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T.C.

MARMARA ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İŞLETME (İNGİLİZCE) ANABİLİM DALI

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**THE DYNAMIC EFFECTS OF EMPLOYEES TURNOVER ON STAYERS WORK  
MOTIVATION**

Yüksek Lisans Tezi

MOHAMMAD SAMIR ALHAWACA

İstanbul, 2021

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DANIŞMAN: Dr.Öğr.Üyesi AYŞE ÇINAR

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## ÖZET

### ÇALIŞAN SİRKÜLASYONUNUN KALANLARIN İŞ MOTİVASYONU ÜZERİNDEKİ DİNAMİK ETKİLERİ

Kuruluşlarda yönetim, işi geliştirmeye ve iç ve dış düzensizliklerle başa çıkmaya yönelik eylemlerde bulunur, Ancak yönetim, bu önlemlerin amaçlarını etkileyen istenmeyen sonuçları göz önünde bulundurmalıdır. Aynı bağlamda, literatür, İş Motivasyonu ve Sirkülasyonu Hızı terimlerini hem psikolojik hem de yönetsel açılardan ve bunların iş güvencesizliği, örgütsel bağlılık ve performans gibi diğer kavramlarla ilişkisini yoğun bir şekilde ele almıştır. Ancak bu çalışmalar, iş motivasyonunu artıracak, motivasyonun işten ayrılma niyetlerini azaltıcı etkilerini araştıran ve hatta Sirkülasyon birim performansı üzerindeki etkisini ölçen prosedürlerle sınırlıydı. Bu nedenle, sorunun diğer yönü ele alınmıyordu yani çalışan Sirkülasyonu işyerinde kalanların iş motivasyonunu ne zaman etkiler?

Örnekleme, hem kar amacı güten hem de kar amacı gütmeyen sektörlerde çalışan, bir tür iş arkadaşı Sirkülasyonuna tanık olan (toplu çıkış, gönüllü, zoraki, planlı) farklı geçmişlere sahip erkek ve kadın 214 çalışmanı içeriyordu. İş motivasyonu, çalışanın pozisyonu, işyerindeki görev süresi ve çalışanların işsizlik beklentilerinin ışığında, işyerinde kalan çalışanın içsel ve dışsal motivasyonunu ölçmek ve bunu meydana gelen işten ayrılma türüyle ilişkilendirmek için WEIMS ölçeği kullanılarak ölçüldü.

Çalışma, çalışan sirkülasyonu iş arkadaşlarının motivasyonu üzerindeki etkisinin, işyerinde meydana gelen Sirkülasyonu türüne göre değiştiğini buldu. Bu nedenle, yönetimin, küçülme, işten çıkarma gibi kararların ve hatta gönüllü olarak işten çıkışın çalışanın ardında bıraktığı açık kadronun ötesinde bir etkisi olduğunu ve yönetim planlarını uygulamak için temel olan iskelet kadronun iş motivasyonu üzerindeki etkisini düşünmesini öneriyoruz.

**Anahtar sözcükler:** Sirkülasyonu türleri, İş Motivasyonu, WEIMS Ölçeği, Öz-belirleme Teorisi, İş güvencesizliği

## **ABSTRACT**

### **THE DYNAMIC EFFECTS OF EMPLOYEES TURNOVER ON STAYERS WORK MOTIVATION**

Management in organizations takes actions aimed at developing work and coping with internal and external disorders. However, management must consider the unwanted consequences which affect the objectives of these measures. In the same context, the literature has intensively addressed the terms Work Motivation and Turnover from both psychological and managerial aspects, and their relation with other concepts like Job insecurity, organizational commitment, and performance, however, these studies were limited to the procedures that could enhance work motivation, studying motivation impact on mitigating turnover intentions, or even measuring turnover impact on unit performance. Therefore, the question remains open in the other direction, when does the turnover of some employees affect work motivation of the stayers in the workplace?

The sample included 214 employees working in both for-profit and non-profit sectors, males and females from different backgrounds who witnessed some kind of coworkers' turnover (Collective voluntary, Forcibly, planned), the work motivation was measured by using the WEIMS scale to measure the intrinsic and extrinsic motivation of the remaining employee at the workplace and link it to the type of turnover occurred in light of the Position of the employee, his/her tenure at the job, and the unemployment expected.

The study found that the effect of employees' turnover on their coworkers' motivation varies based on the type of turnover that occurred in the workplace, thus, we suggest that the management should consider that decisions like downsizing, dismissals, or even observing voluntary depletion have an effect beyond the vacancy that the employee leaves to the impact on work motivation of the stayers who are the base to implement management plans.

**Keywords:** Turnover types, Work Motivation, WEIMS Scale, Self-Determination Theory, Job insecurity.

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Mohammad Samır ALHAWACA

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# 1. INTRODUCTION

Organizations working around us are in a continuous struggle against unstable conditions of the internal and external environments. While some of them are expected and able to be mitigated by prior measures, still, there are unexpected events that impose their consequences on firms and make senior management in a position needs to take critical decisions about a firm, its activities, or its staff to interact flexibly with environmental variables. They have been increasingly involved in actions like restructuring, mergers, and downsizing in order to survive and maintain their market share (Hirsch & De Soucey, 2006).

During the past few decades, there was an increased tendency to study turnover, work motivation, and other organizational behaviors (Vnoučková & Klupáková, 2013). These studies went more in-depth into psychological roots and environmental factors that may affect the concepts (Morrell et al., 2004). Despite the existence of tens of literature that address the relationship of work motivation towards turnover and turnover intentions, or linking both concepts with job insecurity and performance, there still a lack of studies in the opposite direction, this research studies when does colleagues' turnover affect work motivation of stayers in a workplace. It draws light on the consequences of turnover not only on the performance or on the leavers themselves, but also on coworkers' motivation who is the main capital that the organization rely on to achieves its targets.

By reviewing the existing literature about different types of turnover including voluntary, forcibly, and planned, as well as the theoretical framework of work motivation, the study addresses the linkage between each type of turnover with coworkers' work motivation in light of three variables (Position, Tenure, and unemployment). The variables were set to determine how much the stayer is fortify toward the perceived threat of other's turnover, the variables chosen were: Position, Job Tenure, and Unemployment.

## 1.1. Objectives of the thesis

Aiming at having a comprehensive understanding of different types of turnover, addressing the most related organizational behavior concepts, and linking all that with work motivation on the individual level, this study helps the managers to forecast the negative consequences of their decisions in concern to layoff, downsizing, limiting the activities, or even not mitigating the collective exit from the workplace. Management that is responsible to take important decisions to survive environmental fluctuations must be aware of the unintended results of their decisions which minimize the expected overall outcomes.

By considering the effect level of each type of turnover on the workforce motivation, managers have the opportunity to apply appropriate strategies to enhance work motivation and avoid the consequences of having demotivated workforce.

## **1.2. Scope and Significance of the thesis**

A quantitative method applied to employees in charge who witnessed coworkers' turnover to measure their motivation using WEIMS (Work Extrinsic and Intrinsic Motivation Scale). Unlike other researches which focus on one type of turnover and link it with Job performance, Job insecurity, and satisfaction (Froese et al., 2019), or, on the other side, relating the motivation with voluntary turnover intentions (Van Dick et al., 2004). This research is an in-depth study of the different types of turnover, and a link with work motivation of the stayers in the workplace, it also paves the way to understand the different levels of effects on work motivation and how this effect is varied from an employee to another despite experiencing the same type of turnover.

Managers can build on this research while taking decisions of ending employees' contracts or observing collective voluntary exit in order to enhance stayers' motivation by implementing appropriate measures. This also influences directly motivation-related concepts such as satisfaction and productivity (Derfler-Rozin & Pitesa, 2021).

## 2. LITERATURE REVIEW

### 2.1. Turnover

Since the early 21st century, turnover possessed the attention of scholars due to the importance it represents for organizations (Hom et al., 2017), scholars contributions to this topic can be classified into two main schools: the economic/ labor market school and the psychological school (Morrell et al., 2001), Economic theories of work turnover emphasis on the interactions between external factors and their effects on employees, and dealing with the employees as a homogenous group subjected to external influences like labor market opportunities, job search, and performance, while the psychological school focuses more on explaining and predicting the departures' behaviors such as job satisfaction, job involvement, and equity (Morrell et al., 2004).

#### 2.1.1. Voluntary Attrition

As per (REIß, 2008), employees' turnover is "the level of movement of employees inside and outside the organization". The flow of workforce outward an organization is costly for the employer, especially where the firm offers high education and valuable job training (Cascio, 1991), although financial consequence exists, there are non-financial aspects that cannot be easily measured and assess their effect on the organization in general, talking here is mainly in terms of organizational culture, memory and previous best practices, and morale (Dess & Shaw, 2001).

In like manner, organizations lose the time and effort invested in recruiting the leavers, and the money spent on training them, this loss grows and increases with higher positions (Richer et al., 2002). The impact on firms in case of top positions turnover or professionals with specialized knowledge exceeds the vacancy they leave or the money lost in training them to influence the future of the organization due to their role in the management on the strategic level (Lepak & Snell, 1999). However, voluntary turnover is not the end status that severs the employment relationship permanently; the boomerangs, the returned employees after quitting their job, compensate partially this significant loss (Shipp et al., 2014).

Likewise, the collective turnover forms a fundamental risk to an organization, since it is a high level of exit, (Hausknecht & Trevor, 2011) defined collective turnover as "aggregate levels of employee departures that occur within groups, work units, or organizations", it has been proved that the high levels of exit impair the performance of the units affected, and requires senior management to take mitigating measures towards this effect (Call et al., 2015).

On the internal level, firms create so-called "internal talent markets" by posting open jobs and invite their employees to apply, these markets are generating better complementarity by reconsidering person-

job match. though the process generates rejections more than matches, the information that the market provides to an internal applicant about their internal advancement in the future plays a critical role in any post-rejection turnover (Dlugos & Keller, 2018).

### **2.1.2. Lay off**

Aiming to adapt with the fluctuations of context and demand, organizations' management may take a step forward to reform the organization in terms of scope, activities, geographic cover, or work flow. The new adjustments require numerical flexibility from the organization to implement the new strategies and achieve its objectives (Kalleberg, 2000).

The strategies mentioned usually occur as a downsizing, restructuring, or even layoff the unnecessary workforce, (Cascio, 1993) defined downsizing as "A purposeful reduction in the size of an organization's workforce". The reduction effect may meet the management's requirement, but still have an impact on the survivors' behavior like enhancing turnover intentions (Brockner et al., 1990), or simply impair survivors' productivity (Brockner et al., 1985). The psychosocial consequences on survivors following to an involuntary turnover event in their workplace are mainly related to perceived trust in their management and fairness of the whole decision-making process (Spreitzer & Mishra, 2002).

It is worth to be mentioned here that the concept of forcibly turnover is also including cases like terminating employee's contract due to poor performance, or breaching the psychological contract with an organization, or even reaching the retirement age.

### **2.1.3. Planned Action**

Organizations work in different scopes and contexts, and the need for a certain workforce capacity and skills differs from season to season, an occasion to occasion, and activity to activity (Stefano et al., 2019), in some cases, employers can expect the volume need by forecasting the flow of the demand, nonetheless, it is still risky not to satisfy staffing needs during seasonal peaks, and costly to maintain full capacity during other times.

Building on that, organizations resort to temporary contracts with a predetermined end date when they want to optimize their workforce, in such contracts, both employee and employer agreed on the tasks and expiry date. Once it reaches its end, the temporary worker leaves the job, and employment size returns to its normal. In the same context, detaching unnecessary workers reduce other workers' slack and improve efficiency (Kc & Terwiesch, 2009).

In short, having turnover in organizations sometimes is an inevitable issue to adapt the available workforce with the actual need imposed by the current situation, even though, it is still in the interest of management to mitigate the negative consequences of financial burden, time loss, and knowledge waste that threaten the organization (Branham, 2012).

Not surprisingly, these changes generate considerable uncertainty for employees about continuity in their job. In fact, Job insecurity has been identified as the top concern of employees around the world (Ashford et al., 1989).

## **2.2. Turnover and Work Motivation**

Building on the respective literature, we can distinguish two kinds of job insecurity, the cognitive (beliefs) job insecurity is defined by (Shoss, 2017) as “perceived threat to the continuity of the employment and/or to certain features of a job” e.g. changing the position, role, or financial return, and the affective (emotional) job insecurity which is defined by (Huang et al., 2010) as “the emotional reactions to the perceived threat to one’s job”.

But how all that is related to work motivation?!

Studies like (Borg & Elizur, 1992; Greenhalgh & Rosenblatt, 1984) have argued that job insecurity decrease work motivation and subsequently performance, on contrary, others like (Gilboa et al., 2008) related job insecurity to an increase in work motivation and performance, especially when insecure employees believe that by improving their performance, the total unit performance will increase, in which will be reflected on organization’s outcomes and result in more secure jobs, or, in case of layoff and downsizing, when they believe that the layoff decision will be considered upon employees’ performance (Gilboa et al., 2008).

In all cases, there are links among the concepts of turnover, job insecurity, performance, and work motivation, organizational behavior scholars are always trying to find these relationships and study them.

## **2.3. Work Motivation**

The motivation of workforce has been under the focus on both practical and theoretical levels for decades, while managers consider it as the main input to the performance equation (Staw et al., 1980), scholars studying organizational performance consider it fundamental for effective management practices, it has been always the main tool to mitigate turnover intentions, and to enhance organizational performance, commitment and creativity (Zhu et al., 2018), thus, it is obvious why this topic has obtained attention over the past few decades.

The origin of the word Motivation derived from the Latin language, the Latin word “Movere” which means “to move” is its origin as (Aryal, 2016) indicated. However, motivation is a psychological concept, (Mitchell, 1982, p.81) defined Motivation as “A psychological process that causes the arousal, direction, and persistence of voluntary actions that are goal-oriented”. It has also been defined as “willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need.” Moreover, as per (Ryan & Deci, 2000) to be motivated is to be driven to do something, on contrary, demotivated persons do not feel energized to act or to accomplish.

In the respective literature, there is a widely-known distinction between intrinsic motivation and extrinsic one based on its source. “Intrinsic motivation” defined by (Reis et al., 2000, p.56) as “the doing of an activity for its inherent satisfactions rather than for some separable consequence”, intrinsic or non-economic motivations are basically related to internal values such as autonomy and feel empowered to make decisions, also self-determination and the desire for justice, and feeling the equal treatment (Darrington & Howell, 2011). Conversely, extrinsic motivations or economic motivations are basically related to external financial incentives (Mozes et al., 2011). Bonuses on salaries and wages, or merit-based rewards are examples of financial incentives (Froese et al., 2019).

In other words, intrinsically motivated employees perform certain tasks for the positive feelings resulted, while this is not the case for the extrinsically motivated employees, they perform the tasks to get a reward or to avoid punishments (Deci & Ryan, 2008).

### **2.3.1. The Developments in Motivation Theories**

Greek philosophers were the first among who try to understand the motivation through hedonism, they consider that the pushing factor to act is the people’s try to get the benefit of pleasure or to avoid pain by doing (Steers et al., 2004).

In the period between the seventeenth and eighteenth centuries, an important conversion in looking to work motivation started to occur, the psychology as a science started to take a role in interpreting this concept away from philosophy.

Later in the mid-1960s, work motivation started to be studied by the process theories, it was a different approach to address the motivation from a dynamic perspective, which is unlike previous efforts that addressed the concept in a static environment to identify its factors and roots.

From the twentieth century to the present, several theories occurred to understand motivation and answer the main question; What does motivate people to work hard?, due to the complexity of the concept of work motivation, and the fact that there are no standard answers, theories were mainly divided to needs (content) theories, and Process theories.

### 2.3.1.1. Need's Theories

Also known as content theories, where the theory focuses on the psychological needs that provoke motivation; Internal causes that energize behavior are attempted to be pinpointed by need's theories. Physiological or psychological deficits that elicit actions are classified as needs. Environmental conditions affect these needs, which can be high or small, in other words, human needs change over time and space.

#### 2.3.1.1.1. Maslow Hierarchy

Humans are species that are always on the lookout for something. normally, the fulfillment of these desires is not a contradictory issue, although it does appear to be. In certain cases, as per (Maslow, 1943) the desires of a normal member of a community is partially satisfied and partially unsatisfied at the same time.

Maslow claimed that people are aiming at self-actualization, he developed a hierarchy of five levels of essential human needs, starting from the psychological needs at the bottom of the hierarchy and moving up to self-actualization through Safety, Belonging, and Esteem.



Figure 2.1. Maslow Hierarchy

#### 2.3.1.1.2. McClelland's Need Theory

After Maslow's work, McClelland built his theory on the needs' concept as well. As published in his book the achieving society, (McClelland & Mac Clelland, 1961) in 1961, McClelland theory of needs mentioned three main needs that provoke motivation: Achievement, Power, and Affiliation.

The need to achieve as described in the theory is the desire to attain a set of expectations, and to excel, people seek to for success, the more of the Achievement need an employee has the higher he/she

performs, as (Kinicki & Kreitner, 2006) stated the employee's performance is related to the need for Achievement need existed.

The second need is the need for power, which is to direct other people to behave and act as per the powered person's will, not as per their own free will, the people with a high need for Power have more ability to lead, direct, and control others.

The third main need is the need for Affiliation, it is where people tend to be friendly and in close relationships, in a group with a strong affiliation. Employees who have a strong need for Affiliation focus on establishing social relationships and being in groups and communities, they are afraid of being hated or not accepted, thus managers who have a high level of Affiliation need are not the best, their fear of being hated makes them struggle to make the strong decisions needed in tough times (Kinicki & Kreitner, 2006).

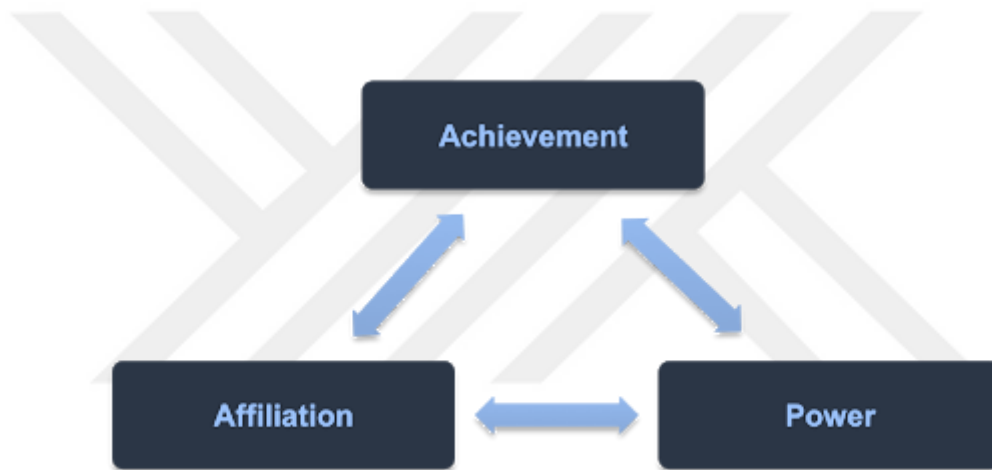


Figure 2.2. McClelland Model

### 2.3.1.1.3. Herzberg Theory

Frederick Herzberg was a pioneer in the field of job design and linking it to motivation. Herzberg studied the satisfying and dissatisfying factors in the job, and concluded that the satisfying factors, referred to as “motivators”, are factors related to the job design, that is including recognition, responsibility, and growth, on the other side, “hygiene” factors or the dissatisfying factors are more non-job related factors (F. I. Herzberg, 1966), and mainly caused by extrinsic interventions such as salaries and incentives, internal ties among employees and organizational regulations (Steers & Porter, 1983).

According to Herzberg's findings, getting rid of the dissatisfying factors and making the organization clean from the hygiene factors does not make the work satisfying, it is just moving it to neutral status,

neither satisfying nor dissatisfying. It is a must to enhance satisfying, intrinsic, factors to raise the level of satisfaction.

In the same vein (Kinicki & Kreitner, 2006) emphasized what Herzberg's concluded in terms of satisfaction, and suggested that assigning more tasks with the same level of complexity is less motivated than giving employees more responsibilities like assigning tasks of their managers to them or what he called (vertical loading) (Kinicki & Kreitner, 2006).

Herzberg in his book “One More Time: How do You Motivate Employees” (F. Herzberg, 1968) clarified that vertical loading is not just assigning big tasks, it is assigning harder tasks with specific characteristics.

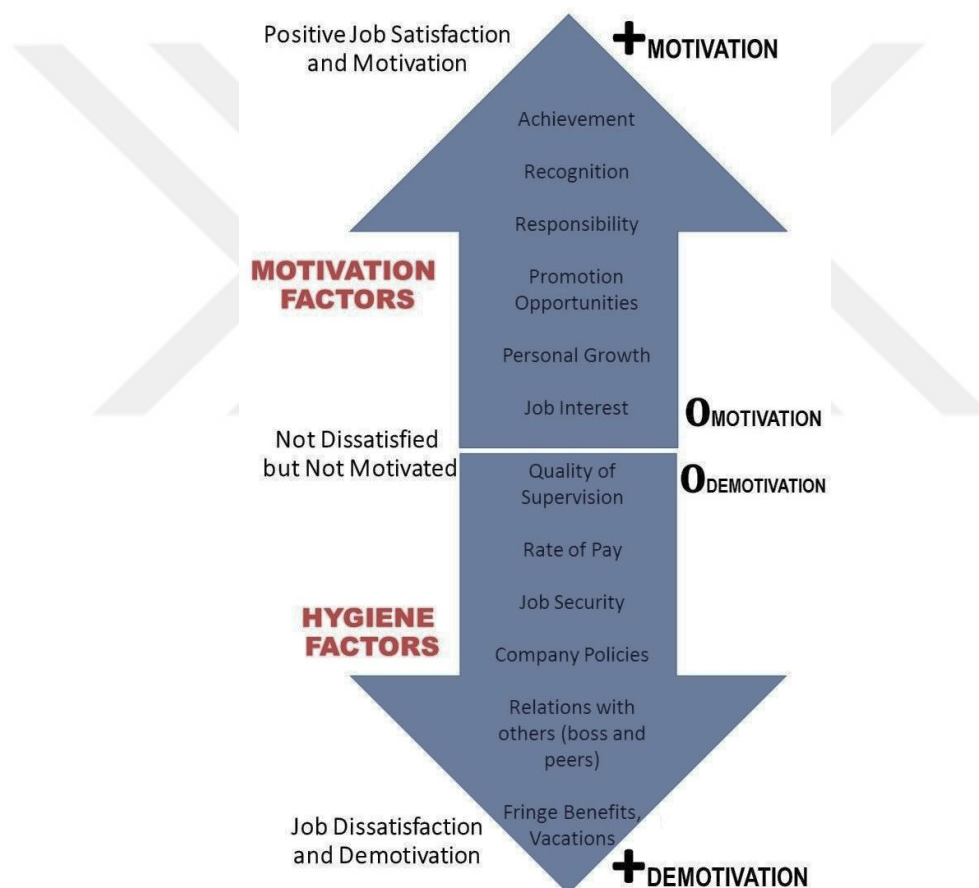


Figure 2.3. Herzberg Model

### 2.3.1.2. Process theories:

Emphasizing on the process of motivation itself, process theories attempt to answer the question, how does motivation process work, it concerns with how the behavior initiated, oriented and continued.

### 2.3.1.2.1. Equity Theory

Equity theory argues that people are not seeking only for a return for their efforts, but also to be treated equally to others (Dittrich & Carrell, 1979), in other words, employees compare their inputs to work against what they get as a return for these efforts with others' inputs and returns. The outputs compared here may salaries and incentives, acknowledgments and credits, while inputs mentioned may involve work experience, job tenure, education attainment, or working hours.

The comparison creates intension among employees, mainly because of the perceived inequality (Dittrich & Carrell, 1979).

As per Equity theory, employees' behavior goes through three ordinal steps (Dittrich & Carrell, 1979); First is that employees draw an image about what they consider an equal return for their efforts, then they start comparing what they think is fair for their efforts with what others get as financial or non-financial return, lastly is counter actions may be taken if an employee feels treated unequally, this mental process generates actual behavior, employees have a variety of options to be taken in which they think they are compensating their loss (Champagne & McAfee, 1989). The actions are either reducing their inputs like efforts or time spent on work, or simply be selective towards tasks and choose only enjoyable tasks to perform. On the opposite side, they may keep the same performance but demanding better outcome i.e., better salaries or working conditions. Moreover, another type of reaction is to be more offensive and start to influence other competitors in the workplace to limit their outcomes or increase the inputs expected from them to the extent of attaining the perceiving equal ratio.

In sum, a variety of options are available in front of the employee to shrink the contrast between him and others. above all options mentioned above, the employee might simply leave and quit the job to look for work elsewhere.

According to (Berry & Morris, 2008), the perceived inequity during any type of coworkers leave can be directly related to turnover, hence, it is an important implication for management to secure equitable work environment while planning to manage employees attrition or mitigate the consequences on the stayers at the work.

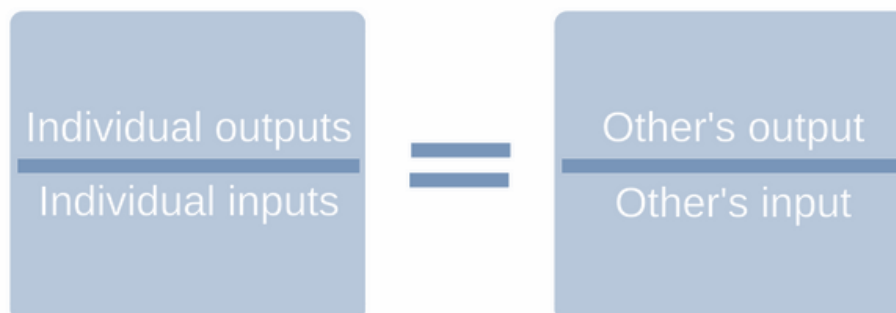


Figure 2.4. Equity Theory Model

### 2.3.1.2.2. Expectancy Theory

Similar to Equity theory, Expectancy theory is related to one's expectations, however, there is no comparison between inputs/outputs ratio. As per (Kinicki & Kreitner, 2006) people's behavior is related to the expected outcome of the behavior itself, thus employees aim at yielding optimal outcomes for their efforts.

Work motivation, as per (Steers & Porter, 1983), arises from the merger between an employee's belief that his/her efforts can enhance performance and the desirable achievements that the performance attains.

The research shows two famous theories built on Expectancy; Vroom's original theory, and Porter and Lawler's extension.



Figure 2.5. Expectancy Theory Model

#### *Vroom's Original Theory*

Vroom, based on the work of other scholars, created a formal model of work motivation in 1964 assuming that an employee's actions, decisions, and psychological processes are all related together i.e., choosing to do something is a decision made to act in a specific way, the decision itself is related to the psychological process of decision making. The perception, previous beliefs, and experiences are the main driver to make a decision and act (Pinder, 1984).

Vroom stated that there are three mental components that influence and guide human actions; the components are VIE (Valence, instrumentality, and expectancy), Vroom added these three components to the original expectancy theory model and then his theory was named VIE theory.

Valence as described by (Vroom, 1964) as the emotional driver of actions, the best example of employees' Valence is that employees look for the degree of satisfaction that action can attain, rather than the actual financial or non-financial benefits it returns.

Instrumentality also has an effect on the decision-making process, (Vroom, 1964) outlined instrumentality as perceived relationship strength between good performance in case of achieved, and the desired outcomes. A step backward in this process is expectancy, which is mainly the perceived likelihood that efforts lead to better performance.

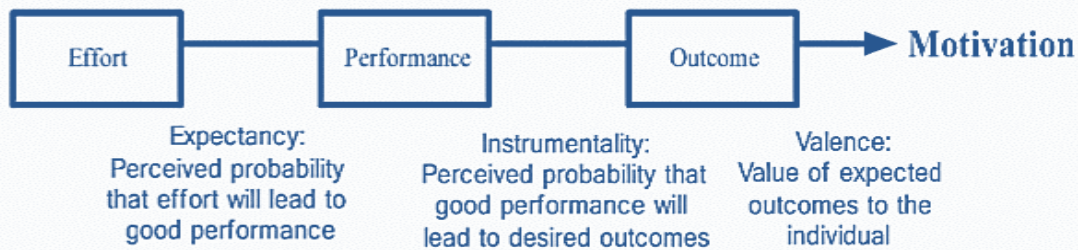


Figure 2.6. Vroom Theory Model

### *Porter and Lawler's Extension*

Building on Expectancy theory and Vroom's original theory, Lyman Porter and Edward Lawler III created a model for work motivation. In their extension, Porter and Lawler studied the causes of valences and expectancies, and aimed at finding out the relationship between employee's effort, job performance level reached, and satisfaction. (Kinicki & Kreitner, 2006). The relationship between efforts, performance, and satisfaction is subjected to employee's abilities, skills, and role perceptions.

According to (Porter & Lawler, 1968), employee's efforts is actually related to the perceived reward expected upon completing a task, however, the same level of efforts does not necessarily produce the same outcome, employees with higher abilities produce better results with the same amount of effort as employees with lower abilities, on the other side, Job satisfaction is mainly related to the workers' perceptions about how fair is the compensation they earn, not the actual return gained. Anyways, the outcome expected derives from the past experience of effort-reward probabilities, it is a cumulative experience.

Expectancy theories state that there is an expectation accompanying any event in the workplace, for sure, this also applicable to the events of turnover, if employees' expectations were positively met during the turnover, the employees or here are the stayers will be satisfied, (Daly & Dee, 2006). Rewards, and recognitions are among the expectations that associated with work motivation and turnover; hence, management should take into consideration to figure out workers' expectations and the possible ways to meet it as a strategy to decrease the negative consequences of coworkers' turnover.

### **2.3.1.2.3. Job Design and Job Characteristics Model**

Job Design methodology suggests that the design of a job and the tasks that consist it have the main role to motivate workers to work on a job or not, e.g., a boring task shrinks the motivation to take the task and complete it, on the other hand, challenging tasks to provoke employees' motivation to accomplish.

But what are the characteristics that make a task interesting?

Three characteristics make a task challenging and interesting; Variety in its nature, autonomy to perform, and decision-making authority given.

Work motivation literature shows that intrinsic motivation leads to improve performance on the task level, however, it is still the fact the job is not only one separated task, it is comprised of several tasks, nested sometimes and separated in other times. (Shin & Grant, 2019) stated that high intrinsic motivation in a task positively affects the performance in it, but at the same time, it stifles the motivation in the less intrinsically motivated tasks.

Richard Hackman, Greg Oldham, and their colleagues have established an important model in the job design theories (Pinder, 1984). Their approach is not far away from Herzberg's work in that it suggests a bundle of characteristics that must be included in the design of jobs in order to make it more satisfying and motivating, however, the two methods vary in some aspects, especially in terms of the basic characteristics of the job design that make tasks more attractive.

According to (Hackman et al., 1980), employees will be internally motivated by the job if it involves three important psychological aspects. First, is responsibility; by this, Hackman meant that the employee should be responsible for his job's results. Second one is the employee's awareness of how good she or he is at turning work into results.. The third, employees should feel and consider the job assigned to it as a meaningful job, this is where employees believe their contributions directly influence the overall performance of the organization

(Pinder, 1984) outlined this model by stating that work must be structured to provide employees with the characteristics that make it motivating; meaningfulness, responsibility, and a knowledge of the results of one's effort.

(Hackman et al., 1980) indicated that to end up with a meaningful job, there are three essential and core factors of jobs, these are skill variety, task identity, and task significance.

Skill variety as defined by (Hackman et al., 1980, p.78) is “the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person”, they proposed that jobs that need multiple skills to perform are more meaningful than those only need only one or two skills, thus more motivated.

The second characteristic is Task identity, it is used to generate experienced meaningfulness, (Hackman et al., 1980, p.78) defined task identity as “the degree to which a job requires completion of a whole and identifiable piece of work...doing a job from beginning to end with a visible outcome”. Building on that, when workers are able to get a better understanding of how the contributions they made and the roles they play integrate with other coworkers' contributions and roles.

Task significance defined by (Hackman et al., 1980) as “the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the

world at large.” Here is the point at which the employee perceives her/his job as significant and important in which contributes to fulfilling Esteem needs.

Finally, knowledge of results is the last psychological characteristic in this model. This input can include information from other people as well as information about the job itself, feedback is a crucial factor in minimizing absenteeism and turnover (Hackman et al., 1980).

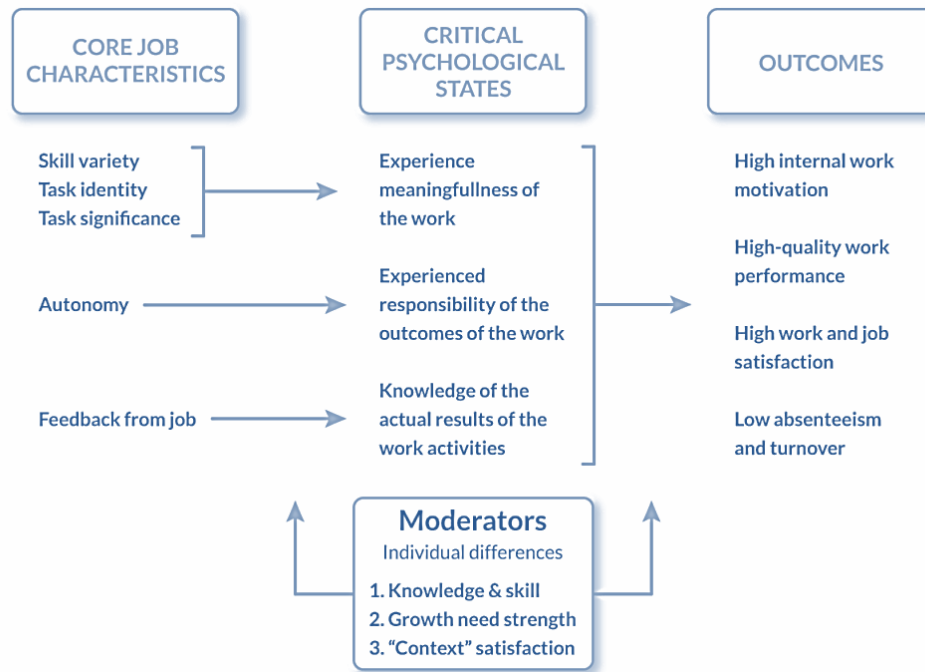


Figure 2.7. Job Characteristics Model

The design of the job is still very source when it comes work motivation, in vice, employees work motivation also a vital indicator of the job design efficiency. The issue exceeds the two-ways relationship to impact in employee’s turnover at the work place. Job design has an impact on intrinsic motives .e.g., being satisfied toward the job and the tasks assigned, it also determines extrinsic motives like fringe benefits and rewards. these factors determine employees’ satisfaction and the fair treatment perceived during any turnover event that may occur and impact coworker’s burnout (Hackman et al., 1980).

Jobs that are designed for better involvement and allow greater autonomy enhance the satisfaction about the job and lower the possibility of any intention to leave voluntarily. It enhances the sense of responsibility towards the tasks left due to the end of temporary workers (Skelton et al., 2019).

(Galletta et al., 2011) stated that autonomy in decision making is one of two main keys related positively to commitment at the work place, and negatively with turnover, in other words, the job that is designed to secure higher autonomy are more secured to be affected in any reaction to coworkers' turnover.

### **2.3.1.3. Self-Determination Theory (SDT)**

Self-determination theory, known as, SDT, is a comprehensive theory for motivation. The theory distinguishes initially between amotivation which is not having the intention to act, and motivation, internal and external, which involves the intention to perform a certain activity. Self-Determination theory proposed that the impact of motivation is varied based on the source of motivation. Autonomous motivation stems from the individual desire to engage in actions voluntary, it is when an employee engage in an activity in a sense of volition, while on the opposite bank, controlled motivations are generated under internal or external pressure, i.e., employees working under pressure of materialistic rewards or feeling a shame of not performing the assigned task

Between these two sides, a continuum of motivation types, on one side is the Intrinsic motivation which is the most autonomous type of motivation, and on the opposite direction of motivation continuum, the most controlled type of motivation is the external regulation. Intrinsic motivations are when employees feel pleased and satisfied from acting or performing the activity, unlike the external regulation when employees perform their jobs for solely utilitarian purposes such as getting rewarded to do something or being punished in case of not doing it. Mainly, behaviors which are motivated by contingencies from outside the worker called externally regulated behaviors, The most significant feature of SDT is classifying the extrinsic motivations and characterizing them in types showing different characters for each degree of the extrinsic motives in terms of which tend to be more controlled or more autonomous, as well as considering the social contexts as a factor in external motivation and internalization as a whole.

(Deci & Ryan, 2002) states that “the more fully a regulation (or the value underlying it) is internalized, the more it becomes part of the integrated self and the more it is the basis for self-determined behavior”

Introjected regulation occurs when an employee engages in a behavior to lessen negative self-related emotions (e.g., shame, guilt) or to experience positive personal feelings (e.g., pride), and identified regulation occurs when the outcome of the conduct is personally meaningful. Employees who work late to maximize their performance and feel better about themselves are examples of integrated regulation, whereas employees who remain late to complete work that they consider to be important to the firm are examples of identified regulation. External regulation in the workplace can be further differentiated based on whether the source of the external pressure to engage in the target behavior is material or social (Gagné et al., 2015). External material regulation is based on tangible rewards and punishments like monetary benefits and job stability, while External social regulation, on the other hand, is associated

with social punishments and rewards like acceptance and criticism from others. Although not initially addressed in SDT, others have noticed that assessing amotivation (Vallerand et al., 1993) is also necessary in order to cover instances where people have no purpose or willingness to put any effort into an activity.

In this study, we use the Multidimensional Work Motivation Scale, a recently developed and tested scale (Tremblay et al., 2009) meant to assess these diverse types of motivation in the workplace.

SDT goes in-depth with the factors of work motivation and emphasizes on inner resources in behavior. By instinct, humans have the tendency to work on challenging tasks, to learn and to expand the personal capabilities, which ends up with more personal growth. In the same vein, SDT attempts to study growth and other humanitarian needs that generate and lead the will to do something among several alternatives. In fact many other theories are central to the psychological needs (Ramlall, 2004), the needs were treated as individual differences vary from one employee to another, and thus strength of each need is what differentiate colleagues among each other, the needs were evaluated either directly (Maslow, 1943), or with other job characteristics (Trépanier et al., 2015). SDT explains the needs differently, it considers all workers share common necessities, those psychological derives are considered as needs only if their satisfaction leads to enhance the well-being. Starting from this point, the needs for competence, autonomy and relatedness are common among all employees, and it is only matter to what extent can employees meet these needs in the social environment (Reis et al., 2000).

(Ryan & Deci, 2000) Defined the three needs as Autonomy is the employees' inherent desire to experience the free choice while carrying out an activity, for instance, employees are not following strict rules and other's directions. Competence is defined as the employees' inherent desire to experience the effective interaction with the environment; dissatisfying this need will be reflected in a form of helplessness negativity. And finally, relatedness is the employees' inherent desire to belong to a group, to feel the love and care, the need of relatedness is represented in establishing communications and developing the relationships with other colleagues, employees seek to satisfy this need by feeling supported and respected in everyday work.

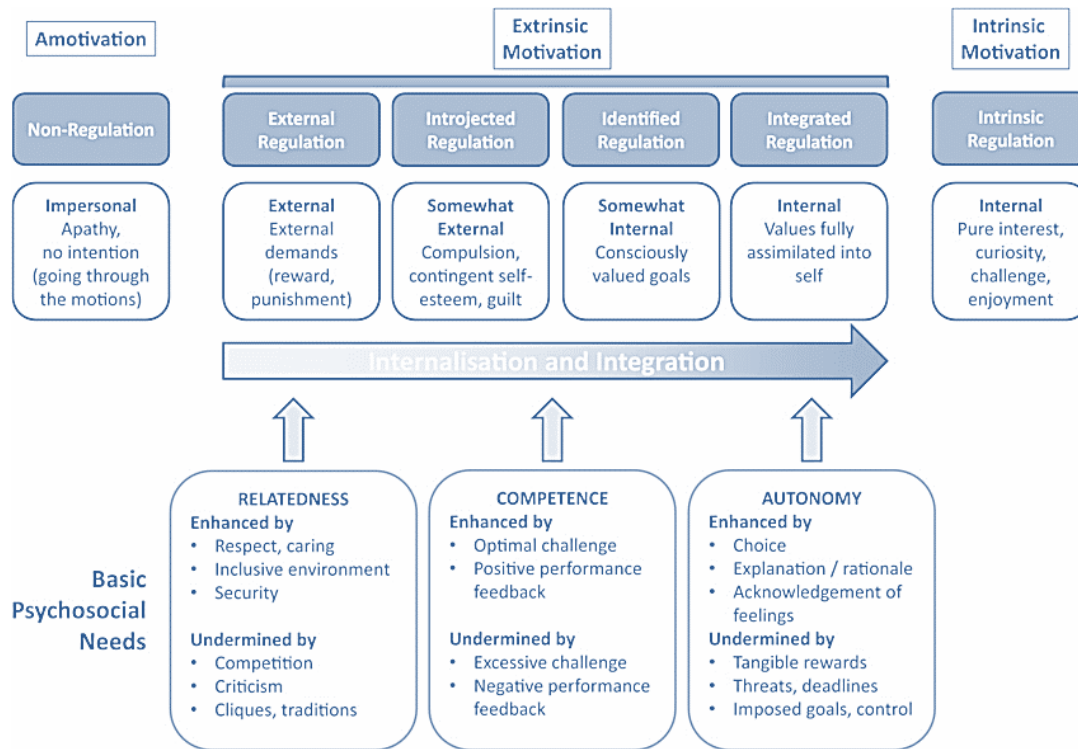


Figure 2.8. Self-Determination Theory (SDT)

SDT theory intersects with the traditional needs theory in terms of considering the psychological needs satisfaction and how this leads to more effective performance and well-being, however, the psychological needs were not addressed only in terms of satisfaction horizontally or vertically, but also in terms of the regularity process that provoke and direct the behavior, through the past few decades, the theory developed via an empirical approach in which its concepts were being added upon empirical confirmation.

In process theories, despite of stating employees work motivation consists of several factors, they represent it as a one concept, and focus on the total motivation resulted regardless the role of each factor and how effect the total motivation, SDT more focus on the tendency of a motivation to be more autonomous or controlled rather than the total motivation occurred.

### 3. HYPOTHESIS DEVELOPMENT AND RESEARCH MODEL

Considering the consequences of turnover and the impact of low motivation on employees, there is a need to address intrinsic and extrinsic motivation driving organizational employees' turnover (Ramlall, 2004).

Despite the inability to accurately assess the loss against each position, (Kumar & Kavitha, 2016) it has been demonstrated that the approximate loss against 10 professionals is about one million dollars, as calculation of direct and indirect loss.

Senior management should compromise between advantages of temporary hiring and the cost of termination. Because yet employee will lose his job and lose financial return, job owners will have depleted of units aggregate human capital clearly if they lose temporary workers, and reduced with hiring skillful substitutes with firm-specific experience, the money and time invested in their training make them more productive (Price & Mueller, 1981), and better equipped to quickly engage in work (Stefano et al., 2019).

Besides financial burden, knowledge loss adds additional pressure on the stayers, thus organizations resort to put knowledge management system in place to reduce this loss, it is an extremely important concept for organization's management to preserve knowledge and culture. work knowledge management is defined as a procedure to develop knowledge for further improved performance where it is a cycle of developed, grasped and re-used knowledge (Bassi, 1997) . In general, there is still a lack of supportive knowledge management mechanisms necessary to maintain and exploit the value of knowledge (Toracco, 2000).

There is a clear vision of evidence in organizational turnover, and regardless of any threats related to job security or uncertainty, that there is a significant impact on survivors' attachment to the organization (Brockner et al., 1993) where stayers, or what so called "survivors" may perceive that the employer is not committed to them.

Researches showed that forcibly turnover have effects on the stayers' behavior including work effort (Brockner et al., 1993) and job involvement (Allen et al., 2001), these researchers performed their best to handle and understand survivors' immediate reactions to forcibly turnover, unfortunately still not enough understanding of such behavioral response and ways of grasping them (Spreitzer & Mishra, 2002). In the same context, employees who are psychologically disconnected from organization and work tasks, have higher voluntary turnover intentions, they are emotionally separated from organization, and less ready to exert efforts and perform better (Vogel & Mitchell, 2017).

Both of voluntary turnover and forcibly considered as unplanned turnover, since one of the work relationship parties decides to terminate the contract. As per (Lee & Mitchell, 1994), Unplanned

turnover in many similar descriptions being expressed as shock to employees. This shock traumatized them to build already figures and judgments about their job futures in any organization., the shock itself is also strongly connected to job insecurity (Berntson et al., 2010) in which compels the individual to stop and think of the significance or impact of the event in regard to his or her job,

When an organization witnesses unplanned turnover event, employees feel they have been treated unfairly, the job satisfaction reduced (Aquino et al., 1997). Aspects like trust in management, and feeling that employers are being treated in justice are important to determine the extent of post turnover effect on the stayers (Rothausen et al., 2017).

Trust is defined by (Mayer et al., 1995) as someone's will to be vulnerable to other people's' will and decisions, on the other hand, Employees who perceive their managers as more trustworthy, feel less uncertain or more confident for their future jobs.

Even though, managers are considered more fortified against dismissals, and the likelihood of forcibly turnover is higher among employees than managers (Dobrev & Kim, 2019), the managers and especially in the middle layer are more disappointed and uncertain about their career advancement internally (Thomas & Dunkerley, 1999), this results in more demotivation among managers and even more than their employees. On the lower level, employees who had longer job tenure in the organization and more likely to internally advance in their career (Landau & Hammer, 1986) have less possibility to leave their jobs.

Unlike voluntary and forcibly turnover where one of the two parties decide to end the contract for different reasons, planned turnover is when both employees and employer are already aware of the contract's end-date, and they invest limited resources in this relationship, thereupon, the exit of these temporary workers do not form a shock to the stayers, and then do not affect the perceived trust and justice between the stayers and management (Aquino et al., 1997).

In the opposite direction, the exit of unnecessary workforce, empowers the rest, (Spreitzer & Mishra, 2002) defined empowerment as a personal sense of control in the workplace as manifested in four beliefs about the person–work relationship: meaning, competence, self-determination, and impact.

Employee's feeling of self-determined simply stems from the fewer managerial levels remained following to the planned exit, Moreover, employees career gets more interesting companied by engagement in new activities and collaborating with new colleagues (Brockner et al., 1993).

*Hypothesis H1: The effect of the coworkers' turnover and work motivation is negative and varied as per the type of turnover witnessed, thus forcibly turnover is most impactive type then planned, and voluntary at the last.*

*Hypothesis H2: The effect of position and tenure of the employees who witnessed coworkers' turnover from one side, and the work motivation from the other side is positive, and varied as per the period*

spent at the organization and the fact of having subordinates or not, thus, the longer tenure or having no subordinates, the more positive resulted.

Employees who have high potential to find alternative job would be less concern about their future since there still an intense competition among employers for skilled personnel (Spreitzer & Mishra, 2002). According to (Hale, 1998), 86% of businesses are having problems attracting new employees, and 58% of employers are facing the issues in retaining their staff, all of previous create such concern to organizations to retain and keep their top employees.

*Hypothesis H3: The effect of expected unemployment of the employees who witnessed coworkers' turnover and the work motivation is negative, and varied as per level of expectation.*

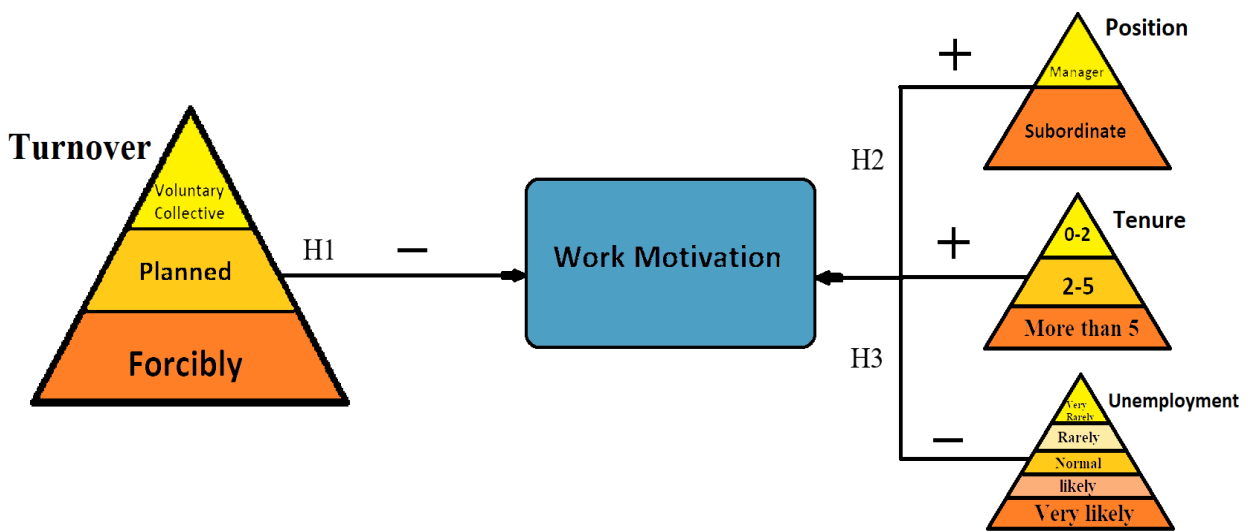


Figure 3.1. Research Model

## **4. RESEARCH METHODOLOGY AND DATA PROCESSING**

### **4.1. Research Methodology**

Using a quantitative approach to test the effect of coworkers' turnover on the stayers' work motivation in a workplace, a randomly stratified sample of 222 participants had participated in the survey questions, participants had received links to a Kobo toolbox-based survey. The survey indicates clearly that the participants' names are anonymous and responses will be used for research purposes only.

#### **4.1.1. Study Sample**

The sample selected for this study is a stratified sample, it reflects specific demographic characteristics of Gender, Age, Education level, and Marital status to better represent the employees by distributing them into homogeneous strata. Our sample consisted of individuals employed in either hourly or salaried positions that typically required either a four-year college degree or extensive technical education. Employees will be categorized within a number of categories according to they have subordinates or not.

Employees participated are working in a variety of for-profit and non-profit organizations in different cities in Turkey, Turkish cities such as Istanbul and the southern cities bordering Syria represent a good environment for implementing the study due to having a large number of institutions working in both sectors, especially non-profit organizations, which are abundant in southern cities because of the link between these cities and the humanitarian situation in Syria. Thus, the survey reached about 2000 persons via smart phones and social media platforms, however, only 222 responses received, which forms 10% response rate.

Out of the total number of received responses, 8 of them were excluded from the final dataset, the excluded participations were considered as misleading results, and been discovered by looking at the answers of the test question which was added specifically to identify spamming behavior, and the lack of attention during completing the survey, the final dataset analyzed consisted of 214 observations.

#### **4.1.2. Questionnaire Design**

The survey was designed into four main sections with a total of 28 questions. The first section dealt with the participants' demographic information, and included five questions about age, gender, marital status, educational attainment and working sector. The second section contained one question to determine the type of coworkers' turnover that occurred, we aim through this determination to answer all subsequent questions on a specific turnover event in which we can link this independent variable

with the other variables. The third section addressed the variables that are related to the employee him/her self , it included three different questions about the participant's position, Job Tenure, and the unemployment status. In the fourth section, our Dependent variable “work motivation”, was assessed though using Work Extrinsic and Intrinsic Motivation Scale (WEIMS), 18 questions were asked to calculate and score work motivation that the participant had at the time of coworker’s turnover.

To that end, the survey depended on WEIMS scale (Tremblay et al., 2009) as a multidimensional scale built on Self-Determination Theory (SDT).

On the other side, the main publications addressed the concept of turnover were reviewed to set the types of turnover and to find out how they are related to the work motivation measured by WEIMS, the relationship studied under the control of participant’s position, Job tenure, and Unemployment status.

The survey was bilingual (English and Arabic), it is translated from English, the original language of WEIMS scale, to Arabic in order to secure wider access to the studied community who speaks mainly one of these two languages, the translation conducted by independent people skilled in both languages to get more accurate answers. In consequence, we had a parallel translated content of raw data. After all, a Turkish translation of the questionnaire is annexed to this study for a broader spread.

Once the survey was ready, and before the onset of the actual data collection, a pilot round of data collection was implemented to assess if the questions were easy to understand by the respondents or not.

WEIMS scale was a part of the questionnaire to assess work motivation through 18 close-ended questions, each 3 of them are dedicated to assess one of the six regulations mentioned in Self-Determination theory; (Amotivation, External Regulation, Introjected Regulation, Identified Regulation, and Integrated Regulation) (Tremblay et al., 2009)s.

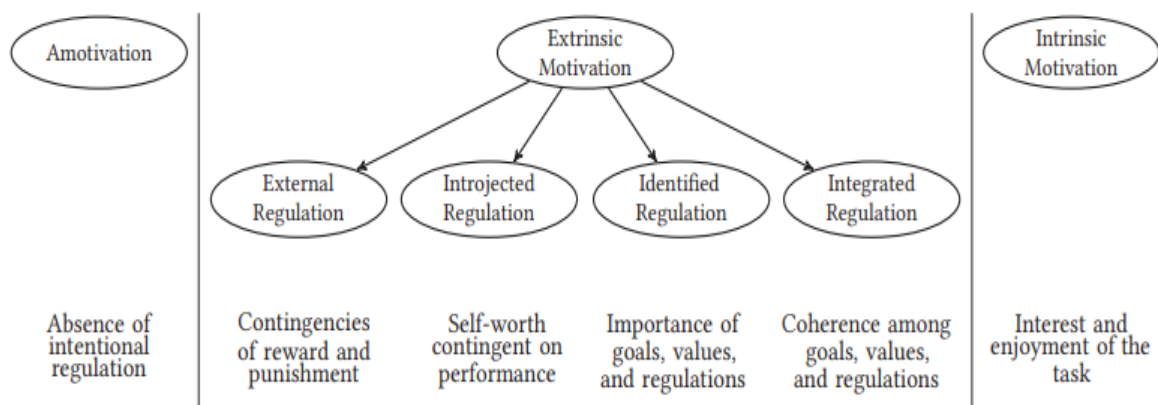


Figure 4.1. The six regulations of work motivation based on Self-Determination theory.

As mentioned in the above figure, the six different regulations of work motivation included in the self-determination continuum are amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation.

#### Intrinsic motivation

Q	Label	Statement
Q8	IM8	Because I derive much pleasure from learning new things
Q12	IM12	For the satisfaction I experience from taking on interesting challenges
Q19	IM19	For the satisfaction I experience when I am successful at doing difficult tasks

Table 4.1. Intrinsic motivation questions

#### Integrated regulation

Q	Label	Statement
Q9	INTEG9	Because it has become a fundamental part of who I am
Q14	INTEG1 4	Because it is part of the way in which I have chosen to live my life
Q23	INTEG2 3	Because this job is a part of my life

Table 4.2. Integrated regulation questions

#### Identified regulation

Q	Label	Statement
Q5	IDEN5	Because this is the type of work, I chose to do to attain a certain lifestyle
Q11	IDEN1 1	Because I chose this type of work to attain my career goals
Q18	IDEN1 8	Because it is the type of work, I have chosen to attain certain important objectives

Table 4.3. Identified regulation questions

Introjected regulation

Q	Label	Statement
Q10	INTRO10	Because I want to succeed at this job, if not I would be very ashamed of myself
Q15	INTRO15	Because I want to be very good at this work, otherwise I would be very disappointed
Q17	INTRO17	Because I want to be a “winner” in life

Table 4.4. Introjected regulation questions

External regulation

Q	Label	Statement
Q6	EXT6	I work for the income it provides me
Q13	EXT13	Because it allows me to earn money
Q21	EXT21	Because this type of work provides me with security

Table 4.5. External regulation questions

Amotivation

Q	Label	Statement
Q7	AMO7	I ask myself this question, I don't seem to be able to manage the important tasks related to this work
Q16	AMO16	I don't know why; we are provided with unrealistic working conditions
Q22	AMO22	I don't know, too much is expected of us

Table 4.6. Amotivation questions

### 4.1.3. Measurement scale

WEIMS scale that is used to assess the six regulations of work motivation is measured on 7-point Likert scale to indicate to what extent the participants agree on the answers shown (1 = don't agree at all, 4 = neither agree or disagree, 7 = agree completely), the answers are mainly for the overall question: "Why do you do your work?"

WEIMS which consists of 18 different items, is bundled in groups of three questions to measure each motivation regulation by calculating the average responses to the three questions.

By the questionnaire, it was applicable to assess the work motivation based on self-determination continuum by using the Work self-determination index (W-SDI) (Vallerand, 1997). This is a number resulted from a formula makes it possible to end up with one score represent the overall result of the six regulations. It measures the overall work motivation according to WEIMS scale for each with a range from -36 to +36.

In which means we can assess the employee's self-determination level, this is useful when there is a need to compare between individuals or groups of people and their motivational profiles, which is in the interest of our study. W-SDI was applied to generate a motivation profile by multiplying the mean value of each subscale with the weights according to the formula:

Self-determined subscales:

- +3 × Intrinsic motivation (IM)
- + 2 × Integrated regulation (INTEG)
- + 1 × Identified regulation (IDEN)

Non-self-determined subscales

- 1 × Introjected regulation (INTRO)
- 2 × External regulation (EXT)
- 3 × Amotivation (AMO)

$$W-SDI = (+3 * IM) +(+2 * INTEG) +(1 * IDEN) +(-1 * INTRO) +(-2 *EXT) +(-3 *AMO) = +-36$$

(Deci et al., 1989)

## 4.2. Data Processing

### 4.2.1 Data Cleaning

In the real-world data are generally needs some parts to be completed: it hacks the features of values or interest. It sometimes has aggregate data. Sometime it is noisy where errors or outliers existed, finally inconsistency is one of the features that might as well face data where it lacks coding or naming

Usually, dataset in surveys face some obstacles like empty entries, difference of noisiness degree and scaling per features. This research used the following data preprocessing techniques as best practices to generate meaningful results.

No missing values were detected due to the validation applied to our survey.

For data preprocessing and descriptive statistics, SPSS is used to analyze demographical data, frequency distributions and descriptive statistics were used. AMOS was used for Confirmatory Factor Analysis.

*Confirmatory Factor Analysis (CFA)* was used to determine whether the factorial structure of the WEIMS for this employee's sample resembled the original six-factor model of work motivation. In this research, CFA was conducted in a way to cover all 18 items, there are three indicators measuring each type of.

### 4.2.2. Descriptive Statistics

Here is below the descriptive statistics of our sample, it shows the minimum, maximum, mean, standard deviation, variance, and skewness for our 214-observations sample. the observations are distributed over the 28 questions of our questionnaire.

The table shows we have ordinal data for the questions that consist WSDI since the final result will be a number between -+36, it also includes nominal data for other constructs.

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Age	214	1	3	1.67	.633	.401	.408	.166
Gender	214	1	2	1.48	.501	.251	.094	.166
Sector	214	1	2	1.82	.383	.147	-1.699	.166
Marital	214	1	2	1.34	.475	.226	.675	.166
Education	214	1	5	2.06	.809	.654	1.402	.166
Turnover	214	1	3	1.89	.506	.256	-.189	.166
Position	214	1	2	1.29	.455	.207	.934	.166
Tenure	214	1	3	2.01	.657	.432	-.010	.166

Unemployment	214	1	5	1.97	.934	.872	1.242	.166
IM8	214	1	7	3.52	2.215	4.908	.400	.166
IM12	214	1	7	3.71	2.023	4.092	.295	.166
IM19	214	1	7	3.58	2.035	4.142	.446	.166
INTEG9	214	1	7	3.36	2.036	4.147	.533	.166
INTEG14	214	1	7	3.42	2.021	4.085	.487	.166
INTEG23	214	1	7	3.50	1.940	3.763	.515	.166
IDEN5	214	1	7	3.37	2.067	4.273	.439	.166
IDEN11	214	1	7	3.59	1.938	3.755	.400	.166
IDEN18	214	1	7	3.84	2.054	4.219	.210	.166
INTRO10	214	1	7	3.45	2.272	5.160	.371	.166
INTRO15	214	1	7	3.60	2.296	5.273	.331	.166
INTRO17	214	1	7	3.63	2.199	4.836	.276	.166
EXT6	214	1	7	3.60	2.122	4.503	.308	.166
EXT13	214	1	7	3.64	2.100	4.411	.221	.166
EXT21	214	1	7	3.71	2.336	5.458	.106	.166
AMO7	214	1	7	3.59	1.997	3.989	.341	.166
AMO16	214	1	7	3.60	2.162	4.673	.256	.166
AMO22	214	1	7	3.09	2.258	5.099	.579	.166
Valid (listwise)	N	214						

Table 4.7. Descriptive statistics responses

The sample was composed of N=214 observations, out of which 112 were men and 102 were women. The age distribution of the respondents showed that 105 (49.1%) of the respondents were from 30 to 40 years old, 90 (42.1%) were from 18 to 29 years old, while 19 respondents (8.9%) were 41 years old and older. Statistics showed also that 141 (65.9%) were married and 73 (34.1%) were single.

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 29	90	42.1	42.1	42.1
	30 - 40	105	49.1	49.1	91.1
	41 years and older	19	8.9	8.9	100.0
Total		214	100.0	100.0	

Table 4.8. Age Group Frequency

### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	112	52.3	52.3	52.3
	Female	102	47.7	47.7	100.0
	Total	214	100.0	100.0	

Table 4.9. Gender Frequency

### Marital

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	141	65.9	65.9	65.9
	Single	73	34.1	34.1	100.0
	Total	214	100.0	100.0	

Table 4.10. Marital Status Distribution Frequency

The sample shows that the education level of most of the respondents 138(64.5%) holds a bachelor's degree. The Non-Profit sector had the highest ratio among the respondents work with 176 (82.2%) respondents comparing to the Profit sector 38 (17.8%).

### Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	41	19.2	19.2	19.2
	Bachelor	138	64.5	64.5	83.6
	Diploma	22	10.3	10.3	93.9
	Master	8	3.7	3.7	97.7
	PHD	5	2.3	2.3	100.0
	Total	214	100.0	100.0	

Table 4.11. Educational Attainment Frequency

<b>Sector</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Profit	38	17.8	17.8	17.8
	None-Profit	176	82.2	82.2	100.0
	Total	214	100.0	100.0	

Table 4.12. Work Sector Frequency

The following figure below shows statistics responses in descriptive ways. It designated for studies of dependable and in dependable variables as the following:

<b>Turnover</b>			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Voluntary turnover	Collective	40	18.7	18.7	18.7
	Planned (temporary contracts)	turnover	157	73.4	73.4	92.1
	Forcibly (restructuring, downsizing, lay off)	turnover	17	7.9	7.9	100.0
	Total		214	100.0	100.0	

Table 4.13. Co-workers Turnover Frequency

<b>Position</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	152	71.0	71.0	71.0
	NO	62	29.0	29.0	100.0
	Total	214	100.0	100.0	

Table 4.14. Co-workers Position Frequency

### Tenure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2	45	21.0	21.0	21.0
	2-5	122	57.0	57.0	78.0
	More than 5	47	22.0	22.0	100.0
	Total	214	100.0	100.0	

Table 4.15. Co-workers Tenure Frequency

### Unemployment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very hard	68	31.8	31.8	31.8
	Hard	106	49.5	49.5	81.3
	Normal	24	11.2	11.2	92.5
	Easy	10	4.7	4.7	97.2
	Very easy	6	2.8	2.8	100.0
Total		214	100.0	100.0	

Table 4.16. Co-workers Unemployment Frequency

#### 4.2.3. Data Reliability

*Composite reliability (CR)*, also referred to as construct reliability, is a measure of internal consistency in scale items, it is an “indicator of the shared variance among the observed variables used as an indicator of a latent construct” (Fornell & Larcker, 1981).

By hand, the calculations are a somehow complicated. The formula consists by combining all of the true score variances and covariances in the composite of indicator variables related to constructs, divided by the total variance in the composite.

Using CR and AVE tests, the study examined the reliability of the six items composing WSDI (the calculated motivation indicator), the results were ranged AVE between 0.656967 and 0.798333, CR between 0.851586 and 0.92231

$$CR = \frac{(\sum \lambda_i)^2}{(\sum \lambda_i)^2 + (\sum \epsilon_i)}$$

A composite reliability of 0.70 is recommended, and (Fornell & Larcker, 1981) recommended a CR value of 0.60 or more.

*Average Variance Extracted (AVE)* is a measure of the amount of variance that is captured by a construct in relation to the amount of variance due to measurement error. (Fornell & Larcker, 1981) recommended the value of AVE must be at least 0.50, that means , an AVE less than 0.50 means the studied constructs include more errors than the variance. For any measurement model, an AVE must be calculated for each construct and must be at least 0.50.

The average variance extracted can be calculated as follows:

$$AVE = \frac{\sum_{i=1}^k \lambda_i^2}{\sum_{i=1}^k \lambda_i^2 + \sum_{i=1}^k \text{Var}(e_i)}$$

IM	$\lambda$	$\lambda^2$	$1 - \lambda^2$
	0.9	0.81	0.19
	0.91	0.8281	0.1719
	0.87	0.7569	0.2431
Count	3	3	3
Sum	2.68	2.395	0.605
Square	7.1824		
AVE	0.798333		
CR	0.92231		

Table 4.17. IM reliability

INTEG	$\lambda$	$\lambda^2$	$1 - \lambda^2$
	0.84	0.7056	0.2944
	0.92	0.8464	0.1536
	0.9	0.81	0.19
Count	3	3	3
Sum	2.66	2.362	0.638
Square	7.0756		
AVE	0.787333		
CR	0.917289		

Table 4.18. INTEG reliability

IDEN	$\lambda$	$\lambda^2$	$1 - \lambda^2$
	0.84	0.7056	0.2944
	0.9	0.81	0.19
	0.91	0.8281	0.1719
Count	3	3	3
Sum	2.65	2.3437	0.6563
Square	7.0225		
AVE	0.781233		
CR	0.914531		

Table 4.19. IDEN reliability

INTRO	$\lambda$	$\lambda^2$	$1 - \lambda^2$
	0.84	0.7056	0.2944
	0.88	0.7744	0.2256
	0.92	0.8464	0.1536
Count	3	3	3
Sum	2.64	2.3264	0.6736
Square	6.9696		
AVE	0.775467		
CR	0.911869		

Table 4.20. INTRO reliability

EXT	$\lambda$	$\lambda^2$	$1 - \lambda^2$
	0.9	0.81	0.19
	0.82	0.6724	0.3276
	0.81	0.6561	0.3439
Count	3	3	3
Sum	2.53	2.1385	0.8615
Square	6.4009		
AVE	0.712833		
CR	0.881375		

Table 4.21. EXT reliability

AMO	$\lambda$	$\lambda^2$	$1 - \lambda^2$
	0.8	0.64	0.36
	0.78	0.6084	0.3916
	0.85	0.7225	0.2775
Count	3	3	3
Sum	2.43	1.9709	1.0291
Square	5.9049		
AVE	0.656967		

Table 4.22. AMO reliability

#### 4.2.4. Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) is a multivariate statistical procedure that is used to test how well the measured variables represent the number of constructs. Confirmatory factor analysis (CFA) and exploratory factor analysis (EFA) are similar techniques, but in exploratory factor analysis (EFA), data is simply explored and provides information about the numbers of factors required to represent the data. In exploratory factor analysis, all measured variables are related to every latent variable. But in confirmatory factor analysis (CFA), researchers can specify the number of factors required in the data and which measured variable is related to which latent variable. Confirmatory factor analysis (CFA) is a tool that is used to support or not support the measurement theory. One of the main purposes of Confirmatory Factor Analysis is Assessing the measurement model validity, Assessing the measurement model validity occurs when the theoretical measurement model is compared with the reality model to see how well the data fits. To check the measurement model validity, the number of the indicator helps us. like CFI, RMSEA are some key indicators that help in measuring the model validity.

- CFI is the comparative fit index – values can range between 0 and 1 (values greater than 0.90, conservatively 0.95 indicate good fit)
- RMSEA is the root mean square error of approximation (values of 0.01, 0.05 and 0.08 indicate excellent, good and mediocre fit respectively, some go up to 0.10 for mediocre).

In this research, data validation through (CFA) was used. Its purpose is to determine if employee's sample resembled the original six-factor model of work motivation is related to factorial structure. CFA was conducted including all 18 items, with three indicators measuring each type of. Below is the factor loading table.

Factor Loadings				
Factor	Indicator	Estimate	SE	p
IM	IM8	0.9	0.119	<.001
	IM12	0.91	0.107	<.001
	IM19	0.87	0.112	<.001
INTEG	INTEG23	0.84	0.104	<.001
	INTEG14	0.92	0.106	<.001
	INTEG9	0.9	0.114	<.001
IDEN	IDEN18	0.84	0.109	<.001
	IDEN11	0.9	0.104	<.001
	IDEN5	0.91	0.115	<.001
INTRO	INTRO15	0.84	0.124	<.001
	INTRO17	0.88	0.116	<.001
	INTRO10	0.92	0.126	<.001
EXT	EXT21	0.9	0.133	<.001
	EXT13	0.82	0.118	<.001
	EXT6	0.81	0.114	<.001
AMO	AMO22	0.8	0.127	<.001
	AMO16	0.78	0.126	<.001
	AMO7	0.85	0.114	<.001

Table 4.23. Factor leading

CFA rendered a satisfactory fit:  $X^2(120, N 203) 256, p < .001$ ; Comparative Fit Index (CFI) = 0.951, standardized root means square residual (SRMR) = 0.0503, root mean square error of approximation (RMSEA) = 0.0863, 90% confidence interval (CI) RMSEA = 0.0746, 0.0982. Also, all items had standardized factor loadings over .80 (up to 0.92). Each set of three indicators also showed midrange to-high item-to-total correlations (all above .50), representing a first indication of construct validity.

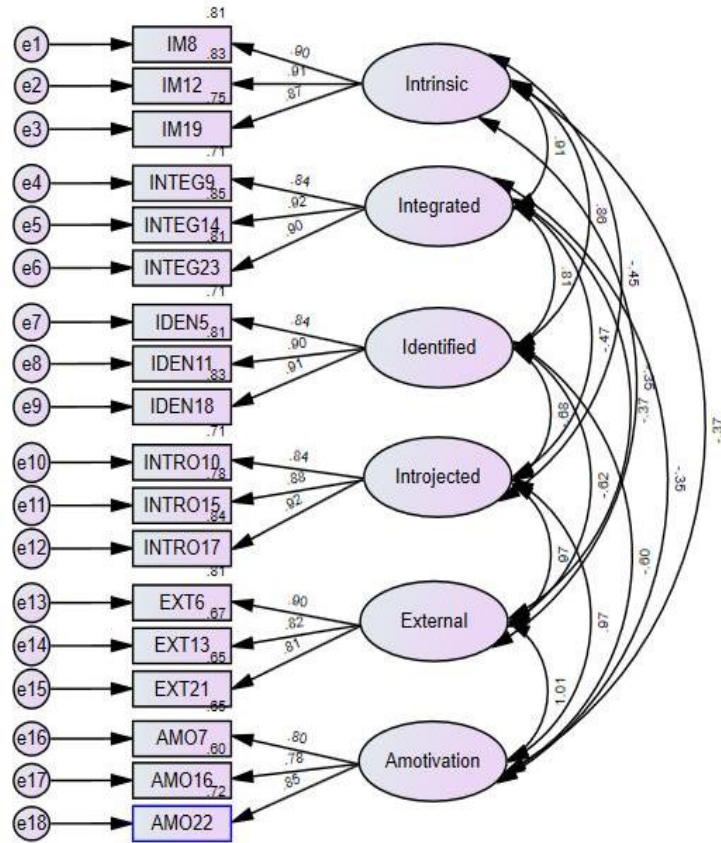


Figure 4.2. W-SDI correlation model.

Test for Exact Fit		
$\chi^2$	df	p
311	120	< .001

Table 4.24. Test fit of the modal

Fit Measures

CFI	TLI	SRMR	RMSEA	RMSEA 90% CI	
				Lower	Upper
0.951	0.938	0.0503	0.0863	0.0746	0.0982

Table 4.25. fit measures

#### 4.2.5. Chi Square Analysis

In order to find the associations between the independent variables we have, and WSDI as in dependent variable measures the stayer’s work motivation, we used Chi- Square analysis to compare the observed results against the expected ones.

Likewise, we could test research hypotheses applying Pearson's chi-squared to determine if the associations have statistically significant difference, it compared two variables in a contingency table to see if they are related. the null hypotheses each time were there is no association between the two variables

Below is the formula of chi-square for by-hand calculations.

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

The chi square test results a p-value. The p-value considered significant in this study at the usual alpha level 0.05 (5%),

#### *WSDI / Turnover - Chi-Square*

At the sig level of 0.000, we can consider the null hypothesis not supported and said that there’s a relationship between the work motivation of the employees and their coworkers’ turnover.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	338.166 <sup>a</sup>	228	.000
Likelihood Ratio	263.077	228	.055
Linear-by-Linear Association	48.888	1	.000
N of Valid Cases	214		

a. 345 cells (100.0%) have expected count less than 5. The minimum expected count is .08.

Table 4.26. WSDI / Turnover - Chi-Square

*WSDI \* Position - Chi-Square*

Here is also a significant association between employees work motivation and their positions in case of witnessing turnover event.

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	157.711 <sup>a</sup>	114	.004
Likelihood Ratio	191.017	114	.000
Linear-by-Linear Association	95.473	1	.000
N of Valid Cases	214		

a. 230 cells (100.0%) have expected count less than 5. The minimum expected count is .29.

Table 4.27. WSDI / Position - Chi-Square

*WSDI \* Tenure - Chi-Square*

As resulted below, a significant association is between the tenure spent at the work, and work motivation of the employees who witnessed coworkers' turnover

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	271.488 <sup>a</sup>	228	.026
Likelihood Ratio	283.298	228	.007
Linear-by-Linear Association	62.573	1	.000
N of Valid Cases	214		

a. 345 cells (100.0%) have expected count less than 5. The minimum expected count is .21.

Table 4.28. WSDI / Tenure - Chi-Square

*WSDI \* Unemployment - Chi-Square*

The null hypothesis is supported, and there no significant association between the unemployment expected and work motivation.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	431.914 <sup>a</sup>	456	.785
Likelihood Ratio	307.656	456	1.000
Linear-by-Linear Association	.169	1	.681
N of Valid Cases	214		

a. 575 cells (100.0%) have expected count less than 5. The minimum expected count is .03.

Table 4.29. WSDI / Unemployment - Chi-Square

*WSDI \* Education - Chi-Square*

At the significance level of 0.006, we accept the alternative hypothesis that there is a significant difference in motivation among the different levels of education.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	535.758 <sup>a</sup>	456	.006
Likelihood Ratio	304.641	456	1.000
Linear-by-Linear Association	3.550	1	.060
N of Valid Cases	214		

a. 575 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Table 4.30. WSDI / Education - Chi-Square

*WSDI \* Marital Status- Chi-Square*

No association detected between work motivation and marital status.

	Value	df	Asymptotic Significance sided)	(2-
Pearson Chi-Square	93.871 <sup>a</sup>	114	.916	
Likelihood Ratio	120.666	114	.317	
Linear-by-Linear Association	.347	1	.556	
N of Valid Cases	214			

a. 230 cells (100.0%) have expected count less than 5. The minimum expected count is .34.

Table 4.31. WSDI / Marital Status - Chi-Square

*WSDI \* Sector - Chi-Square*

No association detected between work motivation and sector.

	Value	df	Asymptotic Significance sided)	(2-
Pearson Chi-Square	104.440 <sup>a</sup>	114	.728	
Likelihood Ratio	109.301	114	.607	
Linear-by-Linear Association	.999	1	.317	
N of Valid Cases	214			

a. 230 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

Table 4.32. WSDI / Sector - Chi-Square

*WSDI \* Gender - Chi-Square*

No association detected between work motivation and gender.

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	101.421 <sup>a</sup>	114	.794
Likelihood Ratio	135.961	114	.079
Linear-by-Linear Association	.025	1	.873
N of Valid Cases	214		

a. 230 cells (100.0%) have expected count less than 5. The minimum expected count is .48.

Table 4.33. WSDI / Gender - Chi-Square

*WSDI \* Age - Chi-Square*

No association detected between work motivation and age.

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	222.610 <sup>a</sup>	228	.588
Likelihood Ratio	220.210	228	.632
Linear-by-Linear Association	.901	1	.342
N of Valid Cases	214		

a. 345 cells (100.0%) have expected count less than 5. The minimum expected count is .09.

Table 4.34. WSDI / Age - Chi-Square

#### 4.2.6. Test For Normality

Kolmogorov-Smirnova and Shapiro-Wilk tests has been applied and they showed that our data is not in a normal distribution

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
WSDI	.098	214	.000	.918	214	.000

a. Lilliefors Significance Correction

Table 4.35. Test For Normality

#### 4.2.7. T- Test

T-tests conducted to compare the means of groups in Gender, Martial status, Sector, and Position variables with the dependent variable of work motivation WSDI. The null hypothesis set here is that the distribution of WSDI is the same across categories of the studied independent variable.

sig > 0.05 means boor significance = the null hypothesis is supported

#### *WSDI \* Position T-test*

Employees who were not supervising subordinates, typically in lower positions, were less impacted in terms of work motivation when their colleagues leave, while employers who have subordinates were more impacted and less motivated.

<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of WSDI is the same across categories of Position.	Independent-Samples Mann-Whitney U Test	.000	The null hypothesis is not supported.
Asymptotic significances are displayed. The significance level is .050.				

Table 4.36. Position T-test

### Independent-Samples Mann-Whitney U Test

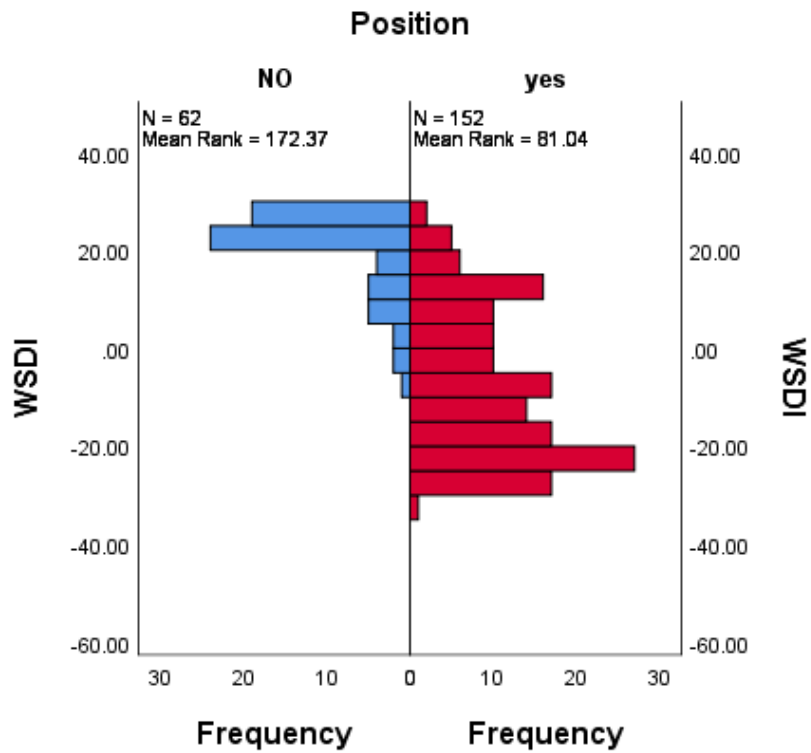


Figure 4.3. WSDI \* Position T-test

#### *WSDI \* Gender T-test*

Male and Female employees were not significantly difference in terms of work motivation; they were similarly reacted against colleagues' turnover.

<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of WSDI is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.903	The null hypothesis supported

Asymptotic significances are displayed. The significance level is .050.

Table 4.37. WSDI \* Gender T-test

### Independent-Samples Mann-Whitney U Test

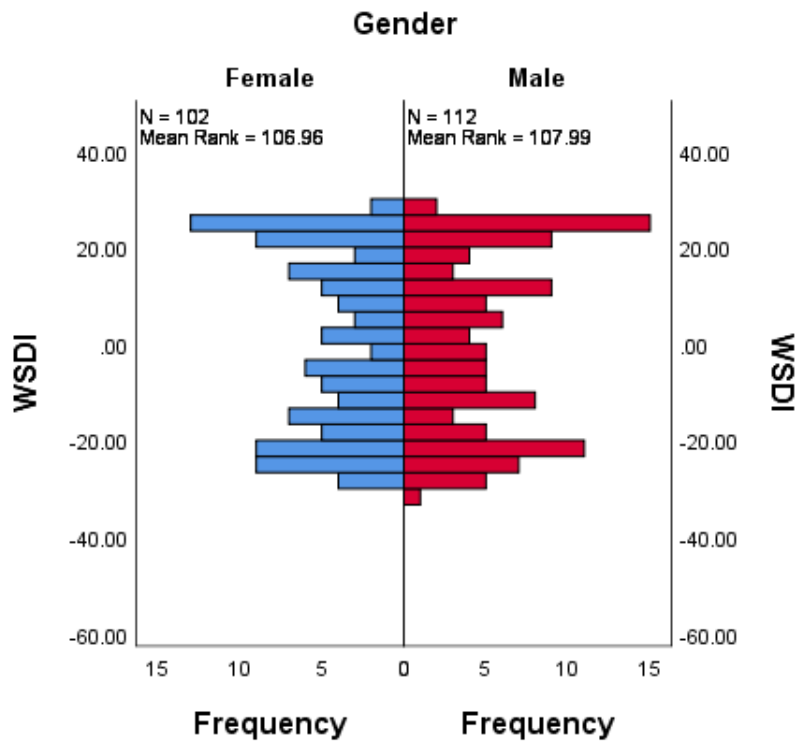


Figure 4.4. WSDI \* Gender T-test

### WSDI \* Marital Status T-test

The results did not show a significant difference between married and single groups in terms of their work motivation following to colleagues leave.

<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of WSDI is the same across categories of Marital.	Independent-Samples Mann-Whitney U Test	.502	The null hypothesis is supported
Asymptotic significances are displayed. The significance level is .050.				

Table 4.38. WSDI \* Marital Status T-test

### Independent-Samples Mann-Whitney U Test

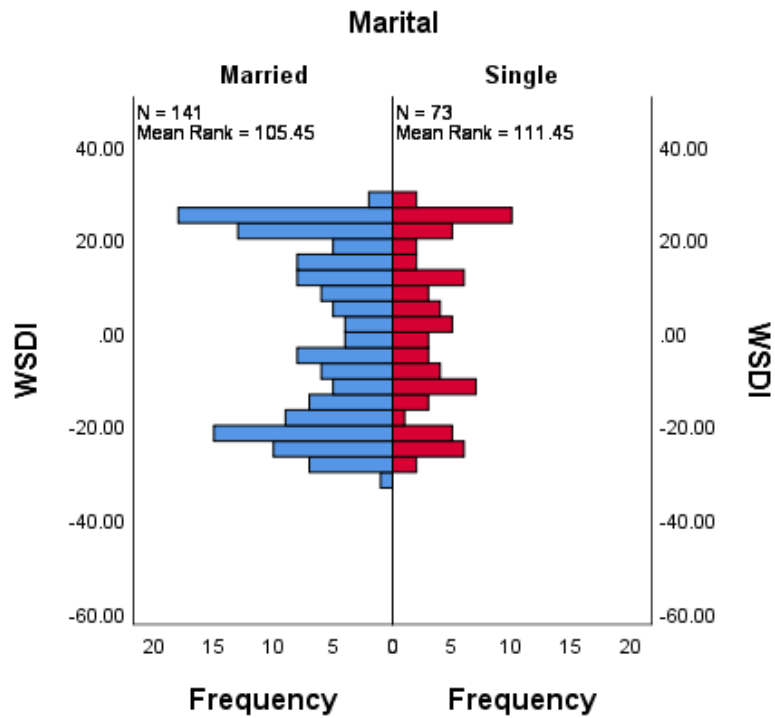


Figure 4.5. WSDI \* Marital T-test

#### *WSDI \* Sector T-test*

Working in non-profit or for-profit sectors did not impact the results of work motivation among the employees in our sample.

<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of WSDI is the same across categories of Sector.	Independent-Samples Mann-Whitney U Test	.325	The null hypothesis is supported.
Asymptotic significances are displayed. The significance level is .050.				

Table 4.39. WSDI \* Sector T-test

## Independent-Samples Mann-Whitney U Test

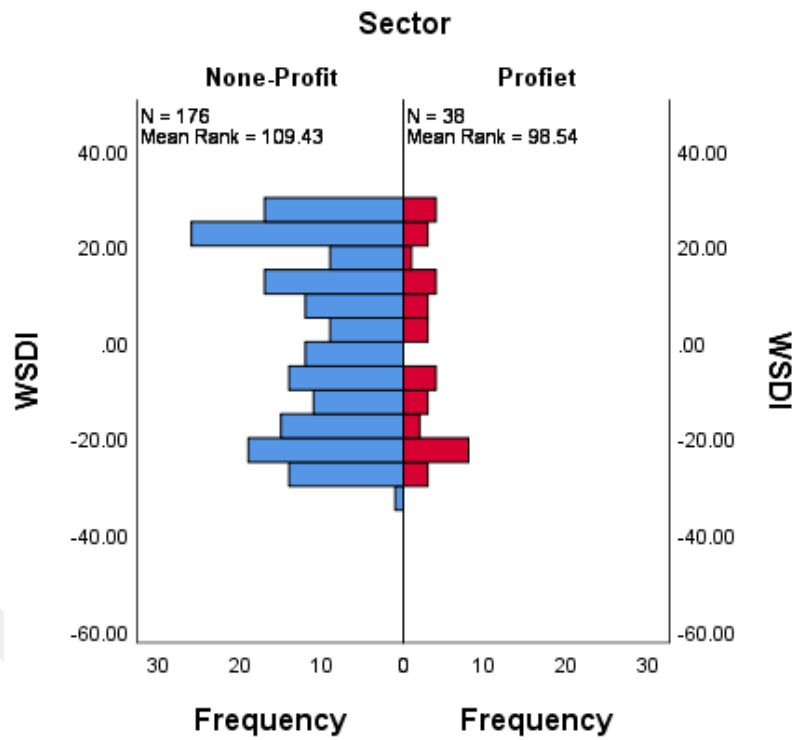


Figure 4.6. WSDI \* Sector T-test

### 4.2.8. ANOVA Tests

ANOVA test are applied on the dependent variables which have more than 2 categories to be tested with WSDI, the null hypothesis considered as there's no difference in means among the groups.

sig = 0.05 or less means high significance = The null hypothesis is not supported

sig > 0.05 means poor significance = The null hypothesis is supported

WSDI \* Turnover -ANOVA

As per the table below, the null hypothesis is not supported in case of testing turnover with employees' work motivation, the study found that employers who witnessed a colleague's forcibly turnover were most demotivated workers, while it was almost neutral in case of planned turnover, and positively motivated in case of voluntary turnover.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16441.892	2	8220.946	31.480	.000
Within Groups	55102.046	211	261.147		
Total	71543.938	213			

Turnover	N	Subset for alpha = 0.05		
		1	2	3
Tukey HSD <sup>a,b</sup> Forcibly turnover (restructuring, downsizing, lay off)	17	-19.9020		
Planned turnover (temporary contracts)	157		-1.5541	
Voluntary Collective turnover	40			15.2750
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 33.262.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.40. WSDI \* Turnover -ANOVA

*WSDI \* Tenure- ANOVA*

Different tenures at the job showed different motivation levels when it comes to witness colleagues' turnover, the longer tenure the staff had, the less impact on their motivation occurred while their colleagues leave.

	Sum Squares	df	Mean Square	F	Sig.
Between Groups	21611.128	2	10805.564	45.661	.000
Within Groups	49932.810	211	236.648		
Total	71543.938	213			

	Tenure	N	Subset for alpha = 0.05		
			1	2	3
Tukey HSD <sup>a,b</sup>	0-2	45	-13.1630		
	2-5	122		-1.4536	
	More than 5	47			16.9858
	Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 58.032.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.41. WSDI \* Tenure -ANOVA

WSDI \* Unemployment -ANOVA

The results state that there's no significant difference in motivation between the employers that expect different level of unemployment in case of leave their jobs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	917.050	4	229.262	.678	.608
Within Groups	70626.888	209	337.928		
Total	71543.938	213			

		N	Subset for alpha = 0.05
Unemployment			1
Tukey HSD <sup>a,b</sup>	Hard	106	-1.2579
	Normal	24	.1806
	Very easy	6	.3889
	Very hard	68	1.0784
	Easy	10	8.2000
	Sig.		.621

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 15.039.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.42. WSDI \* Unemployment -ANOVA

WSDI \* Education -ANOVA

Analyzing education attainments against work motivation shows a significant difference among degrees, the staff with no diploma were the more motivated than the others, the motivation level decreases while going up to end with PHD and master degrees holders as the most demotivated among others.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4705.173	4	1176.293	3.678	.006
Within Groups	66838.765	209	319.803		
Total	71543.938	213			

		N	Subset for alpha = 0.05
	Education		1
Tukey HSD <sup>a,b</sup>	Master	8	-7.2917
	PHD	5	-2.8667
	Bachelor	138	-2.5000
	Diploma	22	4.5455
	Undergraduate	41	8.4472
	Sig.		.186

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 12.435.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.43. WSDI \* Education -ANOVA

WSDI \* Age - ANOVA

Different age groups do not show significant difference in employees work motivation, workers from different age groups did not show significantly different work motivation levels.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	360.134	2	180.067	.534	.587
Within Groups	71183.804	211	337.364		
Total	71543.938	213			

Tukey HSD<sup>a,b</sup>

Age	N	Subset for alpha =
		0.05
41 years and older	19	-1.1228
30 - 40	105	-.9429
18 - 29	90	1.6556
Sig.		.773

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.946.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.44. WSDI \* Age -ANOVA

## 5. FINDINGS

The findings in our research indicates that there is a significant association between the turnover that may occur at the workplace and the work motivation of the leaver's coworkers, at the sig level of 0.000, the null hypothesis is not supported and found that employers who witnessed a colleague's forcibly turnover were most demotivated workers, while it was almost neutral in case of planned turnover, and positively motivated in case of voluntary turnover.

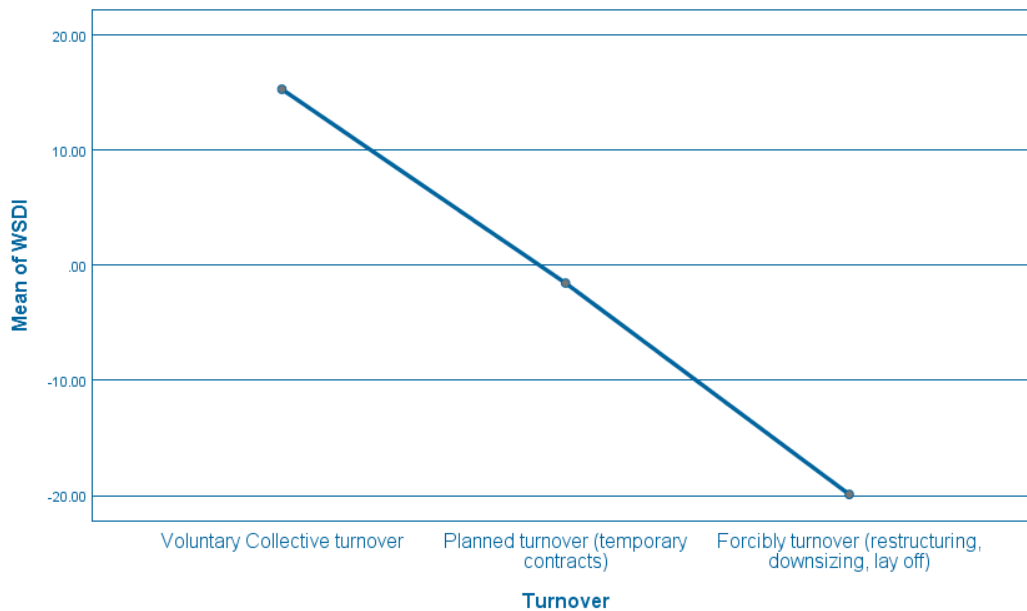


Figure 5.1. Means Plots – WSDI/Turnover

Among the variables included in this study, job tenure and position hold a significant positive association with employees' motivation. As shown through the analyses, Tenure sig 0.26 > 0.04 Position sig, hence, position is more related to work motivation than tenure, anyways and at all cases, the associations included significant differences within the groups;

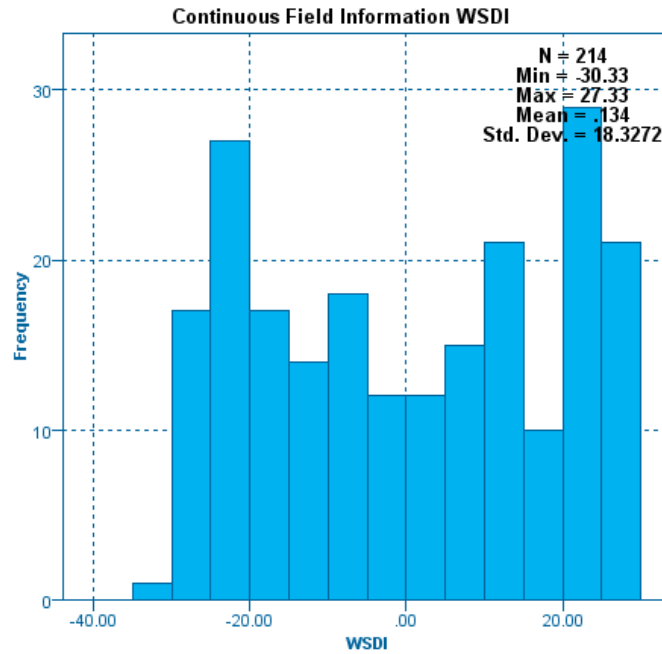


Figure 5.2. Work motivation distribution over Position

Managers were less impacted in terms of work motivation when their colleagues leave with an obtained mean rank of 81.04, while Employees who were not supervising subordinates obtained mean rank 172.73, in other words, employees' motivation was less impacted in coworkers' leave. In terms of different tenures of the stayers and their relation to the stayers' motivation, ANOVA test at a sig level of 0.000 proved a significant association is between the tenure spent at the work, and the stayers' work motivation. Different tenures at the job showed different motivation levels, the longer tenure spent at the work, the less impact on their motivation occurred while their colleagues leave.

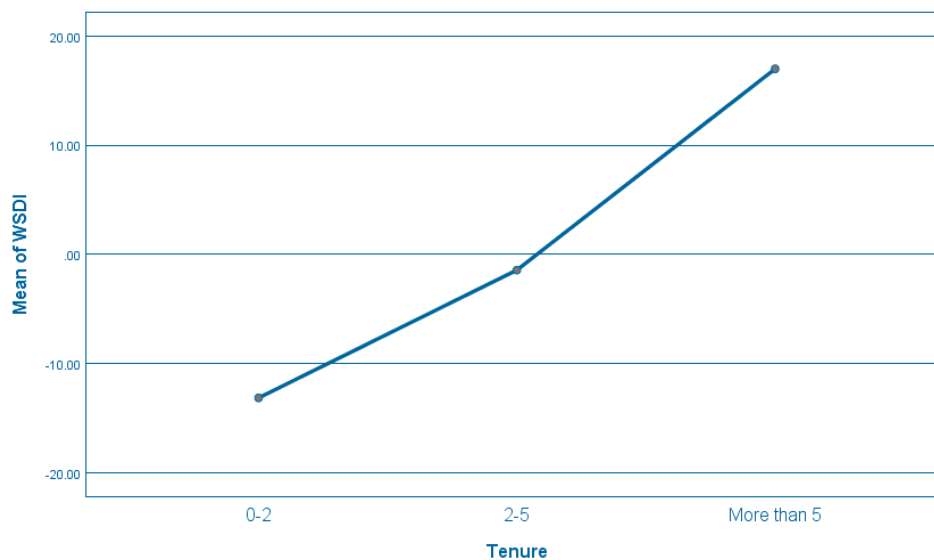


Figure 5.3. Means Plots – WSDI/Tenure

The results state that the influence of unemployment is less substantial compared to that of job tenure and position, The null hypothesis is supported at the sig level 0.785 which means there no significant association between the unemployment expected and coworkers’ work motivation, no significant difference in motivation between the employers who expect different level of unemployment in case of leave their jobs.

The findings seem not in line with H3 hypothesis which suggests that a negative relationship between employees’ work motivation and unemployment expected, however, the findings prove our argument that there is a negative relationship between work motivation with coworkers turnover H1, and provide evidence about our second hypothesis H2 which suggest that the variables of employee’s position and tenure in the organization positively related to work motivation.

No	Hypothesis	Supported / Not supported
H1	The effect of the coworkers’ turnover and work motivation is negative and varied as per the type of turnover witnessed, thus forcibly turnover is most impactive type then planned, and voluntary at the last.	Supported
H2	The effect of position and tenure of the employees who witnessed coworkers’ turnover from one side, and the work motivation from the other side is positive, and varied as per the period spent at the organization and the fact of having subordinates or not, thus, the longer tenure or having no subordinates, the more positive resulted.	Supported
H3	The effect of expected unemployment of the employees who witnessed coworkers’ turnover and the work motivation is negative, and varied as per level of expectation.	Not Supported

Table 5.1. Decision table for the tested hypotheses

Finally, the results support our argument that despite the various effects of turnover events on the stayers, it is proved that it will have a negative consequence on the stayer’s motivation, especially in case the unplanned turnover which evolves more uncertainty for the stayers than the planned. The consequences vary also based on the position of the stayer, and the tenure spent at work regardless of the unemployment expected by the stayers if they had to leave like their coworkers.

## 6. DISCUSSION

The present study aimed at gathering different types of turnover in one research and testing their impact on employees' motivation in light of the situation of the stayer, his/her position, tenure spent at the workplace, and the unemployment expected in case of leaving the job.

We argued that the extent of the turnover effect differs from one kind to another, moreover, the relationship with work motivation was studied in terms of position possessed by the stayer, the tenure at the job, and the unemployment expected.

The study found that there is a continuum starting from the forcibly turnover as the most influencing type of turnover on stayers' work motivation at W-SDI mean of -19.9020, passing through Collective voluntary turnover, which has less effect at W-SDI mean of -1.5541, and ending with the planned turnover which has the minimum effect toward work motivation at W-SDI mean of 15.2750.

Also, the study found a significant positive effect of the stayer's position, in which those who do not have subordinates were twice more motivated as managers. and in mentioning tenure at work, W-SDI of the new employees, 0-2 years, was at -13.163, the old staff W-SDI was at 16.986.

Unlike the hypothesis, the data collected showed no evidence for an effect of unemployment on stayers' motivation, however, it supports the literature that relate unemployment to the motivation from an introjected regulation perspective (Vansteenkiste et al., 2004), in which its effect depends on the previous unemployment experiences.

Besides, the study found that planned turnover, where both employee and employer previously agreed on the contract's end date, has a minor effect on the motivation, this result goes in line with the researchers who studied the relationship between planned turnover and performance in one hand (Ton & Huckman, 2008), and scholars who studied the relationship between performance and work motivation on the other hand, (Derfler-Rozin & Pitesa, 2021) concluded that performance is related to motivation up and down. In the same vein, (Stefano et al., 2019) stated that Planned turnover has an inverted U-shaped relationship with performance.

The results support our claim that the turnover that occurred in a workplace affects work motivation at different levels, which is, in turn, affects other proven motivation-related aspects of work such as work and life balance (Beauregard & Henry, 2009) and voluntary turnover (Mitchell et al., 2001).

It is a good start for further work on comprehensive mitigation measures that could be in place to reduce the unwanted sequences of the decisions taken.

## **6.1. Research Limitations**

Despite the managerial implications that the study presents, and like other studies, certain limitations should be considered in concern to this research, mainly due to the time and resources constraints, we have context-related and data-related limitations.

In terms of data-related, first, the chosen sample was only Turkey inhabitants living in the southern provinces, they received the survey via social media channels (WhatsApp, LinkedIn, Facebook) during a short period of time which limited broader participation, also the survey itself was available only in English as an original language and Arabic as an auxiliary language, which limited the participation to the citizens and foreigners who speak one of these two languages only.

Second, given that this research address different types of turnover, we cannot claim that a specific type of turnover was causal with regard to a certain motivating regulation.

Third, since the study is not experimental, we cannot completely exclude the possibility that our findings suffer from memory bias due to the use of self-reporting on a thing that happened in the past.

Self-reporting itself generate another limitation which is social prestige. E.g., individuals may hide deviant behaviors, since they do not want to acknowledge engaging in such socially unacceptable behavior.

On the other side, the research has contextual limitations since the vast majority of respondents to the alternative job question said it is hard or very hard, the answer limits the effect of unemployment factor on the results, however, when we compare the unemployment rate in Turkey with other countries like Russia, Japan, or Qatar there can be different responses in those countries.

Another significant contextual variation is the research ability to identify and study how a certain type of turnover interacts with other types of turnover that could occur simultaneously. In this case, the participant might be confused about what is the specific type of turnover that influenced his motivation the most, moreover, the boundary between voluntary and involuntary exit is muddled at the managerial level, that is because even if turnover is a choice, the decision to quit the work may have been made in reaction to dismissal warnings, expected planned downsizing, or inadequate performance (Ruhm, 1987).

## **6.2. Future Researches**

The current study demonstrated how a motivational sequence generated from SDT and the hierarchical model leads to a deeper understanding of the work motivation derived from turnover behavior and opens the door to fascinating future research.

The research paved the way for more studies to address further impacts not only on the coworkers at the same workplace but also at different branches and missions in the case of National and International organizations. Similarly, it is worth to be addressed in future the vague aspects of turnover, researchers have claimed that some employees who voluntarily leave their organizations can be classified as involuntary leavers (Hom et al., 2012), due to being indirectly forced or pushed to leave, also to considering the automatically renewing contracts as a permanent rather than temporary contract.

Building on this effort, a qualitative method to find out factors that may accompany turnover and influence work motivation among the stayers such as roomers or the relationship between the leaver and the stayer.

Although we do not think a bigger sample would change the results, future researchers may consider engaging participants from different backgrounds and cultures working in different countries for a more universal result set, and better generalizability.

Equally important is to develop motivation strategies to be in place alongside any decision the management may take and impact the motivation.

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## 8. APPENDICES

### Appendix A. Research Questionnaire in English

(Tremblay et al., 2009)

Hello All

This is Mohammad Samir AL Khawaja, MBA student at Marmara University, my thesis addresses the effect of Employees' turnover on the Work Motivation of the colleagues in charge, your accurate answers will help us to have a more in-depth understanding of this issue, you need only 5 minutes to select the survey language and complete it. Thanks in Advance.

<https://ee.kobotoolbox.org/x/Njez7iXt>

<b>When does coworkers' turnover affect work motivation of the stayers in the workplace?</b>
Privacy Statement: All data collected from this survey are treated as confidential, and will be used for research purposes only, the data will not be shared with any third party outside the domain.
<b>1. What is your age group?</b>
<input type="radio"/> 18 - 29
<input type="radio"/> 30-40
<input type="radio"/> 41 years and older
<b>2. What gender do you identify as?</b>
<input type="radio"/> Male
<input type="radio"/> Female
<b>3. Are you married?</b>
<input type="radio"/> Married
<input type="radio"/> Single

<b>4. What is the highest degree or level of education you have completed?</b>
<input type="radio"/> Undergraduate
<input type="radio"/> Diploma
<input type="radio"/> Bachelor
<input type="radio"/> Master
<input type="radio"/> PHD
<b>5. Which sector are you working at?</b>
<input type="radio"/> Non-profit
<input type="radio"/> For-profit
<b>6. Please specify the form of coworkers' turnover witnessed.</b>
<input type="radio"/> Voluntary Collective turnover
<input type="radio"/> Forcibly turnover (restructuring, downsizing, lay off)
<input type="radio"/> Planned turnover (temporary contracts)
<b>Please answer as per your status following the coworkers' turnover event witnessed.</b>
<b>7. Did you have subordinates?</b>
<input type="radio"/> Yes
<input type="radio"/> No
<b>8. Job tenure in the organization (Years):</b>
<input type="radio"/> 0-2
<input type="radio"/> 2-5
<input type="radio"/> More than 5
<b>9. The ease of finding an alternative job:</b>

Very easy – Easy – Normal – Hard – Very hard

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons **Why were you doing your work after your coworkers left the job?**

**10. Because this is the type of work, I chose to do to attain a certain lifestyle.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**11. I work for the income it provides me.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**12. I ask myself this question, I don't seem to be able to manage the important tasks related to this work.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**13. Because I derive much pleasure from learning new things.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**14. Because it has become a fundamental part of who I am.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**15. Because I want to succeed at this job, if not I would be very ashamed of myself.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**16. Because I chose this type of work to attain my career goals.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

<b>17. For the satisfaction I experience from taking on interesting challenges.</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>18. Because it allows me to earn money.</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>19. Because it is part of the way in which I have chosen to live my life.</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>20. Because I want to be very good at this work, otherwise I would be very disappointed.</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>21. I don't know why; we are provided with unrealistic working conditions</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>22. Because I want to be a “winner” in life.</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>23. Because it is the type of work I have chosen to attain certain important objectives.</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>24. For the satisfaction I experience when I am successful at doing difficult tasks.</b>
Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree
<b>25. Please skip this question and leave it with no response.</b>

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**26. Because this type of work provides me with security.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**27. I don't know, too much is expected of us.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**28. Because this job is a part of my life.**

Very Strongly Disagree – Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree – Very Strongly Agree

**Thanks for Your Participation**

## Appendix B. Research Questionnaire in Arabic

(Tremblay et al., 2009)

السلام عليكم

أنا محمد سمير الخواجة، أخصر أطروحة الماجستير بإدارة الأعمال في جامعة مرمرة، يتناول بحثي تأثير خروج الموظفين من عملهم على حافظ العمل لدى زملائهم الباقين على رأس العمل، ستساعدنا إجاباتك الدقيقة في فهم أعمق للمسألة، يمكنك اختيار لغة الاستبيان لملائته خلال 5 دقائق فقط، مع الشكر سلفاً

<https://ee.kobotoolbox.org/x/Njez7iXt>

متى يؤثر ترك الزملاء عملهم على حافظ العمل لدى الباقين في مكان العمل
بيان الخصوصية: يتم التعامل مع جميع البيانات التي تم جمعها من هذا الاستطلاع على أنها سرية، وسيتم استخدامها لأغراض البحث العلمي فقط، ولن تتم مشاركتها مع أي طرف ثالث خارج المجال.
1- ما هي فننك العمرية؟
<input type="radio"/> 18-29
<input type="radio"/> 30-40
<input type="radio"/> 41 وما فوق
2- يرجى تحديد الجنس
<input type="radio"/> ذكر
<input type="radio"/> أنثى
3- هل أنت متزوج؟
<input type="radio"/> متزوج
<input type="radio"/> لا
4- ما هي أعلى درجة أو مستوى تعليمي أكملته؟
<input type="radio"/> ثانوي وما دون
<input type="radio"/> معهد

○ جامعة
○ ماجستير
○ دكتوراه
5- ما هو القطاع الذي تعمل ضمنه؟
○ غير ربحي
○ ربحي
6- يرجى تحديد شكل ترك العمل الذي شهده زملاؤك.
○ ترك عمل جماعي طوعي
○ ترك عمل إجباري (إعادة هيكلة - تخفيض - فصل)
○ ترك عمل مخطط له (عقود مؤقتة)
يرجى الإجابة بحسب وضعك عقب حادثة ترك زملائك العمل
7- هل كان لديك مرؤوسين؟
○ نعم
○ لا
8- مدة عملي في المنظمة (بالسنوات):
○ 0-2
○ 2-5
○ أكثر من 5
9- سهولة العثور على عمل بديل:
سهل جداً - سهل - عادي - صعب - صعب جداً
مستخدماً المقياس أدناه، يرجى الإشارة إلى مدى موافقتك على كل من الإجابات أدناه عن السؤال: لماذا كنت تقوم بعملك بعد أن ترك زملاؤك العمل؟

10- لأن هذا هو نوع العمل الذي اخترته للوصول إلى نمط حياة معين.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
11- أعمل لأجل الدخل الذي يحققه لي هذا العمل.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
12- لقد سألت نفسي هذا السؤال، لا يبدو أنني كنت قادراً على أداء المهام المهمة المتعلقة بهذا العمل.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
13- لأنني أستمتع كثيراً بتعلم الأمور الجديدة.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
14- لأنه أصبح جزءاً أساسياً مما أنا عليه.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
15- لأنني أريد النجاح في هذا العمل، وإلا سأخجل من نفسي كثيراً.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
16- لأنني اخترت هذا النوع من العمل لأحقق أهداف حياتي المهنية.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
17- لأجل الرضى الذي أحصل عليه من خوض تحديات مثيرة.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
18- لأنه يجعلني أكسب نقوداً.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
19- لأنه جزء من الطريقة التي اخترتها لأعيش حياتي.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة
20- لأنني أريد أن أكون جيداً جداً في هذا العمل، وإلا سيخيّب أمني.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة - أوافق بشدة كبيرة

21- لا أعرف لماذا، لدينا ظروف عمل غير واقعية.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
22- لأنني أريد أن أكون "رابحاً" في حياتي.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
23- لأن هذا النوع من العمل اخترته للوصول لأهداف معينة هامة.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
24- لأجل الرضى الذي أحصل عليه من النجاح بقيامي بمهام صعبة.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
25- يرجى تخطي هذا السؤال وتركه دون إجابة.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
26- لأن هذا النوع من العمل يوفر لي الأمان.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
27- لا أعلم، هناك الكثير الذي يتوقعونه منا.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
28- لأن هذا العمل جزء من حياتي.
أرفض بشدة كبيرة – أرفض بشدة - أرفض - محايد - أوافق - أوافق بشدة كبيرة
شكراً لمشاركتمكم

## Appendix C. Research Questionnaire in Turkish

(Tremblay et al., 2009)

Merhaba

Ben Mohammad Samir Alhawaca. Marmara Üniversitesi'nde işletme bölümünde yüksek lisans tezimi yapıyorum. Araştırmam, çalışanların işten ayrılmalarının, işte kalan meslektaşlarının iş motivasyonu üzerindeki etkisini ele alıyor. Doğru cevaplarınız, konuyu daha derinden anlamamıza yardımcı olacaktır.

Sadece 5 dakikada doldurmak için anketin dilini seçebilirsiniz. Şimdiden teşekkürler.

<https://ee.kobotoolbox.org/x/Njez7iXt>

<b>İş arkadaşlarının işten ayrılması, işyerindeki diğerlerinin motivasyonunu ne zaman etkiler?</b>
Gillick Bildirimi: Bu anketten toplanan tüm veriler gizli olarak kabul edilir. Yalnızca bilimsel araştırma amacıyla kullanılacak ve alan dışında hiçbir üçüncü şahısla paylaşılmayacaktır.
<b>1- Yaş grubunuz nedir?</b>
<input type="radio"/> 29-18
<input type="radio"/> 40-30
<input type="radio"/> 41 ve üzeri
<b>2- Lütfen cinsiyetinizi seçiniz</b>
<input type="radio"/> Erkek
<input type="radio"/> Bayan
<b>3- Evli Misiniz?</b>
<input type="radio"/> EVLİ
<input type="radio"/> YOK
<b>4-Tamamladığınız en yüksek derece veya eğitim seviyesi nedir?</b>
<input type="radio"/> Lise ve Altı

<input type="radio"/> Enstitü
<input type="radio"/> Üniversite
<input type="radio"/> yüksek lisans
<input type="radio"/> Doktora
<b>5-Hangi sektörde çalışıyorsunuz?</b>
<input type="radio"/> kar amacı gütmeyen
<input type="radio"/> kar amacı güten
<b>6-Lütfen tanık olduğunuz iş arkadaşlarınızın işten ayrılma şeklini belirtin</b>
<input type="radio"/> Gönüllü olarak toplu iş bırakma
<input type="radio"/> Zorunlu bir işten ayrılma (yeniden yapılanma - azaltma - işten çıkarma)
<input type="radio"/> Planlı bir işten ayrılma (geçici sözleşmeler)
<b>Lütfen iş arkadaşlarınızın ayrılması olayından sonraki durumunuza göre cevap verin.</b>
<b>Yöneticileriniz var mıydı?</b>
<input type="radio"/> Evet
<input type="radio"/> hayır
<b>8- Kuruluştaki çalışma sürem (yıl olarak):</b>
<input type="radio"/> 2-0
<input type="radio"/> 5-2
<input type="radio"/> 5'ten fazla
<b>9- Alternatif iş bulma kolaylığı:</b>
Çok kolay - kolay - normal - zor - çok zor

**Aşağıdaki ölçeği kullanarak lütfen aşağıdaki soruların her birine ne kadar katıldığınızı belirtin: Meslektaşlarınız ayrıldıktan sonra neden çalışmaya devam ettiniz?**

**10-Çünkü bu, belirli bir yaşam tarzına ulaşmak için seçtiğiniz iş türüdür.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**11- Bu işin bana getirdiği gelir için çalışıyorum**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**12. Kendime bu soruyu sordum, bu işle ilgili önemli görevleri yerine getiremiyor gibiydim.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**13. Çünkü yeni şeyler öğrenmekten gerçekten zevk alıyorum.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum - Kesinlikle Katiliyorum

**14. Çünkü kim olduğumun önemli bir parçası haline geldi**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**15. Çünkü bu işte başarılı olmak istiyorum yoksa kendimden çok utanacağım.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**16. Çünkü kariyer hedeflerime ulaşmak için bu tür işleri seçtim.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**17. Heyecan verici zorlukları üstlenmekten aldığım zevk için.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**18. Çünkü bana para kazandırıyor**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**19. Çünkü bu hayatımı yaşamayı seçtiğim yolun bir parçası**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**20. Çünkü bu işte çok iyi olmak istiyorum, yoksa hayal kırıklığına uğrayacağım.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**21. Neden bilmiyorum, gerçekçi olmayan çalışma koşullarımız var.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**22. Çünkü hayatımda "kazançlı" olmak istiyorum.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**23. Çünkü bu tür işi bazı önemli hedeflere ulaşmak için seçtim.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**24. Zor görevleri üstlenmekteki başarıdan aldığım tatmin için.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**25. Lütfen bu soruyu atlayın ve cevapsız bırakın.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**26. Çünkü bu tür iş bana güven sağlıyor.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**17. Bilmiyorum . bizden çok şey bekliyorlar**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**28. Çünkü bu iş hayatımın bir parçası.**

Kesinlikle Katılmıyorum - Katılmıyorum - Kararsızım - Katiliyorum – Kesinlikle Katiliyorum

**Katıldığınız için teşekkürler**