

**T.C.  
ISTANBUL GEDİK UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**



**IMPACT OF ETHICAL CLIMATE ON TURNOVER INTENTION  
AND EMPLOYEE PERFORMANCE: A CASE STUDY IN THE  
SOUTHERN TECHNICAL UNIVERSITY**

**MASTER'S THESIS**

**Aseel Nader Musa ALMOHAMMED**

**Business Administration Department**

**Business Administration Master in English Program**

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**Thesis Supervisor: Assist. Prof. Dr. Ahmet ERKASAP**

**Istanbul 2024**



T.C.  
İSTANBUL GEDİK ÜNİVERSİTESİ  
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LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜ

Bu çalışma 04.09.2024 tarihinde aşağıdaki jüri tarafından İşletme Yönetimi Anabilim Dalı, İşletme Yönetimi (Tezli Yüksek Lisans) Programı Yüksek Lisans Tezi olarak kabul edilmiştir.

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## **DECLARATION**

Aseel Nader Musa Almohammed as a result of this declare that this thesis titled “Impact of Ethical Climate on Turnover Intention and Employee Performance: A Case Study in the Southern Technical University” original work I completed for the business management faculty's master's degree. I hereby also affirm that neither this thesis nor any portion of it has ever been submitted to or presented for credit toward any other degree or research project at any other college or university.

(04/09/2024)

Aseel Nader Musa ALMOHAMMED

## **DEDICATION**

To the one who led the hearts and minds of humanity to the port of safety, the first teacher of mankind, our Prophet Muhammad peace be upon him.

To my dear mother and dear father.

I express my special gratitude to my father, Nader Musa , and thank my Mother for her support and prayers for me.

To my brothers, an honorary source.

To whom he used to help me when I tired my loyal husband.

To all who walked with me on the path of achievement to rise.

To all these, I dedicate this study. I hope from God that it will be a window of knowledge and that it will benefit us and make us benefit others.

## **PREFACE**

My sincere gratitude and appreciation goes to my supervisor, Assist. Prof. Ahmet ERKASAP for guiding and supporting me to accomplish this work. I really thank him for being the greatest supervisor and I truly appreciate his flexibility and willingness to answer my questions whenever I ask.

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September 2024

Aseel Nader Musa ALMOHAMMED

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## **IMPACT OF ETHICAL CLIMATE ON TURNOVER INTENTION AND EMPLOYEE PERFORMANCE: A CASE STUDY IN THE SOUTHERN TECHNICAL UNIVERSITY**

### **ABSTARCT**

This study examined the extent to which ethical climate affects turnover intention and employee performance, the research used the University of Southern Technical in Basra. The objective of this study was to examine the interplay between an organization's ethical climate, turnover intention, and employee performance. The study utilized a random sampling approach and administered a structured questionnaire via Google Forms to gather data. The target population consisted of 175 employees from Southern Technical University in Iraq. The analysis of data was used. Spss to analyze study data, respondent frequencies, normality test analysis, reliability analysis, correlation analysis, and regression analysis were all in line with the study's goal. The results emphasize the importance of cultivating and sustaining strong employee performance as a strategic approach to reducing turnover. Organizations that invest in improving employee performance through training, development initiatives, and supportive work environments are expected to observe a decrease in turnover intentions. Thus, prioritizing initiatives aimed at enhancing employee performance can foster greater workforce stability and retention within organizations.

**Keywords:** *Ethical climate, Employee performance, Turnover intention*

## ETİK İKLİMİN İŞTEN ÇIKMA NİYETİ VE ÇALIŞAN PERFORMANSI ÜZERİNDEKİ ETKİSİ: GÜNEY TEKNİK ÜNİVERSİTESİ'NDE BİR VAKA ÇALIŞMASI

### ÖZET

Bu çalışma, etik iklim değişiminin niyeti ve çalışan performansını ne ölçüde etkilediğini inceledi; araştırmada Basra'daki Güney Teknik Üniversitesi kullanıldı. Bu çalışmanın amacı bir organizasyonun etik iklimi, işten ayrılma niyeti ve çalışan performansı arasındaki etkileşimi incelemektir. Çalışmada rastgele örnekleme yaklaşımı kullanılmış ve veri toplamak için Google Formlar aracılığıyla yapılandırılmış bir anket uygulanmıştır. Hedef kitle Irak'taki Güney Teknik Üniversitesi'nden 175 çalışandan oluşuyordu. Veri analizi kullanıldı. Çalışma verilerini analiz etmek için kullanılan Spss, yanıt veren frekansları, normallik testi analizi, güvenilirlik analizi, korelasyon analizi ve regresyon analizinin tümü çalışmanın amacına uygundu. Sonuçlar, işten ayrılmayı azaltmaya yönelik stratejik bir yaklaşım olarak güçlü çalışan performansını geliştirmenin ve sürdürmenin önemini vurgulamaktadır. Eğitim, gelişim girişimleri ve destekleyici çalışma ortamları yoluyla çalışan performansını artırmaya yatırım yapan kuruluşların, işten ayrılma niyetlerinde bir düşüş gözlemlemesi bekleniyor. Bu nedenle, çalışan performansını artırmayı amaçlayan girişimlere öncelik verilmesi, işgücünün daha fazla istikrarını ve kuruluşlarda tutulmasını teşvik edebilir.

**Anahtar Kelimeler:** *İklim etiği, Çalışan performansı, İşten ayrılma niyeti*

## 1. INTRODUCTION

Over the years, numerous efforts have been undertaken within the field of behavioral ethics to elucidate unethical decision-making and actions. In alignment with this trend, the majority of research has concentrated on identifying the antecedents of unethical behaviors. Among these academic endeavors, three principal perspectives have emerged.

Ethical climate aids in understanding and resolving ethically significant issues and is defined as the “shared perception of what is correct behavior and how ethical situations should be handled in an organization” (Victor & Cullen, 1987). In this context, ethical climate reflects the organization's values, which may promote moral behaviors or attitudes (Birtch & Chiang, 2014), and can function at both the group level and the individual level as a psychological climate (Jones & James, 1979). Individual perceptions of ethical climate tend to be highly consistent within the same work unit.

Employee performance is characterized by the effective completion of tasks by an individual or group, based on predefined acceptable standards as assessed by a supervisor or organization, while making efficient and effective use of available resources in a dynamic environment. According to Aguinis (2009), "performance does not encompass the outcomes of an employee's activities, but rather the behaviors themselves." Performance pertains to the actions or behaviors of employees rather than the results of their work. Employees' perceptions of their performance reflect their overall evaluation of their own behavior and contributions to the organization's success. Employee performance can be examined from three perspectives: "declarative knowledge," "procedural knowledge," and "motivation" (McCloy et al., 1994). Human resource management practices positively influence individual performance.

Organizations seek to reduce their work turnover rates. Organizations that have invested in their human resources through training and development fear losing this investment, and work to preserve it and benefit from it in the long term. Work

rotation is divided into voluntary work rotation, which is the initiative of workers to voluntarily search for a better work environment and job satisfaction.

Non-voluntary turnover occurs for various reasons, such as the desire to reduce the size of the workforce, bad behavior of workers, or poor performance. Work turnover expresses the actual leaving, and the transfer of the individual to another organization.

### **1.1 The Objectives of This Study**

The objective of this study was to examine the interplay between an organization's ethical climate, turnover intention, and employee performance. The ethical climate of an organization is crucial as it can enhance employee morale, increase organizational commitment, boost productivity, and foster an enthusiastic workforce. By establishing clear ethical standards and risk limits, employees are empowered to make informed decisions.

Ethical and responsible management is a significant concern for most businesses. Numerous studies have demonstrated that companies engaging in ethical practices can gain both materially and symbolically, improving their profits and reputation. Social psychology suggests that responsible social practices—defined as those that produce goods and services without harming society or the environment—are influenced by the characteristics of work activities, individuals, and organizations. The ethical climate is a key factor in understanding how ethical behavior is manifested in the workplace. Research exploring ethical climate as a social norm highlights its importance in shaping ethical practices within organizations.

### **1.2 The Importance of Study**

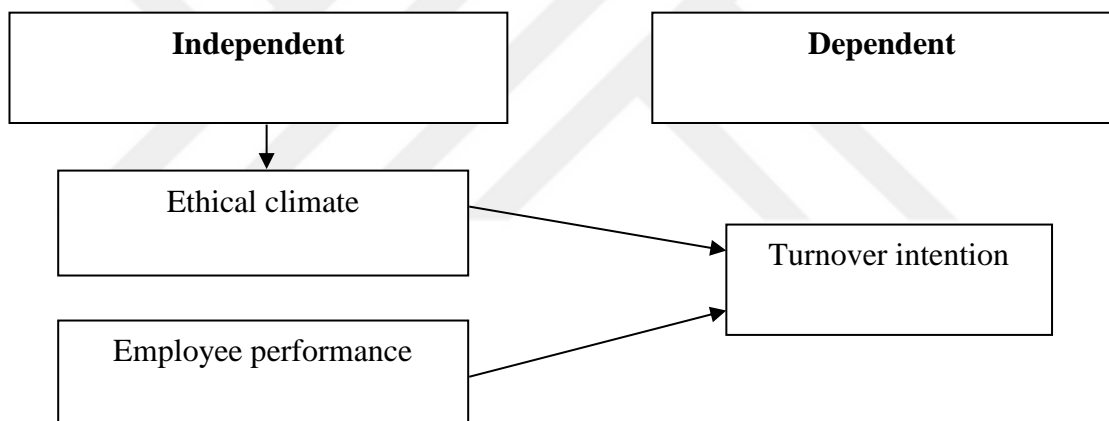
Reports have highlighted common unethical behaviors such as embezzlement, bribery, and theft. Consequently, there is an urgent need for business organizations to cultivate an ethical climate. This study is significant as it addresses a critical organizational component: the organizational climate, specifically its ethical aspect known as the ethical climate, which is the focus of this research. Understanding the ethical climate is vital as it guides employee behavior, particularly

among leaders who influence their teams. Leaders play a crucial role in balancing assigned roles and fostering positive human relations by adhering to professional ethics, which ultimately benefits the organization.

Given that the concept of ethical climate is relatively new in academic research, especially in studies related to educational organizations, this study aims to contribute to the theoretical literature on ethical climate and its importance. Moreover, this research serves as a foundation for future studies on the ethical climate in non-educational institutions.

### 1.3 Methodology

The independent variables of the study are turnover intention and employee performance, the study used ethical climate as dependent variables of the study. So the figure below will be drawn the variables of the study.



**Figure 1.1: Hypotheses of the Study**

- **H1:** Ethical climate has a significant effect on Turnover Intention
- **H2:** Employee performance has a significant effect on turnover intention.

### 1.4 Research Instruments

This research utilized a questionnaire to collect data, with survey questions derived from the study's scale variables and their original items. The ethical climate was measured using Schwepker's (2001) scale, which includes seven items rated on a 5-point Likert scale. Employee performance was assessed using a scale developed by Gathee (2018), consisting of nine items also rated on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly

agree). Turnover intention was measured using a scale created by Roodt (2004), containing six items and utilizing a 5-point Likert scale for measurement (Bothma & Roodt, 2013).



## **2. LITERATURE REVIEW**

### **2.1 Ethical Climate**

Scholars have delineated the ethical climate through various methodologies, with the model gaining widespread acceptance. Ethical climate as a "shared understanding of acceptable behavior and the appropriate methods for addressing ethical dilemmas within an organizational context (Victor and Cullen,1987). Despite variations in terminology, their subsequent work in 1988 categorized ethical climate as the comprehensive perception of behaviors and processes pertaining to ethics. Both perspectives underscore the pivotal role of organizations in cultivating ethical conduct among their personnel.

The ethical climate of an organization significantly shapes its connections and employee sentiments, exerting a substantial influence on outcomes, including financial success. Therefore, understanding the correlation between a company's ethical climate and employee attitudes and behaviors is crucial. A robust commitment to ethical standards can enhance performance, as evidenced by indicators such as employee satisfaction. Variations in employees' perceptions of climate from one business to another may arise due to factors like personality traits, work groups, work experiences, and specific job roles. Additionally, the diversity of tasks and operations leads to the existence of multiple climate types within firms (Schneider, 1975).

In addition to the three primary forms of ethical environment delineated by organizational roles and affinity groups (Merton, 1957), an additional dimension is typology, which encompasses three analytical trajectories individuals employ in decision-making: individual, local, and global, this typology significantly influences the behavior and attitudes of position holders. At the individual level,.

Individuals typically engage in moral reasoning by considering their personal beliefs and values, constituting the individual level. At the local level, ethical considerations involve referencing the norms and practices within an individual's

immediate social environment, including organizational policies. On the global level, moral reasoning extends beyond specific groups or organizations and takes into account broader ethical guidelines, such as those outlined in a Code of Conduct. This framework illustrates a multilayered approach to ethical decision-making, spanning from personal convictions to broader societal standards.

Victor and Karen (1987, 1988) categorize the ethical climate into three distinct types: selfishness, benevolence, and principled environments (Fritzsche & Becker, 1984; Williams, 1985). These classifications focus on the organizational requirements for moral reasoning, highlighting the importance of promoting both individual and collective interests, as well as adherence to core values.

Several studies have investigated the behavior of abusive supervisors, defined as "subordinates' perception of the extent to which their supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, avoiding physical contact" (Tepper, 2000). Examining abusive supervision practices at the organizational level is essential for two main reasons. Firstly, current theories and research may not fully capture the comprehensive impact of abusive supervision, as it can be deeply embedded in the workgroup climate, affecting everyone in the workplace—an aspect crucial for consideration.

Expanding the scope of abusive supervision research to the team level, conceptualizing it as a characteristic of the workgroup's climate, allows for exploring outcomes beyond those addressed by individual-level analyses. Ethical climate, a specific aspect of organizational work climate, has garnered significant interest in organizational behavior, sociology, and applied psychology since the 1950s (Wimbush and Shepard, 1994).

Within the broader work environment, organizational norms and conventions include both formal and informal methods of conducting business within an organization (Reichers and Schneider, 1990). Different organizational climates, present within and between businesses, are widely recognized to significantly influence the behavior of the organization's stakeholders (Schneider, 1975).

While researchers have identified various types of work environments, such as those fostering creativity and providing warmth and support, a more comprehensive perspective examines molar climates. This perspective explores the

relationships between work climate and overarching organizational concepts (Ostroff, 1993). Moral attitudes in the workplace are integral to the overall work atmosphere, offering a variety of job environments, including an ethical work climate. This climate is described as employees' perceptions of routine organizational activities and processes infused with ethical substance (Victor and Cullen, 1988).

It is crucial to note that while the ethical behavior of a leader is necessary, it is not sufficient for establishing an ethical organization. Managers who practice ethical leadership must also act as virtuous agents in shaping an ethical climate (Flynn, 2008).

## **2.2 Ethical Climate and Decision-Making in Organizations**

Victor and Cullen (1988) describe an ethical corporate culture as the collective understanding of ethical behavior and procedures among employees in the workplace. They argue that the ethical climate of an organization reflects the beliefs and actions of its management. Consequently, the attitudes of leadership significantly shape employees' perceptions of the overall organization and the ethical atmosphere within its subdivisions. An ethical climate is defined by the authors as a shared viewpoint on routine organizational practices and procedures that include ethical elements. They suggest that an organization's ethical climate serves as a valuable guide for employees, offering insights into what behaviors are considered "appropriate" or ethical in the workplace.

This study operates on the premise that organizations and their subgroups establish a normative framework familiar to their members, creating a distinctive work environment. While ethical culture is related to broader concepts such as organizational culture (Schneider, 1975) and organizational climate (Smircich, 1983), it specifically focuses on ethical or moral considerations, as described by Victor and Karen (1987, 1988).

The establishment of the three ethical standards aims to support most ethical decision-making theories, which base decisions on self-interest, mutual or shared interests, or deontological principles. Kohlberg (1981) further posits that these three criteria are closely related to various stages of cognitive and moral development. The dimension used for ethical analysis, known as the location of the analysis dimension,

serves as the reference point individuals use when making ethical decisions. In organizations with a cosmopolitan analysis, general organizational norms allow employees to rely on their ideals or pursue self-interested behavior. In contrast, local analyses, typically within essential affinity groups such as employee departments and work groups, are crucial for individuals adhering to the analytical organization. External sources of ethical reasoning, such as professional codes of ethics and legal considerations, become instrumental in cosmopolitan-level analyses.

### **2.3 Ethical Climates in Organizations**

Numerous scholars have contributed to the discourse on ethical climate, with Victor and Cullen's (1987) formulation gaining widespread acceptance. They define an organization's ethical climate as the shared understanding of appropriate behavior and the approach to ethical situations within the organization (Victor & Cullen, 1987). The following year, the researchers further elaborated on the concept, describing the ethical climate as the prevailing perceptions of routine organizational activities and processes that incorporate ethical considerations (Victor & Cullen, 1988). Despite the terminology used, both definitions emphasize the significant role organizations play in shaping the ethical values of their employees.

In 1987 and 1988, moral philosophers Victor and Cullen categorized ethical climates into three main types: egoism, benevolence, and deontology/principle climates, based on their conceptual framework (Fritzsche & Becker, 1984). These categories differ in the standards applied to moral reasoning within organizations, focusing on self-interest, promoting the common good, or adhering to guiding principles (Victor & Cullen, 1988). Expanding on these distinctions and incorporating three dimensions of inquiry, Victor and Cullen (1987, 1988) proposed a theoretical typology of ethical climates, categorizing them as individual, local, and cosmopolitan.

Refining their initial nine theoretical types of ethical climate, Victor and Cullen (1988) identified five experimentally derived climates: instrumental, caring, independent, law and codes, and norms. This refinement aimed to recognize the variability among departments and organizational units, acknowledging that they often exhibit multiple climates due to greater diversity between units than among individuals. Cullen, Victor, and Bronson (1993) noted that while all theoretically

proposed categories of ethical climate have been observed in practice, rarely do all categories coexist within the same study, possibly due to contextual variations across research settings. Some studies still utilize the original ethical climate categories (e.g., Parboteeah & Kapp, 2008; Putranta & Kingshott, 2011), but the subset of five ethical climates regularly reported by Victor and Cullen (1988) is more commonly employed.

## **2.4 Employee Performance**

Understanding individual employee performance is paramount, as critical management decisions, pivotal for organizational success, are based on individual contributions (Sonnentag, Volmer, & Spsychala, 2008). In the business context, "performance" is delineated as "activity that yields results" (Armstrong & Taylor, 2014). Campbell and Wiernik (2015) further elaborate that individual job performance encompasses the tangible accomplishments and activities contributing to organizational goals. Griffin (2005) defines performance behaviors as the comprehensive collection of work-related behaviors desired by employers from their employees.

Various experts have studied individual work success across two axes, encompassing job obligations and organizational citizenship behaviors (Kappagoda et al., 2012). Robbins et al. (2013) identify three distinct types of work performance: task performance (essential duties for product or service creation), citizenship performance (activities fostering a positive psychological climate within the organization), and counter-productivity (actions actively detrimental to the organization). Moreover, Sonnentag et al. (2008) introduce the concept of adaptive performance, involving the ability to effectively integrate new learning experiences into existing cognitive processes.

Armstrong and Taylor (2014) distinguish between two types of outcomes influencing individual performance: behavioral outcomes reflecting on-the-job actions and task accomplishments, and outcome outcomes indicating overall achievements. In examining various aspects of work performance, Sonnentag et al. (2008) and Campbell & Wiernik (2015) assert the need to broaden the scope of job performance to encompass multiple attributes.

The success of an organization hinges on the collective performance of its employees at all levels, impacting customer satisfaction, quality, knowledge management, financial stability, and overall progress (Kappagoda, 2012; Platis, Reklitis, & Zimeras, 2015). Employee well-being is particularly crucial in high-stress environments, such as hospitals, directly influencing organizational efficiency and effectiveness (Platis et al., 2015).

Individual performance not only contributes to organizational success but also ripples through the broader community, fostering cohesive, moral, and harmonious groups (Moccia, 2016). The University of Minnesota Libraries Publishing (2015) identifies organizational justice, interpersonal interactions, stress, and work attitudes, notably job satisfaction, as major determinants of job performance. Folami et al. (2005) emphasize the role of knowledge, competence, decision-making abilities, and various contextual factors in shaping job performance.

Recognizing performance as a dynamic and evolving term, Sonnentag et al. stress the importance of regular performance appraisals conducted by managers. Despite the multitude of methods for assessing productivity, Campbell & Wiernik (2015) acknowledge the absence of a definitive criterion or optimal methodology. Technology plays a crucial role in aiding performance assessment through rating, sampling, modeling, and other measurement approaches, all essential for capturing the nuances of employee performance accurately.

## **2.5 Performance of Employees**

Performance refers to the outcomes or objectives that an organization aims to achieve within a specific timeframe, reflecting its success in various areas such as profitability, sales growth, market share, and intangible aspects like satisfaction, loyalty, and awareness.

Performance comprises four main components: (Sharkey et al., 2005) Knowledge of Job Requirements: Includes professional skills, technical knowledge, and a comprehensive understanding of job requirements and related fields.

Quality of Work: Encompasses accuracy, orderliness, proficiency, creativity, technical competence, organizational skills, and freedom from errors.

Quantity of Work: Involves the volume of work completed under normal conditions and the speed of completion.

Commitment and Reliability:\*\* Includes dedication, seriousness in work, accountability, meeting deadlines, and the level of supervision needed.

Evaluating employee performance should be objective and systematic, guided by principles of fairness and equality to align with organizational goals and societal needs. Given the crucial role of personnel and human resources, establishing a method to monitor their performance is essential. The importance of assessing employee performance lies in several factors:

Integral Role in Personnel Performance Management: It is a continuous organizational process involving ongoing measurement and observation of employees' performance.

Identification of Strengths and Weaknesses: Performance assessments help identify employees' strengths and weaknesses, understanding their impact on individual productivity and organizational effectiveness.

Boosting Employee Morale: Creating an environment of mutual respect and positive relationships between employees and management fosters a sense of value for their contributions, with performance assessments aimed at improvement rather than criticism.

Uncovering Latent Competencies: Performance assessments reveal untapped potential among employees, prompting adjustments to performance standards, enhancing overall employee performance, and supporting workforce planning, development, training, and rewards.

Opportunities for Improvement: They provide employees with opportunities to learn from mistakes, develop skills, advance in their careers, and earn recognition and rewards (Sharkey et al., 2005).

## **2.6 Performance Determinants**

As previously mentioned, work performance is the culmination of various activities and tasks that constitute a job, influenced by multiple factors that can

impact performance positively or negatively (Hassan, 2000). These influencing factors, known as performance determinants, include:

1. Effort: The physical and mental exertion individuals put forth to motivate themselves in executing their activities.

2. Capabilities: Human attributes essential for job performance.

3. Role or Task Perspective: How individuals perceive their roles or tasks, including the direction they believe their efforts should take and the behaviors and actions they consider necessary for successful task completion (Ashour, 1986). This involves defining the role, enhancing perceptions of the role or task, and evaluating the quality and precision of exerted effort.

While certain determinants such as effort, capabilities, and performance style are within the employee's control, others are external and critical, including:

- Job Descriptions: Detailed outlines specifying the tasks, expectations, methods, processes, tools, and equipment required for a specific job role.
- Job (Internal Organizational Environment): Organizational attributes surrounding a job, encompassing work climate, supervision, resource availability, administrative systems, organizational structure, communication systems, authority, leadership style, incentive systems, reward and punishment systems, and administrative processes.

Additionally, an employee's performance may be influenced by external factors such as the operating environment, including external competition and economic challenges (Weiss, 2003). For example, a salesperson's outcomes can be affected by factors such as customer capabilities (job knowledge) and efforts, organizational aspects like the commercial area or products involved, and external elements like competition and economic challenges in the market.

## **2.7 The Concept and Objectives of Performance Appraisal**

Before delving into the concept of performance appraisal, it is essential to define three key terms: measurement, evaluation, and appraisal. This clarification aims to prevent potential confusion that may arise when these terms are used interchangeably to describe the performance appraisal process.

**Measurement:**

Measurement refers to the process of comparing actual performance against predefined standards.

**Evaluation:**

Evaluation involves determining the level of performance achieved by assigning a value, assessing strengths, and addressing deficiencies in performance.

**Appraisal:**

Appraisal encompasses the entire performance appraisal process, including measurement, evaluation, and assessment. Both the French term "appréciation" and the English term "appraisal" imply the responsibility of identifying, assessing, and managing employee performance within the organization.

The integrated performance appraisal process consists of three essential components:

**1. Impact on Organizational Performance:**

Evaluating how individual performance contributes to overall organizational effectiveness.

**2. Assessing Actual Performance Quality:**

Evaluating the degree of quality in actual performance compared to planned expectations.

**3. Comparing Performance to Standards:**

Evaluating performance against established standards and implementing corrective actions to enhance performance.

In this study, the term "evaluation" encompasses the entire process, including measurement, assessment, and evaluation. This comprehensive approach ensures a thorough understanding of the complexities involved in appraising and managing employee performance within the organizational context (Abbas, 2003).

## **2.8 The Concept of Performance Appraisal**

Based on the examination of various definitions, several insights into different aspects of the appraisal process emerge. The first definition, as outlined by Abdel-Baqi (2002), defines performance evaluation as a comprehensive study and analysis of employees' performance, encompassing their behavior, conduct, and job outcomes. Its primary goals include assessing current success and competence while making judgments about future potential for growth, advancement, responsibility, or promotion.

### **Key qualities derived from Abdel-Baqi's definition are:**

**Comprehensive Focus:** The evaluation considers both individual performance in terms of job outcomes and behavioral aspects.

**Future Potential:** It assesses not only current achievements but also the potential for future success and career development.

**Fair Compensation:** The evaluation aims for fairness in determining efficiency and linking compensation to the quantity and quality of work produced (Nazmi, 2000).

### **Emphasized characteristics of the evaluation process include:**

**Time-Consuming Nature:** The process aims for an objective assessment of employees' efforts, comparing their performance against established standards and using comparative data.

**Guided by Standards:** Performance standards and comparative data serve as benchmarks to guide the evaluation process.

The third definition, provided by Ballout (2003), describes evaluation as a periodic meeting between line managers and subordinates to discuss and analyze the employee's accomplishments, personal development, and professional growth. This cyclical assessment occurs typically once a year, evaluating the employee's performance against previously set objectives.

### **Characteristics highlighted in Ballout's definition include:**

**Periodicity:** The evaluation is conducted periodically, usually annually, focusing on comparing the employee's performance with predefined objectives.

Development Focus: It considers not only past performance but also the employee's potential for future personal and professional development.

The fourth definition, also by Ballout (2003), defines evaluation as a formal or informal process that assesses an individual's strengths and weaknesses in relation to their assigned tasks and responsibilities. This definition underscores:

Systematic Process: Evaluation is a systematic and controlled administrative procedure.

Positive Focus: It is oriented towards identifying strengths acquired through performance, contributing to both individual development and organizational interests.

In summary, performance measurement and evaluation constitute a structured and ongoing administrative process that assesses employee performance against job-related standards. It integrates historical and current performance assessments and evaluates the potential for improvement. The overarching goals of the performance evaluation process, as evident from these definitions, include assessing performance levels and behaviors, identifying strengths and weaknesses, evaluating future potential, and gauging the impact on organizational effectiveness.

## **2.9 Organizational Objectives**

Management pursues various objectives through the organizational evaluation process, encompassing several key dimensions:

- **Alignment with Organizational Objectives:**

The performance assessment process seeks to connect organizational objectives and strategies with the behaviors and characteristics of employees necessary for successful strategy implementation. It is adaptable and evolves in tandem with changes in the organization's strategy (Abbas, 2003).

- **Improvement of Social Environment:**

Performance evaluation contributes to defining and enhancing the organization's coexistence and work relationships. It serves as a tool for fostering harmony and interdependence between individuals and organizations, particularly in those with traditional, authoritarian, and bureaucratic cultures (Horttes, 1992).

- **Effective Control Policy:**

An objective human resources evaluation system contributes to the development of an effective control policy. Organized data on employee performance, strengths, and weaknesses facilitates fair reviews by supervisors and ensures a smoother organizational control process.

- **Cost Analysis and Optimization:**

The system aids in determining the costs of human work and conducts a revenue-cost analysis to assess the possibility of optimizing production and employment methods.

- **Objective Performance Standards:**

Through an analysis of assignments and their requirements, the system helps in developing objective performance standards for work (Salem, 2000).

- **Evaluation of HR Programs and Methodologies:**

The performance evaluation function is crucial for analyzing and monitoring other human resource management functions. It serves as a cohesive element, connecting various HR activities such as training, incentives, promotion, and manpower planning (Noferi, 1987).

**Documentation of Administrative Decisions:**

The process helps maintain proper documentation of administrative decisions and the rationale behind them.

- **Efficiency of Production:**

It assists in determining the efficiency of production, providing insights into how well the organization is performing in terms of its production goals.

In summary, the performance evaluation process serves as a multifaceted tool that not only assesses individual performance but also contributes to organizational alignment, social improvement, effective control, cost analysis, performance standards, evaluation of HR programs, documentation, and overall efficiency in production.

### **2.9.1 Employee-level objectives**

Additional objectives inherent in the performance evaluation process encompass:

- **Cultivating a Sense of Responsibility:**

The process endeavors to imbue employees with a heightened sense of responsibility, underlining that their contributions to organizational goals undergo scrutiny. This mechanism serves as a motivational driver, prompting employees to exert diligence in pursuit of rewards and avoidance of penalties.

Metrics Utilization for Performance Evaluation:

Employing metrics to evaluate performance enables organizations to systematically compare employees' achievements against specific benchmarks linked to job descriptions, ongoing tasks, and annual objectives. Often, a structured and measurable point system is employed for meticulous evaluations (HORTTES, 1992).

- **Management and Development of Abilities and Skills:**

The evaluation process facilitates the strategic management and development of employees' proficiencies. It offers valuable insights to employers, allowing strategic investment in the continual enhancement of the workforce's skills and capabilities. This is particularly pertinent in contemporary organizational contexts where the emphasis on skills is pivotal for value creation (Martin, 2004).

- **Provision of Constructive Feedback:**

Employees receive informative feedback concerning their performance vis-à-vis established standards. This feedback is instrumental in fostering their comprehension of strengths, identifying areas for improvement, and guiding their professional development.

- **Contributing to Continuous Improvement:**

The evaluation process plays a pivotal role in the formulation of pertinent tools and methodologies aimed at perpetually refining employee behavior and the overall work environment. Employing scientific approaches, it seeks to enhance performance and augment organizational effectiveness continually.

In summation, the purview of performance evaluation extends beyond retrospective assessments. It serves as a multifaceted mechanism for motivating employees, employing precise metrics, strategically managing skills, furnishing constructive feedback, and fostering a culture of ongoing improvement within the organizational framework.

### **2.9.2 Managerial objectives**

- **Assisting Direct Supervisors in Communication:**

Performance evaluation serves as a facilitator for direct supervisors to comprehend and communicate effectively with their supervised employees. This fosters the fortification of relationships and collaboration between supervisors and employees, thereby promoting both productivity and personal development (Sultan, 2003).

- **Understanding Objective and Scientific Performance:**

The evaluation process functions as a tool to gain insights into the objective and scientific dimensions of employee performance. It serves as a mechanism to collect information about the efficacy of employees' performance and functional behavior, facilitating informed administrative decisions grounded in the resultant data.

- **Monitoring Tool for Overall Performance:**

The evaluation process transcends the assessment of individual employee performance; it extends to encompass the performance of senior managers, supervisors, and the organization as a whole. This renders it an indispensable monitoring tool for assessing the health and efficacy of the organization holistically (Illhiti, 2000).

Given its nuanced and multifaceted nature, the performance evaluation process assumes a pivotal role in not only attracting qualified human resources and motivating employees but also in preserving human capital. Additionally, it contributes to the ongoing development of managerial personnel and functions as a comprehensive tool for monitoring and enhancing overall organizational performance.

## 2.10 Evolution of the Performance Appraisal Process

- **History of Employee Performance Evaluation**

The employee performance evaluation process has a rich history, tracing back to ancient civilizations. This practice has evolved over time, drawing attention from various schools of thought and continuing to be a focal point for researchers, administrative thinkers, and business professionals. Let's explore the historical context and the contributions of management theories to performance evaluation.( Sin Ballout,2003)

### 1. Performance Appraisal in Ancient Civilizations

In ancient civilizations, such as Mesopotamia (Sumerians) and the Nile Valley, performance appraisal processes were integral to public administration. The ancient Sumerians in Mesopotamia demonstrated a commitment to administrative principles, including performance evaluation, in their governance. The Nile Valley civilization extensively used performance evaluation as an administrative control activity. This was crucial for monitoring the performance of provincial administrations, ensuring adherence to central administration instructions, and maintaining efficiency through centralized governance (Illhiti, 2000).

### 2. Evaluation in Accordance with Administrative Theories

Various schools of administration have contributed to the understanding of performance evaluation. Here are some key insights from significant managerial theories:

**a. Scientific Management (Frederick Taylor):** Taylor's scientific management principles emphasized efficiency and productivity. His time and motion studies aimed to optimize work processes, and performance evaluation was seen as a means to identify and reward high-performing employees (Taylor, 1914).

**b. Human Relations Movement:** This movement, spearheaded by Elton Mayo, shifted focus to the social aspects of work. The Hawthorne studies highlighted the importance of employee morale and relationships. Performance evaluation started incorporating considerations beyond task efficiency, considering the impact of social factors.( Elton Mayo,2014)

**c. Management by Objectives (Peter Drucker):** Drucker introduced the concept of Management by Objectives (MBO), emphasizing goal-setting and collaboration between managers and employees. Performance evaluation in MBO frameworks is tied to achieving predefined objectives (Peter F. Drucker, 1945).

**d. Behavioral Management Theories:** The emphasis on human behavior in organizations, as seen in theories like Maslow's hierarchy of needs and Herzberg's two-factor theory, influenced performance evaluation. Recognition of psychological factors in evaluation processes emerged.

**e. Total Quality Management (TQM):** TQM principles, introduced by theorists like W. Edwards Deming, emphasized continuous improvement. Performance evaluation in TQM focuses on quality, customer satisfaction, and the overall enhancement of organizational processes.

### 3. The Performance Appraisal

Over the years, performance appraisal has undergone significant evolution, witnessing numerous changes since its inception. For instance, in contemporary organizations, there is an increasing trend towards the adoption of 360-degree appraisal methods. However, it remains uncertain whether practices within the hotel industry still adhere to traditional approaches or if they have embraced modern methodologies. Similarly, there is a question regarding the effectiveness and efficiency of performance appraisal as a management tool for enhancing both individual and organizational performance. These inquiries will play a crucial role in elucidating the study's findings during the data analysis and interpretation phase.

Performance appraisal involves the process of observing and assessing an employee's work behavior and achievements, aiming to gauge actual performance against expected standards (Levinson, 1976). This analysis serves various purposes, including controlling, motivating, facilitating development, and aiding decision-making. Through performance appraisal, organizations can effectively manage marginal performance, mitigate losses stemming from ineffective performance, and optimize personnel utilization. Simultaneously, individuals can reap rewards for exemplary performance and gain clarity regarding their career advancement prospects.

From the perspective of employees, the phrase "Getting the best out of its employees" encapsulates management's primary objective. Consequently, performance appraisal may serve as a decision-making tool for various purposes, including counseling, disciplinary measures, termination, or downsizing. However, viewed positively, performance feedback can foster motivation among employees, prompting them to work more efficiently and effectively. Ultimately, performance appraisal becomes indispensable as management requires assessments of their subordinates' work to make informed decisions.

In the absence of performance appraisal, decision-making processes may rely on subjective judgments, leading to perceptions of unfairness and inequity. In essence, performance appraisal serves as a continuous assessment process, evaluating how effectively employees are performing their jobs relative to established standards and communicating this assessment to employees (Fournies, 1987). This process significantly impacts employees' needs for security, belonging, self-esteem, self-actualization, motivation, and overall performance. For organizations, it aids in achieving mission and objectives by optimizing employee performance, rewarding top performers, and retaining talent.

Theoretical frameworks suggest that employees are engaged to work for managers who, in turn, are accountable for achieving company objectives (Quality Digest, 1994). This structure provides employees with direction and incentives while enabling managers to evaluate their contributions. At the end of the appraisal period, managers and employees review areas where expectations were met, exceeded, or fell short. The completed appraisal document is then forwarded to management for decisions regarding matters such as salary increments, promotions, bonuses, etc., or it is archived in the employee's file for future reference.

## **2.11 Turnover Intention**

The exploration of turnover intention, signifying an employee's inclination to disengage from an organization, has been a subject of thorough investigation by various scholars. Grissom and Mitani (2016) provided a nuanced categorization, differentiating between the contemplation of transitioning to a similar position and the consideration of departure from the organization. Çınar (2015) framed turnover intention as an aspirational pursuit of more promising opportunities, whereas

McInerney et al. (2015) viewed it as a proactive initiative to depart. The intricate cognitive processes preceding an employee's decision to leave involve multifaceted aspects such as job assessment, satisfaction evaluation, cost considerations, and the scrutiny of alternative opportunities, as articulated by Saridakis and Cooper (2016) and Dwivedi (2015).

In contrast, Hollingsworth and Valentine (2014) presented a divergent perspective, challenging the prevailing notion of a sequential process and positing that turnover intention is primarily shaped by attitudes toward the broader organizational context. The limitations of measurement scales, as underscored by Wong et al. (2015), were emphasized, arguing that they solely capture employees' desires to leave without accounting for the subsequent follow-through. Conversely, Cohen, Blake, and Goodman (2015) contended that turnover intention serves as a reliable predictor of actual turnover.

Demirtas and Akdogan (2015) contributed a theoretical perspective by suggesting that turnover is an outcome of turnover intention, unfolding through stages of dissatisfaction, job search, evaluation of alternative opportunities, and eventual departure if the perceived benefits outweigh the drawbacks. While acknowledging challenges in establishing causality, Babalola et al. (2016) asserted that expressing a desire to leave serves as a discernible indicator of underlying issues.

From an organizational lens, turnover intention assumes paramount importance as a predictive measure, allowing proactive intervention to address employee concerns and manage associated costs, as articulated by Cohen, Blake, and Goodman (2015) and Saridakis and Cooper (2016). Scholars often turn to The Unfolding Model of Voluntary Turnover, with Xu et al. (2015) delineating paths involving employees leaving with a plan, leaving due to negative events without a plan, exiting with a plan for alternative employment, or leaving the company due to continued dissatisfaction. Mxenge, Dywili, and Bazana (2014) highlighted the pivotal role of shocks to the system and decision frames in influencing employees' reflection and interpretation of events.

In specific industry contexts, such as the service industry, especially call centers, where job-related stress significantly influences turnover intention, researchers like Holtom and Burch (2016) and Yang, Ju, and Lee (2016) have shed

light on the consequential impact on productivity, morale, and client satisfaction. Noteworthy recommendations from scholars like Aliyu and Nyadzayo (2016) emphasize intrinsic factors as focal points for enhancing job satisfaction and mitigating turnover intention. In summation, turnover intention emerges as a multifaceted phenomenon shaped by both individual and organizational determinants, offering profound insights for organizations seeking to effectively manage and comprehend the impact of employee turnover.

### **2.11.1 Employee turnover**

Employment continuity cannot be assured by any organization or employer. Nonetheless, organizations endeavor to provide employees with meaningful opportunities to enhance their competencies and expertise within the job market. Such initiatives may facilitate the pursuit of alternative employment avenues under more favorable conditions or in situations of job displacement or uncertainty, as highlighted by Long et al. (2012). Consequently, it is evident that employee turnover is a routine occurrence, stemming from either the initiative of the employee or the employer. The subsequent literature delves further into elucidating this aspect.

Although scholars and researchers have conducted research on turnover and developed relevant theories and models, there remains a necessity for a comprehensive analysis of the field. Over the past decade, turnover has undergone considerable theoretical development. It has emerged as a significant concern, particularly within the realm of human resource management. Extensive discourse on turnover has been ongoing within the research community focused on organizations and management in general, and specifically on turnover. This existing body of literature serves as a foundation for addressing the specific inquiries posed by the current study.

Rahman and Nas (2013) have characterized turnover as the permanent departure of an employee from the organization. Additionally, their research highlights that factors such as skill development, career progression, and recognition of performance contribute to organizational retention and commitment. It is crucial to acknowledge that organizations strive to recruit suitable personnel, enhance their skills and capabilities through training and skill acquisition programs, and provide support to foster a positive impact on the organization as a whole. Suzuki (2007)

further defines employee turnover as the ratio of the number of employees that a company needs to replace within specific time periods.

Kaplan and Minton (2012) have delineated two distinct types of turnover: internal and external. Internal turnover, also known as standard turnover, pertains to the turnover within an organization's board of directors. This type of turnover is correlated with three specific factors derived from the firm's overall stock performance. Turnover rates are influenced by the stock performance of a company relative to its industry or sector, and the performance of a particular sector or industry is interconnected with the broader stock market performance.

### **2.11.2 Development of turnover intention process models**

The subsequent section provides an overview of traditional turnover models, beginning with March and Simon's formulation of a general theory of organizational equilibrium. Subsequently, Porter and Steers introduced their model, emphasizing the influence of employees' expectations on turnover decisions (Steel and Lounsbury, 2009). As highlighted by Udechukwu and Mujtaba (2007), the majority of voluntary turnover models aim to elucidate the direct and indirect relationships between work-related determinants and outcomes such as turnover, intention to leave, absenteeism, and more. Turnover intention models depict the multidisciplinary (e.g., social, economic, and psychological contexts) and multidimensional (e.g., employee, employer, and social affiliates) aspects of voluntary turnover behavior within an organization.

The March and Simon model, the Price model, and the Mobley intermediate linkage model have been developed to illustrate the interplay among the aforementioned variables. It is widely acknowledged that economic factors do not solely influence social affiliations directly; rather, employees often serve as mediators for economic factors. Recent theories, including the March and Simon model, the Price model, and the Mobley intermediate linkage model, predominantly focus on voluntary turnover from the perspective of the relationship between the employee and the organization (Ramesh, 2007). This relationship is typically manifested in the psychological and cognitive contexts surrounding voluntary turnover within the employee-organizational domain. However, it is suggested that

these theories and models may overlook the contribution and role of the linkage between social affiliations and employees in the voluntary turnover process.

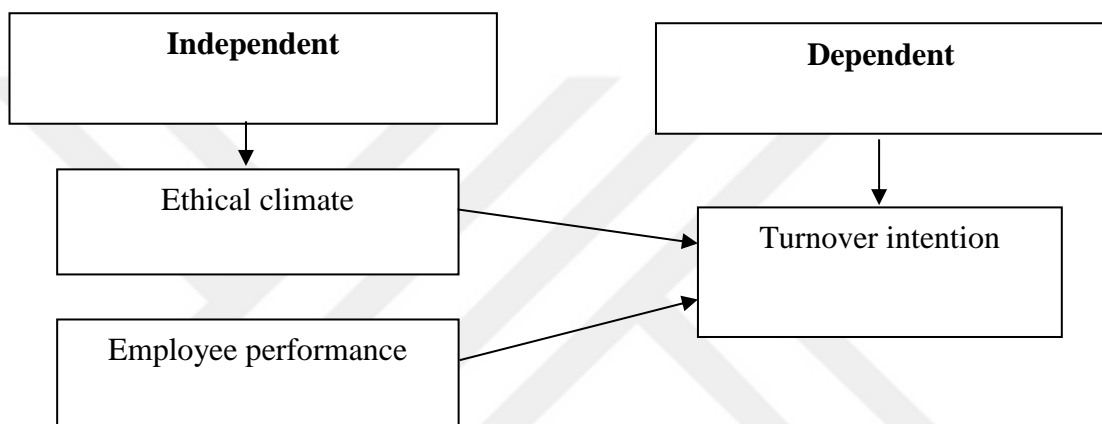
Yin-Fah et al. (2010) elucidated that Mobley's model delineates two distinct decisional paths: remaining in the current position or departing. The model initiates by assessing the current job through various factors, including levels of job satisfaction or dissatisfaction, contemplation of leaving, evaluation of the expected benefits of seeking alternative employment versus the costs of leaving, intention to pursue alternative opportunities, active job search, evaluation of alternative job prospects, comparison between available alternatives and the current position, and ultimately, the intention to remain or depart. When employees entertain the idea of leaving or express an intention to do so and subsequently weigh the potential benefits of departure, they embark on a job search, assessing available alternatives against their current position, or they opt to resign based on their individual assessment.

Holtom et al. (2008) highlighted that previous turnover models have primarily focused on conventional precursors of the issue, such as job satisfaction, organizational commitment, individual differences, and job characteristics. However, contemporary research on turnover and its determinants largely revolves around these traditional theories, while also incorporating increased attention to contextual variables, including company and work unit size, as well as other negative personal circumstances like exhaustion and stress. Furthermore, there has been a shift towards examining more intricate organizational and group-level factors, such as organizational culture, group cohesion, reward systems, gender composition, and demographic factors. Additionally, Tajfel and Turner's development of Social Identity Theory in 1979 aimed to elucidate the psychological underpinnings of intergroup discrimination. In essence, their objective was to identify the minimal conditions that could lead members of one group to discriminate against a defined "out-group," while favoring the "in-group" to which they belong.

### 3. RESEARCH METHODOLOGY

#### 3.1 Research model

The independent variables of the study are turnover intention and employee performance, the study used ethical climate as dependent variables of the study. So the figure below will be drawn the variables of the study.



**Figure 3.1: Model of the Research**

#### 3.2 Hypotheses of the Study

- **H1:** Ethical climate has a significant effect on Turnover Intention
- **H2:** Employee performance has a significant effect on turnover intention.

#### 3.3 Research Instruments

This research utilized a questionnaire to collect data, structured around three main variables measured by established scales. The ethical climate scale, based on Schwepker's (2001) work, comprised 7 items rated on a 5-point Likert scale. Employee performance was assessed using a scale developed by Gathee (2018), consisting of 9 items also rated on a 5-point Likert scale (ranging from 1=strongly disagree to 5=strongly agree). Finally, turnover intention was measured using a scale developed by Roodt (2004), which included 6 items rated on a 5-point Likert scale as well (Bothma & Roodt, 2013).

### **3.4 Research Design**

The study utilized a descriptive survey research methodology. This design elucidated the study's variables by addressing questions pertaining to who, what, and how. Findings were then correlated with assessing the frequency of occurrences or the interrelationship among variables. This methodological approach facilitated a comprehensive understanding of the relationships between variables under examination. Thus, the identification of variables relied on hypothetical constructs. The significance of employing this design lies in its ability to provide an overview and potentially enhance knowledge acquisition across entire populations, contingent upon the availability of resources and the nature of the information sought.

### **3.5 Sampling Technique**

The sampling technique utilized in this study involved a combination of methods. Firstly, simple random sampling will employed to select employees working at Southern Technical University. This approach ensured that each unit within the population had an equal chance of being selected when constructing the sample. Additionally, systematic random sampling will utilized, further ensuring an unbiased selection process.

Furthermore, purposive sampling will employed specifically for selecting staff members of the university. This method was chosen to gather information from individuals perceived to possess relevant and adequate knowledge pertinent to the study's objectives. Only those deemed to have suitable expertise will invited to participate and provide information for the study.

### **3.6 Data Analysis**

The collected data underwent processed through editing and coding procedures, after which it analyzed using Statistical Package for the Social Sciences (SPSS) version 25.0. Quantitative data presented using descriptive statistics such as frequency, percentages, means, and standard deviations for each variable utilized in the study. Graphs and tables will be employed to visually represent the quantitative data.

Correlation analysis will be utilized to ascertain the nature and strength of relationships between the variables. This statistical method evaluates the degree of association between two continuous variables that are numerically measured.

Throughout the study, ethical guidelines were strictly adhered to. Participants were not coerced into providing sensitive information and were given the option of remaining neutral if they chose. Voluntary participation was emphasized, ensuring that participants engaged willingly without any form of coercion.

Confidentiality and anonymity were maintained rigorously. Information obtained from participants was kept confidential and not disclosed to the public or to colleagues, subordinates, or superiors. Participants' identities were protected, and their participation remained anonymous. The cover letter provided participants with assurances of confidentiality and anonymity.

### **3.7 Sample Procedure**

The study utilized a random sampling approach and administered a structured questionnaire via Google Forms to gather data. The target population consisted of 175 employees from Southern Technical University in Iraq. Ultimately, 200 questionnaires were completed, with 25 respondents declining to participate due to reasons such as lack of interest, time constraints, or concerns regarding confidentiality, despite assurances that their information would be used solely for academic purposes.

Random sampling was employed to ensure equal opportunity for all potential participants. The questionnaire was selected as the data collection method due to the study's quantitative and descriptive research design.

## 4. RESEARCH FINDINGS

### 4.1 Demographic Information (Frequency Tables)

**Table 4.1: What is Your Gender?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	75	42,9	42,9	42,9
	Male	<b>100</b>	57,1	57,1	100,0
	Total	175	100,0	100,0	

The distribution of participants is *nearly balanced* for gender categories. The number of male participants is a little bit (14.2%; 25) higher than the number of female participants.

**Table 4.2: Which Category Does Your Age Fall Into?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Younger than 25	<b>46</b>	26,3	26,3	26,3
	25-34	62	35,4	35,4	61,7
	35 and older	<b>67</b>	38,3	38,3	100,0
	Total	175	100,0	100,0	

Although the survey initially categorized respondents into six age groups, some categories with fewer participants were combined to ensure statistically meaningful analysis. Specifically, categories with smaller sample sizes were grouped together into "younger than 25" and "35 and older" categories, effectively reducing the number of age groups to three. This adjustment aimed to achieve a more balanced distribution across the categories.

Following this consolidation, the largest age category, "35 years and older," comprised 38.3% of the participants (67 respondents), while the smallest category, "younger than 25," accounted for 26.3% (46 respondents). The difference of 12% (21 respondents) between these two categories is considered acceptable after the merging

process, facilitating more robust statistical comparisons and interpretations in the study.

**Table 4.3: Which Category Does Your Education Level Fall Into?**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	University Degree	<b>72</b>	41,1	41,1	41,1
	Master's Degree	53	30,3	30,3	71,4
	PhD Degree	50	28,6	28,6	100,0
	Total	175	100,0	100,0	

The distribution of participants is *almost balanced* for education level categories. The highest number of participants with university degree is 12.5% (22) higher than the number of lowest participants with PhD degree (%28.6; 50).

**Table 4.4: Which Category Does Your Total Work Experience Fall Into?**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Less than 5 years	<b>66</b>	37,7	37,7	37,7
	5-14 years	58	33,1	33,1	70,9
	15 years and more	51	29,1	29,1	100,0
	Total	175	100,0	100,0	

The distribution of participants is *relatively balanced* for total work experience (TWE) categories. Since, the lowest number of participants with 15 years and more TWE (%29.1; 51) is more than %50  $\left(\left\{\frac{51}{66} \times 100\right\} = \% 77.27\right)$  of the highest number of participants with less than 5 years of TWE (%37.7; 66), *this statistic was accepted and no further aggregation was required.*

## 4.2 Relations between Categorical Variables in Crosstabulations Using the Chi-Square Analysis

**Table 4.5: Age – Education Relationship Crosstabulation**

Which category does your age fall into? \* Which category does your education level falls into? Cross tabulation

Count		Which category does your education level fall into?			Total
		University Degree	Master's Degree	PhD Degree	
Which category does your age fall into?	Younger than 25	39	7	0	46
	25-34	30	24	8	62
	35 and older	3	22	42	67
Total		72	53	50	175

**Table 4.6: Chi-Square Tests**

Value	df	Asymptotic Significance (2-sided) (p)
Pearson Chi-Square	4	,000
N of Valid Cases	175	

$p = 0,000 < 0,050$ . *There is a significant relationship between two categorical variables: Participant's age and the participant's education.* Vast majority of the participants younger than 25, hold university degree (%84.78; 39/46). University degree holders decrease to %48.39 (30/62) for 25-34 years' age category and to just %4.48 (3/67) for the participants 35 years and older.

On the other hand, there wasn't any PhD holder among the participants younger than 25 (0/46). PhD holders increase to %12.90 (8/67) for 25-34 years' age category and to %62.69 (42/67) for participants 35 and older. Accordingly, *it can be said that the probability of holding a higher degree increases as the participants get older.*

**Table 4.7: Age – Total Work Experience (Twe) Crosstabulation**

**Which category does your age fall into? \* Which category does your total work experience falls into? Cross tabulation**

Count		Which category does your total work experience fall into?			Total
		Less than 5 years	5-14 years	15 years and more	
Which category does your age fall into?	Younger than 25	<b>40</b>	6	<b>0</b>	46
	25-34	26	<b>32</b>	4	62
	35 and older	<b>0</b>	20	<b>47</b>	67
Total		66	58	51	175

**Table 4.8: Chi-Square Tests**

Value		df	Asymptotic Significance (2-sided) (p)
<b>Pearson Chi-Square</b>	130,363	4	<b>,000</b>
N of Valid Cases	175		

$p = 0,000 < 0,050$ . There is a significant relationship between two categorical variables: Participant's age and the participant's total work experience. Vast majority of the participants younger than 25 have a TWE less than 5 years (%86.96; 40/46). This number decreases to %41.94 (26/62) for the age category of 25-34 and to 0 for the participants 35 and older (0/67).

On the other hand, there wasn't any participants younger than 25 with TWE of 15 years and more. This number also increased to %70.15 (47/67) for the participants older than 35.

**In this context, it can be said that as the age of the participant's increases, the period of work experience they have gained increases.**

**Table 4.9: Education – Total Work Experience (Twe) Relationship  
Crosstabulation**

**Which category does your education level fall into? \* Which category does your total work experience falls into? Cross tabulation**

Count		Which category does your total work experience fall into?			Total
		Less than 5 years	5-14 years	15 years and more	
Which category does your education level fall into?	University Degree	44	21	7	72
	Master's Degree	18	24	11	53
	PhD Degree	4	13	33	50
Total		66	58	51	175

**Table 4.10: Chi-Square Tests**

Value		df	Asymptotic Significance (2-sided) (p)
<b>Pearson Chi-Square</b>	59,728	4	<b>,000</b>
N of Valid Cases	175		

p =0,000 <0,050. There is a significant relationship between two categorical variables: Participant's educational status and the participant's total work experience.

On the one hand majority of the participants with TWE less than 5 years hold university degree (%61.11; 44/72). On the other hand, majority of the participants with 5-14 years of TWE (%66.04; 35/53) hold Master's degree or PhD degree. Moreover, just %9.72 of participants with a university degree have a TWE of 15 years and more in contrast to PhD holders, whose majority (%66; 33/50) possesses a TWE of 15 years and more. In this respect, **it can be said that the education level of the participants and their work experience are directly proportional.**

**Final Conclusion Regarding Cross Tabulations**

As participants get older, their education level increases, their total work experience increases.

### 4.3 Factor and Reliability Analysis

#### Preliminary Explanations to Interpret the Analysis Results

**KMO Fit Value:** The suitability of scales for factor analysis depends on fulfilling two fundamental conditions. The first condition is assessed using the Kaiser-Meyer-Olkin (KMO) test, which determines if the sample size is adequate for factor analysis. A KMO value below 0.50 indicates unsuitability for factor analysis. While a KMO value above 0.50 is sufficient, values of 0.70 and above are preferred. KMO values between 0.60 and 0.70 are considered acceptable but mediocre.

**Bartlett Test of Sphericity (Sig. value):** The second condition tests the relationship between scales using the Bartlett Test of Sphericity. This test assesses the null hypothesis (H<sub>0</sub>) ( $p < 0.05$ ) that there is no relationship between scales (Cohen et al., 2007, p. 570).

**Cronbach's Alpha ( $\alpha$ ) Coefficient for Reliability Test:** Cronbach's Alpha coefficient ( $\alpha$ ) indicates the internal consistency of items within scales and their sub-dimensions, ranging from 0 to 1. Higher values approaching 1 indicate greater internal consistency and reliability of scales and sub-dimensions. Conversely, lower values suggest that the scale measures more than one attribute simultaneously, indicating less homogeneity among items (Tavşancıl, 2014, p. 29). The interpretation of Cronbach's alpha values is as follows (Gliem & Gliem, 2003, p. 87):

- **\*\*Above 0.9:\*\*** Excellent internal consistency
- **\*\*Between 0.8 and 0.9:\*\*** Good internal consistency
- **\*\*Between 0.7 and 0.8:\*\*** Acceptable internal consistency
- **\*\*Between 0.6 and 0.7:\*\*** Questionable internal consistency
- **\*\*Below 0.6:\*\*** Poor internal consistency

This revision aims to clarify the essential concepts and ensure clarity in interpreting the analysis results.

**Table 4.11: Factor and Reliability Analysis Results**

<b>Value Range</b>	<b>Comment</b>
> 0,900	Perfect
> 0,800	Quite Well / Pretty Good
> 0,700	Good & Acceptable
> 0,600	Acceptable Upon Inquiry
≥ 0,500	Insufficient Acceptable Under Specific Circumstances
< 0,500	Unacceptable

**Mean Inter-Item Correlation Values:**

- Mean Inter-Item Correlation for Assessing Internal Consistency
- Another method to assess the internal consistency of scales and their sub-dimensions is by examining the mean correlation values between items (Yolsal, 2020, p. 138). According to researchers, the mean inter-item correlation provides insights into the coherence of items within a scale:
- Below 0.10: Indicates that the items may be insufficient to adequately measure the scale.
- Between 0.10 and 0.50: Indicates an appropriate range where items contribute adequately to measuring the construct without redundancy.
- Above 0.50: Suggests that some items within the scale may be redundant, measuring the same aspect of the construct (Piedmont & Hyland, 1993, p. 370).
- This approach helps ensure that the items within scales and sub-dimensions demonstrate sufficient internal consistency while avoiding redundancy.
- This revision aims to clarify the interpretation of mean inter-item correlation values in assessing the internal consistency of scales and their sub-dimensions based on the provided references.
- **Total Variance Explained:** Another factor to be considered while analyzing the results of factor analysis is the ratio of the variance explained by each scale to the total variance amount. In today's studies, it is seen that a rate of 40% or more is accepted (Aksu et al., 2017, p. 59).

**Table 4.12: Factor & Reliability Analysis for Ethical Climate**

<b>Component Matrix</b>	
	<b>Component 1</b>
EC1	<b>,487</b>
EC2	<b>,757</b>
EC3	<b>,777</b>
EC4	<b>,807</b>
EC5	<b>,823</b>
EC6	<b>,744</b>
KMO Fit Value	0,839
Bartlett Test of Sphericity (p<0,05)	0,000
Cronbach's Alpha Reliability ( $\alpha$ )	0,830
Total Variance Explained (%)	<b>54,92</b>

All items were gathered under a single factor as expected and factor loadings are very high. KMO – Fit value and Cronbach – Alpha reliability are quite well. Furthermore, **total explained variance is well above %40 threshold.**

**Table 4.13: Factor & Reliability Analysis For Employee Performance**

<b>Component Matrix</b>	
	<b>Component 1</b>
EP1	<b>,794</b>
EP2	<b>,782</b>
EP3	<b>,761</b>
EP4	<b>,808</b>
EP5	<b>,798</b>
EP6	<b>,851</b>
KMO Fit Value	0,870
Bartlett Test of Sphericity (p<0,05)	0,000
Cronbach's Alpha Reliability ( $\alpha$ )	0,887
Total Variance Explained (%)	<b>63,93</b>

All items were gathered under a single factor as expected and factor loadings are very high. KMO – Fit value and Cronbach – Alpha reliability are quite well. Furthermore, total explained variance is perfect.

**Table 4.14: Factor & Reliability Analysis for Turnover Intention**

<b>Component Matrix</b>	
	Component 1
TI1	<b>,916</b>
TI2	<b>,751</b>
TI3	<b>,806</b>
TI4	<b>,907</b>
TI5	<b>,742</b>
TI6	<b>,920</b>
KMO Fit Value	0,823
Bartlett Test of Sphericity (p<0,05)	0,000
Cronbach's Alpha Reliability ( $\alpha$ )	<b>0,916</b>
Total Variance Explained (%)	<b>69,58</b>

All items were gathered under a single factor as expected and factor loadings are very high. KMO – Fit value is quite well. Furthermore, total explained variance and Cronbach Alpha Reliability are perfect.

#### **4.4 Characteristic Values**

This segment of the research encompasses characteristic values associated with scales and their sub-dimensions, categorized into measures of central tendency, measures of variability, and measures of distribution. The measures of central tendency employed in this study comprise the arithmetic mean ( $\bar{X}$ ), median (Me), and mode (Mo).

The primary objective of computing measures of central tendency, notably the mean, is to identify a representative value that summarizes the entire dataset. The mode signifies the most frequently occurring value within the dataset, while the median represents the value that divides the dataset into two equal halves (Turanlı and Güriş, 2015, p. 49–82).

Measures of variability elucidate the spread of values within the dataset, indicating the extent to which values deviate from the mean (Turanlı and Güriş, 2015, p. 100). In this study, the measure of variability employed is the standard deviation ( $\sigma$ ).

Distribution measures assess the skewness and kurtosis of the dataset. Skewness quantifies the asymmetry of the distribution: negative skewness denotes a left-skewed distribution, while positive skewness denotes a right-skewed distribution. Kurtosis measures the peakedness or flatness of the distribution relative to a normal distribution. A distribution with kurtosis exceeding that of a normal distribution is termed platykurtic (flat), whereas a distribution with kurtosis less than that of a normal distribution is termed leptokurtic (pointed) (Yolsal, 2020, p. 136).

This revision maintains the technical terminology and clarity required in academic writing, focusing on the statistical measures discussed and their relevance to the study.

**Variables of the Study:**

**Ethical Climate:** Independent Variable consists of one dimension with 6 items: EC1, EC2, EC3, EC4, EC5 and EC6.

**Employee Performance:** Independent Variable consists of one dimension with 6 items: EP1, EP2, EP3, EP4, EP5 and EP6.

**Turnover Intention:** Dependent Variable consists of one dimension with 6 items: TI1, TI2, TI3, TU4, TI5, and TI6.X

**Table 4.15: Characteristic Values**

Skewness Kurtosis

		N	Mean	Median	Mode	Std. Deviation	
<b>Ethical Climate</b>	175	<b>3.98</b>	4.17	3.00	0.71	<b>-,593</b>	<b>-,740</b>
<b>Employee Performance</b>	175	<b>3.92</b>	4.17	4.00	0.78	<b>-,696</b>	<b>-,596</b>
<b>Turnover Intention</b>	175	<b>2.06</b>	2.00	3.00	0.83	<b>,640</b>	<b>-,471</b>

When the mean values of the variables are looked at, the highest mean value is ethical value independent variable (3.98). On the other hand, the lowest mean is the turnover intention independent variable (2.06) as expected (predicted). It is noteworthy that the averages of independent variables are very close to each other which significantly differentiates from dependent variable of turnover intention.

The skewness and kurtosis values marked in dark pink show us whether the distribution of the data is in accordance with the normal distribution. If most of these

values are within the range of +1,500 to -1,500, the distribution is considered normal. When we look at the table, it is observed that all skewness and kurtosis values are within this range.

**Table 4.16: Tests of Normality**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Turnover Intention	,116	175	,000	,931	175	,000
Employee Performance	,166	175	,000	,909	175	,000
Ethical Climate	,166	175	,000	,927	175	,000

a. Lilliefors Significance Correction

The Kolmogorov – Smirnov / Shapiro – Wilk Test at %95 confidence interval was used to ensure the normal distribution. In cases where the sample size is less than 50, Shapiro-Wilk results are checked ( $N < 50$ ). Since our sample size is 175;  $N = 175 > 50$ , we look at the results of the Kolmogorov-Smirnov test. For the distribution to be normal, the significance (Sig.) of the variables must be less than 0.05. As seen below, all p values are less than 0.05. With this test, we have confirmed that the distribution is normal.

#### 4.5 Multiple Regression Analysis & Power of Model ( $R^2$ )

**Table 4.17: Multiple Regression Analysis**

		ANOVA <sup>a</sup>				
	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	76,183	2	38,091	148,688	,000 <sup>b</sup>
1	Residual	44,063	172	,256		
	Total	120,246	174			

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Employee Performance, Ethical Climate

**H<sub>0</sub> (Absence) Hypothesis:** *If Sig (p) < 0.05, the null hypothesis is rejected, that means at least one or more of the independent variables is statistically significant in explaining the dependent variable. In this context, it is seen that at least one of 2 independent variables (Turnover Intention and/or employee performance) explain the dependent variable.*

**Table 4.18: Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,800	,222		26,180	,000
	Ethical Climate	-,093	,016	<b>-,474</b>	-5,841	<b>,000</b>
	Employee Performance	-,382	,086	<b>-,359</b>	-4,419	<b>,000</b>

a. Dependent Variable: Turnover Intention

At this point, the significance (sig =p) value of each independent variable that is expected to explain the dependent variable is checked. Sig. (p) variables with a value of less than 0.05 explain the dependent variable significantly; It is determined that variables with this value greater than 0.05 do not have a statistically significant effect on the dependent variable. Looking at the results, independent variable's sig. (p) value was found to be smaller than 0.05:

$$p_{\text{ethical climate}} = 0.000 < 0.050 \implies (\text{Acceptance of } H_1)$$

In this context, **hypotheses  $H_1$  is accepted, since ethical climate at the workplace has a statistically significant effect on employees' turnover intention.**

$$p_{\text{employee performance}} = 0.000 < 0.050 \implies (\text{Acceptance of } H_2)$$

In this context, **hypotheses  $H_2$  is accepted, since employees' individual performance has statistically significant effect on his/her turnover intention.**

In this context, the final model of the study has been reached.

As seen in the coefficients table beta coefficients are negative (-).

This means that independent variables have a negative impact on dependent variable.

Final model, assumes that 2 independent variables (ethical values at the workplace and employees' individual performance, have a significant negative effect on their turnover intention:

When the ethical climate at the workplace and displayed work performance of employees increase, their turnover intention (intention to quit) drops/decreases!

Power Analysis ( $R^2$  Interpretation): ( $R^2$  is a statistic that will give some information about the goodness of fit of a model. In regression, the  $R^2$  coefficient of

determination is a statistical measure of how well the regression predictions approximate the real data points. An  $R^2$  of 1 indicates that the regression predictions perfectly fit the data.

The table regarding the interpretation of the  $R^2$  value obtained as a result of the regression analysis is as follows:

Comment	$R^2$ Value (Chin) (1998)	$R^2$ Value (Hair et al.) (2011)
Very Weak	$R^2 < 0,19$	$R^2 < 0,25$
Weak	$0,19 \leq R^2 < 0,33$	$0,25 \leq R^2 < 0,50$
Moderate	$0,33 \leq R^2 < 0,67$	$0,50 \leq R^2 < 0,75$
Substantial (Strong)	$R^2 > 0,67$	$R^2 > 0,75$

When the comments of two studies that have a place in the literature on the interpretation of  $R^2$  are combined,  $R^2$  can be interpreted as follows:

Combined Comment (Chin, 1998 & Hair et al., 2011)	$R^2$ Value
Very Weak	$R^2 < 0,19$
Quite Weak	$0,19 \leq R^2 < 0,25$
Weak	$0,25 \leq R^2 < 0,33$
Weak – Moderate	$0,33 \leq R^2 < 0,50$
Moderate	$0,50 \leq R^2 < 0,67$
Moderate to Strong	$0,67 \leq R^2 < 0,75$
Strong	$R^2 > 0,75$

**Table 4.19: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,796 <sup>a</sup>	,634	,629	,50614

a. Predictors: (Constant), Employee Performance, Ethical Climate

b. Dependent Variable: Turnover Intention

When the model summary is looked at, the  $R^2$  value, which expresses the explanatory power of the independent variable on the dependent variable, is 0.634. This value shows that the explanatory power of the model is moderate to strong: Existence of ethical climate at the workplace and employee's job performance have a moderate to strong negative impact on his/her turnover intention.

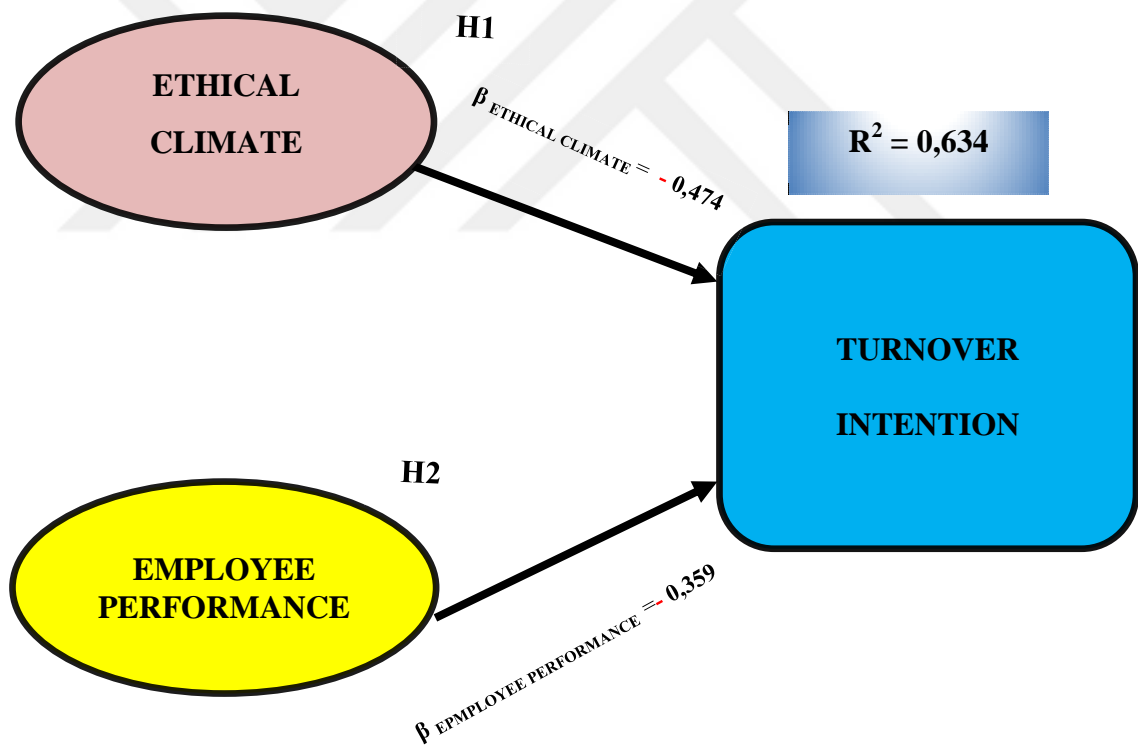
Standardized Beta Coefficients numbers in the Coefficients table enlighten us on the model contributions of the independent variables. When we look at these

coefficients first of all we can see that both independent variables (ethical climate and performance) have a strong negative impact on dependent variable (turnover intention).

Furthermore, it is seen that existence of ethical climate ( $\beta_{\text{ethical climate}} = -0.474$ ), has a larger negative impact than (high) performance ( $\beta_{\text{employee performance}} = -0.359$ ) on turnover intention (intention to quit).

### Final Model after Multiple Regression Analysis

**H<sub>1</sub>**: Ethical climate at the workplace has significant negative impact on employee's turnover intention → **ACCEPTED**  
**H<sub>2</sub>**: Employee's (high) performance has a significant negative effect on his/her turnover intention. → **ACCEPTED**



## **5. DISCUSSION AND CONCLUSIONS**

Based on the findings of this study, the first hypothesis is supported, indicating a statistically significant negative relationship between Ethical climate and employees' turnover intention. This implies that when employees perceive that their organization adheres to ethical procedures and policies, their intention to leave the organization decreases. Specifically, within the facets of the organizational ethical environment, ethical practices related to sales exerted the most significant influence on reducing turnover intentions. This suggests that organizations focusing solely on sales metrics without considering customer satisfaction and service delivery methods are more likely to experience higher turnover rates among their sales staff.

Furthermore, the research findings reveal a significant negative impact of employee performance on turnover intention. This underscores that higher levels of employee performance correspond to lower intentions to leave the organization. The results emphasize the importance of cultivating and sustaining strong employee performance as a strategic approach to reducing turnover. Organizations that invest in improving employee performance through training, development initiatives, and supportive work environments are expected to observe a decrease in turnover intentions. Thus, prioritizing initiatives aimed at enhancing employee performance can foster greater workforce stability and retention within organizations.

### **5.1 Limitations and Future Research**

#### **5.1.1 Limitations of the study include**

1. **Sample Size and Generalizability:** The study's sample size may restrict the generalizability of its findings beyond Southern Technical University. The results might not be applicable to other organizations or industries, especially those in different contexts.

2. Cross-sectional Design: This research employed a cross-sectional design, gathering data at a single point in time. Consequently, it is limited in its ability to establish causal relationships or track changes over time.

3. Self-reported Data: The study relied on self-reported data, which can introduce bias due to participants' subjective perceptions of ethical climate, turnover intentions, and performance. This could lead to overestimations or underestimations.

4. Limited Scope of Ethical Climate Dimensions: The study may have focused on specific dimensions of ethical climate, potentially neglecting other relevant aspects that could influence turnover intention and employee performance.

5. Cultural and Organizational Context: The unique cultural and organizational context of Southern Technical University in Baghdad may have influenced the study's results. Thus, caution is needed when applying these findings to different cultural or organizational settings.

These limitations underscore the need for careful interpretation of the study's conclusions and highlight areas for further research to address these constraints.

### **5.1.2 Future research**

1. Longitudinal Studies: Future research should consider longitudinal studies to establish causal relationships between ethical climate, turnover intention, and employee performance over time. This approach would offer insights into the evolving dynamics among these variables.

2. Diverse Samples: Enhancing the study's generalizability can be achieved by including a diverse range of organizations and industries. Comparative studies across various cultural and organizational contexts would provide broader insights into how ethical climate influences turnover intention and employee performance.

3. Mixed Methods Approach: Adopting a mixed methods approach, integrating quantitative and qualitative data, would yield a more comprehensive understanding of the impact of ethical climate. Qualitative data can uncover contextual nuances and underlying mechanisms shaping turnover intention and performance outcomes.

4. Exploration of Additional Variables: Future studies should explore additional variables that may mediate or moderate the relationship between ethical

climate and turnover intention. Variables such as job satisfaction, organizational commitment, and employee engagement could provide deeper insights into these dynamics.

5. Intervention Studies: Conducting intervention studies to implement and assess strategies for enhancing ethical climate within organizations is recommended. Evaluating interventions like ethics training, leadership development programs, and policy changes can offer practical insights into effective approaches for reducing turnover intention and improving employee performance.

Addressing these research directions will contribute to a more nuanced understanding of how ethical climate influences organizational outcomes, thereby informing strategies to foster a positive work environment and enhance employee retention and performance.

## **5.2 Implications**

1. Organizational Culture and Leadership: The findings underscore the importance of cultivating an ethical organizational culture and effective ethical leadership. Leaders play a pivotal role in shaping the ethical climate, influencing employees' intentions to remain with the organization and their performance levels. Organizations should invest in ethical leadership development and ensure leaders serve as role models for ethical behavior.

2. Employee Retention Strategies: The inverse relationship between a positive ethical climate and turnover intention suggests organizations can mitigate turnover by enhancing ethical standards. Implementing clear ethical policies, providing regular ethics training, and fostering an environment where ethical conduct is valued and rewarded can bolster employee retention.

3. Performance Management: A robust ethical climate not only reduces turnover intention but also enhances employee performance. Organizations should integrate ethical considerations into their performance management frameworks. This includes setting ethical performance benchmarks, evaluating employees based on ethical behavior, and incorporating ethics into performance assessments and reward structures.

4. Human Resource Practices: Ethical behavior should be prioritized across all stages of HR practices—from recruitment to development and retention. Strategies include selecting candidates with ethical values, offering continuous ethics training, and establishing support mechanisms for employees facing ethical challenges. Regular ethical climate assessments through employee surveys can help monitor and enhance the ethical environment.

5. Policy Development: Organizations should develop and enforce comprehensive ethical policies that are clearly communicated to all employees. These policies should address issues such as discrimination, harassment, and fraud; ensuring employees understand the consequences of unethical conduct. Regular policy reviews and updates are crucial to align with evolving ethical standards and expectations.

6. Employee Engagement and Satisfaction: A positive ethical climate fosters higher levels of employee engagement and job satisfaction. Engaged and satisfied employees are more likely to perform effectively and remain committed to the organization. Companies should strive to create a supportive work environment that promotes trust, fairness, and transparency in ethical practices.

7. Reputation Management maintaining a strong ethical climate enhances organizational reputation, enhancing attractiveness to current and prospective employees alike. A reputation for ethical behavior can confer a competitive advantage in attracting top talent and retaining high-performing employees.

8. Legal and Compliance Benefits: A robust ethical climate helps organizations comply with laws and regulations, mitigating the risk of legal issues and penalties. Ethical conduct reduces the likelihood of litigation and safeguards the organization's reputation, contributing to long-term sustainability.

By acknowledging and addressing these implications, organizations can foster an ethical, resilient, and high-performing workplace. This strategic focus not only benefits employees but also enhances overall organizational effectiveness and sustainability.

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## APPENDIX

### Questionnaire

I am currently conducting research on examining " Impact of Ethical climate on turnover intention and employee performance A case study In The Southern Technical University.

Your participation of 5–10min to fill out this questionnaire will genuinely be appreciated.

All information given in this questionnaire will be kept strictly confidential and used for academic purposes only.

Thanks for Participating

Researcher Information

Aseel Nader Musa Almohammed

Master Student

Gedik University, Turkey

<b>PART 1: Background Information</b> Please fill the following information:	
What is your Gender?	( ) Male ( ) Female
What is your age group?	A) 24 or under B) 25-35 C) 36-45 D) 46-55 E) 56 and more
What is your education level?	A) Primary school B) Secondary school C) Undergraduate D) Postgraduate Degree E) Ph.D.
Working Experience?	1) 1-5 years 2) 6 to 10 years 3) 11 – 15 years 4) 16 20 years 5) 21 years or more

### **Ethical Climate Scale**

ethical climate scale was measured by Schwepker (2001), with 7 items and pointing rate of 5 point Likert scale.

Please indicate the degree to which you agree with the following statements, (1= Strongly Disagree, 2= Disagree, 3= Natural, 4= Agree, 5= Strongly Agree

	(1)	(2)	(3)	(4)	(5)
1. My company has a formal, written code of ethics					
2. My company strictly enforces a code of ethic.					
3. My company has policies with regard to ethics Behavior.					
4. My company strictly enforces policies regarding Ethical behavior.					
5. Top management in my company has let it be known in no uncertain terms that unethical behaviors will not be tolerated.					
6. If a salesperson in my company is discovered to have engaged in unethical behavior that results in primarily personal gain (rather than corporate gain), he or she will be promptly reprimanded.					

### **Section C: Employees performance**

Was evaluated by a scale which developed by Gathee, B. (2018). To measure employees performance, nine items by rating them on a 5-point Likert scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree).

**Please pick one option**

(1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree).

<b>Employees performance</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Natural</b>	<b>Agree</b>	<b>Strongly agree</b>
1.I consistently score high in my performance evaluation					
2.My individual ability and motivation goes hand in hand with my performance goals					
3.My organization has increased my motivation and drive to perform at optimum levels					
4.My organization has increased my motivation and drive to perform at optimum levels					
5.I have common goals with my organization that facilitates my performance					
6.I perform well because I feel valued by my organization					

**Turnover Intention Scale (TIS)**

The turnover intention scale, developed by Roodt (2004), contained 6 items and used a 5-point Likert scale for measurement (Bothma & Roodt,2013)

Please pick one option

(1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree).

<b>Turnover Intention</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Natural</b>	<b>Agree</b>	<b>Strongly agree</b>
1. How often have you considered leaving your job?					
2. To what extent is your current job satisfying your personal needs?					
3. How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?					
4. How often do you dream about getting another job that will better suit your personal needs?					
5. How likely are you to accept another job at the same compensation level should it be offered to you?					
6. How often do you look forward to another day at work?					

## **RESUME**

Aseel Nader MUSA

### **EDUCATION:**

MBA from Istanbul Gedik University

Bachelor from University of Basra

**Courses:** Diploma in Office Management from Southern Technical  
University