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LAMPIRAN

1. Kuisisioner Penelitian

Survey Penelitian Pengaruh Ethical Leadership, Emotional Leadership, Terhadap Employee Motivation dan Job Performance serta pengaruh Job Performance terhadap Quitting Intention.

Pengaruh Ethical Leadership, Emotional Leadership, Terhadap Employee Motivation dan Job Performance serta pengaruh Job Performance terhadap Quitting Intention

Nama atau Inisial *

Teks jawaban singkat

Email / No Handphone *

Teks jawaban singkat

Jenis Kelamin *

Lak-laki

Perempuan

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Status Kepegawaian *

- Karyawan Tetap
- Karyawan Kontrak

Lama bekerja di PT Esta Dana Ventura *

- < 1 Tahun
- 1-2 Tahun
- > 2 Tahun

Status

- Menikah
- Belum Menikah

Usia

- < 22 Tahun
- 22-26 Tahun
- 27-31 Tahun
- 32-36 Tahun
- 36-41 Tahun
- > 41 Tahun
- Senior Manager
- AVP

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Ethical Leadership



Deskripsi (opsional)

Keterangan kuisioner

Berikut adalah keterangan pengisian untuk menjawab pertanyaan-pertanyaan berikut

- (1) Sangat tidak setuju
- (2) Tidak setuju
- (3) Biasa saja
- (4) Setuju
- (5) Sangat setuju

1. Manager/Supervisor saya selalu mendisiplinkan karyawan yang melanggar etika. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

2. Manager/Supervisor saya juga memikirkan kepentingan karyawan. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

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3. Manager/Supervisor saya selalu membuat keputusan yang adil dan seimbang. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

4. Manager/Supervisor saya dapat dipercaya. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

5. Manager/Supervisor saya memberi contoh bagaimana caranya melakukan hal-hal dengan cara yang benar dalam beretika. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju



Emotional Leadership



Deskripsi (opsional)

1. Manager/Supervisor saya bertindak dengan mempertimbangkan perasaan saya. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

2. Manager/Supervisor saya menghormati perasaan pribadi saya. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

3. Manager/Supervisor saya melakukan sesuatu dengan memikirkan kebutuhan pribadi saya. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

4. Manager/Supervisor saya memperlakukan saya dengan mempertimbangkan perasaan pribadi saya. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

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Employee Motivation



Deskripsi (opsional)

1. Saya merasa tertantang dengan tugas dan pekerjaan saya *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

2. Saya termotivasi untuk bekerja *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

3. Saya sering merasakan keinginan yang kuat untuk bekerja. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

4. Saya akan menghabiskan lebih banyak waktu ditempat kerja jika memungkinkan. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

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Job Performance



Deskripsi (opsional)

Saya selalu menyelesaikan tugas terkait pekerjaan saya *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

2. Saya memenuhi semua persyaratan kinerja dalam pekerjaan saya. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

3. Saya memenuhi semua tanggung jawab yang dibutuhkan oleh pekerjaan saya. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

4. Saya tidak pernah mengabaikan aspek pekerjaan yang harus saya lakukan. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

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Quitting Intention



Deskripsi (opsional)

1. Saat ini saya akan berhenti dari pekerjaan saya jika itu layak. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

2. Saya berencana untuk meninggalkan pekerjaan saya dalam enam bulan kedepan. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

3. Saya aktif mencari pekerjaan lain sekarang. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

4. Saya memiliki niat untuk keluar dari perusahaan. *

	1	2	3	4	5	
Sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat setuju

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Ethical leadership, emotional leadership, and quitting intentions in public organizations

Does employee motivation play a role?

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quitting
intentions

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Abstract

Purpose – Motivation constitutes a central topic for business management, because of its critical impact on job performance. Therefore, understanding whether and how the style of leadership adopted by leaders in organizations promotes and maintains employee motivation is of great interest to both scholars and practitioners. Drawing on self-determination theory, this study investigates how ethical and emotional styles of leadership influence employee motivation and thus job performance.

Design/methodology/approach – An empirical study was conducted in the public sector in Kuwait. About 607 employees participated in this study. Structural equation modeling techniques were used for testing the causal relationships between constructs.

Findings – Results of our study indicate that both ethical and emotional leaderships enhance employee motivation. Furthermore, employee motivation has a positive impact on job performance. The results also show that job performance exerts a negative effect on quitting intentions. Finally, interest in the private sector moderates the job performance–quitting intentions relationship.

Practical implications – These findings provide theoretical contributions to the extant literature, as well as important practical implications for managers.

Originality/value – This study demonstrates the role of both ethical and emotional leaderships in shaping employee behaviors. To the best of our knowledge, this research is among the few that provides initial evidence regarding quitting intentions as an outcome of the impact of ethical and emotional leaderships on employee motivation and individual performance in Kuwait.

Keywords Self-determination theory, Employee motivation, Ethical leadership, Emotional leadership, Job performance, Quitting intentions

Paper type Research paper

Introduction

Motivation attracts substantial attention because of its function as a primary predictor of human behavior (Steers *et al.*, 2004). In particular, organizations constantly seek novel ways to promote employee motivation among their employees, defined as a willingness of organizational members to engage fully in their work (Wright, 2004). Prior literature has established the links between employee motivation and various beneficial outcomes, such as employee satisfaction (Judge *et al.*, 2005), employee well-being (Vansteenkiste *et al.*, 2007), work engagement (Pink, 2011), and better job performance (Deci and Ryan, 2000). In turn, researchers and managers call for more research efforts to clarify the dynamic mechanisms by which organizations can promote and maintain their employees' work motivation (e.g. Leftheriotis and Giannakos, 2014; Levin *et al.*, 2012).

Extant literature identifies two main sources of motivation: intrinsic and extrinsic. Curiosity, satisfaction, interest, involvement, and positive challenges constitute intrinsic



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incentives for work (Amabile *et al.*, 1996), whereas monetary bonuses, certificates, prizes, awards, and punishment are all considered extrinsic incentives (Davis *et al.*, 1992; Vallerand *et al.*, 1992). Both sources should be considered by organizations (Gagné and Deci, 2005; Weibel, *et al.*, 2010), but scholars assert that intrinsic sources are more critical and deserve greater attention (Chen *et al.*, 2013; Cabrera and Cabrera, 2005). In response, we investigate intrinsic sources of motivation by exploring how leadership styles might promote employee motivation for employees of public organizations in an Eastern cultural context. Public organizations offer an interesting setting for addressing these questions for two main reasons. First, in most countries, they confront serious management challenges, due to their generally low appeal for highly skilled managers and high-performing employees (Caillier, 2011). This lack of attraction stems from the weak financial incentives that public organizations can offer, which also implies that some current employees or managers devote little effort to their jobs (Campbell and Im, 2016). Second, unlike the relatively extensive research into employee motivation in the private sector (Costen and Salazar, 2011; Joungh *et al.*, 2015), fewer studies address whether and how leadership influences employee motivation in public organizations.

Leadership refers to “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2006, p. 8). It has greater relevance for organizational success (Northouse, 2007), including through its effects on the behavior of employees and followers (Mayer *et al.*, 2012). Motivating employees to perform their work effectively and achieve work goals may even be the most important task of leaders (Baard *et al.*, 2004). Acknowledging this importance, the current research seeks to shed light on the role of two forms of leadership: ethical and emotional. Brown *et al.* (2005, p. 120) defined ethical leadership as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making.” Ethical leadership reportedly evokes a variety of positive outcomes, such as job satisfaction, organizational identification, commitment, and task performance (Ng and Feldman, 2015; Kalshoven *et al.*, 2011). *Emotional leadership* refers to managing the emotions of followers by exhibiting understanding, consideration, and respect for their feelings and needs (Grandey, 2000). As Humphrey (2002) states, “a key leadership function is to manage the emotions of group members” (p. 498), which in turn can influence employees’ behaviors and help establish a trusting, meaningful relationship between leaders and followers (Loerakker and van Winden, 2017). We propose that both ethical and emotional leaderships can effectively guide, influence, and motivate employees in the workplace.

Although past empirical studies consider employee motivation in public organizations (e.g. Frank and Lewis, 2004; Gregg *et al.*, 2008), no studies that the authors are aware of include the role of leadership. Since motivation can impact a variety of workplace outcomes, it is important to assess the effects of leadership style on job performance and employee intention to quit. Accordingly, a key objective of our study is to begin to fill this gap in the organizational behavior literature by examining antecedents and outcomes of employee motivation. Hence, our driving research question is the following: *Does ethical leadership and emotional leadership influence employee job performance and intention to quit?* To address this question, we investigate the direct effects of leadership styles on employee motivation and on job performance along with the indirect effects on quitting intentions in public organizations located in the Middle East, specifically, Kuwait.

We draw on self-determination theory (SDT) as the overarching framework to examine the antecedents and outcomes of employee motivation. Figure 1 summarizes the overall model we elaborate and test empirically.

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Theory and hypothesis development

Relationship of ethical leadership and employee motivation

Ethical leadership influences employee attitudes and behaviors, such as organizational citizenship behavior (Sharif and Scandura, 2013), organization commitment (Harvey *et al.*, 2013), job satisfaction (Brown *et al.*, 2005), and job performance (Sharif and Scandura, 2013), though the motivational processes underlying these influences remain unclear. To determine how ethical leadership might shape positive employee outcomes, namely, motivation, we utilize SDT (Deci and Ryan, 2000), a macro theory of human motivation. According to SDT, three innate psychological needs, namely, competence, autonomy, and relatedness, generate the highest quality of intrinsic motivation (Gagne and Deci, 2005).

Ethical leaders are honest, principled individuals who make fair decisions (Brown and Trevino, 2006). They communicate ethical expectations, establish clear ethical standards, and administer rewards and punishments to ensure compliance (Brown and Mitchell, 2010). Competence refers to a person's desire to be challenged, control, and master her or his environment and thus overcome obstacles by applying her or his abilities. Ethical leaders create an organizational environment where employees challenge themselves and develop capabilities that allow them to achieve their goals while ensuring that employee competence is congruent with moral values (Gagne and Deci, 2005; Kuvaas, 2006). Autonomy reflects the person's volitional choice to act in harmony with his or her integrated self. Since autonomy is dependent on trust, respect, fairness, listening, and self-awareness, ethical leaders encourage autonomy by being honest, respectful, trustworthy, and fair in interactions with their employees (Brown and Mitchell, 2010). The need for relatedness reflects the extent to which people sense social connections or belongingness with others. Ethical leaders display empathy, service to others while respecting the dignity and rights of others, all of which are required for relatedness. When employees are led by ethical leaders who model and nurture trust and respect with integrity in their relationships with employees, it is more likely that the innate psychological needs of employees will be met. Since ethical leaders are more likely to nurture intrinsic motivation through feelings of caring, security, and relatedness by offering employees opportunities to extend their capabilities, make their own choices, and interact and connect with leaders (Deci *et al.*, 1989), we hypothesize that:

H1a. Ethical leadership is positively associated with employee motivation.

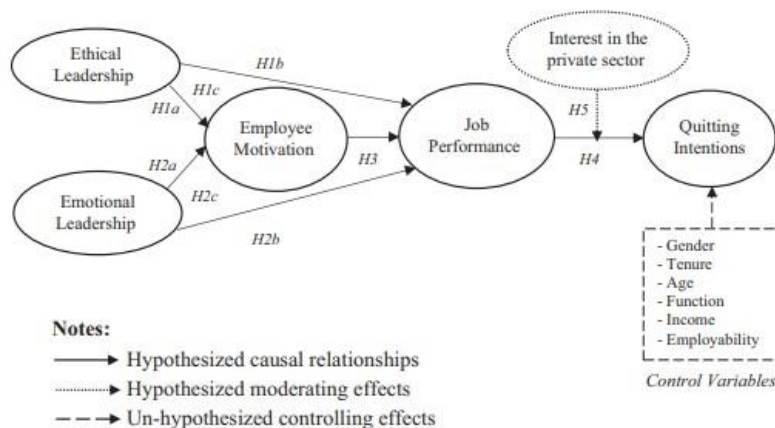


Figure 1.
Research model

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Relationship of ethical leadership and job performance

Ethical leaders are viewed as role models for ethical and moral conduct because they exhibit high moral standards that shape the ethical climate within the workplace, which can assist employees to deal with a variety of workplace-related problems. Some studies at the individual and team level have shown that leaders who adopt an ethical leadership style can help employees to achieve better individual task and group performance (Brown *et al.*, 2005; Piccolo *et al.*, 2010; Walumbwa *et al.*, 2011).

Yet, other work drawing on SDT suggests that the ethical behavior of leaders facilitates the natural processes of follower motivation. Motivation is a central SDT variable for predicting workplace outcomes (Deci and Ryan, 2008). Since people are motivated by their psychological needs, honest and respectful treatment by ethical leaders along with feelings of fairness and caring can inspire employees to grow and thrive. Recent studies drawing on SDT reasoning note that higher levels of motivation among employees (both public sector and private sector) positively influence their self-reported work performance (Kuvaas, 2006; Lee and Raschke, 2016). Overall then, employees working for an ethical leader are more likely to enhance their performance (Piccolo *et al.*, 2010) because the leader's ethical behavior increases employee motivation. Motivated employees, in turn, should display higher levels of job performance (Walumbwa *et al.*, 2011). Drawing on our aforementioned logic, we propose:

H1b. Ethical leadership is positively associated with job performance.

H1c. Employee motivation mediates ethical leadership–job performance relationship.

Relationship of emotional leadership and employee motivation

Research into emotional leadership and its impacts (Connelly and Ruark, 2010; Van Kleef *et al.*, 2009) provides accumulated evidence that emotional leadership is influential and associated with effective leadership and favorable follower outcomes (Damen *et al.*, 2008). Extant research provides little insight into the affective mechanism by which leaders motivate their followers (Yukl, 1998). Recent developments in leadership theory stress the importance of leaders' emotions, consistent with Humphrey's (2002) findings that the most effective way for leaders to shape followers' motivation is to arouse their positive emotions.

Emotionally intelligent leaders are able to monitor their own and others' feelings and emotions effectively (Gardner *et al.*, 2009). As a result, they are more likely to display empathy, which creates a nurturing and encouraging work environment for employees. Additionally, emotional leaders have better social skills that allow employees to develop a sense of belonging (Daus and Ashkanasy, 2005). Work environments that promote feelings of caring and security facilitate greater employee autonomy by exerting employee empowerment while allowing them to develop greater competence and a sense of relatedness. Drawing on SDT, when leaders display empathy and effectively manage relationships, employees are more likely to find work intrinsically motivating because their three innate psychological needs, namely, competence, autonomy, and relatedness, are met (Gagne and Deci, 2005). From the leader's perspective, this process should enhance the follower's intrinsic motivation (Van Knippenberg *et al.*, 2004). Thus, we posit:

H2a. Emotional leadership is positively associated with employee motivation.

Relationship of emotional leadership and job performance

Leaders need to establish supportive environments, by valuing their followers' efforts, delegating authority, and enriching people's responsibilities (Avolio and Bass, 1995).

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The relationship between leaders and followers accordingly depends on leaders' responses to their followers' attitudes and behaviors (Vidyarathi *et al.*, 2014), as well as how followers evaluate their leaders' provision of resources and support (Dansereau *et al.*, 1975). According to social exchange theory (Blau, 1964), employees reciprocate positive social relationships with positive behavioral outcomes such as performance (Gerstner and Day, 1997). Leaders' emotional states can facilitate social relationships, which then facilitate the transfer of resources needed to achieve improved performance (Tekleab and Taylor, 2003; Vidyarathi *et al.*, 2014).

Some prior work suggests that perceptions of positive emotions displayed by leaders can enhance job performance (Bono and Ilies, 2006). Other work indicates that negative emotional displays can lead to decreased performance (Johnson, 2009). Researchers contend that the reason for these mixed findings is that employees are more likely to express positive attitudes and exert higher task performance in reaction to positive displays of emotions by leaders (Damen *et al.*, 2008; Wang and Seibert, 2015), whereas others posit that this influence is minimal (Visser *et al.*, 2013). Furthermore, Boal and Whitehead (1992) report that leaders who are aware of their own emotions can create a supportive work environment and channel their employees' attention toward achieving performance objectives.

This complex relationship between leaders' emotions and followers' outcomes might be informed by SDT, which suggests that when leaders are in control of their emotions, they are able to build high levels of trust in the work environment (Cameron, 2008). Encouraging trust and showing empathy facilitates greater intrinsic motivation of employees, which, in turn, positively influences employee job performance. Drawing on SDT logic, we anticipate that when leaders express their emotions effectively, they can facilitate greater employee motivation by satisfying the needs of employees' autonomy, competence, and relatedness, which should improve their job performance (Eberly and Fong, 2013). Formally,

H2b. Emotional leader support is positively associated with job performance.

H2c. Employee motivation mediates emotional leadership–job performance relationship.

Relationship of employee motivation and job performance

Industrial psychologists and managerial practitioners share a strong interest in understanding what motivates employees to achieve higher performance. Various studies identify motivation as crucial to enhanced organizational performance, which leads to a long-term competitive advantage for the firm (Igalens and Roussel, 1999; Lawler, 1994). SDT suggests that when individuals' psychological needs of autonomy, competence, and relatedness are satisfied, they are intrinsically motivated, which results in enhanced performance, persistence, and creativity (Deci and Ryan, 2008). Drawing on SDT logic, we reason that employees with higher levels of intrinsic motivation will be more likely to put forth greater effort to meeting their performance, we hypothesize:

H3. Employee motivation is positively associated with job performance.

Relationship of job performance and quitting intentions

Employee intentions to quit is a major concern for managers in both the private and public sectors, because of the deleterious impact on the organization in terms of recruitment, training costs, decreased productivity, and morale (Koh and Goh, 1995; Brown *et al.*, 2009). Defined by Allen (2004, p. 36) as “an individual's withdrawal cognitions that involve thoughts of quitting and search for alternative employment opportunities,” an intention to quit is

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a function of various factors, such as the work environment (Choi, 2009), job characteristics (Hackman and Oldham, 1976; Kim, 2005), human resource management practices (Shaw *et al.*, 1998), and alternative job opportunities (Griffeth *et al.*, 2000).

Several studies investigate the reasons underlying employee intention to quit their organizations (Allen and Griffeth, 1999; Zimmerman and Darnold, 2009; Jackofsky and Peters, 1983; Schoemmel *et al.*, 2014). Jackofsky (1984) suggests two competing reasons related to the link between job performance and employee intention to quit. First, high-performing employees may be more likely to leave the organization, because they have more alternatives for finding a job elsewhere. Second, organizations may be less willing to retain underperforming employees. Similarly, Dreher (1982) posits that the positive relationship between performance and turnover intentions can be explained by the availability of employment opportunities for higher performers but their lack of availability to those who exhibit poor performance. Hence, better employee job performance can be expected to lower employee intention to quit. Thus, we hypothesize:

H4. Job performance is negatively related to quitting intentions.

Moderating role of interest in the private sector

The negative relationship between job performance and quitting intentions may be especially pronounced when public sector employees prefer to work in the private sector. If they can find meaningful opportunities in the private sector, these employees often report intentions to leave to pursue newer options that are more challenging (Stahl *et al.*, 2009). In addition, some employees might view their public sector job as less interesting compared with a job in the private sector. This may influence the relationship between job performance and their intention to quit the organization. Studies have examined a variety of workplace outcomes and attitudes of employees working in both the public and private sectors (Jurkiewicz and Brown, 1998; Wittmer, 1991). Since employee interest in the private sector might moderate the relationship between job performance and quitting intentions, it is important to examine this relationship. Hence, we propose:

H5. Interest in the private sector moderates the relationship between job performance and quitting intentions.

Research methods

Data collection

Kuwait is a collectivistic society, where religion exerts a strong influence on various aspects of life (Hofstede, 1980). Economically, it has a high per capita income, low levels of poverty, and a low unemployment rate. Compared with the private sector, the work conditions in the public sector are relatively less challenging and not particularly stressful, and the vast majority of employees working in the government sector are Kuwaiti (Carvalho *et al.*, 2017).

Since Arabic is the official language of correspondence in the public sector, to ensure the reliability and validity of the scales, the survey was conducted in Arabic, using an instrument translated from the English version (Brislin, 1980) in a way that ensured semantic equivalence. The survey was sent to approximately 1,100 employees working in different public organizations in Kuwait. The cover letter explained the purpose and scope of the study, assured participants of the strict confidentiality of their responses, and specified that the decision to participate was voluntary. The data was collected over a four-week period, during which respondents completed the self-report forms and returned them directly to one of the authors. The 607 responses represent a response rate of 55.2 percent. Overall, 83.5 percent of employees were employed in nonmanagerial positions, and

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52.2 percent of the participants were men. In terms of age, 49.1 percent were between 18 and 34 years, and 49.1 percent of participants had less than five years of work experience.

Measures

Ethical leadership (ETL). We measured ethical leadership with five items developed by Lam *et al.* (2016). The original scale developed by the authors was composed of 10 items, and we only included the five items that refer to good leadership, describing a leader who “Disciplines employees who violate ethical standards,” “Has the best interests of employees in mind,” “Makes fair and balanced decisions,” “Can be trusted,” and “Sets an example of how to do things the right way in terms of ethics.” Participants were asked to indicate their level of perception of each of the five items on a five-point Likert scale where 1 = very dissatisfied, 5 = very satisfied.

Emotional leadership (EML). We used four items on a five-point scale to measure emotional leadership (Van der Voet, 2014). The items indicated that the leader “Acts with considering my feelings,” “Shows respect for my personal feelings,” “Behaves in a manner thoughtful of my personal needs,” and “Treats me with considering my personal feelings.”

Employee motivation (EM). Employee motivation was assessed with a scale of five items developed by Sjöberg and Lind (1994) and used in several other studies (e.g. Björklund *et al.*, 2013; Björklund, 2007; Stoerseth, 2006). The original version includes 12 items, but a short version with four items has been tested in some studies (e.g. Björklund *et al.*, 2013; Stoerseth, 2006). We used a similar short version but transformed the questions into statements: “I feel stimulated by my work tasks,” “I am motivated to work,” “I often feel a strong will to work,” and “I would spend more time at work, if possible.”

Job performance (JP). The scale used to measure job performance was adapted from a five-item measure developed by Podsakoff and MacKenzie (1989; see also Janssen and Van Yperen, 2004), since we included only four of the items from the original five-item scale. These items were “I always complete the duties regarding my job,” “I meet all the formal performance requirements of the job,” “I fulfill all responsibilities required by my job,” and “I never neglect aspects of the job that I am obligated to perform.”

Quitting intentions (QI). We measured quitting intentions using Rosin and Korabik’s (1991) four-item scale. It includes “At this time I would quit my job if it were feasible,” “I am planning to leave my job within the next six months,” “I am actively searching for another job right now,” and “I have thoughts about leaving this organization.”

Interest in the private sector. To measure this construct, we developed a four-item scale. In Kuwait, most new university graduates are hired first by public organizations. After some years and gaining some experience, many of them seek jobs with a private business or attempt to set up their own business. The four items we use to measure this interest are “I am interested in working in a private organization,” “If I am offered a job position with a better salary in a private organization, I would accept it,” “I am interested in setting up my own business in the future,” and “I am planning to set up my own business.”

Controls. Finally, we included several control variables in our model that they might influence the results. For example, we included gender (coded as male = 0, female = 1), because men change their jobs more frequently than women. The age variable (less than 34 years old = 0, between 34 and 49 years old = 1, and older than 49 years old = 2) acknowledges that as people age, they may be less willing to quit or change jobs. We also controlled for tenure, defined as the number of years working for the same organization (less than five years = 0, between six and 10 years = 1, and 11 years or more = 2). People may grow bored after working for the same organization for many years, which might influence their willingness to leave or change jobs. With regard to job function (nonmanagerial employee = 1, manager/supervisor = 2), we propose that nonmanagerial employees may be

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more ready to quit their jobs than managers. Furthermore, we included employability, which should be closely associated with quitting intentions, measured with a four-item scale (Lam *et al.*, 2016): “I can easily find another job elsewhere instead of my present job,” “I am confident that I could quickly gain another job with another employer,” “I could easily switch to another employer, if I wanted to,” and “I have a good chance of getting a job elsewhere, if I looked for one.” Lastly, we controlled our results with the income, which refers to the compensation and benefits that an employee receives from the job. Some researchers support that the income might affect employees’ intentions to quit (e.g. Guan *et al.*, 2015), so we used a two-item scale from Cho *et al.* (2013): “I am satisfied with my overall compensation, including leave benefits, retirement and pay” and “My pay is an adequate reflection of the amount of responsibility I have.”

Analysis and results

The data analysis follows a two-stage methodology. In the first stage, since we use multiple-item scales to measure constructs, we validate the measurement model and assess all the scales for reliability and validity. In the second stage, we test the different structural relationships using the structural equation modeling (SEM), with the support of two software packages (SPSS 25.0 and AMOS 24.0).

Assessment of the measurement model

We confirm the reliability and validity of all the constructs in our theoretical model. To examine constructs’ reliability, we first identified the Cronbach’s alpha value for every scale. All values were greater than the recommended threshold of 0.70, in support of acceptable reliability (See Table I). Second, we checked the composite reliabilities (CR) for each scale. As the results in Table I revealed, all values of CR exceeded the cutoff value of 0.8. Therefore, we regard the latent constructs as sufficiently reliable.

With regard to the scale validity, the check for convergent validity included several criteria (Hair *et al.*, 2006). First, we used a confirmatory approach to test the validity of the measures. Confirmatory factor analysis (CFA) was run in AMOS 24.0 software. Based on the recommendations of Hair *et al.* (1998), the factor loading should be 0.45 or above for a sample size of 150 units. For our research, we collected about 607 units. We used following statistical indices to assess model fit, namely, ratio of the Chi-square to the degrees of freedom (χ^2/df), the goodness-of-fit index (GFI), comparative fit index (CFI), Tucker–Lewis index (TLI), and root mean square of approximation (RMSEA) (Hair *et al.*, 1998). The results of the fit to the data of the five-factor theoretical model are: ($\chi^2/df = 2.594$; CFI = 0.968; TLI = 0.963, GFI = 0.931; and RMSEA = 0.051). Thus, the CFA measurement model presents a good fit to the data. As reported in Table II, the CFA results reveal that the factor loadings of all measures are statistically significant ($p < 0.001$) and greater than 0.45 (minimum factor loading = 0.560), which lend support to the convergent validity of all the measures.

Second, we employed other statistical criteria to test the convergent validity of the scales used in this research: the Kaiser–Meyer–Olkin (KMO) and the average variance extracted (AVE), for which values should be higher than 0.5. As presented in Table II, the results of

Table I.
Reliability and
convergent validity of
research variables

Constructs	Alpha	CR	AVE	KMO
Emotional leadership (EML)	0.910	0.951	0.830	0.831
Ethical leadership (ETL)	0.930	0.937	0.752	0.883
Employee motivation (EM)	0.840	0.895	0.685	0.783
Job performance (JP)	0.830	0.888	0.665	0.785
Quitting intentions (QI)	0.890	0.925	0.756	0.819



Construct	Item	Standardized factor loading	T-value	Standard error (S.E.)	Leadership and quitting intentions
Emotional leadership (EML)	EML1	0.780	25.451	0.034	265
	EML2	0.903	25.451	0.046	
	EML3	0.927	26.311	0.045	
	EML4	0.907	25.590	0.045	
Ethical leadership (ETL)	ETL1	0.624	17.197	0.041	
	ETL2	0.859	28.153	0.035	
	ETL3	0.896	30.454	0.034	
	ETL4	0.912	31.532	0.035	
	ETL5	0.861	31.532	0.029	
Employee motivation (EM)	EM1	0.748	21.796	0.040	
	EM2	0.909	21.796	0.052	
	EM3	0.838	20.627	0.052	
	EM4	0.560	13.436	0.060	
Job performance (JP)	JP1	0.618	14.066	0.058	
	JP2	0.711	14.066	0.087	
	JP3	0.894	18.686	0.061	
	JP4	0.769	17.306	0.063	
Quitting intentions (QI)	QI1	0.738	20.632	0.044	
	QI2	0.846	20.632	0.053	
	QI3	0.871	21.204	0.056	
	QI4	0.854	20.826	0.056	

Note: All factor loadings are significant at the $p < 0.001$ level

Table II.
Results of confirmatory factor analysis (CFA)

these two statistical indexes also confirm adequate convergent validity of all the constructs in this research.

To determine the degree to which measures of any two variables are empirically distinct, or discriminant validity, we relied on the approach proposed by *Bagozzi et al (1991)*, which requires the AVE of each latent construct to be greater than the squared correlation of that construct with any other latent construct. As shown in *Table III*, the AVE value of each construct is greater than its squared correlations with any other constructs, indicating discriminant validity.

Assessment of the structural model

Descriptive statistics and correlations. *Table IV* contains the descriptive statistics and correlations for the control, independent, and dependent variables. As expected, both

Constructs	Emotional leadership	Ethical leadership	Employee motivation	Job performance	Quitting intentions
Emotional leadership	0.830				
Ethical leadership	0.537	0.752			
Employee motivation	0.106	0.132	0.685		
Job performance	0.033	0.038	0.076	0.665	
Quitting intentions	0.074	0.171	0.173	0.022	0.756

* The values in the diagonal (bolded) represent the AVE and the other values are the squares of the interconstruct correlations

Table III.
Discriminant validity of the research constructs

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Table IV.
Means, standard deviations, and correlations of the control, independent, and dependent variables

N	Constructs	Means	Std. Dev.	1	2	3	4	5	6	7	8	9	10	11
1	Emotional leadership	3.480	1.102	1										
2	Ethical leadership	3.506	1.024	0.733**	1									
3	Employee motivation	3.535	0.970	0.323**	0.363**	1								
4	Job performance	4.137	0.798	0.182**	0.197**	0.276**	1							
5	Quitting intentions	2.377	1.131	-0.273**	-0.414**	-0.416**	-0.149**	1						
6	Gender	1.477	0.499	-0.084*	-0.116**	-0.155**	0.027	0.089*	1					
7	Age	1.604	0.656	0.035	0.048	0.212**	0.112**	-0.137**	-0.182**	1				
8	Tenure	2.917	1.328	0.061	0.044	0.149**	0.180**	-0.108**	0.010	0.567**	1			
9	Function	1.166	0.377	0.086*	0.067	0.237**	0.145**	-0.118**	-0.177**	0.302**	0.330**	1		
10	Employment	1.400	0.491	0.037	0.020	0.165**	0.070	0.144**	-0.179**	0.013	-0.034	0.054	1	
11	Income	3.127	1.181	0.311**	0.423**	0.272**	0.108**	-0.277**	-0.092*	0.162**	0.140**	0.099*	0.052	1

Notes. * Correlation is significant at the 0.05 level (two-tailed); ** Correlation is significant at the 0.01 level (two-tailed)

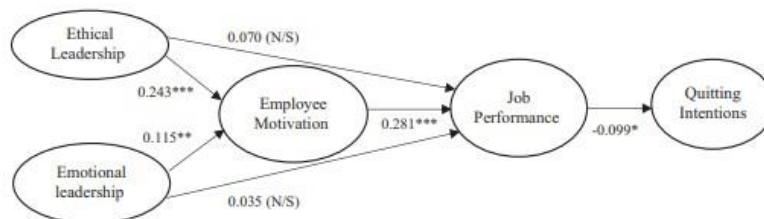
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emotional leadership and ethical leadership relate positively to employee motivation ($r = 0.326, p < 0.01; r = 0.363, p < 0.01$, respectively). In addition, employee motivation relates positively to job performance ($r = 0.276, p < 0.01$), and as predicted, job performance correlates negatively with quitting intentions ($r = -0.149, p < 0.01$). Furthermore, the controls indicate several significant correlations. For example, gender, age, tenure, function, and employment all correlate significantly with quitting intentions ($r = 0.089, p < 0.05; r = -0.146, p < 0.01; r = -0.108, p < 0.01; r = -0.118, p < 0.01$, respectively). Income shows a significant correlation with employee motivation ($r = 0.272, p < 0.01$), job performance ($r = 0.108, p < 0.01$), and quitting intentions ($r = -0.277, p < 0.01$). Therefore, introducing these control variables in our research is well justified.

Test of the hypotheses. We tested the hypotheses derived from the research model using the SEM technique in AMOS 24.0, according to two different structural equation models. The first structural equation model tests the direct effects, the mediating effects, and the controlling effects, while the second structural equation model examines the moderating effects.

Structural equation model 1. Direct effects. With the first structural equation model, we examine the direct relationships of emotional leadership, ethical leadership, and employee motivation, between employee motivation and job performance, and between job performance and quitting intentions. Gender, tenure, age, function, income, and employability were included as control variables. The results of the first structural equation model produced the following index values: CFI = 0.907, TLI = 0.891, GFI = 0.880, and RMSEA = 0.070, indicating adequate fit with the data (McKnight *et al.*, 2002; Gefen *et al.*, 2000; Hair *et al.*, 2006). Figure 2 summarizes the results of the first structural model.

As predicted in H1a, ethical leadership is positively related to employee motivation ($\beta = 0.243, p = 0.000$). In H1b, we predicted a positive relationship between ethical leadership and job performance, but this link is not significant in Figure 2 ($\beta = 0.070, p = 0.156$), so we cannot confirm this hypothesis. In support of H2a, emotional leadership is positively associated with employee motivation ($\beta = 0.115, p = 0.006$), but we find no significant relationship with job performance, leading us to reject H2b ($\beta = 0.035, p = 0.426$). As predicted, employee motivation relates positively and significantly to job performance ($\beta = 0.281, p = 0.000$), in support of H3. Finally, consistent with our expectations, job performance is negatively associated with quitting intentions ($\beta = -0.099, p = 0.023$), so we can confirm H4.



Notes:
 * $p < 0.05$
 ** $p < 0.01$
 *** $p < 0.001$
 N/S: Not Significant

Figure 2.
 Estimation of the
 research model
 (structural equation
 model 1)

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Controlling effects. Structural model 1 also includes several control variables, as detailed in Table V. Specifically, we found that age, gender, tenure, and function have no significant controlling effects on quitting intentions. However, employability and income exert significant controlling effects on these intentions.

Mediating effect of employee motivation. To examine the mediating effect of employee motivation in the relationships between ethical leadership and job performance, and between emotional leadership and job performance, we used the bootstrapping technique (Preacher and Hayes, 2008). In Table VI, we provide the results of the direct, indirect, and total effects. As can be seen in Table VI, ethical leadership has a positive effect on job performance via employee motivation (indirect effect $\beta = 0.138, p < 0.05$). Thus, H1c is supported. Furthermore, emotional leadership affects job performance via employee motivation (indirect effect $\beta = 0.067, p < 0.05$), in support of H2c.

We also used Sobel tests in SmartPLS to provide support to our findings regarding hypotheses H1c and H2c. The Sobel test is a method that determines whether the mediation impact is statistically significant. We run two Sobel tests in SmartPLS involving for each test, the three concerned variables. Test 1 for supporting hypothesis H1c, and test 2 for supporting H2c. The Sobel test 1 results indicated that the indirect effect of ethical leadership on job performance through employee motivation was significant (Sobel Z-test = 4.379 > 1.96, $p < 0.001$), giving a further support for Hypothesis H1c. Furthermore, the results of Sobel test 2 revealed that the indirect effect of emotional leadership on job performance through employee motivation was significant (Sobel Z-test = 4.765 > 1.96, $p < 0.001$), a further support for hypothesis H2c.

Structural equation model 2. Moderating effect of interest in the private sector. To test the moderating effect of interest in the private sector on the relationship between job performance and quitting intentions, we conducted a second structural equation model in AMOS. To this end, we adopted a multigroup analysis (e.g. Byrne and Stewart, 2006). The steps taken to test the moderating effect are as follows. First, the sample was split into two groups based on the median value (3.00) of the interest in the private sector variable (e.g. Aiken and West, 1991) resulting into two groups: (1) low interest in the private sector (308 responses) = values below the median, and (2) high interest in the private sector (299 responses) = values above the

Table V.
Results of controlling effects (structural equation model 1)

Control variables	Coefficient (β)	p-value
Gender	0.065	0.108 (N/S)
Age	-0.077	0.122 (N/S)
Tenure	0.003	0.956 (N/S)
Function	-0.063	0.140 (N/S)
Employability	0.115	0.004**
Income	-0.255	0.000***

Notes: ** $p < 0.01$; *** $p < 0.001$; N/S: Not Significant

Table VI.
Direct, indirect, and total effects

Path	Indirect effect	Direct effect	Total effect
Emotional leadership – Employee motivation	-	0.115**	0.115**
Ethical leadership – Employee motivation	-	0.243***	0.243***
Employee motivation – Job performance	-	0.281***	0.281***
Ethical leadership – Job performance	0.068*	0.070 (N/S)	0.138*
Emotional leadership – Job performance	0.032*	0.035 (N/S)	0.067*

Notes: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$; N/S: Not Significant



median. Second, we run this second model in AMOS by including all the variables in Figure 1 along with the interest in the private sector as a moderating variable. Results showed satisfactory fit statistical indexes, suggesting adequate model fit with our data: CFI = 0.897, TLI = 0.880, GFI = 0.845, and RMSEA = 0.052.

Third, to determine whether there is a moderating effect, we compare the effect of job performance on quitting intentions in both groups. As shown in Table VII, this effect varies with the level of interest in the private sector: At high levels of interest in the private sector, the effect is positive and significant ($\beta = -0.194, p = 0.002$), whereas at low levels, the effect is insignificant ($\beta = -0.104, p = 0.088$). Thus, job performance interacts with interest in the private sector to influence employee intention to quit, which provides support for H5. The results of the estimation of this second model are summarized in Table VII.

The plot in Figure 3 provides further support for the moderating effect by showing that job performance increases employee quitting intentions to higher extent when interest in the private sector is at high level.

Discussion and implications

Our proposed conceptualization of the psychological processes by which leadership exerts influences on employees' motivation suggests some deep ties. In particular, with regard to ethical leadership and employee motivation, our theoretical framework suggests that leaders are more likely to enhance employee motivation when they systematically interact with them, respect their aspirations for autonomy, and provide the resources they need to increase their performance. Our results indicate that emotional leadership, such as using emotional arguments that strengthen the relationship, increases employee motivation. Job performance is also influenced by the extent to which leaders convey normatively appropriate conduct and provide emotional support in the form of positive emotions. In addition, we found that

Hypothesis	Path specified	Group	Coefficient (β)	p-value
H5	Job performance – Quitting intentions	Group 1: Low IPS Group 2: High IPS	-0.104 -0.194**	0.088 (N/S) 0.002

Notes: ** $p < 0.01$; N/S: Not Significant; IPS: Interest in the Private Sector

Table VII.
Results of the moderating effect of interest in the private sector (structural equation model 2)

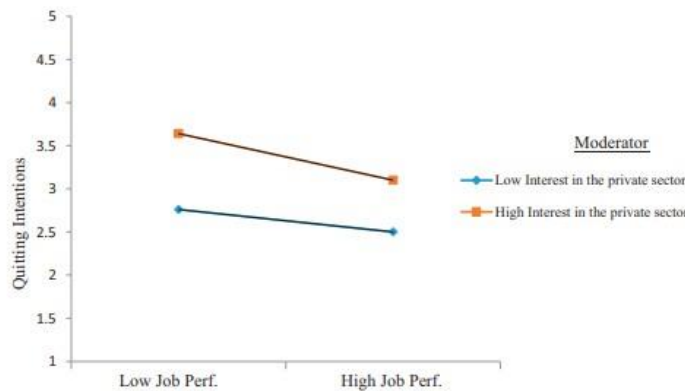


Figure 3.
The moderating effect of interest in the private sector on the relationship between job performance and quitting intentions

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employees' performance level is negatively associated with his or her intention to leave. However, their interest in opportunities in the private sector strengthens the effect of job performance on intentions to quit.

Main findings

Existing work clearly advocates the importance of employee work motivation (Steers *et al.*, 2004), yet the complex phenomenon and its influence on job performance need further research consideration. We draw on SDT to develop an empirical framework to advance insight into the mechanisms that allow ethical and emotional leaders to influence employee motivation and increase their performance. First, grounded in SDT, we explore the motivational process underlying the relationship between ethical leadership and employee motivation. Consistent with previous studies, we find a positive association, which suggests that employees respond positively to the ethical cues provided by their leaders and display greater motivation. This finding is in line with previous studies that emphasize the critical role of ethical leadership with regard to job outcomes (Bedi *et al.*, 2016; Ng and Feldman, 2015; Treviño *et al.*, 2014). For example, according to Avolio, Walumbwa and Weber (2009), ethical leadership can motivate employees to experience positive psychological states and engage in positive behaviors that encourage better performance. Other studies have found that ethical leadership positively influences employee behaviors such as commitment, job satisfaction, and organizational citizenship (Kalshoven and Boon, 2012; Sharif and Scandura, 2013; Harvey *et al.*, 2013).

Second, SDT is a relevant framework to understand the affective mechanism by which emotional leaders influence employee motivation. We reason and find that emotional leadership exerts a positive impact on employee motivation. Thus, our study responds to calls for additional research into the role of leader's emotions in motivating their employee (e.g. Salovey and Mayer, 1990; Gooty *et al.*, 2010).

Third, we show that employee motivation is positively related to job performance; it is an outcome of both ethical and emotional dimensions of leadership. This finding aligns well with prior research that has found that employee motivation is valuable because of its significant impact on job performance (Chen *et al.*, 2013). Furthermore, we determine that employee motivation fully mediates the relationship between leadership (both ethical and emotional leaderships) and job performance, in accordance with literature that argues that effective leadership practices improve performance by enhancing organizational commitment, employee engagement, and employee motivation (Becker and Gerhart, 1996; Combs *et al.*, 2006). Our findings are in line with other work that finds that relationship quality and trust serve critical functions in the positive relationship between ethical leadership and job performance (Piccolo *et al.*, 2010; Walumbwa *et al.*, 2012; Schaubroeck *et al.*, 2011).

Fourth, our study reveals the negative impact of job performance on employee intention to quit (Jackofsky and Peters, 1983; Jackofsky, 1984), such that high-performing employees are more likely to remain in their jobs compared with poor performers. While some existing research has found that high-performing employees are more willing to change their jobs (Thompson and Terpening, 1983), our results offer some clarity on this debate. Specifically, we find a significant moderating effect of interest in working in the private sector to explain the negative relationship between job performance and the intention to quit. This result suggests that for employees who seek to enter the private sector, their performance has a positive and significant influence on their intention to quit.

Contributions to theory

Our research contributes to the extant literature in several ways. First, we broaden extant theory by providing new insights into how leadership can promote employee motivation.

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Several scholars identify leadership as an important tool for organizational success (Northouse, 2007; Li *et al.*, 2017; Tian and Sanchez, 2017) and for driving key outcomes (e.g. employee engagement, attitudes, employee creativity, and individual effectiveness), but very little research has investigated the influence of leadership style on employee motivation. By exploring how leadership contributes to employee motivation, we begin to address this gap in the literature.

Second, our results show that employee motivation mediates the relationships between ethical leadership, emotional leadership, and job performance. Scholars (e.g. Piccolo *et al.*, 2010; Walumbwa *et al.*, 2011, 2012) note the inattention to the intervening mechanisms that link leadership and job performance. We contribute to this line of research by demonstrating the importance of considering employee motivation as an intervening variable. Hence, our study suggests that introducing a mediator such as motivation might help to better explain how leadership (ethical and emotional) influences job performance.

Third, this research illuminates the relationship between job performance and quitting intentions. Given the importance of understanding techniques companies can use to retain their best employees is of great interest, our research provides empirical evidence that high-performing employees might be more willing to stay in their jobs. We demonstrate that job performance is an indicator of employee retention. We also find that this relationship is moderated by one specific factor, that is, interest in the private sector. Our unique study setting in Kuwait provides interesting insights, especially because most new graduates from universities begin their professional careers in public organizations. After having worked there for some time and gaining work experience, some workers seek jobs in the private sector. Accordingly, we contribute to extant literature by demonstrating that the relationship between job performance and the intention to quit is affected by an employee's interest in working in the private sector.

Fourth, many studies examine employee motivation using data from the private sector (Costen and Salazar (2011); Joung *et al.* (2015)). Our study addresses the lack of insights into employee motivation, and the ability of leadership to enhance motivation, in the public sector. Specifically, we extend prior findings pertaining to the public sector by demonstrating that leadership drives employee motivation, and employee motivation drives job performance.

Fifth, by conducting this research in an Eastern culture, we contribute to the literature by assessing whether employee motivation can be enhanced by leadership, as well as how it affects job performance and quitting intentions of public sector employees in an Eastern culture. This is important since prior research (e.g. Calza *et al.*, 2016; Eisend *et al.*, 2015) has found that culture can have a significant influence on organizations and their functioning. Public organizations in Eastern countries (Kuwait in our case) suffer from serious concerns related to employee motivation, so understanding ways to motivate public sector employees in this Eastern country is particularly important. Thus, our research enriches extant literature by adding new insights about employee motivation in a novel cultural and organizational setting.

Contributions to practice

The findings of this study offer valuable practical insights for organizations. First, perceptions of both ethical and emotional leaderships foster employee motivation in the workplace, so leaders should work to develop a culture where ethical behaviors are the norm, by emphasizing moral values, integrity, and trust; treating employees with respect and dignity; providing them with autonomy; and empowering them to make decisions. Leaders must also create situations that feature positive emotional approaches and adjust their emotions to stimulate motivation and enhance job performance. As Humphrey (2002) asserts, "Leaders need different emotional leadership skills to guide organizational members around obstacles and onto the path that leads to success." Prior studies (e.g. Drouvelis and

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Nosenzo, 2013; Hermalin, 1998) suggest that leading by example is one way for leaders to encourage employees to engage in behaviors that benefit their organizations. Other scholars have challenged the view that ethical leadership consists of a single set of best practices and note the importance of considering the context, that is, private or public sector (Heres and Lasthuizen, 2012). Since historically leaders in Eastern cultures (e.g. Kuwait) tend to be autocratic and transactional, it becomes important to encourage their ethical and emotional leaderships. Organizations must consider context-appropriate training programs that allow prospective leaders to develop relevant skills, which, in turn, are likely to increase employee motivation and performance. An important dyadic relationship implication is that leaders should consider matching their emotional displays to employee motivation to increase individual performance.

Second, this study demonstrates the influence of individual performance on quitting intentions. Variation in turnover intentions can be explained by the level of individual performance, implying that the best employees are likely to stay because leaders engage in efforts to retain them by providing them with autonomy, good working conditions, needed resources, and contingent rewards (Dreher, 1982). Low-performing employees instead are more likely to leave, to the extent that leaders do not reward their poor performance (Lance, 1988). Effective leadership thus provides a starting point for understanding the mechanisms that can encourage high-performing employees to stay rather than look for better opportunities outside the organization.

Third, the model used to predict turnover intentions was developed and tested in the public sector in a non-Western context (Kuwait). To the best of the authors' knowledge, our study is among the few that provides initial evidence regarding turnover intentions as an outcome of the impact of ethical and emotional leaderships on employee motivation and individual performance in Kuwait. In this regard, it is important to acknowledge that Kuwait's public sector is consistently overstaffed, due to its nationalization policies. Turnover intentions are low, regardless of job performance, due to the high salaries and social benefits provided by the government. The reputation of the well-paid, comfortable public sector demotivates Kuwaiti employees from seeking work in the private sector (Segal *et al.*, 2011). Therefore, leaders in the private sector also could devote more effort to luring Kuwaiti nationals into private sector employment.

Limitations and research opportunities

Several limitations of this study could influence interpretations of the findings. First, the data came from organizations operating in the public sector in an Eastern culture (i.e. Kuwait), which may prevent generalization of the findings to other organizational contexts. However, the ethical and emotional leadership concepts reflect a Western perspective. In applying these concepts for the first time to a context in which Islamic values are deeply rooted in society, it was not possible to capture all measures specific to this society. It would be interesting to explore additional similarities and differences in ethical and emotional leaderships across cultures to enhance the external validity of the findings. Second, this study explored employee motivation using a single construct from motivation theory. Previous studies include different types of motivation (Gagné and Deci, 2005; Weibel *et al.*, 2010), and leadership may influence these various types of motivation differently. Thus, it would be interesting for research to explore other types of motivation to provide additional insights. Third, we adopted a cross-sectional research design since the data was collected only once, during the same period, so definitive inferences about causal processes are not possible. Longitudinal research could capture more data points over time, which would help clarify the causal effects and provide more accurate results. Fourth, considering Kuwait's cultural particularities, more studies of ethical and emotional leaderships rooted in the public sector in Kuwait should be conducted to help organizations overcome the various management and

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leadership challenges. Fifth, prior research indicates that both ethical and emotional leadership styles affect employee job outcomes, by shaping the organizational culture (Tu and Lu, 2013; Chen and Hou, 2016). Further research might include organizational culture constructs as mediators that help explain how leadership styles influence employee motivation and job performance.

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3. In-depth Interview

1.

A : Selamat siang bu perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau ibu namanya siapa?

B : selamat siang juga, nama saya TF.

A : baik bu T, sebelumnya terima kasih yaa buu karena sudah menyempatkan waktunya untuk diwawancarai oleh saya.

B : iya gapapa.

A : langsung saya mulai saja ya bu.

B : baik.

A : ibu T sudah bekerja di PT Esta Dana Ventura berapa lama bu?

B : kalau saya baru aja genap dua tahun di bulan ini.

A: oh begitu, kan ibu sudah bekerja selama dua tahun ya bu, ada kepikiran untuk *resign* ga bu?

B : kalau saya sih ada yaa.

A : apa ibu udah mencari pekerjaan baru?

B : kadang sih saya suka iseng iseng cari lowongan gitu.

A : oh begituu, kalau boleh tau apakah tipe kepemimpinan atasan ibu mempengaruhi niatan *resign* ibu atau ada faktor lain?

B : itu juga termasuk sih, lalu jam kerja saya juga kadang kelebihan.

A :oh seperti itu ya buu. kalau begitu cukup sampai disini saja bu interviewnyaa. Terima kasih banyak yaa.

B : iyaa sama samaa.

2.

A : Selamat siang bu perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. boleh perkenalkan dirinya bu.

B : siang, Nama saya M.

A : Mohon maaf ya buu saya ganggu sebentar di jam istirahatnya untuk *interview* sedikit ajaa.

B : iya gapapa kok.

A : langsung aja ya bu, ibu M sudah bekerja di PT Esta Dana Ventura berapa lama bu?

B : kalau saya sih udah 3 tahunan lebih yaa.

A : selama bekerja disini ibu pernah ada kepikiran untuk *resign* ga bu?

B : waktu itu sih pernah cuman gajadi karena kalau dipikir pikir lagi saya udah enak di sini karena kantornya deket dari rumah jadi ga butuh waktu banyak di perjalanan jadinya saya tetap bertahan disini.

A : kalau boleh tau emangnya kenapa waktu itu pengen *resign* bu?

B : kalau waktu itu sih saya ingin cari yang gaji nya lebih dan lagi bosan aja yaa hahaha.

A : berarti sekarang udah ga bosan ya buu hahaha.

B : engga dong kan udah dipromosi hahaha.

A : hahaha yasudah bu segitu aja *interview* dari saya, makasih buu

B : iyaa sama sama.

3.

A : Selamat siang pak perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau bapak namanya siapa?

B : siang, nama saya RA.

A : Maaf pak R aku minta waktu nya sebentar yaa untuk *interview* sedikit.

B : iya baik.

A : bapak sudah bekerja di PT Esta Dana Ventura berapa lama pak?

B : saya sudah 3,5 tahun.

A : bapak pernah ada niatan untuk *resign* dari kerjaan ini ga pak?

B : ada sihh.

A : kalau boleh tau alasannya apa ya pak, apakah gara gara tipe pemimpin yang kurang cocok atau ada faktor lain mungkin?

B : kalau soal tipe pemimpin sih saya masih aman aman aja, saya lagi pengen fokusin diri untuk startup saya sendiri ajaa.

A : ohh begitu, kalau begitu cukup sampai sini aja pak interviewnya, makasih banyak ya pak, sukses terus.

B : iyaa sama sama.

4.

A : Selamat siang pak H apa kabar? saya Muhamad Abdurrafi, mahasiswa dari Universitas Multimedia Nusantara ingin sedikit melakukan interview nih sama bapak H, boleh perkenalkan dirinya pak?

B : siang rafi, nama saya HS jabatan saya sebagai Manager divisi HR di PT Esta Dana Ventura

A : langsung aja ya pak ke pertanyaannya, bapak ada niatan untuk *resign* ga dari perusahaan ini?

B : sebenarnya sih ada dan ingin, karena dengan posisi jabatan saya yang sekarang saya ngerasa saya bisa untuk mendapatkan gaji yang lebih di tempat lain makanya saya juga sambil cari-cari lowongan.

A : ohh begitu ya pak, apakah ada alasan lain pak?

B : sepertinya itu aja sih.

A : oke deh pak segitu aja interview dari saya, terima kasih ya pak.

B : iya sama sama fi

5.

A : Selamat siang pak perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau bapak namanya siapa?

B : selamat siangg, perkenalkan nama saya K

A : Pak K, saya mau ada sedikit interview nih pak seputar pengalaman bapak bekerja di PT Esta Dana Ventura, apa bapak bersedia

B : iya saya bersedia

A : bapak sudah bekerja di PT Esta Dana Berapa lama pak?

B : saya sudah satu tahun lebih hampir dua tahun

A : selama hampir dua tahun ini bapak ada kepikiran untuk resign ga?

B : kadang sih kepikiran ya kalau lagi cape atau banyak masalah di kantor.

A : kalau tipe kepemimpinan atasan bapak tuh berpengaruh ga pak untuk muncul pikiran seperti itu.

B : ya itu berpengaruh bgt apa lagi kalo mood atasan saya lagi jelek bawaannya marah marah mulu kaya ga professional aja gitu.

A : ohh iya bener bener, ada faktor lain lagi mungkin pak?

B : gaada sih itu aja.

A : berarti sekarang lagi nyari pekerjaan lain atau gimana pak.

B : iya nih tapi ga dapet dapet hahaha susah sekarang cari kerja.

A : hahaha semangat terus pak, sekian dulu pak interview dari saya. makasih banyak ya pak.

B : sama sama.

6.

A : Selamat siang bu perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau ibu namanya siapa?

B : nama saya RT.

A : bu RT sebelumnya saya mau meminta izin ke ibu untuk melaksanakan interview singkat dan ibu RT menjadi narasumber nya apa ibu bersedia?

B : iya saya bersedia.

A : ibu RT sudah bekerja disini berapa lama?

B : saya baru satu serengah tahun.

A : selama bekerja disini ibu pernah ada kepikiran untuk *resign* ga?

B : ada sih.

A : kalau boleh tau apa aja bu yang menjadi alasan pengen *resign* B : sebenarnya emang pengen kerja di industri yang lain aja. A : oh seperti itu ya bu, ada alasan lain mungkin bu?

B : intinya di sini saya merasa gaada yang mau saya kejar lagi gitu.

A : oh seperti ituu, kalau gitu cukup sampai sini aja bu *interview* nya, terima kasih banyak ya bu.

B : iyaa sama sama.

7.

A : Selamat siang bu perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau ibu namanya siapa?

B : nama saya Y

A : halo bu Y, maaf ya bu saya ganggu waktunya sebentar, saya ingin ada sedikit *interview* dengan ibu seputar pengalaman ibu bekerja di PT Esta Dana Ventura apa boleh?

B : boleh kok

A : nah langsung aja ya bu, ibu saat ini ada niatan untuk *resign* dari perusahaan tidak bu?

B : ngga ada sih

A : kalo lagi waktu senggang ibu juga suka cari cari lowongan pekerjaan lain ga bu?

B : ngga juga hahaa.

A : udah nyaman ya bu berarti di PT Esta Dana Ventura?

B : oh iya harus dongg.

A : sudah berapa lama ibu bekerja disini?

B : saya kayanya udah 4 tahun deh

A : wah lama juga yaa, oke deh bu sekian *interview* dari saya, makasih yaa.

B : sama sama.

8.

A : Selamat siang pak perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau bapaknamanya siapa?

B : Nama saya P.

A : siang pak P, makasih yaa pak udah luangin waktunya sebentar.

B : iya santai kok.

A : Jadi saya ingin melakukan *interview* sedikit nih pak sama bapak tentang pengalaman bapak bekerja di perusahaan ini.

B : oh iya boleh boleh.

A : okee kita langsung aja ya pak, pak P sudah bekerja di PT Esta Dana Ventura berapa lama?

B : saya sudah bekerja di perusahaan ini selama 1 tahunan lebih.

A : untuk saat ini atau dalam waktu dekat bapak ada niatan untuk *resign* dari perusahaan ga pak?

B : Kalau untuk saat ini belum ya karena saya masih ingin cari pengalaman disini lebih lama lagi.

A : sampai berapa lama pak kira kira?

B : mungkin 2-3 tahun yaa

A : setelah itu baru *resign* ya pak?

B : sepertinya iya tapi lihat sikon nanti aja kalau memang karir saya bagus disini saya akan teruskan dan kalau tidak saya akan *resign*.

A : berarti intinya untuk saat ini masih mau kerja disini ya pak?

B : Iya betul.

A : oke deh pak sekian *interview* dari saya, terima kasih banyak yaa pak P.

B : iya sama sama yaa.

9.

A : Selamat siang bu perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau ibu namanya siapa?

B : siang, nama saya SP.

A : Makasih ya buu udah mau luangin waktu nya sebentar, jadi aku ingin melakukan *interview* ke ibu seputar pengalaman ibu bekerja di PT Esta Dana Ventura.

B : boleh boleh.

A : ibu sudah bekerja di PT Esta Dana Ventura berapa lama bu?

B : saya udah 1,5 tahun kerja Esta Dana.

A : nah kan ibu udah bekerja selama 1,5 tahun, ibu udah mulai merasakan keinginan untuk *resign* belum bu?

B : loh kok kamu tau? Hahahaha.

A: engga tau bu aku nanya doang hahaha emang ini topik penelitian saya.

B : Saya emang udah niat *resign* sih baru baru ini makanya saya juga lagi cari cari lowongan kerja jugaa.

A : Kalau boleh tau, apa yang menjadi alasan ibu ingin *resign*?

B : kalo saya kayanya karena kurang cocok aja sama atasan saya

A : kurang cocok seperti apa ya bu maksudnya?

B : ya kurang suka aja sama sifat nyaa, kalau saya salah dalam suatu hal dia suka langsung marah tapi dia nya sendiri tidak mencontohkan bagaimana melakukannya dengan benar, kurang lebih seperti itu.

A : ohh seperti itu ya buu, baik baik. Nah cukup sekian ya buu *interview* dari saya, makasih banget karena ibu udah mau di interview sama saya, *stay safe* ya bu.

B : iya sama sama kamu juga yaa.

10.

A : Selamat siang pak perkenalkan nama saya Muhamad Abdurrafi, saya mahasiswa dari Universitas Multimedia Nusantara. kalau boleh tau bapak namanya siapa?

B : Siang, nama saya I.

A : siang pak, terima kasih pak karena sudah meluangkan waktunya sebentar untuk saya *interview*.

B : gapapa kok santai.

A : bapak sudah bekerja di PT Esta Dana Ventura berapa lama pak?

B : Saya sudah kerja di Esta Dana sekitar 2 tahun an lah.

A : sampai saat ini bapak udah ada kepikiran untuk resign dari sini ga pak?

B : kalau kepikiran sih ada memang dan lagi nyari juga pekerjaan lain yang kerjanya 5 hari seminggu aja, kan kalau disini 6 hari tuh.

A : oh berarti karena faktor jam kerja ya pak.

B : bisa dibilang begitu.

A : ada faktor lain mungkin pak yang membuat bapak jadi ingin *resign*?

B : kayanya hanya itu doang sih.

A : oke deh pak segitu aja pertanyaan dari saya, terima kasih ya pak informasinya, untuk nama akan saya samarkan kok pak tenang aja haha.

B : oke baik sama sama.



4. Data Pre-Test

1. ETL

Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.665
Bartlett's Test of Sphericity	Approx. Chi-Square		131,780
	df		10
	Sig.		.000

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
	.881	.882	5

		ETL1	ETL2	ETL3	ETL4	ETL5
Anti-image Covariance	ETL1	.595	-.021	.106	-.105	-.349
	ETL2	-.021	.370	-.188	-.123	.018
	ETL3	.106	-.188	.320	-.145	-.134
	ETL4	-.105	-.123	-.145	.452	.058
	ETL5	-.349	.018	-.134	.058	.544
Anti-image Correlation	ETL1	.527 ^a	-.045	.243	-.203	-.615
	ETL2	-.045	.718 ^a	-.546	-.301	.039
	ETL3	.243	-.546	.688 ^a	-.382	-.322
	ETL4	-.203	-.301	-.382	.747 ^a	.117
	ETL5	-.615	.039	-.322	.117	.601 ^a

a. Measures of Sampling Adequacy(MSA)

	Component	
	1	2
ETL1	.915	.805
ETL2	.917	-.320
ETL3	.881	-.290
ETL4	.805	-.252
ETL5	.838	.669

Extraction Method: Principal Component Analysis.
a. 2 components extracted.

2. EML

Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.830
Bartlett's Test of Sphericity	Approx. Chi-Square		237,579
	df		6
	Sig.		.000

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
	.941	.942	4

		EML1	EML2	EML3	EML4
Anti-image Covariance	EML1	.210	-.035	-.124	-.038
	EML2	-.035	.221	-.023	-.124
	EML3	-.124	-.023	.212	-.046
	EML4	-.038	-.124	-.046	.191
Anti-image Correlation	EML1	.833 ^a	-.162	-.585	-.189
	EML2	-.162	.832 ^a	-.107	-.602
	EML3	-.585	-.107	.827 ^a	-.231
	EML4	-.189	-.602	-.231	.826 ^a

a. Measures of Sampling Adequacy(MSA)

	Component
	1
EML1	.919
EML2	.918
EML3	.925
EML4	.926

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

3. EM

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.794
Bartlett's Test of Sphericity	Approx. Chi-Square	120,738
	df	6
	Sig.	.000

Anti-image Matrices					
		EM1	EM2	EM3	EM4
Anti-image Covariance	EM1	,467	-,144	-,114	-,016
	EM2	-,144	,323	-,169	-,118
	EM3	-,114	-,169	,364	-,086
	EM4	-,016	-,118	-,086	,649
Anti-image Correlation	EM1	.792 ^a	-,371	-,277	-,028
	EM2	-,371	.770 ^a	-,492	-,258
	EM3	-,277	-,492	.794 ^a	-,176
	EM4	-,028	-,258	-,176	.842 ^a

a. Measures of Sampling Adequacy(MSA)

Component Matrix ^a	
	Component
	1
EM1	.844
EM2	.909
EM3	.900
EM4	.716

Extraction Method:
Principal Component
Analysis.
a. 1 components
extracted.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.863	4

4. JP

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.708
Bartlett's Test of Sphericity	Approx. Chi-Square	46,538
	df	6
	Sig.	.000

Anti-image Matrices					
		JP1	JP2	JP3	JP4
Anti-image Covariance	JP1	,728	-,129	-,018	-,263
	JP2	-,129	,762	-,207	-,097
	JP3	-,018	-,207	,715	-,222
	JP4	-,263	-,097	-,222	,628
Anti-image Correlation	JP1	.700 ^a	-,173	-,025	-,389
	JP2	-,173	.761 ^a	-,281	-,140
	JP3	-,025	-,281	.708 ^a	-,331
	JP4	-,389	-,140	-,331	.679 ^a

a. Measures of Sampling Adequacy(MSA)

Component Matrix ^a	
	Component
	1
JP1	.695
JP2	.711
JP3	.725
JP4	.803

Extraction Method:
Principal Component
Analysis.
a. 1 components
extracted.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.700	.715	4

5. Q1

Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.629
Bartlett's Test of Sphericity	Approx. Chi-Square		87,648
	df		6
	Sig.		.000

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
	.808	.810	4

	Q1	Q2	Q3	Q4	
Anti-image Covariance	Q1	,512	-,093	,152	-,264
	Q2	-,093	,679	-,180	-,056
	Q3	,152	-,180	,522	-,233
	Q4	-,264	-,056	-,233	,341
Anti-image Correlation	Q1	,571*	-,157	,295	-,631
	Q2	-,157	,802*	-,302	-,117
	Q3	,295	-,302	,586*	-,553
	Q4	-,631	-,117	-,553	,612*

a. Measures of Sampling Adequacy(MSA)

	Component
	1
Q1	,742
Q2	,775
Q3	,769
Q4	,896

Extraction Method: Principal Component Analysis.
a. 1 components

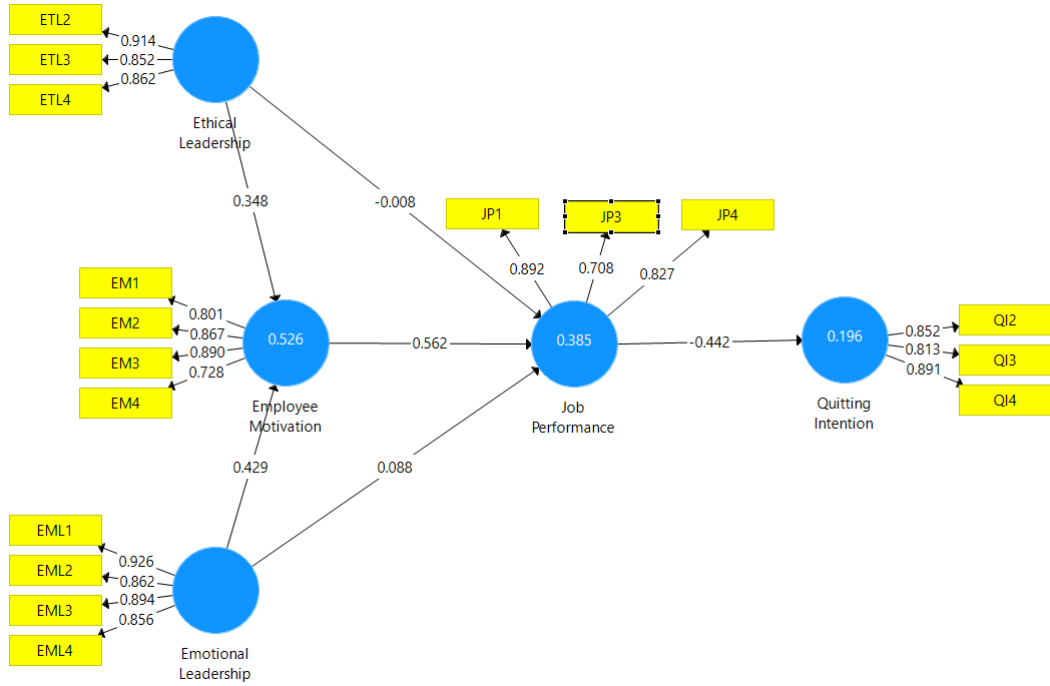
5. Data Main-Test

Outer Loadings

Matrix	Emotional Leadership	Employee Motivation	Ethical Leadership	Job Performance	Quitting Intention
EM1		0.801			
EM2		0.867			
EM3		0.890			
EM4		0.728			
EML1	0.926				
EML2	0.862				
EML3	0.894				
EML4	0.856				
ETL2			0.914		
ETL3			0.852		
ETL4			0.862		
JP1				0.892	
JP3				0.708	
JP4				0.827	
Q12					0.852
Q13					0.813
Q14					0.891

Construct Reliability and Validity

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
	Cronbach's ...	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Emotional Leadership	0.908	0.915	0.935	0.783
Employee Motivation	0.840	0.849	0.894	0.679
Ethical Leadership	0.849	0.851	0.909	0.768
Job Performance	0.750	0.825	0.852	0.660
Quitting Intention	0.814	0.828	0.889	0.727



Discriminant Validity

	Emotional L...	Employee ...	Ethical Lea...	Job Perform...	Quitting Int...
EM2	0.582	0.867	0.539	0.409	-0.314
EM3	0.651	0.890	0.588	0.601	-0.349
EM4	0.524	0.728	0.509	0.488	-0.466
EML1	0.926	0.637	0.714	0.458	-0.411
EML2	0.862	0.574	0.552	0.373	-0.358
EML3	0.894	0.640	0.688	0.482	-0.324
EML4	0.856	0.570	0.652	0.325	-0.405
ETL2	0.731	0.602	0.914	0.389	-0.349
ETL3	0.658	0.610	0.852	0.365	-0.390
ETL4	0.546	0.532	0.862	0.380	-0.420
JP1	0.446	0.586	0.442	0.892	-0.523
JP3	0.268	0.360	0.208	0.708	-0.168
JP4	0.391	0.515	0.344	0.827	-0.292
QI2	-0.305	-0.309	-0.280	-0.431	0.852
QI3	-0.333	-0.419	-0.371	-0.322	0.813
QI4	-0.448	-0.506	-0.492	-0.363	0.891

	Emotional Leadership	Employee Motivation	Ethical Leadership	Job Performance	Quitting Intention
Emotional Leadership	0.885				
Employee Motivation	0.686	0.824			
Ethical Leadership	0.739	0.665	0.877		
Job Performance	0.468	0.618	0.431	0.812	
Quitting Intention	-0.421	-0.474	-0.440	-0.442	0.853

Indirect Effects

Total Indirect Effects		Specific Indirect Effects			
	Emotional Leadership	Employee Motivation	Ethical Leadership	Job Performance	Quitting Intention
Emotional Leadership				0.241	-0.146
Employee Motivation					-0.249
Ethical Leadership				0.196	-0.083
Job Performance					
Quitting Intention					

Path Coefficients

Matrix		Path Coefficients				Copy to Clipboard
	Emotional Leadership	Employee Motivation	Ethical Leadership	Job Performance	Quitting Intention	
Emotional Leadership		0.429		0.088		
Employee Motivation				0.562		
Ethical Leadership			0.348	-0.008		
Job Performance					-0.442	
Quitting Intention						

R Square

Matrix		R Square	R Square Adjusted
	R Square	R Square Adjusted	
Employee Motivation	0.526	0.518	
Job Performance	0.385	0.370	
Quitting Intention	0.196	0.189	

Model Fit

Fit Summary		rms Theta	
	Saturated Model	Estimated Model	
SRMR	0.090	0.119	
d_ULS	1.227	2.149	
d_G	0.672	0.696	
Chi-Square	507.128	519.299	
NFI	0.685	0.677	


6. Form Bimbingan



FORMULIR KONSULTASI SKRIPSI PRODI MANAJEMEN

Semester : 9 (sembilan)
 Nama Mahasiswa : Muhamad Abdurrafi
 NIM : 00000026971
 Nama Dosen Pembimbing : Dr. Ringkar Situmorang, B.Sc., MBA

Tanggal Konsultasi	Agenda / Pokok Bahasan	Saran Perbaikan	Paraf Dosen Pembimbing
7 September 2021	Membahas judul dan model penelitian.	Model penelitian harus disamakan dengan jurnal utama.	
15 September 2021	Konsultasi mengenai pergantian judul dan perusahaan yang di teliti	Pastikan jumlah karyawannya cukup banyak untuk menjadi responden.	
23 September 2021	Membahas tentang pengumpulan data	Harus segera menyebarkan kuisioner.	
5 Oktober 2021	Membahas tentang Bab 1	Memperbaharui teori-teori yang digunakan.	
31 Oktober 2021	Membahas software yang digunakan untuk pengolahan data	Pakai yang software yang lebih mudah digunakan.	
7 November 2021	Membahas Bab 2	Menambah jurnal pendukung dan memperbaiki penulisan.	
11 November 2021	Membahas Bab 3	Menambahkan beberapa sub bab seperti teknik pengumpulan data dan periode penelitian.	
27 Desember 2021	Membahas Bab 4 dan Bab 5	Memperbaiki tabel-tabael pada Bab 4, merevisi	

		beberapa kalimat dan menambahkan teori dalam memberi saran di Bab 5.	
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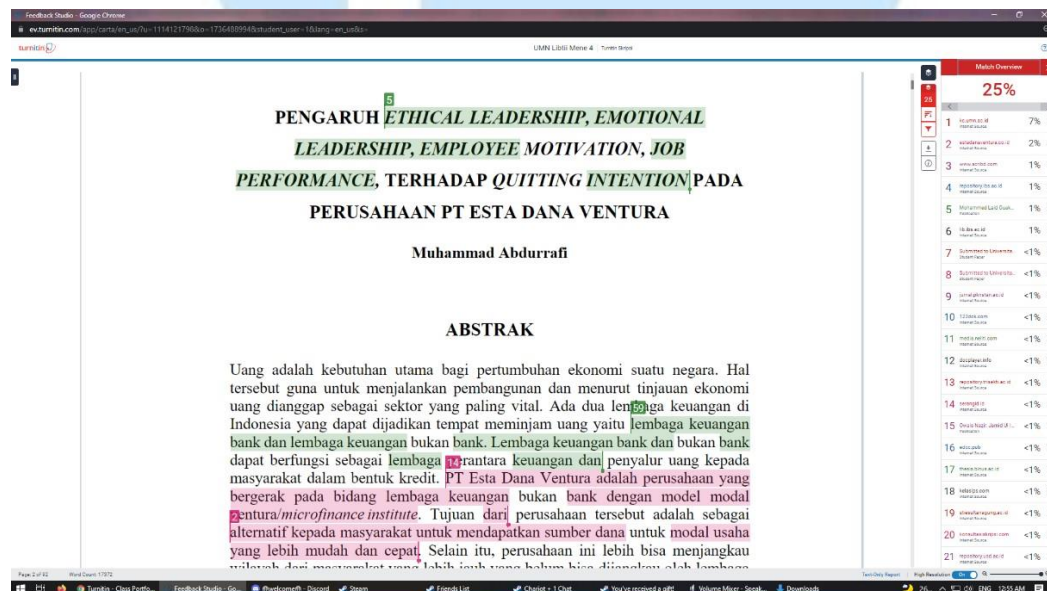
Catatan : Form ini wajib dibawa pada saat konsultasi & dilampirkan di dalam skripsi

Tangerang, 3 Januari 2022



Dr. Ringkar Situmorang, B.Sc., MBA

7. Hasil Turnitin



PENGARUH *ETHICAL LEADERSHIP, EMOTIONAL LEADERSHIP, EMPLOYEE MOTIVATION, JOB PERFORMANCE*, TERHADAP *QUITTING INTENTION* PADA PERUSAHAAN PT ESTA DANA VENTURA

Muhammad Abdurrafi

ABSTRAK

Uang adalah kebutuhan utama bagi pertumbuhan ekonomi suatu negara. Hal tersebut guna untuk menjalankan pembangunan dan menurut tinjauan ekonomi uang dianggap sebagai sektor yang paling vital. Ada dua lembaga keuangan di Indonesia yang dapat dijadikan tempat meminjam uang yaitu lembaga keuangan bank dan lembaga keuangan bukan bank. Lembaga keuangan bank dan bukan bank dapat berfungsi sebagai lembaga perantara keuangan dan penyalur uang kepada masyarakat dalam bentuk kredit. PT Esta Dana Ventura adalah perusahaan yang bergerak pada bidang lembaga keuangan bukan bank dengan model modal Ventura/microfinance institute. Tujuan dari perusahaan tersebut adalah sebagai alternatif kepada masyarakat untuk mendapatkan sumber dana untuk modal usaha yang lebih mudah dan cepat. Selain itu, perusahaan ini lebih bisa menjangkau wilayah dari masyarakat yang lebih jauh yang belum bisa dijangkau oleh lembaga

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