Application of McGregors's XY leadership theory in education management: investigation of the link between preferred leadership style, intrinsic motivation and turnover intention

Abstract

The relationship between leadership style and turnover intention was investigated, with the potential mediating effect of intrinsic motivation. The sample was consisted of 100 high school teachers from various high-schools on the territory of the city of Skopje, who completed a quantitative questionnaire on trust in organization, XY leadership preferences, satisfaction with organization, turnover intention and socio-demographic characteristics. The research findings suggested that XY leadership is related to turnover intention, while intrinsic motivation is related to tenure, age and wage of employees. Furthermore, intrinsic motivation fully mediated the relationship of satisfaction with organization with turnover intention and partially mediated the relationships of trust in organization with turnover intention. The results suggested that the motivation of teachers to work can be targeted trough adapting leadership styles and certain organizational characteristics and benefits provided to the employees.

Keywords: education, leadership, intrinsic motivation, turnover

Introduction

The very first appearance of leadership is closely related to the primeval feeling of humans for belonging to a certain group and the necessity to be led by one person who has the ability to accomplish tasks related to a certain group cause. History has shown countless types of historical situations where leadership is performed from different aspects (Bass and Avolio, 1994) It is generally considered that one of the main principles in evolution of human rights worldwide is directly related to the concept of leadership, but it also refers to actions in the past which are focused on marginalization of members of different societies, which were led by leaders who had focused on repressions with ideological background of one nation over another (Lord and Hall, 2003) Furthermore, the general conclusion implies that "Leadership" and the manner of its practice are related to various processes of the world historical evolution and creation of the basic principles of human rights (Tomasevski, 1989)

Teachers' turnover intention

The employee turnover is in general defined as "amount of movement of employees in and out of an organization" and the turnover rate is the rate at which "employees in an organizational level are replaced by other individuals employed by the organization" (Reinfort and Van Fleet, 1998) Employee turnover has always been a critical concern to employers, since it carries the potential in the loss of valuable organizational knowledge. Teacher turnover is a significant phenomenon, and a dominant factor behind the demand for new teachers and the difficulties schools encounter adequately staffing classrooms with qualified teachers. Crossman and Harris (2006) highlighted the importance of investigating teacher turnover because of the potential negative consequences of teacher shortages on the organizational effectiveness and the educational industry as a whole.

There is never a sole factor that impacts employee's intention to leave the current employer, therefore an enormous number of studies and surveys explored the key drivers of turnover of teachers. One of the most important factors influencing teacher's turnover is that it is strongly correlated with the characteristics of the teaching field with mathematics, special education and science being the fields with highest teacher turnover (Ingersoll, 2001) Another important aspect is that the decision to leave the job is closely associated with teacher's age. This relationship is U-shaped resulting in decreasing risk to leave the job in mid-life and increasing risk to leave the job near the end of the professional working life (Bobbitt, Leich, Whitener and Lynch, 1994; Boe, Bobbitt, Cook, Barkanic and Mailsin, 1998)

However, although significant, this research has some important limitations. It analyses the turnover intention in light of the demographic characteristics of the teachers and their field. However, they do not analyze the concept in relations to the management and leadership of the educational institution. In example, McNeilly and Goldsmith (1992) claimed that employee turnover is related to whether a manager is an adapter or innovator. With a manager who is an adapter, the chances of employees leaving a position are less likely if they have good relations with their co-workers. With a manager who is an innovator, if employees are pleased with the salary they are receive, then there is less of a chance to leave the position. Therefore, this research will analyse the relationship between turnover intention of teachers and leadership.

Job satisfaction of teachers

Woods and Weasmer (2002) have emphasized that allowing the teachers to have more opportunities to express their personal thoughts in evolving and achieving the organizational targets increases their personal investing in the organization, their motivation and job satisfaction as well.

One other point which additionally leads us to the fact that the principles of Theory Y are the crucial ones which lead towards teachers' greater motivation and job satisfaction comprises the five important

organizational factors recognized by Firestone and Rosenblum (1989), being: the teachers' sense of purpose about the work, mutual respect and affiliation, administrative support, and opportunities for decision-making. The factors mentioned arise from the individual relationship between each teacher and the principal of the school - reflecting on the way in which the principal is perceived by the teachers and is related to the degree of support, management, or control provided. This means that the way of providing leadership by the principal is crucial for teachers' satisfaction and commitment (Lee et al. 1989; Firestone and Rosenblum, 1989; Miskel, Fevurly, and Stewart, 1979; and Nidich, 1986)

Bogler (1999) considers that the degree of teachers' job satisfaction is directly related to the way in which they perceive their principal meaning that they manifested greater satisfaction in their work when they perceive their subordinate as a person who is more likely to share information with, keeps open communication and reallocates authority.

Goodlad (2004) stressed that it is doubtless that the degree of job satisfaction and morale among teachers increases if the teachers are viewed by their subordinates as professionals they perceive themselves to be. However, he believes that it would be a great mistake to see the principal as a crucial factor which impacts the teachers' job satisfaction, and he highlights the fact that the principals' leadership style is one of the many factors which influence job satisfaction. Bass and Avolio (1994) have concluded that certain leadership style cannot be strictly related to every single situation, but some are more effective than others in the process of keeping the teachers' morale at satisfactory level, and Full Range Leadership Model (1999) considers leadership as a system which is made up of many inputs such as people, timing and resources, processes such as interactions with people and resources and finally outcomes which include level of motivation and performance. Regarding the principles of this theory, each aspect of the previously mentioned system incorporates and interacts with each of the other aspects.

Intrinsic motivation

Although the concept of intrinsic motivation has been widely present in the literature, the intrinsic motivation of teachers has not been extensively investigated. According to Ryan and Deci (2000) intrinsic motivation is an individual's inherent inclination from which stems his/her tendency to learn about particular areas of life regardless of the presence of external enticements. The authors highlight that intrinsic motivation encourages people to assimilate, control, generate spontaneous interests and to research which makes it essential for the individual's social and cognitive development while on the other hand it represents the fundamental source of personal satisfaction and life energy.

Implementing McGregor's theories in managing high school teachers

When in 1960 Douglas McGregor established Theory X and Theory Y, he appointed that the leader needs to have the ability a adjust its type of leadership towards the inherent characteristics which subordinates have in order to achieve productive and satisfied employee (Berry and Seltman, 2008) Theory X leaders assume that the average employee inherently is not fond of work and will gladly avoid it if possible, and because of this the employees must be controlled, directed, threatened with punishment in order to accomplish their tasks and the average employee feels comfortable in being directed and not to have any responsibility and his overall goal is job security (Hendel, 2003) Theory X is largely practiced in factories and encourages employers to demonstrate masculine management style. While analyzing the human aspects of functioning in organization he emphasized a new aspect of the communication bond between the managers and their subordinates. Namely, instead of commanding and controlling the subordinates McGregor stressed a new role for managers which is consisted of assisting of the subordinates in reaching their full potential. In their abstract *Douglas McGregor's Theory X and Y: Toward a Construct-valid Measure (2008)* point out that the basis of this McGregor's Theory Y is the assumption that employees are capable of achieving their prime goals in the organization having in consideration that they are not lazy, fully capable of self - directing and initiative in providing initiative ideas and suggestions in order to improve organizational effectiveness. This theory also supports the idea that with suitable managerial practices such as providing objectives, rewards and participation in the decision making processes within the organization, goals could be easily achieved.

Considering the topic of this thesis, there are some academic researches which represent the way of accepting of the different points of the X and Y theories in terms of management of high school teachers, and their perception of the different aspects of these theories. Pagano (1989) has done a research in discovering leadership styles in randomly selected high schools in the state of Pennsylvania and surveyed 116 randomly selected teachers assessing the leadership behavior of their principal. The final outcome of the study appointed two different types of leadership styles. Namely one is more concerned about the production and the other about the people. Pagano (1989) also discovered that in the middle schools, the teachers answered that they have more freedom to participate in the decision making processes while their principal showed greater willingness in creating changes.

Woods and Weasmer (2002) have appointed that allowing the teachers to have more opportunities to express their personal thoughts in evolving and achieving the organizational targets increases their personal investing in the organization, their motivation and job satisfaction as well. According to the research made by Vickie Tantee Randolph-Robinson (2007) the old fashioned traditional way of leadership is increasingly neglected, and the school leaders need to focus on taking actions which are far more honest, not only in

their external deeds but also in their internal organizational and motivation politics. Furthermore, researches have shown that the principle is the most responsible for the degree of teachers' morale and high degree of morale results with high productivity and high student achievement. Furthermore, while analyzing the available research, including Anderman (1991), Leithwood, et al. (1992), and Stiles (1993), it can be concluded that the practicing of Theory Y principles is crucial for achieving positive results in managing of the high school organizations. Anderman (1991) appoints analyses which refer to the relationships between teachers' perceptions of school leadership, school culture, and teacher satisfaction and commitment and he discovered that a school culture that stresses accomplishment, recognition, and affiliation is related to satisfaction and commitment, while a stress on power and competition leads to decreased feelings of teacher commitment.

One other point which also leads us to the fact that the principles of Theory Y are the crucial ones which lead towards teachers' greater motivation and job satisfaction are the five important organizational factors recognized by Firestone and Pennel (1993), such as: the teachers' sense of purpose about the work, mutual respect and affiliation, administrative support, and opportunities for decision-making. The mentioned factors arise from the individual relationship between each teacher and the principal of the school - reflecting on the way in which the principal is perceived by the teachers and is related to the degree of support, management, or control provided. This means that the way of providing of the leadership by the principal is crucial for teacher satisfaction and commitment (Firestone and Pennel, 1993)

However, Theory Y does encourage a leader to practice a participative, soft management style and is more applicable to the field of education than Theory X. It is believed that because principals and school leaders assume that teachers have chosen the field of education because "they want to make a difference in the lives of young people". Administrators who assume that workers dislike work, are lack initiative, and resist change hold Theory X assumptions about workers have predisposition to be directive and authoritarian leaders, and it is also significant to have in mind that such term as "formal authority" is limited in educational organizations (Blase and Kirby, 2009, p. 93; Whitaker, Whitaker, and Lumpa, 2009) Berry and Seltman (2008) point out that Theory Y leaders assume that employees use the identical amount of physical and mental energy as well in accomplishing their activities at work, as they do outside of their working space, if the employee is motivated enough it will have the initiative to work in achieving the goals of the organization and this type of employee does is not motivated by punishment but the intrinsic value of the work does, the employee is willing to learn and feel responsible in achieving its working duties, employees possess creativeness and are creative and possess uniqueness and their skills help to improve the function of the organization, while the job satisfaction is the key factor to engaging these employees and ensuring their commitment to work (Berry and Seltman, 2008)

Theoretical model

Based on the existing academic discussion, the exploration of McGregor's theory X/Y suggests the necessity to investigate influencing factors from the following dimensions: *job satisfaction (JS), turnover intention (TI), trust in company (TC) and intrinsic motivation (IM) as well as socio-demographic characteristics of respondents such as age, gender, tenure and wage.*
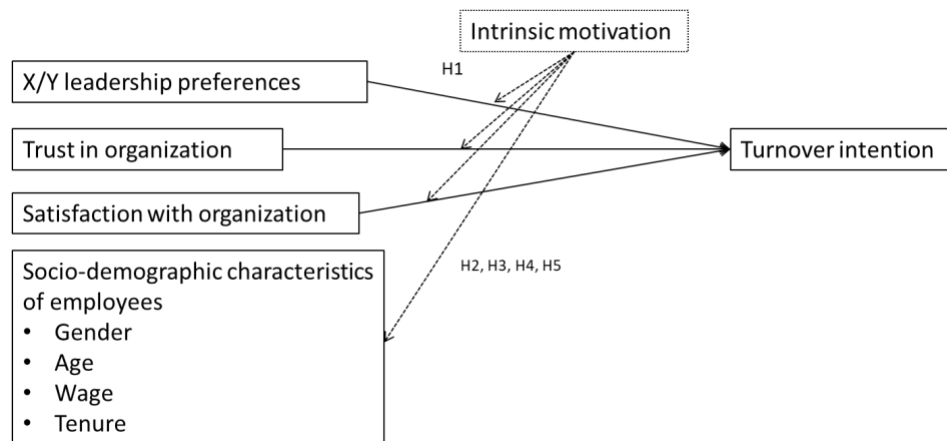
Consequently, the following hypotheses are formulated:

H1: There is a significant relationship between preferred X/Y leadership style and turnover intention of high-school teachers

H2: There is no significant difference in the respondents' gender and intrinsic motivation

H3: There is no significant difference in the respondents' tenure and intrinsic motivation

H4: There is no significant difference in the respondents' age and intrinsic motivation

H5: There is no significant difference in the respondents' wage and intrinsic motivation

Methodology

The study utilizes a quantitative approach using a questionnaire as the main research instrument. The questionnaire is distributed to high-school administrative and teaching staff.

Sampling

Convenience sampling was used to select the participants because the questionnaires have been distributed on immediate way which means by direct approaching to the respondents and delivering them on hand. Convenience sampling involves selecting randomly those cases that are easiest to obtain for the sample (Saunders et al., 2003) The questionnaires are delivered in schools, among regular professors and few management members which at the same time work as professors. The full number of distributed and collected questionnaires was 100 samples. The questionnaires were delivered in-hand and were returned in special box for the purpose of anonymity. They also consist special clause which inform the respondents that the questionnaire is anonymous and that it would be used for an educational study.

Instrument

The delivered questionnaire is consisted of 51 questions which are divided in six sections. The questions have been selected based on previous research. The questionnaire begins with 26 questions which are related to X/Y leadership. These questions which are borrowed from Kopelman, Protas and Falk's paper "Construct validation of a Theory X/Y behavior scale" (Kopelman, Protas and Falk 2009) They mostly refer on the perception which the most of the employees have towards the work processes, their inside motivation, their loyalty, the level of fantasy and creativity while preforming their work, self - control and initiation. These questions do provide the answers about the possible type of leadership which is applicable for practicing among the selected samples (is it more Theory X or Theory Y oriented) The next section is consisted of 6 questions (from 27 to 32) which are related to intrinsic motivation. It is significant to be stressed that intrinsic motivation refers to behavior that is driven by internal rewards and in other words, the origin of the motivation in certain behavior from the individual itself in order to achieve personal satisfaction (Cherry, 2017) Questions from 33 to 37 the turnover intention (Kuvaas,2008) The turnover intention is researched with the help of questions which refer on will of the respondents to quit their job, the time frame in which they would eventually quit, as well as their point of view regarding their perspectives in the particular company. The fourth section refers to trust in an organization and is consisted of 3 questions (38-40) that were extracted from Cook and Wall (1980) These questions do refer on the level of trust which the respondents have towards their company.   The fifth segment from 41- 43 is consisted of questions which refer to satisfaction with the company by Hackman and Oldham (1975) These questions cover the general satisfaction of the respondents from their job, the company in which they perform their work, as well as their personal opinion about how their colleagues perceive their job. All answers were recorded on a five point Likert - style response rating scale (I strongly disagree; I do not agree; I don't know; I agree and I strongly agree) The final section is consisted socio - demographic data for the respondents such as gender, age, education, number of employees in the organization, internship in the company, size of the wage, etc.

Translation of the instrument

The original questions were designed in English, but for the purpose of the study it had to be translated to Macedonian. Using the method of "forward-backward" translation the questionnaire was translated from English to Macedonian by one professional translator and then from Macedonian to English by another professional translator. The comparison between the two English versions was made by a third party to identify potential discrepancies. The final version is in both English and Macedonian.

Demographic profile of the sample

The majority of the respondents were male (54%), aged 30-39 years (36%), with bachelor degree (59%), working 5-8 years in the institution and receiving a wage of 20.000-30.000 denars (65%) (Table 1)

Table 1- Demographic profile of research participants

Gender	Male	54
	Female	46
Age	<20	1
	20-29	13
	30-39	36
	40-49	31
	50 and above	19
Education	Elementary	
	High School	
	College	5
	University	59
	Masters	36
	PhD	
Tenure	less than 1 year	2
	1-3 years	15
	3-5 years	18
	5-8 years	29
	more than 8 years	36
Wage	<12.000 den	2

	12.000-20.000	8
	21.000-30.000	65
	31.000-40.000	23
	41.000 and above	2

Results

A summarized presentation of the results is availbale in Annex 1, while the detailed distribution of responses to each question is presented in Table 3. The findings suggest that the majority respondents are characterized with Y style leadership preference (M=3.5) The mean intrinsic motivation is positive (M=3.55), while the turnover intention is relatively low (2.37) but not negligible. Employees' responses suggest trust and satisfaction with the organization.

To determine if significant differences exist between teacher preferred leadership style and their reported turnover intention, an analysis using t-test was carried out. The results of the t-test indicated significant differences (t = 3.10, Df = 247, p. < .005) between leadership style and their turnover intention. Thus hypothesis 1 was accepted.

To test to what degree differences exist between the attitudes of the respondents' characteristics and their intrinsic motivation, ANOVA was employed. The independent variables tested are: gender (hypothesis 2), tenure (hypothesis 3), age (hypothesis 4) and wage (hypothesis 5) They were computed and the result showed that significant differences existed in the respondents' opinion based on their gender (f = 2.50, p < .000), tenure, age and wage. In other words, from the result, female teachers derived greater job satisfaction than their male colleagues. Likewise, there was a high statistical difference between age of teachers and their reported intrinsic motivation. Teachers between the ages of 20-30 showed a greater intrinsic than those ages 31-40 and 41-50 (f = 2.47; p < .000) Also teachers with salaries 30.000 denars and above, showed higher intrinsic motivation compared to their colleagues who received lower wages (f=2.57; p<0.000) Furthermore, teachers who spent 1-3 years and 8 or more year in their job, showed higher intrinsic motivation compared to their colleagues (f=2.17, p<0.000)

Table 2-Hierarchical Regression Results Testing Mediation of Intrinsic Motivation Between Satisfaction with Organization and Turnover Intention

Variable	Turnover Intention				Intrinsic Motivation	
	Step 1		Step 2			
	β	95%CI	β	95%CI	β	95%CI
Gender[a]	0.09	−.18, .26	0.13	−.06, .21	-0.8	−.22, .07
Age	−.25*	−.45, −.04		−.42, −.08		−.21, .10
Job tenure	0.15	−.06, .31	0.08	−.11, .29	0.12	−.06, .26
Satisfaction with organization	−.26*	.05, .45	-0.9	−.21, .31	-0.63*	.54, .89
Intrinsic Motivation			.36*	.15, 68		
R2	.15*		.22*		.51*	

[a] 1 = male, 2 = female. *$p < .05$.

Satisfaction with organization was related to turnover intention (Table 3) There was a significant relationship between intrinsic motivation and turnover intention, however the beta for variety was no longer significant when intrinsic motivation was entered into the regression. There was also a strong relationship between satisfactions with organization and intrinsic motivation. The results of the Sobel test confirmed the mediator effect ($z = 3.01$, $p<0.01$)

Table 3-Hierarchical Regression Results Testing Mediation of Intrinsic Motivation Between Trust in Organization and Turnover Intention

Variable	Turnover Intention				Intrinsic Motivation	
	Step 1		Step 2			
	β	95%CI	β	95%CI	β	95%CI
Gender[a]	.12	−.12, .31	.12	−.06, .30	-0.9	−.19, .04
Age	−.25*	−.45, −.04	-0.18*	−.42, −.08	-0.05*	−.21, .10
Job tenure	0.15	−.06, .31	0.08	−.11, .29	0.12	−.06, .26
Trust in organization	−.42*	.08, .42	-31*	−.19, .41	-49*	.48, .75
Intrinsic Motivation			.28*	.18, 66		

R2	.28*		.29*		.27*	

Table 4 demonstrates the hierarchical regressions for trust in organization. Trust in organization was significantly related to turnover intention. The beta for intrinsic motivation was significantly related to turnover intention, and the relationship between trust in organization and turnover intention declined but remained significant when the mediator was entered. The relationship between trust in organization and intrinsic motivation was also significant. Taking into account that the three criteria for the mediator effect of intrinsic motivation were met, the Sobel test confirmed that the indirect effect was significant ($z = 2.83$, $p < 0.01$)

Discussion

This study explored McGregor's theory of X and Y leadership within the high-school education environment. To improve understanding on the X/Y leadership preferences, the research explored intrinsic motivation, trust in organization, satisfaction with organization and turnover intentions, as well as socio-demographic characteristics of respondents. For the purpose of the research, data were collected from 100 teachers working in secondary schools. The crucial findings that resulted from the research indicate that the majority of participants in the research provided answers which are more closely related to the postulates provided by Theory Y than Theory X and generally have positive perception towards the possibility for employees' participation in the decision making processes in the organization. Namely, regarding their personal opinions towards the possible positive impact of the employees towards achieving a constructive ideas in the organization, the majority agreed that employees' ideas often result in development of useful suggestions, and none of the respondents strongly disagreed with this statement. This statement is closely related to the postulates of Theory Y and 50% of the respondents declared that they agree with this statement, while 36% stated that they strongly agree with it.

Sarafidou and Chatziioannidis (2013) are trying to define a path from "decision making" to "teachers' success," and stressed that more participation by teachers in decisions, regarding teachers' issues, is directly related to teachers' insights of better leadership in schools, and has immediate impact on both teachers' sense of success and job satisfaction. Furthermore, Arefnejad and Rastegar (2016) implies that the ability to decide how to manage the class and having the necessary knowledge on manipulating the appropriate teaching methodologies are some of the indicators for the level of success of each teacher.

Moreover, many studies have shown that in schools with high-quality teaching and learning, distributed leadership is one of the key factors for stable performance of leadership tasks by interaction between teachers and school leaders (Harris and Brown, 2013; Spillane, 2009) In accordance with this, "

the principal is responsible for providing her/his staff with opportunities for participating in decision making, working with them as partners and devolving authority and power, thus building leadership capacity for all " (Sarafidou and Chatziioannidis, 2013, p. 180) In its theoretical origin, the concept of distributed leadership represents a more radical reframing of how leadership is understood and sees leadership as an emergent phenomenon that arises through complex, interactive processes involving formal leaders and non-leaders across groups of the school organization (Bolden, 2011; Woods and Woods, 2013)

Furthermore, from intrinsic motivation aspect, the results of this research indicate that the employees are mainly motivated by the essence of the job they are performing, so 59% of the participants agreed that their job is so interesting that it is motivation for itself, while 16% of the respondents answered that they strongly agree with it. A significant majority of 69% of the participants agreed that they are doing a significant job. However, according to the Chi square analyses performed in this thesis, they indicate that the turnover intention variable depends on the wage parameters.

Mittal and Chhabra (1989) concluded that teachers working in private schools were significantly more motivated to work than their counterparts working in government managed schools and the gender of the teachers had no significant influence on the teachers' motivation to work. Teachers who perceive less disengagement, less psycho-physical hindrance, more sprite and more humanized thrust dimensions of the school organizational climate, we found them to be more work motivated. Hoffman (1989) compared factors which motivate students' professors and professional teachers to teach and that the work itself and achievement most strongly motivate both types of teachers to pursue a career in teaching.

Gupta and Gehlawat (2013) while performing a study on work motivation among teachers and teacher performance in senior secondary schools of Delhi, revealed that teachers in government senior secondary schools in general possessed work motivation to the same extent and no significant difference was found in the overall work motivation of male and female teachers. Saeed and Muneer (2012) in a study of work motivation of male and female secondary school teachers in Karachi revealed that female teachers were more motivated in their work than male teachers, which actually contradicts with the findings in the research performed in this thesis where the gender variable did not have any significant effects on the intrinsic motivation of the teachers in general.

Conclusion

The study supports the assumptions that the existence of the preferred leadership style is related to turnover intention among teaching staff. In addition the results of the study do not differ significantly from other findings in the literature. In example, the study found that there is a significant relationship between intrinsic motivation of teachers and their age, wage, gender and tenure. Additionally, the findings suggest that

factors such as trust and satisfaction with organization, X/Y leadership preferences and certain socio-demographic characteristics may explain the intrinsic motivation of teachers. In addition, to an indirect effect through intrinsic motivation, trust in organization and satisfaction with organization may also have direct effects on turnover intention. These findings have a strong implication for practice. They suggest that teachers turnover intentions of teachers can be lowered if their leadership preferences and intrinsic motivation are managed in accordance to their socio-demographic characteristics.

Limitations of the research

The main limitation of the research is its cross-sectional design that does not allow for generizability of data. Also the small sample size is another limitation and further research should aim to include a larger sample size of respondents. Finally, we should consider the lack of conscientious responses (Debois, 2016) Even though we might hope that the respondent will provide us with the most conscientious response as possible, the reality is that it is quite possible that the respondent hasn't completely thought the question through before answering it. The subjectivity in perceiving certain situation is also one of the limitations which must be taken in consideration. Answers which are provided as a result of the respondent being influenced by the more social acceptable acting rather than its own personal point of view also leads to certain limitations.

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Annex 1- Summary of findings

X/Y Leadership					
Mean		Std. Deviation		Minimum/Maximum	
X oriented 2.49	Y oriented 3.5	X oriented ,138	Y oriented ,128	X oriented 1.77/3.41	Y oriented 2.71/4.19
Overall score 2.995		Overall score ,714		Overall score 2.49/3.5	
	Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*
Most people will try to do as little work as possible	20%	39%	14%	18%	9%
Employees prefer opportunity to security	5%	41%	14%	33%	7%
Most employees must be closely supervised to get them to perform up to expectations	12%	51%	13%	16%	8%
Employees possess imagination and creativity	1%	10%	27%	49%	13%
Most employees actually prefer to be told exactly what to do rather than having to figure it out for themselves	7%	22%	9%	47%	15%
The average person can be trusted	1%	6%	33%	52%	8%
Most people will not use their own initiative or do things that they have not been specifically assigned to do	8%	39%	10%	38%	5%

Money is not the major motivator of human behavior in the industrial setting	8%	18%	5%	49%	20%
Most employees have little ambition	11%	26%	18%	37%	8%
Employees enjoy meaningful work	1%	7%	5%	50%	37%
Employees generally do not have much to contribute when asked to participate in making decisions or solving problems	33%	49%	11%	6%	1%
The average person can and will exercise self-direction and self-control	2%	11%	30%	50%	7%
It is just basic human nature – people just naturally dislike work	38%	46%	8%	6%	2%
Employees' ideas often result in the development of useful suggestions	0%	3%	11%	50%	36%
Most employees will not exercise self-control and self-motivation – managers must do this for them	27%	55%	9%	9%	0%
Employees have considerable ambition	1%	5%	16%	54%	24%
Most employees can't be trusted	9%	58%	24%	7%	2%
Most people do want responsibility	3%	23%	18%	48%	8%
Most employees prefer to have someone else set their goals and objectives	11%	41%	6%	35%	7%
For most people, work is as natural as play or recreation	12%	25%	28%	25%	10%
Most people work to eat and pay their bills rather than because they need to solve problems and be creative	15%	44%	16%	21%	4%
Most employees prefer supervising themselves rather than close supervision	3%	6%	18%	49%	24%
Most people are lazy and do not want to work	40%	51%	3%	21%	2%

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Most employees would prefer increased responsibility to increased job security	7%	46%	22%	19%	6%
Most employees do not care much about the organization's goals	12%	46%	24%	14%	4%

Intrinsic Motivation		
Mean	**Std. Deviation**	**Minimum/Maximum**
3.55	,420	2.77/4.00

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My job is so interesting so it's motivation for itself	1%	21%	3%	59%	16%
My job is very exciting	1%	24%	7%	56%	12%
I enjoy my job	0%	14%	13%	53%	20%
I work a significant job	1%	5%	6%	69%	19%
The thing which my job is consisted of are leading force in my working	2%	22%	15%	42%	19%
Sometimes my job inspires me so much that I forget about everything else	19%	34%	7%	31%	9%

Turnover Intention		
Mean	**Std. Deviation**	**Minimum/Maximum**
2.37	,171	2.15/2.6

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
There is a great possibility for me to look for another job the following year	24%	34%	25%	12%	5%
Maybe I will quit my job in the next 12 months	25%	39%	22%	12%	2%
I will actively look for a new job in the following three years	23%	26%	39%	8%	4%
I often think about quitting my actual job	29%	47%	8%	12%	4%
I don't see much perspective about myself if I stay in this company	14%	46%	13%	20%	7%

Trust in Organization		
Mean	**Std. Deviation**	**Minimum/Maximum**
3.19	,032	3.17/3.23

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I believe that my company will make a reasonable decisions in future	8%	7%	46%	32%	7%
I believe that my company will always try to treat me as fair as possible	7%	11%	47%	28%	7%
I can rely on my company for acting in my best interest	6%	14%	41%	34%	5%

Satisfaction with Organization					
Mean		**Std. Deviation**		**Minimum/Maximum**	
3.39		,104		3.32/3.51	
	Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*
I'm generally satisfied with my company	6%	20%	15%	54%	5%
I'm generally satisfied with the job I do in this company	4%	17%	10%	62%	7%
Most of my colleagues appreciate the job that they have	3%	10%	43%	38%	6%