

**REPUBLIC OF TURKEY
NİĞDE ÖMER HALISDEMİR UNIVERSITY
SOCIAL SCIENCES INSTITUTE
DEPARTMENT OF BUSINESS ADMINISTRATION**

**THE IMPACT OF PERCEIVED ETHICAL LEADERSHIP STYLE
AND WORK MOTIVATION ON JOB PERFORMANCE AND
INTENTION TO QUIT: A RESEARCH ON PUBLIC HIGHER
EDUCATION INSTITUTIONS IN KOSOVO**

DOCTORAL DISERTATION

**Prepared by
Agron BAJRAKTARI**

**NİĞDE
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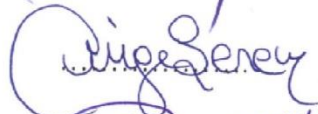
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ONAY SAYFASI

Prof. Dr. Fatih ÇETİN danışmanlığında Agron BAJRAKTARI tarafından hazırlanan “The Effect of Perceived Ethical Leadership and Work Motivation on Job Performance and Intention to Quit: A Research on Public Higher Education Institutions in Kosovo” adlı bu çalışma jürimiz tarafından Niğde Ömer Halisdemir Üniversitesi Sosyal Bilimler Enstitüsü, İşletme Anabilim Dalı'nda Doktora Tezi olarak kabul edilmiştir.

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Bu tezin kabulü Enstitü Yönetim Kurulu'nun Tarih ve sayılı kararı ile onaylanmıştır.

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DECLARATION

I declare with full responsibility that my doctoral thesis: "The impact of perceived ethical leadership style and work motivation on job performance and intention to quit: a research on public higher education institutions in Kosovo" is written by myself in accordance with scientific and academic rules. Any material taken from third-party sources is referred to by academic rules.

Date 10/12/2019

Agron BAJRAKTARI



ABSTRACT

THE IMPACT OF PERCEIVED ETHICAL LEADERSHIP STYLE AND WORK MOTIVATION ON JOB PERFORMANCE AND INTENTION TO QUIT: A RESEARCH ON PUBLIC HIGHER EDUCATION INSTITUTIONS IN KOSOVO

Agron BAJRAKTARI

PHD Thesis, Department of Business Administration

Supervisor: Prof. Dr. Fatih ÇETİN

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This dissertation deals with the issue of impact of perceived ethical leadership style and work motivation on job performance and intention to quit on public Higher Education Institution (HEIs) in Kosovo. For this purpose, the literature framework, quantitative research and analyses was conducted. The findings identified the positive relationship between perceived ethical leadership and work performance and intrinsic work motivation; and between intrinsic work motivation and work performance. Findings also identify the negative relationship between perceived ethical leadership and intention to quit; and also between intrinsic work motivation and intention to quit. In addition, the research also identifies how the intrinsic work motivation plays a mediating role in between perceived ethical leadership and work performance relationship, and in between perceived ethical leadership and intention to quit relationship.

The research done in Kosovo HEIs found that advancing leadership techniques can have a positive impact on organizational outcomes, and leadership styles and work motivation factors have meaningful connections between academics' perceptions of fairness and their performance. For Kosovar HEIs it is of vital importance that their leaders understand the motivation enhancing factors which increase job performance and decrease the intention to quit of their academics.

Key words: Ethical leadership, Work motivation, Work performance, Intention to quit, Higher Education Institutions, Kosovo.

ÖZET

ALGILANAN ETİK LİDERLİĞİN VE İŞ MOTİVASYONUNUN İŞ PERFORMANSI VE İŞTEN AYRILMA NİYETİ ÜZERİNE ETKİSİ: KOSOVA DEVLET YÜKSEK EĞİTİM KURUMLARINDA BİR ARAŞTIRMA

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Bu tez, Kosova devlet yüksek eğitim kurumlarında algılanan etik liderlik biçimi ve iş motivasyonunun iş performansı ve işten ayrılma niyetine etkileri konusunu ele almaktadır. Bu amaçla kuramsal çerçeve, nicel araştırma ve analizler yapmıştır. Bulgular algılanan etik liderlik ile iş performansı ve içsel motivasyon arasında, içsel iş motivasyonu ile iş performansı arasında aynı yönlü anlamlı ilişkilerin olduğunu ortaya çıkarmıştır. Bulgular ayrıca algılanan etik liderlik ile işten ayrılma niyeti ve içsel iş motivasyonu ile işten ayrılma niyeti arasında ters yönlü anlamlı ilişkilerin olduğunu ortaya çıkarmıştır. Tüm bunlara ilaveten, içsel iş motivasyonunun, algılanan etik liderlik ile iş performansı arasında ve algılanan etik liderlik ile işten ayrılma niyeti arasında aracılık rolü olduğu belirlenmiştir.

Kosova devlet Yüksek Eğitim Kurumları'nda (YEK) yapılan araştırmada, güncel liderlik yöntemlerinin örgütsel sonuçlar üzerinde olumlu etkilerinin olduğu, liderlik biçimi ve iş motivasyonu ilişkisinde çalışanların adalet algıları ve performansları arasında anlamlı ilişkiler olduğu ortaya çıkarılmıştır. Kosova devlet YEK'lerinde kurum liderlerinin, iş performansını artıran ve işten ayrılma niyetini azaltan motive edici faktörleri anlamaları hayati önem taşımaktadır.

Anahtar Kelimeler: Etik liderlik, İş motivasyonu, İş performansı, İşten ayrılma niyeti, Yüksek eğitim kurumları, Kosova.

ACKNOWLEDGMENT

My decision to study the impact of perceived leadership style and work motivation on job performance and intention to quite in Kosovo HEIs, was directly related to my involvement in the leadership structures for many years, and my extensive experience in managing public HEIs in Kosovo. Through this study my efforts have been directed to identify and examine the significance of leadership style in shaping employee perceptions of justice in the workplace, but also to help in designing a sustainable program for enhancing a positive employee attitude, retain valuable academics, increase employee job engagement and job satisfaction, and improve the overall organizational performance.

All this was achieved with the understanding and professional assistance of the people who supported me, who were characterized by high human values, professionalism and trust in knowledge and development.

First of all, I want to thank my family: my wife Fatime, my daughter Ensara, and my son Dren for all the patience, understanding and love they offered me during this long and not easy process.

This thesis is dedicated to my parents: Hala and Hetem Bajraktari for all the love they offered me, and for dedicating their entire lives to my academic and professional development and career.

I would like to thank my supervisor Prof. Dr. Fatih Çetin, who had the knowledge, patience and experience to guide me through the 'challenges' of my dissertation thesis. I want to thank the Niğde Ömer Halisdemir University Staff, the Rector, and professors that have a decisive role in my professional development.

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INDEX OF SYMBOLS AND ABBREVIATIONS

HEIs: Higher Education Institutions

PEL: Perceived Ethical Leadership

IQ: Intention to Quit

WM: Work Motivation

WP: Work Performance

CFA: Confirmatory Factor Analysis

RMSEA: Root Mean Square Error of Approximation

TLI: Tucker Lewis Index

CFI: Comparative Fit Index

DF: Degree of Freedom

χ^2 : Chi-Square

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CHAPTER I

INTRODUCTION

In the last decade of this century, Higher Education Institutions (HEIs) in Kosovo have undergone rapid positive changes in terms of implementation of modern reforms and methodology which are in line with the Bologna process. Efforts for changes, without doubt, have been challenging but also accessible. The reforms have begun with the implementation of ECTS, quality assurance, teaching orientation to learning outcomes, developing research, and last but not least is the orientation of higher education towards the needs of the labor market. In Kosovo, there are two types of HEIs, namely publicly owned HEIs and privately-owned HEIs. The public HEIs are founded by the government of Kosovo and their governing structure consists of a more bureaucratic type of organization. The other types of HEIs are founded by shareholding partners who usually have the leading role and who can determine much of the way in which the institution is run. The recent exposure of private HEIs in Kosovo has focused attention on the role and importance of their leaders and their approach to leading their institutions. As competition from both public and private HEIs in Kosovo increases at a steady pace, the need to make more efficient use of human resources grows. Research has shown that advancing leadership techniques can have a positive impact on organizational outcomes. More specifically, extensive research has been conducted on the studies which evaluated and measured the impact of ethical leadership style and work motivation factors on job performance and intention to quit.

Studies of leadership styles and work motivation factors have identified meaningful connections between employees' perceptions of fairness and their performance in the employing organization. For Kosovar Public Universities to succeed in a competitive Higher Education industry (national and international) it is of vital importance that their leaders have to better understand the motivation-enhancing factors which increase job performance and decrease their academics' intention to quit.

The background for this study lies on ethical leadership style and work motivation factors, and how they affect organizational outcomes such as job performance and intention to quit. Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field (Bass & Avolio, 2000). Current leadership theories indicate that leadership behaviors can be categorized into two main styles: transformational leadership and transactional leadership (Bass & Avolio, 2000). Transformational leadership is the most studied leadership style across disciplines. Transformational leaders are charismatic as they motivate subordinates and appeal to their ideals and moral values by creating and representing an inspiring vision of the future (Bass et al., 2003). This form of leadership involves the creation of an emotional attachment between leaders and employees. Transformational leaders take a real interest in the well-being of their employees. As suggested by Jin (2010), transformational leadership integrates the elements of empathy, compassion, sensitivity, relationship building, and innovation. In addition, transformational leadership includes the elements of participative decision making and sharing of power (Aldoory and Toth, 2004).

1.1 AIM OF THE STUDY

The aim of this study is to identify and examine how perceived ethical leadership style and work motivation factors affect job performance and intention to quit. This study is set in the context of public HEIs in Kosovo.

Furthermore, this study aims to provide leaders of public HEIs in Kosovo with insights into employee perceptions of justice, and so stimulate informed decisions on how to improve job performance and reduce academics' intention to quit through better understanding academics' experience of justice. Using these insights and understanding will help develop or enhance positive employee attitudes, retain valuable academics, increase employee job engagement and job satisfaction, and improve the overall organizational performance.

1.2 MOTIVATION

There are quite few studies in HEIs in Europe but there are no previous studies that have been conducted to investigate the impact of ethical leadership style and work motivation on job performance and turnover intention of the academicians in HEIs in Kosovo. Since we consider that ethical leadership style is highly important to increase work motivation and job performance, and there are no previous studies which have determined this relationship, and so it has triggered our interest and motivation to develop this thesis. Furthermore, since we are directly involved in the leadership structures of the HEIs and we have a particular interest in improving the leadership and management styles in this sector, it became our motivation to conduct this study. Throughout our experience, we came across some insight to the significance of leadership style in shaping employee perceptions of ethical leadership style in the workplace and how this affects job performance and reduces academics' intention to quit. This is another motivation for us, as we are aiming to derive the empirical results from this study in order to provide evidence based recommendations to the HEIs in Kosovo, as well as how to apply ethical leadership styles in order to increase academicians' motivation and performance and reduce their turnover intentions.

1.3 RESEARCH OBJECTIVES

As already noted, the aim of this research is to understand the impact of perceived ethical leadership style and work motivation factors on organizational outcomes, in particular job performance and intention to quit. Recognizing that there is no straightforward line between perceived ethical leadership and organizational outcomes, this study will also assess how work motivation factors affect organizational outcomes, in particular job performance and academics' intention to quit. Modelling the relationship between ethical leadership, work motivation, and two outcomes (i.e. job performance and intention to quit) would generate a large number of hypotheses. This research is interested in the impact of ethical leadership on work performance, through the mediating value of work motivation factors, and the impact these relationships have on academics' intention to quit.

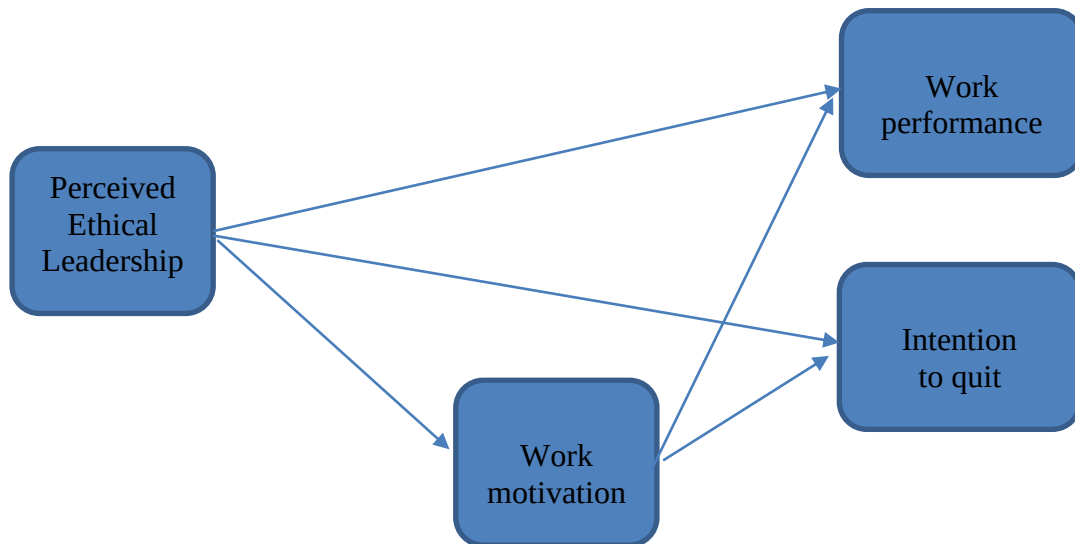


Figure 1. 1 Model of the study

The researcher assumes that these particular relationships are significant and play an important role in the context of public HEIs in Kosovo, but that they are not effectively managed to benefit the institutions. Therefore, the following research objectives have been set for this research:

1. **Research objective 1:** To determine the impact of perceived ethical leadership style on work performance.
2. **Research objective 2:** To determine the impact of perceived ethical leadership style on academics' intention to quit.
3. **Research objective 3:** To determine the impact of perceived ethical leadership style on work motivation
4. **Research objective 4:** To determine the impact of work motivation factors on work performance.
5. **Research objective 5:** To determine the impact of work motivation factors on academics' intention to quit.
6. **Research objective 6:** To explore the mediating role of work motivation in between perceived ethical leadership and work performance

7. **Research objective 7:** To explore the mediating role of work motivation in between perceived ethical leadership and intention to quit.
8. **Research objective 8:** To explore demographic differences of participants in terms of work performance and intention to quit, if any.

1.4 SIGNIFICANCE OF THE STUDY

This study is important for HEIs in Kosovo as it will provide a systematic overview of an important area such as perceived leadership style and work motivation factors affecting job performance and intention to quit. Leadership style and work motivation factors appear to be some of the weaknesses of HEIs in Kosovo as it has resulted in a lack of perceived ethical leadership and lack of leaders and management in these institutions. This is evidenced by the leadership style used in these institutions, the quality of communication, lack of institution vision, understanding of the strengths and opportunities, and the needs of the local market and community demand. In addition, not much is done about staff motivation, which remains essential for the increase of quality assurance, student learning and overall success and development of universities.

For Kosovar Public Universities to succeed in a competitive Higher Education industry (national and international) it is of vital importance that their leaders better understand the motivation-enhancing factors which increase job performance and decrease their academics' intention to quit.

It is crucial for the HEIs, and particularly the Kosovar Public University leaders to better understand their role and the motivation-enhancing factors which increase job performance and decrease the intention to quit of their academics, considering the continually changing environment and higher competition. The author of the study examines the impact of leadership style and the relationship between the leader - follower, the vertical or hierarchical supportive leaders, the leadership role model that practices self-reflection, is self-aware, shows empathy, vision, courage and integrity toward the achievement of institution goals and values. The study also investigates the motivation that is positively associated with positive outcomes,

namely job performance, employee absenteeism, reduced turnover, and employee's satisfaction, in order to meet the reforms in HEIs in Kosovo.

The results of this study can be used by HEIs in Kosovo, namely university managers, academic staff, policy makers who are more interested to establish and implement a more democratic, human, effective, efficient education system, that in turn will bring qualitative teaching, student achievements, and better university performance at the local and national level.

1.5 LIMITATIONS

Initially, during the literature review, gaps were noted in some areas, but the most noticeable gap is the lack of relevant literature in the Albanian language. This subject is not mentioned enough in the Kosovo context, and as such is not widely talked about in HEIs in Kosovo, both among the leaders and academic staff, and that makes the study not easy to be performed and get the most honest answers from university academic staff.

Another limitation is that the study is not comprehensive, as it includes only the public universities, and not the private ones. In Kosovo there are around 30 private universities and as such constitute and enroll a large number of academic staff and students. So, the exclusion of such a big number of private universities from the study hampers and limits its results.

The research investigated the impact of ethical leadership on work performance through the mediating value of work motivation factors, and the impact these relationships have on academics' intention to quit, but there might be other variables, as the influential interactive role of personality factors like growth need, strength indicators etc., that can connect ethical leadership to work performance. Thus, future studies should seek to identify other variables that might mediate these relationships.

Concerning all research findings, the employed survey method should also be considered as a limitation, such as common method variance issues, cross-sectional data gathering from a single source, and social desirability.

Since some calculated internal consistency values of instruments (Ethical leadership, Job performance, Intention to quit) have shown moderate level reliability, results should be assessed based on these results.

CHAPTER II

LITERATURE REVIEW

2.1 ETHICAL LEADERSHIP

Managers, business students, employees, and the public in general often wonder how leadership affects the behavior of the followers. However, scholars in management have found out that it depends explicitly on the variables of leadership and the practice of followers that are being considered. Leadership has profoundly influenced the interpersonal conflict and ethical behavior forms of follower behaviors. These two forms of actions are often linked to the overall performance of a leader.

There has been an increase in the importance of focusing on corporate responsibility and ethics involved in businesses. Therefore, leaders at all levels have consequently been required to behave ethically. Practitioners and academicians have been very interested in ethical leadership in the past decade (Brown & Treviño, 2006). Scholars have been involved in the empirical and theoretical investigation of the effects of ethics in administration on the behavior and attitudes of employees (Treviño, Brown & Hartman, 2003). They have found out that it has proven to be very advantageous in voice behavior, job satisfaction, citizenship organizational behavior, commitment in the organization, and the identity of morals (Bachmann, 2017). Previous studies have linked ethics in leadership to the ethical conducts of followers like identity and decision making. It has also been linked to unethical behaviors like deviant and counterproductive behaviors of followers (Mayer et al., 2012). There is a positive relationship between perceptions of ethics in leadership with increased citizen behavior and reduced deviance of employees in the organization.

The application of ethics in leadership enhanced the voice behavior of followers. The effects of this kind of leadership on the organizational task performance of employees have not been keenly observed by scholars; therefore, the attention to such a variety of effects has been minimal (Bachmann, 2017). Special care has not been paid on the behavior of innovative work by employees. Such kind of action helps in effectiveness, creativity, development and employee survival in the organization. In processes of promoting, generating, and implementing procedures, processes and new ideas, employees face a lot of conflicts, risks, dilemmas of ethics and also difficulties (Mayer et al., 2012). It is a clear indication that emphasis in morality, ethical behavior, autonomy, social responsibility and orientation of the people can be used in the prediction of a work behavior that is innovative in an organization (Treviño, Brown & Hartman, 2003). Therefore, the mechanism underlying how ethics in leadership influences the creative practice in the work needs to be adequately explored.

Ethical leadership is “a demonstration of appropriate normal conducts by individual actions and interpersonal associations and the actual progression of that type of conduct to employees via reinforcement, communication and in the making of decisions” (Treviño, Brown & Hartman, 2003 p. 41). An ethical leader should reflect positive attributes such as; integrity, honesty, trustworthiness, justice, and combined motivation as well as altruism. A manager with good moral behavior is supposed to influence his followers with such kind of traits if they ought to promote the development of ethical practice in the workplace (Bachmann, 2017). Ethics in leadership involves the reflection of moral values, beliefs, and visions in conduct or the making of decisions (Trevino, Hartman & Brown, 2000). The application of ethics in administration assists to improve the standards of performance and often there is a relative punishment or reward, thus reinforcing organizational ethics.

Moral leadership is characterized by openness, sincerity in standards of ethics, trust, a system of rewards, and expectations of various roles (Mayer et al., 2012). Ethics in an organizational leadership also involves; orientation of people, respect of people, dignity and love in the workplace (Yidong & Xinxin, 2013). Managers who practice ethics in their direction are said to have increased the significance and autonomy of the job to their followers by practicing physical characteristics in the

workplace (Mayer et al., 2012). In an extensive conceptualization of the practice of ethics in leadership as just mere perceptions of individuals, the group and individual ethical leadership need to be integrated (Yidong & Xinxin, 2013). Ethics in leadership perception refers to the behavior and traits of leadership that are ethical and experienced differently by their employees in a particular group. It is also a stimulus of discretion, and therefore it varies between various employees.

The application of ethics in a group is the overall display of behaviors in the leadership patterns to the whole unit of work (Trevino, Hartman & Brown, 2000). The members of the group have a typical value and belief in the style of ethical leadership. It is also called a stimulus of ambience which pervades the unit of work (Brown & Treviño, 2006). How ethics in administration is ethical affects the behaviors in innovative work via both individual and group natural form of motivation in group ethical type of leadership while in the original noble way of leadership it affects the particular kind of intrinsic motivation (Yidong & Xinxin, 2013).

It is widely known that a lot of attention has been paid to the ethical aspect or moral guidance, while limited action has also been taken to test or study the element of motivation in moral leadership (Brown & Treviño, 2006). Ethical leaders are able to structure personal and objective characteristics of work and thus changing the only form of intrinsic motivation (Treviño, Brown & Hartman, 2003). Ethics in the administration can shape not only individual perceptions of their work but also their views and beliefs on the context of work through moral leadership behavior and personality traits for their employees to be able to be motivated and probably put more effort in innovative ideas.

2.1.1 Definitions of the Ethical Leadership

Ethical leadership is a “demonstration of appropriate normal conduct by individual actions and interpersonal associations and the actual progression of that type of conduct to employees via reinforcement, communication and in the making of decisions” (Yidong & Xinxin, 2013). An ethical leader should reflect positive attributes such as; integrity, honesty, trustworthiness, justice, combined motivation as well as altruism (Demirtas & Akdogan, 2015). A manager with good moral behavior

is supposed to influence his followers with such kind of traits if they ought to promote the development of ethical conduct in the workplace.

Ethical leadership is “Influencing people through ethics”. Ethics in administration involves the reflection of moral values, beliefs, and visions in conduct or in making of decisions. The application of ethics in leadership assists in improving the standards of performance, and often, there is a relative punishment or reward, thus reinforcing organizational ethics (Bachmann, 2017). Moral leadership is characterized by openness, sincerity in standards of ethics, trust, a system of awards, and expectations of various roles. Ethics in an organizational leadership also involves; orientation of people, respect of people, dignity and love in the workplace. Managers who practice ethics in their direction are said to have increased the significance and autonomy of the job to their followers by practicing objective characteristics in the workplace

According to scholars, ethical leadership can as well be defined as “perceptions of an individual as a person who is moral and the perceptions of a manager who is moral” (Brown & Treviño, 2006). A moral manager is usually viewed as the chief of ethics in an organization. Therefore, the ethical manager should provide ethical messages that not only influence the behaviors and thoughts of employees but also puts across a strong message that needs to be adopted by employees. It is not always enough to portray ethics in leadership; a leader must, therefore, find methods that go hand in hand with organizational values and traditions also known as principles that usually act as guidance to all employees. An ethical manager plus an ethical employee is equal to a good leadership reputation.

Ethical leadership can be referred to as “the balance of morals of the subordinates, they're well, the community and profitability of the organization” (Trevino, Hartman & Brown, 2000). A proper form of leadership is as a result of a combination of a both moral person and an ethical manager in the organization. A noble person entails various aspects such as traits, decision-making, and behaviors. Traits are often influenced by honesty, trustworthiness and integrity (Bachmann, 2017). The behavior aspect revolves around personal morality, doing what is right, being open and also showing concern for other individuals. On the other hand, the element of decision-making in the pillar of being a moral individual entails fairness,

care for the society, holding on to ideas and following of rules in moral choices. An ethical manager is often involved in rewarding and disciplining employees, communication of values and ethics, and acting as a role model through widely visible actions.

According to Brown & Treviño (2006) ethical leadership is being an example of ethics, fair treatment of people and active management of morality. Moral leaders have various desirable characteristics, including trustworthiness and fairness. Managers often use communication and punishment of immoral behavior to discourage unethical behavior and encourage a normative practice. Testing of a single form of motivation for a suitable type of leadership is also referred to as moral identity. Ethical identity has more importance to certain people than to others. It is readily available for information processing and in the regulation of the conduct of employers.

In another definition, ethical leadership can be referred to as doing right things in a way that is right and for correct reasons leaders who practice ethics in direction have some certain traits like: trustworthiness, integrity and honesty. To enhance these traits, they also practice consistency, predictability and credibility. Consistency is integrity because it is doing what one says, following up and through in a manner which when one says something, he or she does it and also follows it up (Brown, Treviño & Harrison, 2005). Therefore, other people often believe in such a person because his history proves that when one says something, they usually do it, and they follow through. Leaders who apply ethics are often perceived to communicate openly, well in nature, and they are good listeners too. They are usually easily approachable; therefore, people or followers with difficult issues approach them because they are sure they will get a listening ear (Brown & Treviño, 2006). A leader with ethics makes other people below him feel that they can present even lousy news or problems. They are said to be inspirational, active, influential and courageous.

Ethical leadership is “a leader’s honesty (truthfulness), integrity (having a principled behaviour), and trustworthiness (someone who can be trusted)” (Brown & Trevino, 2006). For a leader to be able to bring transformation in an organization, he should embrace integrity and honesty components in leadership. Honesty is what differentiates an ethical leader from an unethical leader. The traits of trustworthiness

and openness contribute to the characters of a moral person. For ethical leadership to be successful a manager needs to be honest and He or she should be able to portray other certain behaviors apart from personal morality. These include the accountability for the moral conduct of followers and continuous communication of moral messages to followers (Valdesolo, Shtulman & Baron, 2017). Often, leaders who practice ethics in leadership are usually models of learning because of their appropriate rewards and discipline of inappropriate behavior of followers.

Based on Yidong & Xinxin (2013) ethical leadership is an exhibition of values and morals in a position of management. A moral leader portrays ethics in their direction by virtues, morals and character that focus on the rights and needs of the employees. An ethical leader is usually involved in demonstrating professional and appropriate conduct to his team of followers. A moral leader often sets good examples for employees. If a leader tells lies, evades responsibility and does not exhibit ethics in any way, then his followers will have no respect for him. Unless the code of ethics influences the employees to be moral, the team of employees will demonstrate the same immoral conducts the same as their managers. Ethics in leadership entails the moral leader being honest to employees as well as other stakeholders like suppliers and clients. An ethical leader is usually involved in holding each one to similar standards.

Treviño, Weaver & Reynolds (2006) asserts that ethical leadership is the art of convincing followers to desire to do right, good and appropriate, activities or things that the leader has put as objectives. The purpose of any leader is to direct a follower's conduct towards a desirable goal. Moral leadership is particularly significant in the relationship between a follower and the leader in the organization as well as other emerging situations outside the organization. Leaders who practice ethics have attitudes, beliefs, values, conduct, practices, and habits which are appropriate and acceptable professionally in the culture of the organization. Moral leadership provides crucial directions that assist the organization or institution in fulfilling its vision, mission as well as its goals. Ethics in administration serves as the main factor in an organization management's reputation to stakeholders, especially the competitors and clients. The ethical health of an organization depends on examples and standards portrayed by the administration. An ethical manager ensures

moral decisions are made and also develops the climate in the organization by making sure the behavior of employees is monitored.

Lastly, Ethical leadership is “consideration of ethics to management and leadership in making of decisions, development of new ideas, and in boundary settlements” (Trevino, Hartman & Brown, 2000). It means that moral leadership not only improves the profits and production of an organization but also creates an environment that is appropriate to other stakeholders to carry out their business or present their problems. If the leader makes decisions depending on ethical values put across by the organization as well as his/her good traits, then the employee becomes inspired. In turn, it creates a positive and productive environment. A leader who is ethical should follow the right path that will ultimately provide a positive environment for all people in the organization and as well improve the performance of business activities.

2.1.2 Sub-dimensions of Ethical Leadership

The two pillars involved here include being a moral person as well as a moral manager.

2.1.2.1 A Moral Person

It refers to an ethical person who is viewed by others as having different dimensions like having particular traits, an individual who engages in specific behaviors and also in decision making based on moral principles. The features act as individual characteristics that express the personality of an individual in certain situations that take place. These traits are integrity, honesty and trustworthiness (Yidong & Xinxin, 2013). Most leaders have mostly demonstrated integrity to be an essential trait. The other two qualities of reliability and honesty are associated with integrity.

However, trust mainly involves credibility, predictability and consistency in organizational relationships. An individual can build a long-term relationship with the client if there is trust between them (Brown & Treviño, 2006). For an individual to portray honesty, he/she should be specific, candid, accurate and factual at all times.

Things should be told as they are for frankness to be genuine. In the perspective of the trait of behavior, individual actions should be loud enough for people to notice. People often judge others by what they do and not what they say. People observe and eventually come to a conclusion about the personality of an individual.

A moral person does the right things while demonstrating concerns for the welfare of others. Doing the right thing is one of the categories in behavior because the only way for proper and successful businesses is doing the right thing. Being concerned over others is also a behavior component, and it requires actions more than words (Brown, Treviño & Harrison, 2005). All people in all levels of the organization need to be treated with respect and dignity. A moral leader should exhibit selflessness and be able to give credit when it is deserved and punishment if it is justified in a situation. For a moral leader to be open in behaviors, the leader should be an approachable and excellent listener as well (Yidong & Xinxin, 2013). It is usually tough for the followers to share negative information with the leader if his or her personality is not willing to be approachable. Individual morality is another behavior category, and it entails that for one to be a leader, one should reflect what happens privately in the organization. Therefore, the leader's responsibility is much higher than the follower who lives up to it.

The last aspect of personal morality is the making of decisions. It entails being objective, holding on to values, showing the society some concern and also following moral rules and decisions (Brown, Treviño & Harrison, 2005). Moral choices are trustworthy and hold on ethical principles and values. They are usually fair and objective.

2.1.2.2 A Moral Manager

Reputation in leadership is essential, and for it to be achieved, values and ethics must always stand out in any given organization. Leaders or executives ought to share their moral dimensions exclusively to their employees. If they fail to do so, the organization is at higher risk of incurring extra financial costs due to issues of integrity (Trevino, Hartman & Brown, 2000). Moral leaders should frequently discuss with followers about matters of values, standards and principles. A system of rewarding employees is necessary for them to remain accountable.

A moral manager also needs to be a role model through actions which are visible to the followers. Therefore, they should practice doing the right thing, although some ideologies might not be noticed by some followers, others will appreciate them leading to a decent reputation. Often, a moral manager will recognize the actions as well as the words and how they are interpreted (Trevino, Hartman & Brown, 2000). An obvious step is an indicator of a powerful message to the followers. The employees do not anticipate any intention by the leader; hence, they judge on the actions they see. An ethical manager is supposed to communicate values and ethics consistently to the employees despite it being odd. It's like little children who depend on their parent's guidance (Bachmann, 2017). The manager, in this case, is the parent; thus, the decisions of leadership and the right actions ought to come from the leader. Managers should offer appropriate rewards to ensure that discipline is maintained (Yidong & Xinxin, 2013). Consistency should be rewarded, but those who break the rules should be disciplined as well. Both dimensions of a moral manager and moral person must be stable for a good reputation to be developed (Dayton, 2017). An honest manager includes values and ethics to the agendas of leadership and also being an ethical person in general.

2.1.3 Ethical Leadership and other Leadership Styles

Ethics has been proved by experts to be right in the long run. Moral leadership eliminates difficulties in legal issues. The amount of money spent in corporate lawyers and lawsuits as settlement or attorney fees is reduced through the practice of ethical ideas of leadership significantly (Yidong & Xinxin, 2013). Morally proficient leaders usually contribute to customer satisfaction, commitment and comfort. To some extent, it is also fun. Employees will always love to work in an organization that respects and retains the best employees (Bachmann, 2017). Employees will imitate an ethical manager's behavior because they would also want to do well. Other styles of leadership include: transformational, authentic, and servant leadership as explained below.

An inauthentic leader is a leader who is weak in both dimensions of ethics, and he/she eventually develops a reputation of unethical values. This leader is

perceived to be oneself and acts in a manner that is true to oneself (Brown, Treviño & Harrison, 2005). This kind of leader is often disrespectful, violent and untrustworthy. Such type of a leader causes chaos in the organization through demonstration of lies in sales, forecasts on earnings and promises. Unethical leaders tend to dismiss the interests of stakeholders in general.

A leader who portrays servant leadership is the one who talks about moral values and behavior at the workplace, but does not walk the talk of ethics. This leader tends to focus more on the development of the organization than other people (Brown & Treviño, 2006). Therefore, people tend to view the speech as just a mere sugar coating. Talking too much about ethics by a leader without actions being seen is much more dangerous to an organization than doing nothing at all. The employees often do not trust a leader who puts an issue on the spotlight, but the topic itself is vague.

A morally neutral leader is also known as a transformative leader who is considered to be partially unethical and partially ethical. These types of leaders tend to be self-centered and have a behavior that is not in the slightest open to others. This leader does not value the welfare of other people. Usually, they are not compassionate enough and are narrow minded in decision-making (Brown & Treviño, 2006). They do not care about making the world a better place and are mainly concerned with shorter goals. They are usually not worried about developing a legacy. If a leader lacks moral traits, decision making and behaviors, then he/she might be perceived to be morally neutral. If employees are forced to think that ethics is not of any importance to a leader, then they will act upon issues based on what is essential in a specific situation.

2.1.3.1 Similarities and Differences

Servant leadership focuses on a particular significance of ethics because service is a significant component of moral leadership. However, in a servant style of leadership, leaders tend to focus on protection, development and empowerment of followers while in moral leadership, leaders act to make ethical decisions (Bachmann, 2017). Servant leadership focuses on the development of the goals of followers, but ethical leadership focuses on the development of both followers and the purposes of

the organization. Ethics is not an essential element in authentic leadership as it is in ethical leadership (Brown & Treviño, 2006). Moral leaders often use transactional leadership forms of approach, but genuine leaders do not. Leaders with ethical values use mechanisms of punishment and rewards to deserving employees while authentic leaders do not. Moral leadership is a separate style of leadership by itself.

2.1.3.2 Transformational Leadership

In 1978, it was proposed that in due course, transformational leadership should apply to moral leadership since it was believed that being a transformative leader, you can inspire your junior (Brown, Treviño & Harrison, 2005). They also thought that having the quality of a transformative leader, you can easily change your followers' ways of thinking and level of effort, so they can work together as a collective to raise the interest of the people. However, the issue had some differences from some scholars who had different ideas about the problem. Some of the scholars argued that been a transmarine leader, you should have the ethical characteristics of influencing others in terms of processes. Others in the course of the argument say that a transformative leader should be either ethical or unethical depending on the level of motivation (Brown, Treviño & Harrison, 2005). The author on his side sees it in a different way in that they see it in such a way that a transformative leader should be ethical just because of their legitimate moral principles. According to the author, they should be honest, fair, just and always charismatic in whatever they are doing in the eyes of the community (Bedi et al, 2016). They should be people who are not corrupt when dealing with others; they should be open, avoid any situation that might lead them to collective bargaining or else been manipulated by other people outside their professional work.

On the other hand, a transformative leader is somehow so selfishly or publically motivated. The act of transformative ethical leadership is collective rather being a joint bargaining measure (Bachmann, 2017). It has been found that ethical leadership has the prediction of a number of outcomes beyond what the people expect in the idealized world or else in the idealized influence.

2.1.3.3 Authentic Leadership

An authentic leader is the kind of leader who to the concern of the people or the majority is believed to act in what he or she knows is right (Brown & Treviño, 2006). Their behavior and the way they perceive idea and action are different from what others expect or do in the real world. They are the leader in caring about other people's interest; they are competent in their deeds, hopeful and always optimistic in their actions. They are leaders who are still cheerful, confident, and resilient and ones who are strengthened by their reaction. According to Hirst et al., (2016), their views describe them as leaders who are rooted in contrast, those who construct a charismatic and transformative interest towards people, and the quality which distinguishes them from the rest includes self-awareness, openness, transparency, consistency and many others which have a positive outcome (Brown, Treviño & Harrison, 2005). People whose authenticity is motivated by either being positive or else having an open judgment, have a definite end value, and those who are more concerned with the interest of the others in society.

However, like the transformative leadership, authentic leaders look like they differ or overlap in terms of ethical leadership when it comes to individuals' behaviors. In both authentic and ethical leadership, they share the social motivation and more so in what is known as the leadership style (Brown, Treviño & Harrison, 2005). They both agree on the leadership ways of ruling. Both of them are authentically motivated; they even share the same principles of leadership and make the same decisions in the process of executing the idea and making of conclusion.

2.1.3.4 Charismatic Leadership

In this discussion, we will set charismatic leadership apart from the others since these kinds of leaders are very skilled in terms of their field of specialization. They are people who are very eloquent when it comes to communication skills, individuals who are in a position to communicate to their followers on emotional ways, have a deep sense of communication and can easily convince a multitude of people (Brown & Treviño, 2006). Charisma is most of the time displayed in times of

crisis. They usually exhibit an exceptional skill to engage and manipulate the people employing the expertise in their field of activities.

Charismatic type of leadership is a type that is more extent if perceived to be more tangible. However, this type of leadership is seen as less concrete compared to a different kind of leadership. It is a type of leadership that to an extent can be compared to any other category of direction in terms of transformation (Sy & Riggio, 2018). The only differences that occur between a charismatic leader and a transformative one are the leadership style, which primarily relies on what people perceive the leader (Brown & Treviño, 2006). In a more advanced manner, charismatic and autocratic leaders have something in common, such as they both increase the productivities of the employees in an organization.

2.1.3.5 Servant Leadership

According to the many theories of a servant such as that of Magnum of Robert Greenleaf, a servant leader in the prescribed method of leadership argues that a servant leader is the one who is most useful to the people who he or she is serving, a type of leader who gets the result of what they are serving through the organization recognition. People who serve whole heart-heatedly with no restrictions one group of individuals (Brown & Treviño, 2006). Like any other type of leadership which dictates the kind of ruling of people who are under the jurisdiction of their hierarchy, servant leaders always put their consideration in terms of servant collaboration measures. A leader should be a servant, have a desire for the betterment of the people; those he or she serves or attains powers from without discrimination (Freeman, 2016). A servant leader assumes that better ruling or serving increases the reciprocation of those he rules. This type of leader improves the teamwork in the field of leadership, enhances engagement of people in the partnership and more so increases an approved work together or performances.

A servant leader is one who according to theorists, should be popular among the people under his or her jurisdiction. Facts mostly go to Christianity types of leadership (Brown & Treviño, 2006). The leaders in this calling are guided mainly by the ruling and serving of Jesus Christ as it has been cited in biblical teachings,

especially the gospel books. However, the effect of this theory of Christianity type of leadership in serving is under debate. The theorists argue that in concern to the servant leadership that a servant leader should focus on the needs of the people which to some extent are contrary to those of the organization. Not all what a servant leader does in the eyes of the followers is pleasing in the eyes of the organization.

2.1.3.6 Spiritual Leadership

In the context of spirituality, this is a type of a leader who to his or her effects can influence his or her idea and that of others. They are the type of leader though they may be either political or religious have a calling to do so according to the biblical teaching (Brown & Treviño, 2006). They are people who have spiritual survival through the calling to help and guide the members of the communities or even on the broader nation. Spiritual leaders are alternative leaders who are described as having some based values which include the following, integrity, honesty, spirituality and humility. These are leaders who can persevere even in terms of defeat. The core role is to bring people together and guide to uphold the required ethical values in society (Chughtai, Byrne, & Flood, 2015). They are leaders who portray self-reliance, trustworthiness and kindness of leaders who can be admired by the community at large (Brown & Treviño, 2006). They are leaders who portray passionate behaviors, reflective actions, ethical and compassionate leaders who can accrue respect in the community and society at large.

According to the instrument, ways of measuring Spiritual leadership, three-ways are used to determine a Spiritual leader.

- 1) A Spiritual leader should be visionary, which is a description of an organization leader in terms of vision and identity.
- 2) Hopeful leader who is virtuous too, who represents a confident leader and whose deeds reflect an idea of leadership.
- 3) A leader who is altruistic in love, which is as a result of the environment in which the leader is called to work for, either spiritually or politically (Brown & Treviño, 2006). A spiritual leader or a Spiritual reflects a leader who is altruistic and a

considerable leader, who employs the leadership style in a consistent manner with a conceptualization of ethical standards.

2.1.4 Antecedents of Ethical Leadership

In the most recent research that has been done, researchers have concluded that dispositional type of leadership will have more prediction. The kinds of prediction show that leaders will always display their behaviors (Hirst et al., 2016). In most of the leadership field, much has been emphasized regarding the traits, skills and more so the leadership style. A leader is not just a leader by the virtues of acquiring some of the virtue's combinations of leadership traits (Brown, Treviño & Harrison, 2005). Traits have been described by leadership scholars as just a predicament. Leadership traits, as many have described it are only coherent traits which define the consistent pattern in terms of leadership performance, which is accrued in all corners of the organization.

According to a scholar in this field, there are three perspective levels of antecedent leadership which make up what is attributed as the self-concept: traits, competence and the proposed values (Brown & Treviño, 2006). In the course of self-concept as outlined in the antecedent form leadership, it is merely the form of motivation which an individual gains to maintain and enhance the called internalized views of oneself (Bedi et al, 2016). The five factors in terms of the modern, have internalized the Big Five elements of antecedent leadership, which are structured in the widespread acceptance conducted by many researchers (Bedi et al, 2016). The five Big Factors are in contrast with the manifest of given specific traits. They include the agreeableness, consciousness, the neuroticism and the openness to the acquired experience (Brown & Treviño, 2006). The antecedent behavior is predictable in terms of personality traits. Their study usually purports the effective of the transformative form of leadership. According to antecedent leadership, the argument which is raised is that transformative behavior can only be learned but not acquired.

According to the causal factors of antecedent type of leadership, it ranges from a more passive to a more and highly active form of behavior. The model in this type of leadership suggests all types of leaders should, in their perspective display a more

productive and a more passive way of leadership (Brown & Treviño, 2006). However, they should practice both in a more different frequent manner. In this contest, it shows that some leaders will have the capability for displaying more passive activities while the other leaders will display an active behavior kind of leadership.

Also, in causality form of leadership, the researchers have found that sharing of leadership to some extent have a common factor. The factors in question are the contribution in increased teamwork, which accrues to the benefit of compelling performances (Bedi et al, 2016). In this study, we have come to an observation that antecedent leadership improves the condition of a successful development coming from the shared form of leadership. More formally, the study focuses the antecedent leadership as a core factor in effective leadership sharing. In the course of the research, it is seen that leadership sharing enhances the interdependence goals, which are organized through teamwork.

The other causal factor in the antecedent form of leadership is the leadership and trust. In this study, more of the elemental structure of coordination has been thoroughly researched to see the effectiveness of confidence and leadership. The two elements are core factors which explain the differences which occur between the performances between two given organization (Bedi et al, 2016). The study presents the analysis of the antecedents of trust in the form of leadership in the operational teamwork. The organization as usually described has been the Critical Action Organization (CAO) In CAOs; it often is engaged in the extreme events such as the combat to more critical and consequential event which involves risk of either life of an individual or the whole members of the group (Larsson et al., 2018).

2.1.5 Outcomes of Ethical Leadership

The reason for ethical leadership is just considered to be necessary because of the thought to which it is believed to influence. Inconsistency in social learning and its perspective, followers of ethical leadership emulate the ethical leader behaviors. Such kinds of leaders portray moral characteristics which can be followed by the rest members of the community (Bedi et al, 2016). They are such credible leaders, model to the society in terms of the model in which they are representing. Also, these ethical

leaders always communicate the ideas which are in line with the ethical standards. They use the performance management in their cause of leadership to hold their employees accountable in what they are doing in their jurisdiction (Bedi et al, 2016).

The employees in the institution have not only learned through the disciplinary action but the social learning model of the theory. They usually gain this behavior by keeping a keen observation about other people or leaders' outcomes. We, therefore, propose those kinds of leaders who influence the types of practices which are employing the employee's decision making (Morais & de Moura, 2018). Propose the leaders who promote counterproductive behaviors through what is known as vicarious learning form of process. It is an important key to consider whether ethical leaders are improving the quality of their followers' decisions. It can be done or observed, especially when the leaders themselves are physically present (Bedi et al, 2016). Also, ethical leaders should be in the position to influence the people's behaviors through the process of social learning. The leaders in this area should also focus on such issues relating to employees' misconduct. The kinds of practice include deviance, antisocial types of behavior, counterproductive behavior or the organizational misbehaviors.

2.1.5.1 Outcomes of Unethical Leadership

In the research, most literature has not yet described the act of unethical behaviors; however, some of the out outcomes of unethical behavior are obvious. It includes the kinds of conduct which morally inappropriate, illegal responses in the community or society at large. Most of the immoral terms have continued to evolve, which includes abusive supervision. The outcome of this is an employee's recklessness in the field of work. To society, it results in a lack of respects to the unethical leaders. It is also is known that this leader impedes some of the useful activities or functions in society or an organization (Brown, Treviño & Harrison, 2005). Research has indicated that an ethical leader plays an essential role in people's psychology and ways of thinking. The outcome of unethical, leaders in the mental functioning of the people is that they alter with the normal function of the people (Bachmann, 2017). The result of the employees is poor decision-making to the society in lack of trust and always going contrary to the will of the leaders.

Leaders having these kinds of behaviors always instill the spirit of resistance in the employees in the organization. In the community, they also motivate opposition in leaders of the person practicing unethical leadership (Morais & de Moura, 2018). According to the social learning theory, employees mostly learn through observation of the leaders' conducts. Leaders become so much more popular because of their ability to influence of the unethical behaviors using the wrong model approach in their act. The theory of social exchange also has to a more significant pattern used to explain the consequence of unethical practices of leaders (Bedi et al, 2016). The research in this focuses on the quid pro quo reciprocity of the trends relating to leader-employees relationship. When a leader uses an abusive language in the process of approaching the employees, the later will see the exchange of the same imbalance. Therefore, it means that employees will give feedback in terms of abusive language.

2.1.5.2 Ethical Conflicts

Conflict, as it is known in any working area, is inevitable. In the course where we will try to serve ethically as a leader, one is always bound to circumstances which are either internal or external regarding his own experiences, self-evaluation which involves internal conflicts. External conflicts involve many dilemmas which one comes across in the process of evaluating and executing his or her duties (Bedi et al, 2016). Some of the well-known disputes include the following;

They are conflicts which arise in decision making. The battle of interest as it is known as the lack of apparent conflicts in terms of resolution processing. These conflicts come in the course of dealing with prescribed organizational terms of policies (Morais & de Moura, 2018). And finally, the conflicts financial or the organization benefits which comes in terms of lack of perceived or the outcome of unethical behaviors. All these conflicts are there to enhance excellent leadership skills as long as the leader is in the position to overcome them in his or outstanding work. As a personal ethical leader, one should be in the front line to try to mitigate the conflicts for effective leadership.

2.1.6 Conclusion

Being a moral leader often requires the development of a decent reputation. The development of a reputation is determined by the perception of others on the two pillars of ethical leadership, which are the moral manager and an honest person. A virtuous person entails what one is, what one does, and one's decision, and what dimension do others know one as a person. An ethical manager requires moral behavior, regular communication on values and ethics as well as usage of rewards for accountability basis of standards and values. Moral leaders are often involved in paying dividends in commitment, pride and loyalty of employees, which is necessary for nowadays economy where organizations aim to retain only the best employees.



2.2 WORK MOTIVATION

2.2.1 Concepts and Definitions of Work Motivation

In ordinary discourse, the term motivation refers to the impetus to accomplish a certain task or a set of tasks. Work motivation can, therefore, be described as the incentive that drives an employee to complete his or her assignments in a timely fashion and in due diligence. The evolution of work motivation as a concept can be traced back to the Industrial Revolution at the dawn of scientific management, which was formalized by Frederick Taylor and the Gilbreths (Fowler, 2014). Sources indicate that scientific management entailed the improvement of output and efficiency through optimal workforce productivity. The key focus here was on labor productivity to improve organizational efficiency, which is the idea that Taylor sought to promote. Taylor's concept was common among manufacturing industries during the Industrial Revolution and it has evolved for over a century to date.

Over the years, the concept of work motivation has been described by numerous scholars and even though these definitions vary, the underlying concept remains the same. In the 1960s, Douglas McGregor developed Theory X as a new work motivation perspective (Ryan, 1982). This theory is based on the assumption that employees are inherently lazy and unhappy. It is the task of the organization to ensure that they are productive by motivating them through a system of rewards. Meanwhile, Henry Grant (Theory Y) believed that employees are often ambitious meaning that they can be motivated through appreciation of the work they do. In the contemporary period, motivation has evolved and can be best understood through the concept of industrial and organizational (I/O) psychology. In the 1960s, the concept evolved into an expectancy-valence model pioneered by Vroom (1964) that motivation is driven by employee expectation. During this time, work motivation took the form of more extrinsic attributes. In the 1970s through the early 1990s, the concept combined both intrinsic and extrinsic forms with numerous scholars (Deci, 1971) (Mitchell, 1974) (Deci & Ryan 1980) working towards drawing the distinction that employees could be motivated either internally or by environmental incentives or both. This would be the dominant theme going into the millennium. Over the next couple of decades to date, there emerged a 'Copernican turn' that redefined motivation. This period saw the integration of the self-determination theory into the

models of motivation applied by human resource in major organizations. Today, employee motivation involves a study of human behavior and attitudes in an effort to understand what drives people to work more. It is important, therefore, to note that motivation is now personalized; it relies on an understanding of human psychology.

One of the most dominant definitions of work motivation revolves around the concept of self-determination, which emerges in the form of both intrinsic and extrinsic motivation (Fowler, 2014). Relevant to this study is the extrinsic motivation, which is controlled through various incentives. For instance, an employer can put forth a system of rewards and penalties (Doshi & McGregor, 2015). Many organizations are known to set certain targets for their employees and whoever accomplishes the set goals is rewarded mostly through promotions but also through other perks. Reward is the incentive that instills a sense of self-determination among employees to drive high-quality performance, which improves the overall productivity. An employee internalizes the impetus to work harder in an effort to attain the rewards. Ultimately, self-determination drives productivity.

Equally, work motivation can be described as the cultivation of an internal self-drive so that an employee feels the need to perform not because of attaining a certain reward but for an inherent satisfaction (Doshi & McGregor, 2015). This definition also falls under the concept of self-determination and it seeks to separate intrinsic from extrinsic drives. There are scenarios in which a worker feels the drive to act in a certain way and improve his productivity owing to the challenge of it. Here, someone feels the need to rise to the occasion notwithstanding the perks involved but merely for their personal development (Ryan & Deci, 2000). For instance, an employee may have a deep admiration for his mentor and develop the urge to be like him. This role-model driven motivation may drive the worker to be more productive as per his career aspirations. As such, one is motivated to work through curiosity, exploratory, or fun impetuses.

Work motivation may also be psychologically driven depending on how an employee relates to his occupation (Fowler, 2014). For instance, a writer working at a publishing house may feel psychologically driven to improve his proficiency in the field. Such a writer will be motivated to work harder and better in an effort to accomplish that basic goal and broaden his prospects of thriving in his chosen field.

As a result, the writer in question will be seen to clock more hours at work in an effort to learn something new or find out some loopholes that would help his cause as his career advances. Therefore, work motivation can also be described as psychologically driven.

Work motivation has also been defined as the cultivation of an internal drive for the sake of autonomy (Ryan & Deci, 2000). Consider a scenario where a person is working two jobs; such situations can be very demanding. In an effort to be more autonomous and reduce the pressure of the boss micro-managing him, an employee may be driven to improve his performance so that he can be more reliable and trustworthy. Reliability breeds trust and ultimately autonomy.

A section of scholars defines work motivation in terms of individual need for achievement (Fowler, 2014; Doshi & McGregor, 2015). According to this perspective, the incentive to work more and improve performance is driven by a need for personal achievement. In the ordinary organizational setting, there are people who have certain ambitions to attain a set of goals. Such people have set their milestone objectives in a way that the more input they key in the closer they get to attain their goals. Therefore, work motivation is also driven by the need for achievement.

Another angle taken by scholars in describing work motivation entails reputation (Gagné & Deci, 2005). Human beings are known to crave some form of authority in their endeavors. Building reputation is a key aspiration for many employees especially those looking to advance their career trajectory. An employee, in such a situation, may endeavor to improve performance so that he can get referrals in the event of recommendations. Therefore, the need for building a reputation or authority in the work place is a well know driver of work motivation.

Ultimately, the general definition of work motivation points towards the development of an urge to improve performance in the organization (Ryan & Deci, 2017). When employees set various milestone goals, they will be highly driven to improve the quality of their input at work to ensure that they meet the desired outcome. Equally, employers can incentivize hard work through a system of rewards for performers. Essentially, motivation can be described as the impetus to key in

labor, skills, talent, and competencies with a clear goal of improving performance (Doshi & McGregor, 2015).

2.2.2 Content-based Work Motivation Theories

2.2.2.1 Maslow's Hierarchy of Needs Theory

In 1943, the clinical psychologist Abraham Maslow sought to understand what motivates human behavior (Gagné & Deci, 2005). In an effort to understand behavior, Maslow extended his study to cover innate human curiosity. The idea was to establish a link between the two. He compiled his discourse on human needs in a seminal pamphlet titled "A Theory of Human Motivation." Maslow created a classification system in which he arranged needs in a hierarchical manner from the lowest to the highest needs (Ryan & Deci, 2017). The ascending order represented the priority people give to various needs such that after fulfilling them they go to the next one in the ladder.

Maslow's hierarchy can be illustrated in a pyramid with the most basic needs at the bottom. The ascending order is: physiological, safety, love/ belonging, esteem, and self-actualization (Ryan & Deci, 1982). Physiological needs are the foundation of human motivation and they include food, shelter, clothing, sleep. The instinct of every person gives priority to physiological needs above all after which the focus shifts to safety concerns (personal, emotional, and financial security). People now worry about their wellbeing and that of their families. An individual will start to build a meaningful life and to think about the future. Next is the need to belong to a community of people in an effort to be loved and to belong. This is the third level and it involves building friendships and intimacy. The fulfilment of this level leads to the need to be recognized and gain status and respect from the society, which marks the fourth level up the ladder. After gaining self-esteem, a person moves to the final level of self-actualization (Doshi & McGregor, 2015). Here, one seeks to live up to the fullest potential. Maslow summarizes it with the quote "what a man can be must be" (Doshi & McGregor, 2015). Maslow's theory is quite compelling as it explains what drives human motivation and how we prioritize needs. It is compelling since it notes that human needs are insatiable and limitless, which explains why people are in a

persistent struggle to fulfil them. However, this theory is not empirically verifiable. There is no means of measuring satisfaction to determine when someone moves to the next level of needs.

2.2.2.2 McClelland's Human Motivation Theory

In the 1960s, American psychologist McClelland observed that human needs are acquired from the immediate social environment drawing from experience and socialization (Ryan & Deci, 1982). He observed that even if human needs vary, they are constant in terms of age, sex, race, or culture. He started working on his theory on needs and human motivation. He was interested more in the approach to human needs, which he summarized into three: achievement, power, and affiliation. He describes his theory from a managerial point of view and noted that achievement, power and affiliation directly influence employee behavior and explains why and how they are motivated.

Employees are driven, in part, by an urge to achieve and accomplish a set of personal milestones and goals. A lawyer, for instance, will have an urge to win cases in order to build a name; that is the need for achievement. Human beings will always be motivated by the need to build reputation and achieve something meaningful as part of their career trajectory, according to McClelland. Additionally, employees will be motivated by the hunger for power. Every person seeks to grow his authority for self-esteem purposes and to command respect. Third, McClelland notes that human beings are driven by a need for affiliation, which entails building meaningful relations with a community of people. From an occupational context, affiliation relates to building a network of connections. For instance, a lawyer wants to join a counsel of professionals to interact with likeminded colleagues.

One of the key strengths of this theory is that it seeks to understand what drives motivation by looking at the subject in question. This way, it is easy to understand people's internal urges. The key weakness is that it does not provide a verifiable framework to measure the need for power, achievement, or affiliation.

2.2.2.3 Alderfer's Three-factor Theory (ERD)

In 1969, American psychologist Clayton Alderfer studied Maslow's theory in an effort to gain a deeper understanding of human motivation in the organizational context Gagné, M., & Deci, E. L. (2005). Alderfer simply developed Maslow's framework into his own by classifying needs into an ERG framework: existence, relatedness, and growth (Ryan & Deci, 2017). The most basic need, according to him, falls under existence needs, which highlights physiological desires for food, shelter, safety, as well as love and affection. This class of needs is the basic human priority after which a person shifts to the relatedness needs. Here, the focus is on social needs such as meaningful relationships with family and peers and the community at large. People desire to be recognized and to belong to a community. The third category relates to the quest for growth; a person with self-esteem desires growth and actualization. The focus is on relevance and building a legacy. Alderfer's theory is centered on the organizational setting. He explains that motivation works in three dimensions. First, the organizational goals must be in line with those of the employees. If not, there would be conflict of interest. Second, an organization must work towards fulfilling workers' needs to keep them motivated. Likewise, the competition in the workplace will be a key source of competitive advantage.

One of the key strengths of Alderfer's ERG model is that it focuses on what drives motivation (Gagné & Deci, 2005). It strengthens Maslow's idea and explains the role of environmental stimulants for the need for growth. For instance, he noted that financial incentives can drive an employee's need for growth. The perceived value of incentive is a key driver of motivation. This theory is compelling based on a qualitative analysis. However, like his predecessor, Alderfer does not present a quantifiable basis to verify his analysis (Doshi & McGregor, 2015). He does not outline a quantitative methodology that helped arrive at the classification, which makes the theory weak to that extent.

2.2.2.4 Motivation-Hygiene Theory by Frederick Herzberg

Herzberg's theory remains one of the basic foundations where job characteristics model is based. It is based on the question "What do people expect from their jobs?" Employees are not satisfied with everything that happens during

their work. There are some elements or factors that can satisfy them and there are others that do not make them feel that way. According to Herzberg, the factors that make employees feel good about their work are different from the factors that make them feel bad (Madisa, 2009). Employees who are satisfied attribute their satisfaction to internal factors, while dissatisfied employees attribute their satisfaction to external factors. Herzberg's theory focuses on the intrinsic elements that influence employee motivation such as achievement, success, responsibility, gratitude, professional growth, competence. These variables are classified into a set of motivational factors as they encourage employees to maximize what they do. While the other side of the theory positions other factors (hygiene) otherwise known as external motivation. Here we include relationships with colleagues and superiors, working conditions, benefits, company policies, etc. (Hong & Aheed, 2011).

This theory has gained wide popularity as a result of its practical views on employee motivation. Herzberg saw the factors divided into two completely separate dimensions, each affecting job satisfaction in different ways. Therefore, improving an external factor such as working conditions will not only make people satisfied with their needs, it will also stop them from being dissatisfied. According to him, external factors are preventive of dissatisfaction, but do not necessarily bring satisfaction. They only serve to avoid negative feelings at work. On the other hand, motivational factors are the only ones that serve to motivate employees. Herzberg emphasizes that if leaders want to increase their employees' motivation, they can intervene through job restructuring (Hackman & Oldham, 1996). If employees are internally and externally motivated, the result is more achievable. The opposite occurs if we have barriers in one or the other motive (Kreitner & Kinicki, 2001).

This theory came as a result of a study conducted by over 200 Pittsburgh accountants and engineers in Pennsylvania. The study found that satisfaction and dissatisfaction are very complex. The team of researchers concluded that the opposite of satisfaction is not dissatisfaction as previously believed. Removing the negative features from a job does not necessarily make it satisfactory. So, the opposite of "satisfaction" is "dissatisfaction" and the opposite of "dissatisfaction" is "non-dissatisfaction". A state of dissatisfaction (hygienic factors) can be caused by company policies, administration, supervision, interpersonal relationships, working

conditions, schedule. When these factors are insufficient, employees tend to be dissatisfied, whereas when their presence is sufficient, employees simply are dissatisfied.

A state of satisfaction (motivators) can be found in work, success, appreciation, responsibility, contribution, achievement, etc. These factors lead to strong motivation but their absence does not cause any particular dissatisfaction. In these cases, the employees are simply satisfied. Therefore, the factors that derive from the job external nature serve to meet the needs of the lower level, while the motivation factors deriving from the job internal nature satisfy the needs of the higher levels. As a result, for people to be truly motivated, they must have a challenging job that satisfies needs such as: recognition, responsibility, and continuous development of their skills and talents (Wexley & Yukl, 2008).

Based on two factors and their combination, these are the following results:

- a. High level external factors (hygiene) + high motivational factors. This is the most ideal situation where motivation has reached the highest levels. The employee is satisfied with the job and has even achieved a satisfactory professional and individual development. Also, he is in harmony with himself and others, and feels accomplished.
- b. High level external factors (hygiene) + low level motivational factors. Employees in this situation feel satisfied with their working conditions, salary or something else, but they do not have enough motivation as they do not have the proper job responsibilities, cannot have autonomy of action or opinion, and cannot have opportunity for professional and individual development. This can prevent motivation.
- c. Low-level external factors (hygiene) + high motivational factors. In this situation where factors such as pay, the relationships with colleagues or working conditions are areas for improvement, the level of dissatisfaction is very high. But on the other hand, there is strong competition and this can lead to increased satisfaction and professional growth. This is most evident with persons who are pursuing careers. Studies have shown that such a level is seen

among academicians who are intrinsically motivated to advance in their work, despite external factors that may not be in their favor.

- d. Both factors are at low levels. It's the most problematic situation. Not only there is no motivation, but there are also many problems at work where conflicts are very apparent (Herzberg, Mausner, & Snyderman, 2010).

2.2.2.5 Adam's Equity Theory

John Adams, an American behavioral psychologist began studying the influences of motivation in the 1960s (Ryan & Deci, 2000). The focus of his study was on the distribution of resources among relational partners. Specifically, he sought to uncover what drives employee motivation. In 1963, Adams put forth the Equity Theory to determine where resources (contributions and rewards) are fairly and equitably distributed among members of a group. 'Equity is calculated as a ration of cost to benefits. Adam's Equity Theory is based on two key principles: balance and equity. There needs to be a balance between the input a worker brings to the table and the reward he gets. Similarly, there needs to be fairness in treatment of all colleagues. Does the reward add up considering the effort they put into their work? To determine this, Adam introduced the equity measure, which is a ration of cost to reward. Employees also constantly compare themselves with their colleagues to determine whether there is fairness in the workplace. Employees will feel motivated when they get more proceeds from their input and when they feel the environment provided treats all people fairly.

Adams Equity Theory is well thought out; it plays into the relationship between members of a group and how it relates to motivation. It is reasonable to say that people will be more motivated when they achieve more and when there is fairness in the workplace. However, the theory is based on certain assumptions. First, it is assumed that a worker can only have financial motivations hence downplaying other aspirations such as self-actualization (Reeve & Deci, 1996). Some employees also seek mentorship, opportunity, and reputation beyond basic remuneration. Adam does not account for these aspirations, which is a major setback. Ultimately, the theory promotes the need for fairness, which is a key strength.

2.2.3 Intrinsic Factors of Work Motivation

Motivation could emerge from within an individual or it may be influenced by factors in the immediate social environment. When the urge to perform a certain activity or accomplish a given task comes from within the subject, he is said to be internally motivated. Intrinsic motivation, therefore, refers the drive to do something because one deems it enjoyable, interesting, or that it is fulfilling in a certain way. In such a case, the individual in question performs or undertakes a certain activity driven by the inherent satisfactions and its fulfilments rather than a separable outcome (Ryan & Deci, 2017). Intrinsic motivation is best understood within the framework of the self-determination theory, which studies the influences of human behavior in the absence of environmental drives.

The underlying principle of the self-determination theory is that the choices people make are influenced by a psychological drive to fulfil certain needs and to enhance growth. Since human growth is instinctive, the theory espouses that human behavior is inherently influenced by psychological urges to undertake various actions such as feeding. Edward Deci and Richard Ryan put forth three innate human needs that influence the 'self' to undertake a given cause of action for the overall wellbeing: autonomy, competence, and relatedness. They form the basis of the SDT, which focuses primarily on the motives that are self-generated. The internal urge to do something, in this regard, plays into the psychological aspect of the self-determination theory where one is driven by the need for positive experience such as expanding competencies or polishing certain skills. It is to be distinguished from extrinsic motivation where the drive is to achieve a certain outcome.

The empirical basis of intrinsic motivation is founded on a series of experimental studies on animal behavior. White (1959) conducted experiments that confirmed that organisms engage in playful and exploratory behavior driven by curiosity and not necessarily any anticipated reward. This range of behaviors does not appear to be influenced by any instrumental reason but by an innate drive for adventure and experience. For instance, a young calf will often run across the field playfully and not necessarily to get away from any imminent danger. There is no particular reinforcement to drive such a behavior, which means it is instinctive and not adaptive. In the same way, human beings share a similar drive influenced by

curiosity. A person learning to swim could develop a drive to polish his skills by doing backstrokes, for instance, purely for adventure.

As a component of SDT, intrinsic motivation emerged as a reaction to the operant and learning theories, which were the dominant behavioral theories of the 1940s through the 1960s. In the former, BF Skinner espoused that all human behavior is driven by separable outcomes or rewards such as money or promotions. The learning theory, on the other hand, explained that psychological urges are the drivers of human behavior. The satisfaction of innate psychological desires, as described in the latter, relates to the concept of intrinsic motivation as compared to the former.

The operational definition of intrinsic motivation is two-fold. On one hand there is the 'free choice' approach where participants are introduced to a task under varying conditions through the basic experimental research approach postulated by Deci (1971). Participants were observed in instances where rewards are involved and where they are none. This is where 'free choice' comes to play; those who perform the task without any reward are said to be internally motivated. The other approach entails the use of self-reports to evaluate the measure of enjoyment or fulfilment of a certain activity. Participants record their experience and enjoyment derived from undertaking various activities. Ultimately, both of these approaches generate two perspectives of internal motivation.

From one perspective, intrinsic motivation grows from within the individual while it also stems from the relation between an individual and the activity at hand (Ryan & Deci, 1982). Evidently, people are motivated by certain tasks and not others in the same way that not all people are motivated by a given activity. Since the motivation emerges in the nexus between the activity and the person, a section of scholars defines it in terms of the satisfaction that comes with it while others approach it from the angle of the task generating a certain interest. On one hand, one would say 'John is fascinated by playing basketball' meaning he gets a certain level of satisfaction participating in the sport. On the other hand, one would say 'Basketball is a fun sport, which is why Ann loves watching it every weekend' meaning that the focus is on the activity, which draws a certain interest. From both perspectives, an individual will be driven to undertake a certain activity without any premeditated outcome but for the experience.

2.2.3.1 Antecedents of Intrinsic Work Motivation

People usually feel the urge to do something for various reasons; there is a wide range of influences that give rise to a certain course of action or informs certain choices. These influences are called the antecedents of intrinsic motivation because they logically precede it in a cause-effect model. There are various antecedents to intrinsic motivation. Antecedents, in this context, refer to the influences or precursors of the internal drive to do something and they range from ambition, competence, autonomy, and adventure to curiosity and performance feedback (Gagné, M., & Deci, E. L. (2005). Gagné & Deci, 2005). These factors sequentially precede the course of action and hence directly influence internal drive to accomplish certain tasks or perform certain activities.

Oftentimes, for example, people are looking for a new challenge or something interesting to do for curiosity or a sense of adventure. In such a case, curiosity and adventure are the antecedents of internal motivation. This person is willing to venture into something merely for the sake of challenging a comfort zone. For instance, a person who is afraid of heights may decide to go mountain climbing or sky diving to confront his fear. It is important to note that if the decision to engage in these activities is influenced by a separate outcome such as getting reward money then the influence would be extrinsic. The person must be doing so purely to confront his fear or to get a sense of adventure. The motivation must come from within for curiosity and adventure to be considered antecedents; they must sequentially precede the activity.

One of the leading antecedents to internal motivation is competence, which could also be considered ambition. One may feel competent or ambitious enough to take on a new role at work, which could be challenging. In such a case, one feels inherently motivated. For instance, a football defender may be looking to play in a forward position as a new challenge. He feels the internal urge to prove himself and get that satisfaction. In such a case, ambition and competence are the precursors of the activity in question, which makes them the antecedents (William et al, 2014). Again, it must be noted that the player had no other separable outcome in mind while assuming the new role in which case ambition ceases to be an antecedent.

Autonomy is another antecedent of intrinsic motivation. A person may be driven by independence to undertake certain activities. Here, autonomy is the antecedent to the urge to perform that task. For instance, an investor may allocate more money in a promising business venture if he is his own boss. The financial independence is the key driver to the internal urge to invest more for prospective returns. Likewise, positive reviews in the workplace drive internal motivation and dedication to one's job. Performance feedback is, therefore, a precursor to motivation in such a case since the worker will want to keep up the positive reviews and bring more input into the job.

2.2.3.2 Outcomes of Intrinsic Work Motivation

One of the central themes in the self-determination theory is free will. Human beings have the freedom to make certain decisions and these decisions have outcomes premeditated or otherwise. The self-determination theory could be summarized, in this regard as antecedent-activity-outcome. The outcome, in this case, can be described as the end result. Some of the outcomes of intrinsic motivation include competence, rewards, experience, satisfaction, and productivity. A close look at the self-determination theory confirms that it is modelled along internal drivers of motivation.

The key outcome of intrinsic motivation is a person who is internally driven to accomplish a certain task ends up increasing their aptitude and capacity in it. It is important to note that competence is both an antecedent and an outcome of intrinsic motivation. Feelings of competence will drive an internal drive to perform certain tasks; likewise, performing that task will also result into growing competence since it repeatedly polishes the person's skills, talents, and capabilities. Once a person is motivated towards a certain task, which is accomplished repeatedly they increase their competency in that particular activity (Ryan & Deci, 2000). For instance, a person who loves swimming and is motivated to do it more they become more competent. Ultimately, intrinsic motivation helps one overcome various challenges and increase their competency.

Even though intrinsic motivation is not driven by social and environmental influences, it can also result into them. Most organizations have put in place a system of rewards usually to motivate their workers but these rewards can also be the result of increased productivity (Deci, 1982). An employee who is inherently motivated with improves their chances of acquiring these rewards notwithstanding the fact that it is not the ultimate driver of their motivation. Therefore, an employee's self-determined drive to accomplish a certain task or activity may automatically lead to an outcome such as a reward that he may not have necessarily anticipated or even desired

Another outcome that is driven by intrinsic motivation is increased productivity. Once a person is motivated to perform a certain task, they become better at it as they go. This way the productivity at the workplace will be higher because they are now more competent in a certain field and are able to overcome the routine challenges. It is also important to understand that these outcomes of intrinsic motivation are all intertwined in one way or the other. For instance, competence leads to experience, which increases productivity at work (Fowler, 2014). Equally, once a person becomes better at their job they feel more satisfied. Job satisfaction can also be described as the basic outcome of competence.

2.3 JOB PERFORMANCE

2.3.1. Concepts and Definitions of Job Performance

Job performance is considered as the degree at which a person helps an organization to attain its objective. Many entrepreneurs find job performance as the only way they can get information about how well employees perform their duties. Primarily, they lack the idea that job performance involves numerous factors (Campbell & Wiernik, 2015p.54). For instance, individuals can expect a specific employee to add substantial value to their company since that employee is capable of performing his/her task at a high level. However, when job performance is taken into consideration, it involves both contextual performance and task performance. For a businessman, task performance is evaluated considering the numbers of sells on average per day, week, or even month (Sonnentag, 2002). For the case of contextual performance, it is estimated considering how an individual gets along with customers and co-workers, and the effect of a person solves problems which affect the company or team.

According to Motowidlo et al., (1997, p.13), they concluded that job performance “is the overall expected value from the behaviors of employees, and it is carried out in a specific period”. Primarily, this definition seems to be technical, and it entails ideas which can be broken down. Performance is what is carried out by employees during work. On the other hand, the behaviors of employees can be distinguished in the extent of their help or hinder the organization. Eventually, the outcome of individual behaviors is not commonly measured; hence, their value is expected (Motowidlo, Borman, & Schmidt, 1997). This definition of job performance can be criticized as it does not include result, mainly, results should have been included as they are closely tied in the attainment of organizational goal.

According to Campbell (1983, p.137), he defined job performance “as the degree to which a person helps an organization reach its goals”. Moreover, Campbell assumes job performance to consist of behavioral, multidimensional, episodic, and evaluative. The definition can be criticized as it doesn’t show how effective and efficient an employee should work for the organization to reach its goals.

Job performance “is the total expected value to an institution of the discrete behavioral episode carried by people over a specified period” (De Boer et al., 2015, p. 5). It should be useful for the full range of strategies and intervention, which can be utilized in the field of organizational and are critical in the improvement of human performance in work organization.

Job performance “relates how people perform in their duties in jobs” (Banerjee et al., 2016, p.46). Mainly, it is not only influenced by training and natural ability; however, there is a possibility that job performance can be impacted by workplace environment factors, for instance, employee morale, a task which demands physicality, the level of stress and working extended hours. Consequently, high stress and poor conditions can impact job performance negatively as they can lead to adverse health habits such as poor diet and smoking (Banerjee et al., 2016). The definition can be criticized as it does not set the standard of employees when they are executing their daily duties.

Job performance refers “to the production of employees that describe if a worker executes his job and responsibilities well” (Bozionelos & Singh, 2017, p.3). In any organization, work-related activities expected from employees and how well employees perform these activities. Consequently, numerous institutions have been assessing the job performance of each employee on an annual or quarterly basis in which certain points where enhancement is needed are identified since job performance is a substantial factor in the attainment of organization success.

Job performance can also be considered as “personal performance in a job”. Mainly, job performance is something which can be measured (Borman & Motowidlo, 1997, p.28). Therefore, the effect of the manager on improving worker’s job performance is frequently hampered by the fact that it can be challenging having an idea of what an employee executes daily on their job. The definition can be criticized as it does not include working to attain organizational goals.

Individual job performance can be defined as the “thing that people do their actions which play a role and contribute to an organization to attain its goals” (Sonnentag, 2002, p.9). It is critical for a manager to identify actions which are relevant to the organization’s goals and those which are not, without considering if

they are in a written job description. For effect which is appropriate, the level of proficiency that a person performs them should be scaled.

Although individual performance has remained relevant and the use of job performance to come up with results in empirical research, people have not taken their time to clarify the performance concept. However, within the past decade, scholars have shown their interest in developing a definition of performance and the performance concept. Primarily, many authors have agreed that when conceptualizing production is taken into consideration, it is essential in differentiating between an action aspect and also an outcome of the performance (Sonnentag, 2002). Mainly, the behavioral aspect of performance is what a person does in the work station. However, not all behaviors are categorized under the performance concept since they must be relevant to the goal of the organization. Precisely, performance can be considered as what an organization hires an individual to do and must perform that task accordingly (Motowildo et al., 1997). Therefore, it is true concluding that performance cannot be defined by considering action itself; however, judgment and the evaluative process must be taken into consideration. Eventually, it is the only action which can be scaled, for instance, measurement that is considered to constitute a performance.

The outcome aspect of performance defined as the consequence or result of personal behavior. Primarily, the outcome aspect can result in various outcomes; in many scenarios, the outcome and behavioral issues are associated empirically; however, they do not entirely overlap. Therefore, the outcome aspect of performance relies on other factors apart from the individual's behavior. Primarily, in a practical sense, it is difficult describing the action aspect of performance without referring to the outcome aspect (Motowildo et al., 1997). It is true since, it is only any kind of action, but it is an action which is relevant for organization objectives that entail performance, thus, there is need of having criteria of evaluating the degree to which a person's performance attains the goals of the organization. Hence, the individual finds it difficult to imagine how they should conceptualize such criteria at the same time without considering the performance outcome aspect. Implying that when the emphasis has acted, it cannot solve challenges in an organization.

2.3.1.1 Performance as a Multi-dimensional Concept

Mainly performance can also be considered as a multi-dimensional concept. Sonnentag, (2002) differentiated between task and contextual performance. He defined task performance as a personal proficiency with which the persons carry out his duties and contribute to the technical core of the organization. Primarily, such type of contribution can be categorized as direct where it for the case of production workers, more so, it can be classified as indirect, which take the example of staff and managers. On the other hand, contextual performances are activities that do not take part in contributing to the technical core, but they support a psychological, social, and organizational environment in which an institution's goals are pursued (Motowildo et al., 1997). It entails behaviors, such as helping co-workers or being a reliable member of the organization, it also includes making suggestions on how to raise the procedure of work.

2.1.3.7 Performance as a Dynamic Concept

In organizations, individual performance is not always stable. Eventually, individual performance variability at any time indicates not only the learning process and any other long-term changes, but also it shows changes which are temporary in performance. In an organization environment, learning is the main reason for differences in individual returns. Sonnentag, S. (2002) indicated that performance at first increases with the increase of the time spent in a specific job, and afterward, it reaches a plateau. Precisely, processes are responsible for underlying performance change at any time. Eventually, in the early phases of skill acquisition, performance depends on controlled processing, the optimal allocation of resources which are attentional limited and also the availability of declarative knowledge. On the other hand, in the later phase of the skill acquisition process, the performances depend on psychomotor abilities, procedural knowledge, and also automatic processing.

Identifying the processes that underlay changes in job performance, it is essential to differentiate between maintenance and transition stage. Primarily, the scene of transition happens when people are new in a job and when the task is novel (Sonnentag, 2002). Eventually, on the stage of maintenances, it takes place when the

skills and knowledge required to perform the job are learned and also during the period when task accomplishment becomes automatic. In the maintenance stage, the ability of cognitive becomes less important whereas dispositional factors increase its impotence.

2.1.3.8 Types of Job Performance

Job performance can be categorized into three types, the first one being task performance behaviors, mainly, it entails tasks that are part of the job description and require to be finished not only for compensation but also continued employment (Motowildo et al., 1997). Eventually, the subtypes of task performance are routine, adaptive, and creative. In an organization, performance shows behaviors which make a difference to goal accomplishment in an organization. Mainly, the performance domain holds practices which might have a positive effect and behaviors that hurt attaining the objective.

Citizenship behaviors are the other type of job performance; mainly, these are behaviors which contribute to institution attainment of goals by improving the workplace. Precisely, this type of job performance entails interpersonal citizenship behaviors and organizational behaviors. Citizenship behavior is personal behavior, which promotes effectiveness in organizational functioning (Sonnentag, 2002). It accomplished in an organization by providing a positive psychological and social environment whereby task work can flourish. Mainly, it is essential in that employees enhance social connections which influence job performance.

Counterproductive behaviors hinder organization goals. Citizenship behaviors and task performance behaviors contribute positively to the attainment of organization goals; on the other hand, self-defeating behaviors impede the realization of organizational goals. In a work-place, counterproductive behavior can take many forms, for instance, from difficult personalities which damage unity to workers theft, which undermines the organization attainment well-being (Campbell & Wiernik, 2015). Since this kind of behavior cannot be eliminated, it is essential to monitor workers and develop a strict protocol to hand challenges. It is also necessary using

positive reinforcement in inspiring behaviors which are helpful, for instance, cooperation, and high attendance.

2.1.3.9 Task Performance

Task performance refers to the effectiveness with which job incumbents perform activities which play a role in the technical core of the organization, precisely, this can be conducted directly through implementation of part of the organization technological process, moreover, it can be done indirectly by providing an organization with needed materials or services (Borman & Motowidlo, 1997). There are numerous types of task performance dimensions, for instance, when it comes to sale job, it entails closing the sale, product knowledge and organization, and time management. For the case of firefighter jobs, task dimensions involve activities such as performing rescue operations and application of ventilation procedures.

Task performances can be considered as a multi-dimensional concept; for instance, according to Sonnentag, (2002), he proposed eight performance components concluding that there are five factors defined as task performance. These are: supervision which applies in the case of leadership or supervisory position, non- job specific task proficiency, management or administration, task proficiency which is job-specific and skills which are either written or communicated. Mainly, all these factors have several sub factors which can differ in different jobs. Sonnentag, (2002) concluded that when it comes to management or administration factors they encompass many sub-dimensions which include: organizing and planning, keeping other member informed and effectiveness in communication, the act of directing, motivating and guiding subordinates and giving feedback, and the activities of developing, coaching and training subordinates. Recently scholars have been paying attention to a specific aspect of task performance. For instance, behaviors which are customer oriented and innovative become essential as institutions put more effort into improving customer services.

When scholars argue that behavioral episodes can contribute to or detract from organization attaining its goals, it is essential since it helps in the distinction of task performance and contextual performance. Mainly, according to Motowidlo et al.,

(1997), they concluded that task performance categorized into two types. One of the categories entails the act of transforming raw material into goods and services that are products of the organization. It involves activities such as operating a production machine in the plant of manufacturing, selling merchandise in retail, and teaching in school. The other type of task performance entails activities that serve but also maintain the technical core through replenishing its supply of raw material, finished products distribution or even providing important planning, supervising, coordination and even function of staff which enables it to function not only efficiently but also effectively. It is a clear illustration that task performance has the capability of bearing a direct relation to the technical core of the organization, through executing not only its technical processes but also conducting maintenance and servicing the technical requirements.

Organizational behavior considers task performance as a combination of efficiency and effectiveness of doing an organization core job task. Primarily, successes of task performance depend on how leadership presents an employee's duty. In a condition where the administration relies on the plan, expected results, plan constraints, and role of employees in the execution of the program, then there are high chances that result may be tangible (Campbell & Wiernik, 2015). Eventually, employees come to understand their duty in the bigger picture of daily organization's project, work, or long-term goals to take place with their involvement. To improve the performance success of employees, then, they need to be supported and given essential tools when they are working.

Dominant personalities are mandated to measure task performance based on competency. Consequently, employees who seem to be dominant are known to be confident and have a strong ability to do the task given. Essentially, they are well known to hold others accountable to their level of work, for the case of little patience with another employee who lacks work ethic (Campbell & Wiernik, 2015). Primarily, since they have limited tolerance when it comes to a different level of work as compared to their own, delegates of dominant employees work to others since they want to assume more duties. Mainly, individuals in this category of dominant style like taking risks and hence they see the logical steps which require to be taken to attain the end goal.

In an organization, cautious employees tend to perform well when they are allowed not only to digest but also process at their pace hence avoiding making mistakes. Consequently, careful style employees in most scenarios are not the first who speak up and will have taken the time required in gathering their thoughts before speaking. These are employees who ask why questions as compared to other behavioral styles. They are substantial since they play a role by keeping others safe out of concern about the causes and effects of all activities taken by others (Motowildo at al., 1997). A cautious employee, in most cases, prefers an environment which seems to be peaceful and organized with few to no conflicts or arguments. Primarily, they prefer working alone and are not very social and their best environment to function is where tasks and projects can be monitored through completion and technical task since they pay attention to details.

2.1.3.10 Contextual Performance

One of the most substantial duties of institutions is ensuring that works are performing their job effectively. Recently, contextual performance is considered as a critical part of overall job performance. Consequently, scholars and practitioners are viewing job performance as moving beyond what is regarded as the effectiveness of return on a task. It is due to changes in the global market and also worldwide increased competition (Motowildo at al., (1997). Therefore, employees in organizations are predicted to be going beyond what is expected of them in their job description. These are indications that contextual performance has been playing a significant role in capturing employee's ability to engage in activities which contribute to the organizations' well-being. Consequently, such aspects of job performance are considered as equally important as task performance.

Scholars and practitioners have concluded that job performance is multidimensional and contextual performance is one of its main factors. Precisely, a contextual performance plays a substantial role in boosting the organizational climate through activities such as strengthening social networks. In an organization, when its employees are engaging in contextual performances, it is essential as it contributes to the culture and climate of the organization (Sonnetag, (2002). Therefore, contextual performance has the capability of transforming an organization since employees

volunteer for extra work, and take part in helping and cooperating with others in the same organization.

There are significant benefits when contextual performance is included in the measurement of job performance; primarily, it can impact the quality of human resource practices. Moreover, job performance can be linked intrinsically to not only goals but also the mission of the organization. More so, when making decisions which concern how organization measure job performance and tasks which are relative weight assigned compared to contextual behaviors have essential implications since it is used in making decisions concerning human resource practices.

Personality traits are useful in predicting contextual performance as compared to predicting task performance. Mainly, personality traits of dependability and conscientiousness correlate more highly with the organizational citizenship behaviors as compared to task performance. In a situation where an organization uses job analysis, personality traits in predicting contextual and task job performance, it is critical using narrow features in predicting contextual job performance without relying on global characteristics.

Contextual performance is essential as it aims at contributing to organizational effectiveness in manners that aim at shaping the organizational, psychological, and social context, which catalyzes task activities and processes. Precisely, events found in contextual performances entail volunteering to carry out task activities which are not formally part of the job. Mainly, they help and cooperate with others in the organization for the task to get accomplished (Borman & Motowidlo, 1997).

Scholars and practitioners have come up with many concepts of contextual performance; necessarily, on a general level, individuals can distinguish two types of contextual performance. Behavior is one of the categories types of performance; it aims at smoothing functioning of the organization as it is the present moment. On the other hand, proactive behavior aims at changing and improving not only organizational processes but also work procedures (Sonnentag, 2002). The method of stabilizing contextual performance behaviors entails organizational citizenship behavior and have five different components, i.e., sportsmanship, altruism, courtesy, civic virtue, and conscientiousness, which are some of the aspects of institutional

spontaneity and also behavior in organizational prosocial. The most effective action of contextual performance entails personal initiative, which takes charge. Therefore, contextual performance cannot be considered as a single behavior which seems not to be uniform. However, it is a multi-dimensional concept.

Contextual performance does not take part in an organization's core technical processes. However, it plays a significant role in maintaining the border organizational, psychological, and social environment whereby the functional core must play. Primarily, it entails activities which promote the viability of the social and corporate network, and it ensures that psychological climate in which the technical core is embedded, actions such as cooperating and helping others (Sonnentag, 2002). Moreover, the processes of following organizational procedures and rules even in a condition whereby it is inconveniencing, supporting, endorsing and defending objectives of an organization, it also entails volunteering to do activities which are not part of the job.

Scholars have made it clear that even though the initial attempt of distinguishing the conceptually existing between contextual and task performance entail motivational element (Borman & Motowidlo, 1997). For instance, persisting and volunteering in the definition of contextual performance, scholars have recently proven that it can be empirically difficult divorcing task performance from motivational, in cases where performance is evaluated through the use of supervisory rating. Therefore, it is essential for conceptually to leave the motivational elements being attached to the contextual and task sides of the performance domain.

2.1.4 Antecedents of Job Performance

Job performance behaviors have several essential antecedents; mainly, they entail national and organizational, cultural, dispositional variable, and leader behaviors. Primarily, the act of knowledge management and organizational learning are the essential factors which play a role in the successes of an organization (Borman & Motowidlo, 1997). Fundamentally, both organizational learning and knowledge management allows any firm or organization to adapt quickly. Eventually, the ability to adapt faster is required as the level of technological change soon, change of

environment, and a continually changing market have become a key determinant of industrial environment characteristics in these modern days. When such a condition arises in a firm, the organization must play in anticipating any future change.

For the case of leader behaviors, scholars have identified that any organization requires employees who are capable of handling their job not only faster but also better. Thus, an institution requires employees with high job performance. Mainly, the critical factor which plays a role in determining the performance of employees and also the capability of an organization to adopt the changes in the environment are leaders (Campbell & Wiernik, 2015). Leadership denotes the relationship between leaders and followers and how leaders direct their followers to play a role in determining the achievement of followers to the objective and also the expectation of a leader. For an organization to remain stable, it requires a leader's cable of getting together the mission, vision, human resources and also competitive strategies which are creative and innovative for an organization to become world class.

The primary determinant of whether an organization is good or bad is the quality of leaders or other personnel of the organization. Eventually, leadership can be defined as the process that affects activities in a group which have been organized to achieve the goal. Moreover, leadership can play a role in changing the potential to become a reality, and it becomes the primary activity which enables an organization to become successful (De Boer et al., 2015). Thus, the main benefit of leadership is reflected as a function having potential value both organizationally and individually, to achieve a goal. The style of leadership is a process that affects activities inside an organization and is a determinate of attainment of the distinguished objective.

For national culture, scholars and practitioners have defined various dimensions which describe national cultures, primarily, among the two have particular relevance to job performance behaviors. Eventually, power distance can be identified as a cultural characteristic that has been assigned by the influence that leaders have over their subordinates (Sonnentag, 2002). Precisely, in high power distance leader's cultures influence is asymmetrical, indicating that such leaders have a more significant impact over subordinates. In a condition when power distance is low, influence is seen to be more symmetrical and both leaders and followers are capable of influencing one another. Consequently, in a culture which has been

characterized by low power distance, employees must play in viewing OCB civic virtue, self-development, and initiative as expected since authority and leadership are shared.

Individualism-collectivism is another cultural dimension, which mainly reflects an emphasis on a personal value and also interest versus the interest and values of an individual group. A culture which seems to be collectivist is mandated to encourage job performance behaviors which benefit the group and view such behaviors as expected, normative and they are assumed to be part of the given duties of the job (Sonnentag, 2002). OCB sportsmanship and courtesy are more likely to be perceived as required in a collectivist culture. Another antecedent of OCB is organizational commitment; mainly, it is necessary to be high in a culture which is the collective sense of its importance of the in-group in shaping perception of self-identity.

Organizational culture has the capability of influencing job performance. Mainly corporate culture entails behavioral norms that can be defined as expectations concerning appropriate and inappropriate behaviors. There are several reasons which led toward behavioral normal; one of the reasons is because of the shared values of organizational members (Alegre, 2016). Moreover, they make working as a team much more natural and pleasurable, consequently, as they have been confirmed to be effective and efficient in attaining organizational goals (Banerjee, 2016). When an organization has developed such norms, they are reinforced and encouraged by an organizational in drawing out desirable behaviors from its members. For instance, numerous organizations without considering publish “corporate values” like teamwork, respect, and integrity for individuals.

Because job performance entails voluntary and discretionary behaviors, many scholars have concluded that personality and other dispositional variables will be more accurate predictors for job performance than cognitive ability. Primarily, emotional stability, agreeableness, and conscientiousness show contextual performance (Borman & Motowidlo, 1997). Consequently, the validities of emotional stability and conscientiousness have a common task and contextual performance; however, agreeableness indicates higher validities with the interpersonal support in contextual performance dimension.

2.4 INTENTION TO QUIT

2.4.1 Definitions and Historical Development of Intention to Quit Concept

Employee turnover is the percentage or number of employees who leave an organization and are replaced by new workers. Measuring employees' turnover is essential to the companies that want to assess reasons for turnover and or estimate cost to hire for budget purposes.

Even though the prior article of turnover appeared, the first empirical turnover research was published by Bills (1925) in JAP. It demonstrated that clerical workers always quit if their parents (fathers) were small business owners or professionals compared to those whose dads worked semiskilled or unskilled jobs. While ignoring statistical examination of the relationship between turnover and the occupation status of the parent, Bills nevertheless presented the predictive study designed for evaluating whether application questions can forecast turnover- a technique that progressed into a standard study design for the validation of test as well as a testing of theory for most of the twentieth century (Steel, 2002).

2.4.2 Opening Models by James March, Herbert Simon, William Mobley, and James Price

In 1958, March and Simon's introduced the supposition of voluntary turnover; this was a paradigm shift (in the sense of Thomas Kuhn) far from the previous stream of fundamental theoretical study. However, this revolution delayed until publication Mobley (Mobley, Horner, and Hollingsworth, 1978) as well as Price (1977; Price & Mueller, 1981) who integrated the March and Simon's key concepts about movement desirability and ease. This was defined as job satisfaction coupled with opportunities for job respectively) - as pillars for sophisticated turnover theories. In the most influential article on turnover, Mobley (1977) explained a process approach detailing how satisfaction progresses to turnover. He hypothesized the linear structure: dissatisfaction- quitting thoughts- assessment of the subjective anticipated utility of job hunting and quitting cost- search intent – alternatives evaluation and present job-intentions to stop – quit. Mobley and others pioneered the content model in 1979

which specified distal reasons clarifying why employees quit (such as displeasing job characteristics, underlying dissatisfaction of the job and a desirable features of an alternative job). They initiated SEUs of the current job coupled with alternatives and job satisfaction, entails proximal antecedents of searching and quitting intentions and mediating the effect of distal causes.

Just like the previous scholars (Mitchell & Albright, 1972), a theory of expectancy was key to Mobley's and other's (1979) hypotheses. They indicated that workers might remain in a dissatisfying job because they anticipate an eventual positive utility, for instance, desirable transfers and promotions, whereas workers may leave a satisfying job since they expect a good result from the other employment (conducting a logical cost and benefit evaluation in comparing various job alternatives). They further acknowledged that non-work consequences and non-work values of leaving moderate, how the present employment and options' SEUs and employment satisfaction closely relate to turnover.

Informed by a comprehensive evaluation of the academic writings (canvassing disciplines out the management and psychology), evidently, Price (1977; Price & Mueller, 1981; 1986) established an extensive range of turnover elements. Leveraging on his background in sociology, Price's models captured factors relating to work such as pay and integration and job opportunity causes alongside kinship responsibility and professional drivers. Even though specific was satisfaction in the job and or quitting intentions an interceding between turnover and environmental antecedents. However, according to Price (2001) theories indicated the turnover content more in comparison to the turnover process. In general, his models concentrated on the critical environmental drivers that are mentioned in his 1977 review instead of attitudinal causes, attaining practical suppositions and identifying what the various firm's management can leverage to lower turnover. The initiation of the environmental factors (despite applying the perpetual indices) foresees the recent inquiry into external elements for social cues, and social networks coupled with family and community embeddedness (Ramesh & Gelfand, 2010).

2.4.3 Normal Science: Theory Testing and Refinement (ca. 1977-2012)

2.4.3.1 Empirical Directions

Contrasting March and Simon (1958), Price and Mobley scientifically evaluated their theories, thus making the model of March and Simon more popular and the standard study design for the validation of approach (Steel, 2002). Their methodology and supposition dominated the employee turnover theory and research for a couple of years to come, however, some researchers tested Fishbein and Janzen's (1975) model of reasoned actions and or its variants (Hom and Huli, 1981). Mobley and others (1978) initial testing triggered a plethora of additional assessments (Hom, Caranikas-Walker, Prussia, & Griffeth, 1992; Lee, 1988). The experimental results controverted Mobley's rectilinear progression of an intermediating process since it suggested other kinds of structural formations (Hom and Kinicki, 2011).

Additionally, Mobley (1977) promulgated perceived alternatives and job search as a fundamental construct for explaining turnover, depositing independent study on their operationalization and conceptualization (Steel and Griffeth, 1989). Even though Kraut (1975) initially indicated that quitting intentions can foretell leaving, Mobley's speculating solidly implanted this construct into the theory of turnover, mentioning that such plans represent the most proximal and strongest turnover antecedent, it can be realized that its extrapolative efficacy relies on measurement and time lag specificity. For a long period, his view has been highly considered (Steel and Ovalle, 1984). Owing to the superiority of predictive (Griffeth et al., 2000; Rubenstein et al., 2015), notes that turnover intentions have always served as the proxy and or surrogate for the turnover when that data for quitting is not available (Jiang, Liu, McKay, Lee, & Mitchell, 2012).

2.4.4 The Counter-Revolution: The Unfolding Model (ca. 1994-2000)

By the 1990s, the turnover study went into a "fallow" duration (O' Reilly) where researchers made an incremental model refinement and or extended those well-explored theories (Steel, 2002). The unfolding model was inaugurated by Lee and Mitchell (1994) it challenged the impending paradigm consequently departing from

the dominant March and Simon perspective. They tested three key assumptions supporting that view: dissatisfied workers seek and leave for the option (right) jobs, job dissatisfaction is the prevalent cause of turnover, and eventual leavers will always compare alternatives to their present position mostly based on a logical calculation of their SEUs. To come up with an encompassing and valid, they came up with many novel concepts notably, “shock” events or jarring; it entailed external activities that triggers thoughts relating to leaving alongside driving alternative routes to turnover.

According to Holtom, Mitchell, Lee, & Eberly, (2008), the unfolding theory triggered numerous tests confirming its validity and instantly reshaping comprehending of turnover. The unfolding model and fundamental constructs: shocks, and script-based quits. An increased endorsement was received by practitioners and scholars consequently becoming the most dominant perspective of turnover today. Maertz & Campion, (2004) in their analysis of whether there is a relationship between motives and pronouncements for quitting, recognized alternative turnover paths further to the usual job looking, job offer, turnover route, and an impulsive leaving.

2.4.5 Turnover Rate and Collective Turnover Models

The twenty-first century heralded significant scholarly attention to the turnover by the employee at the work, group, unit as well as organizational levels. Whether explained as collective turnover or turnover rates, such kind of work represents an emerging and distinct area of concentration (Hausknecht & Trevor, 2011). Decades earlier, researchers critically comprehended the essence of collective turnover. Shaw and others (2009) note that the general correlation between turnover and Human resources investment mask nuances conflicting impact. Describing, individual- managing work teams started in the high- commitment HR system can lower voluntary quits by providing social and intrinsic rewards. In 2015 Shaw disclosed a differentiation relationship between the practices and the general rates of turnover alongside turnover patterns poor and good performers.

Shipp et al. (2014) extended the unfolding model consequently viewing the voluntary turnover as the end situations which severs relationship in employment

permanently. Nonetheless, the view overlooks the possibility of the employee who quits returning in the future. The empirical and anecdotal facts indicate that the boomerangs can be of paramount importance to staffing resources for their organization. However, the research relating to this kind of worker is mostly unavailable. The article suggests that the extension to the unfolding model should regard how reasons and timing of turnover impacts on the returning decision. Rubenstein et al. (2017) carried out an extensive meta-analysis of the predictor of turnover. Directed by theory, the researchers formulated and tested the substantive moderators' sets. This is by making the consideration of elements that can easily mitigate or exacerbate the zero order Meta-analytic impacts. The proponents of this view have provided a variety of research recommendations breaking from traditional paradigm turnover as a method for guiding future exploration in the turnover subject.

2.4.6 Types of Employee Turnover

2.4.6.1 Involuntary and Voluntary Turnover

Considering Hom, Lee, Shaw, & Hausknecht, (2017) Voluntary turnover is a kind of turnover that happens when workers willingly opt to leave their job positions. Workers might decide to vacate their jobs for various reasons. They may feel disgruntled or dissatisfied with their current position and or their salaries; they may be looking for a career and or may have accepted another offer from a different firm. On the other hand, involuntary turnover always involves workers being allowed to leave for unsatisfactory performance; the voluntary turnover more often entails competent personnel leaving their positions. Therefore, voluntary turnover is costly for a company due to the costs related to hiring and recruiting new workers.

A suitable method of limiting a high voluntary turnover rate is putting forth effort during the hiring process to ascertain the applicant's job suitability for a specific post. Firms should strive to evaluate the possibility that their future workforce will feel satisfied consequently fulfilling their tasks. Certain personality characteristics are more harmonious with particular kinds of jobs. For instance, job applicants who are excessively extroverted may feel discontented in a role that entails limited personal interaction. Assuming job suitability or job fit during hiring decisions

may help significantly lower voluntary turnover for a company in general (Swe, & Lu, 2019). Researchers and employers have established that there are numerous routes that employees may assume when they leave employment. As “standard approach” of turnover what individual traditionally closely associated with quitting- happens when a worker is not satisfied with his or her current job, thus initiating a job search and then leaves when a more suitable replacement is found. A new study indicates, nevertheless, that this standard model is an exception that a rule when explaining how and why a worker quits a job (Hom, Lee, Shaw, & Hausknecht, 2017).

Research has established that 24% of turnover happens as a result of unsolicited employment offers- when a worker is sought out by another firm and given a more attractive position. Another critical factor that contributes to voluntary turnover is the labor market condition. When the rates of unemployment are high, workers are more likely to continue working a job that they are not comfortable with. When the rates of unemployment are relatively low, satisfaction becomes excessively influential. Consequently, employees are more likely to seek new employment if they are dissatisfied with their present position. There four routes a worker may assume when leaving employment through the voluntary turnover:

Route 1: Discontent → Search for a new job → Leave.

Route 2: Discontent → Leave → No new job → Search.

Route 3: No search for → new job → Leave

Route 4: Quit → No new job → No search.

Based on these paths, employers should be aware of the most kinds of turnover within the firm. This can be obtained by surveying departing workers or conducting an actual interview. The information collected can be applied to focus on the strategies of retaining employees to alleviate future turnover. Business can monitor the satisfaction of their workers through the use of surveys and interviews as well as encouraging and facilitating communications between subordinates and managers (Rubenstein, Eberly, Lee, & Mitchell, 2017). In their study, Hom, Lee, Shaw, & Hausknecht, (2017) found that by establishing the most common facts as to why employees leave a firm, the employer should apply the resources available

effectively to lower voluntary turnover. On the other hand, involuntary turnover is also costly to a company. However, there are numerous ways to lower the instance of terminating employment. By utilizing the available tools to collect predictive information before hiring alongside providing new hires with the support they require to succeed. Therefore, the risk of involuntary turnover can be minimized as the bottom line is improved.

2.4.6.2 Dysfunctional and Functional Turnover

Rubenstein, Eberly, Lee, & Mitchell, (2017) has noted that employee turnover is neither bad nor good itself. However, what influences this is whether it is dysfunctional or functional turnover. HRM should comprehend the difference between these two kinds of turnover so that they can know how to encourage turnover that is beneficial to a business instead of harming. Functional turnover happens when individuals leaving a company are underperformers. This is more common in the significant accounting, law and consulting companies that use the “up or out” approach. Workers in such a firm must improve and develop moving up in the ranks, while those who are not able to progress are allowed to leave. Thus, organizations have a high turnover, but the workers who remain are the brightest and best. Hom, Lee, Shaw, & Hausknecht, (2017) have highlighted that dysfunctional turnover is a precise opposite of a functional turnover, as the best members of a team leave. This can occur for many reasons. Nonetheless, the common cause is a minimum potential to advance. If for instance, a firm fills its management posts with an external person and does not give it to internal employees, workers are more likely to seek outside chances for advancement.

Based on Dalton, Todor, & Krackhardt, (1982), Dysfunctional turnover is considered to be the level that gives a divergence between a firm’s optimal balance of the cost implications related with turnover alongside costs linked with retaining workers. Under this technique, an optimal aggregate level turnover for most firms will be more than zero with variables across firms’ contingent on specific elements impacting quitting propensities and retention costs. Becker & Cropanzano, (2011) establishes that a high-performance rating does not guarantee retention. The performance-based or merit-based payment lessens the impacts of turnover about the

level of performance coupled with performance ratings. Those putting a good performance have low chances of turnover particularly when they are rewarded based on their performance.

Becker and Cropanzano stress on the importance of making sure that a worker is correctly for their efforts. However, the effect cannot be found among those performing poorly; the technique applied in compensating the low performer should therefore not influence the rate of turnover. Managers and supervisors are required to offer a fair and rigorous performance rating metric that holds workers to very high standards. This will help alleviate any low performer naturally. High performance ought to be adequately compensated for their effort since it will lower turnover in those performing excellently. Without appropriate compensation for these workers, a firm will be a risk of losing its most valuable assets.

2.4.6.3 Unavoidable and Avoidable Turnover

The issue of labor turnover cannot be alleviated if the causes of labor turnover are not established. Furthermore, the roots of turnover are classified into two classes. They are unavoidable and avoidable causes. Avoidable turnover may arise with dissatisfaction with wages, some firms may pay low wages or minimum wage, and thus the employees may be dissatisfied with their salaries and therefore leave the company. Other factors include: dissatisfaction with job and working environment and personnel policies (Saks, 2019). Unavoidable causes of labor turnover, the reasons cannot be eliminated through any steps assumed by the company since it is significantly influenced by personal betterment, climatic circumstances, family circumstance, society conditions, death and retirement, and discharge and dismissal.

Dalton, Krackhardt, and Porter (1981) opined that assessing avoidable turnover couple significantly improves the prediction and understanding of turnover. The unavoidable stayers and leavers were found to be no different from one another, whereas the two groups were massively different from the avoidable leavers on the degree of satisfaction, job tension, organizational commitment and withdraw cognitions. The single evaluation that can be applied in predicting both involuntary and voluntary turnover would be particularly important selection or recruitment

instrument. Dalton, Krackhardt, and Porter (1981) model are strengthened by the similar predictions for the unavoidable voluntary turnover or leaving that is not influenced by job dissatisfaction per, nevertheless due to the uncontrollable elements, for instance, moving for partner's new job or pursue further education. Gender and salary have a significant effect on workers on retaining their positions. With a higher position in a company, comes a better position, more satisfaction and thus irrespective of the age workers remain; many other variables can influence the decision of leaving or staying.

Since most turnovers are a result of matters of chemistry and fit within a firm, employers need to quickly adopt the approach of "hire attitude, train for skill." By conducting a thorough assessment of the critical competencies required for the position, they are well prepared to carry out an interview process which is behavior based (Swe, & Lu, 2019). Employees need to be provided with chances for growth, the irony of retaining performing individuals is that the more they feel are in a position to grow thus become more scalable, the more they are likely to stay in a company. Employees must be assisted in assuming the ownership of their professions by continuously upgrading and refining their competencies and skills. The more easily relevant and accessible training that an employer can provide, the higher the possibility that the turnover will reduce.

2.4.7 Antecedents of Intention to Quit

In the current competitive environment, the retention and development of human capital have become a significant concern for many firms. Many organizations have become more of a revolving door for fresh hires in comparison to the productive place of business. Although some turnovers can be expensive, poor management may cause normal turnover climbing to an excessive level. The United States Bureau of Labor Statistics indicates that employee turnover costs a reliable 33% of the worker's total compensation, including benefits and wages. However, the impact is not only monetary; it also adversely affects the morale of employees. It is necessary for a company to reduce the rates of turnover; firms must first comprehend the central

reason workers leave for other positions. Good employees do not leave good companies; they leave poor managers.

2.4.8 Personal Factors

Maertz and Campion, (2004) indicate that age, tenure, sex, family responsibilities, and personality are variables that have been found to have a very stable relationship with turnover and retention, thereby influencing employee turnover and retention over time. Age has been found to have a modest but noteworthy effect on the turnover intention; there are many perceptions of motivation and job satisfaction across the spectrum of age. Young people have been found to have lower levels of job satisfaction. The older age group of forty has a high level of job satisfaction. The study conducted in the military indicates that retained workers are more likely to be male compared to female. Married workers have a higher intention to leave employment due to a family commitment in comparison to the unmarried workers.

Concerning the number of years of service, Abelson, (1987) has critically noted that employees with higher tenure have familiarity with their tasks and consequently have reached a higher level of career accomplishment compared to workers with lower tenure. Research indicates that employees with different tenure levels are not enthused to remain with a firm by the same incentives. Personality impacts on both absenteeism and turnover thus management must adopt the right strategies and facilitate practices that lead to positive personality characteristic consequently leading to increased retention of employees.

2.4.9 Job Satisfaction

Before the entry, people form expectations regarding future experience at work which may be inflated if they have a fresh understanding of workplace functioning and goal, this is usually the case of the neophyte recruits. It is common for a job to vary from the initial description alongside what was promised during the

interview when this occurs it can create mistrust, and in the absence of trust, there can be no real ownership by the employees (Lee, Gerhart, Weller, & Trevor, 2008). Feeling undervalued by their supervisors: every employee wants to be rewarded and recognized for a job well done. As part of human nature, this recognition does not have to be monetary, it is not merely a better thing to do, and nevertheless, it is an efficient method to communicate appreciation for the positive effort, while at the same time reinforcing those behaviors and actions.

Raises and promotion froze: it is critically noted that money is usually not the key reason why people leave a company. Even so, this does rank when a worker can find a job that is earning 25 percent more elsewhere. Promotions and raises are always frozen for economic reasons. However, they are slow to be resumed after the passing of a crisis. Companies may not have an objective to give the best compensation in their area; however, if they do not, they better pay competitive benefits and wages while making their workers feel valued: this is a critical combination (Maertz, & Campion, 2004). Unavailability of opportunities for Growth; the best talent can be lost if the workers feel trapped in the dead-end job positions. In many organizations, the most talented people are compelled to job-hop from one firm to another with the aim of growing in compensation and status. Employees may leave firms that do have ways of helping them develop new responsibilities and skills in their present positions and positioning them for future development within the enterprise. Workers who can see a possible opportunity for growth coupled with a comparable salary are more inclined to remain in an organization.

2.4.10 Organizational and Work Environment Factors

Identifying and evaluating numerous extrinsic and intrinsic elements of a job situation as they possibly relate to the propensity to leave is essential for the effectiveness and efficiency of the firm. Under the conceptualization of factors that impact on work attitude and cause behaviors: work satisfaction can, therefore, be regarded as “the total of a person’s attained expectations on the job” (Barrick, & Zimmerman, 2005, p.16). Satisfaction with an organization alleviates the desirability to leave consequently lowering turnover. Workers have expectations, and when this is

not met, they become disgruntled and thus want to go. Employees' satisfaction with gratification with duties and responsibilities and the amount of work is a reliable predictor of employee retention (Maertz, & Campion, 2004).

When the organization engages in practices that support excellent working relationship, workers' satisfaction improves since employees tend to believe that the firm is using their skills and competencies and appreciating their commitment and service. As a result, higher job satisfaction frequently results in reduced employee turnover. Team unity plays a crucial role in retaining employee since it increases productivity. Working in an environment where workers support each other always lead to productivity boost as well as job satisfaction additionally, teamwork provides collaboration to finish a task. Employees want to be in organizations where cooperation is highly regarded. Perceived job autonomy influences turnover directly, employees require independence to accomplish tasks (Maertz, & Campion, 2004). Nevertheless, the association between turnover and the perceived self-sufficiency intention is moderated by seen manager and supervisor support. Firms with adequate resources have a higher retention rate since workforces are confident when they have the necessary tools to execute a task.

2.4.11 External Environment

According to Shaw, & Delery (2005), the economy affects turn over and the work engagement consequently it matters whether we are in bad or good economics. Worker engagement retains its importance in spite of the economic changes. The relationship between participation and the organizational outcome remains consistent whether the economy is in recession or growing. Expectancy of finding alternatives: turnover intention can either be involuntary or voluntary, while the unintentional plan happens when the organization is not satisfied with the performance of the employee and decide to fire him or her (Barrick, & Zimmerman, 2005). The employees may leave a firm when they have an alternative best opportunity; employee dissatisfaction may make them continue regularly looking for greener pasture. Low expectancy of finding alternatives is associated with low turnover intention and high job satisfaction.

2.4.12 Relations between Intentions and Turnover

Behavioral intentions play an undefined role in turnover; there are many determinants for finding another job with the organizational commitment and job satisfaction having the highest impact on the behavioral intention to quitting a job. Job stress and role ambiguity exert undesirable indirect effects on the purpose, organizational commitment can be explained by the job satisfaction, and while on the other hand, job satisfaction is predicted by the job stress as well as role ambiguity (Maertz, & Campion, 2004).

2.4.13 Outcomes of Intention to Quit

In today's highly dynamic commercial environment it is becoming a challenge for the job seekers to find job positions that excellently suit their personality and for the firms to hire the right persons who carry out the task and integrate well into the culture of a firm. Failing to overcome this issue can result in a very high turnover of employees. Turnover is an aspect of regular business activity where workers come and go and their situations in life changes. Nonetheless, turnover has its negative and positive consequences on an organization, leavers as well as those who are left behind (Hom, Lee, Shaw, & Hausknecht, 2017).

Saks, (2019) has noted that there are numerous adverse effects on a firm due to the employee turnover in comparison to positive results. The economic perspective on the turnover indicates that employee turnover replicates the beneficial work mobility aspect, such as the improvement of matches between the firm and employees over time. Organizations should assume a deep interest in their turnover rate since it is an expensive part of carrying out business. When a firm must replace an employee, the company incurs indirect and direct costs. These expenses entail headhunting fees, advertising cost, loss of productivity, and cost of human resources, customer retention and training new employees. Turnover can negatively impact on the efficiency in operations, particularly for sophisticated processes that need close teamwork alongside a high level of assumed knowledge. Where there is ongoing instability in the workforce, the consequences can include a skyrocketed tension and stress among the stayers who have to fill the gaps left by the leaving employees, reducing the

morale of employee and decreasing productivity as a result of losing work team synergy

In her research Nica, (2016) established that a very high turnover rate can do significant damage to a company other than overworking your staff, turnover is costly. Upon losing a member of a team, you must look for someone new to fill the void despite the person being qualified, the firm must still train the individual, consider few mistakes during work activities and undergo through the adjustment. Apart from the expense incurred it will give an organization a bad image in public, competitors can leverage on this to cut their niche in the competitive market. They will speculate on the reasons why your workers do not last long in the company. They will question the management competencies of the leaders. Thus, this will also impact on the judgment of the potential investors. The cost of turnover is due to charges related to retaining employees, training and development expense, loss of productivity, loss of business coupled with increased business risk. Consequently, firms that are unable to reduce their turnover ratio will, in the long run, lose their competitiveness.

On the other hand, there are situations where the positives of a worker leaving can outweigh the negatives. Addition by subtraction: if a worker turnover implies losing a person who is a bad actor, the effect will be an advantage to the company and stayers. In the small firms, even a person who constantly gossip, complains or does not pull his or her weight can hurt the firm morale. As for the remaining employees, leaving of a worker with a negative attitude seems like a breath of fresh air. For the owner of a business, it implies no longer having to deal with the annoyances that worker caused (Swe, & Lu, 2019).

Swe, & Lu, (2019) have further noted that through gaining fresh idea, turnover can be constructive if it implies replacing the veteran worker stuck in her ways with an employee who brings something new. A long-term worker who is merely going through the motions and was biding her time until retirement may have contributed less to the business progress. Replacing her with fresh blood may provide access to the mind that is filled with new ideas coupled with an innovative thinking way, this also makes it easier for those who are left, and they will feel energized.

CHAPTER III

HYPOTHESIS DEVELOPMENT AND JUSTIFICATION

3.1 HYPOTHESIS REGARDING ETHICAL LEADERSHIP AND WORK PERFORMANCE

Walumbwa et al. (2011) examined the leader–member exchange (LMX), self-efficacy, and organizational identification as mediators of the ethical leadership and its link with performance relationship. The data analyzed from 72 supervisors and 201 immediate direct reports with the respondents from Republic of China showed that the link between ethical leadership related to employee performance was positively and significantly mediated by LMX, self-efficacy, organizational identification, controlling for procedural fairness. The theories used are in conformity with social exchange, social learning, and social identity.

Walumbwa et al. (2012) through this study proposed that the group role performance was higher as a result of ethical leadership, and they argue that two key mechanisms that have effects on this were group conscientiousness (an emergent state) and group voice (a group process). The survey was done with 80 groups of nurses and groups of leaders and that at three time points. At time 1 the relationship between employee ratings of ethical leadership had a positive result, including the ratings of the leaders of group in-role performance (time 3). Whereas, at time 2 the results showed that the two key mechanisms that are group conscientiousness and group voice, partially mediated this relationship. Basically, the survey showed how ethical leadership can have a positive influence on group in-role performance, and it also helped to understand that there are specific norms and group-level behaviors that truly assist this relationship. It once more supported the logic of effectiveness between leadership and group in-role performance.

Bouckennooghe et al. (2014) investigated the supervisors' ethical leadership style and followers' in-role job performance, and the mediating effects of goal congruence and psychological capital in this link. The survey was done with 171 employees and 24 supervisors, and results showed the positive effect that ethical leadership had on followers' in-role job performance, and how the psychological capital and follower–leader goal congruence play a significant role in this aspect. The research was led by the theory of ethical leadership, psychological capital, and social learning.

Kang (2015) searched the path on how ethical leadership can sustainably manage and influence employees' work performance based on four variables: ethical leadership, perceived salience of an ethics code, work performance, and leader–follower distance, and the interaction frequency of leader–follower. The survey was done in a large enterprise in South Korea with 196 team leaders, and 196 employees. The result of the respondents showed that managers' ethical leadership on employees' perceived salience had positively influenced, which also resulted with positive work performance. Whereas, the frequency of leader–follower interaction showed how indirectly it affects the ethical leadership on work performance via perceived salience of the ethics code, and showed the potential rate increase interaction between leader and follower.

Mo & Shi (2015) based on two psychological mechanisms as the development of higher levels of employee trust in leaders, and demonstration of lower levels of surface acting toward their leaders, investigated leadership impact on employee burnout, deviant behavior and task performance. The survey was done with 45 team leaders and 247 employees, and results showed that trust of employees at their leader and their surface acting, interacted significantly in the relationships between ethical leadership and employee burnout, deviant behavior and task performance.

Yang & Wei (2017) examined the mechanisms through which ethical leadership affects employee task performance, by collecting data from both middle management team members and subordinates. The survey showed that ethical leadership can positively effect and influence the employee task performance. On the other hand, another factor that mediates the relationship between ethical leadership and employee task performance

is the organizational identification, which in turn, the employee proactive personality brings together this relationship.

The review of the literature above indicates that perceived ethical leadership has positive effect on work performance. Mediators like leader–member exchange (LMX), self-efficacy, and organizational identification significantly supports this relationship. Ethical leadership also leads to higher group in-role performance based on two main mechanisms as it is the group conscientiousness and group voice. Furthermore, the ethical leadership style plays a crucial role toward the job performance of followers which is explained by the psychological capital and follower–leader goal congruence role.

In addition, the sustainable leadership ethical managing can positively influence employees' work performance, and the potential rate to increase interaction between leader and the follower. Reflecting on psychological mechanisms there are two possibilities either there is a high level of trust of employee in leaders or lower levels of surface acting toward their leaders, which in turn will have impact on burnout, deviant behavior and task performance of employee.

The review of the literature strongly supports the role of the ethical leadership on work performance. Such studies have not been performed in Kosovo. Therefore, the research on this subject in Kosovo constitutes a serious gap in literature for various industries and organizations.

In order to address these gaps, we have developed the H1 hypothesis, to empirically test the impact of ethical leadership style on employees work performance in Kosovo context, and to understand the eventual differences and similarities with previous studies in various organizational, cultural, and university contexts.

H1: Perceived Ethical Leadership has a positive effect on work performance

3.2 HYPOTHESIS REGARDING ETHICAL LEADERSHIP AND INTENTION TO QUIT

The first empirical turnover research was published by Bills (1925) in JAP, and later one Mobley and others pioneered the content model in 1979 which clarified why employees quit a job, by underlying dissatisfaction of the job and a desirable feature of an alternative job. During the twenty-first century significant scholars payed attention to the turnover by the employee at the work, group, unit as well as organizational levels. Basically, the impact of ethical leadership style on employees' intention to quit has been studied by an extensive number of researchers, focused on investigating the relationship between ethical relationship style, job satisfaction and job performance of employees, which in turns increase/decreases the intention to quiet. For the purpose of this study we will review the most recent literature regarding the ethical leadership and intention to quiet.

Palanski et al (2013) – have examined the positive effects of ethical leadership on employee job satisfaction, and how the abusive supervision leads to employees quit and search for another job. The ethical leadership is highly valued by employees and has a direct link with job satisfaction in the working place and as such leaves no room for quitting the job. On the contrary, abusive supervision had direct impact on employee behavior leading to higher intentions to quit and search for the new job. The study has shown that abusive supervision, even present at the lowest levels, can have serious consequences on turnover process, and as such it overshadows the high levels of ethical leadership.

Babalola et al. (2014) – in their study they collected data from three sources: employees, their coworkers and direct supervisor. Through this study they measured how the frequent change can lead to reaction form employees to quit their jobs voluntarily. In addition, the study showed that this is also the result of the low ethical relationship. Another aspect that was measured with the triad's respondents used in the study was the state self-esteem, basically do they feel appreciated and how it is linked with the frequent changes and ethical leadership, which showed to be significant. Basically, ethical

leadership behavior can lead to creation of healthy working environment, which in turn increase the employee's self-esteem and reduces the need to change the job frequently.

Demirtas & Akdogan (2014) – in their study have used a large number of employees from aviation industry, including face to face interview to examine how ethical leadership leads to work climate within the organization, and the role of managers that behave and execute ethical leadership that contribute to employee prosperity. In addition, they also studied employee's commitment toward the company, and their embodiment toward the company goals and values, as a result of high ethical leadership and climate within the company. Domination of ethical climate led toward satisfaction with the existing job and no need for withdraw, and this also contributes to the members' commitment toward their organization.

Tang et al. (2014) –investigated the contacts between leaders and followers and how the ethical behavior can increase this relationship between them, as well as increase leader–follower value congruencies, which are results of the share of the same organizational norms and values, and increase of the positive psychological contract between leaders and followers, bringing to more mutual understanding. The study investigated also the cultural values and differences between individual values where employee is focused on its own abilities and ethics, and collective values where the employees are focus on shared objectives and morals. The focus on collective values resulted with more positive relationship and value congruence between leader and the follower, as well as increased socialization between them. The higher is the trust of the follower toward the leader, there are less changes that the follower will leave the organization.

Lin & Liu (2017) -in their study investigated the positive effects of ethical leadership and corporate social responsibility (CSR) to engage and motivate employees in their job, and how these both elements can have negative impact on employee's exhaustion, distance and being consumed. The study was done with employees working in the bank industry in Taiwan, and the results of the study showed that structure and system of the organization plays an important role in supporting CSR and ethical

leadership toward creating the culture where individuals are valued and motivated. The gradual delegation of tasks, will increase employees' skills, abilities, and have a positive effect on their self-efficacy, which in turn will lead to less desire to leave the job and overall organization turnover.

Shafique et al. (2018) – examined the characteristics and positive attributes of ethical leadership which leads to the increase of job satisfaction and job performance of employees and negative employee's willingness to quit the job. The study was done with respondents from both public and private tourism companies of Pakistan. The result showed that communication, attention, responsible, guidance and behavior of the leader plays significant contribution to the increase of employees' job satisfaction and the overall performance. In addition, the ethical treatment of employees from their managers will lead to increase the commitment and positive response from employees work toward organization wellbeing, and this minimize the intention to leave the job. Establishment of a good communication channel between leader and employee increases satisfaction and efforts of the employee to work more, which results in the increase of job performance.

The review of the literature above indicates that employees' intention to quit is strongly associated with the ethical leadership. The abusive ethical leadership style towards employees will lead to higher turnout, as well as the frequent changes within the organization decreases the employee's self-esteem, due to the perception that changes are always happening.

Moreover, the ethical leadership style and behavior, establishment of healthy working environment, increase the employee's self-esteem, building of the collective values by sharing of organizational norms and values, has direct impact on employee's satisfaction with their job and no need to quit and search for another job. Employee's commitment toward the job and company goals and values is directly linked to high ethical leadership and good climate within the company, and the role model of the leader to create positive climate and relationship within the company. Motivation, creation of the culture of work, delegation of tasks, dual communication, ethical treatment of

employees, contributes in the increase of employees' job satisfaction, commitment and the overall performance, which in turn, decreases the turnover.

The literature review indicates that most of the studies examined the relationship between ethical relationship style, job satisfaction and job performance of employees, and the impact on the intention to quit. The studies were mainly done in countries like Pakistan, China, Taiwan, but such studies have not been performed in Kosovo. Therefore, the research on this subject in Kosovo constitutes a serious gap in the literature for various industries and organizations.

In order to address these gaps, we have developed the H2 hypothesis, to empirically test the impact of ethical leadership style on employees' intention to quit in Kosovo context, and to understand the eventual differences and similarities with previous studies in various organizational, cultural, and university contexts.

H2: Perceived Ethical Leadership has a negative effect on intention to quit

3.3 HYPOTHESIS REGARDING ETHICAL LEADERSHIP AND WORK MOTIVATION

The evolution of work motivation as a concept can be traced back to the Industrial Revolution at the dawn of scientific management, which was formalized by Frederick Taylor and the Gilbreths (Fowler, 2014). Over the years, the concept of work motivation has been described by numerous scholars, in different definitions, however the concept remains the same. The potential for job motivation is highly related to higher level of supervisor ethical leadership, by providing higher autonomy and commitment to the employees, which will strengthen self-efficacy and decrease emotional exhaustion. For the purpose of this study we will review the most recent literature regarding the impact of ethical leadership style on work motivation

Rubin et al. (2010) study examines the consequences of ethical leadership on leader promotability. Displaying ethical behavior as fairness, trustworthy, honesty,

integrity, and role modeling for others, are critical criterion for leader promotability within the organizations. This is also strongly linked with the ethical culture namely, policies, norms, standards within the organization. Another factor that has a strong impact on ethical leader behaviors and leader promotability are business objectives achievements. The pressure to achieve business results, face the challenges, readiness to respond to difficulties, and making choices by leaders, send a powerful signal to supervisors, that leaders have the capacity to efficiently and efficiently handle the highly pressure situations that awaits them in a management position.

Ruiz-Palomino et al. (2012) research done with 151 employees in a Spanish organization was focused on the effects of higher level of supervisor ethical leadership (SEL) resulting with more positive effect on job motivating potential (JPM). In motivated jobs where employees have autonomy, in development of tasks, skills, and receive task feedback, it makes employees happier and self-actualized. These automatically increase employee's responsibility toward the job, where they ideas are considered, and are involved in decision making process as well, which in turn will result with more control and over their job. When employees feel respected, listened to, and valued and perceive higher SEL, they are more satisfied with payment. The survey showed that JPM has a positive effect on employees pay satisfaction under high level of supervisor ethical leadership.

Yidong & Xinxin (2012) -conducted research by including 302 employees from 34 work units of two companies in China to explore the influence of ethical leadership on the behavior of employees individual and group innovative work. When ethical leaders provide more possibilities to their followers to accomplish their tasks and be more competent toward their work, their individual intrinsic motivation is higher. Similarly, when ethical leaders highlight the role and impact of the job on organization and social level, and provides possibility for group open communication, stimulates them to uphold their potential, and respect for every employee, this leads to the perception of the employees and to collectively agree that their leaders are ethical. This shows that group leaders though a group climate can influence and enhance individual behavior toward the job.

Chughtai et al. (2014) – through this study examined the role of ethical leadership behavior in increasing trust among their subordinates. The survey was done at two different points with 216 respondents from different organizations. When ethical leaders care about subordinates, encourage them to be proactive and take more responsibility, it will in turn generate obligation and commitment of subordinates toward their supervisors. Moreover, positive trust and recognition of work, and reward after that are strong elements of enhancing employees work engagement, strengthen self-efficacy and decrease emotional exhaustion. On the other hand, if there is a low trust, it will lead to employees feeling less confident, more stressed out and results in lower engagement in work and increased elements of exhaustion.

Khuong &Hoang (2015) – researched the effects of leadership styles on employee motivation, by including 320 respondents, auditors working in Ho Chi Minh City. The results of the study showed that charismatic leadership style among the auditors was highly considered as strong motivation in job, and that they can perform better when the leader can attract employee's attention and their stronger engagement in work. In addition, the ethic-based contingent reward leadership, which is based on the ability of the leader to have clear goals, objectives and target achievements, and ability to provide clear guidance to all members to achieve the expected goals and reward their efforts afterwards, was very positively linked with employee motivation.

The review of the literature above indicates that ethical leadership style has positive effect work motivation, work enjoyment, work engagement as well as positive effects on autonomy. The higher level of supervisor ethical leadership leads toward more positive effect on job motivating potential. Trust is very important element and plays a significant role in enhancing employees work engagement, strengthen self-efficacy and decrease emotional exhaustion. The charismatic leadership style attracts employee's attention and their stronger engagement in work. On the other hand, if there is a low trust, it will lead to employees feeling less confident, more stressed out and results in lower engagement in work and increased elements of exhaustion.

The literature review indicates the effect of positive leadership style on work motivation, work enjoyment, work engagement as well as positive effects on autonomy. The studies were mainly done in western countries, and other countries but such studies have not been performed in Kosovo. Therefore, the research on this subject in Kosovo constitutes a serious gap in the literature for various industries and organizations.

In order to address these gaps, we have developed the H3 hypothesis, to empirically test the impact of perceived positive effect of ethical leadership on work motivation in Kosovo context, and to understand the eventual differences and similarities with previous studies in various organizational, cultural, and university contexts.

H3: Perceived Ethical Leadership has a positive effect on work motivation

3.4 HYPOTHESIS REGARDING WORK MOTIVATION AND WORK PERFORMANCE

In the 1960s, Douglas McGregor developed Theory X as a new work motivation perspective (Ryan, 1982). This theory is based on the assumption that employees are inherently lazy and unhappy, and it is the task of the organization to ensure that they are productive by motivating them through a system of rewards. In the 1970s through the early 1990s, the concept combined both intrinsic and extrinsic forms with numerous scholars (Deci, 1971) (Mitchell, 1974) (Deci & Ryan 1980), whereas (Fowler, 2014) revolved around the concept of self-determination, which emerges in the form of both intrinsic and extrinsic motivation.

Mitchell (1982) reviews current motivation theories, emphasizing the intrinsic and unobservable aspects of motivation, the distinction between motivation, behavior and performance. Job performance is often partially determined by motivation in studies with high levels of difficulty, and therefore increased motivation is expected to result in more effort and higher performance. The study highlights that employee's performance depends on many factors mainly on what is required from them, do they have the ability

to perform the work, are they motivated enough, and what kind of working environment is offered. However, a good performance assessment tool must be available to gain insight into the effects of a motivating system (Mitchell, 1982: 80-81).

In their review and meta-analysis, Cerasoli et al. (2014) focuses on the relationship between intrinsic motivation, exogenous incentives, and performance. Positive relationships with in-role performance in school, work and physical fields were revealed. Research shows that the common impact of incentives and intrinsic motivation is critical to performance (Cerasoli, Nicklin, & Ford, 2014: 980). Incentives except money can be promotion, awards, health benefits, and recognition. Another relation that the study highlights is the performance quality (vs quantity), and the link with increase of intrinsic motivation. The type of quality work requires a higher engagement, more skills, focus, and more personal investment, whereas quantity work requires less personal engagement, less autonomy, and is more controlled externally.

Kuvaas et al. (2017) conducted three studies that test how internal and external motivation affects work performance, emotional and continuity commitment, intention to quit, burnout, and work-family conflict. As a result of three studies conducted in different industries, it was found that intrinsic motivation was positively associated with positive outcomes (job performance and emotional organizational commitment) and negatively associated with negative outcomes (continuation commitment, intention to quit, burnout and job-family conflict). Extrinsic motivation, on the contrary, positively correlated with positive results, or positively correlated with positive results. In addition, in all three studies, moderately negative correlation was found between intrinsic motivation and extrinsic motivation (Kuvaas, Buch, Weibel, Dysvik, & Nerstad, 2017: 244).

Makki and Abid (2017) describe internal and external motivation as an important determinant of employee performance. Internal and external motivation was found to be positively correlated with employee performance. Basically, when individuals are competent in one activity, there is an increase of self-desire, observance and desire to gain new knowledge, rather than depending on external influence or to be rewarded at the

end. The findings also show that women are more internally motivated than men (Makki & Abid, 2017).

The review of the literature above indicates that impact of incentives and intrinsic motivation is critical to performance, the quality (vs quantity) type of work and the increase of intrinsic motivation. Intrinsic motivation was positively associated with positive outcomes (job performance and emotional organizational commitment) and negatively associated with negative outcomes (continuation commitment, intention to quit, burnout and job-family conflict).

The literature review indicates the effect of work motivation on work performance, work enjoyment, work engagement as well as positive effects on autonomy. Intrinsic motivation is positively related to work performance. Such studies have not been performed in Kosovo. Therefore, the research on this subject in Kosovo constitutes a serious gap in the literature for various institutions and organizations.

In order to address these gaps, we have developed the H4 hypothesis, to empirically test the impact of perceived the positive effect of work motivation on work performance in Kosovo context, and to understand the eventual differences and similarities with previous studies in various organizational, cultural, and university contexts.

H4: Work motivation has a positive effect on work performance

3.5 HYPOTHESIS REGARDING WORK MOTIVATION AND INTENTION TO QUIT

Mobley (1977) explained a process approach detailing how satisfaction progresses to turnover. Mobley and others pioneered the content model in 1979 which specified distal reasons clarifying why employee quit (such as displeasing job characteristics, underlying dissatisfaction of the job and a desirable features of an alternative job). For the purpose of this study we will review the most recent literature regarding the work motivation and intention to quit.

Sajjad et al (2013) – investigates the impact of motivation on intention to quit the job. The study was done with 106 banking sectors of Pakistan. The results of the study showed that increase of motivation will decrease the employee turnover in banking sector, and the focus of the study was on five indicators of motivation as client service, team work, employee relationship, employee responsibility, employee behavior and attitude. The study calls for the banking system to increase motivation (the five main factors above) in order to decrease the intention to quit and search for other jobs.

Sarikwal & Gupta (2013) – the study analyzed the link between high performance work practices (HPWP), organizational citizenship behavior (OCB) and turnover intentions of employees working in IT companies. The results of the study show that in order to improve the organizational performance and productivity, attention has to be paid to management of human resources namely development of employee's skills, flexibility and motivation, and use it for making the organization to be more efficient and effective toward the changing environment. The higher are the individual behavior like voluntary actions, responsible persons, communication, spontaneous, will lead toward employee absenteeism, reduced turnover, and increase employee's satisfaction. On the other hand, intention to quit the job, according to the study is more perceived as individual decision to stay or leave the job, but it can be costly to the organization.

Bonenberger et al. (2014) –the study investigates the link between motivation, job satisfaction and turnover intention with 256 health workers in Ghana. Motivation which is the result of how the individual interacts with the work environment is directly linked with job satisfaction, and employees with high level of motivation and job satisfaction did not consider leaving their current job. The study also showed that in order to reduce the turnover, it is very important to develop human management skills at the district level so they can support health workers with career development and improve working environment, which will result in the increase among the health staff the job satisfaction and motivation and reduce the intention to quite the job.

Ertas (2015) – this study analyses the so-called millennial (or generation Y) and older generation workers in U.S. federal agencies with regard to the work motivation and turnover intentions. The millennial generation born after 1982 are characterized by

intense use of technology and networking platforms, and considering the rapid changes of the market environment, the workforce is rapidly being changed by millennial workers as a more productive workforce. With regard to job satisfaction, both generations stressed in the study that pay satisfaction, creativity, professional development, promotion and other factors have a significant role in the turnover intention. The results of the study showed that all these factors have to be improved by organization in order to reduce the turnover, especially improve job satisfaction like provide more training, improve organization values, improve communication etc. Intention to leave the job was more indicated with the millennial generation, as they see their career development and skills by moving to the next opportunity, rather than staying at the same organization for a longer period, which was not seen among the older generations.

The review of the literature above indicates that employees' intention to quit is strongly associated with the work motivation. Increase of motivation will decrease the employee turnover and how the high-performance work practices and organizational citizenship behavior have impact on turnover intentions. In order to improve the organizational performance and productivity, attention has to be paid to the development of employee's skills, flexibility and motivation, and use it for making the organization to be more efficient and effective toward the changing environment. The so-called millennial (or generation Y), see their career development and skills by constantly moving to the next opportunity, rather than staying in one position for a longer period of time, which is not the case with older generation.

The literature review indicates that most of the studies examined the relationship between work motivation and its impact on the intention to quit. The studies were mainly done with health workers, banking employees in different countries, but such studies have not been performed in Kosovo. Therefore, the research on this subject in Kosovo constitutes a serious gap in the literature for various institutions and organizations.

In order to address these gaps, we have developed the H5 hypothesis, to empirically test the impact of work motivation on employees' intention to quit in Kosovo context,

and to understand the eventual differences and similarities with previous studies in various organizational, cultural, and university contexts.

H5: Work motivation has a negative effect on intention to quit

3.6 HYPOTHESIS REGARDING THE MEDIATING ROLE OF WORK PERFORMANCE IN BETWEEN PERCEIVED ETHICAL LEADERSHIP AND WORK PERFORMANCE

Yidong & Xinxin (2012) study examines how intrinsic work motivation plays a mediating role in between perceived ethical leadership and work performance at both group and individual level. The research was done with 302 employees from 34 work units of two companies in the mainland of China, and the result showed that both individual and group perceived of ethical leadership is positively related to employees' innovative work behavior. The research also examined the mediating role of individual intrinsic motivation between ethical leadership and innovative work behavior, which means that interest in the work will increase if there are more competences and autonomy in the job. So, both individual perception of ethical leadership and group ethical leadership increases intrinsic motivation.

Yang & Wei (2017), through this study examine the role, as well as the influence that the ethical leadership has on the employee's task performance, what are the main mechanisms that effects this relationship, and how employee proactive personality can play the mediating role. Data have been collected from the middle management team members and subordinates in Chinese companies. The results of the research showed that ethical leadership can positively influence employee task performance. On the other hand, the organization itself can play the mediator role in the relationship between ethical leadership and employee task performance, and employee proactive personality is moderated through the organizational identification.

Schwarz et al. (2016), the study examines the effects of servant leadership style on followers' public service motivation and their job performance. Leaders being role models and continuously emphasizing to their followers the importance of serving others both inside and outside, the job performance and motivation of the followers will be greatly and highly improved. Data collected from the Chinese government agency has revealed that followers' public service motivation also mediates on the servant leadership and its influence on followers' job performance.

Tu & Lu (2014), through their study examined the role of the cognitive mechanism on the relationship between ethical leadership and the role performance of followers. The study also examined how the general self-efficacy can play the mediating role and can mediate the relationship between ethical leadership and the employee extra-role performance, and how intrinsic motivation plays the role of the mediator and moderates the relationship between ethical leadership and subordinate's general self-efficacy. The study revealed that intrinsic motivation mediates positively both ethical leadership on general self-efficacy as well as on extra-role performance via general self-efficacy.

Feng et al. (2016), the study examines the relationship between ethical leadership and employee creativity, and the role of the ethical leadership in increasing the employee intrinsic motivation using it as a mediator in increasing the general employee creativity. Data were collected from 258 employees and their leaders, and the study showed that, once the ethical leadership was increased from low to moderate level, the employee creativity was improved as well. However, when the ethical leadership increased from moderate to high levels, the employee creativity was attenuated, and that employee intrinsic motivation as a mediator role in this relationship was only partially influenced.

The review of the literature above indicates specifically the first article which directly highlights how the intrinsic work motivation plays a mediating role in between perceived ethical leadership and work performance relationship. The research showed

that both individual and group perceived of ethical leadership is positively related to employees' innovative work behavior. The other studies examine the role of the ethical leadership on follower's task performance, the main mechanism that affects this relationship, how employee proactive personality can play the mediating role etc.

The studies were mainly done in China and other countries but such studies have not been performed in Kosovo. Therefore, the research on this subject in Kosovo constitutes a serious gap in the literature for various industries and organizations.

In order to address these gaps, we have developed the H6 hypothesis, to empirically test intrinsic work motivation as a mediating role in the relationship between ethical leadership and work performance based on the indirect relation between ethical leadership and job performance.

H6 "Intrinsic work motivation plays a mediating role between perceived ethical leadership and work performance"

3.7 HYPOTHESIS REGARDING THE MEDIATING ROLE OF INTRINSIC WORK MOTIVATION IN BETWEEN PERCEIVED ETHICAL LEADERSHIP AND INTENTION TO QUIT

Shareef & Atan (2018), the study examined the effects of ethical leadership on employees' behavior and their intention to quit, and the role of the intrinsic motivation as a mediator in this relationship. The study was done with 351 supervisors–subordinate dyads in three large public universities in the Kurdistan Region of Iraq. The results of the study showed that intrinsic motivation can have a significance mediating role in the relationship between ethical leadership, organizational citizenship behavior and their intention to quit.

Elci et al. (2012), the study examines the employee turnover and how this is related to the leadership and work-related stress. The study examined the role of the stress in a mediating role in the relationship between ethical leadership, leader effectiveness and turnover intention. Data was collected from 1093 employees in 70 firms operating in nine different industries, and the results of the study showed that work ethical leadership has a negative effect on intention to quit, but work-related stress has a positive effect on turnover intention, which showed its important mediation role.

Adil & Awais (2016), the study examines how the leader-member exchange, interpersonal relationship, individual feelings and creative work can affect the intention to quit. Data was collected from 300 respondents in the manufacturing sector of Karachi. The results of the study showed that interpersonal relationships are very much related to intention to quit, the leader-member exchange is positively related to individual feelings, and creative work involvement, whereas the leader-member exchange and creative work involvement showed that it has no impact on turnover intention and interpersonal relationships.

W. Lam et al. (2019), the study examines the relationship of ethical leadership and employees' intention to quit, and the results showed that supervisory ethical leadership is related to exit intentions through voices.

Demirtas & Akdogan (2014), the study examines the ethical climate, turnover intention, and affective commitment, and the mediated role of ethical leadership in this relationship. Managers through their behaviors can influence the ethical climate perception, which influences the turnover of the organization members, and their effective commitment toward the organization. The result of the study showed that ethical leadership can have both direct and indirect effect on affective commitment and members' intention to quit. The indirect effect is associated with effective climate which in turn brings effective commitment of members toward organization.

The review of the literature above indicates the gap in the literature, and it contributes to the body of knowledge through an examination of the mediating role of intrinsic motivation between ethical leadership and intention to quit. However, despite the gap the research showed that there is a positive relation between intrinsic work motivation in between perceived ethical leadership and intention to quit.

The studies were mainly done in other countries, but such studies have not been performed in Kosovo. Therefore, the research on this subject in Kosovo constitutes a serious gap in the literature for various industries and organizations.

In order to address these gaps, we have developed the H7 hypothesis, to empirically test intrinsic motivation between ethical leadership and intention to quit

H7: Intrinsic work motivation plays a mediating role in between perceived ethical leadership and intention to quit relationship.

3.8 JUSTIFICATION OF HYPOTHESES FOR KOSOVO

The Kosovo Higher Education System is regulated by Higher Education Law (2011), strategies and action plans. The Kosovo Public Higher Education Institutions (HEIs) are established by law or by the decision of the Government, and are ratified by the Kosovo Assembly. The Ministry of Education, Science and Technology (MEST) is responsible for HE policy implementation, whereas other regulatory bodies are Kosovo Accreditation Agency (KAA) which is responsible for the accreditation of public universities, and National Qualifications Authority (NQA) which is a cross-ministry body, in charge of developing the National Qualifications Framework (NQF) at all levels.

The University of Prishtina (UP), was the first University established in Kosovo in 1969/70, and played a significant role for the development of education and Kosovar society. It is the largest university in Kosovo with more than 40,000 students, and accounts for more than 50% of all HE students in the country. Other public universities established recently in Kosova are University of Prizren, University of Peja, University of

Gjakova, University of Mitrovica, University of Gjilan and University of Applied Sciences in Ferizaj. MEST is responsible for planning the development of universities and allocation of funds to public universities for purposes of teaching and research.

The operation and management of public universities of HE in Kosovo is defined in the statute proposed by the MEST and approved by the Assembly. The main governing authorities of the University are the Governing Council, the Rector and the Senate. Governing Council is the principal governing authority of universities who takes public funds. The Governing Council has overall responsibility for the conduct of the university and its functions.

The principal management authority of a public university is the Rector. The Rector of a public university is appointed by the Governing Council with an absolute majority of all eligible votes after a formal public announcement, after a professional assessment by a professional commission and after questioning by the whole Governing Council of the University. The Rector is responsible for the effective and orderly operation of the University and its management within the policies determined by the Governing Council. The Senate of the university is the main body of the university, responsible for consultation and decision-making on academic matters; representatives of academic and administrative staff as well as students are elected as members of this body.

The University, in its academic structures, has academic units called Faculties. The Faculties are engaged in academic disciplines: academic education, scientific research and artistic creativity, and are managed by the Dean of the Faculty. The Dean of the Faculty reports to the Rector. The Governing Council takes decisions to open new organizational or academic units.

The HEIs in Kosovo since their establishment have undergone through many challenges on their development pathways. These challenges are linked with their strategic development, financial and institutional sustainability, and creating their identity in the higher education landscape as well as on the regions where they operate. The performance of educational institutions in Kosovo is damaged by the lack of planning, the presence of bureaucracy and government control. Despite development of strategies

and policies, progress in HEIs remains slow, due to challenges and constraints at the national, regional and institutional levels. Constraints include the HEI autonomy and access to funding, insufficient policy coordination of HEIs, lack of international partnerships, lack of interaction between universities etc. At the institution level leadership is crucial for capacity-building of universities and the development of relationships with external actors like industry and other stakeholders.

Leadership requires the development of a vision of an institution, and understanding the strengths and opportunities, what are the community demands and the needs of the local market, and understanding the role of the universities in offering teaching and learning, development and innovation (RDI), and community services. Effective leadership plays a crucial role in leading universities toward development, but at the same time it involves risk, vagueness, uncertainty, and when there is a poor leadership, lack of staff motivation, employees refuse changes and don't see it as an opportunity for their career.

The changing environment of higher educational institutions globally and at the local level including HEIs in Kosovo, necessitates new forms of leadership. The rise of the student number within the universities, establishment of international partnerships, the use of new technologies, continuing globalization and marketization, increases the need of universities to further enhance the leadership style, increase the staff motivation and decrease the turnover. The continued reforms in the universities require development of new approaches, leadership skills, as well as development of new forms of collaboration to help universities respond to the needed changes and reforms. Such actions help to increase the quality, effectiveness, creativity, increase of the job performance, and have a positive influence on student achievements within the universities. It requires creation of a more flexible relationship between the leader and follower, team empowerment, supportive vertical or hierarchical leaders, autonomy, shared purposes or goals, accountability structures, interdependence etc. Application of these approaches at the HEIs in Kosovo will increase leadership capacities, enhance the quality of teaching, student achievements, and overall university performance at the local and national level.

Another important and essential element for the success of universities is staff motivation, which is crucial for the increase of quality assurance, student learning and overall success and development of universities. Motivation is related to many work-related factors like economic, social, self-actualization etc. When motivation is driven by economic interest, there are beliefs that staff is passive and work for what they earn. Whereas, driven by social needs, staff members are motivated by relationships with other staff members and how they are accepted in the working environment, and there are beliefs that staff is continuously looking for social relationships, rather than responding to management motivations. The self-actualization needs are driven by the need to grow, more autonomy and development of skills, and staff is happy to integrate their goals into the university goals and objectives.

Motivation is positively associated with positive outcomes, namely job performance and it is impacted by the workplace environment, leadership performance in a hierarchical relationship, communication, staff responsibilities toward the job, and how their job contributes to attain university goals. In order to improve job performance, the leadership role is crucial by providing recognition and encouragement to staff, offering guidance, clarifying work roles between staff, delegating responsibility to staff. Other forms are providing training and also one to one coaching, and serving as a role model like working hard to achieve goals, reacting toward crises, showing confidence and enthusiasm.

In HEIs in Kosovo, with regard to job performance, its evaluation and motivation, it is not an approach used in public universities in particular to the teaching staff. However, all administrative staff do undergo the performance evaluation however, there is little done to research the link between the two. Ismaili (2015) claims that that quality of performance evaluation is very much linked to the development of standards. Furthermore, he argues that reporting and communication performance by the organization impacts the successful human resource decision making process. He further concludes that in the public sector motivation impacts the performance improvement.

Another important aspect is that in an environment where there is motivation employee turnover will decrease. Higher individual behavior like voluntary actions, responsible persons, communication, spontaneous, will lead toward employee absenteeism, reduced turnover, and increase of employees' satisfaction. In order to reduce the turnover, it is very important to develop human management skills to support staff career development and improve working environment, which will result with increase among the university staff the job satisfaction and motivation and reduce the intention to quite the job.

In the Kosovo context, HEIs should seek to develop schemes for staff development including but not limited to: participation in national and international conferences and workshops, active participation in research and innovation activities, attend training in teaching as well as managements skills and experiences, participation in international projects and mobilities. Such motivations in HEIs in Kosovo are central in order to meet the reform that universities are undergoing and are seeking to increase the quality culture, enhancement of students leaning, increase staff performance and overall university performance, research and quality assurance.

However, in general in the public sector in Kosovo, there is a huge interest for individuals to work for any public institution. This is because of the idea of a 'job for life' is still present in the employment market in Kosovo as well as due to a belief that average salary in public sector is larger than in private sector. In the public education this is much more evident. Public university academics are very well payed and the academic freedom they have makes this type of jobs very sought for and very unlikely for someone to leave their jobs.

CHAPTER IV

METHODOLOGY

4.1 RESEARCH METHOD

4.1.1 Research Population and Sampling

The population of the research consists of academicians working in Public Universities in Kosovo. The aim of the study was to reach the entire population. For this purpose, correspondence was obtained through University of Applied Sciences in Ferizaj for obtaining official permission from all universities. Correspondence documents are provided in Annex 1. From seven public universities in Kosovo, all the universities responded positively to the research. The list of the participating universities is presented in Table 4.1. For the purposes of confidentiality, the names of the universities are not disclosed.

Table 4. 1 Sampling frame of the study

No	University name	Study Population	Questionnaires Distributed	Valid Questionnaires Obtained	Response rate
1	Uni 1	1056	200	115	57.5%
2	Uni 2	164	150	77	51.3%
3	Uni 3	179	150	60	40.0%
4	Uni 4	161	150	85	56.6%
5	Uni 5	116	100	55	55.00%
6	Uni 6	109	100	56	56.00%
7	Uni 7	95	50	34	68.00%
Total		1880	900	482	53.5%

The sample size has been determined by following the procedures of Krejcie and Morgan (1970) who suggest that if the total population is 1,900, the sample size should be a minimum of 320. As the population of this study was 1,880, we have distributed 900 questionnaires through the management of the respective universities and managed to collect a sample size of 482 valid questionnaires. We used a convenience sampling methodology in conjunction with our research purpose. The return rate from our targeted population was 53.5%.

In order to get the access to the respondents, initial contact was made with Rectors of the public universities in Kosovo, informing them about the purpose of the study and the benefits of this study for all stakeholders in public higher education sector in Kosovo. The Rectors and the management of the public universities were informed that beside the contributions in the scientific aspect, this study can also provide benefits for public higher education sector in general. Afterwards, the communication was maintained with the management of the respective universities who contacted the respondents and managed the distribution and collection of the questionnaires. The questionnaires were collected in closed envelopes filled by academics who responded anonymously without revealing their identity to their management.

4.1.2 Research Model and Hypothesis

A model has been created to reveal the impact of Perceived Ethical Leadership (PEL) in Intention to Quit (IQ) through the roles of Work Motivation (WM) and Work Performance (WP). In the model, PEL is the independent variable, WM and WP are both independent and dependent variables based on the related hypotheses, and IQ is the dependent variable. The model used in the research is shown in Figure 4.1.

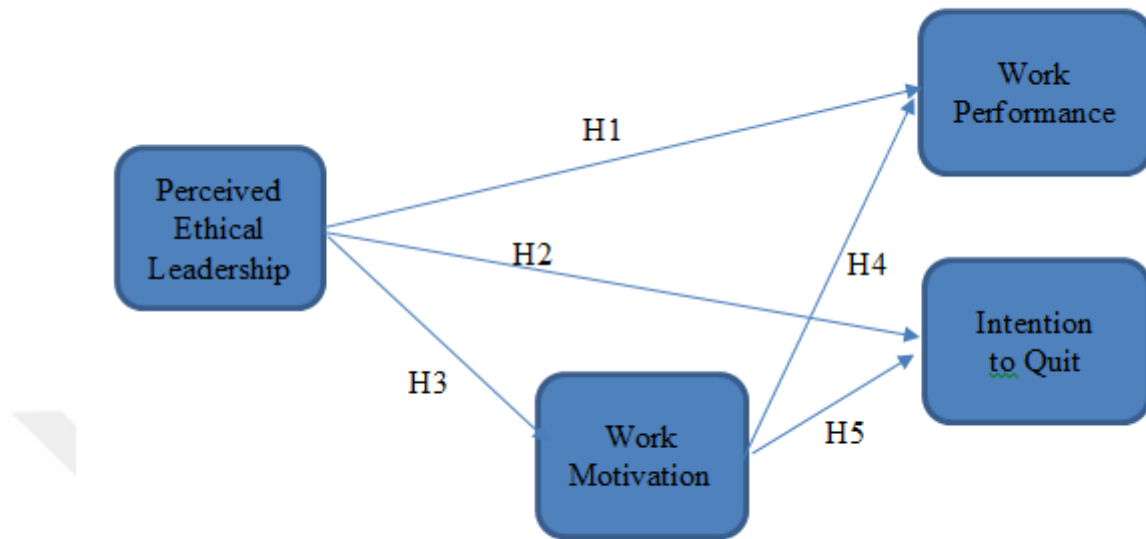


Figure 4. 1 Research Model and Hypotheses

Hypothesis 1: There is a positive relationship between perceived ethical leadership and work performance

Hypothesis 2: There is a negative relationship between perceived ethical leadership and intention to quit

Hypothesis 3: There is a positive relationship between perceived ethical leadership and intrinsic work motivation

Hypothesis 4: There is a positive relationship between intrinsic work motivation and work performance

Hypothesis 5: There is a negative relationship between intrinsic work motivation and intention to quit

Hypothesis 6: Intrinsic work motivation plays a mediating role in between perceived ethical leadership and work performance relationship

Hypothesis 7: Intrinsic work motivation plays a mediating role in between perceived ethical leadership and intention to quit relationship

Research Question 1: Are there any differences in work performance according to demographical variables such as gender, marital status, education and job position?

Research Question 2: Are there any differences in intention to quit according to demographical variables such as gender, marital status, education and job position?

4.1.3 Instruments and Operationalization

4.1.3.1 Demographics Scale

The first scale in the questionnaire was designed to assess some demographic variables as shown in Appendix 1. In order to assess these variables, the respondents were asked about their age, gender, marital status, level of education, academic degree, name of the academic institution, current tenure in the institution, and job position in current institution.

The reason behind analyzing demographic variables is because we just want to give demographic information about our sample, and to explore possible relations with study variables. Demographical variables such as gender, marital status, education, and job position and tenure are correlated with our dependent variables such as Work Performance and Intention to Quit. Also, these demographic variables were analyzed in this research with the intention of exploring individual differences in terms of work performance and intention to quit.

4.1.3.2 Perceived Ethical Leadership Scale

For measuring Perceived Ethical Leadership, we have used an Ethical Leadership Scale developed by Brown, Trevino and Harrison (2005). This scale consisted of 10 items which are measuring academics' perceptions of Ethical Leadership style of their direct supervisors. Brown et al. included the 10-item measure and conducted an exploratory factor analysis using oblique rotation (Fabrigar et al., 1999). Based on the factorial analysis relative to random data eigenvalues all items were loaded on one factor (Brown,

Trevino and Harrison, 2005). Therefore, all ten items were retained. This Ethical Leadership Scale demonstrated excellent internal consistency ($\alpha=0.92$), and it was measured by 10 items, which formed a coherent construct. The distribution of items to dimensions is shown in Table 4.2.

Table 4. 2 Ethical Leadership Scale

Ethical Leadership Scale	
1	Listens to what employees have to say. Ai/ajo dëgjon mendimet e punëtorëve.
2	Disciplines employees who violate ethical standards. Ai/ajo disiplinon punonjësit të cilët shkelin standardet etike.
3	Conducts his/her personal life in an ethical manner. Ai/ajo bënë jetën e tij/saj personale në mënyrë etike
4	Has the best interest of employees in mind? Ai/ajo mendon interesat më të mira për punonjësit.
5	Makes fair and balanced decisions. Ai/ajo merr vendime të drejta dhe të balancuara.
6	Can be trusted. Atij/asaj mund t'i besohet.
7	Discusses academic ethics or values with employees. Ai/ajo diskuton etikën ose vlerat akademike me punonjësit.
8	Sets an example of how to do things the right way in terms of ethics. Ai/ajo merr shembuj se si të bëhen gjërat në mënyrë të duhur në aspektin e etikës.
9	Defines success not just by results but also the way that they are obtained. Ai/ajo përcakton suksesin jo vetëm nga rezultatet, por edhe nga mënyra se si rezultatet janë arritur.
10	When making decisions, asks “what is the right thing to do?” Gjatë marrjes së vendimeve, ai/ajo pyet “cila është gjëja më e mirë për t'u bërë?”

This scale was translated from English language to Albanian language using the method developed by Brislin et al. (1973). The translation method used in this process consists of the first translation of the target language, evaluation of the first translation,

re-translation to the source language, re-evaluation of the translation and referral to expert opinions (Brislin, 1986). In the first step, the scale was translated from English to Albanian independently by 2 experts whose level of Albanian language was native speaker. In the second step, independent translations have been done into a single text by examining the combined theoretical meaning and understandability by a university lecturer in the field of organizational behavior. In the third step, the translation scale has been translated back into the source language independently by two experts whose level of English is professional proficiency. The translations obtained in the fourth step were checked and compared to the original scale with the scale obtained from the translation process and the necessary corrections were made. In the last step, the academicians of the universities were asked to make a general evaluation of the scale, by presenting their opinion as experts in the field, with professional proficiency in English language. The evaluation of the scale resulted with positive feedback.

The scale questions were prepared for obtaining the data and the participants were asked to circle the number that best fits their perception regarding their opinion about the leadership style of their direct supervisor. All items used a five-point rating scale labeled by (1) Absolutely Disagree, (2) Disagree, (3) Somewhat agree, (4) Agree, and (5) Absolutely agree. The design of the questionnaire is shown in Appendix 1.

Confirmatory factor analysis was performed by using SPSS and AMOS 23 statistics program for validity of Ethical Leadership scale. The fit indices used in the interpretation of the values obtained from the analysis are shown in Table 4.3, which shows the excellent fit and acceptable compliance values for these indices (Schermelehen-Engel, Moosbrugger, & Müller, 2003, Marsh & Hocevar, 1985). According to Hu and Bentler (1998), the referent indexes for goodness of fit model are as follows: Ratio of Chi-square to Degree of Freedom (χ^2/df), The Root Mean Square Error of Approximation (RMSEA), Tucker Lewis Index (TLI) and Comparative Fit Index (CFI).

Table 4. 3 Fit Indices of Confirmative Factor Analysis

Statistics	Perfect fit	Acceptable fit
χ^2/df	$0 \leq \chi^2/df \leq 2$	$2 < \chi^2/df \leq 5^*$
RMSEA	$0 \leq RMSEA \leq .05$	$.05 < RMSEA \leq .08$
TLI	$95 \leq TLI \leq 1.00$	$.90 \leq TLI \leq .95$
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$

χ^2 = Chi-Square; df = Degree of Freedom, RMSEA = Root Mean Square Error of Approximation; TLI = Tucker Lewis Index; CFI = Comparative Fit Index, According to Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003), *Marsh & Hocevar, (1985), ** Hu & Bentler (1998)

The results of the first Perceived Ethical Leadership Scale analysis ($\chi^2 = 478.116$, $p < .000$, $df = 35$, $\chi^2/df = 13.662$, $RMSEA = .162$, $TLI = .601$, $CFI = .690$) show that they are not within the acceptable compliance value range in Table 4.4, therefore the improvement values recommended by the program are examined. In the light of these values, it is revealed that the items 1, 3, 4, 8 and 10 are producing inconsistency for the validity in the model. After excluding these items from the model, the fit values reached the acceptable levels with confirming the unidimensional structure of the scale (Table 4.4).

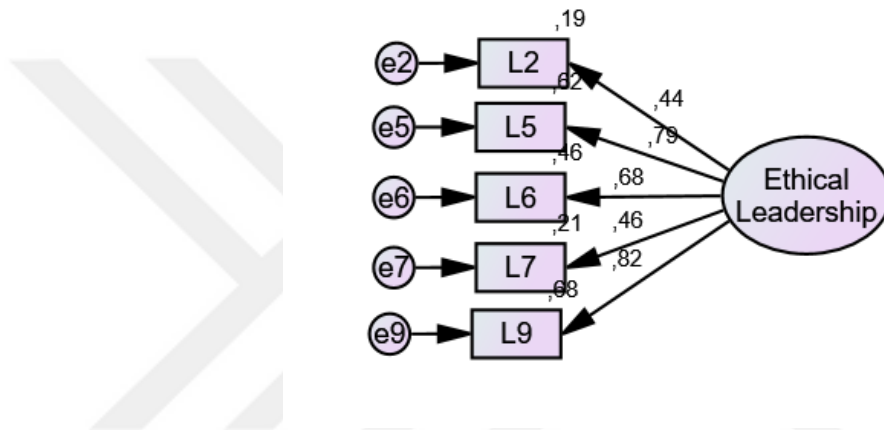
Following the modification of the results we see that the values are in line with the standards of Table 4.4. We can see that ($\chi^2 = 7.301$, $df = 5$, $\chi^2 / df = 1.460$, $RMSEA = .031$, $TLI = .993$, $CFI = .996$).

Table 4. 4 CFA results of the Ethical Leadership Scale

	χ^2	Df	χ^2/df	RMSEA	TLI	CFI
Original model	478.116	35	13.662	.162	.601	.690
Modified model	7.301	5	1.460	.031	.993	.996

χ^2 = Chi-Square; df = Degree of Freedom, RMSEA = Root Mean Square Error of Approximation; TLI = Tucker Lewis Index; CFI = Comparative Fit Index

The correlation coefficients between the factor loadings and the factors obtained by taking the factor structure as a result of the analysis are shown in Figure 4.2. When the shape is examined, it is seen that the factor loadings of the dimensions formed as a result of confirmatory factor analysis vary between .44 and .82. These findings confirmed the new structure with five factors of leadership ethics. While the Cronbach Alpha reliability test is .663, which indicates that the data can be considered valid.



Note: The values near to the two-headed arrows show the correlations, the values near to the one-headed arrows show the factor loadings, and the values near the rectangles show the proportion of the variances explained by items.

Figure 4. 2 Factor Structure of the Ethical Leadership Scale

4.1.3.3 Work Motivation Scale

For measuring Work Motivation, we have used Work Motivation Scale developed by Deci, Eghrari, Patrick, and Leone (1994). In their experiment, Deci et al. used a 25-item questionnaire in which they were measuring the respondent's responses on 6-point Likert-type scales. After a principal components factor analysis this scale resulted in 8-item factor for perceived choice (e.g., "I believe I had some choice about doing this activity"), a 9-item factor for perceived usefulness (e.g., "I believe that doing this activity could be of some value to me"), and an 8-item factor for interest/enjoyment (e.g., "I

enjoyed doing this activity very much"). All factor loadings were greater than .6. Because we were only interested in measuring the interest/enjoyment, we used the 8-item factor for interest/enjoyment which is depicted in Table 4.5.

Table 4. 5 Intrinsic Work Motivation Scale

Intrinsic Work Motivation Scale	
1	While I was doing academic activity, I was thinking about how much I enjoyed it. Përderisa ushtroj aktivitetin akademik, mendoj se sa shumë e shijoj atë.
2	This academic activity is fun to do. Aktivitetet akademike me japin kënaqësi.
3	I enjoyed doing academic activity very much. Më pëlqen shumë të ushtroj aktivitet akademik.
4	I feel like I am enjoying the academic activity while I am doing it. Unë ndjej kënaqësi kur zhvilloj aktivitete akademike.
5	I think this is a very boring activity. Unë mendoj se ky aktivitet është shumë i mërzitshëm.
6	I think this is a very interesting activity. Unë mendoj se ky është aktivitet shumë interesant.
7	I would describe academic activity as very enjoyable. Unë do të përshkruaja aktivitetin akademik si shumë të këndshëm.
8	I would describe this activity as very fun. Unë do të përshkruaja këtë aktivitet si shumë argëtues.

This scale was translated from English language to Albanian language using the method developed by Brislin et al. (1973). The translation method used in this process consists of the first translation of the target language, evaluation of the first translation, re-translation to the source language, re-evaluation of the translation and referral to expert opinions (Brislin, 1986). In the first step, the scale was translated from English to Albanian independently by 2 experts whose level of Albanian language was native speaker. In the second step, independent translations have been done into a single text by examining the combined theoretical meaning and understandability by a university lecturer in the field of organizational behavior. In the third step, the translation scale has

been translated back into the source language independently by two experts whose level of English is professional proficiency. The translations obtained in the fourth step were checked and compared to the original scale with the scale obtained from the translation process and the necessary corrections were made. In the last step, the academicians of the universities were asked to make a general evaluation of the scale, by presenting their opinion as experts in the field, with professional proficiency in English language. The evaluation of the scale resulted with positive feedback.

The scale questions were prepared for obtaining the data and the participants were asked to circle the number that best fits their perception regarding their opinion about the leadership style of their direct supervisor. All items used a five-point rating scale labeled by (1) Absolutely Disagree, (2) Disagree, (3) Somewhat agree, (4) Agree, and (5) Absolutely agree. The design of the questionnaire is shown in Appendix 1.

The results of the first Work Motivation Scale analysis ($\chi^2 = 146.644$, $p < .000$, $df = 20$, $\chi^2/df = 7.332$, $RMSEA = .115$, $TLI = .799$, $CFI = .856$) show that they are not within the acceptable compliance value range in Table 4.6, therefore the improvement values recommended by the program are examined. In the light of these values, it is revealed that the items 1, 5, 7, and 8 are producing inconsistency for the validity in the model. After excluding these items from the model, the fit values reached the acceptable levels with confirming the unidimensional structure of the scale (Table 4.6).

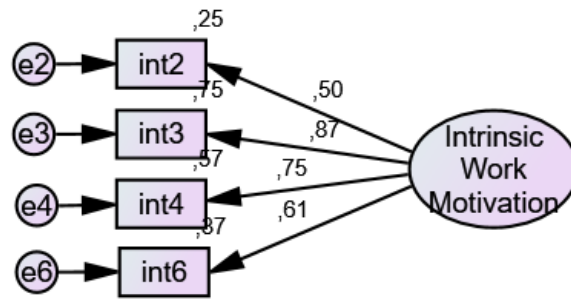
Table 4. 6 CFA results of the Intrinsic Work Motivation Scale

	χ^2	<i>Df</i>	χ^2/df	RMSEA	TLI	CFI
Original model	146.644	20	7.332	.115	.799	.856
Modified model	2.782	2	1.391	.029	.996	.999

χ^2 = Chi-Square; df = Degree of Freedom, RMSEA = Root Mean Square Error of Approximation; TLI = Tucker Lewis Index; CFI = Comparative Fit Index

Following the modification of the results we see that the values are in line with the standards of Table 4.6. Where can we see that AQF ($\chi^2 = 2.782$, $df = 2$, $\chi^2 / df = 1.391$, $RMSEA = .029$, $TLI = .996$, $CFI = .999$).

The correlation coefficients between the factor loadings and the factors obtained by taking the factor structure as a result of the analysis are shown in Figure 4.3. When the shape is examined, it is seen that the factor loadings of the dimensions formed as a result of confirmatory factor analysis vary between .50 and .87. These findings confirmed the new structure with five factors of leadership ethics. While the Cronbach Alpha reliability test is .764, which indicates that the data can be considered valid.



Note: The values near to the two-headed arrows show the correlations, the values near to the one-headed arrows show the factor loadings, and the values near the rectangles show the proportion of the variances explained by items.

Figure 4. 3 Factor Structure of the Intrinsic Work Motivation Scale

4.1.3.4 Work Performance Scale

For measuring Work Performance, we have used Work Performance Scale developed by Goodman and Svyantek (1999). In their study, Goodman and Svyantek used a 25 contextual and task performance items in which they were measuring the respondents' responses on a seven-point Likert scale. For comparison purposes,

Goodman and Svyantek used the organization's performance appraisal form to develop a measure of task-based job performance. These items assessed academics' current performance (e.g., Achieves the objectives of the job and Plans and organizes to achieve objectives and meet deadlines) and promotion expectations (e.g., Appears suitable for a higher-level role and Meets criteria for promotion). Following the same approach, we have adopted five items from their scale to measure task-based job performance, which are presented in Table 4.7.

Table 4. 7 Work Performance Scale

Work Performance Scale	
1	I fulfill the academic tasks properly. Unë përmbush detyrat akademike në mënyrë të duhur.
2	I am an expert an all kinds of academic work. Unë jam ekspert në të gjitha punët akademike.
3	I achieve academic work-related goals. Unë përmbush qëllimet që kanë të bëjnë me punët akademike.
4	I meet academic performance criteria. Unë plotësoj kriteret e përformancës akademike.
5	I plan and implement plans not to miss the deadline for academic works. Unë planifikoj dhe zbatoj planet për punët akademike që të mos kaloj afatet kohore.

This scale was translated from English language to Albanian language using the method developed by Brislin et al. (1973). The translation method used in this process consists of the first translation of the target language, evaluation of the first translation, re-translation to the source language, re-evaluation of the translation and referral to expert opinions (Brislin, 1986). In the first step, the scale was translated from English to Albanian independently by 2 experts whose level of Albanian language was native speaker. In the second step, independent translations have been done into a single text by examining the combined theoretical meaning and understandability by a university lecturer in the field of organizational behavior. In the third step, the translation scale has

been translated back into the source language independently by two experts whose level of English is professional proficiency. The translations obtained in the fourth step were checked and compared to the original scale with the scale obtained from the translation process and the necessary corrections were made. In the last step, the academicians of the universities were asked to make a general evaluation of the scale, by presenting their opinion as experts in the field, with professional proficiency in English language. The evaluation of the scale resulted with positive feedback.

The scale questions were prepared for obtaining the data and the participants were asked to circle the number that best fits their perception regarding their opinion about the leadership style of their direct supervisor. All items used a five-point rating scale labeled by (1) Absolutely Disagree, (2) Disagree, (3) Somewhat agree, (4) Agree, and (5) Absolutely agree. The design of the questionnaire is shown in Appendix 1.

The results of the first Work Performance Scale analysis in Table 4.8 ($\chi^2 = 18.132$, $p < .000$, $df = 5$, $\chi^2/df = 3.626$, $RMSEA = .162$, $TLI = .704$, $CFI = .852$) show that they are not within the acceptable compliance value range in Table 4.3, therefore the improvement values recommended by the program are examined. Following the modification of the results we see that the values are in line with the standards of Table 4.8, where we can see that ($\chi^2 = 10.880$, $df = 4$, $\chi^2 / df = 2.720$, $RMSEA = .075$, $TLI = .936$, $CFI = .994$).

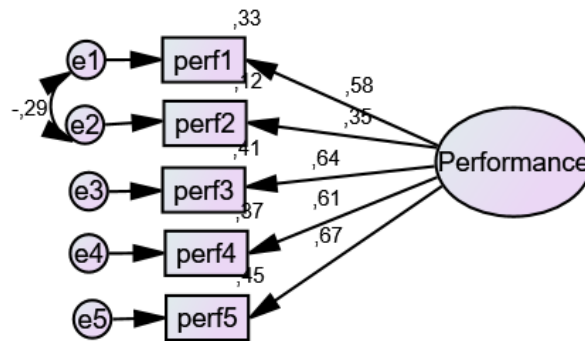
Table 4. 8 CFA results of the Intrinsic Work Motivation Scale

	χ^2	df	χ^2/df	RMSEA	TLI	CFI
Original model	18.132	5	3.626	.162	.704	.852
Modified model	10.880	4	2.720	.075	.936	.994

χ^2 =Chi-Square; df =Degree of Freedom, RMSEA= Root Mean Square Error of Approximation; TLI = Tucker Lewis Index; CFI = Comparative Fit Index

The correlation coefficients between the factor loadings and the factors obtained by taking the factor structure as a result of the analysis are shown in Figure 4.4. When the

shape is examined, it is seen that the factor loadings of the dimensions formed as a result of confirmatory factor analysis vary between .35 and .67. These findings confirmed the new structure with five factors of leadership ethics. While the Cronbach Alpha confidence level has been at a minimum level of .660, but it can be continued with further analysis.



Note: The values near to the two-headed arrows show the correlations, the values near to the one-headed arrows show the factor loadings, and the values near the rectangles show the proportion of the variances explained by items.

Figure 4. 4 Factor Structure of the Work Performance Scale

4.1.3.5 Intention to Quit Scale

Employees' Intentions to Quit were measured with a seven-item scale adapted using Hom and Griffeth's (1991) approach: thinking of quitting, intent to search for a new job and intent to quit. Respondents have been inquired to specify the probability that they will stay in or leave the organization in the near future. This scale measures the extent to which the respondents are thinking of quitting their present organization, intention to search for a new job and intention to quit.

The scale items were prepared to gather the data from the respondents who were asked to select the choice that best represents their intentions to stay or quit their institution. A five-point Likert scale labeled by: (1) Absolutely Disagree; (2) Disagree; (3) Somewhat agree; (4) Agree; and (5) Absolutely Agree was used. Table 4.9, depicts the items for this scale.

Table 4. 9 Intention to Quit Scale

Intention to Quit Scale	
1	I plan to work at my present job for as long as possible. Unë planifikoj të punoj këtë punë sa më gjatë që të jetë e mundur.
2	I will most certainly look for a new job in the near future. Unë me siguri do të kërkoj një punë të re në një të ardhme të afërt.
3	I plan to stay in this job for at least two to three years. Unë kam ndërmend të qëndroj në këtë punë për të paktën dy deri në tre vitet e ardhshme.
4	I would be reluctant to leave this job. Unë hezitoj të largohohem nga kjo punë.
5	Often, I have considered quitting my current job. Unë shpesh e kam shqyrtuar mundësinë të largohem nga puna ime e tanishme.
6	I'm likely to be looking for a new job in the coming period. Ka mundësi që unë të kërkoj punë të re në një periudhë të ardhshme.
7	As soon as possible I will leave the institution I work for. Unë do të largohem nga institucioni për të cilin punoj sa më shpejt që të jetë e mundur.

This scale was translated from English language to Albanian language using the method developed by Brislin et al. (1973). The translation method used in this process consists of the first translation of the target language, evaluation of the first translation, re-translation to the source language, re-evaluation of the translation and referral to expert opinions (Brislin, 1986). In the first step, the scale was translated from English to Albanian independently by 2 experts whose level of target language was the mother tongue. In the second step, independent translations have been done into a single text by examining the combined theoretical meaning and understandability by a university lecturer in the field of organizational behavior. In the third step, the translation scale has been translated back into the source language independently by two experts whose level of English is professional proficiency. The translations obtained in the fourth step were

checked and compared to the original scale with the scale obtained from the translation process and the necessary corrections were made. In the last step, the HR managers of the banks were asked to make a general evaluation of the scale, by presenting their opinion as experts in the field, with professional proficiency in English language. The evaluation of the scale resulted with positive feedback.

In the factor analysis, using principle component analysis procedure, the results provided in Table 4.10 rated the variables in one factor with initial eigenvalues of 1.46. This factor explained 48.6 % of the total variance of the scale.

Table 4. 10 Principal Component Analysis (PCA) of the Intention to Quit Scale

Principal Component Analysis (PCA) of the Intention to Quit Scale						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.461	48.696	48.696	1.461	48.696	48.696
2	.792	26.402	75.098			
3	.747	24.902	100.000			

This conclusion is supported by the scree plot graph in Figure 4.5 which is actually displaying eigenvalues against all the factors. Looking at the figure, the point of interest is where the curve starts to flatten. It can be seen that the curve begins to flatten below factor 1. It has to be noted that all factors have an eigenvalue of less than 1, so only one factor has been retained.

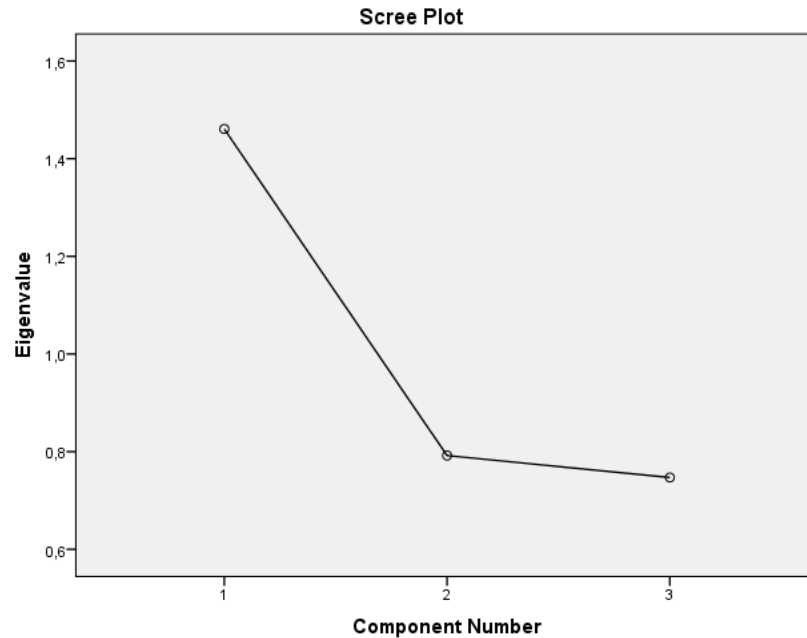


Figure 4. 5 Scree Plot graph

In the Matrix Component in Table 4.11, the intention to quit in three variables (quit7 = .719, quit6 = .693 and quit5 = .681) implies that all are changed are classified into one component and it is named as Intention to quit, which is the main factor.

Table 4. 11 Rotated Component Matrix

Rotated Component Matrix ^a		
		Component
		1
Intention to Quit	Quit7 - As soon as possible I will leave the institution I work for.	.719
	Quit6 - I'm likely to be looking for a new job in the coming period.	.693
	Quit5 - Often I have considered quitting my current job.	.681
Extraction Method: Principal Component Analysis.		
a. 1 component extracted.		

With three items, calculated Cronbach Alpha coefficient for intention to quit is .635, so it can be continued with further analysis.

4.1.4 Statistical Procedure of the Study

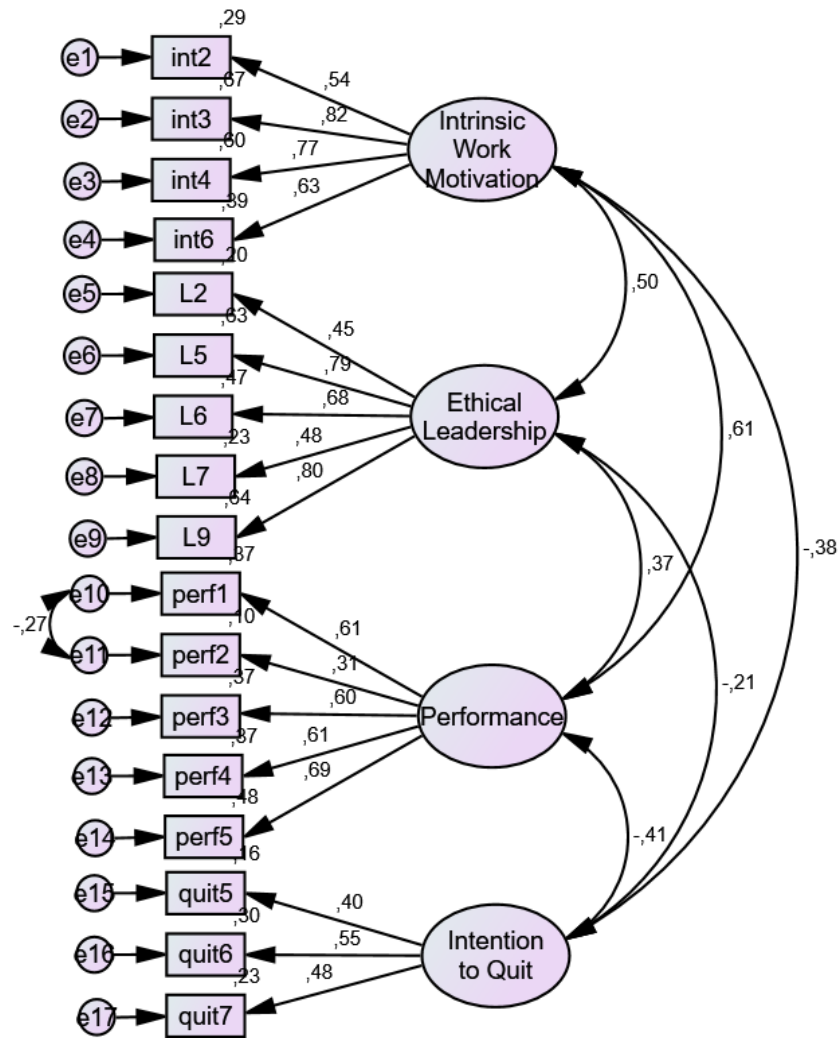
Before structural model we analyzed measurement model of the study to understand whether study instruments are somewhat related but different constructs. For this purpose, we have constructed interrelated four latent factors indicating intrinsic work motivation, ethical leadership, work performance and intention to quit structures with using the items which are confirmed in the confirmatory factor analyses. Fit indices result of the measurement model ($\chi^2 = 326.995$, $df = 112$, $\chi^2 / df = 2.919$, RMSEA = .063, TLI = .877, CFI = .899) (Table 4.12) showed that this model is acceptable after a minor modification (related two errors) for the performance factor.

Table 4. 12 CFA results of the Intrinsic Work Motivation Scale

	χ^2	df	χ^2/df	RMSEA	TLI	CFI
Original model	326.995	112	2.919	.063	.877	.899

χ^2 = Chi-Square; df = Degree of Freedom, RMSEA = Root Mean Square Error of Approximation;
TLI = Tucker Lewis Index; CFI = Comparative Fit Index

The correlation coefficients between factors in the model has ranged between -.21 and .61. These results have confirmed four dimensions of study as Intrinsic Work Motivation, Ethical Leadership, Work Performance and Intention to Quit (Figure 4.6).



Note: The values near the two-headed arrows show the correlations, the values near to the one-headed arrows show the factor loadings, and the values near the rectangles show the proportion of the variances explained by items.

Figure 4. 6 Measurement Model of the study

Furthermore, we have checked the internal consistencies of these confirmed factors with calculating Cronbach's Alpha coefficients. Based on the following results provided in Table 4.13, intrinsic motivation has a high reliability ($\alpha = .764$), but ethic leadership ($\alpha = .663$), work performance ($\alpha = .660$), and intention to quit ($\alpha = .635$) have moderate level reliabilities.

Table 4. 13 Reliability test for the variables

Variable name	Cronbach's Alpha	N of items
Ethic Leadership	.663	5
Intrinsic Motivation	.764	4
Work Performance	.660	5
Intention to Quit	.635	3

CHAPTER V

DATA ANALYSIS

4.1 DESCRIPTIVE STATISTICS

The descriptive statistics of the data are depicted in Table 5.1. The results from the analysis below indicate that the mean age of participants was 43.83 with a standard deviation of 9.32 years. When the mean of tenure of participants was considered, it was found that the average tenure was 10.32 years with a standard deviation of 7.01 years.

Before disclosing the relationships between variables, it is important to disclose the forms of distributions of variables and to see if they are normally distributed. The determination of data distribution results from the calculation of skewness and kurtosis. The skewness and kurtosis values of all the variables of the study are within the normal distribution values of -1.96 and +1.96, except marital status (Skew. = -2.28, Kurt. = 4.35).

Table 5. 1 Descriptive Statistics of Variables: Minimum and Maximum, Mean, Standard Deviation, Skewness and Kurtosis Values

	N	Min.	Max.	Mean	SD	Skewness	Kurtosis
Age	482	27	64	43.83	9.32	.37	-1.00
Gender	482	1	2	1.70	.45	-.89	-1.20
Marital Status	482	0	2	1.78	.50	-2.28	4.35
Education	482	0	3	2.31	.85	-.72	-1.00
Positon	480	1	5	2.68	1.37	.24	-1.17
Tenure	482	1	37	10.32	7.01	1.12	1.23
Ethic Leadership	482	3.20	5.00	4.67	.35	-1.01	.31
Intrinsic Work Motivation	482	3.50	5.00	4.75	.34	-1.28	.57
Work Performance	482	3.20	5.00	4.53	.37	-.70	-.01
Intention to Quit	482	1.00	2.00	1.16	.23	1.37	1.19

The means values of study variables are as follows: 4.67 for ethical leadership (SD = .35), 4.75 for intrinsic motivation (SD = .34), 4.53 for work performance (SD = .37), and 1.16 for intention to quit (SD = .23). these results have showed higher than average results for ethical leadership, intrinsic motivation, and work performance, but lower than average result for intention to quit.

4.2 CORRELATIONS

After the normality test, correlation analysis was performed to determine whether there was a relationship between the variables, and the direction and strength of the relationship. Correlation analysis results are shown in Table 5.2.

According to Matthews and Ross (2010), the correlation coefficient (r), through which the strength and direction of the relationship is expressed, can have a value between -1 and +1.

The value -1 (minus 1) indicates that there is a perfectly negative relationship between the two variables, which means, when one of the variables increases then the other variable decreases.

The value 0 (zero) indicates that there is no statistical relationship between the variables, so there is no significant model in the relationship between variables.

Value +1 (plus 1) indicates that there is a perfectly positive relationship between the two variables, so with the increase of one variable increasing the other variable. (Matthews & Ross, 2010).

Let's analyze the value of the correlation coefficient between the variables. Let's start with examining demographic variables.

When the table is examined for the demographics, age have significant positive relations with gender ($r = .101$, $p < .05$), education ($r = .469$, $p < .01$), job position ($r = .630$, $p < .01$) and tenure ($r = .720$, $p < .01$). This significant positive relationship between

the age variables with the other four variables (gender, education, job position and tenure) indicates that with the increase of the employee in age it shows higher level of education, higher job position and also higher tenure .

Gender have significant negative relations with Work Performance ($r = -.115$, $p < .05$).

Marital status has a significant positive relation with education ($r = .091$, $p < .05$) and tenure ($r = .120$, $p < .01$).

Education has a significant positive relation with job position ($r = .710$, $p < .01$) and tenure ($r = .357$, $p < .01$). Job position has a significant positive relation with tenure ($r = .627$, $p < .01$). Thus, a higher education level is associated with a higher job position, on the other hand, an increase in job position results in an increase in tenure.

When the relations between the independent variable Perceived Ethical Leadership and other dependent variables is examined, we can see that Perceived Ethical Leadership has a significant positive relation with Intrinsic Work Motivation ($r = .469$, $p < .01$) and Work Performance ($r = .305$, $p < .01$), while it has a significant negative relations with Intention to Quit ($r = -.168$, $p < .01$). This implies that the higher the employee's perceives the Ethical Leadership, the higher will be employee Intrinsic Work Motivation and Work Performance. On the other hand, the employee will have less Intention to Quit, since the relationship between Perceived Ethical Leadership and Intention to Quit is negative.

On the other hand, when the relationships between the mediating variable Intrinsic Work Motivation and other dependent variables is examined, we can see that Intrinsic Work Motivation has a significant positive relation with Work Performance ($r = .472$, $p < .01$) and a significant negative relation with Intention to Quit ($r = -.243$, $p < .01$). This indicates that an increase in employee's Intrinsic Work Motivation will result in an increase in Work Performance and, in turn, a decrease in the tendency to Intention to Quit.

Finally, when the relationships between the mediating variable Work Performance and an independent variable Intention to Quit is examined, we can see that Work Performance has a significant negative relation with Intention to Quit ($r = -.244, p < .01$). And lastly, we find that academics who show higher performance at work will have a lower tendency to quit.

As seen above, the analysis of the relationship between the dependent variables with each of the independent variables separately shows that when the employee perceives higher Ethical Leadership, there is higher intrinsic motivation and higher level of job performance, and the intention to quit the job will be lower.

Table 5. 2 Correlation Matrix

	1	2	3	4	5	6	7	8	9	10
1 Age	1									
2 Gender	.101*	1								
3 Marital Status	.006	.076	1							
4 Education	.469**	.045	.091*	1						
5 Position	.630**	-.013	.087	.710**	1					
6 Tenure	.720**	-.039	.120**	.357**	.627**	1				
7 Perceived Ethical Leadership	-.067	-.009	-.018	-.040	-.061	-.045	1			
8 Intrinsic Work Motivation	.044	-.053	-.024	.055	.033	.078	.469**	1		
9 Work Performance	.036	-.115*	-.049	.031	.055	.082	.305**	.472**	1	
10 Intention to Quit	.081	.020	.035	.087	.056	.079	-.168**	-.243**	-.244**	1
*. Correlation is significant at the 0.05 level (2-tailed).										
**. Correlation is significant at the 0.01 level (2-tailed).										

4.3 STRUCTURAL EQUATION MODELLING FOR TESTING HYPOTHESES

In order to test our hypotheses, the Structural Equation Modelling (SEM) technique has been applied. SEM is a multivariate statistical analysis technique that is used to analyze structural relationships. This technique is the combination of factor analysis and multiple regression analysis, and it is used to analyze the structural relationship between measured variables and latent constructs. This method is preferred by the researchers because it estimates the multiple and interrelated dependence in a single analysis. In this analysis, two types of variables are used endogenous variables and exogenous variables. Endogenous variables are equivalent to dependent variables and are equal to the independent variable.

There are several advantages why researchers prefer SEM from which we can outline few: SEM has the ability to specify latent variable models that provide separate estimates of relations among latent constructs and their manifest indicators and of the relations among constructs (Tomarken and Waller, 2004). Another advantage of SEM technique is the availability of measures of global fit that can provide a summary evaluation of even complex models that involve a large number of linear equations. SEM also allows researchers to directly test the model of interest rather than a straw-man alternative (Tomarken and Waller, 2004).

For this purpose, we have used AMOS 23 software program for the analysis. Employing Maximum Likelihood estimation method, we explored all effects among study variables. We have constructed two models for testing the hypotheses. First model is trying to test the first and second hypotheses concerning the interactions among ethical leadership, work performance and intention quit. In this model, work performance and intention to quit variables are endogenous or depended variables. perceived ethical leadership is exogenous or independent variable. The second model is trying to test the other hypotheses concerning all variables. In the second model, work performance and intention to quit variables are endogenous or depended variables. Perceived ethical leadership is exogenous or independent variable, and intrinsic work motivation is our both endogenous and exogenous variable as being a mediator variable.

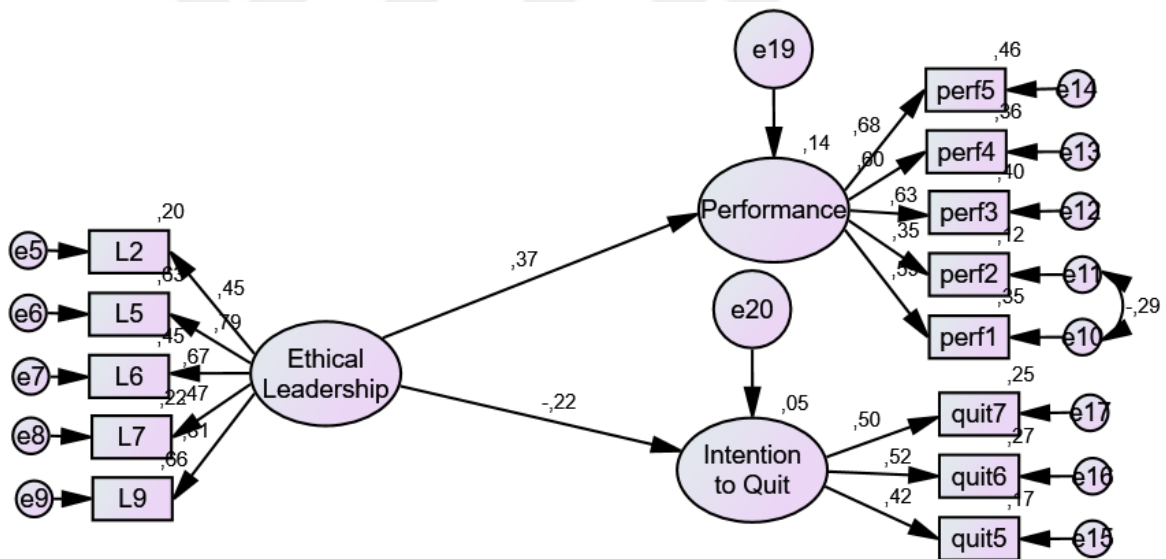
The first statistic results of the first model are presented in Table 5.3. According to results the values of Chi-Square (χ^2) is 164.651, Degree of Freedom (df) is 62, Root Mean Square Error of Approximation (RMSEA) is .059, Tucker Lewis Index (TLI) is .897, and Comparative Fit Index (CFI) is .919. All these findings showed that the model fits data well.

Table 5. 3 The results of First Model of the Study

	χ^2	df	χ^2/df	RMSEA	TLI	CFI
Original model	164.651	62	2.656	.059	.897	.919

χ^2 =Chi-Square; df =Degree of Freedom, RMSEA= Root Mean Square Error of Approximation; TLI = Tucker Lewis Index; CFI = Comparative Fit Index

When we examine the results in Figure 5.1, we can see that there are significant interactions among Ethical Leadership, Work Performance and Intention to Quit.



Note: The values near to the two-headed arrows show the correlations, the values near to the one-headed arrows show the factor loadings, and the values near the rectangles show the proportion of the variances explained by items.

Figure 5. 1 The Results of First Model of the Study

In the Table 5.4 the direct effect of ethical leadership on work performance is significant and positive (non-standardized estimates). In addition, the direct effect of ethical leadership on intention to quit is significant and negative.

Table 5. 4 Direct effects between variables (First Model)

	Estimate	S.E	C.R	P
Ethical Leadership → Work Performance	.492	.095	5.182	.000
Ethical Leadership → Intention to Quit	-.089	.031	-2.833	.005

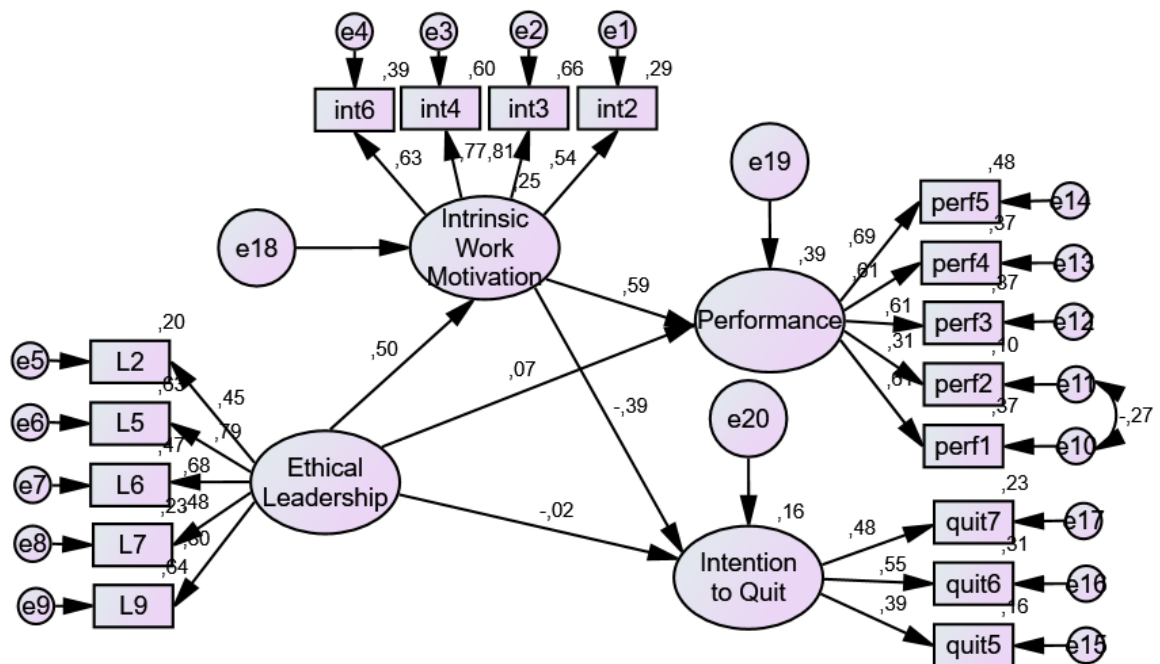
For testing other hypotheses, we have included intrinsic work motivation variable into the model. The result of fit indices of our second model is presented in Table 5.5 ($\chi^2 = 334.593$, $df = 113$, $\chi^2 / df = 2.961$, RMSEA = .064, TLI = .874, CFI = .895). According to these results this model has acceptable levels of good fit even some smallest lower values for good fit.

Table 5. 5 The results of Second Model of the Study

	χ^2	df	χ^2/df	RMSEA	TLI	CFI
Original model	334.593	113	2.961	.064	.874	.895

χ^2 = Chi-Square; df = Degree of Freedom, RMSEA = Root Mean Square Error of Approximation; TLI = Tucker Lewis Index; CFI = Comparative Fit Index

When we examine the results in Figure 5.2, we can see that there are mostly significant interactions among research concepts, namely Intrinsic Work Motivation, Ethical Leadership, Work Performance and Intention to Quit.



Note: The values near to the two-headed arrows show the correlations, the values near to the one-headed arrows show the factor loadings, and the values near the rectangles show the proportion of the variances explained by items.

Figure 5. 2 The Results of Second Model of the Study

Table 5.6 shows the statistics obtained as a result of the second model. To test the study hypotheses, the direct and indirect are examined among variables in the model.

Table 5. 6 Direct effects between variables (Second Model)

	Estimate	S.E	C.R	P
Ethical Leadership → Intrinsic Work Motivation	.487	.079	6.171	***
Ethical Leadership → Work Performance	.101	.086	1.174	.241
Ethical Leadership → Intention to Quit	-.008	.032	-.252	.801
Intrinsic Work Motivation → Work Performance	.816	.119	6.868	***
Intrinsic Work Motivation → Intention to Quit	-.150	.041	-3.664	***

5.3.1 Relationship between Ethical Leadership and Work Performance

From Table 5.4, it can be seen based on the t value of 5.182 (>1.96) that a significant positive relationship existed between ethical leadership and work performance. Therefore, hypothesis 1 “*There is a positive relationship between perceived ethical leadership and work performance*” could not be rejected which suggests that the proposed relationship between these two latent variables was supported.

5.3.2 Relationship between Ethical Leadership and Intention to Quit

From Table 5.4 above, it can be seen based on the t value of -2.833 (>-1.96) that a significant negative relationship existed between ethical leadership and intention to quit. Therefore, hypothesis 2 “*There is a negative relationship between perceived ethical leadership and intention to quit*” could not be rejected which suggests that the proposed relationship between these two latent variables was supported.

5.3.3 Relationship between Ethical Leadership and Intrinsic Work Motivation

From Table 5.6 above, it can be seen based on the t value of 6.171 (>1.96) that a significant relationship existed between ethical leadership and intrinsic work motivation. Therefore, hypothesis 3 “*There is a positive relationship between perceived ethical leadership and intrinsic work motivation*” could not be rejected which suggests that the proposed relationship between these two latent variables was supported.

5.3.4 Relationship between Intrinsic Work Motivation and Work Performance

From Table 5.6 above, it can be seen based on the t value of 6.868 (>1.96) that a significant relationship existed between intrinsic work motivation and work performance. Therefore, hypothesis 4 “*There is a positive relationship between intrinsic work motivation and work performance*” could not be rejected which suggests that the proposed relationship between these two latent variables was supported.

5.3.5 Relationship between Intrinsic Work Motivation and Intention to Quit

From Table 5.6 above, it can be seen based on the t value of -3.664 (>-1.96) that a significant relationship existed between intrinsic work motivation and intention to quit. Therefore, hypothesis 5 “*There is a negative relationship between intrinsic work motivation and intention to quit*” could not be rejected which suggests that the proposed relationship between these two latent variables was supported.

5.3.6 Mediating role of Intrinsic Work Motivation in between Perceived Ethical Leadership and Work Performance

For the mediating analysis we followed the suggestions of Preacher and Hayes (2008) based on the significant indirect effects with bootstrapping method. It was generated 2000 samples with using maximum likelihood bootstrapping technic. Then 90% confidence intervals were determined with Monte Carlo simulation method. A significant indirect effect implies that there is a relationship between variables occurs through the mediator variable. The result of the analysis in Table 5.7 showed that intrinsic work motivation plays a mediating role in the relationship between ethical

leadership and work performance based on the indirect relation between ethical leadership and job performance (indirect effect = .294, $p = .026$; 90%, 2000 samples, CI: .211 to .367). Therefore, hypothesis 6 “*Intrinsic work motivation plays a mediating role between perceived ethical leadership and work performance*” could not be rejected which suggests that the mediating role of intrinsic work motivation in proposed relationship between these two latent variables was supported.

5.3.7 Mediating role of Intrinsic Work Motivation in between Perceived Ethical Leadership and Intention to Quit

The result of the mediating analysis in Table 5.7 showed that intrinsic work motivation plays a mediating role in the relationship between ethical leadership and intention to quit based on the indirect relation between ethical leadership and intention to quit (indirect effect = -.197, $p = .008$; 90%, 2000 samples, CI: -.290 to -.127). Therefore, hypothesis 7 “*Intrinsic work motivation plays a mediating role between perceived ethical leadership and intention to quit*” could not be rejected which suggests that the mediating role of intrinsic work motivation in proposed relationship between these two latent variables was supported.

Table 5. 7 Standardized Indirect Effects

	Standardized Indirect Effects	Standardized Indirect Effects - Two Tailed Significance (BC)	Standardized Indirect Effects - Lower Bounds (BC)	Standardized Indirect Effects - Upper Bounds (BC)
	Ethical Leadership	Ethical Leadership	Ethical Leadership	Ethical Leadership
Intention to Quit	-.197	.008	-.290	-.127
Work Performance	.294	.026	.211	.367

5.4 DIFFERENCE ANALYSES

Based on our research questions concerning demographic differences in work performance and intention to quit, we have used parametric and nonparametric analyses according to normality assumptions are met or not. For the parametric test we have used One-Way ANOVA, and for the nonparametric test we have used Mann Whitney U or Kruskal Wallis.

5.4.1. Gender Differences in Work Performance

For exploring any gender differences in between women and men according to work performance, we have used One-Way ANOVA test with comparing means. The average mean of work performance for women is 4.601 (SD = .37) and for men is 4.508 (SD = .36), and this difference is significant at .01 level ($F = 6.483$) (Table 5.8). These results indicate that there is a significant work performance differences in between women and men, inferring women' work performance is significantly higher than men.

Table 5. 8 Difference Analysis Results of Gender for Work Performance

Variables	Model -1			
	Mean	S.D.	S.E.	N
Women	4.601	.37	.031	143
Men	4.508	.36	.091	339
F	6.483			
ANOVA (Sig.)	.011			
Dependent variable Work Performance				

5.4.2 Marital Status Differences in Work Performance

For finding any marital status differences in work performance, we have used Mann Whitney U test with comparing mean ranks. Based on the results (Figure 5.3) Mann Whitney U test statistic is 13167 with $p = .635$, indicating retaining the null hypothesis. So, in this case there is not significant difference between marital status according to work performance

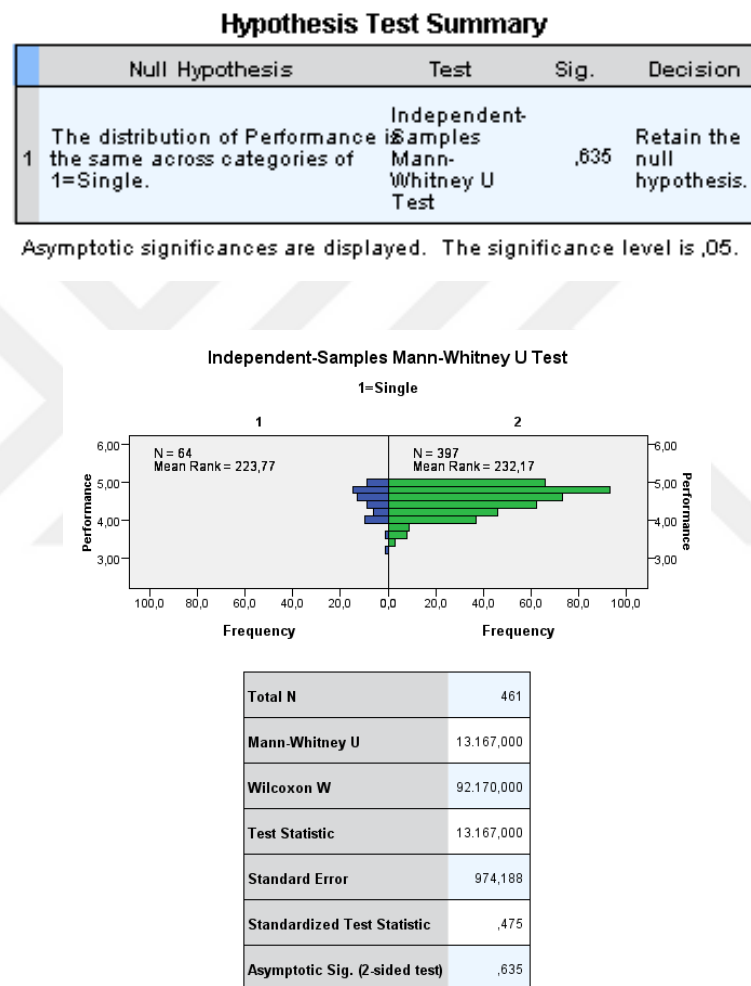


Figure 5. 3 Difference Analysis Results of Marital Status for Work Performance

5.4.3. Education Level Differences in Work Performance

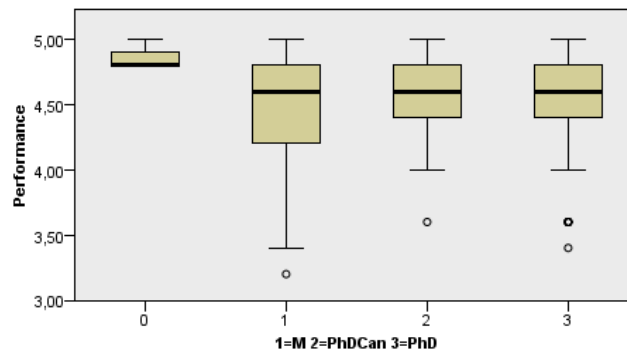
For any the education level differences in work performance, we have used Kruskal Wallis Test with comparing mean ranks. Based on the results (Figure 5.4) Kruskal Wallis test statistic is 5.112 with $p = .164$, indicating retaining the null hypothesis. So, in this case there is no significant difference between education levels according to work performance.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Performance is the same across categories of 1=M 2=PhDCan 3=PhD.	Independent-Samples Kruskal-Wallis Test	,164	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Independent-Samples Kruskal-Wallis Test



Total N	461
Test Statistic	5,112
Degrees of Freedom	3
Asymptotic Sig. (2-sided test)	,164

1. The test statistic is adjusted for ties.
2. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

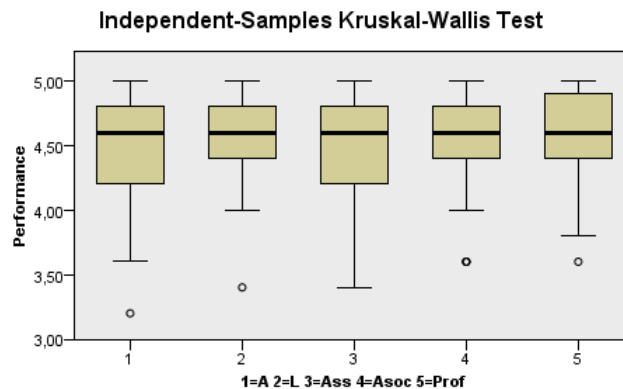
Figure 5. 4 Difference Analysis Results of Education for Work Performance

5.4.4. Job Position Differences in Work Performance

For the job position differences in work performance, Kruskal Wallis Test was used with comparing mean ranks. Based on the results (Figure 5.5) Kruskal Wallis test statistic is 5.267 with $p = .261$, indicating retaining the null hypothesis. So, for work performance there is no significant difference considering job positions.

Hypothesis Test Summary			
	Null Hypothesis	Test	Sig. Decision
1	The distribution of Performance is the same across categories of 1=A 2=L 3=Ass 4=Asoc 5=Prof.	Independent-Samples Kruskal-Wallis Test	,261 Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.



Total N	459
Test Statistic	5,267
Degrees of Freedom	4
Asymptotic Sig. (2-sided test)	,261

1. The test statistic is adjusted for ties.
2. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Figure 5. 5 Difference Analysis Results of Job Position for Work Performance

5.4.5. Gender Differences in Intention to Quit

Concerning second research question, for exploring any differences in between women and men according to intention to quit, we have used One-Way ANOVA test with comparing means. The average mean of intention to quit for women is 1.15 (SD = .23) and for men is 1.16 (SD = .24), and this difference is not significant ($F = .188$, $p > .05$). These results indicate that there is a not significant intention to quit differences in between women and men (Table 5.9).

Table 5. 9 Difference Analysis Results of Gender for Intention to Quit

Variables	Model -1			
	Mean	S.D.	S.E.	N
Women	1.153	.23	.019	143
Men	1.164	.24	.013	339
F		.188		
ANOVA (Sig.)		.665		
<i>Dependent variable Intention to Quit</i>				

5.4.6. Marital Status Differences in Intention to Quit

For the marital status differences in intention to quit, we have employed Mann Whitney U test with comparing mean ranks. The results of analysis about any differences in marital status in terms of intention to quit showed that there is not significant difference between marital status according to intention to quit (Mann Whitney U = 13289.500, $p > .05$) (Figure 5.6).

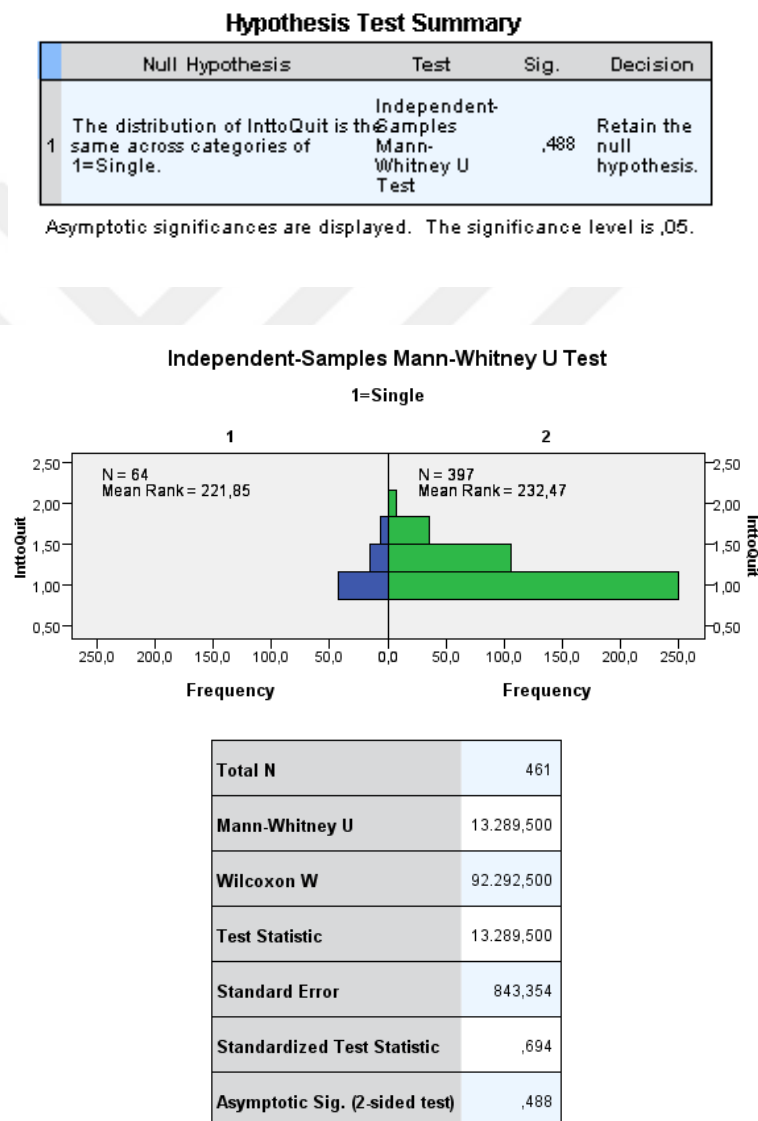


Figure 5. 6 Difference Analysis Results of Marital Status for Intention to Quit

5.4.7. Education Level Differences in Intention to Quit

For the education level differences in intention to quit, we have used Kruskal Wallis Test with comparing mean ranks. Based on the results (Figure 5.7) Kruskal Wallis test statistic is 4.104 with $p = .250$, indicating retaining the null hypothesis. So, in this case there is no significant difference between education levels according to intention to quit.

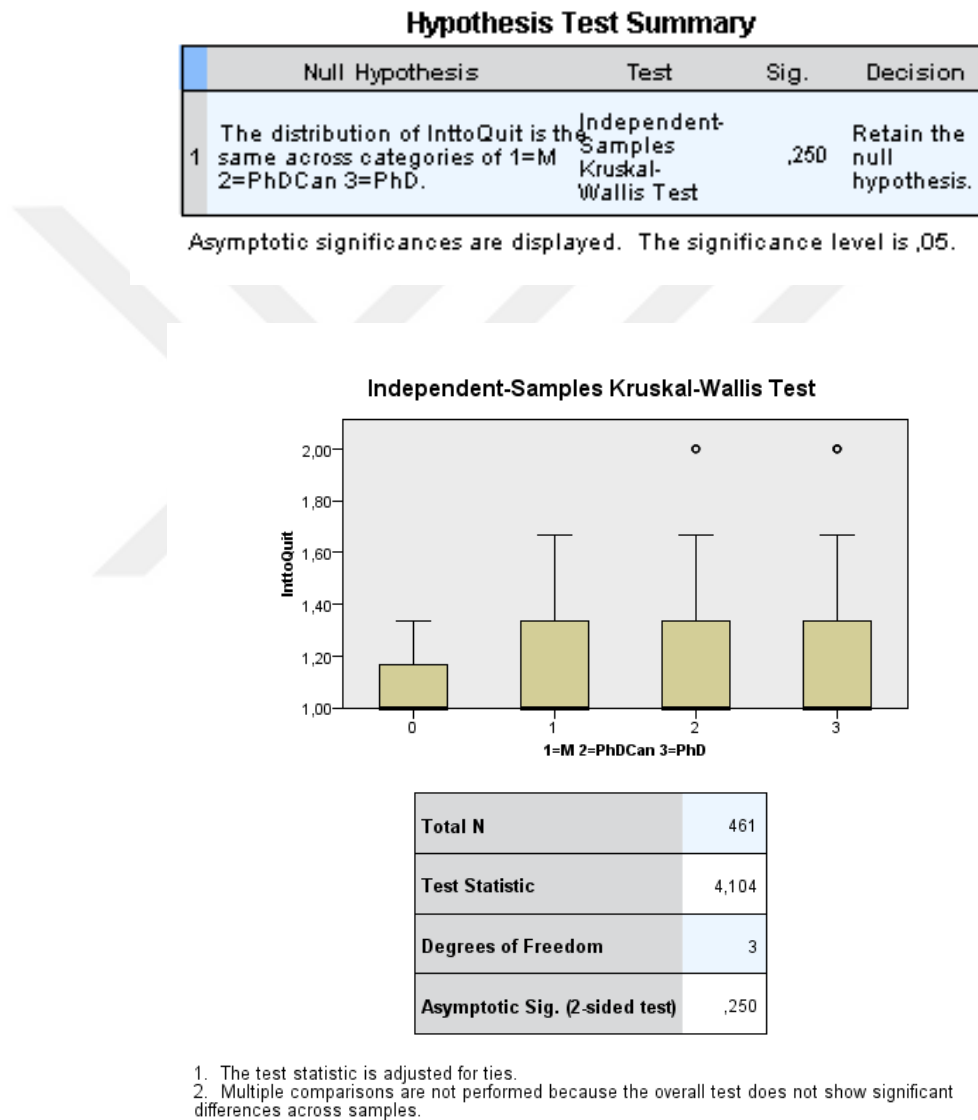


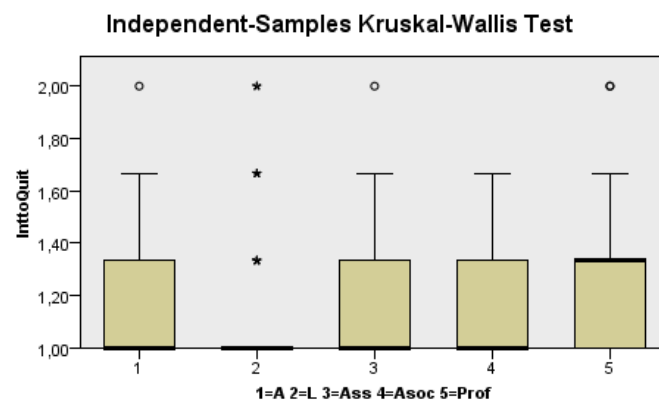
Figure 5. 7 Difference Analysis Results of Education for Intention to Quit

5.4.8. Job Position Differences in Intention to Quit

For determining differences in intention to quit, we have used Kruskal Wallis Test. The results (Figure 5.8) showed that Kruskal Wallis test statistic is 27.1864 with $p = .000$, indicating rejecting the null hypothesis. So, in this case there is a significant difference between job position and intention to quit. This finding is indicating that lecturers' intention to quit is lower than professors'.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of IntoQuit is the same across categories of 1=A 2=L 3=Ass 4=Asoc 5=Prof.	Independent-Samples Kruskal-Wallis Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.



Total N	459
Test Statistic	27,864
Degrees of Freedom	4
Asymptotic Sig. (2-sided test)	,000

1. The test statistic is adjusted for ties.

Figure 5. 8 Difference Analysis Results of Job Position for Intention to Quit

Based on the analyses provided above; for our first research question, we can conclude that only gender difference is exist in the work performance, and for our second research question merely job position difference is present in the intention to quit variables, not the other demographic differences.

5.5 GENERAL HYPOTHESIS RESULTS AND FINDINGS

5.5.1 Hypothesis Results and Findings for Ethical Leadership and Work Performance Variables

Our first model (Figure 5.1) was performed to test this hypothesis. From the analysis provided above in Table 5.4, it can be seen based on the t value of 5.182 (>1.96) that a significant positive relationship existed between ethical leadership and work performance. Therefore, hypothesis 1 “*There is a positive relationship between perceived ethical leadership and work performance*” could not be rejected which suggests that the proposed relationship between these two latent variables was supported. This result showed that perceived ethical leadership increases the work performance.

5.5.2 Hypothesis Results and Findings for Ethical Leadership and Intention to Quit Variables

Our first model (Figure 5.1) was performed to test this hypothesis. From the analysis provided above in Table 5.4, it can be seen based on the t value of -2.833 (>-1.96) that a significant negative relationship existed between ethical leadership and intention to quit. Therefore, hypothesis 2 “*There is a negative relationship between perceived ethical leadership and intention to quit*” could not be rejected which suggests that the proposed relationship between these two latent variables was supported. This showed that perceived ethical leadership decreases intention to quit.

5.5.3 Hypothesis Results and Findings for Perceived Ethical Leadership and Intrinsic Work Motivation Variables

Our second model (Figure 5.2) was performed to test this hypothesis. From the analysis provided above in Table 5.6, it can be seen based on the t value of 6.171 (>1.96) that a significant positive relationship existed between ethical leadership and intrinsic work motivation. Therefore, hypothesis 3 “*There is a positive relationship between perceived ethical leadership and intrinsic work motivation*” could not be rejected which suggests that the proposed relationship between these two latent

variables was supported. This showed that perceived ethical leadership increases intrinsic work motivation.

5.5.4 Hypothesis Results and Findings for Intrinsic Work Motivation and Work Performance Variables

Our second model (Figure 5.2) was performed to test this hypothesis. From the analysis provided above in Table 5.6, it can be seen based on the t value of 6.868 (>1.96) that a significant positive relationship existed between intrinsic work motivation and work performance. Therefore, hypothesis 4 “*There is a positive relationship between intrinsic work motivation and work performance*” could be not rejected which suggests that the proposed relationship between these two latent variables was supported. This showed that intrinsic work motivation increases work performance.

5.5.5 Hypothesis Results and Findings for Intrinsic Work Motivation and Intention to Quit Variables

Our second model (Figure 5.2) was performed to test this hypothesis. From the analysis provided above in Table 5.6, it can be seen based on the t value of -3.664 (>-1.96) that a significant negative relationship existed between intrinsic work motivation and intention to quit. Therefore, hypothesis 5 “*There is a negative relationship between intrinsic work motivation and intention to quit*” could be not rejected which suggests that the proposed relationship between these two latent variables was supported. This showed that intrinsic work motivation decreases intention to quit.

5.5.6 Hypothesis regarding the mediating role of Intrinsic Work Motivation In between Perceived Ethical Leadership and Work Performance

We used second model (Figure 5.2) for this hypothesis. In order to examine the mediating role of Intrinsic Work Motivation In between Perceived Ethical Leadership and Work Performance, we followed the suggestions of Preacher and Hayes (2008) based on the significant indirect effects with bootstrapping method. It was generated 2000 samples with using maximum likelihood bootstrapping technic. Then 90% confidence intervals were determined with Monte Carlo simulation method. A

significant indirect effect implies that there is a relationship between variables occurs through the mediator variable. The result of the analysis showed that intrinsic work motivation plays a mediating role in the relationship between ethical leadership and work performance based on the indirect relation between ethical leadership and job performance (indirect effect = .294, $p = .026$; 90%, 2000 samples, CI: .211 to .367). Therefore, hypothesis 6 “*Intrinsic work motivation plays a mediating role between perceived ethical leadership and work performance*” could be not rejected which suggests that the mediating role of intrinsic work motivation in proposed relationship between these two latent variables was supported. This showed that perceived ethical leadership increases work performance with the mediating effect of intrinsic work motivation.

5.5.7 Hypothesis regarding the mediating role of Intrinsic Work Motivation In between Perceived Ethical Leadership and Intention to Quit

We used second model (Figure 5.2) for this hypothesis. The result of the mediating analysis showed that intrinsic work motivation plays a mediating role in the relationship between ethical leadership and intention to quit based on the indirect relation between ethical leadership and intention to quit (indirect effect = -.197, $p = .008$; 90%, 2000 samples, CI: -.290 to -.127). Therefore, hypothesis 7 “*Intrinsic work motivation plays a mediating role between perceived ethical leadership and intention to quit*” could be not rejected which suggests that the mediating role of intrinsic work motivation in proposed relationship between these two latent variables was supported. This showed that perceived ethical leadership decreases intention to quit with the mediating effect of intrinsic work motivation.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 RESEARCH RESULTS

In the evaluation section, the findings of the research are evaluated and the last section of the study is completed. The hypotheses established at the beginning of the research, the relationships with the variables and the findings obtained as a result of the analysis are explained in line with the research question and purpose. The effects of perceived ethical leadership style on work performance, and the impact on academics' intention to quit are explained through the mediating value of work motivation factors. This relationship is continued by explaining the analyzes made with demographic variables and at the end of the chapter, various suggestions are presented to the studies to be done after all the evaluations obtained.

6.1.1 Discussion on the Findings between Ethical Leadership and Work Performance Variables

The results of the study have shown that there is a significant positive relationship between ethical leadership and work performance, which means that hypothesis 1 “There is a positive relationship between perceived ethical leadership and work performance”, could not be rejected, and the relationship between these two latent variables was supported.

Ethical leadership positively influences employees' work performance. This process is followed by the level of recognition and encouragement of the staff, ethical behavior, autonomy, social responsibility and orientation of the people (Treviño, Brown & Hartman, 2003). An ethical leader should reflect positive attributes such as; integrity, honesty, trustworthiness, justice, and combined motivation (Bachmann,

2017). Ethics in leadership involves the reflection of moral values, beliefs, and visions in conduct or the making of decisions (Trevino, Hartman & Brown, 2000).

In addition, the ethical leadership can positively influence employees work performance, and the potential rate to increase interaction between leader and the follower. Reflecting on psychological mechanisms there are two possibilities either there is a high level of trust of employee in leaders or lower levels of actions toward their leaders, which in turn will have impact on employee task performance.

These results suggest that HEIs in Kosovo should work to improve the ethical leadership style in order to improve the academics work performance, by offering guidance, clarifying work roles, delegating responsibility, providing training as well as coaching, and be a role model to achieve higher institutional performance.

6.1.2 Discussion on the Findings between Ethical Leadership and Intention to Quit Variables

The results of the study have shown that there is a significant positive relationship between ethical leadership and work performance, which means that hypothesis 2 “*There is a negative relationship between perceived ethical leadership and intention to quit*”, could not be rejected, and the relationship between these two latent variables was supported.

The ethical relationship style has an impact on employee’s self-esteem, job satisfaction and performance, which will result in the increase or decreases of employee intention to quit. Both these variables have an important interaction, as the ethical leadership is highly valued by employee and has an impact on job satisfaction, and self-actualization needs, which are driven by the need to grow, having more autonomy and development of personal skills. On the contrary, the abusive supervision has direct impact on employee behavior leading to higher intentions to quit and searching for the new job (Palanski et al, 2013).

Results of the study conducted in public HEIs in Kosovo, indicates that the perceived ethical leadership decreases intention to quit, which concludes that the higher the perceived ethical leadership is, the lower will be the intention to quit. The ethical leadership leads toward domination of ethical climate, which will contribute to the employee prosperity and commitment toward the institutions (Demirtas & Akdogan 2014).

These results show that effective leadership style in HEIs in Kosovo has a strongly impact on academics work motivation, they professional development career and intention to quit. The positive relationship between the leader and follower, will result in a mutual understanding, increase of value congruence, positive psychological contract, and decrease of the turnover (Tang et al. 2014). Basically, ethical leadership behavior can lead to creation of healthy working environment, which in turn increase the employee's self-esteem and reduces the need to change the job frequently.

6.1.3 Discussion on the Findings between Ethical Leadership and Work Motivation Variables

The results of the study have shown that there is a significant positive relationship between ethical leadership and intrinsic work motivation, which means that hypothesis 3 “There is a positive relationship between perceived ethical leadership and intrinsic work motivation”, could not be rejected, and the relationship between these two latent variables was supported.

Ethical leaders with strong ethical standards and behavior can have a positive impact on the motivation of employees, but these standards should not impact negatively the relationship between the leader follower. Job motivation is highly related to higher level of supervisor ethical leadership, by providing higher autonomy and commitment to the employees, which will strengthen self-efficacy and decrease emotional exhaustion (Fowler, 2014). Displaying ethical behavior as fairness, trustworthy, honesty, integrity, and role modeling for others, are critical criterion for leader promotability within the organizations. This is also strongly linked with the ethical culture namely, policies, norms, standards within the organization (Rubin et al. 2010).

The results of the study conducted in public HEIs in Kosovo, indicates that a significant relationship exists between ethical leadership and intrinsic work motivation, and this showed that perceived ethical leadership increases intrinsic work motivation.

These results show that the importance of ethic leadership in HEIs in Kosovo, which is crucial for the increase of quality assurance, student learning and overall success and development of universities. It requires creation of more flexible relationship between the leader and follower, team empowerment, supportive vertical or hierarchical leaders, autonomy, shared purposes or goals, accountability structures, interdependence etc.

6.1.4 Discussion on the Findings between Work Motivation and Work Performance Variables

The results of the study have shown that there is a significant positive relationship between intrinsic work motivation and work performance. Therefore, hypothesis 4 “There is a positive relationship between intrinsic work motivation and work performance” could not be rejected, and the relationship between these two latent variables was supported.

Motivation of employees leads to a higher quality of work performance, and in a world where completion is very high, increases the need to motivate, develop, reward and integrate within institution culture, in order to make them more successful (Hay group, 2000 in Storey, 2001: 9). Many institutions set certain targets for their employees and whoever accomplishes the set goals is rewarded mostly through promotions but also through other forms. Reward is the incentive that instils a sense of self-determination among employees to drive high-quality performance, which improves the overall productivity.

Employee’s performance depends on many factors on what is required from them, do they have the ability to perform the work, are they motivated enough, and what kind of working environment is offered (Mitchell, 1982: 80-81). The quality work requires a higher engagement, more skills, focus, and more personal investment,

whereas quantity work requires less personal engagement, less autonomy, and are more controlled externally (Cerasoli et al. (2014). Basically, that intrinsic motivation is positively associated with positive outcomes, like job performance and emotional organizational commitment, whereas, negatively associated with negative outcomes like intention to quit, burnout and job-family conflict. (Kuvaas et al. (2017)

These results show that the importance of work motivation in order to increase the work performance in HEIs in Kosovo. Consequently, a positive performance will affect the quality of the teaching, enhancement of students learning, research and quality assurance, by encouraging academic staff to attend training in teaching as well as managements skills and experiences, participation in international projects and mobilities.

6.1.5 Discussion on the Findings between Work Motivation and Intention to Quit Variables

The results of the study have shown that there is a significant negative relationship between intrinsic work motivation and intention to quit, which means that hypothesis 5 “There is a negative relationship between intrinsic work motivation and intention to quit” could not be rejected, and the relationship between these two latent variables was supported.

Considering that overall institutions performance relies on staff quality, increase of motivation and commitment are fundamental for the sustainable and competitive institutions, as well as decrease of turnover. The higher are the individual behavior like voluntary actions, responsible persons, communication, spontaneous, will lead toward employee absenteeism, reduced turnover, and increase employee’s satisfaction (Sarikwal & Gupta (2013). Creativity, professional development, promotion and other factors have a significant role in reducing the turnover, which can be implied by providing training and improving institutions values and communication (Ertas, 2015).

The results of the study conducted in public HEIs in Kosovo, indicates that a significant negative relationship exists between intrinsic work motivation and

intention to quit, and showed that intrinsic work motivation decreases intention to quit.

The results in the HEIs in Kosovo is also supported by the study results made by Mobley 1977, suggesting that one of the main reasons for an employee to resign is the lack of motivation at work. HEIs academics have shown that motivation in general is a factor that has significance impact on their decision to stay or quite the job. The motivation theory makes us realize that the moral and professional support towards academics affects their psychological well-being, and persons who experience stress, dissatisfaction, associated with a lack of motivation at work, the intention among them to quite the job is higher.

6.1.6 Discussion on the Findings with regard the mediating role of Intrinsic Work Motivation In between Perceived Ethical Leadership and Work Performance

The results of the study have shown that intrinsic work motivation plays a mediating role in the relationship between ethical leadership and work performance based on the indirect relation between ethical leadership and job performance, which means that hypothesis 6 “Intrinsic work motivation plays a mediating role between perceived ethical leadership and work performance” could be not rejected which suggests that the mediating role of intrinsic work motivation in proposed relationship between these two latent variables was supported.

This hypothesis was also supported by Yidong & Xinxin (2012) in their study when they examine how intrinsic work motivation plays a mediating role in between perceived ethical leadership and work performance at both group and individual level. The result showed that both individual and group perceived of ethical leadership is positively related to academics’ innovative work behavior. The research also examined the mediating role of individual intrinsic motivation between ethical leadership and innovative work behavior, which means that interest in work will increase if there are more competencies and autonomy in the job. So, both individual perception of ethical leadership and group ethical leadership increase intrinsic motivation.

The results in the HEIs in Kosovo showed that perceived ethical leadership increases work performance with the mediating effect of intrinsic work motivation. It shows that ethical leadership influences employee's task performance, and is positively related to academics' innovative work behavior. Interest toward the work will increase if there are more competencies and autonomy in the job. So, both individual perception of ethical leadership and group ethical leadership increase intrinsic motivation.

6.1.7 Discussion on the Findings with regard the mediating role of Work Motivation In between Perceived Ethical Leadership and intention to quit

The results of the study have shown that intrinsic work motivation plays a mediating role in the relationship between ethical leadership and intention to quit based on the indirect relation between ethical leadership and intention to quit, which means that hypothesis 7 "Intrinsic work motivation plays a mediating role between perceived ethical leadership and intention to quit" could be not rejected which suggests that the mediating role of intrinsic work motivation in proposed relationship between these two latent variables was supported.

This hypothesis was also supported by Shareef & Atan (2018), through their study that examined the effects of ethical leadership on employee's behavior and their intention to quit, and the role of the intrinsic motivation as a mediator in this relationship. The results of the study showed that intrinsic motivation can have a significance mediating role in the relationship between ethical leadership, organizational citizenship behavior and their intention to quit.

The results in the HEIs in Kosovo showed that intrinsic work motivation plays a mediating role in the relationship between ethical leadership and intention to quit, showing that perceived ethical leadership decreases intention to quit with the mediating effect of intrinsic work motivation. Also, the lower work-related stress, the leader-member exchange, creative work involvement all as a mediating role have a positive effect on turnover intention.

6.1.8 Discussion on the effect of Demographic Variables in Terms of Work Performance

With regard to research question if there any differences in work performance according to demographical variables such as gender, marital status, education and job position, we can conclude that there are significant differences between work performance and gender. But we couldn't find any significant differences in work performance in terms of marital status, education and job position.

The results of the study indicate that there is a significant work performance differences in between women and men, inferring women' work performance is significantly higher than men.

The women academics work performance is higher in Kosovo Universities because they are more committed to teaching and toward the University, and spend significantly more time on service than male professors, that tend to work other jobs as well. Female full professor has ambitions to develop themselves toward their teaching career, rather than look for other possibilities like in politics or management. Women tend to start and finish their academic career in the University they started and preferable public Universities.

6.1.9 Discussion on the Effect of Demographic Variables in Terms of Intention to Quit

With regard to research question if there any differences in intention to quit according to demographical variables such as gender, marital status, education and job position, we can conclude that there are significant differences between intention to quit and job position. There are not significant differences in intention to quit in terms of gender, marital status and education.

This finding is indicating that lecturer's intention to quit is lower than professors.

Having the title Professor in Kosovo Universities makes professors more secure and intention to quite the job is higher among them. They can find more easily the job in other

public and private Universities. In addition, as a Professor they can more easily look for other career opportunity in politics, management, diplomacy and can return to University at any time. The position full Professor is very much respected in Kosovo.

6.2 CONCLUSION AND RECOMMENDATIONS

Our research has sought to identify the impact of ethical leadership on work performance and intention to quit, and the meaningful connections with the motivation factors, and academics' perceptions of fairness and their performance in the university. It argues that such connection is central to the increase of university quality culture, goals and objectives, and its adjustment to the national and global challenges. As HEIs in Kosovo are moving their approaches toward organizational development and quality enhancement, the development of leadership in Kosovo universities is a necessity in transforming and increasing university performance, influencing staff behavior, supporting staff self-actualization and growth, and as such impact the turnover process as well.

Further, the research has investigated the relationship and importance of variety of factors on perceived ethical leadership and work performance, perceived ethical leadership and work motivation, perceived ethical leadership and intention to quit, which offer insights and show the significance relationship between these variables, and indicate that higher is the perceived ethical leadership, the greater will be the work performance, the intrinsic work motivation, and will lower the intention to quit.

In order to meet the reform and challenges, HEIs in Kosovo need to increase and boost their relationship, governance, management, and daily operation between management and staff, students, industry, state institutions, and community. This require above all improve their leadership which is significant for success and development of universities. It requires improve the authority, power and structure of the universities, increase team performance, satisfaction, effectiveness, and university commitment toward achievement of development goals and objectives.

Throughout the study the following four structure have been highlighted:

- Ethical leadership style
- Academics' intrinsic motivation
- Academics' work performance
- Academics' intentions to quit

Ethical leadership requires a gradual ethically transformation on the overall way the universities are structured, function and operate which require a "ethical leadership" that support university developments and approaches, increase the university culture, cooperation with academic staff, students, industry, and community, enhancement of cooperation between universities, and provision of the appropriate guidance and responsibilities within and outside the university.

HEIs have organization cultures, which are translated into mission, vision, objectives, and goals, and in order to further build university identity, the leadership style, governance, decision-making, communication, openness, and motivation has to be improved so the universities are able in reaching their mission and goals, as well as improve teaching, innovation and creativity.

Relationship between leader and the academic staff enhances work performance, and encourages academic staff to achieve the desired outcomes. Academic staff is the most important asset in achieving university goals and objectives, improving quality and students' achievements. This requires adequate approach from the leadership in support academic staff, as well as be clear about the standard and what is expected from them, and ensure that academic staff are accountable for the performance of their duties. HEIs require development of different strategies for staff motivation, provide development schemes, opportunities for personal developments, manage dissatisfaction, financial motivation, acceptance within the team, which in turn will increase the staff performance and overall university performance.

To make such a transition the following institutions and factors would need to take a series of measures - part of a systematic and coherent intervention.

6.2.1 The Ministry of Education, Science and Technology (MEST)

- MEST should define a clear framework of higher education governance, by harmonizing and implementing the national strategy with the university strategies, and maintain regular communication and coordination with Universities. This will ensure that University leaders define the structure, function, and operation of the universities which are in line with national education strategies with regard to university developments and approaches toward university cultures, enhancement of academic research and innovation capacities, cooperation with industry etc, which in turn will improve the overall ethical leadership style, work motivation and work performance in HEIs in Kosovo.
- MEST should define funding methodology for HEIs in Kosovo, by providing financial autonomy to public universities and other issues related to financing matters. This will enable Universities to do in-depth analysis, consultation and coordination during budget planning, and develop a motivation development packages for the academic staff, which will have an impact on job performance and lower the intention to quit.
- MEST Kosovo Education Strategic Plan (KESP) 2017-2021, should have a clear indicator on the importance of development of motivation academic staff incentives, in order to increase the overall university performance.
- MEST should invest continuously towards providing universities with teaching materials and equipment, and support academic staff development. This will have an impact on increasing work motivation, job performance and lower the intention to quit of academic staff.

6.2.2 Kosovo Public Universities in Kosovo

- Universities should further work to enhance the leadership style which require a moral behavior, regular communication on values and ethics as well as usage of rewards for accountability based on standards and values.
- University leaders should ensure together with other academic staff, students, businesses to work toward increasing the university culture, cooperation

within and outside the university, enhance cooperation with industry, and community, and provision of the appropriate guidance and responsibilities for all university staff.

- University leaders should ensure in close cooperation with other academic staff, students, business, community and other stakeholders, development of university strategies and action plans that supports development of human management skills, and staff career development in order to increase the staff satisfaction and motivation and reduce the intention to quite
- Universities should ensure development of new approaches, leadership skills, as well as development of new forms of collaboration so they can respond to the needed changes and reforms. Such actions help to increase the quality, effectiveness, creativity, increase of the job performance, and have positive influence on student achievements within the universities.
- Universities should seek for development of schemes for staff development including but not limited to: participation at national and international conferences and workshops, active participation in research and innovation activities, attend training in teaching as well as managements skills and experiences, and participation in international projects and mobilities.

Academic staff

- Academic staff within universities should show their responsibility in performing their duties and obligations and exercise their autonomy in close collaboration and cooperation with management through effective communication;
- Academic staff should develop their culture of teaching, professional pride in their work, and be accepted by the students.
- Academic staff should understand their role and impact on students and quality of learning and their contribution on the overall university performance and development.
- Academic staff should seek for continues career development, new opportunities, seek for new responsibilities, and show their readiness to be involved on different university engagements.

6.3 POTENTIAL CONTRIBUTIONS AND LIMITATIONS OF THE STUDY

The study is the first research in the field that deals with perceived ethical leadership and its relationship with work motivation, work performance and intention to quit. It is therefore hoped that the research will shed light on future researchers.

The study was carried out in seven public universities in seven different Kosovo regions, and reached a wide range of participants with 53.5%. This increases the regional generalization and sampling strength of the findings.

Despite these strong and potential contributions, the study has limitations. The study has used only the quantitative sampling method, but not the qualitative research. Another limitation is that, the topic, is not very much treated in the Kosovo context, and does not have narrow extend in HEIs in Kosovo, both among the leaders and academic staff, that makes the study not easy to be performed and get the most honest answers from staff universities.

6.4 RECOMMENDATIONS FOR FUTURE STUDIES

The study investigates the impact of perceived leadership style and work motivation factors on organizational outcomes, in particular job performance and intention to quit. Recognizing that there is no straightforward line between perceived ethical leadership and organizational outcomes, this study has also assessed how work motivation factors affect organizational outcomes, in particular job performance and academics' intention to quit. These relationships are important to understand also through qualitative research. In addition, research is not comprehensive, as it includes only the public universities, and not the private ones. So, future researches should consider including the whole spectrum of HEIs in Kosovo.

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ANNEX 1

Subject: A REQUEST TO PARTICIPATE IN RESEARCH

Dear Respondent,

As part of my PhD thesis, I am currently conducting an empirical research with the supervisory of Prof. Dr. Fatih Çetin from Nigde Ömer Halisdemir University in Turkey.

Your participation in this survey is highly appreciated and as such it will form a critical part of this research. Therefore, I would kindly ask you to share approximately 15 minutes from your valuable time to participate in this survey. Your participation is absolutely voluntary and you can withdraw from this survey at any time. Your individual privacy and confidentiality will be maintained in all published and written data analysis of this study. No reference will be made to any individual and results will be reported only in an aggregated form. No institution will be able to link your answers to your identity.

Should you have any uncertainty or need additional information about this study, you can contact me at agron.bajraktari@ushaf.net or my supervisor at fcetin@ohu.edu.tr, also my phone no. +383 45 999 666

You are welcome to contribute to this study by filling out the questionnaire as **you think it is** in your university and **not how it should be**.

Thank you for your sincere and correct answers!

Sincerely,

PhD Student Agron BAJRAKTARI

Tema: KËRKESE PËR PJESEMARRJE NË HULUMTIM

Të nderuar Pjesëmarrës,

Si pjesë e tezës së PhD, unë po kryej një hulumtim empirik me mbikëqyrjen e Prof. Dr. Fatih Çetin nga Universiteti Nigde Ömer Halisdemir në Turqi.

Pjesëmarrja juaj në këtë studim është shumë e çmuar dhe si e tillë do të jetë pjesë kritike e këtij hulumtimi. Prandaj, ju lutem që të shpenzoni rreth 15 minuta nga koha juaj e çmuar për të marrë pjesë në këtë studim. Pjesëmarrja juaj është plotësisht vullnetare dhe ju mund të tërhiqeni nga ky studim në çdo kohë. Privatësia dhe konfidencialiteti juaj do të respektohet gjatë gjithë kohës dhe në të gjitha rezultatet dhe shkrimet e botuara të këtij studimi. Asnjë referencë nuk do t'i bëhet asnjë individi dhe rezultatet do të raportohen vetëm në një formë të përmbledhur. Asnjë institucion nuk do të jetë në gjendje të lidhë përgjigjet që ju jepni me identitetin tuaj.

Për cdo paqartësi apo informacion shtesë që dëshironi të keni në lidhje me këtë studim mund të më kontaktoni në adresën agron.bajraktari@ushaf.net apo udheheqesin tim në fcetin@ohu.edu.tr, ose në numrin tim të telefonit: +383 45 999 666

Jeni të mirëpritur të jepni kontributin tuaj në këtë studim duke plotësuar pyetësin ashtu **si e mendoni ju që është** në universitetin tuaj dhe **jo si duhet të jetë**.

Ju faleminderit për përgjigjen Tuaj korrekte dhe të sinqerte!

Sinqerisht,

PhD Student Agron BAJRAKTARI

Section A: Demographic questions

The following questions concern your position and other personal information. No individual data will be reported.

Pjesa A: Pyetje demografike

Pyetjet e mëposhtme kanë të bëjnë me pozitën tuaj dhe informacione tjera personale. Asnjë nga të dhënat tuaja individuale nuk do të raportohen.

1	Your Age	_____ (years old)
1	Mosha	_____ (vjeq)
2	Your Gender	☐ Female; ☐ Male.
2	Gjinia juaj	☐ Femër; ☐ Mashkull.
3	Your marital status	☐ Single; ☐ Married; ☐ Divorced; ☐ Widowed
3	Statusi juaj martesor	☐ Beqar/e; ☐ I/e martuar; ☐ I/e divorcuar; ☐ I/e ve
4	Your education	☐ Bachelor; ☐ Master; ☐ PhD; ☐ Other (if other, please specify) _____
4	Edukimi juaj	☐ Bachelor; ☐ Master; ☐ PhD; ☐ Tjetër (nëse tjetër ju lutem specifikoni) _____
5	Your Academic Degree	☐ New Assistant; ☐ Assistant; ☐ Lecturer; ☐ Lektor; ☐ Prof. Ass. Dr.; ☐ Pro. Asoc. Dr.; ☐ Prof. Dr.; ☐ Other (if other, please specify) _____
5	Grada Juaj Akademike	☐ Asistent i Ri; ☐ Asistent; ☐ Ligjerues; ☐ Lektor; ☐ Prof. Ass. Dr.; ☐ Pro. Asoc. Dr.; ☐ Prof. Dr.; ☐ Tjetër (nëse tjetër ju lutem specifikoni) _____
6	Name of your university	_____
6	Emri i universitetit tuaj	_____
7	Your tenure in public university	_____ (number of years)
7	Qëndrimi juaj në universitet publik/shtetëror	_____ (numri i viteve)
8	Your Current position in	☐ Head of Academic Program; ☐ Head of Department; ☐ Vice Dean; ☐ Dean; ☐ Vice Rector; ☐ Rector; ☐ Member of Steering

	university	Committee; ☐ Vice President of Steering Committee; ☐ President of Steering Committee; ☐ Other (if other, please specify) _____
8	Pozita juaj aktuale në universitet	☐ Shef i Programit Akademik; ☐ Shef i Departamentit; ☐ Pro Dekan; ☐ Dekan; ☐ Pro Rektor; ☐ Rektor; ☐ Anëtar i Këshillit Drejtues; ☐ Zëvendës Kryetar i Këshillit Drejtues; ☐ Kryetar i Këshillit Drejtues; ☐ Tjetër (nëse tjetër ju lutem specifikoni) _____



From each of the following sentences, please circle the number that best fits to your opinion, regarding your boss / manager / supervisor in your institution. 1. Absolutely disagree $\longleftrightarrow$ 5. Absolutely agree		1. Absolutely disagree	2. Disagree	3. Somewhat agree	4. Agree	5. Absolutely agree
Për secilën nga fjalitë e mëposhtme, ju lutem rrethoni numrin që i përshtatet më së miri mendimit tuaj, lidhur me shefin / menagjerin / udhëheqesin tuaj ne institucionin tuaj. 1. Nuk pajtohem aspak $\longleftrightarrow$ 5. Plotësisht pajtohem		1. Nuk pajtohem aspak	2. Nuk pajtohem	3. Pajtohem mesatarisht	4. Pajtohem	5. Plotësisht pajtohem
1	Listens to what employees have to say.	1	2	3	4	5
1	Ai/ajo dëgjon mendimet e punëtorëve.	1	2	3	4	5
2	Disciplines employees who violate ethical standards.	1	2	3	4	5
2	Ai/ajo disiplinon punonjësit të cilët shkelin standardet etike.	1	2	3	4	5
3	Conducts his/her personal life in an ethical manner.	1	2	3	4	5
3	Ai/ajo bënë jetën e tij/saj personale në mënyrë etike.	1	2	3	4	5
4	Has the best interests of employees in mind?	1	2	3	4	5
4	Ai/ajo mendon interesat më të mira për punonjësit.	1	2	3	4	5
5	Makes fair and balanced decisions.	1	2	3	4	5
5	Ai/ajo merr vendime të drejta dhe të balancuara.	1	2	3	4	5
6	Can be trusted.	1	2	3	4	5
6	Atij/asaj mund t'i besohet.	1	2	3	4	5
7	Discusses academic ethics or values with employees.	1	2	3	4	5
7	Ai/ajo diskuton etikën ose vlerat akademike me punonjësit.	1	2	3	4	5
8	Sets an example of how to do things the right way in terms of ethics.	1	2	3	4	5
8	Ai/ajo merr shembuj se si të bëhen gjërat në mënyrë të duhur në aspektin e etikës.	1	2	3	4	5
9	Defines success not just by results but also the way that they are obtained.	1	2	3	4	5
9	Ai/ajo përcakton suksesin jo vetëm nga rezultatet, por edhe nga mënyra se si rezultatet janë arritur.	1	2	3	4	5

10	When making decisions, asks "what is the right thing to do?"	1	2	3	4	5
10	Gjatë marrjes së vendimeve, ai/ajo pyet "cila është gjëja më e mirë për t'u bërë?"	1	2	3	4	5

From each of the following sentences, please circle the number that best reflects your performance in your working place. 1. Absolutely disagree $\longleftrightarrow$ 5. Absolutely agree		1. Absolutely disagree	2. Disagree	3. Somewhat agree	4. Agree	5. Absolutely agree
Për secilën nga fjalitë e mëposhtme, ju lutem rrethoni numrin që reflekton më së miri performancën tuaj, në vendin tënd të punës. 1. Nuk pajtohem aspak $\longleftrightarrow$ 5. Plotësisht pajtohem		1. Nuk pajtohem aspak	2. Nuk pajtohem	3. Pajtohem mesatarisht	4. Pajtohem	5. Plotësisht pajtohem
1	I fulfill the academic tasks properly.	1	2	3	4	5
1	Unë përmbush detyrat akademike në mënyrë të duhur.	1	2	3	4	5
2	I am an expert an all kinds of academic work.	1	2	3	4	5
2	Unë jam ekspert në të gjitha punët akademike.	1	2	3	4	5
3	I achieve academic work-related goals.	1	2	3	4	5
3	Unë përmbush qëllimet që kanë të bëjnë me punët akademike.	1	2	3	4	5
4	I meet academic performance criteria.	1	2	3	4	5
4	Unë plotësoj kriteret e performancës akademike.	1	2	3	4	5
5	I plan and implement plans not to miss the deadline for academic works.	1	2	3	4	5
5	Unë planifikoj dhe zbatoj planet për punët akademike që të mos kaloj afatet kohore.	1	2	3	4	5

From each of the following sentences, please circle the number that best fits your perception regarding your work motivation. 1. Absolutely disagree $\longleftrightarrow$ 5. Absolutely agree		1. Absolutely disagree	2. Disagree	3. Somewhat agree	4. Agree	5. Absolutely agree
Për secilën nga fjalitë e mëposhtme, ju lutem rrethoni numrin që i përshtatet më së miri perceptimit tuaj, lidhur me motivimin tuaj në punë. 1. Nuk pajtohem aspak $\longleftrightarrow$ 5. Plotësisht pajtohem		1. Nuk pajtohem aspak	2. Nuk pajtohem	3. Pajtohem mesatarisht	4. Pajtohem	5. Plotësisht pajtohem
1	While I was doing academic activity, I was thinking about how much I enjoyed it.	1	2	3	4	5
1	Përderisa ushtroj aktivitetin akademik, mendoj se sa shumë e shijoj atë.	1	2	3	4	5
2	This academic activity is fun to do.	1	2	3	4	5
2	Aktivitetet akademike me japin kënaqësi.	1	2	3	4	5
3	I enjoyed doing academic activity very much.	1	2	3	4	5
3	Më pëlqen shumë të ushtroj aktivitet akademik.	1	2	3	4	5
4	I feel like I am enjoying the academic activity while I am doing it.	1	2	3	4	5
4	Unë ndjej kënaqësi kur zhvilloj aktivitete akademike.	1	2	3	4	5
5	I think this is a very boring activity.	1	2	3	4	5
5	Unë mendoj se ky aktivitet është shumë i mërziqshëm.	1	2	3	4	5
6	I think this is a very interesting activity.	1	2	3	4	5
6	Unë mendoj se ky është aktivitet shumë interesant.	1	2	3	4	5
7	I would describe academic activity as very enjoyable.	1	2	3	4	5
7	Unë do të përshkruaja aktivitetin akademik si shumë të këndshëm.	1	2	3	4	5
8	I would describe this activity as very fun.	1	2	3	4	5
8	Unë do të përshkruaja këtë aktivitet si shumë argëtues.	1	2	3	4	5

From each of the following sentences, please circle the number that best reflects your intention to leave / stay in your organization. 1. Absolutely disagree $\longleftrightarrow$ 5. Absolutely agree		1. Absolutely disagree	2. Disagree	3. Somewhat agree	4. Agree	5. Absolutely agree
Për secilën nga fjalitë e mëposhtme, ju lutem rrethoni numrin që reflekton më së miri tendencën tuaj për t'u larguar / qëndruar në organizatën tuaj. 1. Nuk pajtohem aspak $\longleftrightarrow$ 5. Plotësisht pajtohem		1. Nuk pajtohem aspak	2. Nuk pajtohem	3. Pajtohem mesatarisht	4. Pajtohem	5. Plotësisht pajtohem
1	I plan to work at my present job for as long as possible	1	2	3	4	5
1	Unë planifikoj të punoj këtë punë sa më gjatë që të jetë e mundur.	1	2	3	4	5
2	I will most certainly look for a new job in the near future	1	2	3	4	5
2	Unë me siguri do të kërkoj një punë të re në një të ardhme të afërt.	1	2	3	4	5
3	I plan to stay in this job for at least two to three years	1	2	3	4	5
3	Unë kam ndërmend të qëndroj në këtë punë për të paktën dy deri në tre vitet e ardhshme.	1	2	3	4	5
4	I would be reluctant to leave this job	1	2	3	4	5
4	Unë hezitoj të largohem nga kjo punë.	1	2	3	4	5
5	Often I have considered quitting my current job	1	2	3	4	5
5	Unë shpesh e kam shqyrtuar mundësinë të largohem nga puna ime e tanishme.	1	2	3	4	5
6	I'm likely to be looking for a new job in the coming period	1	2	3	4	5
6	Ka mundësi që unë të kërkoj punë të re në një periudhë të ardhshme.	1	2	3	4	5
7	As soon as possible I will leave the institution I work for	1	2	3	4	5
7	Unë do të largohem nga institucioni për të cilin punoj sa më shpejt që të jetë e mundur.	1	2	3	4	5

CURRICULUM VITAE



CURRICULUM VITAE

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 Nationality: Albanian
 Country: Kosovo
 Date of birth 13.05.1974

WORK EXPERIENCES

Dates (from - until)	2016 - Present
Name and address of the Institution	University of Applied Sciences in Ferizaj
Sector	Higher Public Education
Occupation	Rector
Main activities and responsibilities	Leadership and Management of the University
Dates (from - until)	2015 – 2016
Name and address of the Institution	University of Applied Sciences in Ferizaj
Sector	Higher Public Education
Occupation	Rector Acting and Chairman of Founding Council
Main activities and responsibilities	Leadership and Management of the University
Dates (from - until)	2012 – 2015
Name and address of the Institution	University of Mitrovica “Isa Boletini”, 40000 Mitrovica, Kosovo.
Sector	Rectorate
Occupation	Board Member
Main activities and responsibilities	Leadership and Management to the University of Mitrovica “Isa Boletini”.
Dates (from - until)	2012 – 2014
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Rectorate
Occupation	Vice-rector for Quality Assurance
Main activities and responsibilities	Leadership and management of Quality Assurance in the University of Prishtina.

Dates (from - until)	2016 – Promoted as a Full Professor
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Applied Sciences in Ferizaj
Occupation	Full Professor
Main activities and responsibilities	Full Professor for courses: Interior Design; Furniture Design; Bases of Interior Architecture; Management of Human Resources; Research Methods
Dates (from - until)	2009 - 2012 (Second Mandate)
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Applied Sciences in Ferizaj
Occupation	Dean
Main activities and responsibilities	Leadership and Management of the Faculty
Dates (from - until)	2011 – Promoted as Associate Professor
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Applied Sciences in Ferizaj
Occupation	Associate Professor
Main activities and responsibilities	Associated Professor for Wood Drying; Surface of Wood Processing
Dates (from - until)	2008 – 2012
Name and address of the Institution	Government of Kosovo
Sector	Ministry of Agriculture, Forestry and Rural Development
Occupation	Political Advisor
Main activities and responsibilities	Advice the Minister of AFRD, in different fields
Dates (from - until)	2006 – 2009 (First mandate)
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Technical Applied Sciences in Ferizaj
Occupation	Dean
Main activities and responsibilities	Leadership to the faculty

Dates (from - until)	2006 – Promoted as Assistant Professor
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Technical Applied Sciences in Ferizaj
Occupation	Assistant Professor
Main activities and responsibilities	Assistant Professor for Wood Drying and Surface of Wood Processing
Dates (from - until)	2007 – 2009
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Technical Applied Sciences in Ferizaj
Occupation	Coordinator for Academic Development
Main activities and responsibilities	Helped the University in the Academic Development
Dates (from - until)	2004 – 2007
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Technical Applied Sciences in Ferizaj
Occupation	Coordinator for ECTS
Main activities and responsibilities	Implementation of Bologna Process in Higher Education
Dates (from - until)	2003 - Promoted as a Lecturer
Name and address of the Institution	University of Prishtina, Mother Teresa p. n., 10000 Pristina, Kosovo.
Sector	Faculty of Technical Applied Sciences in Ferizaj
Occupation	Lecturer
Main activities and responsibilities	Wood Drying and Surface Wood Processing- Lecturer
Dates (from - until)	2002 – Present
Name and address of the Institution	Bajraktari Company, 42 000 Vushtrri, Kosovo.
Occupation	Operative Manager
Main activities and responsibilities	Operative leader of a Company
Dates (from - until)	1999- 2002
Name and address of the Institution	Malteser Hilfsdienst Germany, Str. Queen Teuta, Mitrovicë, Kosovo.
Occupation	Leader of Wood Processing Project
Main activities and responsibilities	Leadership of reconstruction process and completion of working places devices of wood processing

EDUCATION

Dates (from - until)	2018
Name and address of the Institution	University of Lisbona, Instituto Superior e Agronimia
Type of Study	Doctorate Degree in Forestry Engineering and Natural Resources
Academic Title	Dr. Sc.
Dates (from - until)	2004
Name and address of the Institution	Agricultural University of Tirana, Faculty of Forestry, Department of Wood Industry, Albania
Type of Study	Doctorate Degree in Wood Technology
Academic Title	Dr. Sc.
Dates (from - until)	2014
Name and address of the Institution	Staffordshire University
Type of Study	Masters in Business Administration
Academic Title	MBA
Dates (from - until)	2001
Name and address of the Institution	Agricultural University of Tirana, Faculty of Forestry, Department of Wood Industry, Albania
Type of Study	Master of Science Degree in Wood Technology
Academic Title	Mr. Sc.
Dates (from - until)	1997
Name and address of the Institution	Agricultural University of Tirana, Faculty of Forestry, Department of Wood Industry, Albania
Type of Study	Diploma Engineer Degree in Wood Technology (Five Years)
Academic Title	Graduated Engineer in Wood Industry (Dipl. Ing.)
Languages Skills	English, German, Italian, Croatian.
IT Skills	Microsoft Office Packet (Word, Excel, Power Point, etc.), Corel

TEXTBOOKS

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- Muhamet YMERI, Agron BAJRAKTARI, Osman OSMANI, Rrahim SEJDIU. Furniture Market in Kosovo and the Need for Establishing Brand. 1st INTERNATIONAL CONFERENCE ON FOREST PRODUCTS, BIOENERGY AND ENVIRONMENT. 23 - 24 September 2010. Prishtina, Republic of Kosovo.
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SUPERVISION

- Donjeta Agushi: Application of wood materials in interior design (Master Thesis).
- Abit Gashi: Human Resources Management and Their Impact on Economic Development in the Municipality of Drenas for the Period 2009-2016 (Master Thesis);
- Tefik Bujupi: Human Resource Management at PSS “Fehmi Ladrovci” Drenas (Master Thesis);
- Shkumbin Leka: Human resources management and performance at the local level (Master Thesis);
- Asllan Hamzaj: Analysis, systematization and structural organization of human resources in the enterprise “Trepça” (Master Thesis);
- Naser Ratkoceri: Study on the design and construction of the veranda of beech wood (*Fagus sylvatica*) on the exterior (Master Thesis)
- Arlind Meta: Comparative study of the impact of acoustics on interior design of enclosed spaces (Master Thesis);
- Adifete Avdyli: Study of the role of accessories in the operation and design of wooden products” (Master Thesis);
- Bujar Jashari: Study on the construction and design of beechwood staircases (*Fagus Sylvatica*) in the interior (Master Thesis);
- Arbenita Meta: Impact study and application of interior colors (Master Thesis);
- Shqipe Mustafa: Importance of development and innovation management in enterprises Productive case study-study of relationships between employers and designers in the development and management of innovation in manufacturing enterprises in the wood industry (Master Thesis);
- Rahim Sejdiu: Study for Artificial Drying of Wood in the Territory of Kosovo (Master Thesis). 2010;
- Kushtrim Cukaj: Restoration and Protection of Historic Buildings made of Timber in Kosovo (Master Thesis);
- Sejdiu Muharrem: Coefficient of Utilization of Beech Troops During Tape Saws Sawmill in the Territory of Kosovo (Master Thesis);

MEMBERSHIP

- Member of the Association of Science and Wood Technology, USA, 2008
- Member of International Editorial Board in the journal “Journal of Horticulture and Forestry”, from 2009.
- Member of the International Union of Forest Research Organizations, Austria, 2008
- Reviewer in Journal “Wood and Fiber Science”, USA, 2008
- Reviewer in Journal “International Journal of Molecular Sciences” Switzerland, 2008
- Members of the Editorial Board of the magazine “Agnia”, 2008
- Reviewer in Journal “African Journal of Biotechnology” Africa, by 2008.
- Member of the European Group for wood drying, Norway, 2007
- Member of the Association of Forest Products US States, 2007
- Honorary Member of the Management Board of the Kosovo wood processing Association, 2004.

