herzberg's two-factor theory. In 1950, Frederick Herzberg established the motivation-hygiene theory and applied the theory in different fields and business subdivisions (Herzberg, 1974; Herzberg et al., 1959). Herzberg (1974) used the motivation-hygiene theory to provide an explanation of how leaders promote employees' job satisfaction and job dissatisfaction. The key propositions for understanding employees' job satisfaction include advancement, growth, responsibility, recognition, and achievement; the key propositions for job dissatisfaction are salary, work conditions, interpersonal relationships, supervision, and company policy (Herzberg et al., 1959).

Herzberg et al. (1959) found that the factors of advancement, growth, responsibility, recognition, and achievement were essential for understanding employees' job satisfaction. Employees from organizations that offered advancement opportunities, had recognition programs, and promoted employees' growth experienced a higher level of job satisfaction than

workers from institutions where these opportunities were nonexistent. Other scholars supported the findings of Herzberg et al. (1959) and concluded that leaders can increase job satisfaction by understanding the importance of advancement, growth, responsibility, recognition, and achievement (Atalic, Can, & Canturk, 2016; Thomas, 2015).

To explain job dissatisfaction, Herzberg et al. (1959) used multiple factors including salary, work conditions, interpersonal relationships, supervision, and company policy. When organizations' leaders fail to provide adequate work conditions, implement company policies employees consider useless, and fail to provide acceptable supervision, workers experience higher levels of job dissatisfaction (Herzberg et al., 1959). Atalic et al.'s (2016) findings were similar to the findings of Herzberg (1969), in that when work conditions, interpersonal relationships, supervision, and company policy were inadequate, employees experienced increased job dissatisfaction. In contrast, employees who perceived their organization had adequate work conditions, provided proper supervision, and had effective company policies experienced a reduction of job dissatisfaction (Atalic et al., 2016).

Herzberg et al. (1959) highlighted that job dissatisfaction and satisfaction are different phenomena. According to Herzberg (1974), the absence of factors associated with job dissatisfaction does not mean job satisfaction. Similarly, employees who are experiencing job satisfaction might be experiencing some of the factors of job dissatisfaction (Herzberg, 1974). Herzberg et al. (1969) compared motivator factors to hygiene factors and found that motivator factors lead to long-term results as opposed to hygiene factors, which produce short-term outcomes toward employees' job attitudes. Herzberg (1974) also discovered a relationship between employee job satisfaction and job content, whereas job dissatisfaction had a relationship with work conditions. Based on the findings of Herzberg (1974), employees who experience motivator factors are more productive as a result of their long-term commitment to the organization. On the other hand, an employee experiencing any of the hygiene factors will only display a temporary increase of job attitude.

Herzberg et al. (1959) emphasized that leaders who follow the firm's policies create an environment where employees can achieve higher job satisfaction. Moreover, enforcing and following organizational rules led to increased business performance and workers' commitment as the result of higher levels of satisfaction among employees (Herzberg, 2008; Herzberg et al., 1959). Other scholars supported Herzberg et al.'s findings, indicating that leaders who followed organizations' policies were more effective at increasing employees' satisfaction, which in turn reduced employee turnover (Siahaan, 2017; Thomas, 2014).

Researchers examined Herzberg's motivation-hygiene theory and found that Herzberg offered a good foundation for understanding employees' job satisfaction and dissatisfaction (Derby-Davis, 2014; Lumadi, 2014; Mahzan & Abidin, 2017). In exploring elements of job dissatisfaction, Lumadi (2014) used Herzberg's theory to understand how job dissatisfaction affected employee turnover intentions. Lumadi's (2014) findings were similar to the findings of Johari and Yahya (2016). More specifically, Lumadi (2014) discovered that job responsibility, security, and training, as aspects of the job, affected employee job dissatisfaction.

Derby-Davis (2014) also used Herzberg's motivation-hygiene theory to understand employees' turnover intention and job satisfaction. Derby-Davis found that by understanding Herzberg's hygiene theory, higher education leaders can effectively reduce employee turnover. Kushta (2017) used Herzberg's motivation-hygiene theory to explore the relationship between employees' motivation, job satisfaction, and employee turnover. Kushta (2017) found a positive relationship between employees' motivation, job satisfaction, employee turnover; motivated and satisfied employees had decreased turnover intentions. Mahzan and Abidin (2017) used Herzberg's theory to explore how leaders can reduce employee turnover intentions by decreasing job dissatisfaction and increasing job satisfaction and found that Herzberg's theory provided a valuable foundation for understanding the effects of employees' motivation and job satisfaction on employee turnover intentions.

12.2. Supporting and Rival Theories

In 1943, Maslow developed the hierarchy of needs theory to understand how leaders can motivate employees and reduce employee turnover. Maslow (1943) suggested that by understanding employees' basic needs, leaders could increase their employees' motivation. When leaders meet their subordinates' physiological, safety, love, esteem, and self-actualization needs, employees are more satisfied, motivated, productive, and committed to the organization (Maslow, 1943), which leads to a reduction of employee turnover intentions. Researchers found that Maslow's approach to explaining people's needs had a logical sequence of steps (Barrick, Thurgood, Smith, & Courtright, 2015; Thomas, 2014).

Maslow's hierarchy of needs theory provides the foundation for leaders to explore job satisfaction (Thomas, 2014). Other scholars found that leaders who know how to meet workers' needs improve employee satisfaction and reduce employee turnover (Barrick et al., 2015; Thomas, 2014). Maslow (1943) suggested that leaders should meet employees' needs in a specific order: physiological, safety, love, esteem, and self-actualization. To remain satisfied, an individual must satisfy all previous levels of needs before progressing to the next higher-level need (Thomas, 2014). Before motivation can arise, a person must achieve psychological stability, safety, belongingness or love, esteem, and self-actualization needs (Barrick et al., 2015). Siahaan (2017) supported the findings of Thomas (2014); both scholars noted that individuals could not satisfy a need before satisfying the previous need.

Maslow's theory is suitable for researchers who want to explore employee satisfaction (Barrick et al., 2015). Maslow's hierarchy of needs theory provides a well-rounded explanation leader can use as a foundation for understanding employees'

needs and reducing employee turnover (Thibodeaux, Labat, Lee, & Labat, 2015). Thibodeaux et al. (2015) found that Maslow's hierarchy of needs theory provided detailed description of job factors that led to either the satisfaction or dissatisfaction of workers. Thibodeaux et al. (2015) found that leader can use Maslow's hierarchy of needs theory to get a better understanding of how to improve employees' satisfaction in the workplace, which leads to a reduction of employee turnover. Other scholars agreed that Maslow offered a logical explanation for motivation because people care about basic needs that is essential to their survival (Cesario & Chambel, 2017; Siahaan, 2017).

Vroom (1964) developed the expectancy theory to explain how individuals' behaviors depend on the results they expect from a selected behavior. Expectancy theory addresses the mental processes people go through as they prepare to make decisions (Vroom, 1964). The prepositions underlining the expectancy theory are valence, expectancy, and instrumentality (Vroom, 1964). Valence is the emotional position individuals hold regarding rewards (Ghoddousi, Bahrami, Chileshe, & Hosseini, 2014). Employees place value on money (intrinsic satisfaction) and reward as a way to satisfy their personal needs (Vroom, 1964). Opposite to Herzberg's theory, Vroom (1964) explored the effects of monetary compensation and promotion on employees' motivation. Thomas (2014) supported the findings of Vroom's (1964) by encouraging business leaders to offer monetary rewards to employees to help increase motivation. Chang, Hsu, and Wu (2015) also found that offering monetary rewards was an effective strategy to increase employees' motivation.

Researchers have used the expectancy theory to explore employees' motivation and linked workers' behavior to workers' expectations; employees who saw an opportunity to receive a reward or recognition displayed positive behaviors (Chang et al., 2015; Ghoddousi et al., 2014). In contrast, employees who did not expect rewards or recognitions remained neutral (Chang et al., 2015; Ghoddousi et al., 2014). Vroom (1964) found that an employee behavior is a result of conscious choices to increase pleasure and minimize pain. Vroom (1964) also posited that employees' job performance is the result of their previous experiences, knowledge, and personality.

Vroom (1964) suggested that leaders can motivate employees through performance-oriented actions such as rewards. Opposite to Maslow (1943), who explored basic human needs, Vroom (1964) mostly focused on the outcomes of human behavior. Vroom also emphasized the results of performance and motivation. The findings of Vroom (1964) indicated that physiological stability influences employees' motivation. Employees who have a high level of psychological stability are more motivated than employees who are not psychologically stable (Thomas, 2014).

12.3. Evolution Of For-Profit Education And Employee Turnover

For-profit higher education has been part of the United States' educational system since the 19th century, but it became widespread at the beginning of the 20th century (Laband & Lentz, 2014). Education is a business industry that brings billions in revenues to colleges and universities (Rodriguez, Green, Sun, & Baggerly-Hinojosa, 2017). Although the goal of higher education leaders is to provide a learning environment where students can grow for future career opportunities, some for-profit higher education leaders are failing to prepare their students (Gitsham & Clark, 2014). Instead of higher education leaders emphasizing improving institutions' knowledge systems, they shifted their efforts to increasing profits to meet stockholders' expectations (Gitsham & Clark, 2014). As leaders continue to use business practices aimed at increasing profit, education becomes a globally traded commodity, rather than a way of bringing positive social change (Altbach, 2015b).

Higher education leaders have used the term commodification since the mid-1990s to refer to educational services, knowledge, products, intellectual property rights, and start-up firms (Elwick & Cannizzaro, 2017). Because the goal of universities' leaders is to bring positive social change, transforming educational institutions into businesses is a controversial topic. Many for-profit higher education leaders mostly care about creating long-term value for stakeholders even at the cost of quality (Elwick & Cannizzaro, 2017).

People in society perceive educational institutions as places to acquire skills and valuable knowledge required to become productive citizens who can contribute to their communities (Altbach, 2015a). Instead of focusing on improving quality, leadership teams within for-profit colleges are applying business strategies aimed at increasing profits. Because education affects the financial strength of countries, for-profit leaders should not forget their primary goals as administrators of such institutions (Badke, 2017). Some higher education leaders' approaches to managing their organizations lead to the turnover of employees who care about the roles educators and administrators should provide to promote positive social change (Haan, 2015). Administrators of for-profit higher education institutions must find a balance between creating monetary value for stockholders and providing an educational setting aimed at bringing positive social change (Elwick & Cannizzaro, 2017). Educators who care about providing students with a high-quality education often quit institutions where leaders only focus on profits (Haan, 2015). By gaining a deeper understanding of employees' values, manager can reduce employee turnover (Haan, 2015).

Higher education leaders must reduce employee turnover, value employees' expectation, and promote quality (Haan, 2015). An increase of employee turnover in the higher education sector affects the quality of education because organizations' leaders often hire less qualified professors to offer the courses students signed for (Marginson, 2016). By retaining skilled employees and understanding their expectations, leaders can improve quality, productivity, and fulfill customers' educational needs (Haan, 2015). Educational leaders who understand staff's expectations are more effective at reducing employee turnover, as opposed to administrators who only care about profits (Tavares & Cardoso, 2013).

Researchers recommend that higher education leaders implement effective strategies to reduce employee turnover as a way to reduce operational expenses during a time the government is trying to reduce the fiscal budget by lowering expenses (Naim & Lenka, 2017; Rajan, 2016). Federal and states governments are cutting financial resources to higher education institutions in an attempt to ensure macroeconomic balance (Azizova, 2017). The reduction of federal funding for higher education affects how marketing managers are attracting prospective students (Boykin, 2015; Lucas, 2017). Based on the reduction of federal funding, marketing manager must use a more aggressive recruitment approach and maintain a competitive edge Boykin, 2015; Pereira et al., 2015).

Based on global educational requirements, leaders of higher education organizations need to consider employees' expectations as a strategy to increase job satisfaction and reduce employee turnover (Boykin, 2015; Tavares & Cardoso, 2013). Educational leaders who value workers' expectations can stimulate job satisfaction, promote employees' commitment, increase productivity, and enhances quality, which leads to increased company's reputation (Darwish, 2017; Pritchard, 2014). Considering employees' values and expectations is an effective strategy educational leader should use to increase retention (Azizova, 2017; Rodriguez et al., 2017). Higher education organizations with leaders who made efforts to understand their employees' expectations and interacted with students, tutors, professional organizations, government, and alumni associations had higher employee retention rates (Azizova, 2017; Williams et al., 2013).

12.4. Sustainability in For-Profit Higher Education Sector

The marketplace is very competitive and leaders in the education sector must implement sustainable business practices (Wynveen, 2017). Although higher education administrators are aware of the importance of sustainability; leaders are reluctant to accept the multidimensional business aspects of managing an organization in a competitive environment. Educational leaders of for-profit colleges must create awareness by promoting sustainable business practices within their organizations (Azizova, 2017).

Implementing sustainable business practices is becoming a global trend that is redefining businesses and the core business models in most industries including the educational sector (Pereira et al., 2015). Other factors that affect sustainability in the education industry include technology and globalization (Wynveen, 2017). Successful education leaders must understand the importance of using technology as a way to promote sustainability and growth (Lee, 2017). Researchers found that who take advantage of technological advancements to promote educational services in the world market were more effective at promoting organizational growth and expansion (Blanco-Ramírez & Berger, 2014; Costa, 2016). By effectively employing technology, organizations leaders can increase productivity, profitability, and sustainability (Benn, Teo, & Kauppinen, 2015).

Researchers recommended leaders in higher education promote the importance of sustainability within their organizations as part of the decision-making process (Costa, 2016; Lee, 2017). Scholars found that sustainability was critical to the survivable of higher education organizations (Badke, 2017; Bieler & McKenzie, 2017). Implementing sustainable business practices is not a short-term goal, it is an approach aimed at gaining a long-term term competitive advantage over competitors (Marginson, 2016; Rajan, 2016). One of the primary goals for leaders should be to transform their institutions into sustainable organizations; without sustainable business practices, survivability is uncertain (Bieler et al., 2017).

Pereira, Malik, and Sharma (2015) discovered that sustainability promotes organizational coordination, decrease business risks, and increase productivity and innovation. By implementing sustainable business practices leader can help their organizations in the achievement of its vision and mission (Costa, 2016; Tian & Martin, 2014). Researchers found that leaders who promoted the implementations of sustainable business practices increased organization productivity (Bieler et al., 2017; Costa, 2016). The implementation of sustainable business practices leads to long-term profitability and growth (Badke, 2017) Leaders who engage in sustainable business practices in the higher education sector help organizations mitigate future leadership challenges (Bieler et al., 2017). Understanding that leading an organization is a long-time commitment is important before administrators start advocating for sustainable business practices within the organization (Badke, 2017). Researchers found a link between business survival and sustainability (Bieler et al., 2017; Lee, 2017). Marginson (2016) found that by promoting sustainability leaders were able to increase the chance of survival of their organizations. Organizational leaders that failed to implement sustainable business practices within the organization might create short-term profits at the expense of the organization survival (Bieler et al., 2017; Marginson, 2016).

Reducing employee turnover was essential when promoting sustainable business practices (Bieler et al., 2017; Li, Liang, & Zhang, 2016). Increased employee turnover rate is one of the causes of reduced sustainability within organizations (Lee & Ha-Brookshire, 2017). Because employee turnover affects profitability and generating profits is necessary to the survival of for-profit organizations, higher education leaders promote sustainability by reducing employee turnover (Li et al., 2016).

12.5. Employee Turnover

Employee turnover is the voluntary or involuntary action of leaving one's job (Sun & Wang, 2016). Employee turnover affects companies as the result of accrued expenses from recruitment, administrative fees, and training costs (Sun & Wang, 2016; Tschoop, Grote, & Gerber, 2014). Voluntary turnover is more disruptive to an organization because it is often unexpected and leaders might have limited time to find a replacement (Sun & Wang, 2016). Contrary to voluntary turnover,

involuntary turnover refers to firing an employee; in this case, leaders have time to decide if the time is right for taking such actions (Holtom & Burch, 2016). Other types of involuntary turnover also include retirement, death, disability, and movement to different geographical locations (Bureau of Labor Statistics, 2016). Turnover affects service delivery quality, safety, team relationships, workplace efficiency, and productivity in small or large businesses (Li & Jones, 2013).

High employee turnover is one of the primary causes of reduced sustainability for most businesses (Lee & Ha-Brookshire, 2017). A low turnover rate is crucial to business practices because increased turnover rates reduce profits and sustainability (Haan, 2015; Jang & Kandampully, 2017). Pritchard (2014) affirmed that 29% of new employees have the intention of quitting their jobs in the first year, which might reflect a gap and discrepancy between new hires' perceptions and organizations' objectives.

The lack of management support, financial compensation, work-life balance, person-organization fit, and organizational commitment affects employee turnover (Lee & Sabharwal, 2014; Timms et al., 2014; Tymon, Stupf, & Smith, 2011; Zhang, 2016). Employees who do not have a balance between their personal life and their jobs are less productive; which leads to increased employee turnover intentions (Jenkins, Bhanugopan, & Lockhart, 2016; Raja, & Butt, 2013). Lack of leadership support and organizational commitment reduces employees' job satisfaction, which in turn decreases employee turnover (Lee & Sabharwal, 2014; Timms et al., 2014).

Employee retention in the higher education sector is a global problem with an annual turnover rate of 7.7%; 77 out of 1,000 higher education full-time employees in the United States leave an organization for other opportunities (Bonenberger, Aikins, Akweongo, & Wyss, 2014). Since higher education employees must have specific qualifications to teach a course; the costs of hiring people who with those qualifications take longer because of the delay involved in finding a professional with the appropriate credentials to fill the vacancy (Punnoose & Ajit, 2016). Reducing employee turnover is essential to succeed in today's competitive global environment (Huang & Su, 2016).

Leaders of academic institutions have greater difficulty managing employee turnover because of the lack of research on employee retention among administrators of higher education institutions (Terera & Ngirande, 2014). In contrast, Musah and Nkuah (2013) found that reducing employee turnover had a positive effect on businesses. Managing employee turnover is critical because leaders who are effective at reducing employee turnover increase sustainability and productivity (Musah & Nkuah, 2013).

Leaders need to do more than decrease employee turnover; they need to focus their efforts on retaining top performers (Musah & Nkuah, 2013; Qureshi & Wasti, 2014). Higher education leaders can decrease employee turnover by offering workers better incentives, which leads to increased organizational commitment and lower employees' resistance to change (Musah & Nkuah, 2013; Neves, 2014). Since employee turnover has a significant impact on organizations, leaders must implement strategies to increase retention (Terera & Ngirande, 2014). Leaders who are effective at reducing employee turnover, which is essential in the implementation of a competitive strategy, help organizations increase productivity and sustainability (George, 2015; Monteith, Burns, Rupp, & Mihalec-Adkins, 2016).

12.6. Strategies to Reduce Employee Turnover

Retaining employees is important because organizational leaders avoid the costs of recruiting and replacing workers and support the company's culture (George, 2015). Miscellaneous costs include accidents inside the building, wasting materials, and stealing by workers (Musah & Nkuah, 2013; Rai & Lakshman, 2014). Implementing proven strategies is an effective way for administrators to reduce employee turnover (Nelissen, Forrier, & Verbruggen, 2016). Reducing employee turnover benefits both the organization and employees since increased turnover leads to reduced productivity and higher levels of stress among workers (Mawanza, 2017). Researchers found that higher education leaders who implemented effective strategies to reduce employee created a competitive advantage for their organizations (Mawanza, 2017; Menon, 2014). Because for-profit college administrators are having a difficult time retaining employees, leaders in the education sector must be involved in the implantation of employee turnover reduction strategies (George, 2015; Machin, 2014).

There are many strategies leaders use to reduce employee turnover, but the most basic strategy is providing employees with a safe operational environment (George, 2015). Safety is an essential human need most people need to be able to perform their duties to the best of their abilities (Machin, 2014). Researchers found that employee who felt safe were more productive and committed to their organization, as opposed to employees who felt unsafe who perceived their organizations did not care about them (George, 2015; Machin, 2014). Based on the findings of George (2015) and Machin (2014), creating a safe operational environment is essential to reducing employee turnover, which might lead to leaders gaining a competitive advantage over competitors.

Bush (2017) found that leaders could reduce employee turnover by offering training programs as a strategy to increase retention. For-profit college managers who are effective at retaining employees enable their organizations to gain a competitive advantage over competitors as the result of increased employees' job satisfaction (Bush, 2017). Most employees who dream of success love working for organizations where leaders care about developing employees (Machin, 2014). By offering developmental training programs, leaders can increase workers' organizational commitment, which reduces employees' turnover intentions (Bush, 2017; Machin, 2014; Mamiseishvili, 2011).

Another effective strategy higher education leaders use to reduce employee turnover is monitoring employees' satisfaction through daily interactions. College leaders who create an environment that promoted open communication and

interacted with subordinates in a regular basis were effective at increasing employees' job satisfaction (Lyons & Akroyd, 2014; Shahrill, 2014). Patel and Hamlin (2015) found that organizations with leaders who had daily interactions and gave and receive feedback from employees had higher retention rates than institutions with leaders who did not communicate with employees on a regular basis. Based on the findings of Lyons and Akroyd (2014) and Patel and Hamlin (2015), effective communication between leaders and employees is an effective strategy to reduce employee turnover in the education sector. Other higher education leaders use other strategies to reduce employee turnover including leadership support, compensation, work-life balance programs, person-organization fit, and job security and organizational commitment. Leaders who support their employees are more effective at reducing employee turnover than leaders who are unsupportive (Lu, Tu, Li, & Ho, 2016; Ramlall et al., 2014). Researchers found that well-compensated workers and employees of supportive leaders had lower turnover intentions than workers not properly compensated and employees with unsupportive managers (Huffman, Casper, & Payne, 2014; Lu et al., 2016). Offering employees' competitive compensation and managerial support are effective strategies to reduce employee turnover (Abu Elanain, 2014; Huffman et al., 2014).

12.6.1. Leadership Support.

Researchers have examined the correlation between leadership support and its effects on career success and employee retention (Lu et al., 2016; Tymon et al., 2011). Tymon et al. (2011) chose a sample of 9,301 participants, but only 54% participated. Tymon et al. (2011) found that turnover was lower when organizations had developmental opportunities and workers' perceptions of career success were positive. Managers have a more significant role in retaining employees than reported in the literature (Tymon et al., 2011). Other researchers supported the findings of Tymon et al. (2011); they discovered that workers of organizations with developmental programs had a positive perception of success, which led to a reduction of employee turnover intentions (Lu et al., 2016).

Supportive leaders are effective at reducing employees' stress, which leads to a reduction of employees' turnover intentions; lowering workers' stress levels is essential because high stress results in employees' job dissatisfaction (Brenner et al., 2014; Herrmann & Felfe, 2014). When it comes to employees' stress, educational leaders face the same challenges as leaders in other sectors; it is imperative that higher education administrators support their subordinates as a strategy to reduce employee turnover (Khoiri, 2017). Supportive administrators reduce employees' stress by prioritizing and providing continuous guidance and feedback to their followers (Buzeti, Klun, & Stare, 2016). By using preventive measures such as developmental training and continuous feedback, supportive leaders can reduce the daily level of stress most higher education employees face each day (Albu & Flyverbom, 2016). Leaders who know how to reduce employees' stress are effective at decreasing employee turnover (Thomas, Cornuel, & Harney, 2013).

Another way that for-profit college administrators can support workers is by managing conflicts effectively (Albu & Flyverbom, 2016; Ekdale, Tully, Harmsen, & Singer, 2015). Leadership involvement in conflict resolution is paramount in any industry (Mayr, 2017). Siyanbola and Gilman (2017) found that supportive leaders who care about their employees' welfare allocated time to communicate with their employees to find out what type of conflicts were affecting them. By managing employee conflicts, leaders can reduce employee turnover (Abu Elanain, 2014; Pyle, 2017).

Other scholars found that leaders of organizations who used a reward system as a strategy increase employees' productivity and reduced employee turnover more than administrators of organizations that did not rewards employees' performance (Gigliotti & Ruben, 2017; Lu et al., 2016; Taneja et al., 2015). By implemented a reward system, managers can reduce employee turnover because by rewarding skilled and committed employees (Martin & Mejean, 2014; Prouska, Psychogios, & Rexhepi, 2016; Siyanbola & Gilman, 2017). Scholars discovered that by offering a monetary reward system, not only were leaders able to reduce turnover intentions and absenteeism, they effectively improved employees' behavior and job performance (A'yuninnisa & Saptoto, 2015; Chen, 2014; Lee & Sabharwal, 2014; Siyanbola & Gilman, 2017).

Leaders can also reduce employee turnover intentions by being supportive of their employees' goals (Dubey, Gunasekaran, Altay, Childe, & Papadopoulos, 2016). Most employees appreciate a leader who is willing to mentor and prepare them for future opportunities in the organization (Naim & Lenka, 2017). Supervisors who provide positive mentorship to their followers were effective at decreasing employee turnover (Naim & Lenka, 2017; Lee & Mao, 2015). Leaders who spend time mentoring subordinates increases employees' organizational commitment, which in turn increases productivity and reduces employee turnover (Ugoani, 2016; Yang & Zheng, 2015). Scholars found that organizations that had leaders who mentored their followers had lower turnover rates than institutions with leaders who did not mentor their followers (Azanza, Moriano, Molero, & Lévy Mangin, 2015; Smith & Nadelson, 2016; Ugoani, 2016). An effective mentorship program also leads to increased employees' performance and commitment to the organization (Rathi & Lee, 2015).

12.6.2. Work-Life Balance Programs

Researchers recommend leaders promote work-life balance as a strategy to reduce employee turnover (Helmle, Botero, & Seibold, 2014; Lyons & Akroyd, 2014; Timms et al., 2014). Work-life balance refers to the balance between employees' jobs and their personal lives (Helmle et al., 2014). People need work-life balance; the lack of work-life balance leads to unnecessary stress in a person life (Timms et al., 2014; Valenzuela, Bellei, & Ríos, 2014). Timms et al. (2014) found that workers who did not have a balance between work and family had increased stress, while employees who had equilibrium between their jobs and families had reduced stress. Work-life balance is critical for most professionals because of

the time-consuming nature of managing job requirements and meeting families' expectations. A lack of balance between work and family leads to conflict; researchers found that conflict leads to exhaustion and increased increase employee turnover (Thacker, 2015; Timms et al., 2014). By providing employees of for-profit colleges with work-life balance such as flex time and work-from-home options, leaders can reduce employee turnover (Jaiswal & Dhar, 2016; Lyons & Akroyd, 2014).

Leaders should offer flexible work schedules when necessary to help employees balance their personal life and job requirements (George, 2015; Sweet, Pitt-Catsouphes, & James, 2017). Some business leaders are reluctant to recognize that work-life balance influences employee turnover (Deery & Jago, 2015; Terera & Ngirande, 2014). Failing to provide employees with flexible work schedules leads to increased stress and conflicts because workers have a more difficult time balancing their time between work and home (Nawaz & Pangil, 2016; Trefalt, 2013). Trefalt (2013) examined 70 attorneys in a large U.S. law firm and found a lack of work-life balance can lead to problems such as substance abuse, depression, and divorce.

Researchers found that employees who had a work balance conflict experienced excessive stress (Lu & Kuo, 2016; Smollan, 2015). Continuous extreme stress leads to increased employee' job dissatisfaction, reduced productivity, which in turn has a negative effect on employee turnover (Lyons & Akroyd, 2014; Trepanier, Fernet, & Austin, 2016). Leaders who promote an operational environment where employees can have equilibrium between their jobs and personal lives were effective at reducing stress, which leads to a reduction of employees' turnover intentions (Metin & Karapinar, 2016; Smollan, 2015).

Lawson, Davis, Crouter, and O'Neill (2013) examined the work-life experience of 586 managers in U.S. hotels and found the turnover costs in the hospitality industry were $10,000 per lost manager. Although some employees can handle an unbalanced life, most people would be severely affected over time (Chatrakul Na Ayudhya, Prouska, & Lewis, 2015; Farivar, Cameron, & Yaghoubi, 2016; Lawson et al., 2013). Lawson et al. (2013) found that work-life was a predictor of turnover among employees. Improving employees' work-life balance reduces managers' stress as the result of fewer workers' absences and decreases employee turnover (de Sivatte, Gordon, Rojo, & Olmos, 2015; Lawson et al., 2013). Promoting work-life balance is an effective strategy to reduce employee turnover (Mas-Machuca, Berbegal-Mirabent, & Alegre, 2016; Pasamar, 2015).

12.6.3. Person-Organization Fit

Person-organization fit is a topic of interest among researchers. The person-organization fit refers to the comparability between employees and organizations (Farooqui & Nagendra, 2014). During the hiring process, the goal of a hiring manager is to hire employees who are comparable with their organizations (Chan & Wang, 2017; Farooqui & Nagendra, 2014). Several scholars linked person-organization fit to employee turnover; they found that workers who were not comparable with their organizations were more likely to quit than employees who were compatible (Arbour, Kwantes, Kraft, & Boglarsky, 2014; Farooqui & Nagendra, 2014; Zhang, 2016).

Arbour et al. (2014) divided person-organization fit into two categories including supplementary fit and complementary fit. Supplementary fit refers to a prospective employee who has fundamental characteristics that match the organization goals such as values and vision (Arbour et al., 2014; Inomata, 2017). A complementary fit means either the employee or the organization has something the other needs or wants (Arbour et al., 2014). For example, an individual possesses a skill that organizations' leaders need to fill a particular position by hiring employees who are a better fit for an organization, leaders can increase employees' job satisfaction and organizational commitment. Since employees' values and beliefs affect employee turnover, it is important that hiring managers hire workers who would support the organizational culture, beliefs, and values, (Arbour et al., 2014). Also, researchers found that utilizing a person-organization fit strategy during the hiring process increased employee retention (Arbour et al., 2014; Zhang, 2016).

Person-organization fit is also a matter of commitment; employees whose values and beliefs are consistent with the organization are more committed to helping their companies achieve its objectives (Kim et al., 2013). When the level of compatibility between and employees their companies are high, workers experience increased job satisfaction; which leads to a reduction of employee turnover intentions (Devece, Palacios-Marqués, & Alguacil, 2015; Farooqui & Nagendra, 2014). An increase in job satisfaction has a positive on the quality of service employees provide to customers (Farooqui & Nagendra, 2014).

Employees with high person-organization fit increase organization effectiveness through improved performance, positive attitude, and exemplary behaviors (Memon, Salleh, & Baharom, 2015). Jin (2015) also found that employees who were a proper fit for their organization demonstrated an increase in performance and creativity. By hiring people who are a fit for an organization, leaders create an operational environment full of employees will the support's the organization' vision (Sokmen, Bitmis, & Uner, 2015). To reduce employee turnover, leaders should consider a person-organization fit strategy when hiring employees (Memon et al., 2014; Patel & Hamlin, 2015).

Some scholars have examined how using a person-organization fit strategy affected job satisfaction, employees' commitment, and employee turnover intentions (Alniaçik, Alniacik, Erat, & Akcin, 2013; Vafeas, 2015). The researchers collected data from a sample of workers in a higher education institution and found that person-organization fit had a correlation with job satisfaction and employee commitment (Alniaçik et al., 2013; Kaur & Sharma, 2016). By hiring employees who are a fit for an organization, hiring managers were able to reduce on employee turnover intentions (Alniacik et al., 2013; Vafeas, 2015).

Since using a person-organization fit strategy leads increased organizational commitment, it is paramount that hiring managers hire people who are a proper fit for the organization (Mory et al., 2016). Commitment is the component that links employees to the organization. Failure to hire workers who are a fit for their company leads to job dissatisfaction and increased employee turnover (Hakimian, Farid, Ismail, & Nair, 2016; Wnuk, 2017). By implementing a person-organization fit strategy, leaders can reduce employee turnovers intentions; which in turn leads to improved productivity, higher profits, and increased sustainability (Bermudez-Gonzalez, Sasaki, & Tous-Zamora, 2016; Probst, Jiang, & Graso, 2016).

12.7. Academic Status of Employee Turnover

Leaders of educational institutions need skilled employees to ensure their organizations remain competitive and provide students with a high-quality education (Chong, 2014; Gasiukova & Korotaev, 2017; Selesho & Naile, 2014). A difficult challenge higher education administrator's face is reducing employee turnover rates (Dedahanov & Rhee, 2015; Selesho & Naile, 2014). Developing effective retention strategies to retain skilled employees is essential to the success and survivability of higher education institutions (Gatling, Kang, & Kim, 2016; Selescho & Naile, 2014).

Because employee turnover continues to affect productivity and quality, higher education leaders must remain engaged in the effort of reducing employee turnover (Jang & Kandampully, 2017). Researchers found several ways organizations' leaders can use to reduce employee turnover including understanding workers' values, creating a work environment where managers are supportive, and promoting personal growth through developmental training programs (Jang & Kandampully, 2017; Rathi & Lee, 2015). Scholars noted that managers who supported their employees increased productivity, employees' organizational commitment, and workers' motivations, which led to a reduction of employee turnover intentions (Jang & Kandampully, 2017; Rathi & Lee, 2015). Rathi and Lee (2015) also found that organizations with developmental training programs had lower employee turnover rates than institutions that did not offer training.

 Another way leaders can reduce employee turnover is by providing employees with continuous feedback (Jang & Kandampully, 2017; Nishat Faisal & Al-Esmael, 2014). Scholars discovered that managers who provided employed with feedback and were open to constructive criticism of organizations' policies were effective at reducing employee turnover (Rathi & Lee, 2015; Selesho & Naile, 2014). In addition to reducing employee turnover, providing employees with continuous feedback increases employees' trust in their leaders (Jang & Kandampully, 2017; Prouska et al., 2016). Researchers also found who provided their employees with feedback were effective at increasing employees' motivation and commitment to the organization, which in turn reduced employee turnover intentions (Rathi & Lee, 2015; Selesho & Naile, 2014).

Leaders can reduce employee turnover by offering competitive compensation (Chen, 2014; Musah & Nkuah, 2013). The findings of Musah and Nkuah (2013) indicated that higher education institutions with competitive compensation had lower turnover rates than organizations that had lower compensation. Herzberg (2008) found a positive correlation between compensation and employee retention. As opposed to the findings of Musah and Nkuah (2013) who linked competitive compensation to a decrease of employee turnover; Jang and Kandampully (2017) found no correlation between financial incentives and employee retention in for-profit colleges.

Retaining competitive academic employees and maintaining high academic standards is critical to the survivability of for-profit colleges (Selescho & Naile, 2014). In the education sector, retaining experienced employees has become a concern because employee turnover affects organizations' global competency (Lee & Sabharwal, 2014; Liu, Zhang, Du, & Hu, 2015; Selesho & Naile, 2014). Losing experienced workers leads to decreased productivity and competence; which results in a reduction in profitability and sustainability (Liu, Zhang, Du, & Hu, 2015; Musah & Nkuah, 2013). To retain employees effectively, managers need to participate in the implementation of employee turnover reduction strategies.

12.8. Transition and Summary

The purpose of this study is to explore strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability. In the literature review, I presented the evolution of educational organizations into a business framework, the importance of managing for-profit educational institutions as a business and its similarities, and the opposition of traditional educational leaders to accept that educational organizations have evolved into businesses practices. I discussed business models that could be adaptable to educational firms. The literature on educational institutions from a business perspective is complex and contradictory. The literature review includes different data, findings, and supplementary information relevant to this study. The background and information provided in Section 1 comprised the foundation for exploring the strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability.

In Section 2, I describe the rationale for conducting a qualitative single case study to explore the strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability. The section includes detailed descriptions of the population and sampling, data collection instruments, and techniques selected for the study. The chapter also contains detailed information about data collection and organization techniques, data analysis methods, and reliability and validity. Section 3 encompasses an overview of the study, including an introduction, the purpose statement, the research question, and the findings. Section 3 also contains (a) the application to professional practice, (b) implications of social change, (c) recommendation for further studies, (d) a researcher's reflections, and (e) a summary.

13. Role of the Researcher

The researcher is the data collection instrument in qualitative studies (Rossetto, 2014). The researcher's role includes selecting the most suitable methodology and design, recruiting participants, collecting data, and analyzing findings (Bailey, 2014). The role of a researcher was also to explore the views of participants to explain a phenomenon (Pettigrew, 2013). As the primary data collection instrument for this qualitative single case study, I collected data via semistructured interviews with educational leaders and collected data from company documents including memos, newsletters, and employee performance reviews. In qualitative studies, observations, interviews, documents, and records are the primary data collection sources (Garcia & Gluesing, 2013).

Qualitative researchers may tend to depend on personal experience and feelings, which might bias the research (Elo et al., 2014; Leedy & Ormrod, 2013). Researchers must follow a strict protective process to ensure their personal experiences do not cause them to misrepresent the interpretation of the study and lead to bias (Astin, Horrocks, & Closs, 2014). A researcher's preconception of participants' responses may interfere and skew the study findings (Hayden, van der Windt, Cartwright, Côté, & Bombardier, 2013). Researchers could minimize bias by avoiding asking leading questions, presuming participants agree with their point of view, and expecting all responses to be the same (Elo et al., 2014; Leedy & Ormrod, 2013). It is critical to manage all answers fairly without favoring those that might appear to move a study forward (Bredart, Marrel, Abetz-Webb, Lasch, & Acquadro, 2014). The researcher should maintain an honest relationship with the participants to obtain and interpret responses accurately (Astin et al., 2014). I tried to mitigate bias during the interview process by limiting any unrelated communication that may interfere with the participants' responses. I also used bracketing as a strategy to avoid bias. Bracketing is the effort by a researcher to ignore previous knowledge related to the topic of the study (Chan, Fung, & Chien, 2013). Although I understand the benefits of reducing employee turnover, I did not have experience in this field. In addition, I did not have a relationship with any of the potential participants.

I followed the ethical research principles outlined in the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The three ethical standards include (a) respect for persons, (b) beneficence, and (c) justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). Treating participants in an ethical manner involves consistent ethical behavior throughout the research process; ethical behavior means no infliction of maltreatment to the participants and safeguarding all information voluntary communicated during the interviews.

By using an interview protocol, researchers have procedural prompts available during the interviews; at the same time, the protocol helps researchers ensure consistency throughout each interview process (Appendix C). Interview protocols improve the quality of qualitative studies (Chan et al., 2013). Procedural prompts include a brief introduction before the interview and a reminder of the information the researcher wants to collect (Jacob & Furgerson, 2012).

14. Participants

The selection of participants may positively influence a study (May & Perry, 2014), and the protection of the participants is extremely significant (Cugini, 2015). Researchers consider the inclusion and exclusion of benchmarks for selecting and recruiting participants (Killawi et al., 2014). The eligibility criteria for selecting participants for this study was as follows: (a) leaders from an educational for-profit organization, (b) educational institution that is sustainable, (c) educational organization located in the Orlando area, and (d) participants who are at least 25 years old.

To gain access to participants, I sent an e-mail introducing the study and the reason for the research. In a follow-up phone call, I discussed the purpose of the study and clarified any inquiries potential participants may have. Linking participants' interests to the study's potential is important to gain access to participants (May & Perry, 2014). Gaining access to participants is difficult for any research study (Keshavarz, Ftahikenari, Rohani, & Bagheri, 2014). Establishing contact with the participants is not an easy task, and it entails a mixture of hard work and strategic planning (Neale, Miller, & West, 2014). Trust, respect, and professional communication are strategies to build a good working relationship with participants (Hirschberg, Kahrass, & Strech, 2014). The researcher must maintain clear communication with participants and preserve ethical behavior throughout the phases of the study (Yanchar, 2015). The lack of adequate rapport may affect the relationship between participants and the researcher and eventually alter the quality of data collected (Siu, Hung, & Cheng, 2013). I communicated with the participants via phone call or e-mail and provided details of how the research was going to be conducted to maintain an open relationship with participants.

14. Research Method and Design

The purpose of this qualitative single case study was to explore the strategies for-profit educational leaders used to reduce employee turnover and maintain sustainability. Research involves methods of exploring phenomena that include interviewing participants, collecting data, and analyzing data to establish valid conclusions (Frels & Onwuegbuzie, 2013). The research design is the outline used to achieve the objectives of the study. In the following subsections, I provide an extensive discussion of research method and design by presenting detailed information about the various research approaches. I conclude the discussion by justifying the logical basis behind the selection of the method and design for the study.

14.1. Research Method

The selection of a research method exemplifies an initial step in conducting academic research (Marshall, Cardon, Poddar, & Fontenot, 2013). There are three main research methods: qualitative, quantitative, and mixed methods (Stuckey, 2013). Researchers use quantitative methods when the intention is to test hypotheses (Anastas, 2014). The quantitative approach is not the best option to answer why and how questions (Frels & Onwuegbuzie, 2013). Quantitative methods involve univariate and bivariate analysis, variables, hypothesis testing, and measurements to obtain data (Vaitkevicious & Kazokiene, 2013). Quantitative research is number-based and is a useful method to concentrate on examining the relationship between data and observation through the implementation of statistical analysis of numerical data (Leedy & Ormrod, 2013). The characteristics of quantitative method did not fulfill the purpose of the study, and it was, therefore, excluded.

Researchers can use a mixed-method approach by combining qualitative and quantitative strategies into one study (Cho & Lee, 2014; Pluye & Hong, 2014). Researchers who select for a mixed-method approach are seeking to understand a complex problem (Goonan, Mirosa, & Spence, 2014). The mixed-method approach provides insight into a phenomenon under examination and exploration by acquiring data that may not be available from using one method (Caruth, 2013). Although both quantitative and qualitative methods apply to exploring the strategies that for-profit educational leaders use to reduce employee turnover, the qualitative approach was more suitable for this study because the intent was to study the educational leaders' views. I did not select a mixed-method approach because it would have been time consuming and required quantitative and qualitative data collection techniques.

Qualitative research questions often begin with how or what because researchers seek to comprehend a phenomenon under study (Yin, 2014). Qualitative studies involve efforts to gain an understanding of human behavior, whereas quantitative studies include a statistical analysis of variables (Nwaigburu & Eneogwe, 2013). Qualitative studies include nonnumerical information when exploring a phenomenon (Marais, 2012), and the goal is to comprehend the elements of leaders' experiences that do not involve statistical analysis (Tuohy, Cooney, Dowling, Murphy, & Sixsmith, 2013). Qualitative research is an intermediary for finding and understanding the insights of individuals or groups relating to the background of a public problem (Stuckey, 2013). A qualitative approach was suitable for this study because the research question reflects an exploratory insight into a set of events, actions, or processes in a social context (Yin, 2012).

14.2. Research Design

The five important designs of qualitative research are narrative, phenomenology, grounded theory, ethnography, and case study (Prowse & Camfield, 2013; Roberts, 2013). The choice of the research design involves critical indications regarding the information the researcher is trying to assess (Yin, 2012). Researchers use phenomenological design to comprehend individuals' realities and experiences through face-to-face interviews and observations (Roberts, 2013), and was, therefore, eliminated.

Researchers use a narrative design to observe the life experience of a single individual; hence, the narrative design is unsuitable for the study (Leedy & Ormrod, 2013). Ethnography researchers strive to explain cultural groups' patterns and behaviors through a description of daily practices (Venzon-Cruz & Higgingbottom, 2013), which was not the intention behind this research. Therefore, phenomenology, narrative, and ethnography were not suitable designs to answer the research question in this study.

Researchers use case studies to analyze individuals, a small group of participants, organizations, or policies by studying one or more types of data through observations, personal interviews, and secondary sources (Heale & Forbes, 2013; Roberts, 2013; Yin, 2012). Researchers use case study designs to reflect on the participants' views and perspectives that influence the validity of the study (Sangster-Gormley, 2013). A researcher could use a single case study to gather a considerable amount of data critical to the development of the research topic (Lalor et al., 2013). Case study research design is the optimal selection for researchers to explore one or several situations using multiple sources of data to understand a phenomenon (Lalor et al., 2013). Case studies are experimental designs that encompass the how and why of a question to gain an in-depth understanding of a phenomenon (Yin, 2014). A case study was the most appropriate design to answer the core research question of the study about the strategies for-profit educational leaders used to reduce employee turnover and maintain sustainability.

I used data saturation to mitigate bias in research. Data saturation is a technique that applies to qualitative studies that have interviews as a principal source of data (Marshall et al., 2013). An accepted method to obtain data saturation is a two-step process (Francis et al., 2010). To apply this method, the researcher selects a minimum sample size (based on the methodological literature) for initial analysis. For a case study this is usually between four and six interviews (Yin, 2014). If data saturation is reached, then the second step involves two or three more interviews. If no new ideas emerge, then the researcher will stop interviewing at that point. If necessary, a research repeats the second step until data saturation is met. Data saturation refers to when information from interviews produce no new knowledge (Onwuegbuzie & Byers, 2014; Reid & Mash, 2014). Data saturation occurs when no new data add findings or themes and determines when the data set obtained during interviews is complete (Fusch & Ness, 2015; Gentles, Charles, Ploeg, & McKibbon, 2015; Marshall et al., 2013).

Achieving data saturation is essential in qualitative research; qualitative scholars must collect data until the data start to become repetitive (Colombo, Froning, Garcìa, & Vandelli, 2016). Scholars who achieve data saturation improve the reliability and validity of their studies. One important goal of qualitative researchers is achieving data saturation (Fusch &

Ness, 2015). Qualitative scholars have recommended case study researchers collect data from multiple sources to reach data saturation. To ensure data saturation, I continued interviewing participants until no new information emerged.

15. Population and Sampling

I conducted this study at a single educational organization in Orlando that had at least 500 employees. I collected data for this study through interviews with educational leaders, and reviewed company documents, memos, and the employee handbook. In qualitative studies, researchers search for the peculiarities of a targeted population in which individuals have experienced a phenomenon (Starke, 2013).

A qualitative research method allows researchers to make sampling decisions on a substantive level (Marshall et al., 2013). The sampling method for this study was purposive sampling. Purposive sampling is a method or process that represents part of the population for determining parameters of the entire population (McCabe, Stern, & Dacko, 2013). Purposive sampling is suitable for qualitative inquiry because researchers can select participants who can provide information to address the research question of the study (Acharya, Prakash, Saxena, & Nigam, 2013). Otuka, Preston, and Pimenidis (2014) held a similar view that a purposeful sampling guarantees a study population delivers sufficient information for the study. Utilizing purposeful sampling enabled me to collect rich data.

The selection of a suitable quantity of participants is the primary objective in the planning of sample size (Button et al., 2013). For this study, the sample consisted of five for-profit educational leaders who met the following criteria: (a) 18 years old or older, (b) actively managing 10 employees or more, and (c) working in the Orlando area. The sample size is often smaller in qualitative research methods compared by quantitative methods because the researcher collects in- depth data about a phenomenon by using how and why questions (Marshall et al., 2013).

I conducted interviews until reaching data saturation. Data saturation refers to the stage where information from interviews produces no new knowledge (Reid & Mash, 2014; Roberts et al., 2014). Data saturation can be a tool used to ensure quality and to ensure data are adequate to support the study (Gentles et al., 2015). The information collected, from participants, should be sufficient to reach data saturation, which means no new information emerges (Fusch & Ness, 2015). To ensure data saturation, I continued interviewing participants until no new information emerged.

The interview location may impact participant recruitment (Namageyo-Funa et al., 2015). The researcher should suggest a variety of options about interview locations. Namageyo-Funa et al. (2015) suggested that private rooms in different locations constitute options the researcher could offer. In the same manner, Yin (2014) argued that case studies should take place within the natural settings of cases. The setting for interviews is also important to the rigor of the research project (Earp, Mitchell, McCarthy, & Kreuter, 2014). I selected a location free of distractions. Participants feel more comfortable if the interview occurs in a place where the interviewer can close the door to prevent disruptions rather than a crowded place (Chan et al., 2013). If the participant is comfortable during the interview process, the participant may offer honest answers (Standa, 2013). The place of the interview may influence the interview (Bredart et al., 2014).

16. Ethical Research

The consent form outlines the essential components of the study such as the purpose of the study, procedures for the interview process, and confidentiality safety measures. I provided to each participant an informed consent form in person or via e-mail. A consent form serves to guarantee to the participants that the data collected remained confidential and stored in a safe place (Pletcher, Lo, & Grady, 2015). In the same manner, the consent form includes benefits, risks, and the nature of the collected information, the data collection method, the protection of participants' privacy, and advantages and risks to participants, if any. Participants were not excluded based on their race, sex, age, gender, culture, religion, or disability.

A researcher's responsibility is to conduct a study in an ethical manner and comply with the standards provided in the Belmont Report protocol (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). When conducting a study, the most significant requirement is to guarantee ethical integrity (Haahr, Norlyk, & Hall, 2013). In ethical research, there are three factors to consider: (a) voluntarism, (b) consent information, and (c) decisional capacity. Ensuring informed consent and securing an appropriate sample of qualified participants is the maximum priority for the study; as a result, the outcomes will likely be successful. Retention and recruitment of qualified participants support research validity (Bristol & Hicks, 2014).

Participants had the right to withdraw from the study at any time and for any reason (Judkins-Cohn, Kielwasser-Wirhrow, Owen, & Ward, 2014). To withdraw from the study, the participants had the choice to e-mail me stating the desire to resign from participating in the study without repercussions, even after initially agreeing to participate. There is no remuneration for participation in the study. Incentives may increase participants' recruitment; however, it is not commonly used because it implies significant costs (Bernstein & Feldman, 2015). Informing the participants about the ethical guidelines such as the purpose of the research, the type of the study and its duration, benefits and risks of participation before the interview will give the participants some knowledge of basic concepts of the research (Rodrigues, Antony, Krishnamurthy, Shet, & De Costa, 2013).

Extreme protection is necessary to secure the data that contains personal information (Schrems, 2014). This protection consists of password protected files for electronic devices. For retention of research data including audio, notes, videos, and the information obtained from the interviews, I adhered to the firm regulations of the State of Florida. A locked file

cabinet will secure all printed information for 5 years adding supplementary safety. After that, the documents were destroyed though a shred machine and I deleted the electronic data. Proper procedure for elimination of data is to shred printed data and, I also will delete all electronic information permanently (Paull, Boudville, & Sitlington, 2013).

Institutional Review Board (IRB) approval can be difficult because the research entails human subjects, and there are confidentiality fears with audio recordings (Sandberg & Copes, 2013). The IRB approval number for this study is 09-26-17-0356209 and it expires September 25, 2018. To reassure confidentiality to the potential participants, it is crucial for researchers to assign codes in place of participants' names in the conclusions section of completed research study to guarantee confidentiality (Renert, Rusell-Mayhew, & Arthur, 2013). I also assigned a numeric code preceded by a "P" for the participant. For example, the first educational participant was P1, and the fifth participant was P5.

17. Data Collection Instruments

In this qualitative study, I served as the data collection instrument. When researchers become the primary data instrument, the researcher must balance the data, sensitivity, knowledge, and skills to produce a high-quality study (Camfield & Palmer-Jones, 2013). I conducted semi structured interviews and took notes as a primary data collection instrument for this research. Using the interview questions in Appendix B, I asked all participants the same questions in numerical order. The interview questions did not last more than 45 minutes with each participant. I followed the interview protocol (see Appendix C). A case study protocol is a useful resource for case studies because the researcher can stay focused on the research question and ensure reliability (Yin, 2014).

In qualitative studies, it is vital to complete member checking because it improves the reliability of the study (Starke, 2013). After completing the transcription, I asked the participants to review the transcript to look for errors or missing information using member-checking. To guarantee reliability and validity, I cleaned the data by removing information that did not conform to the search criteria. After the data cleansing was completed, I entered the verified interview transcripts and observation data into the computer-assisted qualitative data analysis software NVivo 11 for Windows. This online software helped me with coding, word frequencies, data interpretation, and emerged themes. Researchers should categorize the participants' responses with codes so comparing the data collected will be easier (Marais, 2012).

Another important step during the data collection process is member checking; researchers can use member checking to improve the reliability and validity of qualitative research (Harvey, 2015). Member checking is a quality control process, qualitative researchers use to improve the reliability and validity of data collected during the interviews (Harvey, 2015). When using member checking, scholars must provide participants with a copy of the transcribed data from the interviews to verify for accuracy (Houghton et al., 2013). According to Morse (2015), the three steps to conduct member checking are: (a) conduct the initial interview, (b) interpret what the participant shared, and (c) share the interpretation with the participants for validation. Furthermore, qualitative researchers can also use methodological triangulation to improve the reliability and validity of the findings (Yin, 2015). During the member checking process, I provided participants with a copy of my interpretation of their responses when we met at an office in the college site. Participants validated the interpretations of the interviews for errors.

17.1. Data Collection Technique

The qualitative data collection process begins with the selection of the data collection format and includes two data collection techniques. In this study, the primary source of data was semistructured interviews. Researchers who conduct semistructured interviews for data collection develop open-ended questions that allow the researcher to target the questions (Baškarada, 2014). Yin (2014) recommended asking participants open-ended interview questions to give participants the opportunity to share experiences and views. The second source of data contains company documents such as e-mails memos, newsletters, employee handbook, employee performance reviews, surveys, and statistical graphs of employee turnover. The participants chose the date, time, and location prior the interview. I recorded all the interviews. Recording each interview ensured the maximum transference of participants' responses; at the same time, enhanced data analysis process (Doody & Noonan, 2013). For this reason, proper interview settings included the participants' office or a private room in the college site. To obtain a clear audio during interview requires a quiet room (Standa, 2013). I used the interview protocol (Appendix C), ensured participants sign the consent form, and asked participants if they have any questions before starting the interviews. I also encouraged each participant to ask questions for clarification of the interview and allowed enough time for participants, to answer the interview and follow-up questions.

Some of the advantages of face-to-face interview are (a) enhanced screening, (b) increased opportunity for capturing verbal and nonverbal cues, (c) improved control of the interview, and (d) optimized for observing emotions and behaviors (Krall, Wamboldt, & Lohse, 2014). There are also some disadvantages of face-to-face interviews including: (a) time consumption, (b) participants' experiences, and (c) sample size limitations (Krall et al., 2014). Some of the benefits of reviewing documents are: (a) collection process is inexpensive, (b) access to detailed data from official documents, and (c) data collection does not rely on participants' willingness to provide information (Yin, 2015). There are also disadvantages associated with reviewing documents such as: (a) can be subjective, (b) can be time-consuming, and (c) can deter leaders from participating in the study for fear of sharing official documents with researchers from outside the organization (Zhang, Ni, & Xu, 2014).

After the completion of the study, the raw data will remain locked in the safe for 5 years to protect the confidentiality of the participants. After that, I will destroy the raw data by deleting the electronic data from the hard drive and shredding the written paper data. Casteleyn, Dumez, Van Damme and Anwar (2013) discussed the significance of not retaining data longer than required and the importance to keep the information in a secure place.

17.2. Data Organization Technique

Data organization techniques for qualitative studies include several steps to organize the data collected from face-to-face interviews, semistructured questions, data checking, maintaining and reviewing a reflective journal throughout the study, entering raw data into qualitative data analysis software, and reviewing notes (Miles, 2013). I used semistructured questions to interview participants to gain knowledge of the strategies for-profit educational leaders use to reduce employee turnover. Data checking is a technique that researchers use to verify data validity (Harvey, 2015). I also assigned alphanumeric codes to the participants' responses to protect their identities.

I compared and analyzed the data collected using NVivo 11 for Windows. NVivo helped to save time because I assigned codes to identify patterns during the data analysis process. The process of collecting and storing the data aligned with the IRB requirements and guaranteed the confidentiality of the participants. No one had access to the data collected. A personal laptop had a passcode to ensure security, and I will destroy the information, including all printed data accumulated during the study, after 5 years. A shredding machine was used to destroy printed documents related to the study and deleted the electronic recordings permanently from the technological devices as well. The steps for ethical compliance that guarantee the participants' confidentiality embrace the removal of all participants identifying information (Vaitkevicious & Kazokiene, 2013).

18. Data Analysis

Data analysis is a systematic process, researchers use to arrange, condense, evaluate and summarize information from the data collection process (U.S. Office of Research Integrity, 2013). Implementing an effective data analysis technique results in better data analyses and enhances the quality of the findings (Stuckey, 2015). The data analysis process begins when researchers compile notes, transcriptions, and other research data (Yin, 2015).

The process of data analysis includes steps such as compiling, disassembling, reassembling, interpreting, and concluding (Yin, 2015). Data analysis begins when researchers compile notes, transcriptions, and other research data (Yin, 2015). After that, scholars disassemble the collected data into more convenient fragments (Edwards-Jones, 2014). Then, scholars begin the reassembling process that embraces the creation of codes and groups (Yin 2015). Once the data are complete and organize, the researcher creates applicable themes to start data interpretation (Yin, 2015). During the interpretation phase the researcher has the option to compile, disassemble, and reassemble the data once more (Edwards-Jones, 2014). In the final step of the data analysis process, the researcher requires to make conclusions from the interpretations from Stage 4 (Yin, 2015).

Methodological triangulation is an approach to collect and understand data using two methods (Cho & Lee, 2014). A reduction in data misinterpretation and improvement of research quality may happen when researchers use methodological triangulation (Fusch & Ness, 2015). When researchers explore multiple perspectives and levels of a phenomenon is an advantage of triangulation (Fusch & Ness, 2015).

Semistructured interview questions were one of the methodological triangulation techniques used for this qualitative single case study. The interview questions were suitable to address the research question to determine the strategies for-profit educational leaders use to reduce employee turnover in the Orlando area. I also collected data from field notes and company documentation. Researchers attain a more comprehensive view of the phenomenon with methodological triangulation than by using only one type of data (Heale & Forbes, 2013). I commenced the data analysis process by reviewing the transcribed audio tape-recorded interviews and interview notes. Then, I cleaned the data by eliminating unrelated information that did not follow the search criteria.

Collecting data from secondary source is important and researchers can use such data to achieve data saturation (Fusch & Ness, 2015). After completing the interview, I obtained company documents from the organization's senior administrator. After transcribing all interviews, I reviewed documents from the college such as e-mails memos, newsletters, employee handbook, employee performance reviews, surveys, and statistical graphs of employee turnover to enhance the triangulation of data for this research. My goal was to use the company documents to support the data collected during the interview.

NVivo is qualitative data analysis software that facilitated the creation of codes for interview data and participants, which means that the participants' identity remained anonymous. The participants' responses were coded P1 and so forth. The process of data analysis should include organizing the data set, becoming familiar with the data, classifying codes, interpreting the data, and presenting the findings (Rossetto, 2014). Using software simplifies the coding and interpretation of texts (Rossetto, 2014). Through the results from the data collected, I explored the strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability. The conceptual framework grounding for this study was Herzberg's motivation hygiene needs (two-factor theory). As part of data analysis process, I compared and contrasted the findings from this study with other researchers' study findings and the theory propositions in the two-factor theory.

19. Reliability and Validity

Researchers can demonstrate the dependability and accuracy of the findings when data are reliable and valid (Barry, Chaney, Piazza-Gardner, & Chavarria, 2014). A research is valid when the findings include a precise representation of the studied phenomenon (Gilbert, Jackson, & di Gregorio, 2013). This study covers a comprehensive explanation of the research design, data collection process, and data analysis process. The following is a description of how I safeguarded the reliability and validity of this case study. Researchers must address the dependability, credibility, confirmability, and transferability of qualitative studies to ensure reliability and validity (Fusch & Ness 2015). I ensured reliability and validity by addressing the dependability, credibility, confirmability, and transferability of this study.

19.1. Reliability

For a study to be reliable, researchers should evaluate the whole context with transparency, rigorous sampling, design alignment, and data analysis (Daigneault & Jacob, 2013). Reliability is the stability of the procedure during the research and the expose of study intentions (Zikmund & Babin, 2012). The measures to guarantee validity and reliability will contain disclosing and monitoring data bias, triangulation, remove discrepant or nonrelated data member checking, and triangulation (Harvey, 2015). Holding a similar view, Guo, Ma, and Su (2013) noted that reliable data might warranty better results.
For a dependable study, researchers can establish the reliability of research by guaranteeing dependability. In qualitative studies, dependability refers to the quality of the research (Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). Dependability ensures that the research method and design align with the research question (Munn, Porritt, Lockwood, Aromataris, & Pearson, 2014). Munn et al. also discussed the importance to have unmistakably documented facts on how the research method and design align with the research question to research dependability. I documented the procedures for taking interview notes, tape recording interviews, and interviewing participants. I demonstrated dependability through member checking transcripts with the participants.

Member checking is a quality control process, qualitative researchers use to improve the reliability and validity of data collected during the interviews (Harvey, 2015). In qualitative studies, scholars can use member checking to reinforce the reliability and validity of the research findings (Yin, 2014). Researchers use member checking as a way to enable participants the opportunity to correct inaccurate interpretations of interview data (Reilly, 2013). When using member checking, scholars must provide participants with a copy of the transcribed data from the interviews to verify for accuracy (Houghton et al., 2013). I shared my interpretations of the interview data with the participants to allow them the opportunity to validate my interpretations.

19.2. Validity

Validity refers to the credibility, transferability, confirmability, and data saturation in qualitative studies. Credibility is defined as the way to conduct a research that produces believable findings (Houghton et al., 2013). To demonstrate credibility, I applied data triangulation through interviews, review company documentation, and used technology artifacts. Triangulating data involves using several sources of information to increase the validity of the study. Interview questions might establish credibility throughout the interview and should be consistent during the study to guarantee that the questions have no bias (Jegou & Zisserman, 2014).

Transferability is a criterion in which research steps and findings can apply to a situation different from the original research environment (Morse & McEvoy, 2014). In the same way, Elo et al. (2014) described transferability as the capacity of the researcher to apply the findings of one research study to another setting. Houghton et al. (2013) confirmed that scholars use transferability to refer the transfer of the findings from the completed study to another similar context or situation while still preserving the meanings and inferences. A qualitative researcher can enhance transferability by doing a thorough description of the research context and limitations (Frels & Onwuegbuzie, 2013). I established transferability by providing a concise description of the population studies, demographics, and geographic boundaries of the study.

Aguirre and Bolton (2014) defined confirmability as the amount of impartiality in the study findings shaped by the participants and the researcher's interest. I assured confirmability through member checking, documentation of procedures for checking, through recording all personal feelings, and insights. Certainly, I asked participants for clarifications of definitions, metaphors, and sayings. Killawi et al. (2014) suggested that member checking allows participants to review transcripts and the results guarantee confirmability. In this study, I verified any misinterpretations that aroused during the interview. I also used member checking by allowing the participants to review my notes from the interview. By confirming research results, scholars enable other investigators to contribute to the study (Burchett, Mayhew, Lavis, & Dobrow, 2013; Childers, 2014). One of the strategies qualitative scholars use to promote confirmability is member checking (Fusch & Ness 2015). To ensure confirmability, I used member checking to validate the interview data for accuracy. I also used an office at the college site to conduct member checking; each interviewee had an opportunity to validate my interpretations of the interview responses for accuracy.

Data saturation arises when participants' responses become repetitive (Morse, Lowery, & Steury, 2014). Data saturation is precarious in qualitative case studies (Yin, 2014). Marshall et al. (2013) defined data saturation as collecting data from participants until the data duplicates. In addition, data saturation ensues when no new information appears in the data and when no further coding is achievable (Fusch & Ness, 2015). To ensure data saturation, I interviewed higher education

leaders who have experience implementing employee turnover reduction strategies until no new information and themes emerge.

20. Transition and Summary

In Section 2, I reaffirmed the purpose of this qualitative single case study, which was to explore the strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability. As the researcher, I discussed and selected the participants. The sample for the study consisted of five for-profit educational leaders who are active managing 10 employees or more. In Section 2, I also provided detailed information on the research methodology and design, targeted population, and the techniques I used while interviewing the participants. Then, I described the sampling method, data collection, and analysis techniques. Data collection did not take place until the IRB approved the study.

Section 3 begins with an introduction that includes the purpose statement and research question. Section 3 also includes the findings of the study, a detailed emphasis on the empirical evidence linked to the conceptual framework as they relate to the research question, and the study conclusions. Section 3 concludes with a discussion of the applications to professional practice, the implications for social change, recommendations, and my reflections.

21. Presentation of the Findings

The central research question in this study was the following: What strategies do for-profit educational leaders use to reduce employee turnover and maintain sustainability? I used semi structured interviews with open-ended questions to allow participants to answer interview questions on strategies they used to reduce employee turnover and maintain sustainability. I reviewed company documents on employee turnover including e-mails, memorandums, and flyers. Before starting the interviews, all participants signed a consent form and received a signed copy of the consent form. Interviews took place either at the participants' office or in a private location at the college site. All interviews lasted no more than 45 minutes.

To protect participant's identities, I labeled all transcriptions using a labeling system where P1 meant Participant 1. After completing all transcriptions, interviewees participated in member checking. Once participants validated the transcriptions, I coded all data using NVivo. By using NVivo, I was able to familiarize myself with the research data more effectively and efficiently. The primary purpose of NVivo was to conduct word frequency searches. The data from these searches led to the identification of recurring themes participants shared during the interviews. During the data analysis, I focused on themes that were relevant to the central research question and the conceptual framework. The data analysis revealed the following themes: (a) effective communication reduced employee turnover, (b) a healthy work environment reduced employee turnover, and (c) training and job satisfaction decreased employee turnover.

In 1959, Herzberg developed the two-factor theory and proposed that there are elements that may cause satisfaction in the workplace and separated factors that contribute to employee dissatisfaction. To explore the factors that may cause employee turnover at the workplace, I chose Herzberg's two-factor theory. Herzberg (1974) referred to motivation-hygiene and dual factor theory as factors that may affect job satisfaction. Herzberg (2008) explained that hygiene needs to entail compensation, reward systems, and interpersonal relationships, which may lead to increased employees' satisfaction. Conversely, lack of motivation leads to job dissatisfaction (Herzberg, 1959).

21.1. Theme 1: Effective Communication Reduced Employee Turnover

Effective communication reduced employee turnover was the first theme that emerged from a thorough analysis of the participants' responses and organizational documents on employee turnover including e-mails, memorandums, and organizational policy letters. Participants (P1, P2, P3, P4, and P5) mentioned that communication between leaders and employees is an effective strategy that they used to increase employee retention and engagement. P1, P2, P3, P4, and P5 also emphasized that effective communication is a two-way process both leaders and employees use to exchange information. P4 and P5 explained that leaders who communicate effectively increase job satisfaction, which in turn leads to reduced employee turnover and improved business practices. P5 said, "I had six employee turnovers from my department in 2015, which I reduced to one in 2017 by increasing practicing effective communication with my team members." Participants' data from the interviews indicated that by using effective communication leaders can improve employee engagement and reduce employee turnover.

Participants (P1 through P5) stated that timely and consistent communication leads to a reduction in employee turnover. P4 commented, "I communicate with my team members daily; when leaders communication is timely, they are happier and less likely to leave." P3 shared, "I make sure I provide followers with timely and accurate communication as a way to keep workers informed and reduce employee turnover." P1, P2, and P3 shared that by engaging in timely and consistent communication, leaders can improve retention. P2 stated, "In my personal experience, leaders who communicate with their team members consistently are more effective at reducing turnover than leaders who do not." P4 and P5 stressed that being consistent and knowing when the time is right to engage in two-way conversation with workers is an effective strategy to reduce employee turnover. P1 through P5 shared that when leaders communicate in a consistent and timely manner, they decrease employee turnover. P1 and P4 also stated that leaders who communicate with their employees on a consistent basis can identify and address issues that are affecting employees' satisfaction, which leads to a decrease of employees' dissatisfaction and employee turnover. I reviewed e-mails, memorandums, and organizational policy letters that indicated that

leaders at this organization communicated in a consistent and timely manner with their subordinates. The analysis of the interview responses and memorandums and organizational policy letters revealed that leaders reduced employee turnover by communicating in a timely and consistent manner.

P1 and P3 recognized the importance of leaders being honest in their communication with employees. P4 said, "Leaders can increase employees' organizational commitment and reduce employee turnover by engaging in honest communication with their employees." Leaders who practice open and honest communication are more effective at building healthy relationships with employees than leaders who are dishonest or simply hide some information from subordinates (P2 and P4). P2 stated that employees appreciate when leaders are honest and share reliable information, even if is not satisfactory news. P4 acknowledged that lack of honest communication from leaders fosters distrust among employees, which increases job dissatisfaction and employee turnover. Open and honest communication promotes a sense of trust and strengthens cooperation between leaders and employees, which in turn fosters job satisfaction and reduces employee turnover (P1, P3, and P5).

Participants shared that it is important leaders manage sensitive information; not all information needs to get to the employees (P1, P4, and P4). P3 mentioned, "Leaders at this particular college do not sugarcoat information to make it more appealing." P3 also affirmed that managing information appropriately helps leaders keep workers informed, which in turn reduces employee turnover. P1 said, "By managing communication effectively, I have reduced employee turnover in the last 2 years." Managing communication might be an inexpensive strategy to reduce employee turnover.

P3 and P5 remarked that the lack of communication from employees or leaders has an adverse effect on leaders' efforts to reduce employee turnover and leads to lack of cooperation and trust among leaders and employees. P2 commented, "Leaders who create a work environment that promotes effective information flow earn the trust of their employees; increased trust leads to improved retention." On the contrary, P1 shared, "Leaders who do not communicate effectively with team members increase job dissatisfaction and turnover intentions, as a result of lack of trust and cooperation." P2 and P5 acknowledged that one of the benefits of effective communication is that it creates an operating environment that leads to improved employee participation, increased cooperation, and increased trust. P2 mentioned that when workers trust their leaders, employees are more willing to participate in the decision-making process. P3 said, "Although leaders have the authority to make decisions without employee inputs, gaining employees' trust is an effective strategy to promote cooperation and teamwork." P2, P1, and P4 stated that the lack of communication leads to increased assumptions among employees, which in turn affects trust and cooperation among employees. By creating an operating environment based on trust and collaboration, leaders can increase employee satisfaction, which benefits both the employees and the organization.

I interviewed participants and reviewed organizational documents until additional data collection resulted in no new information or themes. The data I gathered from organizational documents on employee turnover including memorandums and flyers revealed that by promoting and engaging in effective communication, leaders were able to reduce employee turnover. I received access to memorandums and organizational policy letters. The information board had over a dozen memorandums and flyers to provide workers with information about meetings, leaders' commitment to employees, and leaders' expectations of employees. The memorandums had information about the following topics: employee turnover, effective communication, weekly department meetings, promoting a supportive work environment, and organizational policies. The university president signed all the memorandums. On the employee turnover memorandum, the president stated, "Leaders must communicate with their subordinates; informed employees are less likely to quit their jobs." A memorandum had the following statement: "Leaders are responsible for ensuring their team members are always informed; when new guidance is provided to leaders, they have 24 hours to inform their team member of the changes." The employee turnover memorandums also had information about the negative effects of employee turnover including a discussion on the cost of training new employees and the challenge of finding well-qualified employees. Department leaders used the weekly department meeting flyers to provide information about upcoming events. When asked the benefits of using flyers, P3 mentioned, "Posting flyers on the information board is a good way to improved communication with employees and make sure they have a consolidated location to find answers to their questions." One of the statements on the weekly department meeting flyer was, "In order to make sure you are informed with information about upcoming meetings, we request that all employees check the information board often." A memorandum from 2016 had the following statement: "Leaders must inform subordinates when they post new information on the information board." Based on my review of flyers and memorandums, leaders had an effective strategy for communicating with employees and making sure workers had access to the necessary information to make informed decisions.

Effective communication, consistent communication, and timely communication relate to employee turnover because all participants (P1, P2, P3, P4, and P5) shared that they used effective, consistent, and timely communication to reduce employee turnover. Effective communication is essential in increasing job satisfaction (P2); satisfied employees are less likely to quit their jobs (P4). Xu, Martinez, Larry, and Quin (2014) also found a significant relationship between effective communication and reduced employee turnover. Leaders who communicate effectively are more effective at reducing employee turnover than leaders who do not (Xu et al., 2014). Consistent and timely communication relates to employee turnover because uninformed workers are unhappy and tend to have higher turnover rates than satisfied workers (P3). The finding that effective communication reduced employee turnover was also comparable to the findings of Raina and Britt-Roebuck (2016) and Albu and Flyverbom (2016); the scholars found that by engaging in effective communication with

employees, leaders were able to reduce employee turnover and increase employee engagement. Based on the interview responses, effective, consistent, and timely communication leads to a reduction of employee turnover.

I used methodological triangulation to make sure my findings were the result of the analysis of the participants' responses during the interviews and organizational documents (memorandum, flyers, and policy letters). The purpose for using methodological triangulation was to make sure the findings derived from the analysis were from at least two independent data sources (interviews and organizational documents). By triangulating the data from the interview with the data from organizational documents, I improved the reliability of the findings. I used methodological triangulation by collecting data from two independent sources (interviews and organizational documents) until no new information or themes emerged from further data collection.

Theme 1 relates to two of the hygiene factors identified by Herzberg (1974) in the two-factor theory. Herzberg (1974) found that healthy interpersonal relations and working conditions increased job satisfaction, which in turn reduced employee turnover. All participants (P1, P2, P3, P4, and P5) noted that effective communication improves teamwork, which in turn affects employee turnover intentions. By engaging in effective communication, leaders can improve working conditions and reduce employee turnover (P1, P2, P3, and P5). Theme 1 indicated that effective communication can promote healthy interpersonal relations and improve working conditions; which can lead to reduced employee turnover.

21.2. Theme 2: Creating a Supportive Work Environment Reduced Employee Turnover

Creating a supportive work environment reduced employee turnover was the second theme that emerged from a thorough analysis of the participants' responses and organizational documents on employee turnover including e-mails, memorandums, and flyers. P4 and P5 stated that by creating a supportive work environment, leaders can foster a healthy work environment. P2 stated, "Leaders who create a supportive work environment improve the relationship between leaders and employees; which in turn reduces employee turnover."

P1 commented, "My team members know that they can come to me for guidance, mentorship, training, help, and pretty much for anything; they know I have their best interest at heart." P3 noted, "A supportive work environment occurs when leaders are always there for their subordinates, in the good and bad times." P4 shared, I come to work an hour before and leave an hour late to make sure I dedicate time for my team members to come talk to me." The analysis of participant responses revealed that leaders who create a supportive work environment are effective at reducing employee turnover (P1, P2, P3, P4, and P5).

One of the benefits of a supportive work environment is an improvement in leader-subordinate relationship; which in turn reduces employee turnover (P1, P2, and P4). P3 shared, "By creating a supportive work environment, I reduced employed turnover from 20% in 2016 to 7% in 2017." When asked how many employees were in the department, P3 said, "We have 30 employees; my department had six turnovers in 2016 and only 2 in 2017." Six turnovers in P3's department with 30 employees equal a 20% turnover in 2016; two turnovers in 2017 represents a 7% turnover for the department. The data shared by P3 revealed a 13% reduction on employee turnover from 2016 to 2017. One of the memorandums on information board indicated that leaders at this organization promoted supportive leadership. Based on the information provided by P3, leaders in his department were effective at reducing employee turnover from 2016 to 2017.

P1, P2, P3, and P4 commented that they use supportive leadership as a strategy to reduce employee turnover. Supportive leaders are more effective at decreasing employee turnover than leaders who do not dedicate time to support their followers (P1 and P4). P1 stated, "in the last 3 years there has been an increase of supportive leaders at this organization." P1 also stated that supportive leaders are responsible for a decrease in employee turnover at this organization. P3's comments were similar to the comments of P1 and P5, P3 shared, "Supportive leaders create a supportive work environment that leads to a reduction of employee turnover." According to P5, "Three years ago, the college went through an employee turnover crisis because of leaders who did not care about employees." The comments from participants revealed that at this organization supportive leadership led to a healthy work environment, which in turn reduced employee turnover.

P1 and P4 stated, "leaders at my organization do developmental training, one-on-one counseling, and weekly meetings as a strategy to support our employees and promote teamwork." When asked how to promote teamwork, P3 shared, "I spend a lot of time developing my subordinate and promoting collaboration among team members." P1, P2, and P3 discussed that by creating a supportive work environment where employees helped one another, they promoted camaraderie among employees; which led to increased cooperation and improved teamwork. P4 said, "I have learned that the most effective way to promote teamwork is by being a creating a supportive work environment." P5 explained that organizations with leaders who create a supportive work environment have lower turnover rates, as the result of enhanced cooperation and teamwork among employees. P4 and P5 stated leaders need to interact with their followers as often as possible; by interacting with followers on a daily basis, leaders can create a supportive work environment and reduce employee turnover intentions. P2 explained, "leaders who set time aside to communicate with their employees are effective at understanding employees' needs and reducing employee turnover." On the contrary, leaders who do not interact with followers fail to understand employees' needs, which leads to increased employee turnover (P2). By interacting with employees, leaders can create a healthy and supportive work environment, which leads to a reduction of employee turnover intentions. The analysis of participants' data revealed that by creating a supportive work environment, leaders can improve teamwork and reduce employee turnover.

Four of the participants (P1, P2, P3, and P5) shared that by eliminating gossip, they created a supportive workplace. Whenever leaders notice that there is gossip going around the organization, they quickly find ways to set the fact straight with employees (P1 and P5). I also found information in one of the company's policies about keeping employees informed as a strategy to control rumors and gossip. P4 mentioned, "By effectively controlling gossips and rumors within their organizations, leaders can increase employee retention." P3 stated, "The preferred strategy I use to support my team members is keeping them informed." Based on participants' data from the interviews and a company memorandum about eliminating gossips and rumor; leaders at this organization care about promoting a supportive and healthy work environment as a strategy to reduce employee turnover.

Another way leaders can reduce employee turnover is by integrating employees' families into the team (P1, P3, and P4). A common thought among the five participants was that the college's motto "family that cares" had a positive effect on employee retention (P1 thru P5). To create a supportive work environment, leaders organize numerous activities in the community for students, faculty, and families (P1, P2, and P5). Involving families in organizational activities and events create an environment where spouses consider themselves members of the organization, which promote employees' engagement and participation in the organization (P3 and P5). P1 commented, "Leaders who create an environment that welcomes employees' families have lower employee turnover rates than leaders who exclude employees' families from organizational events." By allowing families to be involved in the organization, leaders can create a supportive work environment where employees' families consider themselves valuable members of the organization, which in turn increases employees' satisfaction and reduces employee turnover intentions.

By using supportive communication, leaders can promote a healthy work environment and has a positive effect on employee retention (P3 and P4). The finding that effective communication reduced employee turnover was similar to Mehrzi and Singh's (2016), they found that effective communication led to improved job satisfaction, which in turn reduced employee turnover. To communicate effectively with employees, leaders use a company board where employees have access to memorandums, policy letters, and employee manuals (P1 thru P5). Whenever employees have questions about organizational policies, they can quickly reference the information they need by going to the company' information board (P2, P4, and P5). Other scholars also found that leaders who communicated effectively created a work environment that led to improved organizational commitment, resulting in a reduction of employee turnover intentions (Anthony-McMann, Elinger, Astakhova, & Halbesleben, 2017; Sousa & van Dierendonck, 2017). Providing employees with information that is important when making decision creates a supportive work environment where workers can quickly access information that might affect their decision-making process (P1).

Leaders who create a safe work environment are effective at reducing employee turnover (P1, P2, and P3). P4 said, "Establishing a safe work environment is an effective strategy I use to reduce employee turnover." By creating a safe workplace, leaders can encourage employees to make decisions; when people do not feel safe, they are more likely to quit their jobs (P4 and P5). A safe and supportive workplace increases productivity, profitability, and sustainability (P1 thru P5). P2 stated, "A safe workplace promotes quality, increases employees' job satisfaction, and reduce employee turnover." According to P4, creating a safe and supportive work environment is more cost-effective than costs associated with employees' injuries resulting from an unsafe work environment.

Theme 1 relates to the work condition preposition of Herzberg's (1974) two-factor theory; Herzberg (1974) found that working conditions affected employees' job satisfaction, which in turn led to increased employee turnover. Herzberg (1974) suggested that leaders could reduce employee turnover by improving working conditions, as a result of increased job satisfaction. Based on Herzberg's (1974) working conditions is a predictor of employees' job satisfaction. P1 stated, "In my experience, I have been able to reduce employee turnover by promoting healthy work conditions and making sure my employees are satisfied." P4 supported the information shared by P1, P4 noted, "The work condition at one's job has an effect on employees' job satisfaction and employee turnover." By improving working conditions, leaders can increase employees' job satisfaction, which in turn reduces employee turnover intentions.

21.3. Theme 3: Job Satisfaction and Competitive Compensation Decreased Turnover

Job satisfaction and competitive compensation decrease turnover was the third theme that emerged from participants' responses and organizational documents on employee turnover including e-mails, memorandums, and flyers. I reviewed organizational documents including memorandums on employee turnover, e-mails, and organizational policy letters. My goal for reviewing organizational document was to triangulate the data from the interviews with the data collected from the documents. By using two sources of data collection (interviews and organizational documents) I was able to validate the data used for the data analysis. An employee turnover memorandum from 2016 had the following information, "Promoting job satisfaction is the best way our leaders can help us reduce employee turnover." The college president published a policy letter in 2017 which stated, "Department leaders must implement a strategy that leads to improved job satisfaction for our employee." Based on the information collected from organizational documents; leaders might reduce employee turnover by communicating with their employees through e-mails, memorandums, and policy letters.

Each participant (P1, P2, P3, P4, and P5) emphasized that by increasing employees' job satisfaction, leaders can reduce employee turnover intentions. P4 stated, "I cared about increasing subordinates' job satisfaction; unhappy workers are prompt to quitting." Participants (P1, P3, P4, and P5) commented that leaders who promote job satisfaction are effective at

reducing employee turnover intentions. P4 said, "seniors leaders need to invest more time talking to employees to measure their levels of job satisfaction." The data analysis of participants' responses revealed that increased job satisfaction leads to a decrease in employee turnover.

Other participants (P1, P3, and P4) noted that compensation reduces employee turnover intentions. P3 shared, "The main reason employees quit their jobs is to go work for another university with better compensation." Although most professors love teaching, they also expect adequate compensation to support their families (P2 and P5). P4 said, "I noticed that employees who find jobs at other universities are often the best qualified to teach." Based on the data analysis of participants' responses, leaders can reduce employee turnover by increasing job satisfaction and offering employees competitive compensation.

21.3.1. Job Satisfaction

Job satisfaction refers to the employees' attitudes about their job (Drydakis, 2015). Based on participants' responses, by increasing employee job satisfaction, leaders can reduce employee turnover (P1, P2, P4, & P5). P2 stated, "I set aside time to talk to my employees to measure employees' job satisfaction; by understanding employees' job satisfaction I can reduce employee turnover." Lack of job satisfaction leads to negative employees' attitude toward their job (P3 & P5). Conversely, employees with a high level of job satisfaction perform better and contribute to the achievement of the organization's goal (P1 and P3). P2 declared, "Several employees have resigned since I started working here because they were not satisfied with their jobs." Based on participants' responses and organizational documents, leaders can reduce employee turnover by promoting job satisfaction.

P3 declared, "I believe current employees have a higher level of job satisfaction today than they did when I first started working here." P4 said, "Because of increased job satisfaction among employees, our company now has a lower turnover rate." Employees with high job satisfaction are less likely to pursuit for new job opportunities and are prompt to reject job offers from external recruiters (P3 and P5). P5 posited that employees are also responsible for their job satisfaction; workers who dedicate enough time to understanding their job requirements are happier than workers who do not. P5 also commented that there is a correlation between job dissatisfaction and employee turnover. By concentrating on improving job satisfaction, leaders can reduce employee turnover rates.

Increased job satisfaction has a positive effect on employees' organizational commitment. In addition, employees with high job satisfaction are more loyal and committed to their organization (P1, P2, and P4). P3 said, "I noticed that satisfied employees are more committed to the organization, and committed employees are also more productive." According to P5, there is a relationship between employee commitment and employee turnover. Other participants commented that by promoting organizational commitment, leaders can reduce employee turnover (P2, P3, and P4).

The finding that job satisfaction decreases employee turnover were similar to the findings of Ravid, Malul, and Zultan (2017) and Bayarcelik and Findikli (2016). Ravid et al. (2017) found that satisfied employees experienced reduced employee turnover intentions as opposed to unsatisfied workers who had increased quitting intentions. Bayarcelik and Findikli (2016) discovered that leaders who promoted job satisfaction had lower turnover rates than leaders who did not promote job satisfaction. Based on the above findings, leaders can reduce employee turnover intentions by improving job satisfaction.

21.3.2. Compensation

Compensation include benefits such as retirement options, vacation time, sick leave, and an affordable health insurance (Drydakis, 2015; Ong & Theseira, 2016). Four participants shared that the primary reason employees quit their job is inadequate compensation (P1, P2, P3, & P5). On the other hand, P4 stated, "Compensation is important, but it is not the only reason why employees leave their jobs." P3 shared that attractive wages retain employees; while P4 said that high salaries are not enough to retain talented professionals. Additionally, P5 stated, "Leaders need to makes sure the salaries match the employee's credentials and experience." The analysis of the participants' responses indicated that offering competitive compensative is an effective strategy to reduce employee turnover.

Another benefit of competitive compensation is increased productivity. P1 said, "Workers who receive competitive compensation are more productive because they desire the increase in income resulting from a promotion." Organizations with low compensation also have a difficult time hiring new employees; workers first apply for companies that offer competitive pay. P3 shared, "In a competitive marketplace, companies that do not offer competitive compensation end up getting the employees other competitors did not consider a fit for their organizations." Competitive compensative effects leaders' ability to find the best-qualified employee (P2 and P3). Top employees end up accepting offers from companies willing to pay them what they are worth.

P1, P4, and P5 articulated that competitive compensation needs to be part of an effective retention strategy. P4 said, "Without competitive compensation, most top performers end up leaving their jobs for better-paying ones." Leaders who understand the values of offering competitive compensation are more effective at reducing employee turnover. P2 shared, "Money motivates most workers; they will leave just about any job for another one with better pay and benefits." Maintaining top performers is not possible without adequate compensation (P1, P3, and P4). P3 stated, "Top performers apply for jobs that offer competitive benefits." Since retaining top performers is essential to the survival of an organization, business leaders must ensure their companies offer competitive compensation as a strategy to reduce employee turnover.

The findings that compensation decreases employee turnover were similar to Olawale and Olanrewaju's (2016); the researchers discovered that competitive compensation was an effective strategy to reduce employee turnover. Olawale and Olanrewaju (2016) found that employees from corporations that offer competitive compensation experienced reduced turnover intention when compared to workers from organizations with average compensation packages. Conversely, Idris' (2014) findings were different; the scholar discovered that monetary compensation was not an effective retention strategy because such practices are unsustainable.

I confirmed one of the hygiene factors of Herzberg's (1974) two-factor theory. P3 shared, "Employees are always looking to work for the organizations that will offer the best benefits package." Herzberg (1974) identified salary as one of the hygiene factors that led to job satisfaction. P2 stated, "Most workers seek for job satisfaction and self-fulfillment. Herzberg (1974) noted that when workers were happy with their compensation, they experienced increased job satisfaction, which led to a reduction of employee turnover intentions. When workers achieve job satisfaction, they are less likely to quit their jobs (P5). Based on the above findings, leaders can reduce employee turnover by offering competitive compensation.

22. Applications to Professional Practice

The purpose of this qualitative single case study was to explore strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability. The population for this study consisted of one for-profit college in Orlando, Florida. Voluntary participants provided insight on how to reduce employee turnover in the educational field. The data collected from the college leaders might contribute to social change because the strategies shared by participants can provide a foundation other leaders can use to reduce employee turnover.

Organizations with leaders who promote a supportive work environment have a lower rate of employee turnover (Davis, 2013). By offering employees competitive compensation and creating an operating environment that promote workers' job satisfaction are effective strategies leaders can use to reduce employee turnover. The findings of this study also revealed that a supportive work environment led to reduced employee turnover and increased sustainability.

My goal was to provide knowledge to educational leaders on the importance of using effective strategies to reduce employee turnover. At the same time, leaders might benefit from the information contained in this study and use this new knowledge to create a supportive work environment that leads to increased employees' job satisfaction, which in turn might reduce employee turnover. Satisfied employees are more likely to remain in the workplace than unsatisfied workers (Brett, Bransetter, & Wagner, 2014). By using effective and timely communication, keeping employee informed, and creating a supportive work environment, leaders might increase job satisfaction, which in turn reduces employee turnover and increases profitability.

Retention strategies are an important part of a productive organization (Balakrishnan, 2014). By focusing on the importance of creating a supportive work environment where employees and leaders support each other, college leaders can promote teamwork and job satisfaction, which leads to increased retention. Increasing retention can lead to increased productivity and sustainability, which are critical to the survival of organizations.

23. Implications for Social Change

The primary objective of this research was to explore effective strategies used by college leaders to reduce employee turnover in the educational field. This single qualitative case study on employee turnover is significant to social change because by offering employees competitive compensation and creating an operating environment that promotes workers' job satisfaction, educational leaders might reduce employee turnover. By implementing effective employee turnover reduction strategies, leaders can lower the expenses associated with hiring and training new employees, which can lead to increased profits and organizational growth. When organizations are profitable, leaders can develop expansion strategies, which lead to new employment opportunities and economic growth.

High levels of turnover have an adverse effect on the organization (Smith & Macko, 2014). Leaders can reduce the effects associated with employee turnover by implementing effective employee turnover reduction strategies such as offering competitive compensation and creating an operating environment that promotes workers' job satisfaction. Leaders are responsible for accomplishing their organization's goals and bringing positive social change to the communities they serve (Brett et al., 2014). Organizations expect managers to be more cohesive with employees resulting in a more competitive business (Carrick, 2014). The findings of this study indicate that leaders who are effective at reducing employee turnover are capable of creating economic growth and can even reduce unemployment as the result of increased profitability and organizational expansion.

The understanding of what leaders need to do regarding fast-paced business trends and global demands may impact individuals, communities, and society. Reducing employee turnover enable organizations' leaders to generate opportunities that bring positive social change to their communities (Steiner & Atterton, 2014). The findings of this study revealed that leaders can reduce employee turnover by offering competitive compensation and promoting workers' job satisfaction, which can lead to increased productivity and economic growth.

24. Recommendations for Action

The information shared by participants during the interviews might provide new insight educational leaders can use to reduce employee turnover at their organizations. Since increased employee turnover might affect the quality of education students receive, it is critical that higher education leaders care about the implementation of effective employee strategies at their organization. I recommend that educational leaders reduce employee turnover by engaging in effective communication, creating a supportive work environment, and by offering competitive compensation. Promoting effective communication, offering competitive compensation, and creating a supportive work environment are inexpensive strategies most organizations' leaders can implement and require limited resources.

Failure to implement effective employee turnover strategies is unsustainable and might have an adverse effect on students' overall learning experience. Also, the knowledge shared in this research may help contribute to the success of higher education organizations with high employee turnover rates. By reducing employee turnover, higher education leaders can promote organizational growth and sustainability. Moreover, implementing effective strategies to reduce employee turnover may assist in retaining skilled professionals who are difficult to replace because of years of knowledge and their vast experience.

To promote distribution of the findings of this study, dissemination of this research will occur through digital distribution and conferences. Leaders from the partner organization and all participants will receive a two-page summary of the findings to distribute among work peers and other college leaders. This study will also be available through the ProQuest/UMI dissertation database for future scholars and other organizations. I will also pursue opportunities to share the findings of this study with business related forums, organizational training, and leadership conferences.

25. Recommendations for Further Research

The purpose of this study was to explore strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability in Orlando, Florida. Although the findings of this study extend to existing research on employee turnover, employees' motives for leaving their jobs are not always the same. Because employee turnover is a complex business problem, future qualitative researchers should explore additional strategies college leaders use to reduce employee turnover. Interviewing employees to explore their perceptions of effective strategies might provide valuable comprehension on this topic. Recommendations for further qualitative research also include exploring effective strategies in different geographical locations and different colleges such as nonprofit educational institutions. By exploring additional geographical locations and different higher education organizations, scholars might contribute to a better understanding of employee turnover.

Future quantitative researchers should consider examining the relationship between employee turnover and other variables such as employees' compensation, advancement opportunity, managers' leadership style, organization's ethics, employees' compensation, and organizations' developmental programs. Future research in such areas might provide leaders with new knowledge to reduce employee turnover, which in turn might promote sustainability. Furthermore, future research could add to the limited scholarly knowledge and understanding of effective strategies used by leaders to reduce employee turnover.

26. Reflections

The decision to research employee turnover and maintain sustainability in for-profit colleges emerged from my professional experiences. I witnessed how a high turnover affected my previous college workplace. Based on my previous experience, some college leaders managed employee turnover using the wrong strategies altering the college status quo. Though my personal experienced, I realized that employee turnover is a challenging business problem. For this reason, my interest in understanding effective strategies to reduce employee turnover in the educational field became evident. In this qualitative single case study, my role as the researcher was to collect data without bias. During the data collection and data analysis process, I analyzed all collected data that led to the findings in this study. My experience during the data collection and analysis process was rewarding; I learned more than I expected about employee turnover. I hope that by sharing these findings, educational leaders might be more effective at understanding the importance of promoting a positive work environment where leaders demonstrate supportive leadership as a strategy to reduce employee turnover.

After finalizing this study, changes in the perspectives of this topic included the understanding that employee turnover is a complicated business problem that researchers should continue to explore. By undertaking the doctoral journey, I learned from the participants' responses regarding their experiences as college leaders. I am also confident that the study participants understood the benefit of sharing their professional experiences with other higher education leaders.

27. Conclusion

The findings from this single case study revealed that educational leaders can reduce employee turnover by improving the communication between leaders and employees, cultivating interpersonal work relations, and improving their work environment, offering training, and by promoting job satisfaction. Based on the participants' professional experiences, college leaders should implement the above strategies into the overall organization's employee turnover reduction strategy. The findings of this study also indicated that by applying the strategies that emerged from the participants' responses, organizational leaders can improve sustainability and organizational commitment. Beyond that, since implementing these

strategies is inexpensive, leaders should integrate these recommendations into the overall organizational retention strategy. The implementation of effective employee turnover reduction strategies is critical to the survival of higher education organizations because of the effects associated with higher employee turnover rates such as decreased job satisfaction and reduced productivity.

Organizations with a high employee turnover rates are at risk because employee turnover can lead to reduced profits, loss of productivity, and loss of knowledge. I recommend that educational leaders, scholars, and practitioners use the findings and recommendations of this study to gain new awareness of effective employee turnover reduction strategies and to improve business practices. By implementing effective employee turnover strategies, higher education leaders might promote organizational growth, which can lead to positive social change in the community they serve.

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Appendix

Letter of Cooperation

XXXXXX College

XXXXX.

XXX, XX XXXXX

September 4, 2017

Dear Denise J. La Salle,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Strategies For-Profit College Leaders Use to Reduce Employee Turnover and Maintain Sustainability. As part of this study, I authorize you to interview, transcribe, conduct member checking, and review college's documents. Leaders' participation will be voluntary and at their own discretion.

We understand that you are responsible for protecting the identity of our organization and employees. I will provide you with an office or a private room to conduct the interviews. If you do not abide by the expectation in this memorandum, we reserve the right to withdraw from the study at any time.

If you have any concerns about Mrs. La Salle's authorization to conduct the study, please contact me at XXX.XXX.XXXX XXXX

Sincerely,

XXXXX XXXXX

Academic Dean

Interview Questions

1. How does employee turnover affect your organization?
2. What aspects of the job lead to employee turnover?
3. What are the consequences resulting from employee turnover?
4. What strategies were most effective in reducing employee turnover?
5. What strategies have you used to reduce employee turnover?
6. How did your employees respond to these strategies?
7. How do you manage or track employees' job satisfaction, dissatisfaction, motivation, and information obtained from leaders-subordinate interactions?
8. How do you define sustainability in your business?
9. What are some of the benefits of implementing a sustainable employee turnover reduction strategy?
10. What other information do you consider pertinent to strategies you use to reduce employee turnover and maintain sustainability?

Interview Protocol

Interview Topic: Strategies for-profit educational leaders use to reduce employee turnover and maintain sustainability

1. The interview session begun with greetings and introductions.
2. The study participants previously read the informed consent form and provided their consent via e-mail or in person, agreeing to participate in the research. I thanked the participants for their agreement to participate in the research study.
3. I provided information regarding the member checking process that followed the interview. Following the interview, I summarized my interpretations of the interview data to approve correctness. If the participants find any mistakes they immediately provided rectifications to ensure the reliability and validity of the data.
4. Each participant gave the required time to answer each programmed interview question in detail.
5. At the close of the interview, I thanked each research participant for their time and participation in the study.