

FLORIDA INTERNATIONAL UNIVERSITY

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AN EXAMINATION OF THE FACTORS THAT CONTRIBUTE TO FRONTLINE  
RETAIL EMPLOYEE INTRINSIC AND EXTRINSIC MOTIVATION AND  
TURNOVER RETENTION

A dissertation submitted in partial fulfillment of

the requirements for the degree of

DOCTOR OF BUSINESS ADMINISTRATION

by

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To: Dean William G. Hardin  
College of Business

This dissertation, written by Kimberly Mendelson, and entitled, *An Examination of the Factors that Contribute to Frontline Retail Employee Intrinsic and Extrinsic Motivation and Turnover Retention*, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

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Florida International University, 2024

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## DEDICATION

I would like to dedicate this dissertation to my family for all of their love and support during my dissertation journey. The exploration of knowledge at this level has always been a dream of mine. I am grateful for their enthusiasm and patience during this time of tremendous work. Their constant support provided even more motivation for me to continue this research. Each family member helped in their own way. Some cheered me on, some helped to hear my ideas, and others encouraged me to stretch my limits to provide new insight into the fields of leadership and intrinsic motivation. Organizational behavior is the name of the field of study where my work belongs. It encompasses the psychological component to the behavior of employees working in an organization. My past experience both in business, and as a teacher in a classroom, has allowed me to see the value of servant leadership and intrinsic motivation. Helping people to reach their fullest potential has always been my goal. People are very complex, multi-layered, and always changing. One of the goals of this dissertation is to provide scientifically proven knowledge about the psychological components of managing people to managers of frontline employees. This new insight will be able to help a manager to improve productivity and profitability in the workplace by focusing on the intrinsic motivation of the employees.

I would also like to dedicate this research to my grandfathers. They are the perfect fusion of science and business. They were my mentors and my inspiration for this dissertation.

One of my grandfathers was an entrepreneur, a visionary, and a genius. He graduated high school at 16 and went to college before he could drive a car. He taught me so much about business and truly believed in me. Having the confidence from someone that I

truly admired was one of the most important parts of maintaining and increasing my personal intrinsic motivation. In addition, he taught me about the value of a family business. The feeling that an employee belongs to something greater than the organization, is harder to quantify, and provided the backbone of this study. A family business allows employees to feel cared for and protected, relationships are stronger, motivation is more intense as the workplace becomes a second, but desirable destination after their home. I have studied frontline employees in this dissertation. I believe they are critically important to a retail business. They are the face of the organization. Unfortunately, they have the highest turnover rate of all types of employees. Managers have not spent enough time developing meaningful mentor based relationships with their frontline employees. Hopefully this study will provide some insight into the importance of investing more time into frontline employees to increase intrinsic motivation and increase turnover retention.

My other grandfather was a medical doctor. He also graduated high school early and attended college when he was 16 years old. He was young to attend medical school, and the oldest doctor on the staff of the hospital where he worked, when he retired. He read hundreds of academic articles and shared those with me. We had many discussions about science and medicine. I am grateful for his time and mentorship in this area of scientific thought.

It is never too late to reach for the stars. Increasing cognitive reserve is available to all who desire it. Human beings are full of undiscovered potential. Take the time to discover the best in every person. You will get out of life what you put into it.

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There are so many outstanding professors to thank. To begin, I would like to thank my dissertation chair, Dr. George Marakas. Dr. Marakas was my first DBA professor and final dissertation chair. His wisdom and guidance gave me the motivation to excel during the DBA journey. He believed in this research and felt that it would lead to more intriguing research to come. Also, many thanks to the esteemed members of my dissertation committee: Dr. Robert Rodriguez, Dr. Arijit Sengupta, and Dr. Hemang Subramanian.

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ABSTRACT OF THE DISSERTATION  
AN EXAMINATION OF THE FACTORS THAT CONTRIBUTE TO FRONTLINE  
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TURNOVER RETENTION

by

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In this omnibus study, the predictors of both Intrinsic and Extrinsic Motivation and their relationship with Turnover Retention were investigated among Frontline Retail Employees in America with males (N=66) and females (N=44) using a cross-sectional study design. The predictors were moderated by Servant Leadership, Personality Traits, Age, and Gender. Data on Intrinsic Motivation, Extrinsic Motivation, Job Tenure, Job Satisfaction, Servant Leadership, Personality Traits, Age, Gender, and Job Description was collected through a survey developed in Qualtrics and distributed to participants through Amazon Mechanical Turk. Validated measurement scales were used to develop the questionnaire. The purpose of the study was to examine the effect of Intrinsic and Extrinsic Motivation on Turnover Retention among Frontline Retail Employees.

Frontline Retail Employees survey results reported that Relatedness and Goal Orientation were significantly higher indicators of Intrinsic Motivation ( $P < 0.001$ ) ( $R^2 = .310$ )



( $R^2=.153$ ) than Autonomy and Competency. After adjusting for Servant Leadership, a moderator with five subfactors, Relatedness, Competency, Autonomy, and Goal Orientation increased in strength ( $P<0.001$ ) ( $R^2=.490$ ). There was no significant difference with the moderators Organization Tenure and Age. After adjusting for the moderator of Personality Traits and Gender, Frontline Retail Employees had significantly higher Extrinsic Motivation ( $P<.001$ ) ( $R^2=.134$ ) ( $R^2=.175$ ) as it increased Turnover Retention. In contrast, the moderator, Personality Traits, was not a significant when increasing the strength of Intrinsic Motivation on Turnover Retention.

In conclusion, multivariate linear regression analyses showed that increased Intrinsic and Extrinsic Motivation combined with Servant Leadership were the cause for an increase in Turnover Retention for the study participants. Intrinsic Motivation had a stronger effect on Turnover Retention, ( $R^2=.437$ ,  $P<.001$ ) than Extrinsic Motivation ( $R^2=.134$ ,  $P<.001$ ). Of the five subfactors of Servant Leadership, Ethical Behavior of Management was the most significant to the Frontline Retail Employees ( $R^2=.481$ ,  $P<.001$ ).

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## INTRODUCTION

### Problem Statement

Since the Covid-19 pandemic, the frontline retail employee turnover rate has increased from 42% in 2016 to 61% in 2023, according to the Bureau of Labor Statistics. This high turnover rate translates to 230 million days of lost productivity and \$19 billion in costs associated with recruiting, hiring, and training. Over 50% of frontline employees quit in the first 120 days of a new job. According to an article by Achyuta Adhvaryu, et al., in Harvard Business Review (2019), the number one reason that frontline employees are most likely to leave their current position is to find better opportunities or promotions. Achyuta continues to describe the problem by stating that employees feel “unfulfilled because they are not heard”. It was determined by Hinkin and Tracey (2000), that the costliest part of frontline employee turnover is a loss of productivity. Turnover slows growth opportunities and diminishes profits for companies. Frontline employees also leave when there is a problem with their work environment. These problems include dissatisfaction with salary and job benefits, employee burnout, and unmet career expectations. (Milman, 2002).

The problem of the high turnover rate of the frontline retail employee is hurting businesses financially and impacting the viability of their future. In order to reduce turnover, Starbucks and Southwest Airlines have strong employee retention programs and attribute their strong performance to their emphasis on employee retention and development. Kraft, et al., (2004), believes that as competition increases, there is an increased importance for corporations to enhance the emphasis on having efficient

frontline employees. In order to help organizations lower turnover intention and retain employees, so they can maintain the size of the workforce, protect the investment of employee onboarding, increase job performance, and job satisfaction, this study will examine the ways to develop frontline employees into long-term employees by increasing their intrinsic and extrinsic motivation with a positive leadership style, named Servant Leadership. Intrinsic motivation is a critical issue for managers to understand and incorporate into their daily management of frontline employees.

Intrinsic motivation is a psychological state of enjoyment of one's work (Deci and Ryan, 2000). Intrinsic motivation is more than job engagement. Job engagement is defined as enthusiasm and involvement in work (Roberts and Davenport, 2002). Job engagement does not include the perceived state of psychological well-being that intrinsic motivation includes. It is important to differentiate between intrinsic motivation and job engagement since intrinsic motivation can last longer and produce greater benefits, such as longer tenure and higher productivity inside an organization. Intrinsic motivation is also the psychological driver of job engagement (Thomas, K. 2009). Employers should seek to discover and increase intrinsic motivation in order for frontline employees to increase tenure with an organization. This study will examine the psychological factors of intrinsic motivation and provide feedback for managers to use if they choose to increase intrinsic motivation as well as turnover retention. In a study by Dysvik and Kuvaas, intrinsic motivation was found to be the strongest predictor of turnover intention. Managers with the increased awareness of developing intrinsic motivation with their employees can dedicate some time during the day to mentor their

employees. Relationship building creates trust and builds intrinsic motivation. Different types of leadership foster intrinsic motivation and trust. Leadership styles that are more transactional detract from building autonomy and trust. (Weibel, A., Six, F., 2013). The leadership style that builds trust by allowing for greater autonomy and self-efficacy of the employee is Servant Leadership. Servant Leadership is employee centric, and one of the leadership styles which augment intrinsic motivation. Servant Leadership is one of the moderators in the omnibus research model. This study demonstrates that when servant leadership is used as a management style, there is an increase in the construct of intrinsic motivation. Finally, the increase in intrinsic motivation is then proven to increase turnover retention. There are five main subfactors of Servant Leadership that are examined to add focus to this omnibus study. Those five subfactors which further define the construct of servant leadership are: helping employees to grow and succeed, placing employees first, empowering employees, building conceptual skills of employees, and managers displaying ethical behavior. (Liden, 2008).

Age and gender were also examined as a moderator of the relationship of intrinsic and extrinsic motivation and turnover retention. Researchers have found that as age increases, turnover retention increases. (James, Swanberg and MacKechnie, 2007). Intrinsic motivation is the same for both genders (Mecca and Holt, 1993). Managers may benefit from this knowledge when hiring employees. Organization tenure is explored as a causal agent of both intrinsic and extrinsic motivation. As tenure increases, both intrinsic and extrinsic motivation increase. (Chalofsky and Krishna, 2003). Job satisfaction and its four sub factors: opportunities for the future, salaries and benefits,

working conditions and relationships with coworkers and management, is also explored as it causes an increase in extrinsic motivation. Job satisfaction was examined since it is a leading predictor of turnover intention. Employees leave an organization when job dissatisfaction is high. Managers can benefit from this knowledge of the various subfactors of job satisfaction and how to these subfactors affect motivation. When employees are satisfied with their job environment, extrinsic motivation increases. (Milman and Ricci, 2004).

Another factor to consider are personality traits when hiring employees. Certain traits allow for greater motivation. When extrinsic and intrinsic motivation are the goal of a manager, some of the Big Five Personality Traits may assist in understanding employees. Management can increase profitability and productivity of an organization by understanding and motivating their employees. Extroversion, Agreeableness, Openness to Experience, and Conscientiousness increase the effect of intrinsic motivation on turnover retention. (Abad, J. et al., 2016) Neuroticism does not have an effect on motivation or retention (Levine, et al., 2021). These moderating variables increase the effect of intrinsic and extrinsic motivation on turnover retention.

### **Significance of the Problem**

Past research has demonstrated that organizations can increase both intrinsic and extrinsic motivation to hold onto their workforce. Ryan and Deci found that extrinsic rewards don't create long lasting bonds with frontline employees. Their study in 2000 revealed that extrinsic rewards, such as bonuses, don't produce long term commitment and motivation. Given the desired outcome of increasing turnover retention of the



frontline retail employee, this study will examine ways to increase intrinsic motivation using servant leadership. Understanding how Servant Leadership impacts the intrinsic motivation of a frontline employee remains an important and understudied area of organizational behavior research.

More companies today are focusing on employee-centric leadership styles to better develop their employees and reduce the consistent problem of high turnover. The executive levels of leadership in many retail organizations are finding new ways to shift to employee-centric business models to ensure that they have thoroughly trained their employees and are the employer of choice for many people. Walgreens, for example, a healthcare retail chain which operates more than 9,000 retail drugstores in the United States, believes that employees are a key source for discovering customer service issues and solving issues. The Global Chief Digital Officer for Walgreens Boots Alliance, Gunjan Bhow, said, “For the purposes of innovation, focusing on our frontline team members is the most significant tool management can have to differentiate. Frontline workers give you insight that only you have. They can identify problems before the competition, or before it becomes common knowledge. You can hire all kinds of consultants, but at the end of the day, it is the frontline workers that give you the truth.” Frontline employees play a crucial role in building relationships with customers. (Babakus, et al., 2004). Frontline employees are the “face” of an organization and many times the first and last touchpoint of the customer’s experience in the retail store. Creating a perceived bond with a customer, builds connectivity of the customer to the retail organization. These bonds allow for customers to feel a positive emotion, a sense of belonging, and increase return visits to the retail store. The frontline employee feels

intrinsically motivated by the relatedness achieved both by the customer's positive connection and servant leadership experienced from the store manager. A sense of purpose begins to be attained, and turnover retention increases.

A manager may wish to recreate the feeling of a family business when trying to increase intrinsic motivation. Family retail businesses have a perception of being more responsible, caring, customer-oriented, and trustworthy. (Astrachan, I., 2017). By treating employees like they are part of the family business, a greater work ethic may arise. Employees feel like they are part of a family which in turn, builds greater connectivity to the organization, stronger work ethic, and trust. Work has more meaning as employees strive for the success of the family business. Their input is more meaningful and less transactional as it contributes to the greater good of the organization. Tenure is increased and less turnover is achieved. A manager should try to increase connectivity of the frontline employee to the organization, this type of relatedness is achieved through Servant Leadership.

In order to retain frontline employees and remain competitive in a retail environment, the most employee-centric leadership style, which is servant leadership, is being adopted by large organizations. Servant Leadership was introduced in the 1970's by Robert Greenleaf. It is a leadership style which reverses the top-down management approach. Employees receive a lot of time and development from the manager. The manager seeks to empower the employee and build trust. Trustworthiness has been a strong predictor of employee satisfaction and job retention. Servant Leadership is a leadership style where the manager communicates often in a one-to-one setting in order

to understand and develop an employee to his/her fullest potential. (Greenleaf, 1970). Servant leaders try to bring out the best in their employees by nurturing their intrinsic motivation (Liden, et al., 2014).

Many of the Fortune Magazine 100 best companies to work for are servant leadership companies. Nordstrom, Marriott International, Whole Foods Market, Men's Warehouse, and many more use servant leadership and are on this list. Some notable CEOs are Melissa Reiff of the Container Store. Reiff instills conscious leadership and practices servant leadership. Employees have voted the Container Store the number one place to work in the USA for over 18 consecutive years. Cheryl Bachelder, the CEO of Popeyes Louisiana Kitchen, turned around Popeyes by creating a workplace which practices Servant Leadership. Her favorite quote is "I must know you to grow you." She has won many awards and much success for her work, which focused on motivating and retaining employees.

### **Research Gap and Research Contributions**

Many studies had proven the causal relationship between Servant Leadership and intrinsic motivation, as well as the predictive relationship between intrinsic motivation and an increase in turnover retention. The gap in the extant literature exists in the following areas. First, this specific group of frontline retail employees has not been thoroughly studied when seeking to intrinsically motivate and increase turnover retention. Second, the examination of low intrinsic motivation and servant leadership when examining turnover retention of a frontline retail employee is rarely examined. If it can be determined that a frontline employee has low levels of intrinsic motivation, a

beneficial area of examination exists in determining if the the moderating relationship of Servant Leadership and its subfactors, on intrinsic motivation, will increase turnover retention. An outcome of this study will be that a manager of a frontline employee will be able to identify when the employee is not intrinsically motivated and using the techniques of servant leadership and constructs of intrinsic motivation, increase the ability to solve the low motivation psychological disposition. The constructs of intrinsic motivation: relatedness, autonomy, competency, and goal orientation, have been proven to increase intrinsic motivation and psychological wellbeing (Ryan and Deci, 2000).

Servant Leadership has five subfactors: helping subordinates grow and succeed, empowering subordinates, putting subordinates first, building conceptual skills for subordinates and managerial leadership behaving ethically. (Liden et al., 2014). A third gap in the research exists in the examination of the subfactors of Servant Leadership and their impact on a frontline employee with lower intrinsic motivation levels. This study will examine intrinsic motivation when combined with the incremental effects of the subfactors of Servant Leadership on frontline retail employees in order to increase turnover retention. Upon conclusion of this study, a manager will be able to differentiate between the five subfactors of servant leadership and determine which subfactors are more impactful when intrinsically motivating an employee.

Lastly, there is a fourth gap in extant research when examining the Big Five Personality Traits, Age and Gender, and their moderating impact on both intrinsic and extrinsic motivation levels of the frontline employee when seeking to increase turnover retention in an organization. When hiring new employees, a manager will be able to consider whether personality, age, or gender may provide an incremental benefit, if the

goal is to employ intrinsically motivated employees, or employees that have the ability to increase their intrinsic motivation more easily.

### **Research Contributions**

This study seeks to examine the interaction effect that supportive leadership has on front line employee intrinsic motivation. Empirical evidence has confirmed that supportive leadership enhances an employee's intrinsic motivation (Zhang and Bartol, 2010). With the goal of increasing turnover retention, this study will explore the basic constructs of intrinsic motivation and determine how to increase an employee's intrinsic motivation. In addition to focusing on what motivates a frontline employee, managers can use an employee centric leadership style, namely Servant Leadership, to create an even larger increase in intrinsic motivation. Intrinsic motivation had been empirically proven to be positively associated with employee satisfaction, and negatively related to turnover intention. (Yoon and Perry, 2012). This study will examine the increase that employee centric leadership styles have on the basic causal constructs of intrinsic motivation. By psychologically motivating the frontline employee, greater job satisfaction, performance, and connectivity to the organization will occur and less turnover will be the long-term result. If intrinsic motivation and Servant Leadership predict turnover retention, then managers in organizations can emphasize these concepts in their work environments to maintain and increase the turnover retention of a frontline employee. The research question of this dissertation, an examination of the factors that contribute to frontline employee intrinsic and extrinsic motivation and turnover retention, will contribute knowledge in the field of organizational behavior.

## **BACKGROUND LITERATURE REVIEW AND THEORY**

Studies on intrinsic motivation began nearly 50 years ago, guided by the Self-Determination Theory, (SDT) by Ryan and Deci, and found that intrinsic motivation predicts enhanced learning, performance, creativity, optimal development, and psychological wellbeing. Many years of research has shown that intrinsic motivation leads to better persistence, performance, and satisfaction in a variety of tasks in various domains. Intrinsic motivation can be defined as the motivation of people to complete tasks not to obtain rewards, but for their own sake or for the pure enjoyment of engaging in a specific activity (Ryan and Deci, 2000). In order to understand the psychological components of intrinsic motivation, the Self-Determination Theory, by Ryan and Deci is examined. The Self-Determination Theory (SDT) is a macro theory of human motivation and personality that concerns people's innate growth tendencies and innate psychological needs. It explains the motivation behind people's choices in the absence of external influences. (Deci and Ryan, 1985). Historically Skinner, (1971) had introduced the operant theory. This theory was widely accepted and stated that rewards or reinforcement in the environment control people's behavior. Deci proposed that people have an internal locus of causality, or they believe that their behavior emanates from themselves, rather than rewards from the external environment. Deci stated that people have a natural curiosity, or intrinsic motivation that drive exploration and play.

There are six mini theories which were developed to explain motivational phenomena. The Cognitive Evaluation Theory (CET) addresses the effects of social contexts on intrinsic motivation. Autonomy and competency are examined in fostering

intrinsic motivation. Also examined is the awareness that external events undermine autonomy and competency, and therefore, reduce intrinsic motivation. The locus of causality is shifted from internal to external which impacts a person's motivation. CET suggests that events that are too controlling, such as a controlling manager at work, undermines intrinsic motivation, as it decreases autonomy and decreases perceived trust by the employee. Interestingly employees who receive controlling management advice in a positive way, where the rationale is explained, exhibit intrinsic motivation that does not decrease. (Enzle & Anderson, 1993). Also, in support of positive management styles with job performance feedback, studies found that intrinsic motivation was increased, as it builds competence. (Vallerand and Reid, 1984). Vallerand and Reid stated, that as age increases, many behaviors that employees engage in are not as enjoyable. Employees are adjusted to the tasks at work and view the work as fulfilling their job description. Managers can take this into consideration when increasing productivity when decreasing amotivation is the goal. In order to increase intrinsic motivation, a manager can increase autonomy and competency to psychologically motivate the employee.

The second theory is Organismic Integration Theory (OIT). This theory addresses extrinsic motivation along the continuum of a person's internalization of the extrinsic reward. It describes how people decide which events are important to carry out, because they may be a part of societal norms and rules. This theory allows for the understanding that a person follows and carries out these events because they are perceived as important culturally, not necessarily because the person is motivated to carry these activities out. Ryan and Deci (2000) found that the process of internalization involves how a person places a value on a behavior. Extrinsic motivation is discussed as it varies in the degree

to which it is experienced as autonomous or controlled. If an employee feels a sense of autonomy, or ownership over their behavior, an importance of that behavior increases. The more internalized a behavior becomes, the less dependent a person is on external rewards. Amotivation was discussed in OIT, as it contrasts to autonomous motivation. Amotivation lacks intentionality and occurs when a person feels incapable to perform the skills necessary to reach a goal, or a person does not value the activity. (Deci and Ryan, 1985). Studies show that people place a value on an action, that becomes a predictor of a person's behavior and motivation and performance of that task. A frontline employee with too much controlled management may exhibit signs of amotivation. A manager who is aware of encouraging autonomy, may be able to increase intrinsic motivation and decrease amotivation on the job, by using some psychological analysis of the employee.

The third theory, Causal Orientations Theory, (COT) describes a person's individual differences in regulating behavior. This theory describes how people have different perceptions of the source of their behavioral initiation. People behave and show motivation because of their current interests and accepted values. Also mentioned in COT are three main constructs. First, people that are very autonomous regulate their behavior autonomously. They tend to be more relatable to others and have a sense of openness and honesty. The second construct occurs when a person is high with a control based disposition and exhibits behavior which originates from internal or external demands. This type of person tends to be more closeminded and intolerant of other people and their ideas. Last, the idea of amotivation arises when a person feels helpless and behaves passively. COT discusses the motivational orientation that describes a person's



disposition in general. The COT examines personality on the surface level rather than a deeper examination, as exemplified in the Big Five Personality Traits Theory.

The fourth mini theory, Basic Psychological Needs Theory (BPNT), discusses how autonomy, competence, and relatedness allow for psychological well-being and health. It is a mini theory which discusses the basic innate needs of human beings which are: autonomy, competency, and relatedness. These needs are “universal nutriments necessary for optimal functioning regardless of gender, race, social class or cultural context.”, (Ryan and Deci, 2002). Autonomy is described as the need a human has to experience volition and psychological freedom. Autonomy allows a person to experience choice and ownership of their behavior and is in sync with a person’s values and interests. (deCharms, 1968). Competence is defined as the experience of being effective in a person’s pursuits. (White, 1959). Relatedness is defined as the experience of reciprocal care and concern for others, (Baumeister & Leary, 1995). Three dimensions are mentioned to support these basic needs. An autonomous environment can be supported by not controlling others. More autonomy and less control promote better performance and persistence. A well structured environment is more supportive than a chaotic environment to develop competency, and a kind and supportive environment which is warm and responsive, helps to promote relatedness, which will bring connectedness and understanding. In the BNT, it is also mentioned, that if these needs are not met, maladaptive behavior will arise. People are less responsive and have lower performance.

The fifth theory is the Goal Contents Theory (GCT) and examines how intrinsic and extrinsic goals impact motivation and wellness. These intrinsic goals have an inward orientation. Extrinsic goals are said to be unrelated to basic need satisfaction and have an outward orientation. In the GCT, intrinsic goals are related to the need satisfaction of autonomy, competency, and relatedness. Ryan, et al., 1999, believes that psychological well-being is attained by through the achievement of intrinsic goals. Extrinsic goals are unrelated to psychological well-being and could possible contribute negatively to psychological health. Vansteenkiste, et al., 2010, believes that people have a natural tendency to move toward intrinsic goals.

Lastly, the Relationships Motivation Theory (RMT) is concerned with relationships being essential for adjustment and well-being since they bring satisfaction and fulfillment of the relatedness concept. RMT states that there is a basic psychological need for relatedness that creates the motivation for people to pursue relationships. (Deci and Ryan, 2014). Relationships that are considered high quality occur when both people experience autonomy and provide autonomy support to the other person. Higher trust and greater wellness arise from healthy autonomous relationships. Also mentioned, that in contrast to autonomy, when a relationship is controlling, and does not support autonomy, a poor quality less trusting relationship results.

Research has proven that intrinsically motivated employees are more involved in their jobs. These individuals are more curious and open to solving problems and expanding their ideas. (Gagne and Deci, 2005). Organizations should seek to develop and

maintain intrinsic motivation in their employees to maximize performance and decrease turnover intention.

Deci and Ryan proposed in the Basic Needs Theory that there were three basic needs of intrinsic motivation. These three needs that motivate self-initiated behavior are autonomy, competence, and relatedness. Perceived autonomy can be defined by giving employees authority and discretion in doing a task (Melhem, 2004). When some control is transferred from manager to employee, autonomy occurs. For the frontline employee, this transfer allows the employee to solve problems quickly and enthusiastically. This faster response to the customer has been proven to increase customer satisfaction, as well as employee satisfaction (Mohammed and Ahmed, 1998). Numerous studies have documented when managers are more supportive of autonomy and less controlling, employees demonstrate higher levels of intrinsic motivation. (Pelletier, L. Vallerand, R., 1996). These employees spend more time on tasks and show more interest in the tasks. Autonomy brings more psychological satisfaction to the employee, which can make work more enjoyable. When employees are satisfied, they are less likely to leave the organization.

Studies have proven that autonomy is very significant for frontline employees to respond to customers and has increased job performance. (Thomas and Tymon, 1994). If a frontline employee is not allowed to respond to a customer's needs, it will hinder the employee's effectiveness. Empowered frontline employees can create and maintain relationships with customers. This relationship can provide very valuable feedback to the retail organization. When empowerment arises from autonomy, intrinsic motivation

increases, and frontline employees can be most effective for a business. Perceived autonomy is a critical tool for the management of a frontline employee. It allows the employee to be a problem solver which increases customer service and takes advantage of selling opportunities. (Motamarri, et. al 2020). By developing and maintaining autonomy in a frontline employee, managers can develop job satisfaction and commitment to the organization. Turnover retention will be increased as autonomy increases. Intrinsic motivation has been found to increase the relationship with job autonomy and the willingness to continue working. This benefit serves both the employee, since they are very satisfied, and management since productivity increases.

Relatedness is an important construct of the Self Determination Theory.

Relatedness can be defined as belongingness to a group, or interaction, connection and caring for others (Ryan and Deci, 2000). The benefits of a management practice which increases perceived relatedness are the of sharing information, the sharing of rewards and power with employees so that they can take initiative and make decisions to solve problems and improve service and performance. Relatedness is also defined as a meaningful connection with a mentor or peer. (Cortright, R. et. al, 2013). Meaningful connections allow for greater connection to the organizations. Strong bonds with co-workers and managers increase trust and commitment to the organization, which lower turnover intention. When employees have a strong social network at work, they are more connected to the organization. Relatedness is a key construct in employee engagement in the organization. Forming strong relationships with colleagues and management at work adds to an employee's wellbeing and happiness. Employees that feel socially connected are 20% more productive. Job satisfaction is boosted by 50% when strong social ties are

formed. (Preston, 2017). Studies have demonstrated that when relatedness is high in an organization, intrinsic motivation is more likely to grow (Ryan and La Guardia, 2000). Individuals are likely to perform behaviors which are not inherently interesting when they are valued by significant others to whom they feel connected (Deci & Ryan, 2000).

Many frontline workers perform repetitive tasks, such as operating a cash register, and stocking shelves. Repetition of tasks may reduce intrinsic motivation. Intrinsic motivation is driven by curiosity. Curiosity is diminished as tasks become repetitive and not varied. The frontline retail employee experiences variation in their verbal exchanges with customers. Strengthening relatedness to management and to customers can diminish any loss of motivation through repetitiveness of tasks and instead increase intrinsic motivation, which increases commitment to the organization.

Perceived competence is significantly correlated as a strong predictor of intrinsic motivation and is a key construct of the SDT. A person's perception of their ability to successfully perform a task is defined as their perceived competence. Competence also describes the need to be effective in dealing with the environment. People have a need to build their competence and develop mastery over tasks that are important to them. A frontline retail employee with perceived competence of tasks will demonstrate high intrinsic motivation.

Competence can be defined as an individual's need to control one's life and make the changes to one's behavior. It involves the acquisition of knowledge and skills behavior necessary to understand that the individual is responsible for one's actions. Rodriguez best defines competency as a measurable pattern of knowledge, skill, abilities

behaviors, and other characteristics that in individual needs to perform work roles successfully. Research has proven that when employees perceive that they can control their environment, they have increased intrinsic motivation, (Deci and Ryan, 1985). Increased intrinsic motivation increases persistence at a task, and further builds performance. Frontline employees with increased competency, will experience increased intrinsic motivation and persistence. Turnover intention is reduced as competency grows.

Goal orientation completes the group of predictors and is a main construct of intrinsic motivation. All of these components of SDT are empirically proven to be the cause of intrinsic motivation, (Deci and Ryan, 2000). The Goal Orientation Theory, (Ames, 1992) focuses on the why and how people are attempting to achieve goals. Mastery goals orientation refers to a person's achievement related behavior. An increase in goal orientation behavior has been proven to increase persistence and well-being. Employees that achieve goals will have greater intrinsic motivation and persistence. Lower turnover intention arises from greater goal oriented behavior. The SDT examines intrinsic motivation on work and goal orientation. Goals are achieved for personal enjoyment. Intrinsically motivated employees are found to less likely to adopt turnover intentions. Ryan and Deci (2000) found that employees increase persistence, with goal oriented behavior, which allows them to increase commitment to the organization in challenging situations, while decreasing turnover intention.

Ryan and Deci believe that humans are born with intrinsic motivation, but the maintenance and enhancement of motivation requires supportive conditions. The Self-Determination Theory studies the conditions that "elicit and sustain, versus subdue and

diminish” intrinsic motivation. Cognitive Evaluation Theory, CET, focuses on explaining competence and autonomy. It states that external factors, such as motivational management styles, will positively influence perceived competence. In 1970, Ryan and Deci empirically proved that tangible rewards, also known as extrinsic rewards, undermine intrinsic motivation. This was contrary to the idea that employees are more motivated with rewards, such as higher pay or vacation days. Originally researchers assumed that the effects of intrinsic and extrinsic motivation were independent of each other. (Porter & Lawler, 1968). Ryan and Deci argued that extrinsic rewards reduce an employee’s intrinsic motivation which would have been created by more challenging, self-generated work. Studies show that once external rewards are not as important, frontline employees demonstrate higher levels of job autonomy and competence in work related skills, connecting the idea that job tenure in an organization can cause intrinsic motivation. (Conde, et al. 2021).

The extrinsic factors that influence turnover intention are the constructs of job satisfaction: salary, benefits, work environments and work related perks. These factors are controlled for in this study to examine the intrinsic factors which decrease turnover intention. With extrinsic rewards given, the frontline employee can experience short term satisfaction. Ryan and Deci argue that in order to create long lasting employees, build commitment and persistence, and reduce turnover intention, intrinsic motivation must be facilitated. Cultivating intrinsic motivation is a process that enhances employee satisfaction (Huseyin Arash, et al., 2014). Employees that experience greater intrinsic motivation have lower turnover rates and remain with the company longer. Many years

of research has shown that intrinsic motivation leads to better persistence, performance, and satisfaction in a variety of tasks in various domains (Roca and Gagnè, 2008).

Several research studies have found that extrinsic rewards such as compensation and benefits, help to increase commitment and retention in an organization. Shaw et al., (1998) found that employees will stay with an organization as long as it represents their self-interest and is better than the alternatives. Some studies have found that competitive wages result in a higher retention rate, (Cho, et al. 2006) and alternatively some studies show that these compensation programs are not enough. Milman and Ricci (2003) found that intrinsic motivation and working conditions were the most important predictors of retention.

### Servant Leadership

In a very competitive retail environment, where frontline employee turnover has a 60% or higher rate, businesses are searching for ways to retain employees. After much focus has been placed on increasing intrinsic motivation, Servant Leadership has been proven to increase intrinsic motivation and decrease turnover. Servant Leadership is a management style that positively influences the constructs of intrinsic motivation. Servant Leadership supports a less controlling (more autonomous), yet supportive environment (more relatedness, goal orientation and competency), and has been proven to increase intrinsic motivation, (Vallerand and Reid, 1984). Servant Leadership is effective when used with many employees, but most effective on intrinsically motivated employees. Intrinsic motivation was found to strengthen when managers use Servant Leadership (Ruiz-Palomino, et al., 2020) Servant Leadership has been proven to increase



an employee's intrinsic motivation. (Su, et al.). When Servant Leadership is combined with an employee who is intrinsically motivated, greater performance, engagement in the job, and reduced turnover to the organization will prevail (Liden et al., 2014).

By examining the research question of what moderating effect does Servant Leadership have on the intrinsic motivation of frontline retail employees and an increase in turnover retention, new and validating information can assist managers with Servant Leadership techniques. Organizations that hope to increase job tenure in frontline employees can employ servant leadership. Intrinsic motivation can increase productivity, as employees can come up with new ideas, become better problem solvers and provide elevated customer service practices. This study can assist a retail organization to reduce turnover and maintain its customer base.

New studies have been written which disagree with this idea. Some researchers found that extrinsic rewards were positive when a manager also provides positive feedback. The positive feedback could increase competency and could increase performance rather than decrease intrinsic motivation. If extrinsic rewards are considered by the employee to be controlling, the effect is negative. Controlling feedback would decrease autonomy, which decreases intrinsic motivation, as proven with the Cognitive Evaluation Theory, (CET) (Ryan and Deci, 1985).

Some other theories of the positive effects of intrinsic motivation and Servant Leadership are as follows. Employees with high intrinsic motivation are easily motivated by Servant Leadership, while employees with low intrinsic motivation are

more difficult to motivate. It also has been proven that servant leadership can improve the organizational outcome. (Ruiz-Palomino, Zoghbi-Manrique-de-Lara, 2020).

In situations where intrinsic motivation is high, the influence of Servant Leadership, a leadership style that directly develops and encourages intrinsic motivation, is extremely beneficial. Servant Leadership was originated by Robert Greenleaf in 1970. This type of leadership places the needs of others as the primary goal of leadership. Greenleaf believed that true leadership emerges from those leaders whose primary motivation is a deep desire to help others. He believed that servant leaders would have a lot of respect for their colleagues, would be willing to listen, would restrain self-effacement, and be humble. From Greenleaf's point of view, the Servant Leadership philosophy is not only restricted to individual leaders, but also applicable to entire organizations. Greenleaf believes that servant leaders are only credible if they follow a moral compass. Authenticity underlies the credibility of a servant leader. (Greenleaf, 1970).

Historically, autocratic, or transactional leadership was practiced. Companies followed strict hierarchical structures. The frontline employee served the manager, (McGee-Cooper and Trammell, 2002). This top-down approach to leadership was turned upside down by Greenleaf. Rather than a leader-centric view, the emphasis is now placed on the employee, or a follower-centric view. (Huang et al. 2016). As a contrast to traditional leadership style where the actions of the leader determine the outcome, Servant Leadership is characterized by the leader's philosophy to serve others. A

leader's character, engagement, and sense of duty are a part of Servant Leadership (Parris and Peachey, 2012).

Multiple studies have indicated a positive relationship between Servant Leadership and performance. (Hu and Linden, 2011) These performance measures include organizational citizenship, work engagement and quality of customer service. Servant Leadership creates a positive work environment which numerous scholars have found to increase job performance, higher job engagement, and many positive outcomes. (Carter and Baghurst, 2013). Servant Leadership has also been proven to improve individual employee productivity by 15 to 20 percent, and group productivity by 20 to 50 per cent. (Romig, 2001).

Another positive outcome of servant leadership is the modeling effect it has throughout the levels of an organization. A servant leader's behavior is passed on to the subordinate, and a process of contagion is observed. (Linden et al., 2014). This contagion dates to the Social Learning Theory. Bandura (1977) states that humans learn from each other by observing and imitating their role models. Employees emulate their colleagues and their manager.

Most scholars will argue that servant leadership has a positive effect on work engagement. The emphasis on developing employees leads to their overall psychological satisfaction, including their needs for competence, relatedness, and autonomy. (Chiniara and Bentein, 2016). It is interesting to note that some scholars debate the idea about job satisfaction influencing better task performance. (Donia et al., 2016). Servant Leadership may not be effective on all followers. This idea may lead to an interesting opportunity to

study, which would seek to correlate the role of personality types and the effectiveness of servant leadership. This type of leadership may not be effective on all employees.

Servant Leadership may lead to higher performance, only in those employees that can be motivated and seek a higher meaning and purpose. (German Journal).

Liden's research on Servant Leadership determined there are at least five sub factors. Those sub factors are helping subordinates grow and succeed, empowering subordinates through Servant Leadership, putting subordinates first, building conceptual skills, and behaving ethically by management. This paper will include these subfactors in the conceptual model. By studying the impact of Servant Leadership and measuring which subfactors increase the constructs of intrinsic motivation, such as autonomy, relatedness, competency, and goal orientation strongly, managers will be able to motivate frontline employees more directly.

Servant Leadership has been proven to create trust with employees and reduce turnover. Kashyap and Rangnekar (2014) analyzed Indian organizations. They found that trust led to a higher commitment to the organization, which increased performance. Servant Leadership has been directly linked with increasing job empowerment as it is focused in recognizing an employee's potential. It has also been proven long term to be more effective than other styles of leadership. With increased commitment, creating long term frontline employees will reduce turnover intention. This focus of serving the employees, is inspiring, and in turn motivates the employees to better serve the customers to the best of their abilities. (Babakus, et al. 2010). A very positive work environment

built on trust, and empowerment allows for a very high degree of customer service and job satisfaction and a reduction in turnover intention.

Finally, new studies began using neuroscience methods to examine the neurobiological layers of trait based intrinsic motivation. This type of research is a new area for intrinsic motivation exploration. Neuroscience methods can explore the fine details of motivational processes. A study by Di Domenico and Ryan (2017), found that intrinsic motivation originated thousands of years ago, when ancient man was focused on exploration of new terrain and play. Neuroimaging studies found that when humans experience intrinsic motivation, dopamine is released. Scientists believe that intrinsic motivation is both a trait and or a transient state that can exist and connect to dopamine systems. (Di Domenico and Ryan, 2017). Some people demonstrate a trait-like characteristic of intrinsic motivation and exhibit a general purpose of staying in a constant state of exploratory engagement with their environment. (Panksepp and Biven 2012). People with this exploratory disposition develop knowledge structures which contribute to higher mental processes. From these studies, it is believed that there is a link between dopamine and the positive experiences associated with exploration, new learning, and interest in one's environment. Having the technology to prove that many people have the dopaminergic system to be intrinsically motivated, allows for a trait based understanding of intrinsic motivation. This study explores ways for a manager to use autonomy, relatedness, competency, goal orientation, and Servant Leadership to increase intrinsic motivation. If intrinsic motivation is a trait, then these constructs should further amplify intrinsic motivation. If intrinsic motivation is not hard wired in a

person, this study offers techniques to develop this state-like characteristic in an employee with the goal of increasing turnover retention.

Job Satisfaction is included in the conceptual model to determine which sub factors increase extrinsic motivation. The subfactors that determine job satisfaction are opportunities for future growth, salaries, and benefits, working conditions, and relationships with coworkers and management (Deci and Ryan, 2000). Job satisfaction is measured to determine its impact on extrinsic motivation. Studies demonstrate that when these subfactors are perceived to be positive, extrinsic motivation increases. The study's main focus is intrinsic motivation. In order to ascertain which subfactor has the greatest impact on the motivation of a frontline employee, many factors are included to measure more accurately. Michael Pepe (2010) had proven the relationship between Extrinsic Motivation and job retention. He believes that as supportive leadership increases, frontline employee organizational commitment increases, job satisfaction increases, and turnover intention decreases. Job satisfaction is a construct that explains why many employees may leave an organization. Job Satisfaction is negatively related to turnover intention. When an employee is dissatisfied with the job, thoughts of leaving the job begin, and the individual will begin a job search and evaluate other options for work. (Arnold and Feldman, 1982). Job satisfaction reflects an employee's attitude toward committing to the organization and increasing tenure or leaving for various reasons (DeCotis, et al., 1987).

Hertzberg created the Two Factor Theory on Motivation-Hygiene (1966). It states that employees describe their experiences at work using satisfiers and dissatisfiers.

Satisfiers are intrinsic or enriching factors that employees use to describe their work. The satisfiers factors include achievement, recognition, stimulation, responsibility, and advancement. The extrinsic factors, also known as dissatisfiers, are another set of factors that employees use to describe their work. These factors include the relationship with the boss and coworkers, job security, and salary. Herzberg believed that motivation can only be achieved through satisfiers. When extrinsic or dissatisfiers are removed, an employee's level of satisfaction becomes neutral rather than motivated.

Job satisfaction is a construct that can be defined as the extent of the positive feelings that an employee has toward the job. (Bluedorn, 1982). These feelings translate into actions and assist the manager when measuring an employee's intent to leave an organization. Job satisfaction has been proven to be negatively related to an employee's intent to leave (Arnold and Feldman, 1982).

Organizational tenure relates to extrinsic motivation. Deci has proven that as tenure in an organization increases, extrinsic motivation increases. The benefits and compensation levels tend to increase with job tenure, which extrinsically motivates employees. Deci has also proven that as time goes on, employees do not value these benefits the same way.

The Big Five Personality Traits were included as moderators of intrinsic and extrinsic motivation. Extroversion, agreeableness, openness to experience, and conscientiousness all increase turnover retention when employees are both intrinsically and extrinsically motivated. (Barrick, et al., 1993). Neuroticism was found not to have

any impact on turnover retention when employees are both intrinsically and extrinsically motivated. (Kanfer, Ackerman & Heggstad, 1996).

Age and Gender were included as moderators rather than control variables. Research has indicated that as age increases, turnover retention increases (James, Swanberg and MacKechnie, 2007). When employees are intrinsically motivated, both younger and older employees find their work meaningful and turnover retention is increased. When intrinsic motivation is low, only younger employees show a decrease in turnover retention. (Kordabacheh, et al. 2014).

Research has demonstrated that intrinsically motivated employees are likely to show an increase in turnover retention. Gender does not cause a notable increase. (Mecca and Holt, 1993). When extrinsic motivation is examined, males were found to be slightly more influenced than females (Anderman and Anderman, 1999) by extrinsic rewards.

## **RESEARCH DESIGN**

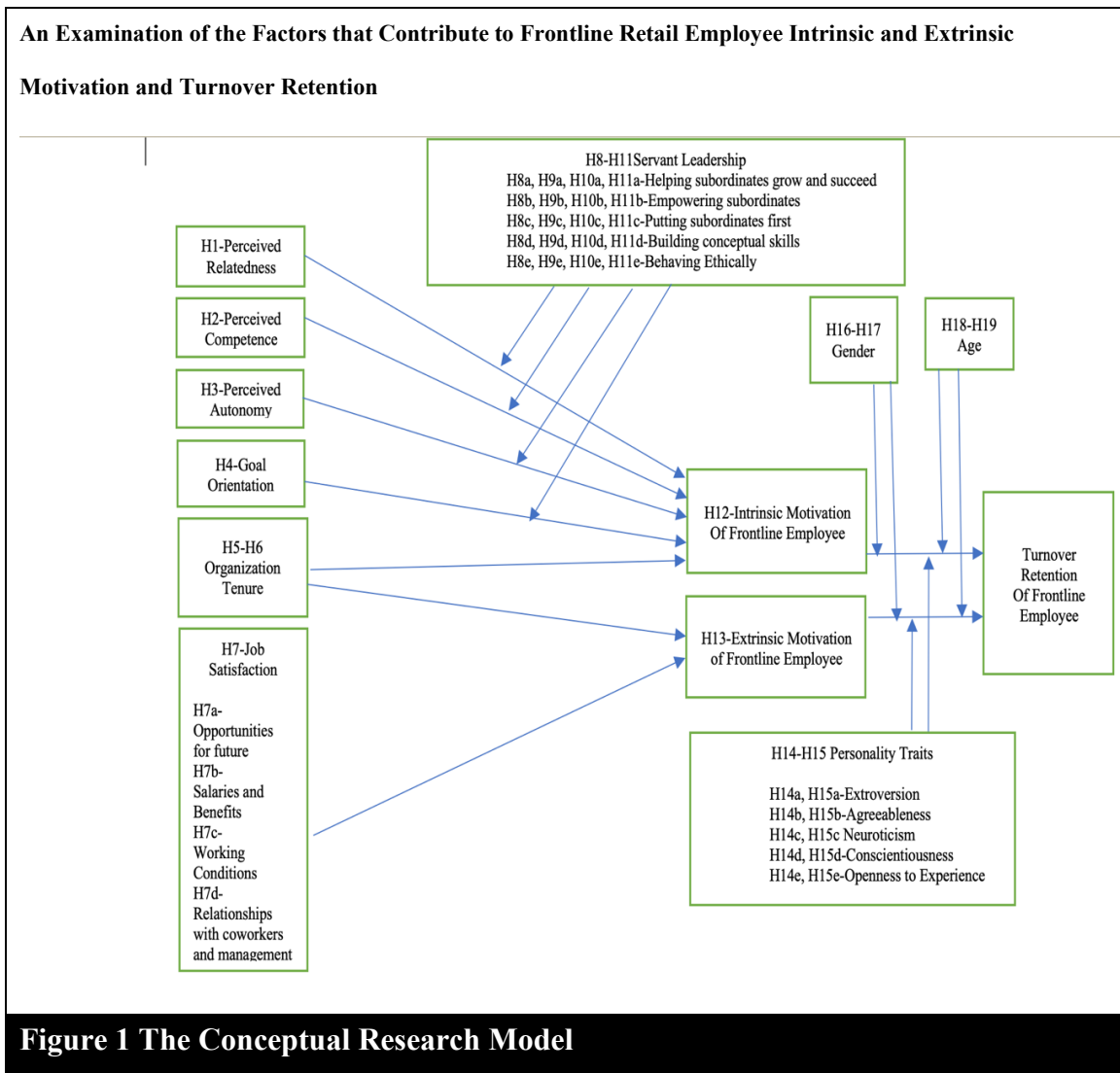
The purpose of this study is to build a model of the causal relationships of the constructs of intrinsic and extrinsic motivation as moderated by servant leadership, personality traits, age, and gender. The model will also explore organizational tenure and its causal relationship to intrinsic and extrinsic motivation. Job satisfaction is examined and its causal relationship to extrinsic motivation. The Big Five Personality Traits will serve as a moderator to strengthen the relationship of extrinsic motivation to



turnover retention. The model will be tested through the context of frontline employees in retail organizations. As shown in Figure 1, the model in this study suggests that intrinsic motivation is determined by four factors and moderated by servant leadership. The psychological factors of autonomy, competency, goal orientation, and relatedness allow employees to feel intrinsically motivated, this feeling translates into positive performance. Once these proximal drivers of intrinsic motivation are augmented by servant leadership, trust and commitment in the organization are built, and a belief that a manager promotes a future for the employee is secured, leading to reduced turnover intention, and greater employee retention.

In addition, the purpose of this study is to create a measurement instrument with acceptable validity and reliability estimates to measure the intrinsic motivation of the frontline employee as moderated by servant leadership. The measurement instrument will also measure turnover retention. The frontline employee has the highest turnover intention of all employees. This instrument will be created with the participation of recent frontline employees in the United States, a group of FIU Chapman Graduate Business School academic experts, and the researcher, using quantitative methodology.

### **Conceptual Framework**



### Theoretical Development and Hypotheses

H1-As a frontline employee’s perceived relatedness increases, their intrinsic motivation will be heightened. When employees have a strong social network, they are more connected to the organization. This construct will cause an increase in intrinsic motivation. Relatedness is a key construct in employee engagement in the organization. Forming strong relationships with colleagues and management

at work adds to a person's wellbeing and happiness. Employees that feel connected are 20% more productive. Job satisfaction is boosted by 50%. (Preston, 2017) (Ryan and Deci, 2017).

H2-As a frontline employee's perceived competence increases, their intrinsic motivation will be heightened. Perceived competence is a key construct of the Self Determination Theory. Competence describes the need to be effective in dealing with the environment. People have a need to build their competence and develop mastery over tasks that are important to them. A frontline retail employee with perceived competence of tasks will demonstrate high intrinsic motivation. The higher the level of competence perceived by an employee, the higher their intrinsic motivation (Ryan and Deci, 2017).

Competence can be defined as an individual's need to control one's life and make the changes to one's behavior. It involves the acquisition of knowledge and skills behavior necessary to understand that the individual is responsible for one's actions. Rodriguez defines competency as a measurable pattern of knowledge, skill, abilities behaviors, and other characteristics that an individual needs to perform work roles successfully. (Rodriguez et al., 2002)

H3-As a frontline employee's perceived autonomy increases, their intrinsic motivation will be heightened. Autonomy is a basic need and a part of the Self Determination Theory. People have a need to control the course of their lives.

Autonomy refers to the ability that people have to make choices and have input which helps them to self-endorse activities and viewpoints. (Ryan and Deci, 1985)

Intrinsically motivated frontline employees with more job autonomy are more willing to search for solutions to problems (Tu and Lu, 2013). They are immersed in the task and immersed in their work. They regard their work as pleasant experience rather than a heavy burden (Kim and Lee, 2013). Perceived autonomy is a critical tool in management of a frontline employee. It allows the employee to be a problem solver which increases customer service and takes advantage of selling opportunities. (Motamarri, et. al 2020). Perceived autonomy is a key construct in increasing intrinsic motivation. Employees like to feel that they are in control of their future. Deci and Ryan have proved that people are intrinsically motivated when they are autonomous. The higher the level of autonomy perceived by an employee, the higher their intrinsic motivation.

H4-As a frontline employee's perceived goal orientation increases, their intrinsic motivation will be heightened. According to Achievement Goal Theory, people set performance goals to accomplish challenging goals. Mastery of goals shows a positive correlation to intrinsic motivation. Goals can also be operationalized as internal or external points that allow a person to see different options in his or her work environment (Cordova and Lepper, 1996). Frontline employees with high goal orientation will demonstrate high intrinsic motivation. The higher the level of goal orientation experienced by an employee, the higher the level of intrinsic motivation (Ryan and Deci, 2000).

H5-An increase in organization tenure will cause employees to be intrinsically motivated. The higher the tenure in an organization, the greater the meaningfulness of work (Chalofsky & Krishna, 2003). Meaningfulness may build relatedness, a stronger connection to the organization, and trust, which increases intrinsic motivation.

H6-An increase in organization tenure will cause employees to be extrinsically motivated. The greater the tenure in an organization, the greater the benefits received, such as salary increases and vacation days, which will increase extrinsic motivation (Deci, 1971).

H7-As a frontline employee's job satisfaction increases, extrinsic motivation will increase. Extrinsic rewards, such as competitive wages, and working conditions are the top predictors of employee retention (Milman and Ricci, 2004).

H7a-Opportunities for future growth will cause the extrinsic motivation of a frontline employee to increase. Employees will be extrinsically motivated when job advancement becomes an increased opportunity (Deci & Ryan, 2000).

H7b-Salaries and Benefits will cause the extrinsic motivation of a frontline employee to increase. Employees will demonstrate an increase in extrinsic motivation when an increase in salaries and benefits is experienced (Deci & Ryan, 2000) (Milman and Ricci, 2004).

H7c-Working conditions that are perceived to be positive will cause the extrinsic motivation of a frontline employee to increase. Employees will have an increase in extrinsic motivation when working conditions are perceived to be satisfactory or above satisfactory (Deci and Ryan, 2000) (Milman and Ricci, 2004).

H7d-Relationships that are perceived to be positive with coworkers and management will cause extrinsic motivation to increase. Relatedness will cause an increase in extrinsic motivation. Extrinsic motivation will increase when management and coworkers have above average relationships (Deci and Ryan, 2000).

H8-As servant leadership increases, the constructs of intrinsic motivation: relatedness, competence, autonomy, and goal orientation, will cause an increase in intrinsic motivation (Jaramillo and Mulki, 2008) (Walumbwa et al., 2010).

The higher the level of servant leadership style experienced by an employee, the greater the effect of their perceived relatedness to their intrinsic motivation. Servant leadership positively moderates the relationship of relatedness and intrinsic motivation. Servant

leadership is a management style where managers share some decision making with employees. Employees feel like a trusted part of the team when their manager is focused on their growth and wellbeing. They feel like they are part of an important network, which will benefit them. The social connectivity, relatedness, encouragement, and mentorship from the manager is perceived as something that will provide more job opportunities and protection in their career. As the Servant Leadership management style increases, intrinsic motivation of the frontline employee will increase\_(Jaramillo and Mulki, 2008). Salespeople that were guided by Servant Leadership exhibited high levels of intrinsic motivation (Bande et al., 2016).

### **Perceived Relatedness**

H8a-Helping subordinates grow and succeed, a component of servant leadership, will increase the effect of perceived relatedness acting as a causal agent of intrinsic motivation (Liden et al., 2014). Employees will trust management and feel connected to the organization, thereby increasing intrinsic motivation.

H8b-Empowering subordinates through Servant Leadership will increase the causal effect of relatedness on intrinsic motivation. By promoting autonomy and providing non-controlling feedback and ability to be competent and autonomous, employees become empowered (Cognitive Evaluation Theory, Self Determination Theory, Deci et al., 1989).

H8c-Putting subordinates first by a manager practicing Servant Leadership will increase the causal effect of relatedness on intrinsic motivation. Servant leaders help to develop the talents of their employees. Supportive behaviors enhance trust and connectivity (Stone, et al. 2003).

H8d-Building conceptual skills through Servant Leadership will increase the effect of relatedness on intrinsic motivation. Servant Leadership has allowed employees to learn from the feedback that they receive (Guay, 2000). Learning and trust increases which builds a stronger connection to the organization.

H8e-Behaving ethically by management, a component of Servant Leadership, will increase the effect of relatedness on intrinsic motivation. Employees will feel more connected to the organization and intrinsic motivation will increase as an employee's perception of an ethical Servant Leader is experienced (Liden, et al. 2014). Trust by the employee increases, as the Servant Leader's values are demonstrated to be ethical, which increases the employee's connection to the organization.

### **Perceived Competence**

H9a-Helping subordinates grow and succeed, a component of servant leadership, will increase the effect of perceived competence on intrinsic motivation. Servant leaders place an emphasis on the employee's development (Fredrickson, 1998) (Stone, et al., 2003).



H9b- Empowering subordinates through Servant Leadership, will increase the causal effect of perceived competence on intrinsic motivation. Encouraging high expectations nurtures the growth of perceived competence (Parker et al., 2006) (Liden et al., 2014).

H9c-Putting subordinates first, a component of servant leadership, will increase the causal effect of perceived competence on intrinsic motivation. Quality relationships foster psychological safety with employees and allow them to take risks and gain new skills (Liden et al., 2014) (Stone et al., 2003) (Edmonson, 1999).

H9d-Building conceptual skills, a component of servant leadership, will increase the effect of perceived competence on intrinsic motivation. Servant leaders create trust and allow for mistakes that employees make as part of the learning process to help the learning of new conceptual skills. Employees are encouraged to engage in learning without a fear of being judged harshly (Liden et al., 2014).

H9e-Behaving ethically, a component of servant leadership, will increase the effect of perceived competence on intrinsic motivation. Employees want to emulate an ethical servant leader and intrinsic motivation will increase as an employee's perception of an ethical servant leader is experienced. Competency increases since employees want to work harder at tasks in an environment that is ethical. Employees increase their sense of

worth as they work harder to become similar to the perceived ethical servant leader (Yoshida et al., 2014) (Liden et al., 2014).

### **Perceived Autonomy**

H10a-Helping subordinates grow and succeed, a component of servant leadership, will increase the effect of perceived autonomy on intrinsic motivation. Servant leaders place an emphasis on developing employees to their fullest potential. Positive encouragement will increase autonomy as an employee's perceived confidence increases (Liden et al., 2014).

H10b- Empowering subordinates through Servant Leadership will increase the causal effect of perceived autonomy on intrinsic motivation. Employees are encouraged to be autonomous by caring and supportive leaders. Employees know the manager supports their development and ability to solve problems independently (Liden et al, 2014).

H10c-Putting subordinates first, a component of servant leadership, will increase the causal effect of perceived autonomy on intrinsic motivation. Trust is built and felt by the employee. Psychological safety allows the employee to be autonomous (Liden et al., 2014) (Stone et al., 2003) (Edmonson, 1999).

H10d-Building conceptual skills, a component of servant leadership, will increase the effect of autonomy on intrinsic motivation. Servant Leadership creates trust with employees allowing them to learn and make mistakes without fear of being judged harshly. Perceived autonomy increases as an employee's confidence of completing tasks increases from the building of conceptual skills by a servant leader. Employees feel trusted to become more autonomous. (Liden et al., 2014).

H10e-Behaving ethically, a component of servant leadership, will increase the effect of autonomy on intrinsic motivation. Autonomy increases since employees want to work harder at tasks in an environment that is ethical. Employees increase their sense of worth as they autonomously work to become similar to the perceived ethical servant leader (Yoshida et al., 2014) (Liden et al., 2014). (Liden, et al. 2014).

### **Goal Orientation**

H11a-Helping subordinates grow and succeed, a component of servant leadership, will increase the effect of goal orientation on intrinsic motivation. Servant leaders place an emphasis on developing employees to their fullest potential. Positive encouragement will increase goal orientation, as an employee's perceived confidence increases (Liden et al., 2014).

H11b- Empowering subordinates through Servant Leadership will increase the causal effect of goal orientation on intrinsic motivation. Employees are encouraged to achieve goals by caring and supportive leaders. Employees know the manager supports their development and ability to set high expectations for themselves (Liden et al, 2014).

H11c-Putting subordinates first, a component of servant leadership, will increase the causal effect of goal orientation on intrinsic motivation. Trust is built and felt by the employee. Psychological safety allows the employee to be more goal oriented. Perceived confidence from the servant leader helps an employee to trust themselves and goal orientation is increased. Fear of failure is diminished (Liden et al., 2014) (Stone et al., 2003) (Edmonson, 1999).

H11d-Building conceptual skills, a component of servant leadership, will increase the effect of goal orientation on intrinsic motivation. Servant Leadership creates trust with employees allowing them to learn and make mistakes without fear of being judged harshly. Goal orientation increases as an employee's confidence of completing tasks increases from the building of conceptual skills by a servant leader. Employees feel trusted, learn more, and become more goal oriented with the perceived confidence from their manager and themselves (Liden et al., 2014).

H11e-Behaving ethically, a component of servant leadership, will increase the effect of goal orientation on intrinsic motivation. Goal Orientation increases since employees want to work harder at tasks in an environment that is ethical. Employees increase their sense of worth as they work harder to become similar to the perceived ethical servant leader (Yoshida et al., 2014) (Liden et al., 2014). (Liden, et al., 2014).

H12- An increase in Intrinsic Motivation will cause an increase in turnover retention. Frontline retail employees will have an increase in turnover retention when they are intrinsically motivated. They will be less likely to leave their job when meaningfulness and enjoyment of work increases. The higher the level of intrinsic motivation experienced by an employee, the greater the increase in turnover retention. Dysvik and Kuvaas (2008) have proven that intrinsic motivation is the strongest predictor of turnover retention. Highly intrinsically motivated employees will have a higher level of turnover retention. (Chalofsky & Krishna, 2003).

H13-An increase in Extrinsic Motivation will cause an increase in turnover retention. Frontline retail employees will have an increase in turnover retention when they are extrinsically motivated. They will be less likely to leave their job when extrinsic motivation increases (Ryan and Deci, 2000).

## **Personality Traits**

H14-Personality Traits increase the effect of extrinsic motivation and increase turnover retention. The ability for an employee to be positive and social will increase the desire to gain rewards for their motivation (Cybernetic Big Five Theory, McAdams, and Pals, 2006).

H14a-Extroversion will increase the effect of extrinsic motivation on turnover retention. Extroversion allows an employee to be motivated by extrinsic rewards. Extraversion is related to both intrinsic and extrinsic motivation (Barrick, et al., 1993), (Watson & Clark, 1997), (Deckers, 2014).

H14b-Agreeableness will increase the effect of extrinsic motivation on turnover retention. Agreeableness allows an employee to collaborate very well. Employees that are intrinsically motivated are competent, autonomous, and goal oriented. This personality trait of agreeableness will cause an increase in turnover retention. (Levine et al, 2021).

H14c-Neuroticism will have a negative effect on extrinsic motivation causing a reduction turnover retention. Employees that are neurotic are less likely to be motivated by extrinsic goals (Judge & Ilies, 2002) (Malouf, Schutte, Bauer & Mantelli, 1990).

H14d-Conscientiousness will increase the effect of extrinsic motivation on turnover retention. Conscientiousness allows an employee to be motivated by extrinsic goals (Barrick, Mount, & Strauss, 1993) (Gellatly, 1996).

H14e- Openness to experience will increase the effect of extrinsic motivation on turnover retention. Openness allows an employee to seek performance related goals in the work itself (Vaughn, Baumann, and Klemann, 2008).

H15- Personality Traits increase the effect of intrinsic motivation and increase turnover retention. The ability for an employee to be positive and social will increase the desire to gain rewards for their motivation (Cybernetic Big Five Theory, McAdams, and Pals, 2006).

H15a-Extroversion will increase the effect of intrinsic motivation on turnover retention. Extroversion allows an employee to be intrinsically motivated by their desire to increase relatedness goals (Barrick, et al., 1993).

H15b-Agreeableness will increase the effect of intrinsic motivation on turnover retention. Agreeableness allows an employee to collaborate very well. Employees that are intrinsically motivated are competent, autonomous, and goal oriented. This personality trait of agreeableness will cause an increase in job retention (Levine et al, 2021).

H15c-Neuroticism will have a negative effect on intrinsic motivation decreasing turnover retention. Employees that are neurotic are less likely to be intrinsically motivated. Anxiety does not allow them to control emotions necessary to apply the attention necessary to be motivated by their work (Kanfer, Ackerman & Heggstad, 1996).

H15d-Conscientiousness will increase the effect of intrinsic motivation on turnover retention. Conscientiousness allows an employee to seek meaningfulness of the work itself as well as be motivated by goals (Barrick, Mount & Strauss, 1993) (Gellatly, 1996).

H15e-Openness to experience will increase the effect of intrinsic motivation on turnover retention. Openness to experience allows an employee to be intrinsically motivated. High motivation enhances employee engagement in creativity related tasks (Tan, Lau, Kung and Kailsan, 2016).

H16-Gender will moderate the relationship between intrinsic motivation and turnover retention. There is some evidence that when a servant leader allows for autonomy, intrinsic motivation is enhanced for women more than men (Green and Foster, 2015). Other studies show that intrinsic motivation is the same for both genders (Mecca and Holt, 1993).



H17-Gender will moderate the relationship between extrinsic motivation and turnover retention. Males were found in some studies to be highly motivated when extrinsic rewards were included (Anderman and Anderman, 1999).

H18-Age will moderate the relationship between intrinsic motivation and turnover retention. A limited number of academic studies has demonstrated that as age increases, turnover retention increases (James, Swanberg, and MacKechnie, 2007). When age moderates the relationship between intrinsic motivation and turnover retention, results have revealed higher levels of satisfaction, and engagement as age increases. Studies have shown when intrinsic motivation is higher in employees, both young and old, employees are engaged, and turnover retention is increased. If intrinsic motivation is low, younger employees place less meaning in their jobs, and are not as engaged in their work. (Kordbacheh, et al., 2014) (Avery, McKay, and Wilson, 2007).

H19-Age will moderate the relationship between extrinsic motivation and turnover retention. When extrinsic motivation is moderated by age, older employees report slightly higher engagement than younger employees (Kordbacheh, et al., 2014).

### **Definition of the Constructs**

Perceived Relatedness describes the connectivity to the people inside the organization that is felt by an employee. Employees need to form strong relationships with the other

people around them. Employees that experience relatedness, have a higher amount of psychological wellbeing. Relatedness allows an employee to receive help and support, feel respected and cared for by the organization (Basic Needs Theory, a sub theory of the Self Determination Theory, Deci and Ryan, 1985).

Perceived Autonomy explains that the optimal functioning by an individual depends on the extent to which an individual's behavior is autonomous and self-determined. Autonomy is a basic psychological need where an individual can choose their own behaviors and actions. Employees feel autonomous when they are in control of their behavior and future. Autonomy allows an employee to feel independent and able to make their own decisions (Basic Needs Theory, as sub theory of SDT, Deci and Ryan, 1985).

Perceived Competence exists when individuals seek to control the outcome and to experience mastery. Individuals are able to work effectively as they master the capacity to interact with their environment. Perceived competence allows an employee to be capable, competent, skilled, and effective at work. Perceived competence is synonymous with self-efficacy (Basic Needs Theory, a sub theory of SDT, Deci and Ryan, 1985).

Goal Orientation describes when individuals can choose goals that satisfy their basic needs. Intrinsic motivation is demonstrated through need satisfaction. Employees that are goal oriented have a disposition toward developing or validating their achievement

in a work environment (Goal Contents Theory, a sub theory of SDT, Deci and Ryan, 2000).

Servant Leadership is an employee-centric leadership style. Positive feedback, encouragement of autonomy, and relatedness are the key concepts of this leadership style which increases intrinsic motivation (Robert Greenleaf, 1979). Cognitive Evaluation Theory (CET, a sub theory of SDT, Deci and Ryan, 1985) states that intrinsic motivation increases if people perceive a sense of relatedness, security, and trust with the teacher/leader. The conceptual model measures the five subfactors of Servant Leadership. Those factors are helping subordinates grow and succeed, empowering subordinates, putting subordinates first, building conceptual skills and behaving ethically (Liden, et al., 2014).

Intrinsic Motivation-a state-based measure which is defined as doing something because it is inherently interesting or enjoyable. Perceived enjoyment is a self-reported measure of intrinsic motivation. It is the satisfaction that a person gains from an intrinsically motivated task engagement. Employees feel intrinsically motivated when they are moved to work because they enjoy the work itself (Deci and Ryan, 2000).

Extrinsic Motivation- Extrinsic motivation occurs when a person does something because it leads to a separable outcome. Employees are extrinsically motivated when they carry out a task because the work leads to a reward, such as salary or benefits (Deci and Ryan, 2000).

Organization Tenure can be defined as the time an individual has spent working in an organization. Employees tend to display higher levels of performance as they gain organizational tenure (McDaniel, Schmidt, and Hunter, 1988).

Job Satisfaction describes the feeling or enjoyment that an individual derives from their job. The four subfactors which determine an employee's job satisfaction are opportunities for future growth, salaries, and benefits, working conditions, and relationships with coworkers and management. Employees experience job satisfaction when they have a positive emotional state that results from their appraisal of their job (Locke, 1976).

Personality Traits are derived from the Big Five Personality Traits which include extroversion, openness to experience, agreeableness, neuroticism, and conscientiousness. Goldberg believed that the area of personality traits can be organized into five main dimensions. Many researchers believe that personality traits are one of the mechanisms that explain the process of intrinsic and extrinsic motivation (Costa Jr. and McCrae, 1992) (Tan, et al., 2016) (Goldberg, 1990).

Turnover Retention can be defined as an employee's perceived desirability and perceived commitment to work for the organization. Employees that continue to stay at an organization describe retention. Companies calculate retention as the percentage of current employees that continue to stay at the organization over a set period of time.

## RESEARCH METHODOLOGY

### Participants

The population of interest are frontline employees in retail stores in the USA. The frontline employees have job responsibilities from stocking shelves, cashier, customer interface, management, and a combination of responsibilities. This population is important to study since it has the highest employee turnover rate in the nation. The sample size consisted of 110 frontline employees from various locations in the United States. An ideal sample size would be 385 employees, which would be based on a total population of 16,000,000 frontline retail employees.

There are charts with the demographic data below. Some of the highlights are as follows. There were 66 males and 44 females. There were 6 age categories. These categories were 18-24, 25-34, 35-44, 45-54, 55-65, and 66 and above. The largest category was 35-44 at 57 participants or 51.8% of the total sample frame. Job Tenure was also measured. The largest category was 4 years or more with 60 participants or 54.5% of the sample frame. There was a job description category. Over 33%, or 37 of the participants, had a frontline retail job which included a combination of stocking shelves, cashier, customer service, and management.

A survey has been developed using Qualtrics. Amazon Mechanical Turk and Cloud Services were used to find the randomly selected participants. The survey was shared using email. The questionnaire measured the moderation of servant leadership style and five subfactors, and the four constructs relatedness, competency, goal

orientation, and autonomy and their potentially causal relationship to intrinsic motivation. Job satisfaction and organizational tenure were measured to determine if there was an increase in extrinsic motivation. The Big Five Personality Traits, as well as, age and gender, were examined as moderators to intrinsic and extrinsic motivation and turnover retention.

In order to qualify for the survey, the participants must have been over 18 years of age and have worked in the retail industry as a frontline employee for over 6 months. Heterogeneity was ensured; the study targeted current retail employees who work full time, rather than retired frontline retail employees

This study had a small-scale pretest to ensure clarity and construct validity for the measures. Frontline employees and doctoral research students checked the questionnaire for wording, comprehension, and clarity. Improvements in the questionnaire were made to make comprehension of the questions easier for the respondents. To reduce the possible influence of common method variance (Podsakoff, et al., 2012), data can be collected 3 separate times in a sequence that matches with the proposed theoretical model. All multi-item measures were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The final survey instrument is attached in the appendices.

### **Informal and Formal Pilot**

An informal pilot was carried out by four Doctoral Candidates. There were grammatical recommendations. Some questions were modified to include the grammatical suggestions. The survey was improved for clarity and understanding. A

formal pilot was also carried out. More recommendations were made, and a principal axis factor analysis was run with a varimax rotation. KMO, Kaiser-Meyer-Olkin Measure of Sampling Adequacy, is a statistical measure of sampling adequacy which was run using SPSS to test the proportion of variance in the variables that might be caused by underlying factors. The rotated component matrix table contains the rotated factor loadings which helped to show how the variables were weighted and their correlations for each factor. It was determined that not all questions had strong loadings and were necessary in the survey. Additionally, in some sections not all questions were needed since there were many questions that had high KMO values which ranged from .905 for a Servant Leadership subfactor, helping subordinates grow and succeed, to .577 for, working conditions, a subfactor of job satisfaction. Please see Table 1 which states the KMO values. After the factor analysis, some questions were eliminated to make the survey more concise.

**Table 1-Factor Analysis-KMO**

<b>Construct</b>	<b>KMO</b>
Perceived Relatedness	.876
Autonomy	.631
Competence	.613

Goal Orientation	.604
Intrinsic Motivation	.868
Extrinsic Motivation	.848
<b>Servant Leadership</b>	
Helping Subordinates Grow and Succeed	.905
Empowering Subordinates	.732
Putting Subordinates First	.583
Building Conceptual Skills	.763
Behaving Ethically	.807
Turnover Retention	.732
<b>Job Satisfaction</b>	
Opportunities for the Future	.782
Salaries and Benefits	.767
Working Conditions	.577
Relationships with coworkers and management	.670
<b>Personality Traits</b>	
Extroversion	.721
Agreeableness	.760



Conscientiousness	.701
Neuroticism	.645
Openness to Experience	.742

### **Research Design**

This research adopted a quantitative approach and positivist stance. This study also included a multiple regression analysis for the aggregate variables, using SPSS. The predictor variables and moderators explained a lot of the causation of intrinsic extrinsic motivation and turnover retention.

### **Measurement Scales**

The measurement scales were adapted from existing literature and had good reliability and validity from other studies. The Intrinsic Motivation Inventory (IMI) scale was used. The Intrinsic Motivation Inventory (IMI) is a multidimensional measurement scale used to measure intrinsic motivation is based on the Self Determination Theory by Deci and Ryan. This scale was developed in 1982. This instrument measured the participants perceived competence, perceived relatedness, and perceived autonomy. The other construct of goal orientation was measured using the Scales of Psychological Well-being, (SPWB), which was developed by Carol Ryff, in 1989.

For the Servant Leadership measurement scale, parts of Liden's et al., (2015) 28 item scale was used. Liden also has a 7-dimension model to measure Servant Leadership which was developed in 2008. It consists of seven dimensions: emotional healing,

creating value of the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. Liden's scale of Servant Leadership examines ways that managers will "put subordinates first." And "helping subordinates grow and succeed.". Liden added to his scale in 2015, when he added questions that "prioritize the needs of followers." Questions that were asked to the participants included asking the frontline employees to rate the extent to which their managers exhibited behavior related to Servant Leadership. An example might be, "I can ask my manager for help with a personal problem."

Intrinsic Motivation questions will also come from Yoon and Choi's (2010) six item measure, which was based on the items from Baer et al., scale (2003) to evaluate the frontline employee's intrinsic motivation. Some examples will be, "I feel a sense of achievement when I suggest new task ideas" and "I feel a sense of achievement when I show innovation in my work".

The intrinsic motivation variable was also measured with an adaptation of the scale designed by Gagne et al., (2010). According to the Self-Determination Theory, intrinsic motivation arises from three psychological needs: self-determination, competence, and relatedness. Questions from the General Causality Orientations Scale: Self-Determination in personality, were adapted and used in the survey. The GCOS scale was developed by Deci and Ryan (1985). It tests for the source of initiation and regulation, and thus the degree of self-determination. Three orientations of behavior autonomy, control, and impersonal are measured by the subscales of this instrument.

Extrinsic motivation will be measured using the Work Extrinsic and Intrinsic Motivation Scale, WEIMS, by Deci and Ryan, (2000).

Age, gender, organization tenure, job benefits, salary, and job satisfaction will be used as moderating variables. Age was measured in five categories (category 1 includes 18-24 years old, category 2 includes 25-34 years old, category 3 includes 35-44 years old, category 4 includes 45-54 years old, category 5 includes 55-65 years old, and category 6 includes 66 years old and above). Gender was measured in two categories, (category 1 includes males, and category 2 includes females). Job tenure was divided into 5 categories, (category 1 includes 6 months to 1 year, category 2 includes 1 year to 2 years, category 3 includes 2 years to 3 years, category 4 includes 3 years to 4 years and category 5 includes 4 years or more). Job satisfaction was measured using MJS (Measure of Job Satisfaction Scale). The MJS scale was developed by Traynor and Wade in 1993. Personality Traits were measured using the Big Five Inventory (BFI, Goldberg, 1993).

## **RESULTS**

The descriptive statistics results of the sample frame were as follows. In Table 2, it is stated that of the 110 participants, 66 (60%) were Male and 44 (40%) were Female. In the age category as noted in Table 3, over 34% (57) participants were between 35-44 years of age. Just 12.7% or 21 participants were between 25-34 years of age. 12.1% or 20 participants were between 45-54. Just 9 participants (5.5%) were between 55-65 and 3 participants or 1.8% were over 66 years of age. Interesting to note that none of the participants were between 18-24 years of age.

### **Table 2-Descriptive Statistics-Gender**

Male	66	60%
Female	44	40%
Total	110	100%

**Table 3-Descriptive Statistics-Age**

18-24	0	0
25-34	21	19.1%
35-44	57	51.8%
45-54	20	18.2%
55-65	9	8.2%
66 and above	3	2.7%

When measuring Job Tenure, as seen in Table 5, 3 participants (2.7%) had worked from 6 months to 1 year. There were 13 (11.8%) participants who worked from 1 to 2 years. There were 17 participants (15.5%) who worked from 2 to 3 years and again, 17 (15.5%) participants who worked from 3 to 4 years. The largest category was comprised of 60 participants or (54.5%) who had worked 4 years or more.

When measuring Job Description, as seen in Table 4, the results were as follows. There were 6 participants or (5 %) that described their job as a frontline employee that stocks shelves. There were 12 participants of (10.9%) that described their job as a

frontline employee that is a cashier. There were 21 participants (19.1%) that described their job as a frontline employee that works with customers in a retail store. There were 19 participants (17.3%) that described their job as a manager of frontline employees. There were 37 participants (33.6%) that described their job as a combination of the above mentioned choices, and 15 participants (13.6%) that described their job as “other”.

**Table 4-Descriptive Statistics-Job Description**

Frontline Employee that Stocks Shelves	6	5.5%
Frontline Employee that is a Cashier	12	10.9%
Frontline Employee that works with Customers	21	19.1%
Manager of Frontline Employees	19	17.3%
Combination of the above	37	33.6%
Other	15	13.6%

**Table 5-Descriptive Statistics-Job Tenure**

6 months to 1 year	3	2.7%
1 year to 2 years	13	11.8
2 years to 3 years	17	15.5

3 years to 4 years	17	15.5%
4 or more years	60	54.5%

This was an omnibus study. The results are listed in the Hypotheses Chart in Table 6. The first set of hypotheses had varied results. Of the four constructs that predict intrinsic motivation, two were significant. Relatedness had an adjusted  $R^2$  of .31 and  $p < .001$ . Goal Orientation had an adjusted  $R^2$  of .153 and  $p$  value of  $p < .001$ . Competency and Autonomy had atheoretical results of not being significant. This finding demonstrates that H2 and H3 were not causal in this sample. The  $p$  values were .822 and .506 respectively. The atheoretical result could be attributed to a sample anomaly.

The Organizational Tenure Independent variable was not significant for intrinsic and extrinsic motivation. The  $p$  value was .082 and .896 respectively. This finding negates H5 and H6.

Job Satisfaction was significant, thus affirming H7. The  $R^2$  was .165 and  $p < .001$ . The subfactors of Job Satisfaction were not all significant. Future Opportunity for Growth and Salary and Benefits were significant with an  $R^2$  of .251 and  $p < .001$ , and  $R^2$  of .245  $P < .001$ , Working Conditions and Relatedness were not significant. The  $p$  values were .125 and .063.

Servant Leadership as a moderator was significant and allowed for an increase in intrinsic motivation. ( $R^2$  was .479 and  $P < .001$ ) The independent variables of Relatedness,

Competency, Autonomy and Goal Orientation were impacted by the moderating effect of Servant Leadership. Servant Leadership was significant when testing Relatedness. The adjusted  $R^2$  was .48 and  $p < .001$ . Once this was significant, all 5 subfactors of Servant Leadership were tested as they impact relatedness. The subfactors are as follows, helping subordinates grow and succeed, putting subordinates first, empowering subordinates, building conceptual skills, and behaving ethically were tested. They were all significant with adjusted  $R^2$  of .449, .421, .449, .421 and .459 with  $p$  values being  $p < .001$ .

Servant Leadership was then tested with Competency and was significant with an  $R^2$  of .470 and  $p$  value of less than .001. The subfactors of Servant Leadership were then tested. Helping subordinates grow and succeed, putting subordinates first, empowering subordinates, building conceptual skills, and behaving ethically were significant with adjusted  $R^2$  of .384, .368, .319, .338, .466 and were significant with  $p < .001$ .

Autonomy was tested with Servant Leadership and adjusted  $R^2$  was .490 and  $p < .001$ . The subfactors of Servant Leadership were tested and were significant. The adjusted  $R^2$  was .398, .358, .373, .341 respectively, and .481 with a significance of  $p < .001$ .

Lastly Goal Orientation was tested with Servant Leadership and was significant.  $R^2$  was .474 and  $p < .001$ . The subfactors were significant at .402, .417, .355, .346, .467 and  $p < .001$ . The results are also listed in the in the hypotheses chart below.

Job Satisfaction was significant as a causal agent of extrinsic motivation. The  $R^2$  was .165 and  $p$  value  $< .001$ . The subfactors of Job Satisfaction, namely Perceived Future Growth in the organization and Salaries and Benefits were significant (.251 and .245 with

$p < .001$ ). Working Conditions and Relatedness (relationships with coworkers and management) were not significant subfactor indicators of extrinsic motivation.

Both Intrinsic and Extrinsic Motivation were significant predictors of Turnover Retention. Intrinsic Motivation had an  $R^2$  of .437 and  $p$  value of  $< .001$ . Extrinsic Motivation was significant with an  $R^2$  of .134 and  $p$  value of  $< .001$ .

Personality Traits had a significant moderating effect on extrinsic motivation, adjusted  $R^2$  of .166 and  $p$  value of .025. Intrinsic Motivation was not increased by personality traits and had  $R^2$  of .437 and  $p = .320$  which was not significant. The subfactors of personality were then tested for their impact on strengthening the relationship of extrinsic motivation and turnover retention. Extroversion was significant in increasing the effect of extrinsic motivation on turnover retention.  $R^2$  was .253 and  $p < .001$ . Agreeableness was significant  $R^2$  was .177 and  $p = .011$ . Neuroticism was significant  $R^2$  was .269 and  $p < .001$ . Openness to Experience was significant  $R^2$  was .21 and  $p < .001$ . Conscientiousness was not significant at  $p = .216$ . Since H15, Personality Traits and Intrinsic Motivation, was not significant, the subfactors of Personality Traits on strengthening the causal relationship of intrinsic motivation and turnover retention were tested but not validated. Extroversion, Agreeableness, and Conscientiousness were not significant. Neuroticism was significant  $R^2$  was .122 and  $p$  value  $< .001$  and Openness to Experience had  $R^2$  of .507 and the  $p$  value was  $< .001$ .

Gender had an increasing moderating effect on both intrinsic and extrinsic motivation when increasing turnover retention. The  $R^2$  was .464 for intrinsic motivation and .175 for extrinsic motivation. Both  $p$  values  $< .001$ . Age was not significant as a



moderator of intrinsic and extrinsic motivation which indicated no increase in the effect of a causal relationship with turnover retention.

**Table 6-Hypotheses Chart**

<b>Hypotheses Chart</b>	<b>Adjusted R<sup>2</sup></b>	<b>P value</b>	<b>Hypothesis Supported</b>	<b>Beta</b>
<b>H1 Relatedness</b>	.310	<.001	Yes	.57
<b>H2 Competency</b>	-.009	.822	No	.05
<b>H3 Autonomy</b>	-.005	.506	No	-.119
<b>H4 Goal Orientation</b>	.153	<.001	Yes	.725
<b>H5 Organization Tenure Intrinsic</b>	.019	.082	No	-.17
<b>H6 Organization Tenure Extrinsic</b>	-.009	.896	No	-.01
<b>H7 Job Satisfaction</b>	.165	<.001	Yes	.472
<b>H7a Job Satisfaction Future Growth</b>	.251	<.001	Yes	.471
<b>H7b Job Satisfaction Salary</b>	.245	<.001	Yes	.134
<b>H7c Job Satisfaction Work Cond.</b>	.176	.125	No	.373
<b>H7d Job Satisfaction Relatedness</b>	.184	.063	No	.216
<b>H8 Servant Leadership</b>	.479	<.001	Yes	.813
<b>H8 Servant Leadership Relatedness</b>	.483	<.001	Yes	.849
<b>H9 Servant Leadership Competency</b>	.47	<.001	Yes	.850

<b>H10 Servant Leadership Autonomy</b>	.49	<.001	Yes	.775
<b>H11 Servant Leadership Goal Orientation</b>	.474	<.001	Yes	
<b>H8a Relatedness helping subordinates grow and succeed</b>	.449	<.001	Yes	.161
<b>H8c Relatedness putting subord first</b>	.421	<.001	Yes	.107
<b>H8b Relatedness empower subord</b>	.449	<.001	Yes	.161
<b>H8d Relatedness build conceptual skills</b>	.421	<.001	Yes	.107
<b>H8e Relatedness behaving ethically</b>	.459	<.001	Yes	.159
<b>H9a Competency helping employees growth</b>	.384	<.001	Yes	.141
<b>H9c Competency putting subord first</b>	.368	<.001	Yes	.137
<b>H9b Competency empower subord</b>	.319	<.001	Yes	.159
<b>H9d Competency build conceptual skills</b>	.338	<.001	Yes	.128
<b>H9e Competency behaving ethically</b>	.466	<.001	Yes	.150
<b>H10a Autonomy helping employees growth</b>	.398	<.001	Yes	.159
<b>H10c Autonomy putting subord first</b>	.358	<.001	Yes	.154
<b>H10b Autonomy empower subordinates</b>	.373	<.001	Yes	.204
<b>H10d Autonomy build conceptual skills</b>	.341	<.001	Yes	.143

<b>H10e Autonomy behaving ethically</b>	.481	<.001	Yes	.173
<b>H11a Goal Orientation helping employees growth</b>	.402	<.001	Yes	.142
<b>H11c Goal Orientation putting subord first</b>	.417	<.001	Yes	.131
<b>H11b Goal Orientation empower subordinates</b>	.355	<.001	Yes	.148
<b>H11d Goal Orientation build conceptual skills</b>	.346	<.001	Yes	.123
<b>H11e Goal Orientation behaving ethically</b>	.467	<.001	Yes	.146
<b>H12-Intrinsic Motivation</b>	.437	<.001	Yes	.638
<b>H13-Extrinsic Motivation</b>	.134	<.001	Yes	.452
<b>H14 Personality Traits and Extrinsic</b>	.166	.025	Yes	.661
<b>H15 Personality Traits and Intrinsic Motivation</b>	.437	.320	No	-.172
<b>H14a Extroversion</b>	.253	<.001	Yes	.092
<b>H14b Agreeableness</b>	.177	.011	Yes	.095
<b>H14c Conscientiousness</b>	.138	.216	No	.331
<b>H14d- Neuroticism</b>	.269	<.001	Yes	-.97

<b>H14e- Openness</b>	.21	<.001	Yes	.095
<b>H15a-Extroversion</b>	.437	.336	No	.027
<b>H15b- Agreeableness</b>	.444	.123	No	.067
<b>H15c- Conscientiousness</b>	.023	.064	No	.068
<b>H15d- Neuroticism</b>	.112	<.001	Yes	-.073
<b>H15e- Openness</b>	.507	<.001	Yes	-.037
<b>H16- Gender-Intrinsic Motivation</b>	.464	.012	Yes	-.113
<b>H17- Gender-Extrinsic Motivation</b>	.175	.012	Yes	-.123
<b>H18- Age and Intrinsic Motivation</b>	.432	.914	No	-.04
<b>H19- Age and Extrinsic Motivation</b>	.126	.769	No	-.026

## DISCUSSION

When examining the results, the research question comes into focus. The question has many parts. What are the factors that increase intrinsic and extrinsic motivation and increase turnover intention of the frontline retail employee? It was determined in this study that the Self Determination Theory which concludes that four main constructs, (relatedness, competency, autonomy, and goal orientation) create and maintain psychological wellbeing as well as intrinsic motivation. The analysis of the first group of independent variables demonstrate that Relatedness had the strongest effect on

Intrinsic Motivation and Goal Orientation the least. Both Competency and Autonomy had atheoretical results when not proven significant. This sample had very high self-rated survey results. The linear analysis was not as useful when the data was not evenly distributed. This study determined that the participants were highly confident of their skills, mainly answering with “strongly agree”. These results align with the Self Determination Theory. Once intrinsically motivated, the group of participants increased turnover retention. Hypothesis H13 adjusted  $R^2$  of .437 and Beta of .638. Managers of frontline employees can benefit from this analysis and consider the psychological factors of job retention. Frontline employees value the connectedness to the manager and other associates at work. Managers can increase turnover retention by developing and strengthening these psychological factors of frontline employees so they may succeed at their jobs and have good relationships with the other associates at the workplace.

When Servant Leadership was studied as a moderator of intrinsic motivation, Relatedness had a very strong effect explaining 48% ( $r^2 = .483$ ) of the moderating effect that Servant Leadership had on the Relatedness construct. Of the 5 subfactors, Helping Employees Grow and Succeed, Empowerment of Subordinates (both  $r^2$  were .449) was second to Ethical Behavior of the manager (.459  $r^2$ ). A connection to the manager, relatedness, was the most important to the participants in the survey. Narrowing the lens for frontline employees to be connected to a manager with Ethical Behavior was the most important. It was proven also, that Servant Leadership significantly increased intrinsic motivation and increased turnover retention. Managers need to consider that in this study, Ethical Behavior was the most important to frontline employees. When employees

observed ethical behavior, there was a measured increase in intrinsic motivation, and that caused an increase in turnover retention.

When examining frontline retail employees, a manager can determine if these constructs from the Self Determination Theory are being met and use Servant Leadership as a management style, and Liden's 5 subfactors to motivate and connect the employee to the organization. Frontline employees with lower motivation can also become intrinsically motivated and retained in the organization. Once a manager identifies low intrinsic motivation of an employee, a manager can spend more time with the frontline employee to develop psychological well-being and intrinsic motivation.

When Competency was combined with the moderating effect Servant Leadership 47% (adjusted  $r^2$  was .47) of the regression was explained and of the subfactors of Servant Leadership, Ethical Behavior of the Manager was the most important to the employees ( $r^2$  was .466). This aligns with the Self Determination Theory which states that competency causes intrinsic motivation. In this study, frontline employees determined they were extremely competent, self-grading with mainly "strongly agree" answers on the survey. A manager needs to find a way for employees to feel successful at their job. By demonstrating strong ethical behavior and values, a manager can further develop frontline skills, and increase intrinsic motivation, and turnover retention. Managers need to be teachers of the various skills needed to be a successful frontline employee. Teaching necessary skills will increase competency.

When Autonomy was combined with Servant Leadership, 49% ( $r^2$  was .49) of the regression was explained. Of the subfactors, Ethical Behavior was the most important to

employees with an adjusted  $r^2$  of .481. The second highest was helping employees grow and succeed with  $r^2$  of .398. These results affirm the power of the Self Determination Theory reinforcing the fact that autonomy causes intrinsic motivation and turnover retention. Once an employee feels autonomous, the moderating effect of Servant Leadership increases intrinsic motivation greatly. A manager may try to determine if an employee is not productive, or not very motivated, and increase autonomy in the job. Employees need to be successful on their own to increase autonomy. In order to allow for success, a manager should teach the necessary skills of the job and suggest ways to maintain and improve, but also allow the frontline employee to carry out these skills autonomously.

Goal Orientation ( $r^2$  is .474) was slightly higher than Competency ( $r^2$  is .470) but not higher than Relatedness ( $r^2$  is .480) and Autonomy ( $r^2$  is .490) when analyzed with Servant Leadership. When the subfactors of Servant Leadership were studied, helping employees grow and succeed, and putting subordinates first were ( $r^2$  was .402 and  $r^2$  was .417) notable again. Ethical Behavior of the manager had the strongest adjusted at  $r^2$  at .467. These results prove that frontline employees with perceived goal orientation cause an increase in intrinsic motivation and turnover retention. A manager can determine if an employee is not motivated and can set goals for frontline employees to increase intrinsic motivation. Employees that are goal oriented, respond very well to Servant Leadership and Liden's subfactors. Setting goals for already goal oriented frontline employees, will increase intrinsic motivation and turnover retention.

The impact of a servant leader is significant. The increased effect on Servant Leadership as a moderating variable on the constructs of intrinsic motivation (relatedness, competency, autonomy, and goal orientation) had a Beta, which measures the average amount that a dependent variable increases when the independent variable increases one standard deviation and the other variables are held constant, which ranged from .775 to .850. These statistically significant results suggest that Servant Leadership made a large difference in this group of frontline employees. Managers can learn and practice Servant Leadership to retain their workforce. Managers can use the techniques of Servant Leadership to develop the psychological constructs of the Self Determination Theory to motivate lower performing employees and further motivate and retain high performing employees.

Intrinsic Motivation was a larger causal agent of Turnover Retention than Extrinsic Motivation which has been theoretically proven. Ryan and Deci determined that extrinsic rewards do not motivate employees for the same amount of time as intrinsic rewards. (SDT, 1985). Edwin Locke's Theory (1976) had proven the main reason why frontline employees leave an organization was job dissatisfaction. In this study employees were extrinsically motivated by Job Satisfaction ( $r^2$  was .165), which also increased turnover retention. The subfactors of job satisfaction yielded similar results. The subfactor of perceived future growth had the highest  $r^2$  of .251. The second subfactor was how an employee perceived the salary and benefits of the job with an  $r^2$  of .245. These numbers are lower than the adjusted  $r^2$  constructs of intrinsic motivation. A manager needs to be aware of the importance of these factors when extrinsically motivating an employee. Although intrinsic motivation has been proven to increase long



term turnover retention in an organization, extrinsic motivation may be used as a short term management tool to increase overall retention. Enhancing retention through motivation requires knowledge of the various constructs and subfactors.

Personality Traits were not significant when intrinsic motivation was a predictor of turnover retention as the p values were not significant. Once an employee is intrinsically motivated, personality traits will not strengthen the effect of intrinsic motivation on turnover retention. For a manager, the implication is that once a frontline employee in this study is intrinsically motivated, personality and/or disposition will not increase causation as a moderator and should not be considered. A manager should not use personality type as a guide to understand the frontline employee when managing frontline employees. Once the frontline employee was experiencing a state of perceived intrinsic motivation, personality traits did not impact turnover retention.

Personality Traits were a predictor when extrinsic motivation was studied. The p value was significant  $<.001$  and  $r^2$  was  $.134$ . Once extrinsically motivated, Personality Traits continued to have an increased causal effect as a moderator on turnover retention. Extroversion ( $r^2$  was  $.253$ ) indicated that frontline employee's extrinsic motivation increased and when neuroticism ( $r^2$  was  $.269$ ) was present decreased the effect of extrinsic motivation and decreased turnover retention. Extroversion includes behavior that is especially important in a frontline employee's job. Extroverts love to meet people and that is a large part of the frontline employee's job. Neuroticism detracts from extrinsic motivation as it shows anxiety may play a larger role by not allowing for the development of trust, and not helping in the development of frontline retail employee

skills. If frontline employees are not able to develop competency, motivation will decrease. A manager can be aware of personality traits and work with frontline employees using servant leadership to help them become further motivated. Once a frontline employee is in a state of perceived extrinsic motivation, some personality traits can increase the causal effect of extrinsic motivation on turnover retention. Those traits are extroversion, agreeableness, and openness to experience. When frontline employees are low in extrinsic motivation, a manager may become aware these personality traits and use Servant Leadership to connect to their employees, with the goal of changing lower motivation to higher motivation and further retaining employees.

Gender but not age helped to increase intrinsic motivation as it increased turnover retention. Gender had greater explanatory power in this study with an adjusted  $r^2$  of .464 on intrinsic motivation, while the impact of gender on extrinsic motivation in the study had an  $r^2$  of .175. Once a frontline employee was intrinsically motivated, gender was significant as a causal moderator, when increasing turnover retention. This area of discovery opens the door to more research that is needed. The impact of gender on perceived state like intrinsic motivation as it increases turnover retention is an understudied area of knowledge.

Age did not act as a causal moderator of turnover retention once the employee was intrinsically or extrinsically motivated. Managers should not consider age as impactful, once a frontline employee is intrinsically or extrinsically motivated on turnover retention.

## **CONCLUSION**

In order to increase turnover retention, managers should focus on developing the autonomy, relatedness, goal orientation, and competency of their frontline employees. These constructs when combined with Servant Leadership have been proven to greatly increase intrinsic motivation which greatly increases turnover retention. Extrinsic benefits must be perceived to be adequate, however, intrinsic motivation had a greater causal effect on turnover retention. Spending time with employees and developing their skillset has a strong impact and should be a part of every manager's job description. The findings in this study agree with findings in past research in this area. Managers can learn from the Self-determination Theory and conduct a modified psychological analysis of the frontline employee. A manager can consider the constructs that motivate human beings and develop these constructs in frontline employees in conjunction with Servant Leadership. By enhancing the innate trait of intrinsic motivation, frontline employees will increase their tenure with an organization. Profitability, productivity, and enhanced relationships with customers will increase and benefit the organization greatly.

Behaving ethically was significant and should be the mandate for all employees in an organization. Employees in this sample consistently indicated that it was the most important part of gaining trust in management.

### **Limitations and Future Research**

In order to improve the statistical significance of these findings and reaffirm the power of intrinsic motivation on turnover retention, the sample size should be increased. This sample should be expanded to fit the recommended sample size of 400 employees to

better reflect the current sample frame of 16,000,000 frontline retail employees that exist in the United States. A further suggestion includes surveying frontline employees at a retail organization in combination with Amazon M Turk. A mixed methods methodology is an interesting idea, as a qualitative analysis may allow for more data to be collected to expand on the personal psychological dispositions of frontline employees when using this research model to predict turnover retention. Also, it should be noted that frontline employees in this study self-rated very highly on autonomy and competency. A deeper analysis of age may indicate that younger employees self-rate much higher than older employees.

Measuring Personality Traits as a moderator of perceived intrinsic and extrinsic motivation was greater when measuring before frontline employees were motivated, as opposed to after they were motivated, and turnover retention was examined. Managers may use this knowledge to apply to hiring practices. Certain personality trait dispositions may allow for individuals with naturally occurring higher intrinsic motivation to increase their motivation exponentially and increase retention. This causal relationship is more statistically significant before intrinsic motivation is increased. Once the state like perceived intrinsic motivation is experienced, personality traits were not as significant. Relatedness and Goal Orientation were more positively impacted by personality traits as a moderator, when increasing intrinsic motivation.

Suggestions for future research would be for researchers to analyze different groups of frontline employees using the constructs from the Self Determination Theory in addition to the five main subfactors of Servant Leadership. A researcher could determine

if frontline employees from different industry sectors are motivated similarly. This knowledge could lead to further generalizability in the field of intrinsic motivation and servant leadership.

Companies should train their managers about the differences in intrinsic and extrinsic motivation. This knowledge could provide managers with a better understanding of the complexity of motivating their workforce. Although extrinsic motivation was proven to increase turnover retention, intrinsic motivation increases turnover retention a greater amount and has a longer lasting effect. Intrinsic motivation should be the goal of managers when increasing turnover retention. Extrinsic motivation is very significant and may be effective mainly in the short term.

A manager can apply a psychological approach to motivate and retain frontline employees. This approach can be developed and taught using Servant Leadership as the communication tool for a faster and longer lasting effect. Managers can consider and utilize the many psychological factors of intrinsic motivation when working with frontline employees to build long lasting psychological bonds and expertise in their work. Creating a measurement tool that managers could use on a regular basis would help to analyze levels of intrinsic and extrinsic motivation and retain frontline employees. Managers could use a motivation indication tool when hiring, developing skills on a regular basis, and giving annual performance reviews to develop and motivate frontline employees further psychologically.

Once a manager identifies frontline employees with lower motivation levels, the understanding of the constructs that create and enhance psychological well-being and

intrinsic motivation may assist in improving low motivation to high motivation. Companies can teach their managers of frontline employees about the psychological constructs of intrinsic motivation. Since higher performing employees increase profitability, having this psychological understanding of frontline employees will help to retain a productive and motivated workforce.

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## APPENDICES

### Table 7-Final Survey Instrument

#### Intrinsic and Extrinsic Motivation and Turnover Retention

For each of the following statements, please indicate your level of agreement with the following statements, using the following scale: 1,2,3,4, and 5. The number 1 represents “strongly disagree”, number 2 is “somewhat disagree, 3 is “neither disagree or agree”, 4 is “somewhat agree”, and 5 represents “strongly agree”.

#### **Perceived Relatedness adapted from the Intrinsic Motivation Inventory, (IMI) Deci and Ryan, (1982)**

- 1) It is likely that my manager and I could become close friends if we interacted a lot.
- 2) I feel close to my manager.
- 3) I really doubt that the manager and I would ever be friends. (R)
- 4) I feel really distant to my manager. (R)
- 5) I feel like I could really trust my manager.
- 6) I would really prefer not to interact with my manager in the future. (R)
- 7) I don't feel like I could really trust my manager. (R)

#### **Perceived Autonomy adapted from the General Causality Orientations Scale, (GCOS) Deci and Ryan, (1985)**

- 1) I have confidence in my own opinions, even if they are different from the way most other people think.
- 2) I can do this job on my own.

- 3) I don't need help to do my job.
- 4) I feel like I can solve problems at work.
- 5) I don't need to ask my manager to solve a problem.

**Perceived Competence adapted from the IMI, Deci, and Ryan, (1982).**

- 1) I think I am pretty good at this job.
- 2) After working at this job for a while, I felt pretty competent.
- 3) I am satisfied with my performance at this job.
- 4) I was pretty skilled at this job.

**Goal Orientation adapted from the IMI, Deci, and Ryan, (1982). And Scales of Psychological Well-Being, (SPWB) Ryff, (1989).**

- 1) I like to complete a new task that is challenging.
- 2) I am not interested in work that will expand my potential. (R)
- 3) I have a need to complete a goal that my manager sets for me.
- 4) I feel satisfied when I complete a goal.

**Perceived Interest/Enjoyment from the IMI, Deci and Ryan, (1982).**

- 1) I enjoyed doing this job very much.
- 2) This job was fun to do.
- 3) I thought this was a boring job. (R)
- 4) I would describe this job as very interesting.
- 5) I thought this job was very enjoyable.
- 6) While I was doing this job, I was thinking about how much I enjoyed it.

**Servant Leadership moderating adapted from Liden, et al. (2013) Servant Leadership Measurement Scale, the IMI Scale by Deci and Ryan, the Ryff Scales of Psychological Well-Being (SPWB) (2005). And GCOS scale, Deci and Ryan, (1985).**

**Helping Subordinates Grow and Succeed**

- 1) My manager makes my career development a priority.
- 2) My manager helps me to learn the things that I need to do my job well and advance if possible.
- 3) My manager listens to my questions, answers the questions, and teaches me how to do my job well.

**Empowering Subordinates**

- 1) My manager gives me positive feedback, so I can do my job on my own.
- 2) My manager gives me the freedom to handle difficult situations in the way that I feel is best.
- 3) My manager gives employees the responsibility to make important decisions about their own jobs.

**Putting Subordinates First**

- 1) My manager puts my best interests ahead of his/her own.
- 2) My manager cares more about my success than his/her own success.
- 3) My manager sees serving others as his/her main goal.

**Building Conceptual Skills**

- 1) My manager teaches me skills so I can master the job that is required of me.
- 2) My manager does not help me to learn new things. (R)
- 3) My manager listens to me because he/she enjoys helping me learn.

**Behaving Ethically**

- 1) My manager is always honest and trustworthy.
- 2) My manager is always interested in helping people in the community.

- 3) I would seek help from my manager if I had a personal problem.
- 4) My manager values honesty more than profits.

**Turnover Retention (TIS-6 scale)**

- 1) I am not considering changing duties or searching for a new job.
- 2) Within the past six months, I have applied for new jobs. (R)
- 3) I want to use my full effort for working, as I do not intend to leave this job.

**Organization Tenure-Please circle the correct time period.**

I have worked as a frontline employee at my most recent job for this time period.

- 1) 6 months to 1 year
- 2) 1 year to 2 years
- 3) 2 years to 3 years
- 4) 3 years to 4 years
- 5) 4 years or more

**Job Satisfaction (JSI, Brayfield and Rothe, 1951)**

**Opportunities for the future**

- 1) Most days, I am happy with my work.
- 2) I have a good future at the company.
- 3) I am satisfied with my job for the time being.

**Salaries and Benefits**

- 1) I am happy with my insurance benefits.

2) I am not happy with my job benefits, such as company functions. (R)

3) I am happy with my vacation days because it is fair.

#### Working Conditions

1) The work environment is very nice and comfortable.

2) The working conditions are safe.

3) The place where I work is air conditioned or heated when necessary.

#### Relationships with co-workers and management

1) I feel that my friends at work are fun to be with.

2) I like coming to work to see my coworkers.

3) I like my manager and most people in the company.

#### Demographics as Moderating Variables

1) Please select your age.

1) 18-24 years of age

2) 25-34 years of age

3) 35-44 years of age

4) 45-54 years of age

5) 55-65 years of age

6) 66 and above

2) Please select your gender.

1) Male

2) Female



**Extrinsic Motivation (Work Extrinsic and Intrinsic Motivation Scale, WEIIMS, Deci and Ryan, 2000).**

- 1) I feel motivated and will work harder if I can get an increase in my salary.
- 2) I feel motivated and will work harder if I can receive more job benefits.
- 3) I feel motivated and will work harder if I can receive more vacation days.
- 4) I feel motivated and will work harder for better hours.

**Personality Traits, (Big Five Inventory, BFI, Goldberg, 1993)**

**Extroversion**

- 1) I am very talkative, energetic, and enthusiastic when I work.
- 2) I like to be around people and get positive energy when I interact with customers.
- 3) I like to talk to customers a lot and introduce myself at work.

**Agreeableness**

- 1) I am sympathetic to the customer's needs and am straightforward and kind when helping a customer.
- 2) I am warm and friendly and like to follow the rules for employees at work.
- 3) I am not selfish and like to help customers at work.

**Conscientiousness**

- 1) I am hardworking, organized, and careful with my work.
- 2) I am efficient and very dedicated to my work.
- 3) I am very thorough when it comes to my work.
- 4) I am very reliable with my work.

**Neuroticism**

- 1) I am anxious when I work and feel shy around customers
- 2) I am worried all the time at work.
- 3) I am nervous around customers.

**Openness to Experience**

- 1) I am open to new ideas at work.
- 2) I have a wide range of interests and love to learn new things at work.
- 3) I tend to be artistic and imaginative with work.
- 4) I am curious about my work and love to come up with new ideas at work.

**Table 8-KMO**

<b>Construct</b>	<b>KMO</b>
Perceived Relatedness	.876
Autonomy	.631
Competence	.613
Goal Orientation	.604
Intrinsic Motivation	.868
Extrinsic Motivation	.848
<b>Servant Leadership</b>	
Helping Subordinates Grow and Succeed	.905

Empowering Subordinates	.732
Putting Subordinates First	.583
Building Conceptual Skills	.763
Behaving Ethically	.807
Turnover Retention	.732
<b>Job Satisfaction</b>	
Opportunities for the Future	.782
Salaries and Benefits	.767
Working Conditions	.577
Relationships with coworkers and management	.670
<b>Personality Traits</b>	
Extroversion	.721
Agreeableness	.760
Conscientiousness	.701
Neuroticism	.645
Openness to Experience	.742

**Table 9**

Rotated Component Matrix for Servant Leadership Moderator and Constructs of Intrinsic Motivation

<b>Rotated Component Matrix<sup>a</sup></b>					
	Component				
	1	2	3	4	5
SL3_1	.854				
SL1_4	.845				
SL4_2	.794				
SL4_3	-.777				
SL1_3	.757				
SL4_1		.884			
SL3_3		.811			
SL3_2		.763			
SL5_3			.806		
SL5_2			.750		
SL2_2				.803	
SL2_4				.761	
SL5_5					.862

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 8 iterations.

## VITA

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