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ORGANISATIONAL CULTURE, VALUES AND PERFORMANCE IN MULTINATIONAL COMPANIES IN MAURITIUS

BY

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A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctor of Philosophy (Ph.D. Management), School of Business Sciences, Faculty of Commerce, Law and Management, University of the Witwatersrand.

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ABSTRACT

The national identity of Mauritius is built on its distinctive culture, history, and beliefs, which inform how people see the world. Multinational companies (MNCs) have been attracted to Mauritius due to its role as an economic hub and proximity to African continental markets.

In a globalised context, organisations increasingly need to understand what drives employee behaviour and the relationships between the individual values of their staff and their individual performance. This study investigates how individual values affect Mauritius Multinational Companies (MNCs) employee performance. It draws from the Global Leadership and Organisational Behaviour Effectiveness (GLOBE) organisational culture theory as well as Hofstede's cultural values theory to understand relationships between organisational cultural values and employee performance. While Schwartz's theory acknowledges the influence of biological needs and social contexts on an individual's value priorities, it presents a more comprehensive approach by emphasising the psychological aspect of values. His theory recognises that an individual's biological needs and social environment can significantly impact their value system and subsequent choices. First, a modified grounded theory methodology was used in Stage 1 to conduct in-depth interviews with MNC managers utilising census sampling. Data analysis employed theoretical coding and constant mapping to derive a theoretical model of the relationships between individual values and individual performance. Through a process of exploring and explaining data, the theoretical framework emerged. Once the theoretical propositions were established, a model was derived from them and further strengthened by the relevant literature. Once the initial codes were established in the first step of qualitative analysis, the second step involved connecting these codes to concepts and themes. The step was accomplished by utilising a modified version of the Gioia approach. The Gioia approach employs a schematic representation to assess qualitative data and construct a visual data structure. A comprehensive theoretical model was constructed by deriving theoretical propositions and supplementing them with relevant literature. The values that emerged from the qualitative study aligned with Schwartz's value dimensions. In Stage 2, a quantitative

survey was used to gather information from MNCs. Schwartz's values dimensions were tested as to their relationships with employee performance. The model was tested using confirmatory factor analysis and structural equation modelling. Schwartz's higher-order values were found to significantly predict individual performance. These, together with work attitudes, motivation, and the work environment were found to be significant predictors of individual performance. Theory predicting moderating relationships of age, gender, and educational attainment on the relationships between individual values and individual performance was also tested, but no evidence of their moderating effects was found. Two models were assessed - one individual performance as the dependent variable, while the other used intention-to-quit. The model using individual performance displayed acceptable fit indices, but the one using intention-to-quit did not satisfy the requirements for model fit. In conclusion, this study highlights the critical role that individual values play in determining individual performance inside Mauritius MNCs, offering insightful information for businesses doing business there.

DECLARATION

I hereby declare that this thesis is my own, unaided work. It is being submitted in fulfilment of the requirements for the degree of Doctor of Philosophy in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree of examination in any other university.



KETAN SHARMA RAMHIT

Signed on this the 30th day of June, 2022

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I would like to express thankfulness to my Lord, Jesus Christ for granting me the ability to endure and persist in the midst of challenging circumstances. On a daily basis, I have been afforded the privilege of deriving advantages from his guidance. You are the one who granted me the opportunity to successfully conclude my research endeavour. I will persist in placing my trust in you.

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LIST OF ACRONYMS

ANOVA	Analysis of Variance
BOI	Board of Investment
BPO	Business Process Outsourcing
CR	Critical Ratio
CQ	Cultural Intelligence
CQS	Cultural Intelligence Scale
CEO	Chief Executive Officer
CLT	Culturally endorsed Implicit Leadership Theory
COR	Conservation of resources theory
CFA	Confirmatory Factor Analysis
DTAA	Double Tax Avoidance Agreement
EFA	Exploratory Factor Analysis
FDI	Foreign Direct Investment
IBM	International Business Machine
GFI	Good-of-Fit Index
GLOBE	Global Leadership and Organisational Behaviour Effectiveness
HPWS	High Performance Work Systems
HR	Human Resource
IDV	Individualism-Collectivism
ILT	Implicit Leadership Theory
ITQ	Intention-to-Quit
IWPQ	Individual Work Performance Questionnaire
LTO	Long Term-Short Term Perspective
MAS	Masculinity-Femininity
MNC	Multinational Company/Multinational Corporation
MNE	Multinational Enterprise
OCB	Organisational Citizenship Behaviour
PFP	Pay-for-performance
PD	Power Distance
PVQ	Portrait Value Questionnaire
ROI	Return on Investment
SEM	Structural Equation Modelling
SPSS	Statistical Package for the Social Science
SVS	Schwartz Value Survey
TNC	Transnational Company
UA	Uncertainty Avoidance
UNCTAD	United Nations Conference on Trade and Development

CHAPTER 1

BACKGROUND TO THE STUDY, RESEARCH PROBLEM AND RESEARCH QUESTIONS

1 INTRODUCTION

1.1 BACKGROUND TO THE STUDY, RESEARCH PROBLEM AND RESEARCH QUESTIONS

In the year 1507, Portuguese explorers discovered Mauritius, but they encountered no native people. The Dutch colonised the island in the in the mid-seventeenth century and left in the in the mid-seventeenth century. (Gosling, de Kruif, Norder, de Boer, Hooghiemstra, Rijsdijk & McMichael, 2017; Floore & Jayasena, 2010; Miles, 1999). Before the British took possession in the early nineteenth century, the island became a French colony, known as '*Isle de France*' (Allen, 1983). The British until the year 1968 ruled it (Allen, 1983; Gosling *et al*., 2017; Floore & Jayasena, 2010; Miles, 1999). Mauritius residents are now descendants of French and British settlers (Baker, 2013; Moore, 1984). Mauritius has a diverse population which includes Indo-Mauritians, Creoles, Sino-Mauritians, Franco-Mauritians, and Chinese people (Ng Tseung-Wong & Verkuyten, 2015; Shaver, Lang, Krátký, Klocová, Kundt & Xygalatas, 2018).

The island nation of Mauritius is characterised by a unique national identity that is deeply rooted in its historical legacies, cultural traditions, and societal principles (Ng Tseung-Wong & Verkuyten, 2015; Shaver *et al*., 2018). People in Mauritius speak various languages, including English, French, Creole, and Asian languages, reflecting the country's multi-ethnic and multi-cultural nature (Ng Tseung-Wong & Verkuyten, 2015; Shaver *et al*., 2018). Mauritius is a country with diverse religions (Ng Tseung-Wong & Verkuyten, 2015; Shaver *et al*., 2018). According to according to the World Population Review (2023), in Mauritius, Hindus are almost 50%, Christians are about 32%, Muslims are roughly 17%, and Buddhists are just 0.4% of the total population. Linguistic variations, subcultural differences, and regional disparities exist within nations that are often considered to be relatively homogeneous (Enz, 1986; Gordon, 2016; Hatano & Sugimura, 2017; Maher, 2022; Sugimura, 2020). This refers to the long-term preservation of cultural heritage, as exemplified in Japan (Akagawa, 2014; Clements, 2015; Hatano & Sugimura, 2017; Sugimura, 2020). Despite many subcultures and cultures within Japan, the country remains relatively homogeneous (Enz, 1986; Gordon, 2016; Hatano & Sugimura, 2017; Sugimura, 2020). Mauritius and

Japan share some similarities even though they are culturally and geographically distinct.

Mauritius' economic success as an island state makes it significant for companies and investment (Tang, Holden & Shaw, 2019). The location of the island in the Indian Ocean is viewed as strategic by many countries (Kalinichenko & Novikova, 2020). Because of its favourable business environment, political stability, bilingual workforce, well-developed transport networks, and strategic location that allows access to both Asian and African markets, Mauritius has the potential to serve as a hub for commerce, finance, and investment in the African region (Kalinichenko & Novikova, 2020). Besides finance, the economy focuses on maritime, tourism, renewable energy, agriculture, and biotech development (Kalinichenko & Novikova, 2020). Mauritius is playing a role in facilitating technology and investment exchange from India, China, and Japan to African countries (Kalinichenko & Novikova, 2020).

A multinational company (MNC) also known as a transnational corporation (TNC) has operations in multiple countries (Martin, Javalgi & Ciravegna, 2020). They operate globally by doing various commercial activities like production, sales, marketing, research and development, and distribution (Benischke, Martin, Gomez-Meji & Ljubownikow, 2020; Lindorfer, d'Arcy & Puck, 2016). The management of multinational companies is sometimes located in the country where the company is based (Lindorfer *et al*., 2016; Martin *et al*., 2020) and they often give decision-making power to their regional offices or subsidiaries in different countries (Puck & Filatotchev, 2018; Sun, Doh, Rajwani & Siegel, 2021). Their contributions include creating jobs, sharing technology, and developing infrastructure (Martin *et al*., 2020; Sun *et al.*, 2021). Companies become multinational corporations mainly to expand their market (Reiche, Harzing & Tenzer, 2019; Kotabe, Ayebale & Murray, 2023), and the exploitation of favourable economic and legal conditions across various nations (Forcadell & Aracil, 2019). Companies establish subsidiaries, joint ventures, or strategic partnerships (Benischke *et al*., 2020) to facilitate their operations and market penetration in foreign markets (Lindorfer *et al.*, 2016; Martin *et al*., 2020).

Multinational companies (MNCs) play important roles in the society of Mauritius. Today, the population of Mauritius is around 1,300,470 (World Population Review,

2023). The total employment in leading multinational companies is estimated to be 305,532 in March 2021, down from 325,351 in March 2020, a reduction of 19,819 people. The year 2016 heralded a period in which multinational companies switched to the diversification of their businesses (Camangue, 2017). Companies adapt to new market demands by changing their operating principles. Since the year 2005, the number of multinational companies has increased from about 90 organisations to around 750 by the year 2016 (Camangue, 2017). Camangue (2017) reported that the information and communication technology (ICT) workforce in MNCs comprised approximately 23,000 employees in 2016. These indicators show MNCs are growing fond of the Mauritian strategic position and the characteristics that Mauritius has, which attract foreign companies.

More MNCs and increased competition have led to companies using organisational culture to fit in and survive longer (Putthiwanit, 2015). The significance of national culture also extends beyond the growth of economic systems, encompassing the establishment of partnerships with global enterprises (Bogatyreva, Edelman, Manolova, Osiyevskyy & Shirokova, 2019; Reiche *et al*., 2019). Values persist despite the extensive cultural transformations brought about by technological advancement and economic progress (Inglehart & Baker, 2000; Pudelko & Tenzer, 2011, 2019). Conducting research to develop and validate a theoretical framework that pertains to the cultural and values prevalent in Mauritius would facilitate the process of assimilation for multinational corporations operating in the region. A comprehensive review of the theory and existing literature is necessary to ensure the research is rigorous. This will allow the development of a model that is unique circumstances of Mauritius. This study aims to examine the relationship between individual values and the individual performance of multinational companies (MNCs) operating in Mauritius. The present investigation centers on multinational corporations, irrespective of their activities. Multinational enterprises operating in Mauritius are composed of diverse personnel, encompassing a wide range of sectors such as banking, financial services, ICT-BPO (Information and Communication Technology-Business Process Outsourcing) and insurance and telecommunications (Board of Investment, 2018; Human Resource Development Council, 2018). In Mauritius, multinational companies comprise 3 major categories, namely, information and technology outsourcing (ITO), information and technology services (ITS), and business process outsourcing (BPO)

(Human Resource Development Council, 2018; Oolun, Ramgolam & Dorasami, 2012). The Board of Investment (2018) specified that the business process outsourcing (BPO) sector employs 53% of the workforce.

The unforeseen emergence of the COVID-19 pandemic has exerted a substantial impact on the global economy (Ciravegna & Michailova, 2022; Song & Zhou, 2020). MNCs have showed resilience in the face of the global impact of the COVID-19 epidemic, by re-engineering business models and discovering new prospects (Ciravegna & Michailova, 2022; Song & Zhou, 2020). Mauritius, like many countries throughout the world, has been hit by the pandemic. Companies in Mauritius have been aggressive in implementing different measures, to assist businesses, operations and employees with the primary goal of reducing layoffs and aiding firms in facing any hardships by meeting the funding requirements (Ranzani & Kern, 2022; Tandrayen-Ragoobur, Tengur & Fauzel, 2022).

In 2020, MNCs contributed 7% to the GDP and grew by 3.9%, despite the pandemic. (United Nations Development Programme Mauritius, 2020) The Economic Development Board of Mauritius (2018) reported that the number of employees in multinational enterprises increased to 30,000 in the year 2021, and MNCs are considered the top employers in Mauritius (Human Resource Development Council, 2018). With expanding, companies must consider a wide range of challenges when they internationalise their firm (Reiche *et al*., 2019). Intercultural knowledge is important when starting a business in a different culture. Companies frequently face these challenges when expanding to a new country, and it is important to understand them when working with staff.

The lack of published research on individual values in multinational firms in Mauritius makes it challenging to forecast how they affect individual performance. As per the extant literature, there are two dominant theoretical frameworks that examine the relationship between culture and its impact on both firms and individual job performance. Hofstede's Culture Theory (1983, 2010) and the Global Leadership and Organisational Behavior Effectiveness (GLOBE) Theory (House *et al*., 2004) are two prominent theories in the field. Hofstede's seminal cross-cultural investigation (Hofstede, 1983, 2010) is a widely recognised study that examines cultural dimensions

across various nations. The objective was to ascertain and quantify dissimilarities in culture across different countries. The research entailed the acquisition of data from IBM personnel in various nations, followed by an examination of the gathered information to discern cultural trends and differences. Similarly, The Global Leadership and Organisational Behavior Effectiveness (GLOBE) theory examines the influence of culture on leadership and organisational behaviour across different countries. Their goal is to recognise similarities and differences in leadership and organisational approaches across nations and societies.

On the other hand, Schwartz's theory (1992, 1994) primarily focuses on the psychological aspect of values because it recognises that biological needs and social contexts can shape an individual's value priorities (Schwartz & Bilsky, 1987). Cultural influences also play a significant role in the adoption and reinforcement of specific values within a society (Manfredo, Bruskotter, Teel, Fulton, Schwartz, Arlinghaus, Oishi, Uskul, Redford, Kitayama & Sullivan, 2017). Overall, Schwartz's theory (1992, 1994) provides a framework to understand the psychological aspect of values, while acknowledging the interplay of biological and social factors in their formation and expression (Manfredo *et al*., 2019; Schwartz & Bilsky, 1987). The quantitative portion of the study is at the individual level. Therefore, the study focuses on the emotional and behavioural changes in individuals (micro-level) to address direct interactions.

Values are abstract beliefs about what is good, right, and beneficial in society at both the organisational and community levels (Williams, 1970). Cultural core values can be defined as either value approved by a majority of the culture's members or values held by its members to be universally shared by the culture as a whole (Wan, Chiu, Peng & Tam, 2007). It is impossible to pass on a culture's beliefs without the help of its values (Wan *et al*., 2007). As a result, society's members see values as desirable aims and ambitions (Schwartz, 1999, Witte, Stanciu & Boehnke, 2020). Values arise in reaction to the basic problems that all societies face (Hofstede, 1991; Kluckhohn & Strodtbeck, 1961; Schwartz, 1999). They are embodied in social institutions, together with the symbols, rituals, norms, and practices that these institutions produce and perpetuate (Sagiv & Schwartz, 2007, Witte *et al*., 2020). As a result, values are the broad aims and objectives that individuals use to make decisions, evaluate people, and explain social relationships (Rokeach, 1973; Schwartz, 1992).

What makes Schwartz's values suitable in value theory is that they are comprehensive theories, in which all human values are included (Schwartz, 1999). Schwartz derived 10 factors arranged into four higher-order value types. But what is not known is what factors influence individuals in the Mauritius context, and, the contribution of this study is to develop and test a framework that is best suited to Mauritius. There are significant differences between Hofstede's and GLOBE's studies, which are important for performance management in various contexts. Hofstede's (1983) study was conducted at International Business Machines Corporation (IBM) and its subsidiaries around the world needed to understand the cultural interactions in the workplace. IBM was a major American corporation at the time, and the research question was centred on IBM's interests. Hofstede developed 5 cultural values (Hofstede, 2001) and he added one more value over time. The concept of restraint and indulgence dimension, which encompasses the magnitude and inclination of a community to satisfy its aspirations, was introduced (Hofstede, 2011). However, value configurations and cultures have changed globally over time, owing to increased diversity in the global context.

The GLOBE theoretical framework was developed more recently and it further expands on Hofstede's research (Aktas, Gelfand & Hanges, 2016; Holten, Bollingtoft, Carneiro & Borg, 2018). The GLOBE studies investigated the organisational practices among managers in 951 multinational companies (House *et al*., 2004). Compared to Hofstede's theoretical framework (Hofstede, 2001), GLOBE developed 9 cultural values (House *et al*., 2004). Hofstede's theoretical framework (Hofstede, 2001) is still considered a prominent theory in the study of culture. The GLOBE theoretical framework is built on theories and literature, making it a theory-driven model (Aktas *et al*., 2016; Holten *et al*., 2018), whereas Hofstede's Study analysed the data by using research methodologies and questionnaire administration (Hofstede, 1980; Jones, 2007). The GLOBE studies identified correlations between national culture dimensions and organisational culture dimensions, therefore demonstrating that individuals are integrated within organisational cultures (House *et al*., 2004). Mauritius has a culture in which individual values are nested in the values systems. Individual values will, nevertheless, be influenced by the Mauritian culture because it is impossible to pass on a culture's beliefs without the help of its values (Wan *et al*., 2007).

The objective of this study is to present an analysis of the interconnections among individual values, individual performance, and the primary determinants of individual performance. Specifically, the study aims to investigate the associations between individual values and individual performance, as well as the associations between individual values and the primary determinants of individual performance. A model is then proposed by using mixed methods. The mixed-method approach involves two levels of analysis: qualitative and quantitative analyses. The qualitative analysis consists of three components. The first step entails analysing and identifying the links between individual values and individual performance. The second step is to investigate the relationships between individual performance and the primary determinants of individual performance. The third step is to conceive a model based on the qualitative analysis. The concepts and propositions created during the qualitative research are then tested by using quantitative techniques. The first procedure is to examine the relationships between individual values (Schwartz values) and individual performance. The second step involves testing the relationships between the primary determinants of individual performance and individual performance. The third analysis looks at the relationship between individual values and the primary determinants of individual performance. The fourth step examines the impact of demographic factors on the strength of the connections. The fifth and final procedure entails a thorough examination of the entire model, using statistical techniques. The qualitative and quantitative findings are linked, and recommendations are then made. The theoretical foundation underpinning this study is now presented.

1.2 RESEARCH JUSTIFICATION

Insufficient comprehension of a nation's moral principles could pose a challenge in enticing foreign investments from countries with divergent values (Agyei-Mensah, 2023; Wiengarten, Fynes, Pagell & de Búrca, 2011). Furthermore, managers may lack knowledge of which values drive individual performance (Rezaei, Khalilzadeh & Soleimani, 2021; Riege, 2005). In order to fully grasp the significance of values within the Mauritian context, it is necessary to employ a theoretical framework. The absence of conducting this research could potentially result in various repercussions. The availability of empirical research about the influence of individual values on individual

performance within multinational firms operating in Mauritius may be limited. Hence, it may not be possible to ascertain whether both seasoned and recently hired personnel may exhibit a deficiency in their understanding of the fundamental principles of multinational corporations and their subsequent significance. The potential impact of intangible attributes on individual performance remains uncertain in practical terms. Ultimately, there is a lack of empirical support for the notion that the performance of employees within Mauritian multinational corporations is contingent upon their personal values.

When individuals from many cultures form a group to accomplish the same purpose, variations in ideas, interpersonal communication, mindsets, and opinions can obstruct group development (Martin, 2014). Similarly, various organisations, with disparate cultural values, may struggle to expand in a new region, and managers, stakeholders, and decision-makers may be at a loss on how to proceed (House *et al*., 2002, 2004; Hult, Ketchen & Nichols, 2002). According to Fan, Song, Nepal and Lee (2020), a culturally varied staff may contribute novel ideas, or lead to new commercial frontiers. The establishment of a connection between employees can be ascribed to the influence of values that mould their attitudes and behaviours in a particular work setting, thereby shaping their actions within the organisation (Diamantidis & Chatzoglou, 2019; Eccles & Wigfield, 2020; 2023). The impact of societal norms and practices on technology acceptance and adoption appears substantial (Sharma, Singh, Sharma, Jones, Kraus & Dwivedi, 2020). The performance of an individual can thus be primarily attributed to their creativity, innovation, and the behaviours they exhibit in order to achieve the objectives of the organisation (Lee, Rocco & Shuck, 2020; Prabawani, Hadi, Zen, Afrizal & Purbawati, 2020; Prinsloo & Lew, 2021; Schwartz, 1992, 2001, 2004, 2012). As a result, cultural and value disparities might well affect individual performances (House *et al*., 2004; Hult *et al*., 2002). The effects of not understanding individual values can also be fiscal, as this inhibits corporate expansion, and some countries may be unaware of the impact of individual values on the performance measure to use for the evaluation in Mauritius. A theoretical framework tailored to the Mauritius environment could assist in the comprehension of performance-related elements in multinational companies (MNCs).

Research on multinational corporations has relied heavily on the concept of cultural variations between countries in the last few decades (Drogendijk & Slangen, 2006). The extent to which common norms and values in one country differ from those in another is referred to as a cultural divide or the cultural gap (Chen & Hu, 2002, Schwartz, 2001). According to Enz (1986), homogeneous communities possess a set of ideas that dictate the actions of individuals. Similarly, Schwartz (1992, 1996) argues that human values serve as a means of transmitting what is considered significant for individuals and society as a whole. These are the fundamental principles that influence the actions and conduct of individuals in their daily interactions.

This research thus demonstrates how values are linked to individual performance. To that end, this study offers a set of hypotheses that link individual values to individual performance. Also, the primary determinants of individual performance are introduced, which would serve as a foundation for future research. It allows researchers to investigate issues at the individual level, allowing them to learn more about the relationship between individual values and the primary determinants of individual performance. The study also extends Drogendijk and Slangen's (2006) study on MNCs. What they did not do was using mixed methods to deeply examine MNCs' host-country experience. This study builds on their concepts by utilising 4 higher-order values. The study also proposes using Schwartz's full form of the quantitative data-gathering instrument. This quantitative data-gathering instrument has more items per value construct and could give more detailed results when used (Cieciuch & Davidov, 2012). A questionnaire that was considered appropriate for this study is employed, and the statements written therein are easy to interpret by Mauritians.

Several studies (Ağraş & Ateş, 2015; Arthaud-Day, Rode & Turnley, 2012; Boonparn & Pooncharoen, 2012) have associated individual values with individual performance, of which organizational citizenship behaviour (OCB) was a causal factor. Using the same idea, primary determinants, such as work attitudes, motivation, and work environment are included in this study. Certain similar previous have chosen not to utilise the complete array of individual values in order to assess individual performance. For example, Kuswandi, Noor, Mahmudah & Subroto (2020) focused on religiosity and hedonism, while Baig, Ali and Tufail (2021) investigated benevolent leadership, and

Tep, Maneewan, Chuathong, Easter and Qian (2021) examined the effects of self-direction, stimulation and universalism.

This study proposes investigating all four value types, which include all Schwartz values. Individual performance is divided into three subordinate factors, namely, task, conceptual and adaptive performance, to allow for deeper analysis when needed. This research is very similar to that of Saris, Knoppen and Schwartz (2013). Although they concentrated on a purely quantitative analysis of the interrelationships between values, they acknowledged the importance of combining different methods. This study builds on the work of Saris *et al*. (2013) by combining two methods, qualitative and quantitative, to capture all the aspects of higher-order values. This study builds on the work of López-Cabarcos, Vázquez-Rodríguez and Quiñoa-Piñeiro (2022), Kangas (2021), and Schaap and Olckers (2020) to investigate the relationship between individual values and individual performance, as well as the relationships between the primary determinants of performance and individual performance. This study also extends the work of Taras, Kirkman and Steel (2010) and Arthaud-Day *et al.* (2012), by using techniques to reduce various types of bias. This study also proposes a series of steps to ensure rigour, robustness, accuracy, reliability and validity (Jordan & Troth, 2020). Furthermore, because Taras *et al*. (2010) and Arthaud-Day *et al*. (2012) did not test for further robustness by examining different scenarios with a single theoretical model, this study builds from their work, by analysing one theoretical model. The study also did not include potentially relevant individual characteristics, such as demographic factors, which Taras *et al*. (2010) believed would improve the quality of individual-level analysis. This study employs the complete range of Schwartz value dimensions as opposed to just examining a subset of these dimensions in contrast to previous approaches such as Kuswandi *et al*. (2020), Stankevičiūtė and Wereda (2020), and Tep *et al*. (2021). The scope of this study extends to the development of a proposed model that incorporates Schwartz's higher-order values, individual performance, and three additional primary determinants of primary performance. The qualitative portion of the study employs a modified grounded theory to design the relationships, and a modified Gioia method, in an attempt to develop a model. This model is then tested by using quantitative analysis.

In this section, the background of the study was first discussed, and the potential tensions between various theories were identified. Secondly, discussions proposed that a unified theoretical framework should be required in the Mauritius context. The consequences of not having a theoretical framework in the context of Mauritius could make it more difficult for managers to understand Mauritius' culture and values. The values of Schwartz are explained further below.

1.3 THEORETICAL FRAMEWORK: INDIVIDUAL LEVELS OF ANALYSIS

The present study employs a comprehensive individual-level perspective that necessitates examination within multinational corporations (MNCs), in order to comprehend the associations between individual values and individual performance. The current study also seeks to acquire understanding regarding the interplay between individual values and the primary determinants of individual performance. Consequently, the Schwartz value dimensions (Schwartz, 1992, 2001, 2004, 2012) were deemed to be appropriate. The objective of this study is to examine the associations among individual values, the primary factors influencing individual performance, and individual performance within a unified model. The incorporation of a mixed-method approach to analysis would enhance the comprehensiveness and richness of this study. A model that utilises a small island, such as Mauritius, as a basis could provide more insight into the relationship between individual values and individual performance.

Schwartz (2011) identified 10 fundamental values that are characteristic of humans across various civilizations. This was achieved by examining the universal needs that are essential for human life (Schwartz, 2011). Schwartz formulated a comprehensive set of universally acceptable motivating objectives. The significance of this aspect of Schwartz's theory holds particular relevance in the context of cross-cultural research, as it allows for the prediction of specific behaviours based on a given set of values. Schwartz's values encompass a range of 10 distinct categories, namely self-direction, stimulation, conformity, tradition, security, achievement, hedonism, power, benevolence, and universalism. Table 1.1 presents the respective definitions

corresponding to each value. According to Kuron, Lyons and Schweitzer (2015), individuals' values are subject to variation, influenced by factors such as personal beliefs, social interactions, and cultural and historical circumstances.

Table 1.1 - Schwartz's Ten Basic Values

Values and their definitions	Sources
Self-direction: Independent thought and action-choosing, creating, exploring.	organism, interaction
Stimulation: Excitement, novelty and challenge in life	organism
Conformity: Restraint of actions, inclinations and impulses likely to upset or harm others and thus violate social expectations or norms.	interaction, group
Tradition: Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provides.	group
Security: Safety, harmony and stability of society, relationships and self.	organism, interaction, group
Achievement: Personal success through demonstrating competence, according to social standards.	interaction, group
Hedonism: Pleasure and sensuous gratification for oneself	organism
Power: Social status and prestige, control or dominance over people and resources	interaction, group
Benevolence: Preservation and enhancement of the welfare of people with whom one is in frequent personal contact.	organism, interaction, group
Universalism: Understanding, appreciation, tolerance and protection for the welfare of all people and nature.	organism, group

Adapted from Sagiv & Schwartz (1995: 438).

1.3.1 Openness-to-Change versus Conservation

According to Powell and Snellman (2004), empirical evidence indicates a positive relationship between the level of innovation within businesses and their overall performance. Additionally, governments that allocate resources towards fostering

innovation have been found to positively impact their economic development prospects (Powell & Snellman, 2004). Individual performance encompasses goal-directed behaviours that are within an individual's sphere of influence and contribute to the achievement of organisational objectives (Dessler, 2020). Therefore, the performance of individuals can be fundamentally influenced by factors such as creativity, innovation, and the behaviours they exhibit in order to align with the objectives of the organisation. Individuals who exhibit a high level of openness-to-change demonstrate a willingness to engage in novel experiences and are commonly associated with traits such as creativity and curiosity (Prinsloo & Lew, 2021; Schwartz, 1992, 2001, 2004, 2012; Sousa & Coelho, 2011). The relationship between openness-to-change and various outcomes has been examined in previous research. Arthaud-Day *et al*. (2012) found a positive association between openness-to-change and engagement and autonomy. Similarly, Le, Phan, Hoang, and Nguyen (2021) identified a connection between openness-to-change and innovative behaviour. Hence, it is anticipated that there exists a correlation between openness-to-change and individual performance.

Conservation is linked to the practice of exercising self-control over behaviours, desires, and impulses that have the potential to cause annoyance or harm to others, and to transgress societal norms (Schwartz, 1992, 2001, 2004, 2012). Previous research has established a relationship between conservation and organisational citizenship behaviour (OCB) (Ağraş & Ateş, 2015), suggesting that conservation may serve as a predictor of an individual's performance. Conservation, as defined by Schwartz (1992), encompasses the deliberate avoidance of behaviours, inclinations, and impulses that have the potential to disrupt or cause harm to others, thereby contravening established social expectations and norms. Conversly, openness-to-change pertains to an individual's degree of receptiveness and conscious recognition of the potential necessity for change in various circumstances and contexts, coupled with the inclination or motivation to implement such change (Schwartz, 1992). Despite the fact that both higher-order values are indicative of individual performance, there seems to be a contradiction in the definitions of openness-to-change and conservation. Individuals who exhibit a propensity for self-directed cognition, self-directed action, and stimulation (Prinsloo & Lew, 2021; Schwartz, 1992, 2001, 2004, 2012) are likely to coexist alongside individuals who prioritise the preservation of traditional habits and stability (Giménez & Tamajón, 2019; Schwartz, 2006). The presence of inherent

conflicts among higher-order values can manifest in diverse connections with individual performance. Below is a theoretical explanation of self-enhancement versus self-transcendence.

1.3.2 Self-Enhancement versus Self-Transcendence

Multinational corporations frequently communicate their values through the issuance of a statement that promotes adherence to said values by the people they serve (Sageder & Feldbauer-Durstmüller, 2019). Organisations commonly communicate the importance of their values to external stakeholders as well (Kotter & Heskett, 1992; Sageder & Feldbauer-Durstmüller, 2019). The present study does not incorporate an analysis of the life circumstances or the values that individuals may prioritise and exhibit to a greater extent than others. Nonetheless, the study could demonstrate the strength of the relationship between each higher-order value and individual performance (Schwartz, 1992; Schwartz & Sortheix, 2018). Values associated with self-enhancement are predicated upon the extent to which they compel individuals to prioritise their personal wants and aspirations (e.g., status, personal accomplishments) (Schwartz, 1992; Schwartz & Sortheix, 2018). Self-transcendence ideals encompass a focus on the well-being of others and the pursuit of selfless objectives. This facet of the dimension encompasses values such as social justice, equality, and responsibility for the environment (Schwartz, 1992; Schwartz & Sortheix, 2018; Yaden, Haidt, Hood, Vago & Newberg, 2017).

An individual driven by self-transcendence is usually aware of his or her well-being, especially when personal safety is threatened (Graen & Uhl-Bien, 1995; Smith & Liehr, 2014). But a person who pursues self-enhancement seeks to control and maintain authority over others (Smith & Liehr, 2014). This is why some studies associate self-enhancement with innovative behaviour (Ağraş & Ateş, 2015), while others link self-transcendence with OCB (Stankevičiūtė & Wereda, 2020). Purc and Laguna (2019) predicted a positive association between self-transcendence and performance, while Tep *et al.* (2021) predicted none. In one study, self-transcendence was found to have a positive relationship with task performance (Ağraş & Ateş, 2015). In a different context, no association was found with innovative behaviour, as an indicator of

employees' performance (Le *et al.*, 2021). Thus, this study contributes to an existing body of literature on the relationship between self-enhancement and self-transcendence, as well as individual performance in Mauritius-based MNCs. It thus can serve as a platform for additional study.

1.3.3 Individual Performance

The literature provides evidence on the relationship between individual values and individual performance (Ağraş & Ateş, 2015; Arthaud-Day *et al.*, 2012; Gallego, Olivia, García-Castilla & Muelas, 2020; Le *et al.*, 2021; Purc & Laguna, 2019). While most studies focus on direct relationships (Hanheide, Gyebi & Kuznetsov, 2021), few recent studies are extending relationships by using a set of statistical approaches to quantify and analyse the connections between observable factors. Moreover, there is a scarcity of research that examines the relationship between Schwartz's values and individual values represented by other factors, such as demography, which can influence the intensity of these associations. There is evidence to suggest that work attitudes have the potential to serve as predictors of individual performance. (Miao, Bozionelos, Zhou & Newman, 2020), but some studies did not account for the sources of the prediction, for example, locus of control (Boone, Olffen & Van Witteloostuijn, 2005), job satisfaction (Locke, 1976) and authority (Nielsen, 2014). Individual performance is said to be also influenced by sources of organisational behaviour, such as motivation (Armstrong & Taylor, 2014). This is due to the possibility that the impact of one factor (one primary determinant of individual performance) on performance is due to one dominant subordinate factor. The model also consists of three primary determinants of individual performance, namely, work attitudes, motivation and work environment. This model may be the most appropriate model for the Mauritian context. Each primary determinant of individual performance includes three subordinate factors. Motivation consists of remuneration, career development and job security, and work environment includes interpersonal relationships, justice and support from the manager/supervisor. Also, individual performance is broken down into three subordinate factors, namely: tasks, conceptual and adaptive performance. The primary determinants of individual performance are now explained below.

1.3.4 Primary Determinants of Individual Performance

This study proposes three factors which impact individual performance. They are work attitudes, motivation and work environment as follows.

1.3.4.1 Work Attitudes

While skills are a primary consideration in the hiring process, the behaviour of an individual can also play a significant role in their tenure with a company (Katsaros, Tsirikas & Bani, 2014; Fu & Deshpande, 2014). The concept of work attitudes pertains to an employee's comprehensive evaluation of their job and their level of dedication to the organisation (Katsaros *et al*., 2014; Fu & Deshpande, 2014; Pieters, Van Zyl & Nel, 2019). The perceptions of employees are frequently regarded as indications of their welfare (Grant, Christianson & Price, 2007), contentment with their job, and allegiance to the organisation (Van de Voorde, Paauwe & van Veldhoven, 2012). The fulfillment of basic psychological needs is a crucial aspect of job position evaluation within the broader framework of organisational commitment, which encompasses the entirety of the organisation (Judge & Kammeyer-Mueller, 2012). Based on the rationales, it can be inferred that work attitudes are significantly associated with individual performance (Miao *et al*., 2020). In this study, work attitudes is categorised into three subcategories, namely locus of control, job satisfaction, and authority.

1.3.4.2 Motivation

The concept of motivation encompasses a broad spectrum of ideas, such as personal aspirations and the process of goal selection (Armstrong & Taylor, 2014; Reizer, Brender-Ilan & Sheaffer, 2019; Weiss & Cropanzano, 1996). Armstrong and Taylor (2014) posit that motivation, as a fundamental determinant of organisational behaviour, exerts a significant influence on the implementation of organisational theory, specifically in the realm of performance management. The notion that intrinsic factors are associated with individuals' motivation is contingent upon the availability of

adequate resources to facilitate the attainment of their objectives (Gerhart, 2017; Herzberg, 2003). In contrast, extrinsic factors pertain to the notion that employment provides individuals with the capacity to earn income, which serves as a form of compensation for fundamental necessities, as well as facilitates the fulfillment of more advanced needs (Armstrong & Taylor, 2014; Herzberg, 2003). Based on the above, motivation seems to be related to individual performance. In this study, motivation attitudes is being categorised into three subcategories, namely remuneration, career development, and job security.

1.3.4.3 Work Environment

According to Torrington, Hall, and Taylor (2020), the manner in which individuals perform their responsibilities is significantly influenced by the work environment. Consequently, it is imperative to establish favorable circumstances that would incentivise personnel (Dessler, 2020; Parashakti, Fahlevi, Ekhsan, Hadinata, 2020), thereby resulting in the attainment of optimal employee productivity (Hanheide *et al*., 2021). Parashakti *et al*. (2020) concluded that in order for a company to facilitate the success of its employees, it is imperative to provide them with the requisite tools and resources. According to Ekhsan, Aeni, Parashakti and Fahlevi (2019), there exists a link between the quality of the relationship between employees and their managers and the likelihood of employees performing optimally. According to Tran, Nguyen, Dang and Ton (2018), it is widely acknowledged that employees acquire an understanding of the objectives and outcomes associated with their work by means of their interactions within the professional environment. In alternative terms, interpersonal connections within the workplace serve to cultivate employee awareness regarding the importance and relevance of their assigned tasks (Tran *et al*., 2018). This line of reasoning is informed by the work environment that conceptualises as a combination of relationships and tasks (Tran *et al*., 2018). This study has identified three sub-factors that comprise the work environment, namely interpersonal relationships, justice, and support from the manager/supervisor.

1.3.5 Demographics

According to Schwartz and Bardi (1997), individuals ought to be mindful of the factors in their daily routines that have the potential to elicit either positive or negative emotions. Individuals exhibit varying experiences and decision-making patterns that are influenced by demographic factors such as age, education, among others (Melović, Veljković, Ćirović, Vulić & Dabić, 2022; Rebellow & Suri, 2019; Tyler, 2020). These factors are contingent upon their unique life circumstances and personal values (Schwartz, 2006). In order to conduct a more comprehensive analysis of the associations, it was imperative to consider the impact of demographics, as it was deemed a crucial factor. The study aims to investigate the impact of demographics on the association between individual values and performance, as well as the relationship between the primary determinants of individual performance and individual performance, through the formulation of moderation effect hypotheses.

1.4 THE RESEARCH PROBLEM AND THE RESEARCH QUESTIONS

Incorporating tensions present in the literature poses a challenge when attempting to forecast the impact of distinct values on individual performance within a specific context. The importance of Schwartz's theory lies in its relevance to cross-cultural analysis (Knafo, Roccas & Sagiv, 2011), as a particular set of values may be indicative of specific behaviors in certain groups, but not necessarily in others. Schwartz's values can be employed to detect patterns related to values in cross-cultural contexts values (Knafo *et al.,* 2011). Schwartz (1992, 2012) conducted an analysis of the associations and contradictions among value archetypes. The pursuit of a particular set of values may result in social, psychological, and practical consequences that are not congruent with the pursuit of other sets of values values (Knafo *et al.,* 2011). As this study marks the initial inclusion of Mauritius, its results will make a valuable contribution to the existing body of literature.

According to Reiche *et al*. (2019), it is common for multinational corporations to gradually broaden their business activities. The process of international business expansion necessitates the inclusion of a diverse array of novel challenges and risks into a company's strategic goals (Puck & Filatotchev, 2018; Martin *et al*., 2020; Sun *et al*., 2021. The paramount consideration in expanding globally and setting up a business

in a foreign country is intercultural awareness (Shliakhovchuk, 2021; Susanto, Silintowe, Franksiska & Dongoran, 2023; Tong, 2022). Cultural values are shaped by a specific group rather than by individuals (Dyczewski & Sławik, 2016). Therefore, individuals within a group are exposed to these values and may adopt a personal stance towards them (Dyczewski & Sławik, 2016). Values can benefit individuals to better integrate into the structure of the company (Adamovic, 2023; Borg & Schwartz, 2017; Schwartz & Boehnke, 2004; Schwartz & Sortheix, 2018). The absence of such investigation in Mauritius thus makes this study a cornerstone, on which other research can be established. Understanding employees' cultural-value basis and the framework in which values operate is critical to attracting and retaining them in a long-term manner. As a result, this study seeks to assess the relationship between individual values and individual performance from the perspective of people at Mauritius-based multinational corporations.

Cultural preferences vary by country, through which people perceive and understand what is offered to them (Hofstede, 1991, 2001). The fundamental human values are considered as the software with which every individual is programmed (Schwartz, 2012) from their country's culture, and then utilised as a basis of comparison (Dabić, Vlačić, Paul, Dana, Sahasranamam & Glinka, 2020; De Beer, Schaufeli, De Witte, Hakanen, Shimazu, Glaser,Seubert, Bosak, Sinval & Rudnev, 2020; Madani, 2019). Even if organisational culture is used as a strategic instrument for collaboration, individual values remain a hurdle to internationalisation (Dabić *et al*., 2020; De Beer *et al*., 2020; Madani, 2019). Values must be the cornerstone of all organisations when it comes to developing and evaluating people at a local and international level (Dabić *et al*., 2020; De Beer *et al*., 2020; Madani, 2019). Multinational corporations require more specific standards, and the first step in developing them is to convert fundamental human concepts into corporate core values (Edwards, Schnyder & Fortwengel, 2019; Sekiguchi, Takeuchi, Takeuchi, Nakamura & Ebisuya, 2019). Knowledge of the relationships between individual values and individual performance may assist firms in evaluating which behaviours are acceptable and which is not, even if MNCs need to adhere to the host nation's norms and legislation. Individual cultural traditions must be maintained, but since the values of MNCs and individual values do not always match up (Calvano, 2008), more research is needed to find out if there are any possible links

between individual values and individual performance. The aim of the research, as well as the research objectives is now presented. Various hypotheses are then proposed.

1.4.1 The aim of the research

The research aims to investigate individual values and their influences on individual performance in Mauritius, as well as the associations involving the primary determinants of individual performance, to develop a series of recommendations to improve interactions between individual values and individual performance. The overarching aim is to help decision-makers and staff to better understand the effects of individual values and individual factors on overall individual performances in MNCs in the Mauritian context.

1.4.2 Research objectives

The objective of this research is to develop a theoretical framework that matches the environment of Mauritius, by relating individual values, as the predictors of individual performance and individual-level performance in MNCs. The main objective is to develop and test a model that would allow stakeholders and employees to have a comprehensive understanding of the interrelationships between individual values, individual performance and the determinants of individual performance. Recommendations are then formulated to make suggestions on how to improve the interactions between individual values and individual performance in MNCs in the Mauritian context. The research questions and hypotheses are now presented.

1.4.3 Research questions and the derived hypotheses

The main question is: '*What are the relationships between individual values and individual performance in MNCs in Mauritius?*' To address the main question, the study will be undertaken in two stages. The first stage of the research uses qualitative methods, while the second stage uses quantitative techniques. The two stages are now outlined below, as Stage 1 and Stage 2. Research questions and subordinate research questions are then derived.

1.4.3.1 Stage 1 - Qualitative Grounded Theory approach and the Gioia Data Structure

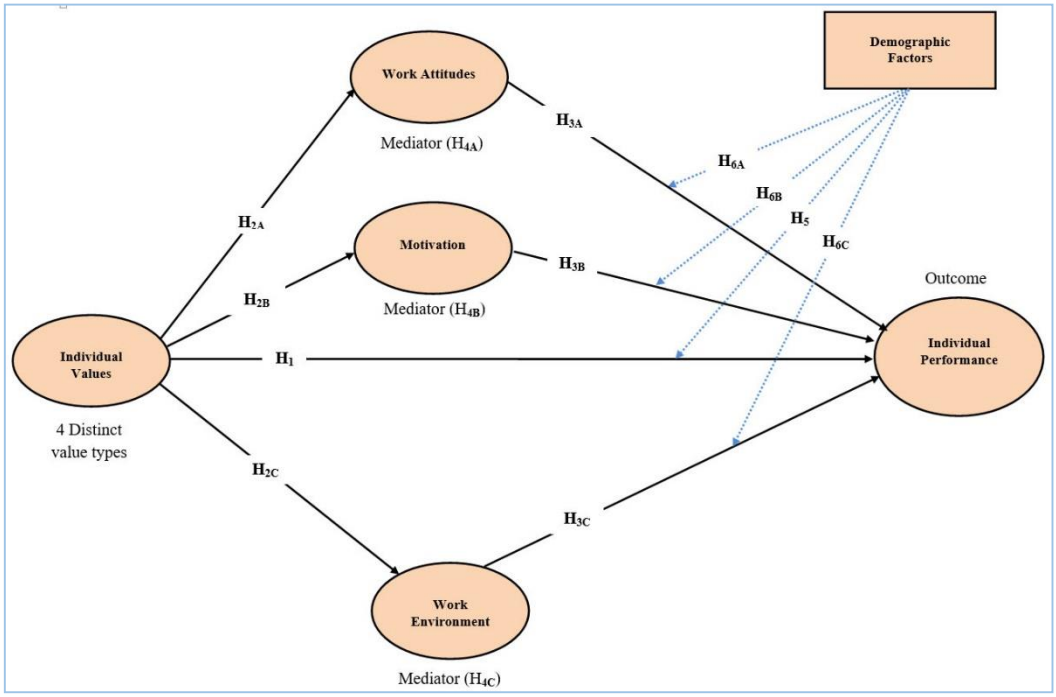
Stage 1 of this research will involve two steps. The first step makes use of a modified grounded theory approach, as the qualitative inductive methodology, which is based on Glaser's (1992, 2002) classic grounded theory. Broad interview questions are formulated for the qualitative stage. Qualitative analysis will then follow, with a coding process, theoretical coding and constant mapping (Charmaz & Thornberg, 2021). Codes, concepts and themes that are generated during qualitative analysis are then linked in step 2 of the qualitative analysis. Step 2 involves using a modified version of the Gioia method. The Gioia method proposes a way of interpreting qualitative data and their linkages, by presenting a schematic depiction of the premises assigned to the data, resulting in a 'visual-data structure' (Parmentier-Cajaiba & Cajaiba-Santana, 2020). As a result, the data will be used to develop a theoretical model, ensuring that no pre-existing theoretical framework is imposed upon it. The establishment of a theoretical framework will be undertaken to align with the specific context of Mauritius. Subsequently, the model is subjected to evaluation in Stage 2, employing quantitative techniques.

1.4.3.2 Stage 2 – Quantitative level of analysis

Propositions are derived, which contribute (together with some insights from the literature) to a theoretical model, predictions of the paths of which are tested as

hypotheses, by using quantitative methods in Stage 2. The objective of the overall research is to propose and test a model for Mauritius.

Figure 1.1: Proposed hypothetical model at the individual level



A hypothetical model, at the individual level, is presented in Figure 1.1. The model was derived from the qualitative analysis and the literature review. Schwartz's values can be understood as a set of 10 fundamental values that are interconnected inside a quasi-circumplex framework. The 10 basic values are arranged into higher-order value types: Openness-to-change, conservation, self-enhancement, and self-transcendence. The primary research questions are as follows:

The primary research questions and hypotheses presented in this chapter are based on the findings of the literature review chapter and are reiterated here in order to clarify the research objectives of this study. The primary research questions for Stage 2 are the following:

Research Question 1: *To what extent are individual values related to individual performance in MNCs in Mauritius?*

The core Hypothesis H_1 is derived from Research Question 1. Subordinate hypotheses that relate to each higher-order value are proposed as H_{1A}, H_{1B}, H_{1C} and H_{1D}, respectively, as follows:

Hypothesis H_1: There is a significant association between Individual Values and Individual Performance.

Subordinate hypotheses:

> **Hypothesis H_{1A}:** There is a significant association between Openness-to-Change and Individual Performance.
> **Hypothesis H_{1B}:** There is a significant association between Conservation and Individual Performance.
> **Hypothesis H_{1C}:** There is a significant association between Self-Enhancement and Individual Performance.
> **Hypothesis H_{1D}:** There is a significant association between Self-Transcendence and Individual Performance.

Research Question 2: *To what extent do individual values relate to the primary determinants of individual performance in companies in Mauritius?*

The core Hypothesis H_2 is derived from Research Question 2. Subordinate hypotheses that relate to each of the three primary determinants of individual performance are proposed as H_{2A}, H_{2B} and H_{2C}, respectively. Since individual values consist of four higher-order values, subordinate hypotheses are further proposed under each primary determinant of individual performance.

Hypothesis H_2: There is a significant association between Individual Values and the Primary Determinants of Individual Performance.

Subordinate hypotheses:

Hypothesis H_{2A}: There is a significant association between Individual Values and Work Attitudes.

Hypothesis H_{2A1}: There is a significant association between Openness-to-Change and Work Attitudes.

Hypothesis H_{2A2}: There is a significant association between Conservation and Work Attitudes.

Hypothesis H_{2A3}: There is a significant association between Self-Enhancement and Work Attitudes.

Hypothesis H_{2A4}: There is a significant association between Self-Transcendence and Work Attitudes.

Hypothesis H_{2B}: There is a significant association between Individual values and Motivation

Hypothesis H_{2B1}: There is a significant association between Openness-to-Change and Motivation.

Hypothesis H_{2B2}: There is a significant association between Conservation and Motivation.

Hypothesis H_{2B3}: There is a significant association between Self-Enhancement and Motivation.

Hypothesis H_{2B4}: There is a significant association between Self-Transcendence and Motivation.

Hypothesis H_{2C}: There is a significant association between Individual Values and the Work Environment.

Hypothesis H_{2C1}: There is a significant association between Openness-to-Change and the Work Environment.

Hypothesis H_{2C2}: There is a significant association between Conservation and the Work Environment.

Hypothesis H_{2C3}: There is a significant association between Self-Enhancement and the Work Environment.

Hypothesis H_{2C4}: There is a significant association between Self-Transcendence and the Work Environment.

Research Question 3: *To what extent do the primary determinants of performance contribute to individual performance in MNCs in Mauritius?*

The core Hypothesis H_3 is derived from Research Question 3. Subordinate hypotheses that relate to each of the three primary determinants of individual performance are proposed as H_{3A}, H_{3B} and H_{3C}, respectively, as follows:

Hypothesis H_3: There is a significant association between the Primary Determinants of Individual Performance and Individual Performance.

Subordinate hypotheses:

> **Hypothesis H_{3A}:** There is a significant association between Work Attitudes and Individual Performance.
> **Hypothesis H_{3B}:** There is a significant association between Motivation and Individual Performance.
> **Hypothesis H_{3C}:** There is a significant association between Work Environment and Individual Performance

The influence of an independent variable on a dependent variable is conveyed through a third variable, which is referred to as the mediator. Possible mediating and moderating effects will thereby be tested. Hypothesis H_4 is thus proposed to test the mediating effects of the primary determinants of individual performance on the relationship between individual values and individual performance. Subordinate hypotheses H_{4A}, H_{4B} and H_{4C} are proposed for each primary determinant of individual performance.

Hypothesis H_4: Primary Determinants of Individual Performance significantly mediate the relationship between Individual Values and Individual Performance.

Subordinate hypotheses:

> **Hypothesis H_{4A}:** Work Attitudes significantly mediate the relationship between Individual Values and Individual Performance.
> **Hypothesis H_{4B}:** Motivation significantly mediates the relationship between Individual Values and Individual Performance.
> **Hypothesis H_{4C}:** Work Environment significantly mediates the relationship between Individual Values and Individual Performance.

When a third variable alters the nature of the relationship between a predictor and an outcome, it is called moderating effect. In this study, the possible moderating effects of demographics are tested. The core hypothesis H_5 is proposed to test the moderating effects of demographic factors on the relationships between individual values and individual performance.

Hypothesis H_5: Demographics significantly moderate the relationship between Individual Values and Individual Performance.

Hypothesis H_{5A}: Age significantly moderates the relationship between Individual Values and Individual Performance.

Hypothesis H_{5B}: Gender significantly moderates the relationship between Individual Values and Individual Performance.

Hypothesis H_{5C}: Educational Level significantly moderates the relationship between Individual Values and Individual Performance.

The core hypothesis H_6 is proposed to test the moderating effects of the demographic factors on the relationships between the primary determinants of individual performance. Subordinate hypotheses H_{6A}, H_{6B} and H_{6C}, are proposed for each primary determinant of individual performance.

Hypothesis H_6: Demographics significantly moderate the relationship between the Primary Determinants of Individual Performance and Individual Performance.

Subordinate hypotheses:

Hypothesis H_{6A}: Age significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

Hypothesis H_{6A1}: Age significantly moderates the relationship between Work Attitudes and Individual Performance.

Hypothesis H_{6A2}: Gender significantly moderates the relationship between Motivation and Individual Performance.

Hypothesis H_{6A3}: Educational Level significantly moderates the relationship between Work Environment and Individual Performance.

Hypothesis H_{6B}: Gender significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

Hypothesis H_{6B1}: Gender significantly moderates the relationship between Work Attitudes and Individual Performance.

Hypothesis H_{6B2}: Gender significantly moderates the relationship between Motivation and Individual Performance.

Hypothesis H_{6B3}: Gender significantly moderates the relationship between Work Environment and Individual Performance.

Hypothesis H_{6C}: Educational Level significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

Hypothesis H_{6C1}: Educational Level significantly moderates the relationship between Work Attitudes and Individual Performance.

Hypothesis H_{6C2}: Educational Level significantly moderates the relationship between Motivation and Individual Performance.

Hypothesis H_{6C3}: Educational Level significantly moderates the relationship between the Work Environment and Individual Performance.

In the above sections, the research background of the study, the research problem and the research questions were introduced. The study was justified, and the aim and objectives of the research were presented. The content of the chapters of the thesis is broken down into a chapter sequence, which is now outlined below.

1.5 THE CHAPTER SEQUENCE

A breakdown of the research proposal is as follows:

1.5.1 Chapter 1: The background to the study, the research problem and the research question

In this chapter, the background of the study has been discussed and the theories under study have been introduced, namely the Hofstede culture theory and the Schwartz value

dimensions. Schwartz values are then justified, as the basis of the quantitative study and related to the Mauritian context, to address the relationship between individual values and individual performance. The research problem is explained, and the aim and objectives are discussed. The stages of the study are briefly highlighted, to justify the use of different methodologies and levels of analysis. A hypothetical model is then proposed. The research questions are defined, and the hypotheses, as well as any subordinate hypotheses, are clearly outlined to identify how individual values and the primary determinants of individual performance influence individual performance in MNCs in the Mauritian context. The chapter concludes with an outline of the chapters.

1.5.2 Chapter 2: The Literature Review

This chapter provides a discussion on Hofstede's cultural theory and Schwartz's values. Hofstede's cultural theory is initially introduced. The five main dimensions of the Hofstede cultural model are first reviewed, namely power distance, uncertainty avoidance, masculinity-femininity, individualism-collectivism and the long-term/short-term perspective. The subsequent discussion then focuses on three prominent theories in the field of leadership and organisational culture: Implicit Leadership Theory (ILT), Schein's theory of organisational culture, and social exchange theory. Literature regarding the impact of national culture and organisational culture on leadership and employee practices is then provided. The chapter then examines Schwartz's values. The study focuses on the direct interactions between individuals and the dynamic qualities that describe how values interact (micro-level). The ten types of values forming Schwartz's value dimensions are then introduced and explained, namely: self-direction, stimulation, conformity, tradition, security, achievement, hedonism, power, benevolence and universalism. The literature is then reviewed on the primary determinants of individual performance, namely, work attitudes, motivation and work environment and their relatedness to individual performance. The chapter then concludes with an overview of the chapter.

1.5.3 Chapter 3: The Research Methodology

The approach employed in this study is introduced, discussed, and justified in this chapter. The quantitative and qualitative approaches are presented and addressed in connection to the research paradigms adopted, as well as the mixed-method approach used in this study. The positivist and interpretivist methods underlying the research are presented, which validate the operations of the qualitative and quantitative methodologies. The qualitative technique is described in detail, first, in terms of grounded theory codes and themes, and then in terms of codes, concepts, and themes connected to the Gioia-data structure. This chapter introduces the research philosophies, the research strategies and the research method. The studies follow one another in a stepwise manner, to give rise to the constructs that will be used throughout the study. The chapter also explains that a theoretical framework needs to be formulated in the Mauritian context following the qualitative study, and this will be tested by using quantitative analysis. Qualitative research approach employs a modified grounded theory approach, wherein interviews are conducted to gather data. On the other hand, quantitative research takes the form of questionnaires for data collection purposes. Quality assurance in qualitative research is also discussed. The quantitative sampling technique is reviewed, and the process of quantitative analysis is then discussed. The research design and scope of the study are further explained. The sampling technique, sample size, and target population are all justified. The method of data collection is discussed, as well as reliability and validity. The hypotheses are then presented, followed by an explanation of the indirect effects. The chapter concludes with a deliberation on ethical considerations related to the study.

1.5.4 Chapter 4: The Grounded Research – the Qualitative Findings

This chapter describes the qualitative analysis process and discusses the techniques employed to analyze qualitative data derived from interviews. To deal with a large amount of qualitative data, a modified grounded theory technique is adopted for the qualitative analysis. The interviews are thoroughly analysed and constant mapping with codes is done. Propositions are then derived using the codes, concepts and themes that match the ideas that are being analysed. These codes, concepts and themes are then treated by using the Gioia method, which is a second qualitative method that employs visual representation. This method allows a better understanding of the relationships

that are derived from the grounded theory. It facilitates the interpretation of the relationships discussed in the grounded theory section in the form of a proposed hypothetical model. The model also discusses the discerning relationships around individual values, the primary determinants of individual performance, and individual performance through the formulation of hypotheses. The chapter concludes with the presentation of a model displayed in the form of a schematic diagram, with direct and indirect links, as well as possible moderation of the demographic factors.

1.5.5 Chapter 5: The Quantitative Results

In this chapter, quantitative analyses are undertaken and reported, using statistical techniques. The chapter's content builds further on the empirical observations, explanations and clarifications in the previous chapters. The first level of analysis consists of reporting the results of demographics. The second stage accounts for univariate analysis. In the third level, under each hypothesis, the bivariate results are presented, to justify the existence of any relationships between the variables. Fourthly, multivariate tests are investigated and reported by using statistical analysis. Hypotheses are further considered and reported accordingly. The study describes the outcomes pertaining to mediating and moderating effects, which were examined using statistical methods. The hypothetical model is tested, using CFA and SEM models, which are tested for further robustness. The chapter concludes by presenting the results of the testing of the hypotheses on associations, mediations and moderations.

1.5.6 Chapter 6: Discussion of the Findings

In this chapter, the findings of the quantitative and qualitative analyses are discussed. To provide a holistic explanation, the qualitative findings are brought into the discussion. The chapter primarily focuses on examining the relationship between individual values and individual performance. The subsequent discussion pertains to the relationships between individual values and the primary determinants of individual performance. The relationships between the primary determinants of individual performance and individual performance are then explained. Mediating and moderating effects are further brought into the discussion. Confirmatory factor analysis and

structural equation model output are then explained. The chapter then wraps up with a conclusion.

1.5.7 Chapter 7: Conclusions and Recommendations

The chapter summarises the research findings by the research objectives. The relationships among individual values, the primary determinants of individual performance and individual performance are addressed within the context of each research question. A synopsis is then provided of the findings. Based on these, recommendations are then proposed for future research. Contributions of the study are also discussed.

1.6 CONCLUSION

This chapter provides a background of the study to establish the context of the study. The background section discusses Mauritius' history and the nature of multinational corporations. To go deeper into the issues of current research, it is crucial to have a better understanding of value systems and the context in which they act. To do this, the study seeks to investigate the relationship between individual values and individual performance in multinational companies in Mauritius. After that, the research justification relates to the purpose of the study. The reasons why the study focuses on Schwartz values are provided. This section also explains why a theoretical framework is required. A theoretical framework tailored to the Mauritius environment could assist in the comprehension of performance-related elements in MNCs. The theoretical frameworks that relate to the individual levels of analysis are then discussed. This section explains the theoretical frameworks that are involved in this study. The potential consequences of not undertaking this study are also presented. The aim, objectives and research questions are then derived. The theoretical framework of Schwartz's values was then presented. Tensions between the higher-order values were then reviewed between openness-to-change and conservation, and between self-enhancement and self-transcendence. The background to the methodological approach was introduced, following which, the research problem and the research questions were defined. The stages in which the study is to be undertaken were described, and a hypothetical model

was presented. The proposed hypotheses related to the hypothetical model were proposed, and subordinate hypotheses were further indicated under the core ones. The chapter concluded with a chapter sequence.

CHAPTER 2

LITERATURE REVIEW

2 LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a literature review on organisational culture, individual values and individual performance. According to Williams (1970), values are abstract beliefs about what is good, right, and helpful in organisational and community settings. Wan *et al*. (2007) define core cultural values as either the ideas held in common by the vast majority of a culture's members or the ideals that are held to be universal by all members of that culture. Therefore, beliefs within a culture may only be passed on if its values are also being passed down (Wan *et al*., 2007). In organisations, individuals' values seem to significantly influence their decision-making, assessment of others, and understanding of social interactions (Rokeach, 1973; Schwartz, 1992). As a result, individuals in the modern world perceive values as goals they work towards (Schwartz, 1999; Witte *et al*., 2020). Each culture has its own unique set of values (Hofstede, 1991; Kluckhohn & Strodtbeck, 1961; Schwartz, 1999). The symbols, rituals, norms and habits that make up social institutions are all important to their formation and maintenance (Sagiv & Schwartz, 2007; Witte *et al*., 2020). Literature on Hofstede's cultural theory is being reviewed because of the way values are nested within cultures. Hofstede's cultural theory outlines five major components that define a culture, namely power distance (PD), uncertainty avoidance (UA), masculinity/femininity (MAS), individualism/collectivism (IDV), and the long-term/short-term outlook (LTO) (Hofstede, 1991). As culture and values are important aspects of this research, organisational culture from Schein's theoretical perspective is then discussed. Although Schein's model of organisational culture and Schwartz's concept of essential human values are distinct, there seems to be a relationship between them. Many nations have acknowledged Hofstede's pioneering cross-cultural theory. However, Schwartz's method demonstrates the significance of psychological values, given that biological demands and social contexts can affect the applicability of values (Schwartz & Bilsky, 1987). The Hofstede's Cultural Theory is now discussed.

2.2 HOFSTEDE'S CULTURAL THEORY

This section provides an analysis of Hofstede's framework for national culture. Hofstede (1991) argues that people from different social groupings have distinct mental processes constituting culture. Making sense of the items they share with others in their organisation, group, area, or country is essential to intellectual growth under these conditions (Hofstede, 1991; Hofstede, Pederson & Hofstede, 2002). Hofstede *et al.* (2002) describe culture as a significant differentiator among social groups. People from different countries are more likely to notice cultural differences than people from the same country, which shows how important it is to communicate well across cultures (Kawar, 2012). Those who want the organisation to succeed are aware of cultural norms and ready to make changes as required (Khastar, Kalhorian, Khalouei & Maleki, 2011).

Hofstede's study uses 116,000 surveys from 50 different countries to look at how people from different cultures see each other. He used statistical analysis methods like correlations and factor analysis to find 5 criteria that correctly describe country cultures (Khastar *et al*., 2011; Mullins, 2013). These factors were called 'dimensions.' Hofstede (1980) developed a system of 5 cultural factors to make it easier to compare different countries. After that, in 2011, he added a 6th societal factor called "constraint and indulgence." The dimension of restraint pertains to the degree and inclination of a community to satisfy its needs. This dimension pertains to the mechanisms via which civilizations can regulate their urges and wants. Indulgence denotes the societal acceptance of a generally unrestrained pursuit of pleasure and enjoyment in life (Hofstede, 2011; Hofstede, Hofstede & Minkov, 2010).

Even though different cultures have different and sometimes conflicting ideas (Hofstede, 1983), management methods were merged as international organisations grew. Management methods in private and public groups worldwide are thus becoming more and more similar (Kirkman, Lowe & Gibson, 2006; Sivakumar & Nakata, 2001). This made it clear that there are links between country cultures and management. Hofstede's theory is being used increasingly to study the cultures of many countries and states, as well as in other academic fields like management, sociology, marketing, history, and psychology (Kirkman *et al*., 2006; Sivakumar & Nakata, 2001). Sivakumar and Nakata (2001) argue that the rise of multinational companies has made it easier for

cultural ideas to be changed. Nakata and Izberk-Bilgin (2009) did a study to find a connection between culture theories and global marketing. They found that the complicated nature of culture theories can be used in a number of ways, such as comparing two countries.

2.3 HOFSTEDE CULTURAL DIMENSIONS

Hofstede's cultural dimensions have significantly impacted how people understand and measure differences between different cultures (Hofstede, 1991; Hofstede *et al*., 2002). Hofstede (1983, 1992) conducted a study that surveyed employees from multiple countries to analyse their cultural beliefs and practices. He formulated a theoretical framework of cultural dimensions based on his study to determine how different cultures have different tastes, tendencies, and ways of doing things. According to Hofstede and Minkov (2010), Hofstede measures the score of each country on a 100-point scale. The number goes from 0 to 100, and 50 is the middle point. Typically, a score below 50 indicates a relatively low cultural score on a given scale, while a score above 50 indicates a high cultural score (Hofstede Insights, 2022).

2.3.1 Power Distance (PD)

Power distance (PD) is a concept that describes how much people in a certain group or culture accept and expect that power and influence are not shared equally (Hofstede, 2001). In other words, it measures the amount of social difference that people in a certain culture think is acceptable. (Gouveia & Ros, 2000; Hofstede, 2001). It is how much a society accepts that institutions and organisations give power to different people in different ways. It shows up in the values of both people with less power and people with more power (Hofstede, 1980).

According to Hofstede (1980, 2001), countries with a low power distance may depend on other countries, while countries with a high power distance have a bigger effect on other countries' politics, policies, and money. It means that the idea of power distance helps explain why people in different societies have different ideas about leadership and how power works (Soares, Farhandmehr & Shoham, 2006). Soares *et al*. (2006)

posit that power distance could teach nations a lot about how people act, how they talk to each other, and how they make decisions in a variety of ethnic and organisational settings. Most of the MNCs in Mauritius have their major offices in places like the United States, the United Kingdom, South Africa, France, Belgium, and India. According to Hofstede (1980), France, Belgium, and India have a middle to high power distance, while the United States, the United Kingdom, and South Africa have a relatively low power distance. But no one knows yet how power distance will affect MNCs in Mauritius.

The Japanese population is recognized for its inclination towards embracing social diversity and acknowledging inequality, contributing to the country's reputation as a highly developed island nation characterised by a high power distance (Hofstede, 2011). The Japanese keep the peace with the help of their strong customs and values (Hofstede, 2001). This huge difference in power may have its roots in ancient Japan when an unchallengeable emperor controlled the country, and the followers were unthinkingly expected to serve the latter without question (Hofstede, 1980). In the same way, Japan's high level of masculinity shows that the country has a strong rule of law, unequal power, a hierarchical social structure, and an authoritative style of leadership (Hofstede, 2001, 2011). A strong feeling of trust is indicated by the presence of an important connection between power and loyalty (Hofstede *et al*., 2010). In situations where the hierarchical distance between individuals in a given organisation is reduced, there tends to be an enhanced level of mutual comprehension and increased diligence in task performance among all members involved (Hofstede *et al*., 2010). According to Hofstede *et al*. (2010), there is a higher likelihood of employees adhering to rules inside organisations that include a strong hierarchical structure.

Dartey-Baah (2013) found that companies with a high power distance have a hierarchical structure in which people in higher places of authority and management have administrative roles. Subordinates have to deal with an authoritarian order and an unfair distribution of money. Hofstede (2001) found that groups with low power distance have a culture of equality among workers, where management is more open to involvement, and people have more freedom to say what they think. A tight line of command affects a company's performance by clarifying the rules and standards (Andrews, Boyne, Law & Walker, 2011). On the other hand, a participatory

management style affects the business's performance by involving employees in solving problems (Ezigbo, 2012).

According to Lee, Pillutla, and Law (2000), individuals characterised by a high power distance orientation hold the belief that leaders should possess a significant degree of authority and control over their subordinates. Employees who believe a moderate amount of leadership authority is sufficient are classified as having a low power distance (Lee *et al*., 2000). According to Lee *et al*. (2000), the difference in power between managers and their employees could change how supervisors and their subordinates work together. Cole, Carter and Zhang (2013) report that higher levels of power distance are associated with followers showing more psychological dependence on their leaders. This implies that those with a higher inclination towards power distance are more inclined to comprehend and interpret the disparities in authority between superiors and subordinates (Cole *et al*., 2013). They also tend to have less personal and more formal interactions with their leaders (Tyler, Lind & Huo, 2000). So, people are more likely to be obedient and more likely to accept authoritarian leadership because they think it is wrong to question the power of their leaders. Schaubroeck, Shen, and Chong (2017) found that people with a higher power distance attitude are less likely to expect leaders to talk to them about their work responsibilities. Schaubroeck *et al*. (2017) found that people who respect authority tend to follow leaders who seem in charge rather than those who seem weak. Also, workers with a high power distance orientation see standard creation and management control as signs of care and support (Wang & Guan, 2018). Cole *et al*. (2013) and Schaubroeck *et al*. (2017) found that individuals in lower occupational positions demonstrate a tendency to prioritise their work responsibilities and exhibit a desire to enhance their skill sets.

People with a low power distance view their superiors as are easier to talk to, so they are likelier to try to get to know and keep in touch with them (Hofstede, 1980; Tyler *et al*., 2000). According to Lian, Ferris and Brown (2012), employees in this category are concerned about how their superiors treat them. Subordinates with a low power distance typically react negatively to their superiors' authoritarian behaviour because they prefer their managers to consult with them and show that they value their input (Schaubroeck *et al*., 2017; Tyler *et al*., 2000; Lian *et al*., 2012). Employees who anticipate a close relationship with superiors are more likely to feel disrespected and overcontrolled when

supervisors act authoritarian (Tyler *et al*., 2000; Lian *et al*., 2012; Wang & Guan, 2018). Hence, individuals who occupy positions in close proximity to the locus of power are more prone to experiencing adverse consequences stemming from authoritarian leadership (Tyler *et al*., 2000; Lian *et al*., 2012; Wang & Guan, 2018). So, the benefits of authoritative management on people's ability to focus on learning goals may be lessened among workers with less power distance (Tyler *et al*., 2000; Lian *et al*., 2012; Wang & Guan, 2018).

The concept of power distance seems to motivate corporations to improve their business practices so they can a wider audience (Bosson, Boolaky & Gungaphul, 2016). This means that multinational companies (MNCs) may need to reconsider their sales promotion tactics because of the power distance between different countries (Bosson *et al*., 2016). In contrast, the study conducted by Kirca, Cavusgil and Hult (2009) revealed a negative relationship between market orientation and national culture. This may be because of power distance differences, making it hard for businesses to grow into new areas (Batsakis & Singh, 2019). According to Strychalska-Rudzewicz (2016), businesses are more likely to be successful if they can come up with new ideas and respond well to changes, which shows that they can be innovative. Also, organisational structures characterised by a high-power distance exhibit a centralised nature, whereas structures characterised by a low-power distance are commonly referred to as decentralised (Dartey-Baah, 2013; Prim, Filho, Zamur & Di Serio, 2016). According to the study conducted by Prim *et al.* (2016, 2017), there exists a negative relationship between power distance and both technology and knowledge, as well as creativity.

Prim *et al*. (2016) posited that a negative relationship exists between high power distance and innovation, which means that individuals are less are less likely to try new things. Conversely, a low power distance, characterised by a decentralised structure, fosters a greater propensity for innovation among individuals. According to the findings of Strychalska-Rudzewicz (2016), there exists a statistically significant relationship between power distance and the outcomes of innovation. Power distance is different in different countries, and countries with low power distance and low individualism tend to be more likely to come up with new ideas (Strychalska-Rudzewicz, 2016). This can be explained by the fact that countries with an open system can share power, accept change, and reduce risks (Strychalska-Rudzewicz, 2016).

2.3.2 Uncertainty Avoidance (UA)

According to Ritzer (2009), globalisation offers nations opportunities to expand their influence across diverse regions. As a result, international corporations encounter the challenge of maintaining enduring success in an ever-evolving and dynamic environment (Christiansen & Sezerel, 2013). These changes have the potential to generate a state of uncertainty, thereby creating an atmosphere of unpredictability (Ritzer, 2009). While ‘uncertainty’ refers to the broader concept of unknown circumstances, ‘uncertainty avoidance’ pertains to cultures' inclinations to steer clear of uncertain situations (Hofstede, 1980, 2001, 2010; Christiansen, 2016).

Regarding cultural influences, different cultures employ varying strategies to manage uncertainty within their specific contexts (Christiansen, 2016). Hofstede (2010) establishes a significant relationship between uncertainty avoidance and the level of power distance observed in different countries. This relationship shows the extent to which individuals within a given cultural context experience discomfort when confronted with unfamiliar circumstances (Hofstede, 1980, 2001, 2010). Uncertainty avoidance also relates to individuals' concerns about organidational risk-taking due to potential outcomes (Hofstede, 2001; Aktas *et al*., 2016; Holten *et al.*, 2018). Nevertheless, Hofstede's research lacks comprehensive studies on Mauritius, limiting a thorough understanding of the impact of individuals' reactions to uncertainty on organisational performance. A more extensive investigation is essential to evaluate these dynamics within their appropriate context and enhance the generalisability of the findings.

According to a study conducted by Bergiel, Bergiel and Upson (2012) in Japan, it was found that individuals in Japanese society demonstrate a unique tendency to deliberately avoid situations involving ambiguity. However, the extent to which these individuals are willing to accept ambiguity can be shaped by the professional environment in which they operate, spanning a wide range of geographical locations and cultural contexts (Bergiel *et al*., 2012). One potential explanation for this situation might be attributed to the increasing economic success of several other nations, resulting in heightened rivalry for Japan (Bergiel *et al*., 2012; Porter, 1985). According to Porter (1985), Japan exhibits a considerable inclination towards uncertainty

avoidance, indicating a widespread reluctance to engage in risky endeavors. This behaviour can be attributed to the moderate power distance prevalent in the country, allowing it the opportunity to explore diverse approaches to address uncertainty (Amankwah-Amoah & Wang, 2019; Hakim, Victory, Chevinsky, Hast, Weikum, Kazazian, Mirza, Bhatkoti, Schmitz, Lynch & Marston, 2021; Singh & Gaur, 2021). Japan has positioned itself as a prominent global leader in the production and distribution of a wide array of high-quality goods on an international scale (Bergiel *et al*., 2012). This achievement can be credited to Japan's culture of competitiveness (Porter, 1985, 1990). The country's competitive advantage stems from its risk-averse attitude, which is evident through the greater allocation of resources to innovation, technological progress, and research and development compared to countries like the United States and South Korea (Meier, Compton, Polga-Hecimovich, Song & Wimpy, 2019; Zhang & Song, 2020).

Hofstede Insights (2022) affirms that Malta, as an island nation, demonstrates an inclination towards uncertainty avoidance. One plausible explanation for this trend could be the extended period of British governance, spanning over 160 years until Malta achieved independence in 1964 (Martinelli, 2017). Based on Hofstede's empirical research, it can be inferred that the Maltese population adheres to deeply ingrained values, traditions, and practices, likely contributing to this inclination. According to Martinelli (2017), international firms operating in Malta must comply with the nation's legislation, which is specifically established to protect individual rights and delineate the obligations of employers. In contrast, Singapore is widely recognised for exhibiting the lowest level of uncertainty avoidance among Asian countries (Hofstede, 2010). Additionally, Pheng and Yuquan (2002) argue that Singapore's pronounced power distance can be linked to the stringent regulations, laws, and policies shaping the socio-political landscape. Yip (2003) emphasizes the globalised nature of the environment and the comparatively relaxed constraints on capital movements and international currency transactions in Asian countries, creating a favourable environment for the expansion and success of multinational corporations (MNCs).

The level of formalisation in a company is measured by how strictly personnel must adhere to established policies and procedures (Armstrong & Taylor, 2014). An inclination towards uncertainty avoidance prompts companies to establish formalised

work processes (Hofstede, 2001, 2010). There are many different ways that uncertainty avoidance can affect performance. That is, it can help a company stay stable, but it could also make it harder for the company to come up with new ideas and adapt to changes in the market (Adair & Xiong, 2018; Espig, Mazzini, Zimmermann & de Carvalho, 2022; Melnyk, Giarratana & Torres, 2014; Woodside, Lars & Graham, 2020). If people do not want to deal with uncertainty, they might make careful decisions that limit the search for creative and new solutions (Adair & Xiong, 2018; Espig *et al*., 2022; Melnyk *et al.*, 2014; Woodside *et al*., 2020). Nakata and Sivakumar (1996) suggest that societies with high uncertainty avoidance tend to view innovation skeptically due to its perceived inherent risks to invest in new creations. However, while an aversion to uncertainty can restrict novel approaches, it can also assist businesses in crafting brand identities that deter the facile replication of their products and services (Adair & Xiong, 2018; Espig *et al*., 2022; Melnyk *et al*., 2014; Woodside *et al*., 2020). This differentiation often results from deliberate decisions between businesses, adapt strategic implementation, and meticulous management of departmental procedures tailored to meet their distinct requirements (Espig *et al*., 2022).

The business environment is always changing and evolving, which means that organisations face risks as they compete with each other (Adair & Xiong, 2018; Espig *et al*., 2022; Woodside *et al*., 2020). Therefore, companies find it important to adapt in order to effectively enhance the value they provide to their customers (Prasetyo, Setyadharma, & Kistanti, 2020). Organisations even partake in ventures that involve a certain level of risk in order to introduce innovative products and services (Van Everdingen & Waarts, 2003). These organisations show a readiness to embrace and handle uncertainty because they recognise the competitive forces present in the business environment (Prasetyo *et al*., 2020). Consequently, individuals enhance their operational strategies to foster creativity and cultivate ideas (Prasetyo *et al*., 2020).

Wang and Chan (1995) found that organisations with low uncertainty avoidance have a greater ability to handle situations that are associated with ambiguity and instability. The study, which involved managers, show that there may be a connection between enhanced performance and reduced levels of uncertainty avoidance (Wang & Chan, 1995). The idea of uncertainty avoidance is about how people deal with and adjust to different aspects of their surroundings (Downes, 2014). This includes things like

dealing with change and new ideas, following the rules and expectations of society, getting information (Downes, 2014), and handling risks (Browaeys & Price, 2011). The effects of different degrees of uncertainty avoidance on a company's performance can be observed in nations like Japan, Malta and Singapore (Bergiel *et al*., 2012; Hofstede, 2010). The size of this impact depends on a country's ability to attract multinational corporations and the measures taken to enable efficient economic operations in foreign regions. Nevertheless, the situation in Mauritius poses a significant obstacle. Although Mauritius is often seen as having strong values and traditions, there is a lack of in-depth research on the country. This makes it difficult to fully understand how culture affects the operational outcomes of multinational corporations (MNCs) in Mauritius.

Rapp, Bernardi, and Bosco (2011) found a positive relationship between uncertainty avoidance and the creation of joint ventures. Joint ventures are formed when two or more companies come together to pursue a single business venture, aiming to generate financial gains and distribute risks among the involved parties. Moreover, the existence of different organisational cultures appears to influence the manifestation of innovative behaviours within a team (Barkema & Vermeulen, 1997; Nippa & Reuer, 2019; Pothukuchi, Damanpour, Choi, Chen & Park, 2002; Zheng, Wu, Xie & Li, 2019). Hsu, Hsu and Yeh (2010), suggest that a high level of uncertainty avoidance could potentially have a negative impact on innovative marketing. Innovative marketing involves the process of understanding the needs and wants of a target audience, as well as their behaviours and preferences. The study's results suggest that, when customers have a strong aversion to uncertainty, it might hinder their openness to embracing new and innovative marketing techniques. Hsu *et al*. (2010) also found a positive relationship between uncertainty avoidance and consumer behaviours. These behaviours include being creative, having a desire for novelty, and actively participating in making innovative choices. The findings are consistent with the study conducted by Strychalska-Rudzewicz (2016), which showed a significant relationship between the tendency to avoid uncertainty and the capacity to participate in innovative behaviours.

2.3.3 Masculinity-Femininity (MAS)

Based on the Statistics Mauritius (2021), it was observed that in the year 2021, the female population exceeded the male population. Additionally, the information indicated that the life expectancy at birth for women surpasses that of men by a margin of 7 years. Furthermore, women have exhibited a preference for having a smaller number of children compared to previous generations. In the year 2016, women occupied 40% of senior positions within the public sector. However, a significant proportion of women who were without employment possessed higher qualifications compared to their male counterparts. According to the Statistics Mauritius (2021), there was a disparity between the enrollment of women and men in tertiary institutions. While women outnumber men in overall enrollment, their representation in research-based tertiary educational programs, such as Master of Philosophy (MPhil), Doctorate in Business Administration (DBA), and Doctor of Philosophy (PhD), remains limited.

According to the World Economic Forum (2021), the Global Gender Gap Index (GGI) for the year 2021 indicates that Mauritius had a positive shift in its position, moving from 120th to 110th place among a total of 156 nations. The Gender Gap Index (GGI) functions as a metric for assessing the level of gender equality in many areas, such as economic engagement, educational achievement, accessibility to healthcare, and representation in politics. According to the data from Statistics Mauritius (2021), the results indicate that males demonstrate an increased tendency for engaging in acts of assault and homicide, whereas females exhibit a greater inclination towards involvement in cases of domestic violence and sexual offences. Nevertheless, these examples do not provide definitive proof about the existence of 'masculine' or 'feminine' traits in Mauritius (Hofstede, 1980). The absence of extensive study undertaken within Mauritian society has resulted in a lack of considerable evidence that could be used to establish decisive findings. The concept of masculinity-femininity dimension pertains to the distinction of societal characteristics and the distribution of values among genders (Hofstede, 1980). In nations that exhibit male characteristics, there is typically an emphasis on aggressiveness and competitiveness, while feminine attributes are commonly linked to humility and a nurturing nature. This dimension incorporates various factors such as gender roles, ambition, motivation, and decision-making (Browaeys & Price, 2011; Tremblay, Blanchard, Taylor & Pelletier, 2009). The assessment of Mauritius' position within the masculinity-femininity dimension is

challenging due to the presence of gender equality in terms of rights, educational access, and opportunities afforded to individuals of both genders in the nation.

The Mauritian government has established institutions that offer resources to support housewives in initiating their own businesses, enabling them to achieve success as female entrepreneurs, similar to their male counterparts. It is evident that Mauritius advocates for gender equality across various domains (Statistics Mauritius, 2021; Equal Opportunities Commission, 2023). The disparity observed is not solely attributed to gender, but rather stems from the unequal distribution of employment positions among men and women across various nations (Hofstede, 2010). Hofstede (2010) employed Pakistan as an example due to the prevalence of male typists across various industries in the country. According to Hofstede (2010), the proportion of female doctors in Russia exceeds that of their male counterparts. According to Hofstede's (2010) findings, there is a higher representation of women in the dental profession in Belgium compared to men. Hofstede (2010) examined various countries and found evidence suggesting that these nations not only promote the inclusion of women in prominent professional positions, but also strive to provide equal opportunities for women in the workforce, akin to those available to men.

On the other hand, the representation of women in managerial roles in Japan is extremely limited (Hofstede, 2010). In the current societal context, a noticeable trend persists wherein males have a higher likelihood of attaining higher positions compared to their female counterparts (Hofstede, 2010). According to Hofstede's (2010) study, a nation's cultural dynamics encompass more than just gender roles and treatment. They also include interpersonal relationships and the maintenance of physical surroundings (Hofstede, 2010). A society can be characterised as exhibiting masculine traits when distinct gender stereotypes are prevalent (Hofstede, 2010). In societies defined by traditional gender roles, men are often associated with qualities such as authority, self-determination, and a focus on material possessions (Hofstede *et al*., 2010). In contrast, it is widely believed that women possess qualities like humility, kindness, and a strong concern for overall well-being and satisfaction of individuals (Hofstede *et al*., 2010). When gender roles and stereotypes intersect, a society is categorised as being feminine. According to Hofstede *et al*. (2010), in a society defined by femininity, individuals of both genders are commonly seen as embodying qualities such as humility, kindness,

helpfulness, and a strong concern for overall well-being and quality of life (Graen & Uhl-Bien, 1995).

According to Hofstede *et al*. (2010), organisations reflecting a masculine cultural setting exhibit forceful managerial behaviour and a discernible differences in privileges based on gender. Within these particular settings, the importance mutual agreement is frequently neglected by the concentration of decision-making power among persons occupying higher positions within a hierarchical framework of organisational structure (Hofstede *et al*., 2010). In sociaties where masculine values prevail, a noticeable disparity in professional representation arises, resulting in women being underrepresented in many roles (Hofstede *et al*., 2010). The study conducted by Kajimoto (2018) emphasises the prevailing pattern, which reveals a greater proportion of men employed in Japan in comparison to women. Consistent with the findings, the Reuters Corporate Survey, which was conducted from August 29 to September 10 in the year 2010, similarly observed a tendency among Japanese employers to exhibit a preference for male candidates over their female counterparts in the context of recruitment procedures.

On the other hand, femininity is associated with societies that place emphasis on attributes such as humility, cooperation, reconciliation, and the general welfare of individuals (Graen & Uhl-Bien, 1995; Hofstede, 1980, 2010). According to Hofstede *et al*. (2010), organisations characterised by feminine features emphasizes solving issues and negotiation, with a primary focus on the well-being and concerns of their employees. According to Hofstede (1980, 2001), cultures that exhibit femininity tend to offer equitable employment prospects to individuals of all genders. This implies that women have the opportunity to pursue professional positions at different levels of an organisation. Hofstede *et al.* (2010) argue that organisations, charatecrised by the feminine traits, emphasize the values of collaboration, cooperative endeavors, and the significance of familial connections. In nations characterised by high levels of masculinity, such as Japan or the United States, it is common for corporations to place emphasis on success, competition, and organisational structures of power and authority (Hofstede, 1980; House *et al*., 2004). On the other hand, in societies characterised by a high degree of femininity, such as Sweden or Norway, there is a greater emphasis on cooperation. Madjar, Oldham and Pratt (2002) found a positive relaionship between

femininity and creative aptitude. According to Madjar *et al*. (2002), it is suggested that countries that possess feminine characteristics tend to display a greater inclination towards accepting failures as part of a business transaction. Madjar *et al*. (2002) also found that nations characterised by low levels of uncertainty avoidance tend to demonstrate elevated levels of innovation.

2.3.4 Individualism-Collectivism (IDV)

Hofstede's cultural dimensions framework (Hofstede, 1980) offers insights into how societies around the world differ in terms of their values and priorities. Specifically, this framework distinguishes between societies that place a higher value on their collective group's well-being versus those that prioritise individual interests (Hofstede *et al*., 2010). These distinct orientations are commonly known as collectivist and individualistic societies, respectively (Hofstede *et al*., 2010). In collectivist societies, people tend to come together and form close-knit groups (Hofstede *et al*., 2010). These groups are characterised by shared values, norms, and goals. The primary goal within these societies is to maintain harmony within the group, and individuals often cooperate closely to achieve this aim. In such contexts, the well-being of the group takes precedence over individual desires. This emphasis on the group's welfare extends to organisations as well, where the collective good is valued. Face-to-face interactions play a significant role in building and nurturing relationships, as these interactions foster a sense of unity and shared purpose (Hofstede *et al*., 2010). On the contrary, in cultures that prioritise individualism, individuals tend to prioritise their personal interests and objectives, typically placing a high value on individual success. The prioritisation of task completion is given greater importance than engaging in prolonged interpersonal contacts, and the pursuit of individual goals contributes to the development of a sense of freedom and personal identity (Hofstede *et al*., 2010). In individualistic cultures, the emphasis on personal pursuits might result in relatively weaker interpersonal connections compared to collectivist cultures. People may prefer to follow their own aspirations over group cohesion, leading to people having mindset of making decisions independently (Browaeys & Price, 2011; Soares *et al.*, 2006).

Hofstede *et al*. (2010) found that in societies with individualistic cultural norms, workers are actively encouraged to align their work with their personal goals and ambitions. This connection puts a lot of weight on the freedom of choice and independent dedication to life goals by each person (Soares *et al.*, 2006). Collectivist cultures, on the other hand, care more about the interests and unity of a bigger social group. In these cultures, people tend to put the well-being and progress of the group ahead of their own goals (Hofstede *et al*., 2010) because they care more about the group than about their own goals. Individualistic cultures put a lot of weight on self-reliance, which means that people are supposed to be responsible for their actions and choices (Soares *et al.*, 2006). This habit of depending on oneself is clear in many areas, such as professional responsibilities and personal accomplishments, whether at home or at work (Hofstede *et al.*, 2010). In the setting of global corporations that value individualism, the relationship between employers and employees is often described as a business partnership where people have close close relationships (Hofstede *et al.*, 2010). According to Hofstede *et al.* (2010), companies operating within society having individualistic traits, are considered to meticulously scrutinise employee performance through rigorous evaluation mechanisms. So, workers who aren not doing well might go through different initiatives meant to help improve. Hofstede *et al*. (2010) found that when there is a lot of pressure on outut, people often plan on working longer hours as a way to meet goals and meet other needs (Hofstede *et al.*, 2010).

In collectivist cultures, there is a clear moral component to the relationship between employers and workers (Hofstede *et al.*, 2010). Companies in these kinds of cultural settings show that they care about their employees' well-being as part of a bigger group (Hofstede *et al.*, 2010). Hofstede *et al*. (2010) argue that the connection between an employer and an employee is seen not just as a business transaction, but also as a network of mutual support that reflects shared values. The lives of people in these collectivist countries are also characterised by a good balance between work and family responsibilities. Hofstede *et al*. (2010) posit that this balance is easier to maintain in cultures that put a lot of value on shared tasks and being dependent on each other. In collectivist cultures, the relationship between employers and employees assumes a distinct ethical dimension. Companies in such cultural contexts exhibit a dedication to safeguarding the well-being of employees within the larger group. The relationship between the employer and the employee is perceived not merely as transactional but as

an interconnected network of mutual support, encapsulating communal values (Hofstede *et al.*, 2010). Moreover, the lives of individuals within these collectivist cultures are typified by a harmonious equilibrium between work and familial obligations, facilitated by the cultural emphasis on shared responsibilities and interdependence (Hofstede *et al.*, 2010).

According to Gelade, Dobson and Auer (2008), organisational commitment, which is defined as the extent to which employees align with and dedicate themselves to their employing organisation, plays a crucial role in shaping the effectiveness of multinational corporations. Finkelstein (2014) hypothesizes a connection between organisational commitment and the cultural dimensions of individualism and collectivism. In their study, Gelade *et al*. (2008) identified a positive relationship between individualism and commitment. This suggests that individualistic cultures prioritise individual interests over collective community needs. Within such cultural contexts, people are viewed as possessing independence and autonomy, which influences their commitment to the organisation (Gelade *et al*., 2008). Furthermore, Gelade *et al*. (2008) found that individuals in individualistic societies tend to exhibit strong commitment to their jobs when they are satisfied with their work. In contrast, their study also revealed that cultures emphasizing collectivism, where group cohesion and shared goals are paramount, show a significant inverse relationship between job characteristics and emotional commitment. This implies that in collectivist cultures, job-specific attributes might hinder emotional engagement with work. According to Strychalska-Rudzewicz (2016), innovation is regarded as a benchmark for organisational performance, and a relationship between national culture and the extent of innovation seems to exist. Strychalska-Rudzewicz (2016) argue that in highly individualistic cultures, individuals prioritise self-care and have the capacity to self-nurture autonomously, freely, and independently. According to Hofstede (2001), highly individualistic cultures tend to foster the development of strong economic enterprises. Additionally, in terms of innovation, highly individualistic societies are able to motivate themselves without being influenced by the cultures of other countries (Strychalska-Rudzewicz, 2016).

Strychalska-Rudzewicz (2016) suggests a connection between individualism and the extent of innovation. According to Strychalska-Rudzewicz (2016), a significant weak

negative association exists between individualism and European and Asian nations. However, the study found a moderate positive association when the research omitted Asian countries from the analysis. Based on the study, countries with lower levels of uncertainty avoidance appear to exhibit higher levels of innovation, especially in European contexts. Prim *et al.* (2016) also support the idea that increased levels of individualism are associated with innovation. This relationship explains that nations with greater autonomy are more likely to engage in new endeavours. Khan and Cox (2017a) conducted a study to investigate the relationship between national culture and national innovation and found a moderate negative association between individualism and innovation. The study showed that nations that emphasise individualism tend to have higher levels of innovation, compared to nations that prioritise collectivism. This study aims to overcome the limitations of previous research by analysing the discrepancies in outcomes observed in various contextual settings.

Hope (2003) investigated the connection between individualism and the legal system and found a positive relationship. In the context of law, disclosure is an aspect of the legal process. It requires all parties involved in a lawsuit to disclose any documents considered relevant to the case before it goes to court (Hope, 2003). Additionally, the study found a connection between individualism and disclosure practices. Subsequently, Brochet, Miller, Naranjo, and Yu (2016) investigated the relationship between cultural factors and managers' disclosure behaviours, focusing on the utilisation of apologies, which is the act of expressing remorse for sharing information. The findings indicated a significant inverse correlation between individualism and the use of apologies. The findings suggest that managers in individualistic cultures are less likely to apologise for disclosure. According to Porter (1990, 2005), cost leadership is a fundamental component of a firm's marketing strategy. According to Porter (1990), cost leadership refers to a strategy employed by a company to position itself as the most affordable producer of a specific product or commodity within a competitive market. In a study, Duste and Aliyu (2018) found a significant and positive impact of cost leadership on organisational performance. Furthermore, the research has shown that not only cost leadership can be a determining factor in a company's ability to compete with other companies (Duste & Aliyu, 2018), but also found individualism to be associated with competitiveness.

2.3.5 Long Term-Short Term Perspective (LTO)

According to Hofstede (2001), long-term orientation (LTO) was introduced through a study conducted by Michael Harris Bond, a Canadian-born Professor established in Hong Kong. Professor Michael Harris Bond employed the Chinese Value Survey (CVS), a questionnaire that scholars from China developed. The surveys were conducted in 23 countries (Hofstede & Bond, 1988), and the findings revealed a relationship between long-term orientation and economic progress. Because the study was based on research from both Hofstede and CVS, Hofstede (2010) names the instrument the LTO-CVS. According to Hofstede (2001, long-term orientation means developing practical traits like the ability to adapt to changing circumstances. Short-term thinking, on the other hand, emphasises values like national pride, respect for tradition, maintaining one's reputation, and fulfillment of social obligations. Commitment, dedication, and adherence have become the guiding principles for many entrepreneurs entering the competitive business world. According to the LTO-CVS, family-owned enterprises are highly prevalent in the Chinese business landscape (Hofstede *et al*., 2010), and these firms have a strong tendency to invest in building and maintaining a strong market presence. Companies that have a short-term orientation typically assess their outcomes within shorter time periods, such as less than a month, a quarter, or a year. According to Hofstede (2001), and Guo, Liu, Li and Qiao (2018), East Asian nations tend to place a higher emphasis on long-term goals. On the other hand, African countries, the United States, Australia, and Muslim countries are generally perceived to have a shorter-term orientation (Guo *et al*., 2018). According to Hofstede (1980, 2001), long-term orientation (LTO) is defined by a continuous pursuit of knowledge, personal self-regulation, and the ability to adapt effectively to new situations and changes. Business enterprises aim to adopt a long-term perspective by prioritising the development of their brand and distinguishing themselves from their competitors. In a highly competitive market, companies must show persistence and unwavering commitment to pursue their established objectives (Hofstede *et al*., 2010).

The study conducted by Podobnik and Dolinek (2008) establishes a connection between performance and competitiveness, which is an attribute of possessing a level of excellence that is equal to or beyond that of comparable companies. Acccording to Podobnik and Dolinek (2008), high levels of competition are synonymous with highly

successful businesses. Additionally, Fliedner and Vokurka (1997) identified long-term orientation as an essential aspect that impacts a company's competitiveness. Ryu, Park, and Min (2007) assert that the attribute of competitiveness plays a crucial role in initiating, establishing, and maintaining collaborations with a wide range of market stakeholders. To achieve success in marketing relationships, it is imperative to establish a long-term orientation (Ryu *et al*., 2007). Shockley and Turner (2016) argue that a crucial prerequisite for establishing successful partnerships between strategic partners is the presence of long-term orientation. According to the research conducted by Shockley and Turner (2016) on retail franchises, the concept of long-term orientation is a result of multiple interactions between parties involved. These ongoing interactions contribute to the development of stronger relationships characterised by commitment and satisfaction. These factors, in turn, serve as catalysts for the formation of more robust agreements, coalitions, and collaborations (Hofstede *et al*., 2010; Shockley & Turner, 2016).

Hofstede's study shows that networking is important to the success of multinational companies (MNCs). Networking allows business to find out what is going on in a foreign business, area, or market (Kristiansen & Schweizer, 2022). It also helps companies understand each other, coordinate and share practices and knowledge (Kristiansen & Schweizer, 2022). Hofstede *et al*. (2010) claim that companies with a high level of long-term orientation (LTO) have a vast network of global links, which plays a big part in their success. Hofstede *et al*. (2010) also claim that companies with a strong tendency towards unity and a long-term orientation (LTO) are more likely to be able to adjust quickly to change than those with a short-term orientation. Prim *et al*. (2016) utilised the concept of innovativeness as a metric to assess the influence of long-term orientation on organisational performance. Their findings revealed a modest link between long-term orientation and the output of innovation. Prim *et al*. (2016) determined that the implementation of long-term planning can significantly mitigate risks in investing in innovation. Based on this observation, it can be inferred that countries that place a higher emphasis on long-term goals are more likely to develop innovative ideas.

There is a scarcity of scholarly literature pertaining to Hofstede's cultural dimensions in the context of Mauritius, primarily due to the absence of any research conducted

within the Mauritian setting. Literature has been employed in various contexts to facilitate the understanding of Hofstede's cultural theory (1991, 1993). The relationship between Hofstede's cultural dimensions and organisational performance is currently being examined to gain a more comprehensive understanding of the connections involved. The Implicit Leadership Theory is now discussed.

2.4 THE IMPLICIT LEADERSHIP THEORY (ILT) AND THE GLOBE FRAMEWORK

Several studies (Appel-Meulenbroek & Danivska, 2021; Cole *et al.*, 2013; Mamatha & Geetanjali, 2020; Schaubroeck *et al.*, 2017; Tran, 2021) have not only examined differences in strategic decision-making, leadership style, and human resource management across various national cultures but also the impact of leadership and culture within organisations in the field of organisational behaviour and general management theory (Appel-Meulenbroek & Danivska, 2021; House *et al.*, 2004; Javidan, Bullough & Dibble, 2016; Schein, 2016). Cultural values transmitted through national culture have a significant impact on the effectiveness of international and global businesses (Schein, 2016). This, in turn, shapes their leadership styles (Appel-Meulenbroek & Danivska, 2021; Byrne, Cave & Raymer, 2022; Janićijević, 2019a, 2023; Liao *et al.*, 2010; Schein, 2016; Wang & Fränti, 2022). The GLOBE study, conducted by House *et al*. (2004), is widely acknowledged as a significant investigation in the field of leadership and organisational behaviour. It analysed 62 societies and established a link between national culture and the leadership dimensions, as well as competencies exhibited by managers (House *et al*., 2004). Traditional leadership style prioritise the desires of the leader over those of the followers (Schein, 2016). Therefore, traditional leadership theories focus on studying and analysing leaders' behaviours (Cahyadi, Marwa, Hágen, Siraj, Santati, Poór & Szabó, 2022; Öztürk, Varoğlu & Varoğlu, 2017; Pavlova, 2023; Schein, 2016), while implicit leadership theory (ILT) aims to understand the psychological foundation underlying leadership (Ehrhart, 2012). The Implicit Leadership Theory (ILT) approach emphasises a renewed focus on leadership traits (Epitropaki & Martin, 2004), as it focuses on the psychological factors that underlie leadership (Da'as, Ganon-Shilon, Schechter & Qadach, 2021; Keller, 1999) or achievement (Epitropaki & Martin, 2004; Lord, Epitropaki, Foti &

Hansbrough, 2020; Pavlova, 2023; Öztürk *et al*., 2017), rather than solely assessing leadership effectiveness (House *et al*., 2004).

The Implicit Leadership Theory (ILT) is based on psychological principles, specifically drawing from the theoretical frameworks proposed by Cantor and Mischel (1977) and Rosch (1978), which organise both people and objects in a structured manner. Leadership styles have been identified based on an examination of different features and behaviours, instead of relying solely on specific traits that distinguish leaders from their followers (Lord *et al*., 2020; Foti, Hansbrough, Epitropaki & Coyle, 2017; Tavares, Sobral, Goldszmidt & Araújo, 2018). Gabora, Rosch, and Aerts (2008) suggest that models or prototypes are employed in the categorisation process to represent the most typical or ideal trait of a leader. The prototype captures the essential components of categories of people, although it is limited by the absence of defining distinct traits of a leader (Da'as, Ganon-Shilon, Schechter & Qadach, 2021; Gabora *et al*., 2008; Lord *et al*., 2020). The prototype approach and the exemplar perspective are two theoretical frameworks relevant to categorising individuals based on their leadership attributes (Da'as *et al*., 2021; Gabora *et al*., 2008; Lord *et al*., 2020). The prototype approach involves observers comparing a particular individual to the typical characteristics that define an ideal leader concept (Da'as *et al*., 2021; Gabora *et al*., 2008; Lord *et al*., 2020). In contrast, the exemplar perspective suggests that individuals categorise by comparing the attributes of a specific individual to those associated with a typical person in the same category (Da'as *et al*., 2021; Gabora *et al*., 2008; Lord *et al*., 2020). Prototypes can subsequently be classified as category-based representations (Da'as *et al*., 2021; Lord *et al*., 2020), while exemplars and specific individuals can be considered as target-based representations (Jiang, Xu, Houghton & Manz, 2019; Lord *et al*., 2020; Obenauer & Kalsher, 2022).

A general intelligence and broad range of mental faculties play a role in activating conceptual idea of leaders and personal experiences (Da'as *et al*., 2021; Gabora *et al*., 2008; Jiang *et al*., 2019; Lord *et al*., 2020; Obenauer & Kalsher, 2022). People's opinion of leaders are shaped by their initial views of leadership qualities and their past interactions with leaders (Cahyadi *et al*., 2022; Da'as *et al*., 2021; Gabora *et al*., 2008; Jiang *et al*., 2019; Lord *et al*., 2020; Obenauer & Kalsher, 2022; Öztürk *et al*., 2017; Pavlova, 2023; Schein, 2016). Individuals using the prototype technique establish

connections between the attributes of the person being evaluated and those of an idealised leader (Lord *et al.*, 2020). Individuals categorise others by comparing available information about the target individual with information about a prototype member of the category (Da'as *et al.*, 2021; Lord *et al.*, 2020). Leaders' understanding is thus shaped by both imagination and their personal experiences with various leaders (Lord *et al.*, 2020). Ritter and Lord (2007) found that the expectation of leadership can be transmitted from one leader to future leaders who possess similar qualities to the original leader. This points out the significance of prototypical leadership traits and their impact on subsequent leadership decisions (Ritter & Lord, 2007). Offermann, Kennedy, and Wirtz (1994) found that individual prototypes exhibit a considerable level of similarity. Therefore, prototypes are classified based on two criteria: the normative aspect, which refers to typical or ideal leaders or followers, and the valence aspect, which refers to the positive, negative, or neutral evaluation of the prototype (Lord *et al*., 2020; Offermann *et al*., 1994; Rosch, 2002). Leaders are more likely to become apparent when their qualities align with the expectations of their followers (Lord *et al*., 2020; Offermann *et al*., 1994; Öztürk *et al*., 2017). However, alignment is primarily dependent on the congruence between an individual's values and their followers' preference, rather than being solely influenced by their physical appearance (Offermann *et al*., 1994).

Schemas are psychological or mental experience that individuals utilise to interpret the world around them (Canevello, 2020; Fiske & Taylor, 1991; Zuckerman & O'Shea, 2021). They are mental models that form societal and individual principles, values, beliefs and manners (Canevello, 2020; Fiske & Taylor, 1991; Zuckerman & O'Shea, 2021). Based on the above, leadership and followership schemas shape the identities of individuals in leadership positions and those who follow them. It means that culturally relevant social events impact how people see the world around them (Hong, Benet-Martinez, Chiu & Morris, 2003; Järvelä, Volet & Järvenoja, 2010; Miyamoto & Wilken, 2013), including their own selves (Green & Sedikides, 2001). Additionally, leadership can be acknowledged as a facilitator for a wide range of actions and results by enhancing the self-sufficiency and long-term efficacy of people and collectives to achieve greater outcomes (Wang, Hou & Li, 2022; Zuckerman & O'Shea, 2022). Using the theoretical framework established by Lord, Brown and Freiberg (1999), the work of Epitropaki, Kark, Mainemelis, and Lord (2017) provides a comprehensive

explanation of the leader identity. They defined ‘leader identity’ as ‘a component element of an individual's operational self-perception that includes cognitive frameworks related to leadership,’ ‘past encounters in leadership roles,’ and ‘future self-representations concerning the position of a leader,’ respectively. Similarly, Epitropaki *et al*. (2017) defined follower identity as ‘a supplementary facet of a person's functional perception and understanding of oneself, encompassing personal qualities, characteristics, and identity’. This encompasses followership schemas, experiences as a follower (Hong *et al.*, 2003; Järvelä *et al.*, 2010), and prospective self-representations as a follower (Foti *et al.*, 2017; Lord *et al.*, 2020; Tavares *et al.*, 2018). These identities collectively contribute to the dynamics of leadership and followership, shaping social interactions and organisational behaviour.

Socialisation is a process that helps people understand the features, qualities and behaviours associated with leaders (Byrne e*t al*., 2022; Carton, 2021) and past experiences (Epitropaki & Martin, 2004; Epitropaki *et al*., 2017; Foti *et al*., 2017; Lord *et al*., 2020). Subsequently, the research works of Carton (2021), Epitropaki and Martin (2004, 2005), Foti *et al*. (2017), Fraser and Lord (1988) and Tavares *et al*. (2018) delineate these distinct qualities as ‘cognitive leadership prototypes’. Cognitive leadership prototypes refer to simplified mental representations or models that individuals create to categorise and understand what constitutes a leader (Carton, 2021; Epitropaki & Martin, 2004, 2005; Foti *et al*., 2017; Fraser & Lord, 1988; Tavares *et al*., 2018). These prototypes are based on a limited set of attributes, qualities, and behaviours that are commonly associated with leadership (Da'as *et al*., 2021; Gabora *et al*., 2008; Lord *et al*., 2020). The research of Cronshaw and Lord (1987) found that the leader’s actions, behaviours, and attitudes influence followers’ preference to seek guidance from their role models. During the initial cognitive phase, individuals quickly categorise someone as either a 'leader' or 'non-leader' and adjust their behaviours accordingly (Phillips & Lord, 1986). Cognitive leadership prototypes thus provide a simplified representation of a leader, emphasising important attributes that support decision-making and help identify leaders (Fraser & Lord, 1988; Phillips & Lord, 1986). According to Carton (2021), Öztürk *et al*. (2017) and Lord *et al*. (2020), the interaction between leaders and followers forms the basis for the emergence of leadership. Once the followers trust the leader's fitness as a prototype is established,

they are less inclined to question the leader's authority over an extended duration (Cronshaw & Lord, 1987).

In their study, Lim, Othman, Zain, and Pengiran (2012) emphasize that a leader must meet the expectations of their followers. The matching process ends with someone identifying a person as a leader (Lim *et al*., 2012). In this situation, it appears that people's ideas about leadership may not always match up with what can be proven to be true (Amit, Popper, Gal, Mamane-Levy & Lisak, 2009; Auvinen, Aycan, Tsupari, Herttalampi & Feldt, 2022; Cooper, Purnsley, Washington & Bell, 2023; Szostak, 2021). However, these perceptions play a crucial role in assessing and differentiating individuals as leaders or non-leaders, as well as in determining their effectiveness or ineffectiveness as leaders (Amit *et al*., 2009; Auvinen *et al*., 2022; Cooper *et al*., 2023; Szostak, 2021). Finally, the leader exerts influence through the process of attribution. Attribution serves as a fundamental foundation for showing social power and influence within a group or institution (Martinko & Mackey, 2019; Sun, Liden & Ouyang, 2019). According to Seele and Eberl (2020), leaders observe what is happening and make connections between themselves and their team members. This coonection assists in identifying potential solutions that can contribute to achieving success (Seele & Eberl, 2020).

Shondrick, Dinh, and Lord (2010) argue that incorporating the cultural level of analysis in the Globe study broadened the research scope of implicit leadership theories (ILT). Leadership beliefs, in terms of structure and content, are held in common by those having a cultural background (Shondrick *et al*., 2010). In this context, the concept of ‘culturally endorsed, implicit leadership theory (CLT)’ refers to the shared cultural understanding of individual implicit leadership theories within a particular cultural community (Lord *et al*., 2020; Moore, 2018).

The Global Leadership and Organisational Behaviour Effectiveness (GLOBE) study examines the impact of national culture on leadership versions (Javidan, House, Dorfman, Hanges & Sully de Luque, 2006; Javidan, Dorfman, De Luque & House, 2016). This study investigated the culturally endorsed Implicit Leadership Theory (CILT) in 62 countries, focusing on effective leaders and 6 overarching dimensions of culturally endorsed Implicit Leadership Theory (CILT) emerged (House *et al*., 2002;

Javidan & Dastmalchian, 2009; Javidan *et al*., 2006). The dimensions included charismatic, team-oriented, self-protective, participative, humane, and autonomous dimensions (House *et al*., 2002; Javidan & Dastmalchian, 2009). The study found that 2 dimensions of leadership, specifically charismatic leadership, and team-oriented leadership, were universally applicable across different cultures (Lord *et al*., 2020). The 4 remaining dimensions of leadership differ across various cultural contexts (House *et al*., 2002; Lord *et al*., 2020). House *et al*. (2002) created an extensive inventory of leader attributes, consisting of 29 universally acknowledged positive and negative traits, including honesty, dynamism, intelligence, and ruthlessness. House *et al*. (2002) also identified 35 culturally contingent leader characteristics, such as ambition, compassion, and domineering tendencies. Similarly, Brodbeck, Frese, Akerblom, Audia, Bakacsi, Bendova, Bodega, Bodur, Booth, Brenk, Castel, Den Hartog, Donnelly-Cox, Gratchev, Holmberg, Jarmuz, Jesuino, Jorbenadse, Kabasakal,…Wunderer (2000) in 22 European countries supports the idea that leadership prototypes are culturally accepted. Lankau and Chung (2009) investigated leadership traits across 4 cultural groups, namely American, European, Asian, and Latin American, and observed similar trends among these cultural groups. Lankau and Chung (2009) argued that the widespread adoption of management education programmes, which teach consistent leadership theories across various regions, contributed to the cultural convergence of implicit leadership theories (ILTs) over time. Ensari and Murphy (2003) argue that cross-cultural studies have shown potential for convergence in implicit leadership theories (ILTs). They suggest that the differences observed in implicit leadership theories (ILTs) reflect varying levels of support for a specific leadership dimension, rather than differences in the dimension's content.

The GLOBE theoretical framework established a connection between cultural values and organisational outcomes, particularly performance (House *et al.*, 2001, 2004). The GLOBE theoretical framework was developed primarily to comprehend and predict cultural values (Aktas *et al*., 2016; Holten *et al*., 2018; Lord *et al*., 2020), and this approach facilitated the comprehension of the impact of culture on organisational operations and practices (House *et al.*, 2004). Hofstede's research primarily examined the impact of national culture on employee attitudes (Khastar *et al*., 2011), whereas the GLOBE theoretical framework took into account both national and organisational levels (Aktas *et al*., 2016; Holten *et al*., 2018). The GLOBE theoretical framework,

unlike Hofstede's theory, examines the influence of culture on leadership, cross-cultural communication, organisational effectiveness, and performance orientation (House *et al*., 2002). It consists of 9 dimensions were developed, namely: power distance, uncertainty avoidance, humane orientation, collectivism: I: societal collectivism, collectivism ii: in-group collectivism, gender egalitarianism, assertiveness, future orientation, and finally, performance orientation (House *et al*., 2002).

According to Hofstede (2010), the GLOBE theoretical framework model adopted Hofstede's initial cultural dimensions and expanded the number of dimensions from 5 to 9; and some terminologies have remained unchanged, such as power distance, and uncertainty avoidance; and they have changed the term long-term orientation to future orientation. While Hofstede's dimensions emphasised beliefs and values (McCrae, Terracciano, Realo & Allik, 2008), the GLOBE model theorised several dimensions by combining ideas from various models (House *et al.*, 2001, 2004; Aktas *et al*., 2016; Holten *et al*., 2018), such as the Schwartz model, a framework that elaborates on the differences in cultural patterns between societies; Kluckhohn and Strodtbeck's cultural-value orientation, which revolves around human nature (Hills, 2002; Gutterman, 2011). The purpose was to create a foundation for understanding organisational leadership effectiveness and management views (House *et al*., 2004; McCrae *et al*., 2008). The theory also integrates the motivational theory (House *et al*., 2002) and McClelland's Motivation Theory (McClelland, 1987). Schein's theory of organisational culture now discussed below.

2.5 SCHEIN'S THEORY OF ORGANISATIONAL CULTURE

Schein's cultural theory or Schein model of organisational culture was developed by Edgar H. Schein (1983), who is a well-known organisational psychologist and consultant (Schein, 1990; Schein, 1997; Akpa, Asikhia & Nneji, 2021). The theoretical framework helps understand and evaluate organisational culture (Schein, 1997; Schein, Turner, Schein & Hayes, 2021). According to Schein (1990, 1997), three levels of analysis can be used to examine the complexity of organisational culture.

The primary stage concerns the observable artefacts and behaviors that manifest within the organisation. The second level deals with the values that are openly expressed by individuals in the organisation and the third level examines the basic underlying assumptions held by members of the organisation. All three levels are interconnected to shape the organisational culture (Akpa *et al*., 2021; Byrne *et al*., 2022). Schein (1983, 1990, 1997) suggests that the apparent elements of culture are artefacts and behaviours. Artefacts refer to tangible and visible entities within a specific context. Entities include the orderly grouping of people, dress conventions, geographical layout, and interaction (Appel-Meulenbroek & Danivska, 2021; Olanrewaju, Westhuizen & Awotunde, 2019). Artefacts refer to tangible entities (Schein, 1983, 1997), while behaviours encompass recurrent patterns of human interaction (Appel-Meulenbroek & Danivska, 2021; Olanrewaju *et al*., 2019; Schein, 1983; Schein, 1997). Behaviours in the workplace are how people act and interact with each other in the workplace (Akpa *et al.*, 2021; Gao, Wang, Wu, Yuan & Zhang, 2020 that affect how an organisation works and performs (Akpa *et al.*, 2021; Gao *et al*., 2020). However, visible aspects of culture do not always show the underlying values and assumptions (Akpa *et al.*, 2021; Appel-Meulenbroek & Danivska, 2021; Gao *et al*., 2020).

The second tier of culture comprises espoused values, which are the beliefs and standards that organisations uphold (Appel-Meulenbroek & Danivska, 2021; Olanrewaju *et al*., 2019; Schein, 1983; Schein, 1997). Organisations express these principles in different ways, like mission statements or codes of ethics (Appel-Meulenbroek & Danivska, 2021; Olanrewaju *et al*., 2019; Schein, 1983; Schein, 1997; Shu-Mei, 2010). Therefore, the concept of espoused values pertains to the desired cultural norms that organisations endeavour to attain, which function as a guiding structure for the actions and judgments of personnel (Appel-Meulenbroek & Danivska, 2021; Schein, 1997; Shu-Mei, 2010).

Thirdly, Schein (1983, 1997) argues that the fundamental level of culture comprises basic underlying assumptions. This suggests that culture includes beliefs, values, and attitudes that affect how people behave in a society (Appel-Meulenbroek & Danivska, 2021; Schein, 1997; Shu-Mei, 2010). Schein (1983) accentuates the importance of recognising the invisible elements of culture that affect how organisations operate and are managed. Therefore, understanding how underlying assumptions affect cultural norms helps manage cultural differences (Appel-Meulenbroek & Danivska, 2021). The

beliefs and attitudes of individuals in an organisation make up its culture (Appel-Meulenbroek & Danivska, 2021), which affect how they think and behave (Kenny, 2012; Shu-Mei, 2010). According to Schein (1997), the fundamental parts of culture strongly affect organisational behaviour, such as underlying assumptions and values, instead of surface-level behaviors and objects. Understanding these underlying layers is crucial for effectively managing organisational culture (Appel-Meulenbroek & Danivska, 2021; Olanrewaju *et al*., 2019; Schein, 1983; Schein, 1997).

Organisational culture changes over time and is influenced by different factors, such as leadership, socialisation, and environmental conditions (Appel-Meulenbroek & Danivska, 2021; Mamatha & Geetanjali, 2020; Tran, 2021; Byrne *et al*., 2022; Olanrewaju *et al*., 2019; Schein, 2016). Schein's model helps leaders understand and evaluate organisational culture. This helps them identify the values and assumptions that guide behaviour and decide to shape or change the culture (Schein, 1983; Schein, 1997). Subsequently, core values and beliefs shape the behaviour of individuals within an organisation and impact its cultural framework (Schein, 1990; Appel-Meulenbroek & Danivska, 2021; Byrne *et al*., 2022). They shape the organisational culture and their applications are essential for organisational success (Akpa *et al*., 2021; Appel-Meulenbroek & Danivska, 2021; Schein, 1997).

According to Appel-Meulenbroek and Danivska (2021), Schein's cultural theory highlights the constantly changing aspects of culture (Appel-Meulenbroek & Danivska, 2021; Byrne e*t al*., 2022; Schein, 2016). Organisational culture changes over time and is influenced by various factors (Appel-Meulenbroek & Danivska, 2021; Mamatha & Geetanjali, 2020; Tran, 2021) including socialisation mechanisms (Byrne *et al*., 2022), and external environmental conditions (Olanrewaju *et al*., 2019). Schein's model offers a valuable framework for comprehending and evaluating organisational culture, empowering leaders to identify the fundamental assumptions (Asatiani, Hämäläinen, Penttinen & Rossi, 2020). Also, values steer conduct and allow leaders to make informed judgments as required (Schein, 1997; Schein *et al*., 2021). These assumptions thus possess the ability to influence their behaviour (Schein, 1983; Schein, 1997). The conceptualisation of the fundamental principles, convictions, and models serve as the guiding force for the behaviour of members within an organisation and exerts a significant influence on its cultural framework (Schein, 1990; Appel-Meulenbroek &

Danivska, 2021; Byrne e*t al*., 2022). These elements are known as core values and beliefs (Schein, 1997; Schein *et al*., 2021). Understanding and implementing these factors are crucial for organisational success, as they play a significant role in shaping organisational culture (Akpa *et al.*, 2021; Appel-Meulenbroek & Danivska, 2021; Schein, 1997).

According to Sagiv and Schwartz (2007, 2022), societal factors, member values, and primary objectives affect organisational culture. To maintain social and economic sustainability and be acknowledged as a member of society, organisations need to adhere to regulations, conventions, and ethical principles (Sagiv & Schwartz, 2007). Also, the way decisions are made and how people and events are evaluated affects the culture of an organisation (Arieli *et al.*, 2020; Asatiani *et al*., 2020; Sagiv & Schwartz, 2007; Tuukkanen, Wolgsjö & Rusu, 2022; Weber, Unterrainer & Höge, 2019; Tran, 2021).

According to Sagiv and Schwartz (2007), an organisation's cultural values are shaped by the tasks it has to do, which is like Hofstede *et al*.'s (1990) idea of 'perceived practices.' When considering the function of organisational culture, it is of utmost importance to consider two elements. The first thing to consider is how an organisation's values compare to those of a nation or society (Hofstede *et al*., 1990; Sagiv & Schwartz, 2007; Sagiv & Schwartz, 2022). Second, the values espoused by an organisation are unique and separate from the values that are characteristic of a nation or society (Sagiv & Schwartz, 2022; Weber *et al*., 2019). Therefore, an organisation's values are further influenced by various factors, including societal values, individual personalities, and job responsibilities (Hofstede *et al*., 1990; Sagiv & Schwartz, 2007; Sagiv & Schwartz, 2022). Although different, Schein's and Schwartz's theories are linked (Dauber, Fink & Yolles, 2012). Companies have values they prioritise in their culture (Leidner, Gonzalez & Koch, 2018; Sagiv & Schwartz, 2022; Weber *et al*., 2019). When assessing an organisation's culture using Schein's model, one may consider how the expressed values and behaviours align with the ten value types that Schwartz proposed (Akpa *et al.*, 2021; Appel-Meulenbroek & Danivska, 2021; Schein, 1997). Knowing an organisation's underlying values help leaders and researchers understand its dynamics, decision-making processes, and employee motivations (Akpa

et al., 2021; Appel-Meulenbroek & Danivska, 2021; Schein, 1997; Chang, Budhwar & Crawshaw, 2021).

Values are explicit norms and beliefs that guide people's behaviour (Schein, 1990; Arieli *et al*., 2020; Sagiv & Schwartz, 2007; Tuukkanen *et al*., 2022; Weber *et al*., 2019; Tran, 2021). Workplace norms are visible because they are formalised in the work process and employees are aware of them (Arieli *et al*., 2020; Asatiani *et al*., 2020; Sagiv & Schwartz, 2007; Tuukkanen *et al*., 2022; Weber *et al*., 2019; Tran, 2021). Furthermore, values are easy to understand when they are explicitly communicated to convey the essential features of a company's culture (Arieli *et al*., 2020; Sagiv & Schwartz, 2007; Tuukkanen *et al*., 2022; Weber *et al*., 2019). According to Leidner and Kayworth (2006), values have garnered significant attention to organisational culture. The behaviour of individuals in organisations is thus affected by the unconscious and unspoken parts of the organisational culture called fundamental presumptions (Schein, 1990; Asatiani *et al*., 2020; Sagiv & Schwartz, 2007; Tuukkanen *et al*., 2022). The social exchange theory is now explained below.

2.6 THE SOCIAL EXCHANGE THEORY

The idea of social exchange theory is that people exchange rewards and costs in a reciprocal way during social interactions (Homans, 1958). Based on the theoretical framework, individuals are driven by the desire to make the most out of their benefits and minimise their drawbacks within interpersonal relationships (Thibault & Kelley, 1959). Relationships between employers and employees are the main focus of interactions in the theory (Blau, 1964; Chernyak-Hai & Rabenu, 2018; Coyle-Shapiro & Conway, 2004). The theory is also grounded in the assumption that a portion of social interactions is founded upon obligations that are suggested rather than explicitly stated (Blau, 1964). This phenomenon makes relationships less formal, but dedication is necessary for successful interactions (Blau, 1964).

2.6.1 The value of reciprocity

Molm, Schaffer and Collet (2007) found that people make exchange decisions based on practical benefits of reciprocity. Subsequently, the symbolic value of reciprocity shapes the emotional bond and trust in exchange relationships (Cook, Cheshire, Rice & Nakagawa, 2013; Kelley, 1959), specifically the communicative value conveyed through consistent reciprocation (Molm *et al*., 2007). Molm *et al*. (2007) found important implications for understanding the connection between behaviour and emotions. The instrumental and symbolic values are different ways of thinking that can affect emotions and actions in different ways (Molm *et al*., 2007). Molm *et al*. (2007) defines the functional significance of reciprocity as the worth, from the recipient's viewpoint, of the benefits, whether tangible or intangible, received from a transaction involving goods, services, or social outcomes. Molm *et al*. (2007) further posit that symbolic value means the value conveyed through a gesture of reciprocity, which is more than the practical value of the benefits given. There are two benefits of reciprocity: reducing doubt and building trust (Cook *et al*., 2013), and showing regard for the relationship and people involved (Kelley, 1959; Molm, 2003). Reciprocity is thus valuable because it benefits the receiver (Cropanzano, Anthony, Daniels & Hall, 2017). The emotional implication of reciprocation possesses the capability of enhancing both the individual's efficacy and the communal ties of the association (Kelley, 1959; Molm, 2003).

According to Fiske (1991), reciprocity and negotiation principles are commonly studied in academic research, but exchange rules have caught the attention of scholars in sociology and anthropology more than those in management. Meeker (1971) posited that rationality refers to a cognitive process wherein individuals seek justifications for their actions based on their personal preferences. Therefore, altruism, which is a form of reciprocity, is the act of showing compassion and kindness to others and putting their well-being before our own, even when it involves personal sacrifices (Meeker, 1971). According to Batson, Ahmad, Powell & Stocks (2008), literature supports Meeker's (1971) perspective that altruism is a rule of exchange. Molm *et al*. (2007) assert that when people depend on each other, exchanging things back and forth helps them work together better and reduces risks. Notably, this process does not involve prominent bargaining (Molm *et al*., (2007). According to Cropanzano *et al*. (2017), the exchange process involves one person starting an action and the other person responding, leading to a new cycle of exchanges.

2.6.2 Costs and rewards

Social exchange theory suggests people evaluate the benefits and drawbacks of relationships before engaging in them (Blau, 1964; Chernyak-Hai *et al.*, 2018; Kelley, 1959). According to the theory, people are therefore motivated to pursue relationships that have more benefits than drawbacks (Homans, 1974; Thibault & Kelley, 1959). This preference is rooted in the expectation that such relationships would yield increased satisfaction and a higher likelihood of long-term maintenance (Blau, 1964; Homans, 1974; Thibault & Kelley, 1959). Hence, costs refer to the negative elements or expenses that individuals experience within a relationship, while rewards encompass the benefits derived from the relationship (Homans, 1974; Kelley, 1959). The assessment of expenses and advantages holds significant importance in ascertaining the level of contentment and emotional dedication within a relationship (Homans, 1974).

Clore and Byrne (1974) argued that, when relationships are unhappy and stagnant, people tend to spend more money on themselves. Braiker and Kelley (1979), Huston and Burgess (1979), and Eidelson (1980) justified the inclusion of costs in relationship-based investment because of unpredictability and disagreements. Each relationship involves specific expenses and benefits, and the perpetuation of a relationship might not to be interpreted as eliminating these expenses (Boateng, Kosiba & Okoe, 2019; Molm *et al*., 2007; Tsai & Kang, 2019; Wang, Long, Zhang & He, 2019). Hays (1985) did a study to see how college students' friendships change over time. He wanted to see the costs and benefits that exist in these relationships. According to the study, if a friendship provides benefits, people will tolerate the associated expenses according to the study's results (Hays, 1985).

The social exchange theory proposes that the development of personal relationships can be understood as a sequential process marked by reciprocal interactions (Cook *et al*., 2013; Molm *et al*., 2007) that are helpful to both parties involved (Homans, 1974; Thibaut & Kelley, 1959). This refers to the step-by-step progression of exchanging favours (Levinger, 1974) or equal exchange (Hartup & Stevens, 1997). The way people connect with each other goes through different phases that are influenced by mutual opportunities (Rokeach, 1973; Schein, 1997; Schwartz, 2012). According to Levinger (1974), relationships develop in a sequential pattern. It means that people gradually

exchange and owe each other more as their relationship deepens (Levinger, 1974). This suggests that relationships characterised by greater intimacy and commitment exhibit a greater extent of reciprocal interactions (Molm *et al*., 2007) compared to relationships with lower levels of intimacy (Levinger, 1974). The idea of symmetrical reciprocity, according to Hartup and Stevens (1997), is when people in a relationship have equal levels of exchange and interaction. This implies that both parties make contributions and receive benefits equitably (Hartup & Stevens, 1997). Symmetrical reciprocity posits that the act of exchanging resources, providing support, and cooperation is characterised by a reciprocal and mutually advantageous nature for all parties involved (Hartup & Stevens, 1997). These opportunities allow individuals to minimise their expenses and maximise their benefits in a relationship (Boateng *et al*.., 2019; Wang *et al*., 2019).

To maintain a relationship, both parties need to care for each other, understand each other, and feel close to each other (Cook *et al*., 2013; Hartup & Stevens, 1997; Huston & Burgess, 1979; Kelley, 1959; Rusbult & Van Lange, 2003; Thibaut and Kelley, 1959). The argument stated that analysing the benefits and drawbacks of investing in personal relationships is apparent in work groups (Cook *et al*., 2013; Hartup & Stevens, 1997). In research that relates to partnership, Rusbult (1983) characterised rewards as satisfying or valuable relationship attributes, and costs as inconvenient or unwanted relationship characteristics. Therefore, people enjoy relationships that offer benefits with little effort (Clinton, Conway, Sturges & Hewett, 2020; Clinton, 2023). Empirical research investigating Rusbult's investment model yielded results that confirmed the substantial impact of rewards and costs on levels of satisfaction, with rewards exhibiting a higher degree of predictive efficacy (Bui, Peplau & Hill, 1996).

Reciprocity can be regarded as an indicator of engagement and emotional connection (Molm *et al*., 2007; Organ, 1990; Gouldner, 1960; Rather & Hollebeek, 2019; Zagenczyk, Purvis, Cruz, Thoroughgood & Sawyer, 2021). In this context, rewards proves to be an efficacious metric of reciprocity compared to costs (Lydon, Jamieson & Holmes, 1997). Bui *et al*. (1996) proposed an argument regarding the effectiveness of rewards in demonstrating reciprocity. The assumption is that rewards can impact member inclusion, mutuality, and loyalty (James & Cropanzano, 1994). Therefore,

rewards should exhibit an association with emotional commitment when compared to costs (Lydon *et al*., 1997).

When people feel the benefits outweigh the costs, they share personal information, depend on each other, and care about the group (Gouldner, 1960; Thibault & Kelley, 1959). These dynamics resemble the patterns observed in dyadic relationships (Rusbult, 1983). The argument posited that groups characterised by increased perception of average rewards and a lesser perception of average costs would exhibit a heightened level of emotional investment (Blau, 1964; Thibault & Kelley, 1959; Tsai & Kang, 2019; Wang *et al*., 2019). Understanding how emotional and mental states are naturally interdependent (Lawler, 2006, 2018; Lawler & Thye, 2006), it seems imperative to acknowledge that the assessment of costs and benefits is not solely a mental process (Wang *et al*., 2019).

2.6.3 Work relationships and commitment

Good interactions are necessary for effective workplace performance and satisfaction (Chernyak-Hai & Rabenu, 2018). Work relationships create opportunities for networking and interpersonal support (Chernyak-Hai & Rabenu, 2018). Employees are inherently driven to cultivate favourable relationships within the workplace environment. To achieve their goals, people must handle constantly changing challenges at work (Leana & Barry, 2000; Cropanzano *et al*., 2017; Rather & Hollebeek, 2019).

Social exchange theory suggests that when an organisation is committed to its employees, they feel obligated to help the organisation voluntarily (Organ, 1990; Zagenczyk *et al*., 2021). The reciprocity norm dictates that, when one party behaves positively, the recipient feels obligated to respond with kindness (Gouldner, 1960; Rather & Hollebeek, 2019). Expanding upon the concept of the norm of reciprocity that Gouldner (1960) proposed, employees who feel supported by their organisation are more likely to be committed to their work and engage in work-related behaviours (Eisenberger, Huntington, Hutchison & Sowa, 1986; Rather & Hollebeek, 2019). Also, employees seek balance in their interactions with businesses and managers (Wayne,

Shore, Bommer & Tetrick, 2002; Zagenczyk *et al*., 2021). According to Lang and Fries (2006), fostering meaningful relationships and encouraging personal responsibility are important to employees. Therefore, the result could foster the cultivation of loyalty, integrity, accountability, fondness, and closeness within the group of coworkers (Schwartz, 1992). The way employers treat employees thus affects their behaviour and attitude (Zagenczyk *et al*., 2021).

Employees create a conducive work environment when they feel like they will return the effort their employers put in (Cropanzano *et al*., 2017). According to Settoon, Bennett and Liden (1996), repayment can manifest in various ways, such as heightened loyalty, enhanced commitment, and prolonged retention. When employers meet the emotional needs of employees, job satisfaction and behaviour improve, leading to better employee retention rates (Xu, Wang & Ma, 2022). Also, when employees are satisfied with their job, work environment, and training, they are more likely to stay with the company (Xu, Wang & Ma, 2022). Likewise, negotiations about terms and rules occur in social exchanges to achieve mutual goals (Cook, Emerson & Gillmore, 1983). Molm (2003) compared reciprocal and negotiated exchanges and found that positive work relationships are established through reciprocal interactions, rather than formal negotiations. Social exchange theory suggests that employers must offer training and development for retaining employees (Moilanen & Ikäheimo, 2019; Xu *et al*., 2022). These initiatives create a relationship of mutual responsibility between employers and employees (Chernyak-Hai & Rabenu, 2018; Moilanen & Ikäheimo, 2019; Zagenczyk *et al*., 2021). When individuals and organisations interact, they create mutually beneficial relationships (Raihan, 2012; Zagenczyk *et al*., 2021).

2.6.4 Social exchange and values

Values help with work-related procedures and outcomes, including job satisfaction, organisational commitment, and work performance (Lam, Schoubroeck & Aryee, 2002; Schwartz, 1999, 2012). In this human endeavour, people's work values affect how they behave at work more than their personal values (Schwartz, 1992, 1999, 2012; Borg, Bardi & Schwartz, 2017). Similarly, values are important in the workplace (Roe & Ester, 1999) because they play a role in determining how well individuals match with

their employer (Rokeach, 1973; Schein, 1997). When a person's personal values match the values of their workplace or profession, they are more likely to feel happy, motivated, satisfied, and committed (Berings, De Fruyt & Bouwen, 2004; Schwartz, 1992, 1999, 2012; Borg *et al*., 2017). According to Thibault and Kelley (1959), rewards involve various outcomes that individuals consider important in their lives. In a interpersonal relationship, tangible benefits encompass monetary support, physical gifts, or the sharing of assets, while intangible benefits encompass emotional support, companionship, and expressions of fondness (Cook *et al*., 2013; Rusbult & Van Lange, 2003). As such, personal values determine how individuals perceive incentives (Schwartz, 1994). On ther hand, social exchange theory suggests that costs are negative results of social exchange (Homans, 1958). Relationships also require time, mental effort, and physical resources, as well as risks and adjustments (Walster, Walster & Berscheid, 1978). Individuals' perception and evaluation of costs are subject to the influence of their personal values, which serve as guiding principles in the decision-making process (Schwartz, 1994).

Personal values affect how people choose to interact with others (Schwartz, 1994). According to Schwartz (1994), individual values are long-lasting beliefs that make people and cultures different, influencing how they think and act. People thus rely on these values to make sense of their social interactions (Cook *et al*., 2013). For example, those who prioritise achievement see their accomplishments as valuable in social interactions (Chernyak-Hai & Rabenu, 2018). Conversely, individuals who prioritise benevolence values place considerable significance on the welfare and assistance to others (Schwartz, 1994). Social interactions are dynamic and influenced by social exchange and individual values (Moilanen & Ikäheimo, 2019). Subsequently, according to the social exchange theory, individuals regularly weigh the advantages and disadvantages of their personal relationships in terms of benefits and cost (Boateng *et al*., 2019; Wang *et al*., 2019). The evaluation process is of substantial importance in influencing decision-making, as it has the power to determine whether social exchanges will continue, be maintained, or end the relationship (Thibault & Kelley, 1959). The influence of individual values is therefore important in determining the perception and interpretation of rewards and costs (Boateng *et al*., 2019; Wang *et al*., 2019). The relationship between national culture and organisational culture is now discussed below.

2.7 NATIONAL CULTURE AND ORGANISATIONAL CULTURE

According to Hofstede (1983) and Hofstede *et al.* (1990, 2010), national culture has a strong and lasting impact on organisations, unlike organisational cultures that can change more easily. Myers and Tan (2002) also suggest that national culture can affect the stability and durability of organisations. This implies that national cultural values, norms, and beliefs persist over time, shaping the fundamental fabric of organisations operating within a particular national context (Trompenaars & Hampden-Turner, 2020). These cultural elements guide how the organisation behaves and decides based on long-standing traditions and history (Hofstede *et al.*, 1990, 2010). In contrast, organisational cultures are characterised by the notion that the stronger roots of national cultures contribute to their deeper stability (Cameron & Quinn, 2011). Scholars like Hofstede (1980), House *et al.* (2004), Lloyd and Trompenaars (1993) and Schein (1983), augue that the stability of national cultures is closely linked to their roots in history, society, and psychology. When organisations operate in multiple countries, they adapt their human resource practices to align with local cultural values (Bader, Bader, Froese & Sekiguchi, 2021; Prataviera, Creazza, Perotti & Rodrigues, 2023; van den Born & Peltokorpi, 2010). This approach considers how national culture affects what employees expect and prefer (Bader *et al*., 2021; Prataviera *et al*., 2023; van den Born & Peltokorpi, 2010). For instance, a study by Brewster, Mayrhofer and Morley (2018) found that multinational companies adapt their human resource practices to fit local regulations and cultural differences. The section below outlines the influence of national on organisational culture and practices.

2.7.1 The influence of national culture on organisational culture

Some argue national cultures exert a major impact on organisations as compared to organisational cultures (Trompenaars & Hampden-Turner, 2020), because of the important role played by national cultures in shaping the formation and development of organisational culture (Trompenaars & Hampden-Turner, 2020; Sapuarachchi, 2021). National culture defines the values, beliefs, norms, and behaviors of a country or society (Hofstede, 1980, 2001). On the other hand, organisational culture refers to the shared values, beliefs, and norms that are specific to an organisation (Cameron & Quinn, 2011;

Schein, 1985). It represents the unique identity and character of an organisation that affects how members behave and think (Trompenaars & Hampden-Turner, 2020; Mohiya, 2023; Sapuarachchi, 2021). Hofstede (1980) identified key dimensions that shape national cultures, one of which is the masculinity/femininity orientation. Masculinity/femininity refers to a society's value on assertiveness, competition, and success (Hofstede, 1980). In more masculine cultures, such as Japan or the United States, companies emphasise achievement, competition, and hierarchical structures (Hofstede, 1980; Hofstede Insights, 2022; House *et al*., 2004). In countries like Sweden and Norway, cooperation and consensus-building are important, meaning that national culture has a greater impact on organisational culture than the culture of the organisation itself (Hofstede Insights, 2022).

Organisational culture affects employee attitudes, behaviours, and interactions, ultimately impacting organisational performance (Cameron & Quinn, 2011; Denison, 1990; Hofstede, 1980; Mohiya, 2023). Organisational culture also creates a sense of unity and identity among employees (Schein, 1985, 1992). A common set of values and beliefs in organisational culture helps align individual goals with the objectives of the organisation, giving a sense of direction and purpose to both the employee and the employer (Cameron & Quinn, 2011). When employees have a shared understanding, they feel more connected and committed to their work (Denison, 1990). In organisational settings, there is a consistent positive relationship between dedication and productivity (Meyer, Stanley, Herscovitch & Topolnytsky, 2002; Podsakoff, MacKenzie, Paine & Bachrach, 2000). Meyer and Allen (1997) explain that dedication is a psychological state where someone is emotionally attached to their work, and feels enthusiastic and proud when accomplishing tasks. According to Meyer *et al*. (2002), employees who show elevated levels of devotion are more immersed in voluntary exertion, surpassing the expectations of their designated role. According to Hofstede (1980), organisational culture has a significant influence on various dimensions of the workplace. Hofstede (1980) argues that organisational culture is crucial for creating a sense of community among team members and motivating them to reach the organisation's goals. Schein (1985, 1992) focused on the main parts of organisational culture, including shared beliefs, values, and meanings. Individuals who operate within the organisational context construct or adopt these elements (Schein, 1985, 1992). Researchers such as Hatch (1993) and Martin (2002) recognised the significance of

shared assumptions in shaping organisational behaviour and decision-making processes. According to Schein (1985), these assumptions are deeply ingrained in the organisation and form the basis for values, meanings, and beliefs. The concept of shared values, as highlighted by Schein (1985), has been acknowledged as a crucial aspect of organisational culture. According to Denison (1990), and O'Reilly and Chatman (1996), shared values act as guiding principles that influence employee behaviour, shape organisational norms, and promote unity. The integration of various concepts into the conceptualisation of organisational culture has undergone a significant expansion, encompassing not only the organisational identity and its employees (Fan, Nyland, Zhu & Li, 2018) but also the organisation's initiatives and dedication (Cameron & Quinn, 2011; Schein, 1992; Schein *et al*., 2021; Sapuarachchi, 2021). The shared values, beliefs, and assumptions that shape the behaviour and attitudes of individuals within an organisation are traditionally understood as organisational culture (Schein, 1992; Schein *et al*., 2021). One crucial aspect that has been incorporated into the conceptualisation of organisational culture is the organisational identity (Albert & Whetten, 1985; Hofstede, 1980). According to Albert and Whetten (1985), organisational identity is what sets an organisation apart. It includes a set of unique characteristics, values, and purpose of the organisation (Albert & Whetten, 1985). It shows what the organisation believes and how it sees itself in relation to its surroundings (Hatch & Schultz, 2000).

To address cultural disparities, multinational companies employ a localised strategy in the processes of recruitment and selection (Brewster *et al*., 2018; Mohiya, 2023). It means that the organisation adapts its practices to match the cultural expectations and norms of each country (Brewster *et al*., 2018; Fan *et al*., 2018; Mohiya, 2023; Dowling, Festing, Engle Sr., 2017). For example, Japanese multinational enterprises (MNEs) adopt American performance management practices, but also keep a distinct set of performance management strategies and practices (Ferner, 1997; Ferner, Almond, Clark, Colling, Edwards, Holden & Collings, 2001; Froese, Huang, Nakabayashi & Wang, 2020). The alignment between the strategic and operational aspects of performance management in Japanese multinational companies was closely linked to the prevailing human resource management (HRM) practices and control mechanisms employed by these organisations in their foreign subsidiaries (Ferner, 1997; Ferner *et al*., 2001; Froese *et al*., 2020). Bader *et al*. (2021) found that Japanese multinational

companies also developed a performance management system specifically for expatriates because of their ethnocentric staffing approach. This system places emphasis on regular evaluations and ongoing feedback (Bader *et al*., 2021). However, because of their management style, Japanese multinational companies may lack the desire or ability to effectively implement stricter performance control measures like performance-based compensation (Bader *et al*., 2021; Fan *et al*., 2018), which emphasized the significance of seniority, a value deeply ingrained in their national and cultural traits (Froese *et al*., 2020). Human resource management (HRM) practices in Japanese multinational companies were heavily influenced by their history (Bader *et al*., 2021; Froese *et al*., 2020). Bader *et al*. (2021) further showed the home country's institutional context influences the design and implementation of human resource practices.

National culture affects employee relations in organisations (Boscari, Bortolotti, Netland & Rich, 2018; Jayaweera, Bal, Chudzikowski & de Jong, 2021; Mayrhofer, Gooderham & Brewster, 2019; Peretz, Fried & Levi, 2018) as it encompasses a distinct collection of shared values, beliefs, and behavioural patterns specific to a country (Hofstede, 1980). National culture also affects how employees and superiors interact, which affects how effective the organisation is (Hofstede, 1980; Trompenaars & Hampden-Turner, 1997). This brings up the concept of high-context and low-context communication styles, which were first introduced by Hall in 1976. This concept emphasises the differences in explicitness observed across various cultures (Hall, 1976). According to Hall (1976), cultures in Japan, Korea, and China are inclined to use indirectness and non-verbal cues in communication. Low-context cultures like the United States and Germany prioritise clear and direct communication instead of relying on non-verbal cues (Hall, 1976). Differences between people can cause misunderstandings and affect how managers and employees interact. (Cohen & Kassis-Henderson, 2012; Mayrhofer *et al*., 2019; Peretz *et al*., 2018). Indirect feedback from a manager could be seen as a sign of respect in high-context cultures, whereas providing feedback could be viewed as a weakness in low-context cultures (Boscari *et al*., 2018; Jayaweera *et al*., 2021; Mayrhofer *et al*., 2019; Peretz *et al*., 2018).

Understanding the impact of cultural differences on conflict resolution is important for maintaining good employee relationships. Gudykunst and Ting-Toomey (1988) gave

an understanding of how conflict management styles vary among cultures. In cultures that focus on individualism, as in the West, direct confrontation is often used to resolve conflicts (Gudykunst & Ting-Toomey, 1988). This approach involves open and direct communication where people openly express their opinions and actively participate in exchanging ideas (Capece & Di Pillo, 2023; Gudykunst, 2004, Gudykunst & Ting-Toomey, 1988). The primary goal is to directly address the conflict through assertive communication to find a resolution (Capece & Di Pillo, 2023; Gudykunst, 2004; Gudykunst & Ting-Toomey, 1988). In contrast, collectivistic cultures, such as those commonly observed in many Asian societies, demonstrate a predilection for employing indirect strategies to avoid conflict (Gudykunst, 2004; Gudykunst & Ting-Toomey, 1988). Within these cultural contexts, countries preserving harmonious interactions and cultivating interpersonal relationships in high regard, frequently take precedence over prompt resolution of conflicts (Capece & Di Pillo, 2023; Cohen & Kassis-Henderson, 2012; Mayrhofer *et al*., 2019; Peretz *et al*., 2018). According to Kim and Leung (2007), the inclination towards utilising indirect conflict management strategies can be ascribed to the cultural norms that prioritise face-saving and social harmony.

Promoting collaboration, comprehension, and synergy among employees from different cultural backgrounds heavily relies on establishing effective cross-cultural communication (Capece & Di Pillo, 2023; Gudykunst, 2004; Gudykunst & Kim, 2003; Hofstede, 2001). Gudykunst and Kim (2003) revealed that individuals possessing proficient cross-cultural communication abilities showed a higher propensity for engaging in fruitful intercultural exchanges. This resulted in enhanced teamwork and elevated levels of organisational performance. According to Hofstede (2001), individuals who possess advanced cross-cultural communication skills are more adept at managing cultural disparities, thus diminishing the probability of misinterpretations and disputes. Providing employees with conflict resolution skills and resources is thus crucial for a cohesive work environment and positive employee relationships (Adamovic, 2023; Gudykunst, 2004; Koopman, Watkins & Snow, 2011; Kim & Leung, 2007). When employees use this approach, they gain valuable resources to manage conflicts and contribute to the organisation's success (Adamovic, 2023; Cohen & Kassis-Henderson, 2012; Gudykunst & Kim, 2003; Koopman *et al*., 2011; Mayrhofer *et al*., 2019; Peretz *et al*., 2018).

The influence of national culture is a prominent factor in shaping the equilibrium between work and personal life (Le, Newman, Menzies, Zheng & Fermelis, 2020; Lee, Kim & Park, 2019; Walga, 2018). Work-life balance refers to finding a balance between work and personal life, which includes family, hobbies, and health (Le *et al*., 2020; Lee *et al*., 2019; Walga, 2018). The cultural values, norms, and societal expectations prevalent in a nation can influence the perception, prioritisation, and integration of work and personal life (Walga, 2018). In certain Asian and Middle Eastern nations, there is a strong emphasis on authority and hierarchical structures because of high power distance (Oshagbemi, 2000). According to Oshagbemi (2000), the circumstances can lead to an increase in the duration of working hours, a decrease in flexibility, and an elevated expectation of work dedication, ultimately resulting in a diminished equilibrium between work and personal life. In the United States and Western Europe, where individualism is prevalent, there is a greater focus on personal achievement and independence (Hofstede, 1980). According to Lee *et al*. (2019), this phenomenon has the potential to result in an increased emphasis on achieving a harmonious equilibrium between work and personal life, as evidenced by the adoption of policies and strategies by companies that promote adaptability and opportunities for leisure. On the other hand, Aoyagi and Cox (2009) posit that, collectivist societies, like Japan, place a higher value on the maintenance of group cohesion and commitment, leading to extended working hours and a diminished emphasis on achieving a satisfactory work-life equilibrium. According to Hofstede's cultural dimensions theory, societies that possess masculine values, such as the United States, tend to place a great emphasis on professional growth and working for long hours, which could result in negative outcomes when finding a balance between work and personal life. Conversely, while some cultures lean towards masculine traits, like competitiveness and achievement, Sweden exemplifies a feminine culture, prioritising employee well-being and adopting policies to promote a healthy work-life balance (O'Reilly, Caldwell & Chatman, 2014).

According to Hofstede (2001), cultures that exhibit a high degree of uncertainty avoidance, such as Germany and Japan, place a high significance on the preservation of stability and security. According to Spector, Allen, Poelmans, Lapierre, Cooper, O'Driscoll, Sanchez, Abarca, Alexandrova, Beham, Brough, Ferreiro, Fraile, Lu, Lu, Moreno-Velázquez, Pagon, Pitariu, Salamatov, Shima, Simoni, Siu & Widerszal-Bazyl (2007), these factors could lead to negative outcomes in the workplace, including

increased working hours, heightened adherence to regulations, and reduced prioritisation of work-life balance. Hofstede (2001) suggest that cultural factors play a crucial role in shaping the expected behaviors and societal standards in both personal and professional domains, ultimately leading to the formation of cultural norms and expectations. Cultural norms place importance on family and personal commitments, leading to policies that support work-life balance (Le *et al*., 2020; Lee *et al*., 2019; Walga, 2018). The prioritisation of work in certain societies can result in an environment where extended periods of labor are customary, leading to a reduced balance between work and personal life (Kelliher & Anderson, 2010).

2.7.2 National culture and hierarchy

According to Hofstede's (1980, 1991, 2010), the concept of power distance pertains to how many people in a particular society will tolerate and anticipate an uneven distribution of power between individuals. The notion of power distance pertains to the hierarchical structure that exists within social or organisational settings, whereby individuals are arranged according to their relative power and authority (Adamovic, 2023; Cantarero, Szarota, Stamkou, Navas, del Carmen & Espinosa, 2021). Cantarero *et al*. (2021) posit that power inequalities exist among various societies and organisations, and people have diverse attitudes and behaviours towards them. Weber (1992) defines the concept of hierarchy as the orderly allocation of authority and responsibility within a society or organisation. This arrangement creates a well-defined structure of authority and accountability, where various individuals hold diverse positions within the hierarchy (Cameron & Brown, 2010). A vertical arrangement, where authority flows from top to bottom characterises the hierarchical structure (Adamovic, 2023), and people at each level are responsible to those above them (Cameron & Brown, 2010; Cantarero *et al*., 2021; Mintzberg, 1979). Hierarchy facilitates coordination, distribution and efficient execution of tasks and responsibilities (Januszek, Netland & Furlan, 2023; Kanter, 2019).

Trompenaars and Hampden-Turner (1997) argue that national culture influences how organisations decide and operate. Cultures with a high power distance favour a centralised decision-making structure in which most decisions are made by either senior

managers or the central headquarters (Trompenaars & Hampden-Turner, 1997). In these cultures, power rests in the hands of a few individuals, creating a gap between individuals and authority (Hofstede, 2010; House *et al.*, 2004; Januszek *et al*., 2023). Cultures with low power distance encourage decision-making that is open and shared (Trompenaars & Hampden-Turner, 1997). In these cultural contexts, there is a reduced power distance among individuals, resulting in a fair distribution of authority (Hofstede, 2010; House *et al*., 2004). A collaborative decision-making process thus occurs when power distance is reduced and multiple people are involved in the decision-making process (Januszek *et al*., 2023). According to Adamovic (2023), a high power distance can impede decision-making efficiency and innovation. This leads to neglecting ideas and perspectives from those in lower positions (Gallego-Álvarez & Pucheta-Martínez, 2021; Xie & Paik, 2019). Conversely, low power distance societies incorporate diverse perspectives by involving individuals with different backgrounds and viewpoints (Triandis, 1995; Newman, Round, Wang & Mount, 2020).

Power distance largely influences the way people communicate in hierarchical structures (Adamovic, 2023). This top-down communication pattern is a manifestation of the power dynamics prevalent in such cultures, where individuals with high social status or organisational rank possess higher authority in deciding (Januszek *et al*., 2023; Kanter, 2019). In such cultures, superiors expect their subordinates to obey them, which reinforces the cultural power structure (Adamovic, 2023; Januszek *et al*., 2023; Kanter, 2019). The restriction of the exchange of ideas and feedback occurs because of a one-way flow of information (Adamovic, 2023). Hindering effective communication and preventing innovation are among the negative consequences of limitations in communication (Adamovic, 2023; Gallego-Álvarez & Pucheta-Martínez, 2021; Xie & Paik, 2019). When information flows in only one direction, it creates a barrier that prevents the free exchange of ideas (Adamovic, 2023; Taras *et al*., 2010). As a result, people not being able to give or receive input on their ideas hurts collaboration and problem-solving (Adamovic, 2023; Taras *et al*., 2010). The situation hinders communication and the exploration of various perspectives in a group (Adamovic, 2023; Taras *et al*., 2010). In this circumstance, lower-level employees feel hesitant to challenge authority or speak up (Smith, 2018). The organisation's diversity of thought and opportunities for improvement may suffer because of hesitancy (Jones, 2019).

According to Adamovic (2023), the impact of power distance on hierarchy is not only negative. Hierarchical structures also provide advantages including clarity, order, and proper guidance within organisations (Adamovic, 2023; Januszek *et al*., 2023; Kanter, 2019). Adamovic (2023) further posits that hierarchical structures are useful by establishing a clear chain of command, defining roles and responsibilities. They therefore establish simple lines of authority and accountability useful in task coordination (Januszek *et al*., 2023; Kanter, 2019). According to Hofstede (2010), some cultures view power distance to create stability and predictability. This belief comes from the idea that those in higher positions, like leaders, have the advice and help (Wei, Sun, Liu, Zhou & Xue, 2017, 2017). People thus develop relationships with leaders because leaders have resources that help people (Aquino, Tripp & Bies, 2006; Forner, Jones, Berry & Eidenfalk, 2020; Wei *et al*., 2017). In societies with high power distance, people depend on leaders and prefer friendly ones to have access to resources (Aquino *et al*., 2006; Wei *et al*., 2017). Meanwhile, recognising power dynamics in institutions can increase dedication and confidence (Uzun, 2020). Uzun (2020) discovered that people who follow the rules and guidelines of an institution trust and commit to it more. According to Avery *et al.* (2011), how leaders act and think can shape how new employees adapt to an organisation. Employees observe the behaviour of their leader and use it as a guide for their own actions (Bao, Han, Liao & Liao, 2021). Furthermore, they can identify suitable moments to clearly express their ideas (Bao *et al*., 2021). According to Detert and Edmondson (2011), when a leader values power and control, employees will comply with instructions and avoid taking initiatives. Chinese organisations are known to exhibit this type of behaviour, where the leadership style of the organisation plays a significant role (Liao, Zhao & Zhang, 2010; Wang & Fränti, 2022). The study conducted by Wang and Fränti (2022) revealed that Chinese employees can adapt to commanding and authoritative leaders, while European cultures are less likely to do so. In countries with low power distance, leaders expect their subordinates to go beyond their assigned roles to maximise their abilities (Paine & Organ, 2000). On the other hand, Liao *et al*. (2010) found that Chinese workers in American firms prefer less power distance than their peers in Chinese firms. According to Liao *et al*. (2010), Chinese employees who have had the opportunity to gain work experience in American subsidiaries may have the potential to develop into more skilled and effective leaders in the future. In a different context, Lam and Xu (2018) and Tjosvold and Sun (2002) posit that employee silence yields positive outcomes for

organisations because employee silence can reduce conflicts. It therefore brings people together and helps them work better as a team within organisations (Knoll, Götz, Adriasola, Al-Atwi, Arenas, Atitsogbe, Barrett, Bhattacharjee, Blanco, Bogilović, Bollmann, Bosak, Bulut, Carter, Černe, Chui, Di Marco, Duden, Elsey, ... Zacher, 2021; Tjosvold & Sun, 2002).

Hofstede (1980, 2010) and Trompenaars (1993) recognised how national culture affects organisational dynamics, especially individualism and collectivism. Societies prioritising individualism tend to exhibit reduced hierarchical structures and offer employees more freedom (Jang, Shen, Allen & Zhang, 2018). In the same vein, Ouchi's (1980) research supported the idea that individualistic societies give employees more autonomy. According to Ouchi (1980), individualistic societies, such as those in the West, organisations place a high emphasis on their independence and ability to make independent decisions, as well as their self-reliance in using their resources. It also means that societies prioritising individualism emphasise individual goals and achievements over collective objectives (Hofstede, 1980; House *et al*., 2004; Ostroff & Smith, 1993; Ouchi, 1980). On the other hand, Scott (2008) found that collectivist cultures strongly emphasise group cohesion and harmony. The focus on collectivism in these cultures impacts human resourccce (HR) practices by emphasizing teamwork and collaboration (Scott, 2008).

Ouchi (1980) put forth the argument that societies with individualistic tendencies demonstrate a larger degree of decentralisation and involvement in their decision-making processes. The reason for this is that cultures that value individualism prioritise independence for expression and input (Jang *et al*., 2018). These organisations delegate decision-making authority to their employees or teams (Baumeister, Ainsworth & Vohs, 2016; Zhang, Warren, Lei, Xing & Li, 2018; Schein, 1980), leading to enhanced engagement and participation in the decision-making process (Campion & Wang, 2019). The outcome of this is that individualistic societies focus on acknowledging, rewarding and encouraging individual accomplishments (Braje, Klindžić & Galetić, 2019; Etoom, 2022). Subsequently, focusing on individual achievement creates a competitive environment where employees are motivated to outperform their colleagues and achieve personal success (Keceri, 2017; Leibbrandt, Gneezy & List, 2013). On the other hand, societies that give importance to collectivism often display a

higher frequency of hierarchical structures and centralised decision-making approaches (Ouchi, 1980). This idea aligns with Schein's (2010) research on organisational culture and leadership. According to Schein (2016), in collectivist cultures, group objectives are favoured more than individual desires. As a result, this collective mindset promotes the formation of hierarchical structures, in which authority and decision-making power are centralised at the highest level of the organisational hierarchy (Hofstede, 2001, 2010). However, centralised decision-making methods are considered efficient and effective in achieving collective objectives within specific cultural contexts (Hofstede, 2001, 2010; House *et al*., 2004; Trompenaars & Hampden-Turner, 1997).

2.7.3 National culture and innovation

Studies on power distance have shown that hierarchies can hinder the free flow of information in societies (Adamovic, 2023; Cantarero *et al*., 2021; Taras *et al*., 2010). As a result, people from these societies face difficulties opening up to the world to market novel goods and services (Espig *et al*., 2022; Van Everdingen & Waarts, 2003). Oreg and Sverdlik (2018) and Uzun (2020) argue that a low power distance is associated with greater trust between members of various societies that rate members according to their resources, achievements, connections, and status. Because of this elevated level of trust, ideas are more likely to flow freely (Oreg & Sverdlik, 2018). Therefore, countries with more decentralised structures may eventually foster more innovation because of the ease of engaging in open dialogues (Prim *et al*., 2016). Januszek *et al*. (2023), Kanter (2019), and Kaasa (2016, 2021) all agree that people in high power distance settings have less say in the decisions that eventually affect them. While high power distance environments prevent open dialogue and information sharing, low power distance settings encourage more conversation and cooperation (Avery *et al*., 2011; Knoll *et al*., 2021; Lam & Xu, 2018). When it comes to settings with high power distance, there is a lack of effective communication and information sharing, whereas in settings with low power distance, people tend to communicate more openly and cooperate more effectively. Existing research suggests that a decrease in power distance is associated with an increase in the rate of innovation (Herbig & Dunphy, 1998; Hussler, 2004; Rinne, Steel & Fairweather, 2012).

Hofstede's cultural dimension framework (2001) posits that individualism and collectivism represent opposite ends of a spectrum, with individualism reflecting a society favouring loosely connected social networks and emphasising the individual and their immediate family's interests. Individualism refers to the degree to which people value their independence over their relationships with others (Hofstede, 2001, 2010). On the other hand, collectivism refers to a preference for a more interdependent social structure, where people owe their survival and loyalty to their immediate family and other group members (Hofstede, 2001, 2010). Individuals in collectivist societies prioritise contributing to the common good rather than looking out for their interests (Adler, 2021; Cox & Khan, 2017; Khan & Cox, 2017b). According to Van Everdingen and Waarts (2003), workers in nations with a high level of individualism have more freedom to experiment with novel approaches and ideas. Furthermore, in individualist cultures, people have more freedom to develop and act on their ideas, leading to better innovation performance (Prim *et al*., 2016). However, people who grow up in individualistic societies tend to overestimate their abilities and attribute credit without merit (Espig *et al*., 2022). Espig *et al.* (2022) build on the argument of Gorodnichenko and Roland (2016) that individualism plays a significant role in fostering corporate innovation. According to Gorodnichenko and Roland (2016), individualism fosters heightened and more effective innovation because of the social incentives linked to innovation within individualistic societies.

Societies' leanings towards masculine (success, heroism, assertiveness, and worldly rewards) or feminine (cooperation, modesty, caring for the weak, and quality of life) values can be seen in the masculinity versus femininity dimension (Hofstede *et al*., 1990, 2001, 2010). Several studies (Kaasa, 2016, 2021; Kaasa & Vadi, 2010; Khan & Cox, 2017a; Prim *et al*., 2016), among others, have found that civilisations with a predominately masculine orientation are less likely to innovate in favour of competition and material gain. Nevertheless, Prim *et al*. (2016) found that people are creative in a feminine setting because it encourages teamwork and a willingness to learn from mistakes. According to Hofstede *et al.* (1990, 2001, 2010), societies exhibiting masculine traits are likelier to foster rivalry, while those exhibiting feminine traits are likelier to encourage collaboration. By bringing in external ideas and overcoming individual limitations, sharing information in collaborative or open innovation environments can boost innovation (Adomako & Tran, 2022; Leminen, Rajahonka,

Westerlund & Hossain, 2021; Siltaloppi & Ballardini, 2023). According to Khan and Cox (2017a, 2017b), societies that give importance to individuals and collaboration, especially those governed by women, provide a more favourable environment for promoting innovation.

The uncertainty avoidance dimension measures individuals' comfort with uncertainty and ambiguity (Hofstede *et al*., 1990, 2001, 2010). Societies with high uncertainty avoidance have rigid beliefs and intolerance towards different ideas (Adair & Xiong, 2018; Espig *et al*., 2022). In contrast, cultures with low levels of uncertainty avoidance, on the other hand, are more likely to value concrete results above theoretical frameworks (Hofstede *et al*., 1990, 2001, 2010). Chen, Chen, and Xin (2017) and Martins and Terblanche (2003) have linked reduced uncertainty aversion levels to higher innovation rates, showing an inverse relationship between the two. According to Van Everdingen and Waarts (2003), in high uncertainty avoidance countries, companies prioritise adopting innovations that have already proven successful in the market and avoid unnecessary risks. Woodside *et al*. (2020) have posited that investigations exploring the relationship between culture, entrepreneurship, and innovation also consider the concept of uncertainty avoidance. This is because various cultural attributes impact the levels of entrepreneurship and innovation (Woodside *et al*., 2020). Chen *et al.* (2017) studied how cultural norms affect corporate innovation. They looked at data from 41 countries and used the number of patent applications to measure innovation. According to the study, companies in nations with high individualism produce the most influential patents (Chen *et al*., 2017). On the other hand, companies based in countries with high levels of uncertainty avoidance produce fewer patents of lower relevance and allocate fewer resources effectively to research and development (Chen *et al*., 2017). Collectively, these results imply that national culture significantly affects corporate innovation worldwide (Chen *et al*., 2017).

According to Brown (2000), nations with a strong tendency towards uncertainty avoidance are more likely to display intolerance, assertiveness, and even aggressiveness. According to Jones and Davis (2000), the characteristics associated with high levels of uncertainty avoidance, such as a propensity for consensus and implementing formal regulations, may impede the innovation process. Likewise, fear of uncertainty can affect innovation differently, such as conflict resolution, attitudes

towards rules, consensus-building, and competition (Hofstede *et al*., 2010). To develop innovative capabilities, Jones and Davis (2000) recommend welcoming competition and considering diverse opinions from colleagues. Nonetheless, societies exhibiting a high uncertainty avoidance prefer a formal organisational culture to maintain control and order (Hofstede, 2001). According to Hofstede (2001), one of the cultural dimensions that also impacts societies is the orientation towards short-term goals. Van Everdingen and Waarts (2003) suggest that societies with a short-term orientation emphasise maintaining established norms and avoiding social change. In contrast, societies that focus on the long-term orientation value education, hard work, and saving money, which leads to economic growth. (Hofstede *et al*., 2010). As a result, societies with this characteristic exhibit a greater openness towards change and place a higher value on fostering innovation (Cox & Khan, 2017; Khan & Cox, 2017a). Uncertainty avoidance is how people handle uncertain or ambiguous situations (Hofstede, 2001). High-uncertainty cultures are more likely to place value on establishing standards, preserving stability, and encouraging uniformity (Hofstede, 2001, 2010). Furthermore, innovation requires risk-taking, uncertainty, and the ability to tolerate early failures, and these attributes do not support successful innovation (Samuel, Abiodun, Oloruntoba & Modupe, 2021; Vitolla, Raimo, Rubino & Garzoni, 2019).

Countries like Germany, Italy, Belgium, Greece, Guatemala, Portugal, Mexico, Japan, and South Korea have a strong tendency to avoid uncertainty (Hofstede Insights, 2022). People working in these countries are less likely to take risks, even if it means missing out on innovative ideas (Cox & Khan, 2017). Furthermore, Chui, Kwok, Lu and Yu (2010) observed that societies prioritising individualism tend to be over-confident. The propensity for excessive confidence can substantially impact promoting corporate innovation by helping surmount the obstacles that impede innovation (Galasso & Simcoe, 2011; Wen, Usman & Akbar, 2023). Companies and countries must adapt continuously to remain competitive in changing environments (Porter, 1985; Schneider & Barbera, 2014). Therefore, technological innovation plays a crucial part in this process. (Martin *et al*., 2020). Fagerberg (2003) posits that the lack of innovation has the potential to result in economic stagnation. A stagnant economy can be characterised by a decrease in the purchasing power of certain goods or services, which fosters an atmosphere that encourages the development of new solutions (Freeman, 1984). According to Schumpeter and Backhaus (2003), organistions with a high capability for

innovation can bridge gaps by attracting investment and creating additional employment prospects. This shows that continuous innovation is closely connected to enduring actions, since they facilitate planning, experimenting, and the embracement of errors (Schumpeter & Backhaus, 2003). Long-term-oriented cultures are characterised by robust economics and a tenacious attitude, both of which contribute to the establishment of an atmosphere that is suitable to the cultivation of innovation (Beugelsdijk, Maseland & Hoorn, 2015; Prim *et al*., 2016).

2.7.4 National culture and leadership

Cultural variables have a significant effect on leadership attitudes and behaviours, explaining why there is a wide range of leadership styles between nations (House *et al*., 2002; Janićijević, 2013, 2019a; 2019b; Liao *et al*., 2010; Schein, 2016; Wang & Fränti, 2022). Factors such as ethnicity and cultural background have the potential to exert an influence on the perception of leaders by their followers, as well as the interaction between leaders and followers (Eagly & Chin, 2010; Janićijević, 2013, 2019a; Morgenroth, Kirby, Ryan & Sudkämper, 2020; Watson, Johnson & Zgourides, 2002). Therefore, the evaluation of prospective leaders needs to be done with careful consideration of the cultural contexts they operate because the principles of leadership in a nation are closely linked to its cultural values (Alatf & Anjum, 2018; Ağraş & Ateş, 2015; López-Cabarcos *et al*. 2022; Nurlitasari, Andriyani, Palguna & Rahardja, 2022; Schein, 2016; Shaw, Tang & Liao, 2020). Cultural factors affect not only ways of managing but also a wide range of social habits (Diamantidis & Chatzoglou, 2019; Eccles & Wigfield, 2020; House *et al*., 2002; Janićijević, 2019b; Morgenroth *et al*., 2020). One reason behind leaders' ability to assimilate and embrace cultural norms and values is the process of socialisation (Kobayashi, Krause & Yuan, 2022; Murphy, 2023). Cultural context and the leader's actual qualities are two examples of factors that might shape people's notions of leadership (Janićijević, 2013, 2019a; Kobayashi et *al*., 2022; Morgenroth *et al*., 2020; Murphy, 2023; Watson *et al*., 2002). Alongside cultural elements, the frequency and efficacy of performance also influence leaders' behaviour (Forner *et al*., 2020; House *et al*., 2002). Therefore, it is clear that culturally diverse societies naturally encourage the development of a wide range of leadership concepts

(Alatf & Anjum, 2018; Ağraş & Ateş, 2015; Hofstede, 1993; House *et al*., 2002; López-Cabarcos *et al*. 2022; Nurlitasari *et al*., 2022; Schein, 2016; Shaw *et al*., 2020).

In diverse cultural settings, there is a potential requirement for strong and decisive leadership tactics in specific circumstances (Bernheim & Bodoh-Creed, 2020; Van de Calseyde, Evans & Demerouti, 2021), while participatory and consultative approaches may be seen as more appropriate in alternative scenarios (Khassawneh & Elrehail, 2022; Rosing, Boer & Buengeler, 2022). Hence, evaluating and understanding leader behaviours and attributes may vary across different cultural contexts (Hofstede, 1993; House *et al*., 2002, 2004). For instance, societies that value authoritarian types of leadership may consider a leader's sensitivity as a weakness (Bernheim & Bodoh-Creed, 2020; Van de Calseyde *et al*., 2021), whereas cultures that emphasise communication and collaboration value sensitivity as a skill (Khassawneh & Elrehail, 2022; Rosing *et al*., 2022). According to Grint (2011), making choices without seeking feedback or cooperation from others is a feature of authoritarian or autocratic leaders. Authoritarian leaders possess considerable control and authority over their team or organisation (Doherty, 1997; Grint, 2011; Jia, Zhou, Zhang & Jiang, 2020). This method can work well when a situation requires prompt judgements (Januszek *et al*., 2023; Kanter, 2019) or when they are in charge of a young or inexperienced team (Grint, 2011; Northouse, 2018). Societies with high power distance and collective cultural orientations tend to have a higher incidence of authoritarian leadership (Adamovic, 2023; Cantarero *et al*., 2021; Hofstede *et al*., 2010), whereas in cultures where individualism is valued, and power distance is low, participative leadership is more common (House *et al*., 2004; Trompenaars & Hampden-Turner, 1997).

Leaders who practice participatory leadership, or democratic leadership, include their teams and subordinates in various organisational tasks, including decision-making, goal-setting, and problem-solving (Bass & Riggio, 2006; Hersey, Blanchard & Johnson, 2008; Yukl, 2013). This approach encourages collaboration, open lines of communication, and a collective sense of responsibility among group members (Bass & Riggio, 2006; Hersey *et al*., 2008; Yukl, 2013). Detert and Edmondson (2011) suggest that when employees perceive their boss to place a higher value on power and control, they are more likely to comply with orders and less likely to take initiatives in their work. Liao *et al*. (2010), and Wang and Fränti (2022) found that this conduct is

commonly observed in Chinese enterprises. According to Janićijević (2019b), cultural dimensions like high masculinity and future orientation significantly relate to task-oriented leadership. This leadership style provides clear instructions and sets specific objectives (Janićijević, 2019b). In contrast, people-oriented leadership is a leadership style that focuses on developing connections and ensuring that employees feel appreciated, included, and motivated in the workplace (Janićijević, 2019b). This style is more prevalent in cultures with low future orientation (Janićijević, 2019b).

According to Janićijević (2019a), there is a relationship between Hofstede's cultural dimensions and the effectiveness of leadership styles. Specifically, cultures with lower power distance benefit more from transformational leadership, while cultures with higher power distance tend to experience greater effectiveness with transactional leadership (Janićijević, 2019a). Cultural preferences can be complex and multifaceted, and leaders may adapt their styles based on various situational factors, for example, task definition, social surroundings and classes of employees (Janićijević, 2019a). Similarly, communities with high uncertainty avoidance prefer transactional leadership, while those with low uncertainty avoidance prefer transformational leadership (House *et al*., 2004). However, these preferences can vary, and other factors, such as leadership competence and leadership preference shift, also play a role (House *et al*., 2004). According to Bass and Riggio (2006), transformational leaders can inspire and motivate teams by articulating a clear vision for the future and establishing high expectations for their employees. These individuals are known to display charismatic qualities, enthusiasm, and a strong sense of passion, all while focusing primarily on their individual growth, development, and performance (Bass & Riggio, 2006). Transformational leaders encourage innovation, foster a positive work environment, and empower individuals to reach their full potential (Bass & Riggio, 2006; Feldman & O'Neill, 2014). On the other hand, transactional leaders focus on the give-and-take relationship with their followers (Avolio & Bass, 2004; House *et al*., 2004). While they give rewards or punishments based on the performance of each individual, they also encompass a broader range of behaviours, including setting clear expectations, providing feedback, and establishing structure (House *et al*., 2004). In the end, effective leaders set clear goals, provide helpful feedback, and use incentives to motivate and guide their team members (Avolio & Bass, 2004; House *et al*., 2004). Regarding transactional leadership, things like order, results, and following protocol are heavily

prioritised (House *et al*., 2004). Positive results may be achieved in generally stable settings, but the strategy may not promote innovation or long-term sustainable development (House *et al*., 2004).

Bass (1997) suggest that people in collectivist cultures prefer transformational leaders, whereas individualistic cultures see transactional leaders as effective, and this means a cultural dimension influencing leadership preferences. According to Jia *et al*. (2020), leaders are encouraged to exhibit kind and ethical behaviour in the workplace while avoiding overly controlling methods. This creates an environment where employees share their perspectives (Jia *et al*., 2020). Jia *et al*. (2020) suggest that organisations should also implement practices such as training and development programs to enhance employees' perception of effective human resource management. This initiative further lead to increased employee participation and vocalisation of opinions (Jia *et al*., 2020).

According to Hofstede *et al*. (2010), societies with a higher tolerance for uncertainty are better at effectively coping with anxiety. Conversely, organisations that are averse to uncertainty often abide by established social norms and policies that are stable, clear, and fair (Hofstede *et al*., 2010). The impact of high uncertainty avoidance on leadership characteristics can be observed in specific contexts (Modranský & Lajčin, 2021). Janićijević (2013, 2019a) asserts that Serbian national culture values a strong leader who puts the people's interests first. Janićijević (2019a) expands on this point by arguing that the Serbian national culture demonstrates important traits of femininity, collectivism and power distance. According to Modranský and Lajčin (2021), in any employment setting, if a manager or supervisor desires to create an organisation that exert power and command, they would usually demonstrate an autocratic leadership style. Dusan (2004) found that Serbian businesses favour an authoritative leadership style. Nonetheless, this phenomenon also risks lowering productivity, morale, and staff involvement (Bernheim & Bodoh-Creed, 2020; Van de Calseyde *et al*., 2021).

Shaw *et al.* (2020) suggest that organisations can realise the value of benevolence by implementing benevolent leadership (Shaw *et al*., 2020). Benevolent leadership involves a leader who thinks, acts, and behaves to show they care about their subordinates' well-being (Khassawneh & Elrehail, 2022; Rosing *et al*., 2022; Shaw *et al*., 2020). According to Alatf and Anjum (2018), benevolent leadership strongly and

positively influences subordinate performance. This explains that benevolent leaders frequently demonstrate heightened empathy for their employees' difficulties and offer assistance as necessary (Alatf & Anjum, 2018). Therefore, implementing this strategy can lower stress and burnout and increase employee productivity (Feldman & O'Neill, 2014; Forner *et al*., 2020). The study also suggests that providing support and attention to subordinates positively impacts the work environment and enhances performance outcomes (Alatf & Anjum, 2018; Feldman & O'Neill, 2014; Forner *et al*., 2020). According to Alatf and Anjum (2018), benevolent leadership may enhance job performance and work effort by fostering emotional attachment to the organisation.

In Nordic European countries, leadership styles have often been described as team-oriented and autonomous, reflecting the prevailing values of institutional collectivism and gender equality (Janicijević, 2019a, 2019b). Conversely, in Southern Asia, charismatic and team-oriented leadership styles hold significant esteem, primarily due to the prevalence of power distance and in-group collectivism (Northouse, 2018). According to House (1977), and Bass and Riggio (2006), what distinguishes charismatic leadership from other leadership styles is the leader's capacity to inspire and persuade others via their own captivating charisma and forward-thinking vision. Such leaders are skilled communicators (Conger & Kanungo, 1987) who exhibit appealing qualities and may motivate their people to action (Shamir, House & Arthur, 1993). They can explain a compelling vision, project an air of confidence, and show off high emotional intelligence (Conger & Kanungo, 1987; House, 1977; Shamir *et al*., 1993). Mishra (2016) found that countries like India, Indonesia, Iran, and Malaysia have a tendency towards participatory leadership and strong charismatic leaders. According to Hofstede insights (2022), moderate to high power distance, medium individualism, and moderate masculinity characterises these countries. Due to the region's considerable power distance and in-group collectivism, Middle Eastern countries tend to adhere to similar cultural norms and practices (Mishra, 2016). Among the Middle East and North African nations, Israel stands out for having lower levels of power distance and in-group collectivism (House *et al*., 2004). However, there is a wide variety of leadership styles across Middle Eastern communities. These include emphasising cooperation, the power to inspire others, an innovative approach, unyielding integrity, and a penchant for collaboration (Mishra, 2016; House *et al*., 2004).

Hofstede (1980) argues that people in high power distance cultures are more likely to obey superiors and established hierarchies. Therefore, people in these societies may be more open to following leaders who exhibit charisma and command respect (House *et al*., 2004). According to Mishra (2016), countries like Malaysia and Mexico are examples of high power distance cultures because they tend to accept and admire charismatic leaders with impressive characteristics and a dominating presence. Cultures that lean towards individualism tend to prioritise individual achievements and leadership styles (House *et al*., 2004; Northouse, 2018) while examining the interaction between individualism and collectivism. On the other hand, collectivist societies are known to place emphasis on charismatic leaders who suggest group cohesion and represent the collective's best interests (Gupta & Govindarajan, 2002; Northouse, 2018). A nation's inclination for individualism, such as the United States, might provide an environment favourable to charismatic leadership styles that place importance on individual values (Gupta & Govindarajan, 2000, 2002; House *et al*., 2004). However, nations with a more collectivist orientation, like Japan (Gupta & Govindarajan, 2000, 2002; House *et al*., 2004; Northouse, 2018), may value charismatic leaders who can unite and drive the group.

Transformative leaders are able to do the same by creating an inspiring mission and demanding a lot from their followers (House *et al*., 2004). These people are dedicated to their own personal development and success, and they do it with charm, energy, and a deep sense of purpose (Conger & Kanungo, 1987). This particular leadership style encourages creativity, fosters a positive workplace (Adler, 2021) and allows employees to reach their full potential (Cox & Khan, 2017; Khan & Cox, 2017b; Nurlitasari *et al*., 2022). According to Nurlitasari *et al*. (2022), transformational leadership is a method that encourages employees to think creatively, select the best course of action, and feel fulfilled in their jobs. Transformational leadership has subsequently been linked to greater staff productivity and success in reaching organisational goals (Nurlitasari *et al*., 2022). In addition, they found that job satisfaction significantly moderates the link between transformative leadership and productivity. Evidence suggests that organisational citizenship behaviour (OCB) boosts employee productivity (Ağraş & Ateş, 2015; Tremblay & Simard, 2018). Leaders' encouragement is thus reflected in the notion of transformational leadership (López-Cabarcos *et al*., 2022; Tremblay &

Simard, 2018), that is, transformative leaders instil hope and enthusiasm in their teams by tying employees' daily work to the organisation's goals and aspirations. Organisational culture and organisational climate is now discussed below.

2.8 ORGANISATIONAL CULTURE AND ORGANISATIONAL CLIMATE

Organisational culture and climate are two of the most critical factors that shape a company and its working atmosphere (Schein, 2016). Despite their similarity, these ideas are not the same and have different effects even if they are related (Feldman & O'Neill, 2014; Schein, 2016). The views, attitudes, and emotions of employees inside an organisation make up its culture, which is distinct from its culture (Feldman & O'Neill, 2014; Schein, 2016). In contrast to culture, climate emphasises employees' day-to-day impressions and reactions rather than the fundamental beliefs and ideals that form the company's foundation (Feldman & O'Neill, 2014; Schein, 2016; Schneider, Ehrhart & Macey, 2013). Culture in the workplace refers to the shared assumptions, customs, and values that employees use to guide their actions and decisions (Cameron & Quinn, 2011; Denison, 1990; Hofstede, 1980; Mohiya, 2023; Schein, 2016). It represents 'the sum of all the parts that make up an organisation's identity and character' (Cameron & Quinn, 2011; Denison, 1990; Hofstede, 1980; Mohiya, 2023; Schein, 2016). The idea of corporate culture serves as a structural framework that affects employees' perspectives, attitudes, and behaviours (Martins & Terblanche, 2003; Trompenaars & Hampden-Turner, 2020; Mohiya, 2023; Sapuarachchi, 2021). Cameron and Quinn (2011) argue that an organisation's culture gives its members direction and motivates them to perform in specific ways. Moreover, an organisation's culture is prevalent across its structure (Schein, 1983) and displays long-lasting stability (Bader *et al*., 2021; McCarthy, 1998; Prataviera *et al*., 2023; Schein, 1983; van den Born & Peltokorpi, 2010).

Organisational climate, in contrast to organisational culture, refers to the overarching feeling and consensus of how things are around the office. It includes the workplace's physical, social, and mental aspects that impact employees (Feldman & O'Neill, 2014; Schein, 2016; Schneider *et al*., 2013). Employees' judgement of their work environment (including elements like job satisfaction, morale, and motivation) are what is referred

to as 'organisational climate' (Loh, Idris, Dormann & Muhamad, 2019; Maamari & Majdalani, 2017; Schneider & Barbera, 2014). It is a representation of the combined views and feelings of the people who work for the company (Loh *et al*., 2019). Leadership styles, styles of communication, and institutional norms and policies all impact an organisation's culture (Litwin & Stringer, 1968). Climate, in contrast to organisational culture, is dynamic and open to change (Douglas, Muturi, Douglas & Ochieng, 2017; Farokhi & Murty, 2014; Grobler & Rensburg, 2019; Rožman & Štrukelj, 2021).

Although culture tends to be stable over time (McCarthy, 1998; Schein, 1983), it can also change in reaction to new information and experiences (Cameron & Quinn, 2011; Denison, 1990; Hofstede, 1980; Mohiya, 2023) and vice versa. A company's identity and culture are thus shaped by the company's guiding principles and daily practices (Ostroff & Schmitt, 2014). On the other hand, organisational climate may change over time (Douglas *et al*., 2017). It is more flexible and able to adjust to new situations and circumstances (McCarthy, 1998; Schein, 1983) such as changes in leadership and policy. According to Goh, Jayaraman, Mostafiz and Leow (2020), an organisation's climate shows how its employees feel and what they experience. In this process, subcultures can emerge as a result of differences in organisational departments, geographical locations, or diverse professional backgrounds, because organisational culture is often considered encompassing multiple subcultures within an organisation (Chapman, Hayes, Sloan & Fitzgerald, 2011; Lok, Westwood & Crawford, 2005). These subcultures exist inside a larger corporate culture but have their own beliefs, conventions, and practices (Martin & Siehl, 1983). In contrast, organisational climate focuses on employees' collective views and experiences across the organisation, including any subcultures that may exist (Cameron & Quinn, 2011; Denison, 1990; Hofstede, 1980; Mohiya, 2023; Schein, 2016). It explains how workers see their workplace and the factors contributing to their happiness (Denison & Spreitzer, 2014).

The nature of the relationship that exists between organisational culture and organisational climate is such that both factors impact each other reciprocally. The collective values, norms, and beliefs of an organisation, which make up its organisational culture, significantly impact the behaviours and practices of employees, ultimately shaping their experiences and perceptions (Denison & Spreitzer, 2014). This

shows that when companies emphasize open communication, trust (Denison & Spreitzer, 2014), and innovation (Schein, 2016), it creates a positive atmosphere that leads to higher employee engagement, satisfaction, and well-being (Loh *et al*., 2019; Maamari & Majdalani, 2017; Schneider & Barbera, 2014). In contrast, individuals residing in a culture that emphasizes conformity and hierarchy seem to experience lower levels of happiness and well-being (Christmansson, Fridén & Sollerman, 1999; Fisher, Milner & Chandraprakash, 2007). For instance, a culture of collaboration more likely fosters an environment where people work together and support one another (Goh *et al*., 2020). Rodriguez, Johnstone, and Procter (2017) argue that significant changes within modern work settings have resulted in varied regulatory conditions due to the developing variety in applying traditional regulatory procedures. This shows that regulation is the foundation of social and policy frameworks, and creating a pleasant atmosphere at work is crucial to fostering a productive and happy workforce (Denison & Spreitzer, 2014; Goh *et al*., 2020; Loh *et al*., 2019).

Strong organisational cultures can support innovation by providing a consistent environment where workers feel safe trying new things (Schein, 2016). Similarly, Eisenbeiss, Knippenberg, and Boerner (2018) argue that encouraging employee independence, curiosity, and experimentation inside the workplace might boost creativity. Eisenbeiss *et al*. (2018) further add that an organisation can improve innovation by creating a positive work environment that encourages autonomy, learning, and risk-taking. Therefore, increased employee creativity and invention levels can be linked to an environment that includes psychological safety and supportive leadership wherein a manager invests in an employee beyond merely assigning work and waiting for results (Eisenbeiss *et al*., 2018). Conversely, a culture that is inflexible and typified by a rigorous hierarchy has the potential to hamper innovation (Espig *et al*., 2022; Loh *et al*., 2019; Prim *et al*., 2016; Štrukelj, 2021; Pecino, Mañas, Díaz-Fúnez, Aguilar-Parra, Padilla-Góngora & López-Liria, 2019; Woodside *et al*., 2020). Companies with these types of cultures may be missing out on possibilities for growth and progress (Loh *et al*., 2019; Štrukelj, 2021; Pecino *et al.*, 2019) because employees are less likely to provide novel solutions (Amabile & Gryskiewicz, 1989). According to Gryskiewicz (1989) and Jones (2012), creativity and invention rates tend to be lower in organisations with a more bureaucratic culture, characterised by a predetermined hierarchy and whose members are united by their same values, beliefs, and opinions.

A culture encouraging individual freedom may result in better choice outcomes (Jang *et al*., 2018; Le *et al*., 2021; Van Everdingen & Waarts, 2003). Similarly, trusting employees with decision-making responsibilities often feel more involved in the outcomes (Jang *et al*., 2018; Januszek *et al*., 2023; Kamdar & Van Dyne, 2007; Kanter, 2019), and this, in turn, can lead to greater creativity and efficiency (Januszek *et al*., 2023). Allowing employees to make decisions independently thus creates better customer service and satisfaction (Prim *et al*., 2016; Strychalska-Rudzewicz, 2016). Conversely, when a culture puts too much emphasis on hierarchy, it can hinder decision-making effectiveness (Adamovic, 2023; Hofstede, 2001; Taras *et al*., 2010). It explains that the presence of excessive bureaucratic procedures stemming from a rigid hierarchy and limited autonomy can hinder the speed of decision-making processes, thereby impeding innovation (Espig *et al*., 2022; Loh *et al*., 2019; Prim *et al*., 2016; Štrukelj, 2021; Pecino *et al.*, 2019; Woodside *et al*., 2020). Consequently, this can lead to missed opportunities for advantageous outcomes (Eisenbeiss *et al*., 2018).

A positive organisational climate is distinguished by the presence of open communication, trust, and fairness (Choudhury & Das, 2021). The workforce experiences a sense of appreciation, assistance, and drive to exert their utmost endeavours, resulting in elevated levels of job contentment and enhanced efficiency (Choudhury & Das, 2021; Loh *et al*., 2019; Maamari & Majdalani, 2017; Schneider & Barbera, 2014; Štrukelj, 2021). On the other hand, a negative organisational climate can be characterised by a deficiency in trust, ineffective communication, and unjust treatment (Loh *et al*., 2019; Štrukelj, 2021; Pecino *et al*., 2019). These circumstances may lead to diminished employee morale, reduced levels of motivation, and elevated rates of employee turnover (Loh *et al*., 2019; Štrukelj, 2021; Pecino *et al.*, 2019). One illustration is the renowned reputation of Google for fostering an environment characterised by innovation and a willingness to take risks (Davenport, Harris & Shapiro, 2010; Tran, 2017). Google serves as a paradigmatic illustration of a multicultural entity that encompasses individuals hailing from various global regions (Davenport *et al*., 2010; Tran, 2017). The amalgamation of national and regional cultures within the organisation gives rise to an official culture that permeates the

entirety of the company (Davenport *et al*., 2010). This culture at Google actively promotes and supports employees in their endeavours to explore novel concepts and engage in experimental methodologies (Tran, 2017). This particular cultural environment nurtures the development of creativity, autonomy, and an entrepreneurial mindset (Davenport *et al*., 2010; Sousa & Coelho, 2011); Tran, 2017). The organisational culture at Google exerts a substantial influence on the behaviour and actions of both managers and employees (Tran, 2017). Moreover, considering the organisation's expertise in the field of information technology, the engineers exhibit a tendency to prioritise data-centric procedures and actively engage in meaningful surveys pertaining to managerial practices (Davenport *et al*., 2010; Tran, 2017). Research, for example, Berthon, Ewing and Hah (2015), and Mutonyi, Slåtten, Lien and González-Piñero (2022) have indicated that individuals who hold a positive perception of their organisation, often referred to as an attractive workplace, exhibit a significantly higher propensity to invest additional effort in fulfilling their work responsibilities, with an increase in willingness observed.

Choudhury and Das (2021) define a positive organisational climate as exhibiting open communication, trust, and fairness. In this context, employees experience appreciation, support, and motivation, leading to higher job satisfaction and improved efficiency (Choudhury & Das, 2021; Loh *et al*., 2019; Maamari & Majdalani, 2017; Schneider & Barbera, 2014; Štrukelj, 2021). Conversely, a hostile organisational climate can be defined by a lack of trust, poor communication, and unequal treatment (Loh *et al*., 2019; Štrukelj, 2021; Pecino *et al*., 2019). These conditions frequently result in reduced employee morale, diminished motivation, and employees leaving the company (Loh *et al*., 2019; Štrukelj, 2021; Pecino *et al*., 2019). One example is Google, known for encouraging innovation and taking risks (Davenport, Harris & Shapiro, 2010; Tran, 2017). Google exemplifies a multicultural organisation that welcomes individuals from various parts of the world (Davenport *et al*., 2010; Tran, 2017). By blending national and regional cultures, a company creates a strong organisational culture (Davenport *et al*., 2010; Tran, 2017). The culture then promotes and facilitates employees' exploration of new concepts and experimentation (Tran, 2017). This cultural environment fosters creativity, autonomy, and an entrepreneurial mindset (Davenport *et al*., 2010; Sousa & Coelho, 2011); Tran, 2017). The organisational culture at Google significantly influences managers' and employees' behaviour and actions (Tran, 2017). Moreover,

given the organisation's expertise in information technology, engineers often prioritise the collection, extraction, transformation, and loading of disparate statistical datasets, also actively participating in meaningful surveys related to managerial practices (Davenport *et al*., 2010; Tran, 2017). Studies by Berthon, Ewing and Hah (2015), and Mutonyi, Slåtten, Lien and González-Piñero (2022) suggest that employees who have a positive perception of their organisation, often referred to as an attractive workplace, demonstrate higher levels of effort and willingness to fulfil their work responsibilities.

According to Choudhury and Das (2021), a pleasant work environment can improve two-way communication and short-term goals (Choudhury & Das, 2021). Employees are more likely to share their ideas, offer constructive criticism, and work together on projects when a climate of trust, respect, and transparency prevails in the workplace (Choudhury & Das, 2021). As a result, communication, problem solving, and the spread of knowledge are all facilitated within the company (Capece & Di Pillo, 2023; Cohen & Kassis-Henderson, 2012; Kark & Van Dijk, 2007; Mayrhofer *et al*., 2019; Peretz *et al*., 2018). According to Eisenbeiss *et al*. (2018), an encouraging environment also has a constructive effect on communication success. On the other hand, ineffective communication can be hampered by an unfavourable organisational environment marked by components like fear, distrust, or poor communication standards (Eisenbeiss *et al*., 2018; Kim & Leung, 2007). Under such circumstances, employees may hesitate to express their opinions, share innovative ideas, or provide honest criticism because of concerns about potential adverse outcomes or a lack of psychological safety (Eisenbeiss *et al*., 2018). This occurrence may also hamper the free flow of information, decisions, and creative ideas (Adamovic, 2023; Eisenbeiss *et al*., 2018; Gallego-Álvarez & Pucheta-Martínez, 2021; Xie & Paik, 2019). In such situations, employees may adopt a silence culture (Lam & Xu, 2018; Tjosvold & Sun, 2002). Employee silence has been found to reduce workplace disputes (Lam & Xu, 2018; Tjosvold & Sun, 2002) and increase group cohesiveness and productivity (Knoll *et al*., 2021; Tjosvold & Sun, 2002). However, Edmondson's (1999) study further posits that a culture of silence inside teams can also negatively affect communication and problem-solving. According to Lam *et al*. (2019), abusive supervisors cause their subordinates to stay silent and maintain the power difference between them. Their results suggest that subordinate individuals' inclination towards compliant silence is influenced by the environment's power distance orientation (Lam *et*

al., 2019). Perceptions of organisational politics also affect how these elements interact with one another. Lam *et al*. (2019) observed that workers who are more inclined towards power distance in organisational dynamics are more likely to remain silent in the face of abusive supervision.

According to Grint (2011), authoritarian leaders make decisions without consulting their subordinates. Doherty (1997), Grint (2011), and Jia *et al*. (2020) are just a few of the scholars who have pointed out that authoritarian leaders have a considerable amount of influence over their teams and organisations because they impose a particular culture on their workforce. This method can be considered helpful when making quick decisions or leading a team with little knowledge or experience (Januszek *et al*., 2023; Kanter, 2019). Including hierarchical structures in organisational design is widely acknowledged as an essential aspect having various advantages (Adamovic, 2023; Januszek *et al*., 2023; Kanter, 2019), including enhanced clarity, organisation, and direction inside organisations. Organisational hierarchies help define authority, clarify responsibilities, and streamline decision-making (Adamovic, 2023) in different settings. These characteristics are found to also enhance organisational success and efficiency (Januszek *et al*., 2023; Kanter, 2019). According to Januszek *et al*. (2023) and Kanter (2019), well-defined organisational hierarchies and responsibility structures help to improve task coordination within an organisation. Different cultures have different interpretations of power dynamics, and in some societies, power distance is viewed as a means of ensuring stability and predictability (Hofstede, 2010). This view originates from the conviction that those in authoritative positions are the best source of advice and direction (Wei *et al*., 2017). In addition, the organisational environment may encourage followers to cultivate positive connections with their leaders, as follower believe that leaders have access to resources essential to their success (Aquino *et al*., 2006; Wei *et al*., 2017). The applicability of Hofstede cultural theory to this study is now explained below.

2.9 THE APPLICABILITY OF HOFSTEDE'S CULTURAL THEORY

Historically, the Hofstede dimensions have shown a great deal of consistency, seldom shifting from their original conception. However, Varnum and Grossmann (2017)

found that people from different cultures have different values, preferences, and opinions. It means that cultural dimensions are influenced by changes in cultural, economic, and political systems as societies develop (Achmad, 2021; Baum, Armstrong, Ekenstedt, Häggström, Hanson, Kuhlemann, Maas, Miller, Salmela, Sandberg, Sotala, Torres, Turchin & Yampolskiy, 2019; Bowles, Choi, Hwang & Naidu, 2019; Brown, 2004; Nunn, 2021).

This suggests that studying cultural diversity and its changes over time is essential for comprehending civilisations in a dynamic global setting (Baum *et al*., 2019; Bowles *et al*., 2019; Brown, 2004). History, culture, and social values have contributed to making Mauritius and Japan distinctive nations. These two countries have a lot in common despite their obvious contrasts in geography and culture. To a large extent, the population of Japan speaks and writes the same language (Akagawa, 2014; Clements, 2015; Hiratsuka *et al*., 2023; Maher, 2022). This sense of community has its roots in factors like isolation from the rest of the world (Akagawa, 2014; Clements, 2015; Hiratsuka *et al*., 2023) and low immigration rates (Akram, 2019; Laurence, Igarashi & Ishida, 2021). According to Suzuki (2010) and Graburn and Ertl (2008), there can be geographical distinctions, languages, and subcultural groupings even within an apparently uniform civilisation. This explains that minority groups in Japan, such as the Ainu (Heindrich, 2022), Ryukyuan (Ohe, 2022), and Korean (Fujita-Round, 2022), enrich the country's rich cultural tapestry. There is also variety and the impact of other cultures in Japan despite the country's reputation for cultural homogeneity (Suzuki, 2010; Graburn & Ertl, 2008). Assimilating aspects of other cultures into their own while maintaining their own identity is a longstanding practice in the country (Holbrow, 2020; Holbrow & Kikuko, 2018; Liu-Farrer, 2020). Japan is widely seen as a very homogeneous society (Gordon, 2016; Hatano & Sugimura, 2017) despite the existence of subcultures and cultural variances within the larger Japanese society (Enz, 1986; Gordon, 2016; Sugimura, 2020).

Both Mauritius and Japan are culturally diverse nations. In contrast to Mauritius, whose ethnic variety results from the coming together of people of African, Indian, Chinese, and European ancestry (Hanoomanjee, 2008; Sambajee, 2016), Japan's diversity is primarily the result of the country's indigenous population and past migrations (Akram, 2019; Laurence *et al*., 2021). People in both Mauritius and Japan have long since

codified greetings, gift-giving, and other forms of interpersonal connection to show respect and politeness. In addition, the people of Mauritius and Japan place a high value on their natural surroundings. People know Mauritius for its beautiful beaches, diverse coral reefs, and verdant foliage, and they know Japan for its cherry blossoms, parks, and hilly topography. Moreover, both countries have various cultural and religious holidays throughout the year. Diwali, Eid, Chinese New Year, and Christmas are just a few holidays celebrated in Mauritius (Maudarbux, 2016). On the other hand, Hanami, Obon, and Shinto rites are only a few examples of Japan's traditional celebrations (Moriuchi & Basil, 2019; Šukelj, 2019). Colourful decorations, traditional music and dancing, and social gatherings are typical features of these celebrations (Moriuchi & Basil, 2019; Šukelj, 2019).

The presence of shared meanings and minimal variation in the beliefs held by its members characterises homogeneity in a culture (Saucier, 2022). That means there is a predominant style of thinking and behaving in the culture (Saucier, 2022). Therefore, the degree to which members of a society's shared interpretations may differ from one another is an essential consideration because diversity is widespread among nations (Veissière, Constant, Ramstead, Friston & Kirmayer, 2020). Cultural standards, social customs, and a common worldview thus define the members of a given social group (Veissière *et al*., 2020). According to Erez and Gati (2004), communities that adopt Western norms and values may lose their unique identities. As Pritchard (2009) points out, this contributes to worsening global differentiation among cultures. As such, societies worldwide are becoming increasingly dependent on one another, a phenomenon known as globalisation (Stalmirska, 2020; Stalmirska & Camprubí, 2022). Cultural globalisation is a significant aspect of globalisation, encompassing multiple dimensions of social life, such as politics and economics (Stalmirska, 2020; Van Oudenhoven, Van der Zee & Bakker, 2002). According to Melluish (2014), the interconnectedness of cultures is responsible for their homogenisation.

According to Magala (2004), Hofstede's model assumes that the core values and beliefs of a country's culture are relatively stable. As a result, this makes it hard to track and report changes caused by the rise of countercultural values and beliefs around sub-national identities, like age, gender, ethnicity, and profession (Magala, 2004). This assertion demonstrates that it is impossible to judge the homogeneous character of a

society (Kuh & Whitt, 1988). According to Magala (2004), social cultural convergence tends to happen when there is social peace and when communication technologies improve. When two different 'cultures' interact with each other, frequently, their values, behaviours, customs, and attitudes become more and more alike (Magala, 2004). As a result of this process of integration, national culture loses its place as the most important thing; and socialising functions are 'taken over' by many new organisations, networks, platforms, and groups (Magala, 2004). The rise in the number of workers from different backgrounds in Mauritius also helps people get to know each other and to adapt to their new culture (Magala, 2004). According to Magala (2004), even though MNCs have strong organisational cultures and unique human resource policies, employees may not have to adopt the values of the MNC's home country. Consequently, national culture was not examined in this study.

The primary objective of Hofstede's study was to quantify cultural differences between countries (Hofstede, 1991; Hofstede *et al*., 2002). By gathering data from employees in different countries, the study identified cultural patterns and differences through subsequent analysis (Hofstede, 1991). By defining five characteristics using data from 50 nations and 3 regions, Hofstede's approach makes it possible to make meaningful comparisons across cultures (Andrews & Mead, 2009; Mead & Andrews, 2009). However, subnational groups with their traditions and customs typically make up the culture of a nation (Demmler, Ayala & Solís, 2018; Jones, 2007). Moreover, politics, economics, and the history of a country all have a role in shaping the dynamics of the connections between dominant and subordinate subcultures (Andrews & Mead, 2009; Mead & Andrews, 2009). Nonetheless, McSweeney (2002) suggests cultural boundaries do not always correspond with political borders. Hence, it is not always beneficial to use nations as units of research (McSweeney, 2002). DiMaggio's (1997) research has indicated that current studies have exposed the fragmentation of culture across both group and national divisions. Although Hofstede (1998) suggests national identity as the best way to identify cultural differences, cultural diversity within nations is still complex to understand (Demmler *et al*., 2007).

On the other hand, Schwartz's approach emphasizes psychological values since biological demands and social settings can influence value priorities (Schwartz & Bilsky, 1987). Cultural influences help society embrace and reinforce certain values

(Manfredo *et al*., 2017). Schwartz's theory helps explain values' psychological aspects while acknowledging the role of biological and social elements (Manfredo *et al*., 2017; Schwartz & Bilsky, 1987). Micro-level emotional and behavioural changes in individuals were better to understand direct encounters. Mauritius' cultural heritage helps explain its ideals and customs. Although few publications, including Alqarni (2021), Harvey (2021), Jayatilleke and Gunawardena (2016), and Liu and Sudweeks (2003), have explored the relationship between Hofstede's national culture and Mauritius, Schwartz's theory seems to be better since it considers values' psychological aspects and understands how biological and social variables affect growth and expression.

According to Schwartz's values theory (Schwartz, 1999), some values can be applied across cultures. While the relative weight of different values may shift from one culture to the next, this theory posits that the underlying structure stays constant (Holland, 1997; Lalonde, Hynie, Pannu & Tatla, 2004; Schwartz, 1999). In contrast, Hofstede's cultural aspects framework analyses the degree to which cultures differ concerning their values and norms (Hofstede, 1991; Hofstede *et al.*, 2002) and stresses the relevance of cultural differences. Therefore, the cultural orientations of different countries can be better understood using this theory (Vinken, Soeters & Ester, 2004; Schwartz, 2012). Individual values and motives are the primary emphasis of Schwartz's values theory (Vinken *et al.*, 2004; Schwartz, 2012). This study delves into how people set goals and act following their core beliefs (Vinken *et al.*, 2004; Schwartz, 2012). In contrast, Hofstede's theory provides a more in-depth, macro-level explanation of cultural differences by focusing on discrepancies across nations or larger socioeconomic groupings (Hofstede, 1991; Hofstede *et al.*, 2002). As a result, the Schwartz value dimensions were considered in the quantitative portion of this study. Schwartz value dimensions are now described further below.

2.10 INDIVIDUAL-LEVEL VALUES: SCHWARTZ VALUE DIMENSIONS

Because of globalisation, people are more likely to adopt values different from their cultural backgrounds (House *et al.*, 2004; Naor, Linderman & Schroeder, 2010). Consequently, individuals' work lives can also be affected by their values (Schwartz,

1999, 2006, 2012) because of differences in interpersonal connections (House *et al*., 2004). Shalom Schwartz created 10 value ideas to aid people in understanding the psychological impact of values and their cultural differences (Vinken *et al*., 2004; Schwartz, 2012). In this context, relationships among values give 'structure' meaning in the context of values (Schwartz, 2012; Schwartz & Sortheix, 2018), including competing and complementary values (Schwartz, 2012; Schwartz & Sortheix, 2018). Despite cultural differences, people's value systems share many standard features (Schwartz, Montgomery & Briones, 2006; Schwartz *et al*., 2017). This points to a universal framework that controls the forces at work in human behaviour (Cârstea, 2021; Schwartz, 2012), and Schwartz provided empirical evidence that values affect people's actions (Knafo *et al*., 2011). According to Hills (2002), value dimensions have been extensively researched in cross-cultural psychology and these dimensions have a direct influence on individuals' attitudes. However, predicting human emotions can be challenging because attitudes vary across different situations and contexts (Knafo *et al*., 2011).

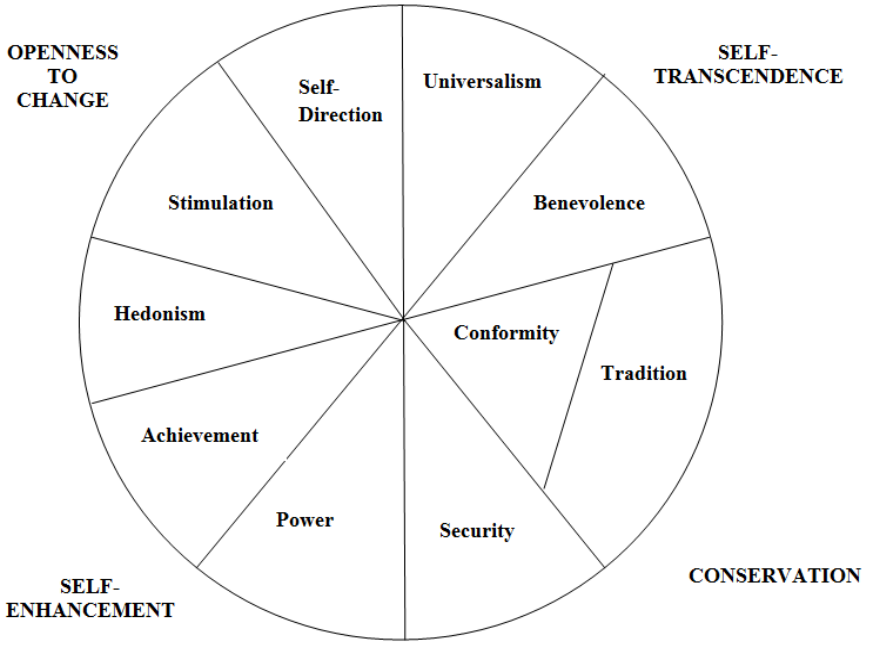
Rokeach (1973) is a values researcher whose theories expand upon those of his predecessors. He presented the idea of values, which may be broken down into two broad classes: terminal and instrumental. Rokeach (1973) defined terminal values as the ‘ultimate goals and aspirations’ people hold dear in life. These might include things like success, justice, peace, and happiness. Conversely, instrumental values are actions or beliefs that help people achieve their main goals. These virtues are tenacity, skill, originality, integrity, and bravery. According to Rokeach (1973), humans' perspectives and actions are shaped by the values that inform their decision-making and prioritisation in life endeavours. Everyone places a different weight on different things, including their emphasis on values (Schwartz, 1992, 2006; Bourne & Jenkins, 2013). According to Bourne and Jenkins (2013), people have diverse core beliefs. Unfulfilled wants sometimes prompt people to seek alternate activities for the fulfilment, which is where values come in (Connell & Wellborn, 1991). In addition, people are often seen acting in ways they expect would make them happy (Schwartz, 2012). Participating in activities that provide people joy appears to encourage optimism and pride in their achievements (Eccles & Wigfield, 2020, 2023).

Bandura (1997) suggests that achieving challenging goals might boost performance and motivation. People are more likely to achieve their objectives if they find motivation in established social norms and rituals (Schwartz, 2006, 2012). Attitudes toward people may be less influential than external factors such as time, place, and behaviour. Schwartz (2012) argues that people learn to distinguish between good and wrong, with their views and values playing a significant role in this process. In making decisions, people frequently give weight to those they believe will impact their lives most (Schwartz, 2006). For example, pursuing fame, riches, health, or justice can motivate people to alter their short- and long-term behaviour (Schwartz, 1992).

Schwartz (1992, 1999, 2012) has devised evaluation instruments for quantifying values. Subsequently, he established created different categories to understand different behaviours, attitudes, and practices. Schwartz's study found that values have both commonalities and distinguishing characteristics. Schwartz (1992) proposed a model that encompasses 10 discrete aspects of values, which may be classified into four overarching categories of values. The work has been widely embraced within the discipline of psychology, significantly enhancing our understanding of human values (Schwartz, 1992, 1999, 2012). The research findings show that within a dynamic and evolving context, pursuing a particular value might potentially lead to either a clash or a harmonisation with pursuing another value (Schwartz & Boehnke, 2004; Borg *et al*., 2017). For example, the endeavour to attain success in one's life might have resemblance to the pursuit of financial prosperity or a prominent social status, such as a promotion in one's career. On the other hand, an excessive pleasure-seeking (hedonism), could lead to ignoring rules and social norms (conformity), which in turn may hinder an individual's success in accomplishing their goals (Schwartz & Boehnke, 2004; Borg *et al*., 2017).

Schwartz (1992) used CFA to analyse data from different countries. These datasets confirmed the existence of the 10 fundamental values, which support the idea that values form a motivational continuum (Schwartz & Boehnke, 2004; Borg *et al*., 2017). Schwartz (1992, 2017) employed a circular structure to illustrate how his values can conflict or align, incorporating motivational goals. Figure 2.1 shows a circular representation that illustrates the interconnected relationships and emphasizes the concept of a motivational continuum (Schwartz & Sortheix, 2018).

Figure 2.1: Schwartz structure of pattern of relations among 10 value types



At the national level, values include ideas and beliefs about ethical and desirable qualities within a specific culture (Williams, 1970). In society, individuals are taught to see values as highly desirable ambitions and desires guiding them to accomplish what they want in life (Schwartz, 1999; Witte *et al*., 2020). National values emerge because of the fundamental issues faced by societies (Hofstede, 1991; Kluckhohn & Strodtbeck, 1961; Schwartz, 1999). The values are therefore demonstrated through social institutions and the collective symbols, rituals, norms, and practices established and maintained by these societies (Sagiv & Schwartz, 2007; Witte *et al*., 2020). Values may thus be defined as broad and fundamental aims and purposes that assist individuals in the process of decision-making, assessing the behaviour of others, and understanding interpersonal relationships (Rokeach, 1973; Schwartz, 1992). Furthermore, values seem to shape individuals' perceptions and understanding of their attitudes, decisions, and behaviours within the context of society (Knafo *et al*., 2011; Schwartz, 2004; Witte *et al*., 2020). Schwartz (1992) employed a cross-cultural framework in formulating and examining his value theory. The higher-order value types are now explained below.

2.10.1 Higher-Order Value types

Schwartz's value theory (Schwartz, 1992, 2012) established the circular nature of core human values, and this structure has demonstrated resilience across various cultures (Knafo *et al*., 2011). Nevertheless, there seem to have limited emphasis on exploring the specific associations between values and the variations in these relationships across countries (Arieli *et al*., 2020). Various associations were observed among four categories of value dimensions: openness-to-change, conservation, self-transcendence, and self-enhancement (Schwartz, 1992, 2012). These associations were examined using mixed-effects models and analysis involving surveys, multiple value instruments, and data from 104 countries (Schwartz, 1992, 2012). The study showed that valuing conservation was negatively associated with openness-to-change, and valuing self-enhancement was negatively associated with self-transcendence. Additionally, it found significant positive associations between openness-to-change and self-enhancement values and conservation and self-transcendence values (Knafo *et al*., 2011). As per Schwartz (1992, 2012), the value of openness-to-change comprises the values of self-direction and stimulation. On the other hand, the construct of conservation includes the values of conformity, tradition, and security. Furthermore, the value of self-enhancement incorporates the values of achievement, hedonism, and power. Finally, the self-transcendence value involves benevolence and universalism (Schwartz, 1992, 2012). These higher-order value types are now explained below.

2.10.2 Openness-to-Change: Self-Direction and Stimulation values

Seekers of peace who respect their own traditions and ideas frequently prioritise autonomy in thinking and doing as well as mental and emotional stimulation (Schwartz *et al*., 2012). Mmanagers who possess traits such as openness and extraversion are more inclined to be receptive to change (Vecchione, Schwartz, Caprara, Schoen, Cieciuch, Silvester, Bain, Bianchi, Kirmanoglu, Baslevent, Mamali, Manzi, Pavlopoulos, Posnova, Torres, Verkasalo, Lönnqvist, Vondráková, Welzel & Alessandri, 2015). Additionally, Tamir, Schwartz, Cieciuch, Riediger, Torres, Scollon, Dzokoto, Zhou & Vishkin (2016) found that managers who show signs of enthusiasm in their personal and professional lives are more likely to be receptive to change.

2.10.2.1 The value of Self-Direction

Self-direction is associated with individuals' preference for independence and freedom, their curiosity about global issues, and their perception of dignity concerning their actions (Schwartz, 1992). Self-direction encompasses an individual's ability to independently and creatively navigate various life situations, which includes selecting personal goals and striving for optimal outcomes (Ağraş & Ateş, 2015; Schwartz, 1994). Self-direction is a characteristic that promotes autonomy in decision-making, allowing individuals to choose and meet their own needs (Ağraş & Ateş, 2015; Schwartz, 1992, 1994, 2006). Ağraş & Ateş (2015) conducted a study to assess the predictive ability of Schwartz's self-direction concept about work performance in Japan, Slovakia, and the United Kingdom. They found a strong relationship between self-direction and employee engagement, providing further support for its impact on job performance. The research findings support the conclusions made by Arthaud-Day *et al*. (2012), who found a significant positive relationship between self-direction and organisational citizenship behaviour (OCB), which is an indicator of job performance (Tremblay & Simard, 2018). Based on the studies conducted by Arthaud-Day *et al*. (2012) and Tremblay and Simard (2018), providing support to a colleague is indicative of positive work performance. According to Schwartz (1992, 2006), self-direction as a trait promotes autonomy in decision-making, enabling individuals to pursue and achieve their fundamental goals. Given Mauritius' developed status and eagerness to embrace new ideas and initiatives from foreign sources, it is essential to prioritise self-direction to promote innovation and enhance job performance. The expansion of multinational corporations (MNCs) in Mauritius has led to a focus on individual performance and the need for values that motivate employees to achieve high-performance levels.

Purc and Laguna's (2019) research examined the connection between openness to change and workplace independence, whereby encouraging employees to take risks but yet being held accountable for their actions. The research showed a moderately positive relationship between the two factors. Purc and Laguna (2019) found that being able to handle responsibilities independently is linked to having more freedom at work, which can boost creative thinking and job performance. In an alternative context, Purc and Laguna (2019) found empirical evidence indicating a negative relationship between

self-direction and innovative behaviour. According to a recent investigation by Le *et al*. (2021), the lack of strategic measures designed to cultivate inventiveness and autonomy among staff members were associated with unfavourable performance results. Le *et al*. (2021) also found that promoting self-direction increases employees' awareness of their needs and the effort required to fulfil them.

According to Schwartz (1992, 2006), self-direction increases a person's freedom of choice and action, allowing them to discover better, select, and realise their most important goals. Self-direction frequently accepted or practiced on the island of Mauritius is not known. People in Mauritius with advanced academic degrees often choose one of two approaches: either they actively seek work to build their resumes or wait patiently for possibilities that meet their needs. People in Mauritius frequently try to build their confidence by developing plans to make themselves more marketable in the workplace. The growing number of multinational corporations (MNCs) in Mauritius shows the significance of personal performance, making it crucial for values to drive individuals to reach peak productivity levels.

2.10.2.2 The value of Stimulation

According to Schwartz (1994), stimulation is linked to vigour, intensity, and the complicated nature of existence. Schwartz (1994) argues that people can buffer the effects of harmful beliefs by focusing on their accomplishments. Hence, self-direction is a crucial factor in how people learn about and adapt to the world (Schwartz, 2012). Time limits, work expectations, and striking a healthy work-life balance are only some of the challenges faced by those employed by MNCs (Bauer, Short, Erdogan & Carpenter, 2017). The possible problems that the inhabitants of Mauritius face on a daily basis may be highlighted by these elements, indicating the need for stimulation.

Pursuing the importance of stimulation is linked to a focus on change and new ideas (Ağraş & Ateş, 2015; Schwartz, 1994). Ağraş and Ateş (2015) found a statistically significant positive relationship between stimulation and organisational citizenship behaviour (OCB). According to Ağraş and Ateş (2015), the term 'organisational citizenship behaviour' (OCB) is used to describe the tendency to help others or take

initiative with the end goal of improving one's performance. The study also found that stimulation is linked to employee engagement, making it a reliable measure of productivity at work. The study shows that a stimulating work environment predicts job productivity, similar to the findings of Arthaud-Day *et al*. (2012). These results also corroborate those of Arthaud-Day *et al.* (2012), who found that high levels of engagement are a strong indicator of high productivity in the workplace.

The idea of stimulation shows how an individual's degree of autonomy influences their tendency to help a coworker. According to Ağraş and Ateş (2015), allowing workers more autonomy in their work environments improves productivity while lowering the need for controlling others. While Ağraş and Ateş (2015) found that stimulation did not increase employees' creativity, Le *et al*. (2021) found the opposite. Tensions result from the fact that various scenarios have varied outcomes, as has been pointed out in the existing literature. Because of this, pinpointing the exact definition of stimulation in the context of Mauritius might be difficult.

Various individual performance behaviours have been associated with the values of self-direction and stimulation in diverse contexts. However, there needs to be more scholarly literature in prominent academic journals that attempts to establish a connection between individual values and individual performance. Furthermore, there is a need for more literature that investigates the relationship between openness to change and individual performance, especially in small island states. Incorporating research on Schwartz's values and their impact on individual performance in small island states like Mauritius could have enriched the current body of knowledge by offering explanations, a collection of procedures typical to a given field of study, and analytical approaches to address research procedures. Including Mauritius would provide valuable insights into the existing body of knowledge. On the basis of the above discussions, Hypothesis H_{1A} is being derived, that *there is a significant association between Openness-to-Change and Individual Performance.* The literature that relates to conservation values will now be reviewed.

2.10.3 Conservation: Conformity, Tradition and Security values

Recognising, valuing, and protecting the security and steadiness that individuals provide for one another is an essential part of conservation value (Giménez & Tamajón, 2019; Schwartz, 2006). Conservation puts the emphasis on self-control, while maintaining old habits and stability (Giménez & Tamajón, 2019). In this value system, the values of self-direction and stimulation oppose the values of conformity, tradition, and safety. Conformity, tradition, and security values show resistance to change and a desire to keep things the same (Schwadel, Hardy, Van Tongeren & DeWall, 2021).

2.10.3.1 The value of Conformity

According to Shin and Zhou (2003), adherence to societal norms requires individuals to demonstrate self-discipline, regard for others, and compliance to avoid causing harm via their behaviours. Individuals who prefer conformity typically avoid circumstances that might impede collaboration (Arieli & Tenne-Gazit, 2017; Schwartz, 2012; Stoess, 1973). As a result, persons who uphold conformity values are less likely to behave per their other guiding principles (Myyry, Helkama, Silfver-Kuhalampi, Petkova, Valentim & Liik, 2021). Conformity standards at the group level are established based on principles of loyalty, positions of power, and dignity, hence exhibiting associations with conventional viewpoints (Schwartz, Cieciuch, Vecchione, Torres, Dirilem-Gumus & Butenko, 2017).

On the other hand, conformity at the level of individual interpersonal relationships may be traced back to care and fairness, establishing an association with a more flexible humanistic worldview (Schwartz *et al*., 2017). Jiang and Zhang (2021) conducted research whereby they observed a strong positive relationship between the extent to which team leaders or supervisors demonstrate altruistic care for the well-being of their subordinates and the quality of work generated by these subordinates. Therefore, one might assert that conformity serves a legitimate function in fostering positive group dynamics, thereby resulting in enhanced performance (Ağraş & Ateş, 2015; Jiang & Zhang, 2021). The findings align with the conclusions obtained by Ağraş and Ateş (2015), who found a favourable association between conformity and job performance. According to Shin and Zhou (2003), persons who exhibit conformity within the workplace possess the capacity to manage themselves, display kindness, and adhere to

established norms and procedures to minimise possible harm to others. In a professional setting that prioritises conformity, employees are obligated to conform to prevent deliberate rejection from social relationships or interactions (Gutierrez & Hussein, 2015). According to Gutierrez and Hussein (2015), the encounter with social rejection presents individuals with difficulties in accepting criticism from others. The scenario above can harm individual performance due to its tendency to foster conformity rather than encourage the generation of novel ideas (Gutierrez & Hussein, 2015). Individuals who overly adopt a conformist mentality harm both conformity and project team assignments (Gutierrez & Hussein, 2015).

2.10.3.2 The value of Tradition

Tradition may be defined as a collection of commonly held ideas and principles that serve as indicators of consensus and respect (Schwartz, 2012). Tradition, akin to conformity, serves as a mechanism for upholding the equilibrium of the global order (Schwartz, 1992, 2012). Culture represents individuals' collective efforts to foster harmony and solidarity within a society (Egri & Herman, 2000). According to Schwartz (2012), distinct groups of individuals tend to cultivate their distinct array of rituals, symbols, ideas, and beliefs that manifest their collective understanding and shared experiences. These practices are known as group traditions and customs, manifesting as a group's unity and solidarity (Schwartz, 1992, 2012). Tradition and conformity values exhibit certain resemblances since they promote individuals' adherence to societal norms and regulations (Schwartz, 1992, 2012).

Nevertheless, specific guidelines dictate the expected conduct of persons (Egri & Herman, 2000). For example, those who aspire to comply often demonstrate a tendency to display submissiveness while interacting with authority people, including parents, teachers, and employers (Egri & Herman, 2000). On the other hand, traditional values tend to uphold long-standing principles and conform to concepts or patterns of thinking that do not have a direct empirical foundation, such as religious doctrines, cultural norms, and customary practices (Sagiv, Schwartz & Arieli, 2011). According to Sagiv *et al*. (2011), the significance of tradition varies across different countries. The validity of this concept within the Mauritian context hinges upon the simultaneous existence of many cultural practices inside the country. The study by Sagiv *et al*. (2015)

provides empirical data that substantiate the influence of values on individuals within organisational settings.

Ağraş and Ateş (2015) conducted a study that revealed a significant inverse relationship between tradition and task performance. The study also revealed a robust inverse relationship between tradition and organisational citizenship behaviour (OCB). This construct is recognised as a precursor to task performance (Tremblay & Simard, 2018). The present discovery directly opposes the forecasts Arthaud-Day *et al*. (2012) put forward. Within an alternative contextual framework, Le *et al*. (2021) performed a study to examine the possible inverse relationship between tradition and creative behaviour, a behavioural attribute that enables individuals to engage in actions without being hindered by either internal or external limitations, hence facilitating the pursuit of self-expression, innovation, research, design, and problem-solving endeavours.

Nevertheless, the results of their study did not reveal any statistically significant relationship. Purc and Laguna (2019) have shown a negative association between tradition and employee creativity in an alternative setting. Strong conservation values inside organisations are believed to be the underlying cause of this phenomenon since it fosters a tendency to prioritise the preservation of the existing state of affairs (Purc & Laguna, 2019). Their research findings also revealed a statistically significant and favourable relationship between financial incentives and the performance of employees (Stajkovic & Luthans, 2001). The possible impact of tradition on employee performance emerges as a relevant component in the analysis of the pay system, aligning with the findings of Almeida, Beuren and Monteiro (2021). However, this viewpoint may diverge from the conclusions reached by Ağraş and Ateş (2015), Le *et al*. (2021), and Purc and Laguna (2019). However, this conflict does not inherently indicate a predetermined result within the Mauritian context.

2.10.3.3 The value of Security

The security value is a constituent of the conservation value category. Therefore, security entails preserving societal structure through conflict resolution and adaptability (Arthaud-*Day et al*., 2012). According to Kark and Van Dijk (2007), security is

significant in promoting stability in all life aspects, including professional and personal domains. This is achieved by emphasising reciprocating favours and maintaining safety (Kark & Van Dijk, 2007). Therefore, security is essential to people who want social order, family security, and national security (Schwartz, 1992). According to Arthaud-Day *et al*. (2012), those prioritising security above tradition and conformity emphasise fulfilling their commitments and evading potential difficulties. Le *et al*. (2021) found that people with security values are driven by safety, harmony, and stability goals. In addition, there is evidence of a gender discrepancy in the impression of security, as demonstrated by the statistically significant findings of research by González-Rodriguez, Díaz-Fernández and Simonetti (2014).

Ağraş and Ateş (2015) claim that security frequently encompasses preserving the existing state of affairs and avoiding acts that may disturb group cohesion. The security value, characterised by an excessive focus on harmony, safety, and stability, has been seen to potentially restrict individuals' ability to express their creativity (Shin & Zhou, 2003). This limitation might provide difficulties when introducing and executing novel ideas (Ağraş & Ateş, 2015). The research by Ağraş and Ateş (2015) revealed no statistically significant influence of security on organisational citizenship behaviour (OCB). Boonparn and Pooncharoen (2019) established a favourable association between security and organisational citizenship behaviour (OCB) in their study. The social milieu of Mauritius has notable tendencies towards conformity, loyalty to traditional norms, and a prioritisation of security. Nevertheless, it is crucial to acknowledge that later research has produced results that may not accurately reflect the circumstances in areas such as Mauritius. The observed phenomena can be ascribed to how individuals perceive societal expectations that necessitate conformity to a collective structure, which may impede the creation of novel and inventive concepts.

According to Le *et al*. (2021), persons who place high importance on security values are driven by goals that involve safeguarding personal well-being, cultivating amicable social connections, and upholding stability. Furthermore, it is possible that persons who hold these values see uncertainty as a possible menace to the creation of social organisation and cohesion (Grant & Rothbard, 2013; González-Rodriguez *et al*., 2014). In addition, González-Rodriguez *et al*. (2014) have shown a connection between security values and a willingness to address social problems actively. This behaviour is

closely connected with society's progress, the facilitation of social welfare, and the endeavour to achieve fairness in the environment. This argument holds particular relevance in countries that experience a lack of security or confront conflicts among culturally diverse populations. Suppose the scope of these investigations were expanded to encompass additional environments such as Mauritius, it is conceivable that the results may exhibit variations.

Several scholarly investigations (e.g., Prince-Gibson & Schwartz, 1998; Schwartz, Melech, Lehmann, Burgess, Harris & Owens, 2001) have demonstrated that older people have a greater affinity for conservative values, such as conformity, tradition, and security, compared to younger ones. The observed phenomena can be explained by the tendency of older adults to prioritise stability in both their work and personal life, as opposed to the stronger predisposition of younger individuals towards seeking enjoyment and engaging in leisure activities (Prince-Gibson & Schwartz, 1998; Schwartz *et al*., 2001). Moreover, a noticeable discrepancy exists in the impression of security among individuals of different genders, as evidenced by the statistically significant findings of a study by González-Rodriguez *et al.* (2014). The financial capacity of males to pay for and sustain their households exhibits variation across different nations (Hamm, Miller, Foster & Browne, 2018). The study conducted by González-Rodriguez *et al*. (2014) revealed a significant positive association between individuals' perception of safety and their inclination to engage in social matters actively. The implementation of this strategy has the potential to enhance the overall welfare of society significantly, offer support to people, and encourage the adoption of ecologically sustainable behaviours. Ağraş and Ateş (2015) believe that security frequently pertains to preserving the existing status quo and avoiding acts that may undermine cohesion within a group. On the basis of the above discussions, Hypothesis H_{1B} is being derived, that *there is a significant association between Conservation and Individual Performance*. The literature that relates to self-enhancement value will now be reviewed.

2.10.4 Self-enhancement: Achievement, Hedonism and Power values

Self-enhancement is a value orientation that signifies an individual's inclination towards exerting control, achieving outstanding results, and exerting power over others (Arthaud-Day *et al.*, 2012; Schwartz, 1992, 2012). The quest for self-enhancement among individuals often entails a manifestation of aspirations to surpass others, acquire esteem within the community, and exercise influence on others and resources (Arthaud-Day *et al.*, 2012; Schwartz, 1992, 2012). According to Schwartz and Sortheix (2018), the concept of self-enhancement may be understood as a conflict between ideals that shows consideration for the well-being and interests of others and standards that prioritise one's interests over those of others. According to Schwartz and Sortheix (2018), focusing on control and understanding fear is necessary for self-enhancement. Upholding a positive view of oneself is what Dufner, Gebauer, Sedikides and Denissen (2019) refer to as self-enhancement (Dufner *et al*., 2019). Those who engage in self-enhancement focus on their strengths and ignore their weaknesses. In this manner, they show a greater level of self-perception compared to their counterparts. According to Schwartz (1992, 2012), the self-enhancement value type encompasses values associated with achievement, hedonism, and power.

2.10.4.1 The value of Achievement

The idea of 'achievement value' is the will to succeed even when faced with challenges (McClelland, 1987; Steel & König, 2006; Schwartz, 1992, 2006). People pursuing the achievement value also solicit comments on how they are doing (Steel & König, 2006). Steel and König (2006) suggest that people value their achievements by conforming to social norms. Abilities, success, desire, and power are all things that come to mind as well (Schwartz, 2012). Schwartz's value theory (Schwartz, 2006, 2012) provides a framework for understanding values' dynamic nature and interplay. It shows how different values can compete with or complement one another (Schwartz, 2006, 2012). As Schwartz (2012) exemplifies, people value attaining positions of power and success. To achieve one's goals and grow stronger, for instance, working to improve one's social position and influence over others can also be helpful. According to Cullen, Parboteeah and Hoehl (2004), achievement and universalism can generate instability and undermine established social norms crucial for ensuring society's smooth operation. This unique attitude links to the endeavour of individual aims, which may give rise to

ethical concerns regarding the strategies utilised to attain particular life goals (Cullen *et al*., 2004). According to Schwartz (2012), older people may be less proud of their achievements since they may find it more difficult to complete challenging activities and win the acceptance of others as they age.

An individual's achievement value is evaluating their worth based on how well they perform in a specific activity (Cullen *et al.*, 2004). Society's emphasis on success often prioritises individual results over the methods used to achieve them (Cullen *et al.*, 2004). Messner and Rosenfeld (2001) argue that achievement values prioritise the outcome of an effort over the means used to achieve it. Passas (2000) suggests that those who focus on achievement values are more likely to become overly fixated on material success and other goals. Almeida *et al*. (2020) further posit that a company's core values significantly impact how efficiently it operates. The values serve as an incentive for workers, making it easy for them to reach their goals, which leads to improvement (Almeida *et al*., 2020). In another scenario, Ağraş and Ateş (2015) observed a significant link between the significance of achievement and the display of OCB. Boonparn and Pooncharoen (2019) have another theory that argues against the idea that OCB and achievement value are positively related. The investigation did not find any evidence to support this idea. There was no connection between the variables. The disagreement between these two studies can impact the broader comprehension of the association with the self-enhancement value orientation.

A study by Ağraş and Ateş (2015) indicated that the importance of achievement was significantly related to task performance and employee engagement. Research by Le *et al*. (2020) disproved the authors' initial predictions by finding no significant links. Adolescents' decision-making processes were investigated by Gallego *et al*. (2020). They found that the value of achievement was positively related to an adaptive decision-making style, a mental operation of adapting successfully to a new circumstance. According to Gallego *et al.* (2020), teenagers' values shape their actions and decisions. In order to solve problems and handle difficult situations, the decision-making process is essential. When teenagers have a set of values to guide their thoughts, feelings, and actions, it simplifies the decision-making process (Gallego *et al*., 2020; Le *et al*., 2020).

2.10.4.2 The value of Hedonism

The hedonistic value system is present in both the self-enhancement and the openness-to-change value systems (Schwartz, 1992, 2012). They encourage people to satisfy their needs and look for fun activities (Hoffmann, Balderjahn, Seegebarth & Mai, 2018; Schwartz, 1992, 2012). Therefore, the pursuit of pleasure is an inherent human value known as hedonism (Schwartz, 1992, 2012). In order to validate the inclusion of two items from the Rokeach list (1973)—happiness and cheerfulness—the term 'hedonism' was initially labelled as 'enjoyment' (Schwartz, 2006; Schwartz & Sortheix, 2018). Schwartz (1992) defined hedonism as the 'active pursuit of pleasure and happiness.' Individuals who lean towards hedonism continually search for ways to bring happiness to themselves and others (Klein, Lim, Saltz & Mayer, 2004). Ağraş and Ateş (2015) acknowledged the possible predictive capacity of hedonistic values with task performance. However, their research did not yield any significant connections between them. Kuswandi *et al*. (2020) found that work-life balance and hedonism are linked that affects employee productivity. The existing body of empirical research, as proposed by Kuswandi *et al*. (2020) and Turban and Yan (2016), provides evidence supporting a positive relationship between an individual's level of happiness and performance.

Professional attitudes are possible predictors of performance (Fassina, Jones & Uggerslev, 2008), and Turban and Yan (2016) offered evidence to support the hypothesis that adopting a hedonistic lifestyle can alter these attitudes. According to the study, those who regularly experience happiness in their lives also reported higher levels of job satisfaction (Fassina *et al*., 2008). The study found that people who experience joy in their daily lives are more likely to be satisfied with their jobs (Fassina *et al*., 2008). Job satisfaction and personal connection to work are important for employee performance, especially for those who value pleasure the most (Fassina *et al*., 2008; Turban & Yan, 2016).

2.10.4.3 The value of Power

Various cultures and social groups exhibit distinct levels of social hierarchy (Parsons, 1951). According to Lonner (1980), empirical research has shown that 'dominance/submission' is related to power in intercultural partnerships. Consequently, communities frequently adopt power as a core value to establish order and eventually internalise it as an inherent element of existence (Lonner, 1980). Power dynamics involve considering how others interpret an individual's actions, not the actions themselves (Schwartz, 2006, 2012; Schwartz & Sortheix, 2018). The ability to control people and resources, social status, and position are part of the power value (Schwartz, 2012). On the other hand, the focus of achievement value is on the individual, while power value prioritises societal recognition. (Schwartz, 2006, 2012; Schwartz & Sortheix, 2018). According to Schwartz (2012), achievements become more important to individuals striving for success in certain relationships and goals, as noted by Schwartz (2012). Conversely, people striving to seek money, power, and domination seem to emphasise the value of power. Those in authority see it as an important trait since they like to be in control (Ağraş & Ateş, 2015; Schwartz, 2012).

According to Pitesa and Thau (2013), individuals who have attained success in areas such as wealth, social status, and power are appreciated and admired by others. Ağraş and Ateş (2015) suggest that individuals in authoritative positions favour themselves over those with less power when allocating resources. Also, the organisation's value system influences employee motivation (Modranský & Lajčin, 2021). Modranský and Lajčin (2021) found that hierarchical managers and supervisors tend to be autocratic in their management style, regardless of their job situations. Extreme commitment to one's work typically shows a devotion to a specific aim (Modranský & Lajčin, 2021). This vision can be understood via the lens of authority, as it manifests in the quest for public and institutional acclaim, a good name in the community, and material success (Pitesa & Thau, 2013). Managers handle various tasks, including making decisions, directing people, showing initiative, and influencing others. Those who understand the importance of this position place a high value on these characteristics. Modranský and Lajčin (2021) discovered that authority and loyalty have a slightly positive relationship. This means that power is an important motivator and helps employees perform better. In addition, Modranský and Lajčin (2021) determined that authority significantly influences discipline. Their research suggests that a lack of self-control by a manager can hinder their ability to carry out their duties and use their authority. Furthermore, the

study also suggests that individuals with high self-control are less likely to neglect their responsibilities, and their behaviors are seen as dependable by others. These traits can be attributed to the principles of self-control (Modranský & Lajčin, 2021).

According to Parsons (1951), different cultures and social groups appear to have diverse levels of rank. Lonner (1980) found that individuals from different cultures exhibit a 'dominance/submission' factor in their relationships. Because of this, communities embrace power as a value in order to make sense of their lives; and eventually, they come to accept it as a fact of life. With power, what matters most is not the personal behaviour of individuals, but rather the results they achieve in the eyes of others (Schwartz, 2006, 2012; Schwartz & Sortheix, 2018). According to Schwartz (2012), the objectives of the power value thus include gaining social prestige, getting a favourable position, and having control over people and resources. While the achievement value is concerned with personal success, the power value is concerned with social prestige (Schwartz, 2006, 2012; Schwartz & Sortheix, 2018). That is, wanting success in specific relationships and goals raises the value of achievement; while wanting money, power, and a focus on dominance raises the value of power (Schwartz, 2012). Since people aspire to be in command, those in positions of power perceive it as an asset (Ağraş & Ateş, 2015; Schwartz, 2012).

According to Schwartz (2012), respecting authority entails training oneself to behave in a way that benefits the group. In line with Schwartz's (2012) theories, Ağraş and Ateş (2015) discovered a moderately positive relationship between power and engagement. Ağraş and Ateş (2015) found that people who undergo self-discipline training show higher performance because it encourages them to give their full attention to the work (Ağraş & Ateş, 2015). The study also found that employees who value power are more effective in completing tasks. Le *et al*. (2021) introduced a new idea called innovative behavior, which means, bringing new ideas and products to an individual's job or organisation. The aim of the study conducted by Le *et al*. (2021) was to examine the potential relationship between inventive behaviour and employees' performance. However, they could not find any statistically significant connection between these variables, contradicting their initial hypotheses. Understanding the influence of power on employee performance in Mauritius is difficult because of a difference between theory and evidence. Furthermore, had there been similar studies

conducted in countries with analogous habits and beliefs to those found in Mauritius, the results may have varied, which might have resulted in unfavorable relationships or inconclusive correlations.

This study tries to find a relationship between self-enhancement and individual performance, which could be something new in Mauritius. Based the above discussions, Hypothesis H_{1C} is being derived, that *there is a significant association between Self-Enhancement and Individual Performance.* The literature that relates to self-transcendence value will now be reviewed.

2.10.5 Self-Transcendence: Benevolence and Universalism values

Yaden *et al*. (2017) link self-transcendence to a perception of collaboration that arises from collective objectives, endeavors and interests instead of personal characteristics that differentiate individuals. The concept of self-transcendence is examined using varied techniques in academic fields (Kitson, Chirico, Gaggioli & Rieke, 2020). Yaden *et al*. (2017) found that psychologists can detect a separation of self and environment in self-transcendence. In nursing, self-transcendence refers to the ability to focus on things beyond oneself, especially in stressful or dangerous situations (Smith & Liehr, 2014).

According to Maslow (1943), self-transcendence occurs when an individual is able to ignore the influences of their social environment. According to studies (Kitson *et al*., 2020; Wong, Mayer & Arslan, 2021), self-transcendence improves the quality of social interactions, leading to deeper and more meaningful bonds between people. In this degree, it closely linked various emotional experiences to the concept of self-transcendence. A wide range of academic studies (Chen, Wang & Liu, 2012; Stellar, Gordon, Piff, Cordaro, Anderson, Bai, Maruskin & Keltner, 2017) have shown that positive emotions such as empathy, admiration, obligation, appreciation, motivation, and love facilitate positive connections between people and their environments. A study by Persson and Kajonius (2016) highlighted the significance of empathy in helping those in need. Kitson *et al.* (2020) and Papaioannou and Krommidas (2021) have also reported similar evidence that expressing gratitude can build loyalty, but excessive

admiration can make people feel less important. According to Lang and Fries (2006), employees give importance to the development of meaningful relationships and the encouragement of personal accountability. Giménez and Tamajón (2019) believe that self-transcendence involves valuing the safety and well-being of society and the environment more than own interests. For Wong *et al*. (2021), individuals can facilitate environmental preservation and promote the welfare of others by embracing mutual acceptance of diverse identities. The self-transcendence value type comprises the benevolence and universalism values (Schwartz, 1992, 2012; Schwartz & Sortheix, 2018).

2.10.5.1 The value of Benevolence

Benevolence is about protecting and improving the lives of those people have strong relationships with (Schwartz, 1994). McClelland (1987) and Mullins (2005) believe that the human desire for social affiliation leads to valuing benevolence, as individuals try to fit in with various social groups. Benevolence involves fostering genuine companionship, commitment and responsibility (Schwartz, 1992, 2012; Schwartz & Sortheix, 2018). Schwartz and Sortheix (2018) and Schwartz (1992, 2012) believe that promoting benevolence within an organisation motivates employees and creates an effective system. This empowers employees to consistently generate opportunities that are significant and helpful in enabling all employees to achieve success (Schwartz & Sortheix, 2018). It means that people who conform are more likely to accept the idea of working together toward shared goals to mitigate harm to individual interests (Schwartz, 1992, 2012; Schwartz & Sortheix, 2018).

For Ağraş & Ateş (2015), benevolence value means caring for people people are close to. The conflict between benevolence values and achievement values can arise because of the dynamic nature of the value system (Schwartz, 2012). The consideration of individual welfare, including well-being prioritisation, can influence work progress and decision-making (Ağraş & Ateş, 2015; Schwartz, 2012). According to Ağraş and Ateş (2015), people show kindness by valuing loyalty, honesty, forgiveness, responsibility, affection, intimacy, and love. The notion of benevolence value is based on the innate tendency for social connection in living organisms (McClelland, 1987). These values

prioritise the promotion of group cohesion and effective communication. Also, people have a strong desire to ensure the happiness and success of those with whom they have a solid emotional connection. As a result, members of this group are more likely to act in ways that benefit others (Schwartz, 1992, 2012).

According to Schwartz (1994), benevolence is about looking out for the well-being of people they regularly interact with. McClelland (1987) affirms that people want to help others because they want to belong to a group. It means that people try to join different social groups (Mullins, 2005). Promoting authentic friendship, commitment, responsibility, and the search for meaning are part of being benevolent (Schwartz, 1992, 2012). This value thus relates to the commitment to doing righteous acts as an internalised driving system for making things happen (Schwartz, 1992, 2012; Schwartz & Sortheix, 2018). On the other hand, people who tend to be conformists tend to support the idea of working together to reach shared goals and avoid bad outcomes for their interests (Schwartz, 1992, 2012; Schwartz & Sortheix, 2018).

Thus, Ağraş and Ateş (2015) propose that the idea of benevolence value centres on individuals thinking about and worrying about the welfare of those with whom they have a strong bond. Because of the fluidity of the value system, there may be a tension between prioritising altruism and achieving success (Schwartz, 2012). Emphasizing one's happiness and well-being might slow productivity and decision-making (Ağraş & Ateş, 2015; Schwartz, 2012). The need to ensure the safety of one's loved ones is a likely driving force behind the development of altruistic principles (Ağraş & Ateş, 2015; Schwartz, 2012). According to Ağraş and Ateş (2015), people emphasize characteristics like loyalty, honesty, forgiveness, responsibility, affection, closeness, and love to be more charitable. These principles are primarily meant to foster cohesive group activities and to improve communication within those groups (Ağraş & Ateş, 2015). According to McClelland (1987), the concept of benevolence value stems from the natural inclination of living beings to interact socially, and these principles promote group cohesion and good communication. People have a strong desire to ensure the happiness and success of those with whom they have a solid emotional connection. Therefore, this type of group encourages the growth of selfless values (Schwartz, 1992, 2012).

Leaders who exhibit benevolent characteristics are crucial in promoting kindness within companies (Shaw *et al*., 2020). Benevolent leadership is defined by a leader's behaviour that reflects genuine concern for their subordinates' well-being, demonstrated through acts of kindness and the adoption of a long-term perspective in their interactions (Shaw *et al.*, 2020). A study by Alatf and Anjum (2018) investigated how benevolent leadership influences subordinate performance. Their findings showed a statistically significant and positive relationship between these two factors. According to Alatf and Anjum (2018), supporting and guiding subordinates can improve their performance and create a better work environment. Furthermore, the study's results highlighted a significant association between affective commitment and effective leadership. According to the findings from Alatf and Anjum's (2018) research, benevolent leadership was found to also positively influence emotional commitment, resulting in increased effort and improved work performance among employees.

Baig *et al*. (2021) investigated small and medium-sized firms in their separate study. Their study showed that benevolent leadership is linked to positive performance in both context and tasks. The findings of Ağraş and Ateş (2015) contradict these results. They found no relationship between task performance and benevolent leadership. This suggests that efforts to show kindness may not consistently lead to the most advantageous social interactions for the overall well-being of a group. Studying the results of multiple firms makes it challenging to predict how they will affect multinational enterprises in Mauritius.

2.10.5.2 The value of Universalism

According to Schwartz (2012), universalism entails recognising, valuing, embracing, and safeguarding the well-being of both individuals and the environment. Cullen *et al*. (2004) posit that the concept of universalism is associated with to fostering cohesiveness, nurturing egalitarian values, and promoting social justice. The inclination of individuals to form friendly associations with others, especially those with whom they regularly interact and share emotional connections, can be attributed to the principles of universalism and benevolence (Arieli & Tenne-Gazit, 2017; Le *et al*., 2021).

People who believe in universalism care about both humans and the environment (Gallego *et al*., 2020). To do this, they take measures to lessen the likelihood that natural disasters may deplete vital resources required for survival (Gallego *et al*., 2020; Schwartz, 2012). Kasof, Chen, Himsel and Greenberger (2007) found that universalists have higher levels of creative output. The universalist view promotes creativity and innovation, which can broaden one's imagination (Kasof *et al*., 2007). According to Purc and Laguna (2019), innovative companies are known for rewarding and praising their personnel. The notions of universalism and benevolence associated with social interactions were not shown to have a significant association with work performance (Sousa, Coelho & Guillamon-Saorin, 2012). Tep *et al*. (2021) investigated the relationship between universalist thinking and creative imagination but found no significant results. Ağraş and Ateş (2015) however found a statistically significant relatinship between universalism and employee task performance.

In their study, Stankevičiūtė and Wereda (2020) found a statistically significant positive relationship between the construct of universalism and the manifestation of organisational citizenship behaviour. Their study shows that embracing universalist values positively affects how people see corporate initiatives and the policies that aim to improve society's well-being and how much they support them (Schwartz, 2012). Schwartz (2012) emphasizes the vital significance of natural resources in supporting life. This is one of the main reasons people work hard to make the world more peaceful, with a strong focus on protecting the environment and creating peaceful relationships between people and the natural world (Arieli & Tenne-Gazit, 2017; Le *et al*., 2021).

Values of universalism and altruism affect people's propensity to develop social relationships, especially with those they see frequently and who play essential roles in their lives (Arieli & Tenne-Gazit, 2017; Le *et al*., 2021). According to Gallego *et al.* (2020), those who place a high value on universalism are very concerned with protecting the resources necessary for survival, including those of humans and other species of life. Mauritius prohibits committing acts of aggression against other sovereign states because of its location and the broad network of international trade accords to which it is a party (Dzinesa, 2023). The primary purpose of this research is to offer a novel and thorough examination of the connection between self-

transcendence and individual performance in Mauritian MNCs. In the above sections, the literature pertaining to the Schwartz value theory was reviewed and discussed. Given the scarcity of research relating Schwartz values with employee performance in the Mauritian context, this study seeks to discover any potential relationships. Following the above discussions, Hypothesis H_{1D} is being derived, that *there is a significant association between Self-Transcendence and Individual Performance*.

2.11 THE PRIMARY DETERMINANT OF INDIVIDUAL PERFORMANCE: WORK ATTITUDES

Judge and Kammeyer-Mueller (2012) found that an employee's mental and physical characteristics rarely directly impact their success in the workplace. Although most companies employ people for their talents, their actions and behaviours also significantly influence how long they stay with a company (Katsaros *et al*., 2014). Attitudes about work involve a person's overall assessment of job happiness and business loyalty (Katsaros *et al*., 2014; Fu & Deshpande, 2014; Pieters *et al*., 2019). It can be widely accepted that workers' attitudes reflect their happiness, level of job satisfaction, and loyalty to their organisation (Grant *et al*., 2007; Van de Voorde *et al*., 2012). According to Hulin (1991), there is much crossover between the two ideas, as seen by the similarities between meeting basic psychological needs and being committed to one's organisation. The fulfillment of basic psychological needs is centered on job positions within the context of organisational commitment, which encompasses the entire organisation. Attitudes towards work seem to be associated with individual performance (Miao *et al.*, 2020). Work attitudes can be categorised into three subcategories: locus of control, job satisfaction, and authority.

2.11.1 The Locus of Control

Rotter (1966) defines a person’s locus of control as the degree to which they feel they are the masters of their own fate. One’s sense of ownership over one’s own life and its outcomes is meant by ‘personal responsibility’ (Rotter, 1966). People who feel responsible for themselves are likely to take control of controllable situations (Anwar *et al*., 2020). As a result, people have more confidence in their abilities to carry out

tasks with proficiency. Workplace locus of control is, therefore, the belief that one can influence one's circumstances at work, and it is associated with a positive impact on employee well-being (Spector, Cooper, Sanchez, O'Driscoll & Sparks, 2002). An individual's locus of control is their sense of where their behavioural decisions come from and how much they can affect those decisions (Spector *et al*., 2002).

Rotter (1966) distinguished between an internal and an external locus of control. Rotter (1966) claims that those with an internal locus of control take responsibility for their actions and consequences, unlike those with an external locus of control who believe in fate or external forces. People with an internal locus of control view themselves as the ultimate decision-makers (Rotter, 1966). In addition, they are confident in their power to affect the world around them (Boone *et al*., 2005). Relatedly, Anwar *et al.* (2020) found that locus of control relates to performance. According to Boone *et al*. (2005), people with an external locus of control attribute the outcomes of their lives to forces outside of their control. It is clear from the data shown above that an employee's sense of power dynamics significantly affects their productivity at work.

According to the results, when workers have more freedom within their jobs, they can better grasp their key responsibilities, specific aims, and the organisation's overarching goals (Anwar *et al.*, 2020). Tistianingtyas and Parwoto (2021) studied how locus of control affects worker productivity using a CFA model in a new setting. They found evidence of a positive relationship between the two factors. The results show that an organisation may increase an employee's ability and confidence by providing the resources. Khushk (2019) also found a strong positive association between locus of control and performance in the service industry. According to the results, completing jobs quickly and effectively increases productivity (Khushk, 2019). To achieve these goals within a set time frame, organisations must use their resources effectively while maintaining quality and quantity (Khushk, 2019). Employees' impressions of the value they place on the work it has given them to do by their companies are at the heart of this finding. Companies should think of ways to get workers invested in their work and give them more control over their tasks if they want to see an impact on productivity on the job (Khushk, 2019).

2.11.2 Job Satisfaction

According to Locke (1976), job satisfaction is the positive emotion people have about their job. For Boles, Hamwi, Madupalli, Rutherford and Rutherford (2009), job satisfaction includes finding a job and work environment that employees enjoy and feel is beneficial. Work satisfaction, according to Herzberg (1966), is an employee's personal evaluation of their job, which includes positive and negative perceptions. Active 1: This means that employees can evaluate their job satisfaction by assessing the way the company treats them (Adams, 1965). The treatment can range from favorable to unfavorable (Adams, 1965).

According to Herzberg (1966), compensation and working conditions strongly affect job performance. Employees' morale gets enhanced when they receive fair treatment and recognition for their contributions (Adams, 1965). To achieve professional success and personal satisfaction, employees must have diverse knowledge, intellect, and skills (Armstrong, 2016; Armstrong & Taylor, 2014). Moreover, it appears essential that individuals have a comprehensive understanding of their assigned responsibilities and how they align with their own perceptions of their roles and expected tasks (Armstrong, 2016; Armstrong & Taylor, 2014). Also, differences in perspectives between employees and the organisation can diminish the effectiveness of employee efforts (Armstrong, 2016; Armstrong & Taylor, 2014).

Work attitudes are often used to assess employee well-being (Grant *et al.*, 2007; Ilies & Judge, 2003; Van de Voorde *et al.*, 2012). Miao *et al.* (2020) argue that implementing human resource systems, such as high-performance work systems (HPWS) can benefit employee well-being and performance. According to Wang, Cao, Xi and Chen (2021), a high-performance work system is a collection of strategic human resource management (HRM) initiatives to enhance company performance and profitability by decentralising decision-making processes inside firms. As a result, this positive effect contributes to forming more favourable attitudes. Conversely, the reverse relationship is also genuine, where positive attitudes can generate positive affect (Forgas, 2006; Weiss & Cropanzano, 1996). According to Miao *et al.* (2020), a significantly strong positive relationship was observed between high positive affect levels and robust psychological capital development.

Saeed (2016) found a significant correlation between contentment in one's employment and productivity. This suggests that a higher level of job satisfaction is linked to even greater professional success. Saeed (2016) further argues that improving workers' quality of life may be accomplished by offering them enough support and resources. Employees are more invested in the success of their company when they are happy with their work (Trivellas, Akrivouli, Tsifora & Tsoutsa, 2015). According to a study by Nurlitasari *et al*. (2022), transformational leadership is a tactic that helps people be more creative, make better decisions, and be more satisfied in their jobs. This leads to increased productivity and a greater likelihood of goal achievement for staff members (Nurlitasari *et al*., 2022). They also found that job satisfaction had a significant indirect influence on the connection between transformative leadership and performance on the job.

Research by Purwanto, Novitasari, and Asbari (2022) could not discover evidence supporting the link between job satisfaction and performance, even though the criteria as mentioned earlier may imply otherwise. Riyanto, Endri and Herlisha (2021) also discovered a lack of correlation between job satisfaction and performance. While studying Organisational citizenship behaviour (OCB), Tremblay and Simard (2018) found a positive relationship between OCB and job performance. Tremblay and Simard (2018) found that using job satisfaction as a mediator did not significantly alter the outcome. The researchers also found that job satisfaction did not moderate the relationship between OCB and performance on the job. It means that job satisfaction neither decreased nor increased the relationship between OCB and job performance.

Workplace innovation, defined as the collective development of new ideas, was shown to have no impact on professional success in the same study (Tremblay & Simard, 2018). Similar findings were seen in an Indonesian research that targeted IT companies (Tremblay & Simard, 2018). According to the results, there was no link between job satisfaction and productivity (Tremblay & Simard, 2018). These findings highlight the need to continually encourage worker desire to increase inventive capacities (Tremblay & Simard, 2018). Therefore, these negative connotations may stem from a lack of originality, proficiency, and interest. This study's findings differ from those published by Nurlitasari *et al*. (2022), suggesting a gap in the literature that may be attributable to

different approaches or experimental settings. The case of Mauritius has yet to reach a definitive conclusion. The results of this research should add new information to what is already known about how one's attitude at work affects their productivity.

2.11.3 Authority

Nielsen (2014) found that an efficient performance management system significantly influences organisational behaviour. Setting goals is crucial to performance management as it informs employees and managers about objectives and helps prioritise tasks (Nielsen, 2014). In Joyce's (1993) study, it was found that managers prioritise evaluating results over considering how laws and regulations impact a company's behaviour. Performance-based incentive plans are frequently utilised to accomplish these goals (Swiss, 2005). Performance management systems can influence performance outcomes regardless of monetary rewards (Kelman & Friedman, 2009). According to Locke and Latham (2006), setting goals can motivate, mainly when individuals widely accept these goals in an organisation. Continuous performance feedback can improve organisational learning by helping identify performance issues and develop solutions (Moynihan & Landuyt, 2009). This is achieved through the ongoing observation of individuals over time or by comparing them with different groups, thereby enabling the detection of any changes that may have happened (Moynihan & Landuyt, 2009).

According to Nielsen (2014), authority is related to performance management. Nielsen (2014) found considerable diversity in the design of performance management systems. Performance management includes setting goals, meeting targets, and managers evaluating using standards. Performance management can thus be further defined as management systems that include additional elements. According to Nielsen (2014), there are essential factors that lead to professional growth and recognition at work. These factors include chances to grow professionally, promotions and rewards based on performance, recognition of achievements, and matching skills and abilities.

The study conducted by Al-Jammal, Al-Khasawneh and Hamadat (2015) found a statistically significant moderate positive relationship between managerial delegation,

and employees' performance effectiveness. The authors have substantiated that the act of delegation engenders a sense of enhanced confidence between employees and managers. Additionally, it empowers individuals by enhancing their self-assurance in their capacity to deliver desired and necessary services that impact their own performance (Al-Jammal *et al*., 2015). The study discovered a statistically significant moderate association between the delegation of authority to employees and their job performance, indicating that granting workers greater autonomy positively influences their job effectiveness (Al-Jammal *et al*., 2015).

Managerial delegation means giving power to lower levels in an organisation to get the best results. (Zhang, Qian, Wang, Jin, Wang & Wang, 2017). The research conducted by Al-Jammal, Al-Khasawneh, and Hamadat (2015) concluded a relationship between the effectiveness of employees' performance and the act of management delegation. The belief among them is that delegating tasks to employees promotes a heightened sense of assurance and trust between supervisors and employees (Al-Jammal *et al*., 2015; Zhang *et al*., 2017). As a result, people become more confident in their skills when they have the resources to provide essential services (Al-Jammal *et al*., 2015). Al-Jammal *et al*. (2015) found that delegating authority to employees significantly improves job performance. This suggests that providing employees with increased autonomy benefits their efficacy in performing their duties. Al-Jammal *et al*. (2015) also found that those who provide essential services feel more confident in their abilities. This implies that delegating power to workers significantly enhances their job performance and giving employees more freedom makes them better at their jobs.

Al-Jammal *et al*. (2015) found that employees who were competent in handling diverse challenges showed a performance improvement. According to Al-Jammal *et al*. (2015), giving management authority to others can remove decision-making power from the top levels of an organisation. The study also found that providing managers more control improves employee performance. Al-Jammal *et al*. (2015) suggest involving employees in business operations and giving them more responsibilities can enhance their skills and protect the organisation from potential problems if top-level managers leave.

The preceding sections of this research have thoroughly examined and evaluated the present body of literature about work attitudes. Given the ongoing examination of the relationship between work attitudes and employees' performance, the current study aims to establish the validity of any prospective relationships. Based on the preceding discourse, Hypothesis H_{3A} was derived, that *there is a significant association between Work Attitudes and Individual Performance*. The literature that relates to the association between motivation and individual performance will now be reviewed.

2.12 THE PRIMARY DETERMINANT OF INDIVIDUAL PERFORMANCE: MOTIVATION

Armstrong and Taylor (2014) define motivation as a mental state that pushes individuals to take action to achieve their goals. According to Judge and Ilies (2002), motivation could drive individuals' active pursuit of organisational goals. Locke and Latham (2004) suggest that motivation combines internal and external factors that inspire workers to reach their goals. For motivation to manifest, individuals must believe that their exertions will effectively contribute to achieving their goals and result in significant advantages that align with their objectives, requirements, and expectations (Armstrong & Taylor, 2014).

Personal goals, the process by which individuals select their goals, and the techniques taken by others to affect their behaviour are all included under the umbrella term ‘motivation’ (Armstrong & Taylor, 2014; Reizer *et al*., 2019; Weiss & Cropanzano, 1996). A combination of internal and external factors affects the achievement of favourable performance outcomes, leading organisations to adopt specific strategies (Armstrong & Taylor, 2014). Therefore, there is a link between personality traits and motivation, particularly when people have access to the tools they need to succeed (Gerhart, 2017; Herzberg, 2003). According to Armstrong & Taylor (2014), job pay and advancement opportunities are external factors that motivate people (Armstrong & Taylor, 2014; Herzberg, 2003).

Consequently, employment provides various incentives, including job security, stability, increased responsibilities, and the potential for acquiring new skills. This

section centers on three factors that pertain to motivation, specifically remuneration, career development, and security, and their respective impact on individual performance (Armstrong & Taylor, 2014; Reizer *et al*., 2019; Weiss & Cropanzano, 1996).

2.12.1 Remuneration

During a performance review, an individual's performance, whether in the current or past, is appraised by pre-established performance standards (Dessler, 2020). Managers evaluate their employees to decide on promotions, compensation, performance improvement, and career development (Dessler, 2020). Performance evaluation depends on utilising supervisory ratings as a prevalent approach (Armstrong & Taylor, 2014; Dessler, 2020). According to Armstrong and Taylor (2014), organisations utilise various techniques to enhance employee well-being and motivation, and remuneration is one frequently cited incentive concerning performance. Armstrong and Taylor (2014) assert that many people believe that monetary compensation is a highly efficient technique because of its alignment with the prevailing desires of most employees.

According to Herzberg (2003), including recognition and rewards for meaningful work is a crucial factor in the workplace that significantly affect job satisfaction, ultimately affecting job performance. Pay for performance (PFP) is a pay method that employs monetary rewards (such as raises or bonuses) to incentivise workers to do a better job (Gerhart, 2017). The extant literature supports the favourable effects of pay-for-performance (PFP) (Gerhart, 2017; Gerhart & Fang, 2014). However, studies have suggested that there may be unexpected consequences (Deci, Koestner & Ryan, 1999; Frey & Osterloh, 2012). The implementation of pay-for-performance (PFP) schemes could potentially result in employee unhappiness and dissatisfaction (Bamberger & Belogolovsky, 2017; John, Loewenstein & Rick, 2014). Furthermore, Eisenberger and Cameron (1996) claim that performance-based financial incentive systems can potentially reduce motivation in some circumstances. He, Li, Feng, Zhang, and Sturman (2021) found that performance-based pay (PFP) can positively impact performance, particularly concerning performance measures incentivised by a PFP initiative.

Companies offer employees money, incentives, and bonuses as compensation (Dessler, 2020). The study conducted by Ekhsan *et al*. (2019) provided evidence supporting the notion that pay has a substantial beneficial effect on productivity. According to Yamoah's (2013) research, compensation and productivity have a positive relationship, which is consistent with this result. According to Ekhsan *et al*. (2019), pay also has a crucial role in both attracting and retaining highly skilled individuals. Consequently, adequate remuneration has a significant role in fostering job satisfaction, enabling employees to concentrate on their duties (Rahman *et al*., 2019), which, in turn, has an impact on performance results (Eisenberger & Cameron, 1996; Ilies & Judge, 2003; John *et al*., 2014; Rahman *et al*., 2019). Ekhsan *et al*. (2019) suggest that workers who are well paid are better able to concentrate on their duties without worrying about money. 2019). A study by Rahman *et al*. (2019) found that decreasing financial incentives, mainly in the form of compensation, is related to less employee satisfaction. According to Rahman *et al*. (2019), there is a negative relationship between compensation and satisfaction, showing that when pays decrease, contentment also decreases. Furthermore, He *et al*. (2021) unveiled a positive relationship between pay-for-performance (PFP) and performance subjectivity. Performance subjectivity is how much employee evaluations rely on personal opinions (Gerhart, Rynes & Fulmer, 2009).

2.12.2 Career Development

A career refers to the collective employment experiences an individual has gained throughout their professional trajectory (Dessler, 2020). According to Dessler (2020), career management involves strategically planning and implementing measures to guide an employee's professional development. Meanwhile, career development is a process that aims to help individuals improve their skills and personal attributes in order to maximise their professional potential within and outside of their organisation (Dessler, 2020). Career development encompasses various experiences and events that contribute to an individual's professional advancement, achievement, and satisfaction (Armstrong & Taylor, 2014; Ilies & Judge, 2003). Engaging in career planning is crucial for achieving these objectives. Career planning involves considering an individual's aptitudes, inclinations, expertise, proficiencies and motivations (Armstrong

& Taylor, 2014; Purcell, Kinnie, Hutchinson, Rayton & Swart, 2003). This process enables employees to learn about different career options, set career-oriented goals, and develop strategies to attain them (Armstrong & Taylor, 2014; Purcell *et al*., 2003). Furthermore, providing employees with various options and opportunities for career growth aligns with the organisation's objectives, as it improves employee retention and motivation (Purcell *et al*., 2003). According to Dessler (2020), recognising promising career opportunities within a company can enhance an individual's job performance. Moreover, investing resources in employee development confers a competitive edge upon the organisation (Nadarajah, Kadiresan, Kumar, Kamil & Yusoff, 2012). Continuing education programmes also improve employees' skills, increasing their adaptability and productivity (Nadarajah *et al*., 2012). Furthermore, aligning career development with organisational objectives and facilitating it through career planning enhances employee satisfaction, retention, and organisational success (Armstrong & Taylor, 2014).

Job crafting involves a proactive approach to enhancing one's profession by actively modifying tasks and interpersonal dynamics with colleagues (Tims, Twemlow & Fong, 2022; Zhang, Wang, Qian & Parker, 2021). Moreover, Salisu, Hashim, Mashi, and Aliyu (2020) emphasize the importance of employees having a culture of personal and professional development, where they believe that their fundamental attributes can be enhanced through their own efforts. This mindset is crucial for mitigating the negative impact on career progression resulting from resource losses (Salisu *et al*., 2020). Therefore, job crafting provides employees with the perception that their commitment and diligent efforts can contribute to the development of their core competencies, ultimately enhancing their professional growth (Liu, Wan & Fan, 2021; Salisu *et al*., 2020; Tims *et al*., 2022). According to Liu *et al*. (2021), the increased flexibility of businesses also enables employees to improve their efficiency and adaptability.

Mengesha and Zewude (2021) found a positive relationship between career development and job satisfaction, corroborating earlier research by Armstrong (2016) and Armstrong and Taylor (2014), who identified job satisfaction as a predictor of employee performance. These findings suggest that individuals from diverse cultural backgrounds may have varying attitudes toward their employment. Silaban, Handaru, and Saptono (2021) also found a statistically significant positive correlation between

career advancement and employee productivity in a separate study. Salisu *et al*. (2020) emphasized that employees tend to perform more effectively when they know about career advancements. Employees with well-defined career progression plans aligned with their job responsibilities are more likely to enhance their overall performance (Nadarajah *et al*. (2012). These results are consistent with the findings of Luh and Sagung (2020), which indicate a significant and positive connection between career development and employee performance. These collective findings underscore the substantial importance of career development in enabling individuals to enhance their professional skills and abilities. It is worth noting that the improvement in employee performance is contingent upon their ability to experience sufficient growth (Dessler, 2020; Purcell *et al*., 2003).

2.12.3 Job Security

Job security refers to the level of assurance that employees have regarding the stability and continuity of their employment despite the economic conditions prevailing in the country (Lucky, Minai & Rahman, 2013). In their study, Valackiene, Meidute-Kavaliauskiene and Činčikaitė (2021) emphasised that organisations should effectively implement protocols for employees to perform their job duties proficiently. To achieve this, they must prioritise the creation of both personal and job security for their employees. Also, people's involvement is essential for a company's efficiency, as their perception of workplace safety affects how much they can get done (Valackiene *et al*., 2021). Dessler (2020) suggests that human resource professionals may misunderstand the importance of employment security, autonomy, and flexibility compared to employee rewards and incentives. Alase and Akinbo (2021) found that work security has emerged as a significant non-monetary motivation, surpassing other elements such as training and development, career advancement prospects, and public recognition of accomplishments. Employment security is therefore crucial, as it has been found to show a significant relationship ranging from moderate to vigorous with job performance (Valackiene *et al*., 2021). Alase and Akinbo (2021) posit that job security is perceived as a non-monetary and non-economic incentive that signifies the recognition of employees. Giving job security to employees shows that they are valued in the organisation (Alase & Akinbo, 2021). Using this incentive seeks to boost the

motivation of individuals, thus leading to heightened production levels (Alase & Akinbo, 2021). According to Armstrong and Taylor (2014), motivation can enhance an individual's morale, increasing productivity. Newman, Cooper, Holland, Miao and Teicher (2019) define job security as the state of being free from the anxiety and uncertainty associated with the possibility of losing employment.

The concept of employment security is centered around the idea that an employee should have a sense of assurance or certainty regarding the long-term continuity of their current job based on their preferences (Newman *et al*., 2019). The organisation is committed to keeping employees for a reasonable time and not unfairly terminating them (Eichhorst & Marx, 2021; Lucky *et al*., 2013). Abolade's study (2018) found a significant and adverse impact of job insecurity on performance, showing that an increase in job insecurity is associated with decreased employee performance. Job insecurity is also closely linked to a pervasive apprehension regarding the enduring viability of one's employment (Sverke, Hellgren & Näswall, 2002). These results align with the findings of Cheng and Chan (2008), who also found a moderate negative association. Similarly, Van Vuuren, de Jong, and Smulders' study (2020) revealed comparable results.

The results show that employers have a level of dependence employees on their employers (Armstrong & Taylor, 2014). In a different context, Van Vuuren *et al*. (2020) found that employees' job performance can decrease when they feel insecure in their jobs. In contrast, Rahman *et al*. (2019) found a significant positive relationship between job security and job performance, suggesting that job security is a motivating factor that impacts individuals' job performance. According to Rahman *et al.* (2019), long-term stable employment leads to positive employee attitudes and better organisational relationships. Rahman *et al.* (2019) also discovered a negative relationship between job security and job satisfaction, implying that reducing job security can negatively affect employee performance. Consistent with these findings, Lucky *et al*. (2014) established a significant positive relationship between job security and performance. These studies show that job security has a significant impact on how well an organisation performs (Adebayo & Lucky, 2012; Lucky *et al*., 2013), which is essential for attracting, recruiting, and keeping skilled individuals who contribute to an institution's success (Lucky *et al*., 2013). These findings contradict the results of Iji, Angioha and Okpa

(2019), who found no significant relationship between job security and performance. This lack of relationship was attributed to the downsizing of the banking sector after a financial crisis and the global economic recession (Iji *et al*., 2019).

The preceding sections of this study have entailed a comprehensive investigation and evaluation of the extant literature about motivation. Considering the extensive body of literature investigating the relationship between motivation and employee performance, the primary objective of this study is to ascertain and establish any prospective links that may arise from this relationship. Following the above discussions, Hypothesis H_{3B} is being derived, that *there is a significant association between Motivation and Individual Performance*. The literature that relates to the association between work environment and individual performance will now be reviewed.

2.13 THE PRIMARY DETERMINANT OF INDIVIDUAL PERFORMANCE: THE WORK ENVIRONMENT

The work environment significantly impacts individuals' performance and job execution (Torrington *et al.*, 2020). Hence, it is imperative to establish favourable circumstances that promote employee motivation, resulting in optimal employee performance (Dessler, 2020; Parashakti *et al.*, 2020; Hanheide *et al.*, 2021). Parashakti *et al.* (2020) emphasise the importance of providing employees with the tools and resources to improve their performance. Additionally, they focus on the importance of interpersonal and intergroup interaction in creating an effective work environment. Parashakti *et al.* (2020) found that maintaining positive relationships with managers increases employees' likelihood of performing optimally. Positive interpersonal relationships among employees can motivate them (Yee & Braver, 2018; Szostek, 2019). Also, relationships with managers, forming a part of the work environment, significantly influence employee job performance (Feldman & O'Neill, 2014; Hanheide *et al.*, 2021; Parashakti *et al.*, 2020). According to Tran *et al*. (2018), there are beneficial outcomes associated with strong interpersonal connections in the workplace. These advantages include a greater level of dedication to one's job, a reduced incidence of reported work-related stress, and an enhanced perception of one's influence on the social dynamics within the organisation (Tran *et al*., 2018). This study examines the

work environment by categorising it into three sub-factors: interpersonal relationships, justice, and support from the manager/supervisor.

2.13.1 Interpersonal Relationships

Interpersonal relationships are essential for supporting different aspects of human existence (Mainela, 2007), and companies need to facilitate regular interactions, sharing knowledge, and fostering interpersonal connections (Jehn, Jonsen & Rispens, 2014). Gabarro (1990) argues that having both task-related and interpersonal interactions can lead to the successful completion of tasks. These interactions involve sharing work-related resources like skills, knowledge, and friendship (LePine *et al*., 2012). Work relationships are therefore centered on the organisation's tasks and how they affect employees (Jehn *et al*., 2014). Furthermore, practical interpersonal skills in the workplace can foster productive outcomes through collaboration, assistance, and camaraderie (Jehn *et al*., 2014). Lodisso (2019) found a significant positive relationship between the intensity of emotions and the formation of strong bonds among individuals in the workplace. Interpersonal interactions play an essential role in the workplace, emphasising the significance of building trust, creating positive emotions, developing sentiments, and fostering favourable perceptions among colleagues (Lodisso, 2019; Szostek, 2019). Effective fulfilment of professional duties requires active comprehension between supervisors and subordinates (Lodisso, 2019; Szostek, 2019). In addition, Lodisso (2019) explains that this circumstance fosters teamwork and enhances the bonds between employees while they perform their usual responsibilities, ultimately yielding positive outcomes for the entire organisation. Fostering positive relationships among supervisors and subordinates may thus significantly impact job performance (Szostek, 2019). In their study, Gaur and Ebrahimi (2013) explore various positive relationships between managers and their subordinates. They ultimately discovered that several positive interactions can occur in the workplace, such as effectively resolving work-related issues, involving subordinates in the decision-making process, and keeping the leader's availability high. Tran *et al.* (2018) suggested that developing positive interpersonal relationships among employees can lead to a workplace setting characterised by a significant reduction in stress levels. Additionally, Gaur and Ebrahimi (2013) argue that promoting better mutual understanding among

employees can result in a reduction in the occurrence of future conflicts. Employees with positive relationships tend to be more satisfied with their jobs and are more likely to stay with the company for a longer period, strengthening their loyalty and commitment to the organisation (Gaur & Ebrahimi, 2013). According to Szostek (2019), these relationships can act as a driving force that motivates individuals to surpass their typical performance levels, ultimately leading to the production of work that is of a higher quality.

Lodisso (2019) found a significant negative relationship between the importance of interactions between workers and managers and job satisfaction. According to Kamdar and Van Dynes (2007), engagement levels of managers and employees are the deciding factor in how work performance and interpersonal interactions relate, regardless of whether it is individual or group level. It means that the quality of interaction between managers and employees can vary depending on their degree of familiarity, which can range from unfavourable to favourable (Kangas, 2021). This connection could harm the organisation's success by affecting work performance (Lodisso, 2019). According to Cropanzano, Dasborough and Weiss (2017), poor attitudes and negative behaviour between managers and employees can lead to actions such as abusive behaviour, disrespect, and rudeness. Therefore, how an activity between supervisors and subordinates turns out depends on its initial conditions, which can initiate either a positive or negative interaction cycle (Cropanzano *et al*., 2017).

Kamdar and Van Dyne (2007) posit that the ability to cultivate harmonious relationships among managers, employees, and co-workers, attentiveness, and resilience are qualities that can impact the interpersonal dynamics in organisations. According to Kangas (2021), when a manager and an employee have negative interactions, it can create rifts. These rifts can cause subordinates to doubt their relationship with the manager and willingness to engage in future interactions. A positive interpersonal relationship can thus lead to increased job performance, while a negative relationship can have an adverse effect on job performance (Kangas, 2021). According to Kamdar and Van Dyne (2007), managers who can establish positive relationships with their employees can promote accountability and camaraderie, ultimately leading to improved job performance. The lack of effective communication,

insufficient support arrangements, and inadequate interpersonal relationships all seem to negatively impact performance outcomes (Kamdar & Van Dyne, 2007).

In a different context, Szostek (2019) found that absenteeism and the quality of interpersonal interactions have a moderate positive relationship. A healthy interaction promotes a comfortable environment for employees (Gaur & Ebrahimi, 2013; Grant *et al.*, 2007; Van de Voorde *et al.*, 2012). Opposing this measure may lead individuals to experience dissatisfaction, discouraging them from attending their workplace (Gaur & Ebrahimi, 2013; Grant *et al.*, 2007; Ilies & Judge, 2003; Van de Voorde *et al.*, 2012). Szostek (2019) found that the quality of connections outside of work has a substantial negative correlation with behaviour at work. This implies that employee performance is negatively affected by a poor relationship between them. Positive interpersonal relationships among employees are associated with enhanced individual performance (Szostek, 2019). Büyükbaş and Harmancı (2020) found a significant positive relationship between team-member interaction, task performance, and contextual performance. The research findings demonstrate a range of connections between interpersonal relationships and performance, varying from negative to positive and moderate to significant. Interactions among colleagues and rapport between supervisors and subordinates are therefore important for relationships.

2.13.2 Justice in the Workplace

According to the literature (Colquitt & Rodell, 2015; Colquitt, Long, Rodell & Halvorsen-Ganepola, 2015; Halvorsen-Ganepola, 2015; Muir, Sherf & Liu, 2022), organisational justice is a fundamental aspect of organisational functioning. Organisational justice pertains to the perception of fairness in how organisations treat their employees (Colquitt & Rodell, 2015; Colquitt *et al*., 2015). Therefore, companies must prioritise fairness and morality when dealing with their employees (Bobocel, 2020). According to Suifan, Sweis, Alsayyed, Kilani and Juaid (2021) a positive relationship exists between justice and employee performance. In contrast, Colquitt *et al*. (2015a, 2015b) found a negative connection between justice and distress. According to Muir *et al.* (2022), employees assess managers' commitment to justice principles in the workplace. Therefore, to determine their level of commitment to justice and

fairness, companies must thoroughly examine their adherence to principles and the motivations that underlie their actions (Kassahun, 2005; Muir *et al*., 2022; Pieters, 2018). According to Pieters (2018), promoting fairness in the workplace enhances employee performance and increases employee satisfaction.

In their recent study, Stankevičiūtė and Savanevičienė (2021) found a significant and strong relationship between defining personal goals as part of performance reviews and establishing a workplace culture that values equity and impartiality. In addition to this, the research indicated a direct relationship between organisational justice and employee engagement, and this engagement is a strong predictor of productivity in the workplace. According to Stankevičiūtė and Savanevičienė (2021), feedback is also a crucial element in performance evaluation and management, and they found a substantial and positive correlation between organisational fairness and feedback. It means that when individuals receive constructive criticism, their ability to learn and adapt is significantly increased (Stankevičiūtė & Savanevičienė, 2021). According to Xanthopoulou, Bakker, Demerouti and Schaufeli's (2009) research, feedback has increased employees' levels of initiative, enthusiasm in their work, and dedication to the company.

However, the findings did not align with an aspect of organisational justice known as interactional justice. Colquitt, Scott, Rodell, Long, Zapata, Conlon and Wesson (2013) define interactional justice as workers' fair and respectful treatment during the decision-making process. According to Colquitt *et al.* (2013), managers who justify their decisions tend to make employees feel more valued and respected. Despite researching the topic, Zeb, Ur Rehman, Arsalan, and Usman Khan (2021) did not find any statistically significant evidence of a connection between interactional fairness and productivity in the workplace. Due to this disparity, a research gap is possible that requires further examination. The results that stem from this phenomenon have the potential to be different, contingent on the specific setting. Additionally, this research can add significant value to the current academic literature due to the scarcity of studies on the work environment within MNCs operating in Mauritius. The primary objective of this study is to improve our comprehension of this particular setting by gathering the existing body of information on the topic and addressing the knowledge gap.

2.13.3 Support from Manager/Supervisor

While the field of work performance has made significant theoretical advancements (Campbell & Wiernik, 2015), more scientific efforts targeted at giving a complete definition of job performance are still required. Furthermore, according to Carpini, Parker and Griffin (2017), more research needs to clarify how specific actions produce value for organisations. The production or creation of value occurs when effort and materials are transformed into something useful for other people (Carpini *et al*., 2017). Research by Grant (2008) and López-Cabarcos *et al.* (2022) shows that workers' views and comprehension of their jobs have a significant impact on their output. Research conducted by Grant (2008) and López-Cabarcos *et al.* (2022) has demonstrated that how employees perceive and comprehend their work substantially impacts their performance. According to Randall, Cropanzano, Bormann and Birjulin (1999), managers may improve productivity by putting workers' happiness first and encouraging them to work together. In this manner, support from the manager seems to be connected with employee performance (Brunetto, Teo, Shacklock & Farr-Wharton, 2012). According to Bunetto *et al*. (2012), low levels of work satisfaction have been linked to a lack of supervisor support and scarce resources. The responses suggest that employees may experience job dissatisfaction and unreasonable performance expectations when their supervisors, managers, or the organisation fails to provide adequate resources and support while holding them to unattainable work standards (Pieters, 2018). According to Berry (2009), the output of managers thus plays a vital role in determining the success of an organisation.

López-Cabarcos *et al*. (2022) have demonstrated that the dynamics between coworkers are a significant factor that influences both morale and productivity in the workplace. In their research, Al-Hinari, Bani-Melhem and Quratulain (2020) suggest that subordinates are more prone to achieving better performance levels if they perceive their supervisors to be of help, and López-Cabarcos *et al.* (2020) support this notion. According to the social exchange theory (Blau, 1964), when subordinates feel that their managers are helping them, they tend to have better results (Al-Hawari, Bani-Melhem, and Quratulain, 2020; López-Cabarcos *et al*., 2022). Similarly, when colleagues assist one another, they understand that their counterparts would reciprocate the support (Al-Hawari *et al*., 2020; López-Cabarcos *et al*., 2022). Thus, a clear and direct relationship

between supervisor support and work performance is established (Tremblay & Simard, 2018).

The actions of managers thus have a significant effect on the productivity of their subordinates (De Carlo, Dal Corso, Carluccio, Colledani & Falco, 2020; Shin & Hur, 2020). De Carlo *et al*. (2020) state that a positive supervisor's behaviour significantly relates to employee performance. Therefore, by prioritising employee well-being and pleasure, organisations can witness positive outcomes such as reduced burnout and stress levels and increased overall productivity (De Carlo *et al*., 2020). The attitude exhibited by a manager can serve as an indicator of the level of support they will provide to their staff (De Carlo *et al*., 2020). In a different context, Tremblay and Simard (2018) found a highly positive relationship between supervisor assistance and performance. Tremblay and Simard's (2018) research also indicates that workers who establish positive relationships with their superiors tend to be more productive and demonstrate organisational citizenship behaviours. It indicates that organisational citizenship behaviour (OCB) can incentivise individual performance (Ağraş & Ateş, 2015; Tremblay & Simard, 2018).

López-Cabarcos *et al*. (2022) and Tremblay and Simard (2018) demonstrate that the concept of transformational leadership can be viewed as a reflection of the level of support provided by supervisors, which in turn has a significant impact on the effectiveness of their followers. López-Cabarcos *et al.* (2022) suggest that transformational leaders can inspire and motivate their followers by providing them with a clear understanding of how their work contributes to the overarching mission and vision of the organisation. It means that managers inspire trust and help employees succeed by providing them with the tools they need to do their jobs well (López-Cabarcos *et al.*, 2022).

A comprehensive examination of the existing body of literature pertaining to the work environment was conducted. In light of the extensive body of research examining the relationship between the work environment and employee performance, the primary objective of this study is to explore potential associations between these two variables. Following the above discussions, Hypothesis H_{3C} is being derived, that *there is a*

significant association between Work Environment and Individual Performance. The literature that relates to demographics is presented below.

2.14 THE MODERATING ROLES OF DEMOGRAPHIC FACTORS

Individuals should focus on the characteristics that can evoke feelings of frustration or pleasure in their daily lives (Schwartz & Bardi, 1997). Individuals experience various life characteristics, such as age, education, gender, and other relevant attributes, which have a significant impact on their experiences and decision-making (Melović *et al*., 2022; Rebellow & Suri, 2019; Tyler, 2020). These factors depend on individual life circumstances and personal priorities (Schwartz, 2006). The literature was reviewed to examine the relationship between individual values and individual performance, as well as the primary determinants of individual performance. The hypotheses were subsequently formulated. To better understand the relationships being studied, it became clear that demographic factors had a significant impact, providing opportunities for further exploration. In light of this objective, the hypotheses pertaining to the moderation effects were formulated to examine the impact of demographic factors on the association between individual values and individual performance, as well as the connection between the primary determinants of individual performance and individual performance, as follows:

Hypothesis H_5: Demographics significantly moderate the relationship between Individual Values and Individual Performance.

Hypothesis H_6: Demographics significantly moderate the relationship between the Primary Determinants of Individual Performance and Individual Performance.

2.14.1 The influence of Age

According to Schwartz (2012), age is a factor closely linked to the various stages of human life, and as individuals progress through these stages, their priorities tend to

shift. Inglehart (1997) has put forward the idea that there exists a difference in priorities between younger and older individuals, as the former prioritise worldly pleasures while the latter prioritise their own needs and well-being. According to Cooper and Gosnell (2015), older individuals tend to prioritise stability, security, and success. One effective way for individuals to achieve a sense of purpose in their lives is by proactively planning and seeking employment opportunities that align with their personal values (Cooper & Gosnell, 2015). Cooper and Gosnell (2015) further argue that, when considering this context, it is essential to consider several significant factors such as job satisfaction, stability, overall performance, self-esteem, and intellectual development. According to Schwartz (2006), individuals modify their priorities as they age. Over time, their focus tends to shift from seeking excitement and stimulation to prioritising values such as universalism and security. Individuals may demonstrate this by actively pursuing meaningful employment or engaging in activities addressing societal needs (Schwartz, 2006). As people gain more life experiences and begin to prioritise family and overall life satisfaction, the significance of hedonism tends to diminish. Schwartz (2006) identifies a value divergence between young adults and younger individuals. According to Schwartz (2006), young adults prioritise stability, conformity, and tradition, whereas younger individuals show a greater inclination towards self-direction, hedonism, and stimulation.

According to the research conducted by Ishola, Adeleye and Adele-Tanimola (2018), individuals can enhance their performance and well-being by setting goals and objectives. This can lead to personal growth and advancement in various aspects of life. They also found that experienced individuals adapt effectively to environmental changes (Ishola *et al.*, 2018). Furthermore, individuals often exhibit proactive behaviour by investing extra effort in pursuing goals that align with their personal passions and interests (Beier & Ackerman, 2001; Carstensen, Issacowitz & Charles, 1999; Ishola *et al.*, 2018). Ng and Feldman (2008) found that age had limited impact on performance but did not find any significant relationships between age and citizenship behaviour or counterproductive performance. On the other hand, Ghalandari (2012) found that age had a significant moderating effect on performance expectations and behavioural intentions. Based on the discussion, the following assumptions were developed:

Hypothesis H_{5A}: Age significantly moderates the relationship between Individual Values and Individual Performance

Hypothesis H_{6A}: Age significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

2.14.2 The influence of Gender

Cuddy, Wolf, Glick, Crotty, Chong and Norton (2015) argue that gender roles have traditionally been characterised by stereotypes, associating men with independence, self-reliance, and goal orientation, while women are often linked to social inclinations and teamwork. It is crucial to acknowledge that these stereotypes are societal in nature and do not accurately reflect the wide range of traits and preferences found among individuals (Cuddy *et al.*, 2015; Hanek & Garcia, 2022; Heilman, 2012; Ryan, 2023). According to Gilligan (1982), historical gender norms have encouraged women to prioritise traits such as emotion, attachment, and responsibility, while men have been encouraged to emphasise privilege, ability, and equal opportunity. However, these observations are historical in nature and may not apply to every individual (Hanek & Garcia, 2022; Heilman, 2012; Ryan, 2023). Although this observation should not be universally applied, as it is a broad generalisation, it is also present in cultures with power imbalances (Gouveia & Ros, 2000; Hofstede, 2001). In societies characterised by a range of individualism-collectivism, individuals may prefer to prioritise interpersonal relationships or personal autonomy (Gouveia & Ros, 2000; Hofstede, 2001). Schwartz (2012) posits that there is a prevailing belief that men tend to prioritise task-oriented behaviours, while women tend to prioritise people-oriented behaviours. According to Schwartz (2012), men tend to prioritise values such as power, achievement, self-direction, and hedonism, while women tend to prioritise values such as conformity, universalism, benevolence, and security. However, these broad generalisations do not consider diverse individual preferences and behaviours (Hanek & Garcia, 2022; Heilman, 2012; Ryan, 2023).

Medina-Garrido, Biedma-Ferrer, and Ramos-Rodríguez (2021) found that gender can moderate the relationship between work-family policies and job performance. In

professional settings, work-family policies encompass a range of amenities and situational guidelines that recognise employees' commitments to their familial responsibilities and overall welfare. Trayambak, Kumar and Jha (2017) examined the impact of gender on job satisfaction and individual performance. Their findings revealed that job satisfaction can be used as a predictive indicator. The role of gender in these contexts is multifaceted and influenced by multiple factors beyond gender itself. It is crucial to critically assess the validity of generalisations regarding the lack of clear distinctions between males and females in Mauritius. The following hypotheses were developed to investigate the potential influence of gender on multinational corporations (MNCs) in Mauritius, considering the diversity of individual experiences and preferences. Given the absence of discernible distinctions between males and females in Mauritius, it becomes imperative to ascertain the veracity of this assertion. The subsequent hypotheses were formulated in order to examine potential gender moderation in multinational corporations (MNCs) in Mauritius.

Hypothesis H_{5B}: Gender significantly moderates the relationship between Individual Values and Individual Performance.

Hypothesis H_{6B}: Gender significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

2.14.3 The influence of Educational Level

The value of accomplishment is often associated with education because it equips individuals with the skills to overcome obstacles (Steel & König, 2006). Additionally, education promotes a proactive approach to problem-solving (Schwartz, 1992; Schwartz, 2006; McClelland, 1987). Existing literature indicates a positive relationship between education and self-direction and stimulation (Schwartz, 2006, 2012), suggesting that education encourages individuals to actively seek opportunities for personal growth and development (Parker & Jackson, 1997).

Education also plays a crucial role in fostering cultural adaptation, innovation, and personal achievement by increasing individuals' awareness of their environment

(Schwartz, 2006, 2012). Values significantly impact individuals and can lead to conflicts between authority and universalism, as well as between tradition and hedonism (Schwartz, 2012). Individuals evaluate the relative importance of their desires by considering their personal circumstances and environmental factors. Personal circumstances and environmental factors influence this prioritisation, which becomes evident in decisions such as choosing between materialistic pursuits and pursuing security. The study of demographics holds particular importance in culture, as it influences an individual's inclination to embrace or resist societal changes based on environmental factors. Schwartz (2006, 2012) suggests that individuals select various goals, including job satisfaction, job security, career advancement, physical well-being, leadership, and accomplishment, based on their personal values and the context in which they find themselves.

The acquisition of knowledge and skills through education is widely recognised as a valuable resource that benefits both individuals and communities (Akinwunmi & Adeyanju, 2011; Zeer, Tretyakova, Kurochina, Bukovei & Beresneva, 2019). Education is an effective tool for fostering economic and societal advancement while providing individuals with a solid foundation to develop their skill sets (Ishola *et al*., 2018). The educational level serves as a dynamic measure reflecting a nation's calibre and quantity of human resources. This factor shapes a country's social, economic, and political progress and significantly impacts its overall economy (Ishola *et al*., 2018). Educational attainment refers to the academic qualifications or levels of achievement an individual has acquired. According to Ishola *et al*. (2018), a significant, moderate to strong, positive relationship exists between employees' educational qualifications and their job performance. Specifically, employees with college-level qualifications, diplomas, and degrees demonstrated superior performance in their respective roles. In contrast, individuals with a high school diploma exhibited comparatively lower performance levels (Ishola *et al*., 2018).

Furthermore, acquiring knowledge and skills significantly influences job performance (He, 2015). Professional skills are a critical component derived from previous experiences and acquired knowledge (He, 2015). Substantial work experience is often a prerequisite for most occupations, as it enhances decision-making abilities and improves job performance (He, 2015). In a separate investigation, Trivellas, Kakkos, Blanas and Santouridis (2015) discovered a strong positive relationship between job

performance and employees' possession of the necessary skills and training to effectively handle various tasks such as paperwork, repetitive responsibilities, conflicts arising from role expectations, role ambiguity, and feelings of being overwhelmed. On the basis of the above, the following hypotheses were devised:

Hypothesis H_{5C}: Educational Level significantly moderates the relationship between Individual Values and Individual Performance.

Hypothesis H_{6C}: Educational Level significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

It is generally agreed that values are crucial to studying human motivation (Varnum & Grossmann, 2017). An individual's values are the most important to them and motivate their behaviour (Appel-Meulenbroek & Danivska, 2021; Arieli *et al*., 2020). Values are important because they give people something to live for (Ağraş & Ateş, 2015) and cause them to view the world differently (Schwartz *et al*., 2007). Because of this, values have been the subject of substantial research in many disciplines, including psychology, sociology, and philosophy (Hulin, 1991; Schwartz, 1992, 1999, 2012). It is well-established that some people are highly motivated to achieve social structure, equality, and benevolence (Schwartz, 1992, 2012) because they place a high value on these concepts. Their tendency to prioritise these values is an essential facet of their personality (Arieli *et al*., 2020; Sagiv & Schwartz, 2007; Tuukkanen *et al*., 2022; Weber, Unterrainer & Höge, 2019; Tran, 2021), and it will likely affect their actions and choices. Such people are motivated by a deep-seated desire to promote fairness, equality, and collaboration in society (Akpa *et al*., 2021; Appel-Meulenbroek & Danivska, 2021; Schein, 1997; Chang *et al*., 2021) and are often willing to make personal sacrifices to attain these aims. Cognitive, emotional, and behavioural elements (Schwartz, 1992, 2006) and social, cultural, and environmental influences (Byrne e*t al*., 2022; Olanrewaju *et al*., 2019) all play a role in pursuing these ideals. However, the influence of these beliefs on people's actions and outlooks is immeasurable, and their repercussions on society are far-reaching.

2.15 INTENTION-TO-QUIT (ITQ)

A person's tendency to quit a job is the result of a multifaceted process (Bello, Aina, & Oluwole, 2021; Sánchez-Medina, Arteaga-Ortiz, Naumchik, & Pellejero, 2020) that involves several interrelated circumstances. It includes a person's evaluation of the job, both logically and emotionally (Bello, Aina & Oluwole, 2021; Sánchez-Medina, Arteaga-Ortiz, Naumchik & Pellejero, 2020), the decision to leave their job, and the subsequent actions in looking for new work (Yin-Fah, Foon, Chee-Leong & Osman, 2010; Li *et al.*, 2019). Factors such as job satisfaction, organisational commitment, job stress, and perceived job alternatives (Ashford, Lee & Bobko, 1989; Bello *et al.*, 2021; Mack *et al*., 2019; Mobley *et al*., 2012; Sánchez-Medina *et al*., 2020) all play a role in an employee's decision to leave their current position (Firth, Mellor, Moore & Loquet, 2004). A person's willingness to look for new work demonstrates their desire to improve their employment chances and advance their career (Sánchez-Medina *et al*., 2020), making it an essential factor in the decision to leave a current position (Bello *et al*., 2021). Although the intention-to-quit construct has been proposed as an indicator of individual performance by several academic studies (Brown, Kraimer & Bratton, 2020; de Vries, Boone, Godderis, Bouman, Szemik, Matranga & de Winter, 2023; García-Chas, Neira-Fontela & Castro-Casal, 2014; Özer, Uğurluoğlu, Sungur & Çirakli, 2019; Pelly, 2023), the relationship between the two is contingent on many factors, including organisational context and personal circumstances.

2.16 CONCLUSION

This chapter reviews the literature on national culture, individual values, and individual performance. The study focused on two primary models: Hofstede's cultural theory and Schwartz's values dimensions, which relate to culture and values. The study primarily examines the relationship between individual values and individual performance. The literature on Hofstede's cultural model was reviewed, focusing on the five main dimensions: power distance, uncertainty avoidance, masculinity-femininity, individualism-collectivism, and long term-short term perspectives. Schein's organisational culture theory was subsequently defined to establish the connection between corporate culture and values. The Social Exchange Theory was examined to

analyse interpersonal relationships within organisations critically. A link was later established between national culture and organisational culture to demonstrate the impact of national culture on organisations. Hofstede's cultural theory's applicability was ultimately discussed. Schwartz's value dimensions were introduced, followed by a review of the literature on four value dimensions: openness-to-change (including self-direction and stimulation values), conservation (including conformity, tradition, and security values), self-enhancement (including achievement, hedonism, and power values), and self-transcendence (including benevolence and universalism values). The value types corresponding to each value dimension were discussed. The literature on the primary factors influencing individual performance predates the literature on Schwartz's value dimensions. The main factors influencing individual performance can be classified into three components: (i) work attitudes, (ii) motivation, and (iii) work environment. Three factors were identified for each element, and the relevant literature for each aspect was reviewed. The following chapter focuses on the methodology, which includes the research philosophy, strategies, and methods, and provides a discussion and justification for their selection.

CHAPTER 3

RESEARCH METHODOLOGY

3 RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter entailed an extensive review of relevant literature in order to better understand the intricate connections between culture, values and individual performance. A comprehensive analysis was conducted on the existing body of literature pertaining to the relationship between individual values and the primary determinants of individual performance. This study seeks to investigate the impact of individual values on individual performance in Mauritius, as well as the associations between these values and the key factors influencing individual performance. The justification for the selection of Schwartz's values as the primary theory was also provided. This chapter provides an introduction to the research paradigms and a comprehensive discussion of the research strategies. The discussion also encompasses qualitative and quantitative studies. The research methodology is clarified for each individual strategy. The appropriateness of the qualitative study for this research is assessed, and the methodology is explained in order to illustrate the process of developing a theoretical framework. The quantitative section is subsequently formulated through the utilisation of statistical methodologies in order to examine and evaluate the associations between Schwartz's values and individual performance. This chapter additionally delineates the methodologies employed for data collection as well as the statistical tests employed for the analysis of the gathered information. This chapter presents an overview of the research methodology employed in the study.

3.2 QUALITATIVE AND QUANTITATIVE STUDIES

The study utilised two research methods and incorporated them into a mixed-method approach. In order to conduct this research, an initial qualitative study was undertaken. The study employed a variation of grounded theory methodology to guide the analysis. The Gioia approach subsequently utilised the data obtained through the qualitative analysis in order to construct a data structure (Corley & Gioia, 2011; Gioia, 2018). The primary aim of the qualitative study was to identify and categorise codes, as well as develop conceptual frameworks and thematic patterns. The codes, concepts, and themes

were subsequently employed to develop a theoretical framework within the Mauritian context. The model was subsequently tested using quantitative methods. The research paradigms underpinning this study are now described below.

3.3 RESEARCH PARADIGMS –INTERPRETIVIST AND POSITIVIST AS THE UNDERPINNING APPROACHES

The research study employed a mixed-method approach, with the initial phase adopting an interpretivist approach. The interpretivist approach is a type of research that involves the collection and examination of information that cannot be reduced to a numerical value, such as interviews (Saunders, Lewis & Thornhill, 2009; 2016). Details are thus abundant in qualitative data, allowing for a more in-depth examination of the issue at hand. Therefore, the goal of the interpretive study was to understand and interpret the significance that employees place on events, behaviours, and relationships related to values in multinational companies (MNCs). The purpose of the interpretive approach was to better understand the participants' individual perspectives and interpretations (Cooper & Schindler, 2008). This study took the interpretivism orientation by asking in-depth questions to employees in MNCs in Mauritius. The purpose of this exercise was to help individuals express their thoughts while continuously evaluating their responses for accuracy and comprehensiveness, in accordance with research methodology principles (Bonache & Festing, 2020). Bonache and Zárraga-Oberty (2019) conducted a study in which respondents displayed diverse responses resembling puzzle pieces. The information included various sources with potential for multiple interpretations. In the same manner, responses the diverse perspectives and encounters among employees in MNCs were interpreted. This study documented and analysed the experiences and observations of selected employees in multinational corporations (MNCs). The method was used to look into and understand the details of their situations in depth. This method also involved developing a conceptual framework based on the perspectives of the participants. The theoretical framework emerged through data exploration and explanation. A comprehensive theoretical model was then developed by deriving theoretical propositions and incorporating relevant literature. The qualitative study's findings were consistent with Schwartz's value dimensions.

Schwartz's value dimensions were subsequently utilised in Stage 2 of the study for quantitative analysis. A survey was developed to collect data from multinational corporations (MNCs). To test associations between the factors (Su, 2018), specifically individual values and individual performance, Stage 2 of the study employed a positivist approach. This approach aimed to empirically test the hypotheses and propositions derived from the qualitative phase using statistical analysis. The quantitative nature of the positivist approach prevented emotions or prejudices from interfering with the findings (Michell, 2003; Saunders *et al.*, 2016). This entailed the utilisation of standardised research instruments in the quantitative portion of this study. This step can potentially reveal previously unseen connections (Glăveanu, 2010; Powell, 2020). Data was collected to corroborate qualitative information that was collected earlier, making a valuable contribution to the advancement of scientific knowledge. Based on this idea, the Schwartz PVQ was used to create a questionnaire during the second stage of the study. Given that a mixed-method strategy is being used in this study, the strategy are now explained.

3.4 THE MIXED-METHOD STRATEGY

In the field of academic investigation, the mixed research paradigm has surfaced as a methodological framework in which a researcher employs a blend of quantitative and qualitative approaches, designs, and methods within a single study or a set of interconnected studies (Maarouf, 2019; Hampson & McKinley, 2023; Sakata, 2023; Saunders *et al*., 2016). Adopting an integrative approach facilitates a thorough examination of the research subject, thereby augmenting the extent and scope of knowledge acquisition (Maarouf, 2019; Hampson & McKinley, 2023; Sakata, 2023). By effectively integrating the advantages of quantitative and qualitative methodologies (Hampson & McKinley, 2023; Sakata, 2023; Saunders *et al*., 2016), the investigator is capable of leveraging the potential of numerical data in conjunction with the depth of subjective experiences, thus enabling a more comprehensive and intricate comprehension of the phenomenon being examined (Dawadi, Shrestha & Giri, 2021; Hampson & McKinley, 2023; Maarouf, 2019). This approach thus aimed to surpass the constraints of singular methodological approaches and instead embraced the synergistic possibilities that arose from incorporating multiple research paradigms (Maarouf, 2019;

Hampson & McKinley, 2023; Saunder *et al*., 2016). There are two distinct approaches to executing this task: concurrent and sequential. In the concurrent approach, both parts are conducted simultaneously, while in the sequential approach, one part is conducted before the other (Antwi & Hamza, 2015; Johnson & Christensen, 2012; Ma, 2012; Molina-Azorin, 2016). This study employed a sequential approach in which qualitative data collection was conducted prior to quantitative data collection. The careful consideration and choice of suitable research methods play a pivotal role in the formulation of any study (Mitchell, 2018). The selection of research methods is influenced by the underlying reasoning, which in turn affects their organisation within the research design (Glogowska, 2011; Molina-Azorin, 2016; Molina-Azorin, Bergh, Corley & Ketchen, 2017). The core principle that underlies the mixed research approach suggests that combining quantitative and qualitative methods leads to a more comprehensive understanding of the research problem (Dawadi *et al*., 2021; Hampson & McKinley, 2023), as opposed to using only one methodological approach (Creswell, 2014; Mitchell, 2018; Molina-Azorin, 2016).

Additionally, it is crucial to acknowledge that adopting a mixed-method approach not only establishes a logical basis but also offers methodological adaptability and a comprehensive understanding of individual instances (Creswell, 2014, 2015; Dawadi *et al*., 2021; Hampson & McKinley, 2023; Maxwell, 2016). Creswell (2014, 2015) argued that using mixed-methods enables researchers to effectively address their questions by incorporating a comprehensive and thorough approach. Applying the quantitative methodology in research allows researchers to gather participant data, thereby increasing the potential of extrapolating the resulting findings (Creswell, 2014, 2015; Dawadi *et al*., 2021; Powell, 2020; Saunders *et al*., 2016). In contrast, the qualitative approach provides a deeper understanding of the subject being studied while recognising and appreciating the viewpoints and experiences of the people involved (Creswell, 2014, 2015; Dawadi *et al*., 2021; Saunders *et al*., 2016). In light of the above assertion, academic researchers must appreciate the value of both quantitative and qualitative information (Lorino, 2018). The inherent characteristics of quantitative data enable it to provide a wide range of information, facilitating a more thorough comprehension of the subject matter being examined (Creswell, 2014, 2015; Saunders *et al*., 2016). This particular form of data, consisting of numerical values,

allows researchers to identify patterns, trends, and relationships, thus facilitating a comprehensive analysis of the phenomenon under investigation (Saunders *et al*., 2016).

In contrast, qualitative data, which prioritises capturing the intricate and multifaceted nature of human experiences, can offer a profound level of understanding that supplements the quantitative results (Saunders *et al*., 2016). Furthermore, the incorporation of quantitative and qualitative methods, and vice versa, can be utilised as a technique of triangulation or integration (Armstrong & Shimizu, 2007; Brannen, 1992, 2007; Bryman, 2006, 2007; Creswell & Clark, 2017; Hesse-Biber & Johnson, 2015; Stahl & King, 2020). The incorporation of a mixed-methods design offers a valuable opportunity to comprehensively investigate research questions by combining the unique strengths of two different methodologies (Creswell, 2014, 2015; Hampson & McKinley, 2023) while simultaneously addressing the inherent limitations associated with each approach (Saunders *et al*., 2016). The integration process related to this study is now explained below.

3.5 MIXED METHOD STRATEGY – INTEGRATION

This section explains the fusion of quantitative and qualitative methods into a mixed-method strategy. Combining qualitative and quantitative methodologies in mixed methods research can enhance the scope and clarity of research investigations of research studies (Armstrong & Shimizu, 2007; Creswell & Clark, 2017; Timans, Wouters & Heilbron, 2019). Qualitative research methods helped investigate complex phenomena (Gioia, 2018), deducing primary causes (Rakhmawati, 2019), and producing insightful data (Corley & Gioia, 2011). Incorporating quantitative methods yields numeric data, increases the scope of generalisations that may be drawn, and makes statistical analysis more manageable (Field, 2018). The two research methodologies were thus amalgamated through the process of integration (Armstrong & Shimizu, 2007; Brannen, 1992, 2007; Bryman, 2006, 2007; Creswell & Clark, 2017; Hesse-Biber & Johnson, 2015; Stahl & King, 2020).

An exploratory sequential design approach was used instead of the explanatory design to achieve integration. The explanatory design is a research methodology characterised

by a two-phase approach to data collection and analysis (Armstrong & Shimizu, 2007; Creswell & Clark, 2017; Hesse-Biber & Johnson, 2015). The first phase involved collecting and analysing qualitative data, while the second phase involved collecting and analysing quantitative data (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2010). The exploratory design is a research approach initiated by systematically gathering and scrutinising qualitative data (Armstrong & Shimizu, 2007; Fetters, Curry & Creswell, 2013). This was then followed by a subsequent phase characterised by applying quantitative methods (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2010).

In analysing verbatim responses, the data were permitted to flow freely and were subsequently scrutinised by applying established codes and categories (Strauss & Corbin, 1998). The study employed a rigorous methodology in which pertinent data was extracted from verbatim responses and subsequently classified into distinct categories, themes, and dimensions (Gläser & Laudel, 2013). This approach was employed until all responses were thoroughly examined and evaluated. The values that emerged were found to be analogous to the Schwartz value dimensions. The qualitative results were used to refine the hypotheses (Molina-Azorin *et al*., 2017; Timans *et al*., 2019) and determine the variables to measure (Edmondson & McManus, 2007; Spector, 2006). When no additional meaningful codes emerged, theoretical saturation or conceptual density was achieved (Charmaz & Thornberg, 2021; Glaser & Strauss, 1967; Strauss & Corbin, 1998).

This process enhanced comprehension of the connections and dependencies among different factors, leading to the creation and improvement of a conceptual framework. This contributed to the development of quantitative metrics, which were then used to gather data from a larger population (Fetters *et al*., 2013). The items were subsequently utilised in the development of the instrumentation for the quantitative phase. This study used the Portrait Value Questionnaire (PVQ) to gather data on individual values. The Individual Work Performance Questionnaire (IWPQ) was adapted to collect data on individual performance.

During the final phase of the research process, a comprehensive analysis was conducted. This study utilised a comprehensive approach that combined discussions

based on the qualitative and quantitative data, resulting in a cohesive finding. Chapter 6 examined the hypotheses pertaining to the four higher-order values. The discussion integrated qualitative findings to provide a more thorough understanding of the possible links between individual values and individual performance. The chapter analysed the connection between individual values and the key factors impacting individual performance. The qualitative method is discussed in the section below.

3.6 THE QUALITATIVE METHODOLOGY USED FOR THIS STUDY

According to Saunders *et al*. (2009), a methodology is a set of beliefs about how research should be conducted for specific goals. Therefore, a methodology is a system of methods, concepts, and regulations for governing a certain field of study. On the other hand, a philosophy is connected to a person's convictions about how truth should be uncovered (Saunders *et al*., 2016). The term 'philosophy' in research refers how different scientific fields are organised and how scientific research is done (Saunders *et al*., 2009, 2016). In research, philosophy also includes the investigation of questions concerning the foundations of human awareness and being (Saunders *et al*., 2009, 2016). As the inductive methodology, the study used a modified grounded theory approach based on Glaser's (1992, 2002) classic grounded theory approach. The modified grounded theory was employed to allow the theory to emerge. The codes, themes, and concepts that resulted from the qualitative analysis were then used with a modified Gioia method to build data structures. Using inductive research, this study involved gathering information in order to draw conclusions and formulate propositions. The study used the propositions and existing literature as sources to derive hypotheses. An inductive research method was used to construct a theoretical framework. The section below explains the grounded theory used within the ambit of this research study.

3.6.1 GROUNDED THEORY: A JUSTIFICATION AND RATIONALE

Glaser and Strauss (1967) devised a systematic way to use the qualitative method to find a link between two or more things or events in which one is the result of the other(s). This was different from quantitative methods, which used a single principle to

figure out what information means by making statistical inferences. According to Glaser and Strauss (1967), a grounded theory can be presented either as a well-codified set of propositions or in a running text of theoretical discussion, using conceptual categories and their properties. It means that a theory takes a distinctive form when discreetly developed concepts are meticulously linked through codification and integration (Strauss & Corbin, 1998).

Using the Glaserian grounded theory technique, researchers focus on recognising and accepting that people are fundamentally the same but come from diverse experiences and hence, have distinct perspectives. An investigation and explanation of experience data enable the theory to emerge from these investigations and explanations (Hall, Griffiths & McKenna, 2013; Rakhmawati, 2019). Strauss's method takes into account how the researchers understand the data and how they contribute to building the theory, even if they have to stay objective and not interact directly with the data (Hall *et al*., 2013; Rakhmawati, 2019; Strauss & Corbin, 1998). The grounded theory method generally focused on the coding process, theoretical coding, constant comparative analysis, memo writing, and theoretical sampling (Charmaz & Thornberg, 2021; Gligor, Esmark & Golgeci, 2016; Thornberg, Halldin, Bolmsjö & Petersson, 2013). Qualitative research began with data analysis from in-depth interviews (Charmaz & Thornberg, 2021) with the selected individual (Charmaz & Belgrave, 2012; Morse & Clark, 2019). The interview responses were then transcribed and categorised into themes. Codes were the general concepts that the data points were put into or the category that the idea belongs to. According to Charmaz and Thornberg (2021), a research study may devise more direct inquiries to go further into these concepts and better understand their implications. This technique allows learning more on a subject matter by probing deeper into interview questions by asking open-ended questions (Charmaz & Thornberg, 2021).

Charmaz and Thornberg (2021) emphasise that to distinguish amongst codes, each one must be characterised by the attribute that best describes it. Thus, theorists can create memos that link the codes to the questions. This exercise helped the researcher understand how the information they are looking for is linked to codes. Iteratively, the researcher joined the codes and categories to look at the data more closely to come up with theoretical sampling. This was how the theory is formed (Glaser & Strauss, 1967).

At this point, it was determined that conceptual density had been achieved as the categories had fully developed, their significance had been established, and the theory had become clearer (Charmaz & Thornberg, 2021; Strauss & Corbin, 1998). Focusing on participants' experiences helped better understand relationships when the concepts were linked (Björkman, Ehrnrooth, Mäkelä, Smale, & Sumelius, 2014). This study aligns with previous research that supports the research objectives and the use of a modified grounded theory in multinational companies within a local context. The Gioia data structure is described below.

3.6.2 THE GIOIA DATA STRUCTURE

The Gioia approach presents qualitative data in a chart form (Gioia, 2018). With the Gioia methodology, findings were presented in the shape of boxes linked by arrows to create an overall structure with connections (Gioia, 2018; Gioia, Corley & Hamilton, 2013). Qualitative analysis codes were categorised into first, second, and third-order codes and themes. The first-order codes were centered on a participant's initial response (Gioia et *al.*, 2013). The overarching theory is shaped by grouping the second-order concepts into themes. The key components of the data structure depicting the emerging theoretical framework were the aggregate themes. It suggested a new way to understand qualitative data and how it related to other data by proposing a schematic representation of data-related premises to create a visual data structure (Parmentier-Cajaiba & Cajaiba-Santana, 2020). According to Gioia *et al*. (2013), this exercise has extra features that complement qualitative rigour in developing ideas and the 'assemblage' of organised data into a methodical structure (Gioia, 2018).

Similar to the notion of axial coding given by Strauss and Corbin (1998), the study began to find similarities and contrasts within numerous categories as the investigation progressed. Through this procedure, the number of applicable groups was reduced to something more manageable. The next step is to give each of these groups a name or a phrase that describes it, ideally based on the words the participants themselves used to classify it. In particular, the study took into account the codes and the more general, second-order theoretical level, which included themes, dimensions, and the overall narrative.

During the process of analysis, the qualitative responses were permitted to naturally emerge and were subsequently scrutinised utilising the established codes and categories (Strauss & Corbin, 1998). Because the codes recovered during qualitative analysis were very similar to the participants' replies, they were classified as first-order (Gioia *et al*., 2013). The study used a process similar to Strauss and Corbin's (1998) axial coding in grounded theory, which resulted in the identification of second-order concepts. The initial collection of first-order codes was followed by their organisation into second-order conceptual frameworks (Gioia, 2018; Gioia, Price, Hamilton & Thomas, 2010; Gioia *et al*., 2013; Parmentier-Cajaiba & Cajaiba-Santana, 2020). The data structure used arrows to visually represent the connections between first-order codes, second-order concepts, and aggregate themes. A model was thus revealed. The qualitative method is explained in the section below.

3.7 THE QUALITATIVE METHOD

In Stage I of this study, an inductive approach was adopted, which relied on interviews as the primary method of data collection. The research method employed in this study involved conducting in-depth interviews comprising of a total of twelve questions that were categorised into four distinct sections. The initial segment of the study was focused on establishing a theoretical foundation by asking questions pertaining to individual values and their relationships with individual performance. The participants were provided with questions that enabled them to freely articulate their experiences (Denzin & Lincoln, 2005). The first section of the interview schedule comprised of three questions. The subsequent three segments extracted data pertaining to the factors that influenced individual performance, namely work attitudes, motivation, and work environment.

3.7.1 Intent behind ‘what’ and ‘why’ questions

The question revolving around ‘*what*’ offered significant indications regarding the contextual framework and topic at hand. The utilisation of keywords aided in directing

attention towards the particular subject matter or idea that was under consideration. A sample is as follows:

> ***What** are the values, qualities and virtues (in order of importance) that this company seeks from an employee and **why** are they important?*

The second section of the question was articulated to extract information on '*why*'. The purpose of a '*why*' questioning was to elicit a rationale or comprehension of the factors or origins underlying a particular occurrence, conduct, choice, demeanor, or situation, in this instance, values in MNCs. The objective was to reveal the importance of the values that the interviewee previously highlighted from '*what*'.

Interrogative statements that began with the word '*why*' aimed to investigate the fundamental elements and examined the associations, explanations, or reasons that gave rise to the importance of values in MNCs through the eye of participants. Through the act of posing the question '*why*', valuable insights were provided to attain a more profound understanding of values in MNCs during analysis. Interrogative statements allowed participants to provide profound explanations through making choices, self-reflection, and overall inquisitiveness. Participants were provided with a unique opportunity to articulate their perspectives, individual narratives, and subjective experiences in relation to *values, qualities and virtues*. This approach enabled gathering rich and diverse data that would offer valuable insights into the phenomenon being studied. By allowing participants to share their personal accounts, the interviews facilitated a deeper understanding of the complexities and nuances related to *values, qualities and virtues*, thereby enhancing the overall quality and validity of the research findings.

3.7.2 Intent behind 'describe' questions

The purpose of a '*describe*' question was to prompt an in-depth explanation, depiction, or narration of a specific subject matter, entity, occurrence, individual, or circumstance. The prompt elicited a detailed and vivid portrayal or story from the participant,

facilitating a more profound comprehension or visualisation of the topic. A sample is as follows:

> *In your own experience, **describe** what factors motivate people to perform better in this company?*

Including '*In your experience*', added a new dimension to the questions. The purpose of the question was to obtain subjective viewpoints, personal experiences, or individual outlooks from the respondent. The statement suggested that the participants, who were being interrogated, were being encouraged to divulge their individualised encounters, observations, or viewpoints stemming from their distinct experiences. This category of inquiry aimed to access the personal perspective of the respondent and potentially extract valuable firsthand data or anecdotes. The interrogator's use of the phrase '*in your own experience*' suggested a preference for personal anecdotes over abstract ideas or universal facts. The act of seeking personal narratives, examples, or practical advice from the participant with relevant expertise or lived experience was highly advantageous.

3.7.3 Intent behind 'how' questions

The question revolving around '*how*' offered significant indications required a depiction of the subject matter and were employed to elicit precise details, facilitated comprehension of an occurrence, or prompted the participant to furnish an exhaustive explanation. A sample is as follows:

> *Please describe **how** values influence an individual's motivation to perform better?*
> *Please describe **how** do demographics influence the relationship between work environment and the individual's performance?*

Interrogative statements with '*how*' had the potential to explore the causal connections among various components of a given scenario. The objective was to reveal the underlying factors, in that case, 'values' that were responsible for a specific outcome related to, for example, motivation. Interrogative statements with the word '*how*'

prompted participants to engage in critical thinking and conduct an analysis of a given scenario in MNCs by deconstructing it into its fundamental components. These activities facilitated a more profound comprehension of the relationship between individual values, individual performance and the primary determinants of individual performance.

3.7.4 Recording and Language Translation

Subsequent to appointments, interviews were conducted with the participants who were provided with an explanation of the interview process and research procedures. Formal consent was obtained from participants through the signing of a consent form, which was a prerequisite for their participation in the research study. The participants were apprised of the fact that the interview would be captured in an audio format, but audio recording not obligatory. In the event of consenting to being recorded, individuals were required to provide their agreement by affixing their signature to the consent form. At the onset of the interview, the audio recording would initiate. The individuals involved reached a mutual agreement to abstain from disclosing their identities or the organisational affiliations they were associated with. As a result of the extensive nature of the questions and responses, numerous interviews necessitated multiple sessions. Due to time constraints and limited availability of participants, the interview was split up across multiple days to ensure that all interview questions were adequately addressed. Since participants' schedules varied and interviews had to be scheduled around their workdays, conducting a single interview could take weeks or even months. Therefore, it was necessary to schedule several appointments, and some of these kept being rescheduled, delaying the data collection process. The study's participants utilised English, French, and the Mauritian Creole language to articulate their thoughts and opinions. As a result, it was necessary to provide translations in addition to a transcription. Since the interviewees had declined to have their interviews recorded, careful notes were taken to transcribe their responses during the interview sessions. Transcripts of interviews were the written accounts taken directly during the interview. They were records of the interviews, complete with the interviewer's questions and the respondents’ answers. False starts, stops, and repeats, as well as non-verbal cues like gestures, facial expressions, humour and eye contact, were removed to make the

transcription more understandable (Britten, 1995; Williams, Achtmeyer, Thomas, Grossbard, Lapham, Chavez, Ludman, Berger, Litt & Bradley, 2015; Brewer & Scandlyn, 2022). Identifying information such as names was also eliminated to safeguard the privacy of the participants.

Participants exhibited a higher degree of proficiency in communicating using either the English or French language. Certain participants also exhibited a preference for utilising the Mauritian Creole language as their primary mode of communication. The questions were originally in English. In this context, two iterations of the interview questions (English and French) were provided to the participants in order to enhance their ease and comfort during the process. As the participants did not provide consent for the interviews to be recorded, real-time translation was conducted while they conveyed their thoughts. The interview responses were transcribed into English and were subsequently recited to them in order to validate their assertions. An interpreter or language translator was not employed as the researcher possessed a high level of proficiency in the English, French, and Mauritian Creole languages. Qualitative assurance in qualitative research related to trustworthiness is explained in the section below. Qualitative assurance encompasses a comprehensive array of approaches and processes that were employed to provide assurance regarding the meticulousness and oversight with which this research endeavours were executed. Qualitative assurance in this study primarily focused on the obligations and duties of the researcher engaged in the research process.

3.8 QUALITY ASSURANCE IN QUALITATIVE RESEARCH – TRUSTWORTHINESS

Lincoln and Guba's (1985) seminal work on naturalistic inquiry has had a significant impact on the field of qualitative research. The paradigm presented in ‘Naturalistic Inquiry’ by the authors departs from traditional positivist research methods and was considered innovative (Lincoln & Guba, 1985; Maxwell, 2021; Stahl & James, 2020; Stahl & King, 2020). Quantitative research heavily relies on positivist assumptions and the implementation of experimental designs (Patton, 2014; Saunders *et al.*, 2016). Consequently, quantitative research has historically been distinguished by a strict commitment to empirical and measurable information, frequently overlooking the

personal and interpretive dimensions of human encounters (Burns & Grove, 2005; Mohajan, 2018; Patton, 2014; Saunders *et al.*, 2016). Through the act of questioning the prevailing paradigm, Lincoln and Guba (1985, 1986) have established a path towards a more comprehensive and all-encompassing comprehension of research that acknowledges the intricacies inherent in the human experience.

Lincoln and Guba (1985) posited that the trustworthiness of qualitative research could be one criterion for evaluation, rather than its replicability. Some objectives of qualitative research may involve the exploration and comprehension of intricate social phenomena within their authentic settings (Lincoln & Guba, 1986, 2000; Hays & Mckibben, 2021; Maxwell, 2021; Pratt *et al*., 2020; Stahl & James, 2020; Stahl & King, 2020). Therefore, it can be impractical and inappropriate to closely adhere to rigid scientific norms like objectivity and generalisability (Hays & Mckibben, 2021; Lincoln & Guba, 1985; Maxwell, 2021; Stahl & King, 2020). In this regard, Lincoln and Guba (1985) introduced four standards to ascertain the reliability of research findings, namely credibility, transferability, dependability, and confirmability.

3.8.1 Credibility

Credibility in qualitative research pertains to the degree of authenticity attributed to the investigation findings (Lincoln & Guba, 1986; 2000). The assessment evaluates the methodology employed in the study to ascertain the production of precise and dependable outcomes, guaranteeing the validity of the interpretations, findings, and recommendations (Burns & Grove, 2005; Hays & Mckibben, 2021). The establishment of legitimacy is a crucial aspect in upholding the calibre and rigour of qualitative research (Lincoln & Guba, 1986; 2000).

The initial segment of the study focused on establishing a theoretical foundation by posing questions about individual values and their relationships with individual performance. The questions enabled respondents to articulate their experiences (Denzin & Lincoln, 2005). Throughout the interview process, the interviewer made use of follow-up questions as a means to further explore the topic being discussed. Participants were also encouraged to substantiate their views with concrete examples (Lincoln &

Guba, 1986; 2000). As part of the structured interview process, a pre-established set of questions was carefully devised beforehand and then uniformly presented to each participant. This approach ensured fairness and impartiality in the evaluation of interviewees. Before conducting the full-scale interviews, a pilot testing phase was carried out, involving a total of 8 participants. This pilot testing helped identify and rectify any issues related to question wording or clarity (Burns & Grove, 2005; Hays & Mckibben, 2021).

The study provided comprehensive information regarding its data collection procedures, participants, and the setting in which the research was conducted. This enables readers to assess the extent to which their personal life experiences align with the context of the study. The participants were motivated to offer comprehensive and elaborate accounts of the research situation. In this way, the responses and the interview method might assist readers or other researchers in understanding the relevance of the findings to their circumstances. Participants were prompted to provide comprehensive and detailed descriptions of the material and elaborate narratives within this particular environment. These comments have the potential to provide readers with a comprehensive understanding of the background and details of the findings. In order to ensure anonymity, the participants were instructed to provide details regarding the physical surroundings, observable behaviours, and interactions that aligned with the interview questions.

Due to the interviewees' refusal to allow recording, detailed notes were diligently taken to document their responses during the interview sessions. Transcripts were then written records that captured the exact dialogue exchanged during interviews. The records consisted of interviews, including the questions the interviewer asked and the corresponding answers provided by the respondents. To enhance the comprehensibility of the transcription, extraneous elements such as false starts, stops, repeats, and non-verbal cues (e.g., gestures, facial expressions, humour, and eye contact) were eliminated (Britten, 1995; Williams *et al*., 2015; Brewer & Scandlyn, 2022). Thick descriptions, therefore, encompassed comprehensive and elaborate portrayals of the research context, participants, and data collection procedures. These descriptions facilitated the evaluation of the study's credibility by readers.

During the entire interview process, a significant focus was placed on the importance of self-awareness and reflexivity. To adhere to qualitative research ethics, it was important to make conscious efforts to minimise the influence of the researcher's assumptions on both data collection and analysis (Gläser & Laudel, 2013). During the qualitative data collection, self-awareness regarding personal biases, ideals, and assumptions was observed because these factors could influence the study's outcomes. Clarifying one's role and its potential impact on the study can facilitate the determination of transferability. In this situation, the study recognised and temporarily suspended personal beliefs and preconceptions while collecting and analysing data. This practice facilitated the maintenance of an objective and unbiased viewpoint. Participants were given the opportunity to freely express their thoughts without any prompting from the researcher.

The findings were then compared to the existing literature. Because of this thorough theoretical justification, the study was able to establish connections between the findings and broader theoretical frameworks by providing detailed explanations. This could enhance the credibility of the results among researchers in the field and broaden their applicability. This study provides appropriate historical and cultural context to situate its findings accurately. This aids in the reader's comprehension of the possible factors that may impact the outcomes and their subsequent analysis.

3.8.2 Transferability

Transferability refers to the extent to which the results of a study can be applied to real-world situations without making overly broad assumptions. The proposition suggests that managers have the ability to create a unique combination of elements by using personalised sets of codes, concepts, and themes. The model developed in the qualitative phase can be used by individuals in positions of authority and responsibility to make informed decisions. To better understand the complex dynamics within multinational corporations, it is necessary to make modifications that improve the explanation of different factors influencing individual performance in multinational companies. These factors include employee values, motivations, work attitudes, and the quality of their work environment. By exploring these factors, one can gain a more

comprehensive understanding of their significant influence on the internal operations of multinational corporations.

To enhance transferability and ensure the accuracy of the findings in representing the experiences and phenomenon being investigated, meticulous consideration was given to selecting and recruiting participants who met the criteria outlined in the study's design. That is, potential volunteers were sought out and vetted using years of working experience as criteria. Consequently, those who have managerial experience over 5 years were chosen as participants. This is because possessing ample experience at the management level presents the participant as sufficiently experienced to elucidate the organisation's implementation procedures. The individuals comprehensively understood the organisations' policies and were extensively acquainted with the requisite values. In addition, participants gave their agreement after being given an understanding of the study's goals, methods, risks, and benefits.

To ensure the reliability and validity of the findings, the study utilised thematic analysis as the qualitative data analysis approach, which is recognised and known for its rigorous methodology (Gläser & Laudel, 2013; Braun, Clarke, Terry & Hayfield, 2018; Braun & Clarke, 2019, 2021). The technique being discussed bears resemblance to the methods utilised by Glaser and Strauss (1967) during the development of grounded theory. It was imperative to employ a methodical and lucid approach to maintain coherence in coding and analysis. It was important to thoroughly explain the coding process, ensuring transparency and clarity (Campbell, Quincy, Osserman & Pedersen, 2013; O'Connor & Joffe, 2020) (see Tables 3.4 - 3.12). To achieve this, a comprehensive coding framework was developed to encompass the relevant analytical aspects of the data. The coding structure consisted of a series of codes organised into higher-order code groups. By utilising thematic analysis, the researcher was able to effectively code the interview responses, identify significant themes, and ultimately conduct a comprehensive qualitative analysis. As a result of this process, a theoretical model was created that proved instrumental in defining and setting boundaries for the phenomena being examined.

The analytical process reached a point known as 'theoretical saturation.' The meaning of this term is that additional data collection did not provide any new insights or

contribute to the existing theoretical framework. The achievement of theoretical saturation, which is an important milestone in qualitative research, signifies that the data collection process has reached a state of saturation concerning the themes or concepts under investigation. In order to conduct the qualitative analysis process, it was necessary to systematically identify common themes and patterns that served as the foundation for the key observations (Hays & McKibben, 2021; Stahl & King, 2020). The main goal of the presentation of the qualitative results was to provide an objective display of the themes and concepts that emerged from the data, highlighting their interconnectedness. The goal was to provide a detailed portrayal with insights from interviews, despite the challenge of eliminating prejudice (Pratt *et al*., 2020). The motivation behind this study was driven by the strong dedication to upholding participant confidentiality and ensuring that sensitive information was not shared with any external entities.

Additionally, this approach entailed formulating a theoretical framework grounded in the individuals' viewpoints. Subsequently, a thorough theoretical framework was constructed by deriving theoretical premises and integrating scholarly works. The outcomes of the qualitative investigation exhibited congruence with Schwartz's value dimensions.

3.8.3 Dependability

Dependability requires that the research procedures and methods produce consistent results when applied repeatedly. This means that if the study were conducted again under similar conditions, it should yield similar findings. The present study aimed to capture and examine employees' experiences within MNCs. The methodology was employed to examine and comprehend every aspect of their respective circumstances thoroughly.

The qualitative research employed broad interview questions during its initial stage. To ensure dependability, it was imperative to maintain standardised and consistent data collection procedures. This entailed employing identical data collection instruments, uniform questioning techniques, and consistent methodology throughout the research. The research methodology employed in this study involved conducting in-depth

interviews comprising 12 questions and all participants received identical sets of questions. To enhance dependability, a comprehensive and well-organised documentation of all the responses was kept, spanning from data collection to analysis. These records enable others to track the research process and validate the results. Throughout the study endeavour, it was imperative to consistently engage in periodic evaluations of the collected data and subsequent analysis. This method provided the timely identification of developing patterns or trends, allowing for the implementation of necessary actions to get accurate and insightful outcomes, hence enabling the identification and resolution of any discrepancies.

3.8.4 Confirmability

According to many sources (Hays & McKibben, 2021; Maxwell, 2021; Stahl & King, 2020), the problem of researcher subjectivity and prejudice is directly connected to the question of confirmability. Lincoln and Guba (1985) argued that researchers should provide thorough descriptions of the study's environment and participants to ensure that their findings may be generalised to other contexts. In this particular context, comprehensive information was presented when the background of the study was explained. Confirmability pertains to the principles of objectivity and neutrality within the research process. The use of this approach therefore aims to minimise the influence of personal biases on the obtained results. As a result, the primary objective was to adopt an impartial position and refrain from imposing personal convictions onto the collected facts. In order to attain confirmability, efforts were made to derive interpretations and conclusions exclusively from the data gathered throughout the study. Therefore, the researcher exerts deliberated effort to abstain from putting own interpretations on the empirical results.

The study let the data provide objective conclusions rather than forcing subjective opinions or preconceived notions onto the findings. Using an approach based on data in research gave the study a strong base, as it prioritised the viewpoints of participants above the subjective biases of the researcher. During the analysis of verbatim replies, the data were allowed to flow without restriction. They were examined by applying pre-existing classifications and categories outlined by Strauss and Corbin (1998). The

research utilised a rigorous process in which relevant data was retrieved from exact replies and later organised into separate categories, topics, and dimensions (Gläser & Laudel, 2013). This methodology was utilised until all replies were comprehensively scrutinised and assessed. The identified values had similarities to the dimensions of Schwartz's value framework. The hypotheses were refined based on the qualitative results obtained from previous studies (Molina-Azorin *et al*., 2017; Timans *et al*., 2019). The point at which no more significant codes were identified indicates the attainment of theoretical saturation or conceptual density (Charmaz & Thornberg, 2021; Glaser & Strauss, 1967; Strauss & Corbin, 1998). The qualitative process and analysis are explained in more detail in the section below.

3.9 THE QUALITATIVE ANALYSIS PROCESS

A data collection instrument was created to extract responses from strategically selected individuals. An array of codes was then used to analyse the responses. The qualitative data collection sampling and selection criteria are explained below. The processes for qualitative data strategy are then described.

3.9.1 The qualitative sampling process and selection criteria

The research employed in-depth interviews to collect comprehensive and detailed data on individuals' personal experiences. A narrative technique was used and the researcher expressed the role of the listener (Saunders *et al*., 2016). This study highlights the significance of narrative information in comprehending the relationship between individual values and individual performance and the association between individual performance and the primary determinants of individual performance. Consequently, the selection of participants necessitated a strategic approach which is elaborated below.

The study employed a census sampling method to encompass all managers from various multinational corporations for analysis. Census sampling is a systematic approach to gathering and documenting data about the individuals within a given population (Cukier & Mayer-Schoenberger, 2013). The entire contingent was regarded as a

population and reached out to via email as a method of conducting a census sampling. In this manner, despite the unwavering respect for all refusals, the primary aim was to maximise the number of respondents. The objective of the qualitative study was to secure about 30 participants from various companies. Given that several propositions and hypotheses in this study were directly linked to demographics in the qualitative component, demographic descriptors of the final qualitative sample of 30 participants are presented in Table 3.1 below, delineating age groups and years of managerial experience.

Table 3.1 - Demographic descriptors of the qualitative sample

	Managerial Experience (Years)			**Total**
Age Group (Years)	**5-9**	**10-14**	**Above 15**	
31-35	1	-	-	1
36-40	1	-	-	1
41-45	5	-	-	5
46-50	7	8	1	16
Above 50	2	4	1	7
Total	**16**	**12**	**2**	**30**

Skinner (2017) suggested the adoption of anonymous keys as a strategy to substitute personal identifiers, so ensuring the preservation of confidentiality in a census. Consequently, in the current investigation, the designation 'Respondent' was utilized to safeguard the confidentiality of participants. The qualitative data collection strategy is explained below.

3.9.2 The qualitative data collection strategy – open interviews

The in-depth interviews consisted of 12 questions, divided into 4 sections. The initial phase of the study involved establishing a theoretical framework using modified grounded theory. This was done by investigating the connection between individual values and employee performance through a series of inquiries. Participants were provided with the chance to openly express their experiences (Denzin & Lincoln, 2005). The following three sections focused on the main factors that influence individual

performance: work attitudes, motivation, and work environment. The process of coding is described below.

3.9.3 The coding and constant mapping process

This study aimed to develop a code catalogue (Braun & Clarke, 2021) for systematically categorising the components of interviewees' responses. Each constituent contained textual data that explained a particular event. As a result, a universal code was developed to categorise the segment into its appropriate category. The interview responses were then assigned to their respective codes. The letter' V' was used to indicate that a response in an interview related to values. The label 'V1' indicated that the interviewee's response was related to Question 1, which focused on values. Similarly, the V2 identifier indicated that Question 2 was related to values. The selected and implemented codes are listed in Tables 3.2 through 3.12. Additional codes were created to focus on specific subcategories within the main code, following the methodology described by Miles, Huberman, and Saldaña (2020). Only the main components were documented as a modified grounded theory approach was used. The codes followed a specific structure, which included a general code, a specific code, and a respondent number. For instance, the structure was *'General Code - Specific Code - Respondent number*'. According to Gläser and Laudel (2013), an index is formed by employing codes to elucidate the content of text segments and establish links between the source data and the research questions.

Deriving meaning from qualitative data can be time-consuming due to the abundance of unnecessary, repetitive, and irrelevant information (Gläser & Laudel, 2013; Braun *et al*., 2018; Braun & Clarke, 2019, 2021). The aim was to break down the data into smaller units to simplify the narrative responses. The texts were initially coded into separate segments and then categorised using codes (Braun, Clarke & Weate, 2016; Braun *et al*., 2018; Braun & Clarke, 2019, 2021). A thematic analysis was conducted to examine the structure of the reported responses and understand their significance (Miles *et al*., 2020). Gläser and Laudel (2013) conducted categorisation, thematisation, and dimensionalisation of participants' responses to extract relevant information. The approach was used to comprehensively examine and analyse all of the responses until

the theoretical saturation or conceptual density was reached (Charmaz & Thornberg, 2021; Glaser & Strauss, 1967; Strauss & Corbin, 1998). The summary of qualitative codes utilised for the analysis is presented below.

3.9.4 The first-order codes, concepts and themes

The coding process in the initial phase was conducted (Gläser & Laudel, 2013; Braun & Clarke, 2019, 2021). The objective was to divide the data into smaller segments to facilitate the organisation of narrative responses. In the initial coding phase, the texts were segmented and categorised into distinct groups using codes (Braun *et al*., 2016, 2018; Braun & Clarke, 2019, 2021; (Gioia *et al*., 2013). Upon grouping and categorising the first-order codes, the resulting concepts seemed to emerge from the qualitative analysis. The initial codes were then classified into second-order concepts (Parmentier-Cajaiba & Cajaiba-Santana, 2020). The concepts were derived using Glaser's flexible guidelines and then classified based on the attributes of the first-order codes, as presented in Table 3.2.

Table 3.2 - Defining the concepts (Values)

1st Order Codes		**2nd Order Concepts (Values)**
Show abilities; Show capabilities; Demonstrate competence; Prove oneself	→	Flair
Follow rules and Procedures; Ethics; Integrity; Trust; Obedient; Not violating expectations	→	Allegiance
Challenges; Excitement; Daring; Determination	→	Self-confidence
Take responsibilities; Improve well-being; Provide support; Helping others; Attitude; Honesty	→	Upliftment
Creativity; New ideas; Make own decisions; Independent; Self-sufficiency	→	Autonomy
Equal treatment; Care; Social justice; Appreciation; Understanding	→	Inclusivity
Well-organised; Safety; Stability; Harmony; Stability of relationships; Reciprocation of favours	→	Cohesiveness
Pleasure; Gratification; Enjoyment; Self-indulgent	→	Gratification
Beliefs; Humble; Respect; Modest; Acceptance of customs and ideas	→	Tenet
Authority; Leadership; Preserve image	→	Eminence

Based on the above, each second-order concept could be provided with the following definition:

- The value of **Flair** encompassed the exhibition of one's abilities, capabilities, competence, and the act of proving oneself.

- The value of **Allegiance** pertained to adherence to rules and procedures, ethical conduct, integrity, trustworthiness, obedience, and refraining from violating established expectations.

- The value of **Self-confidence** refered to various aspects such as facing challenges, experiencing excitement, taking risks, and demonstrating determination.

- The value of **Upliftment** related to the act of assuming responsibilities, enhancing overall well-being, offering support, aiding others, cultivating a positive attitude, and practising honesty.

- The value of **Autonomy** involved the ability to engage in creative thinking, generate novel ideas, exercise independent decision-making, operate in an independent manner and exhibit self-sufficiency

- The value of **Inclusivity** applied principles such as equal treatment, care, social justice, appreciation, and understanding.
- The value of **Cohesiveness** associated various aspects such as organisational structure, safety measures, stability, harmonious interactions, and the establishment of reciprocal relationships through the exchange of favours.

- The value of **Gratification** combined the experience of pleasure, enjoyment, and self-indulgence.

- The value of **Tenet** refered to humility, respect, modesty, and the acceptance of customs and ideas.

- The value of **Eminence** concerned the concepts of authority, leadership, and the preservation of one's image.

The comprehensive themes were developed by organising the second-order concepts into thematic clusters. The second-order concepts were categorised and grouped into themes according to the characteristics of the second-order themes, as presented in Table 3.3.

Table 3.3 - Aggregating the concepts (Values) into themes

2nd Order Concepts (Values)		Aggregated Themes
Autonomy; Self-Confidence	→	Flexibility
Cohesiveness; Allegiance; Tenet	→	Stewardship
Flair; Eminence; Gratification	→	Accomplishment
Upliftment; Inclusivity	→	Individuation

3.9.5 The qualitative codes

The section summarises the codes that were attributed to the concepts under study, that is, values, work attitudes, motivation, work environment and intention-to-quit. The section also outlines codes that were linked to individual values and the sub-categories related to work attitudes, motivation, work environment and individual performance.

3.9.5.1 The codes attributed to the main concepts

The letter 'V' indicated that a participant's answer during an interview pertained to Values. The code 'V1' was utilised to signify that the substance of the interviewee's reply was relevant to Question 1, which was associated with Values. The code 'V2' indicated that Question 2 was related to Values. Similarly, the letter 'A' indicated that a respondent's interview response was related to work attitudes. The code 'A1' indicated that the respondent's answer was related to Question 1, which focused on work attitudes. The codes 'A2' and 'A3' were associated with Question 2 and Question 3 related to work attitudes, respectively. Using the same principle, efforts were made to

classify motivation and work environment using the codes 'M' and 'W', respectively. The items are classified in Table 3.4 below.

Table 3.4 - Codes attributed to the main concepts

GENERAL CODE	ASPECT	SPECIFIC CODE
V	Question 1 relating to Values	V1
V	Question 2 relating to Values	V2
A	Question 1 relating to Work Attitudes	A1
A	Question 2 relating to Work Attitudes	A2
A	Question 3 relating to Work Attitudes	A3
M	Question 1 relating to Motivation	M1
M	Question 2 relating to Motivation	M2
M	Question 3 relating to Motivation	M3
W	Question 1 relating to Work Environment	W1
W	Question 2 relating to Work Environment	W2
W	Question 3 relating to Work Environment	W3

3.9.5.2 The codes attributed to the sub-categories of Individual Values

This section provides the assigned codes for the first-order and 10 second-order concepts of individual values. Each value was abbreviated according to its corresponding spelling convention. In Table 3.5, the abbreviation for individual values was denoted by adding the letter 'I' at the beginning of each abbreviation. Various abbreviations were employed to represent different concepts. Specifically, 'IFL' denoted Flair, 'IAL' indicated Allegiance, 'ISC' represented Self-Confidence, 'IUP' stood for Upliftment, 'IAU' denoted Autonomy, 'IINC' represented Inclusivity, 'ICO' indicated Cohesiveness, 'IGR' stood for Gratification, 'ITN' represented Tenet, and 'IEM' denoted Eminence. Analogous principles were utilised about the first-order concepts. Abbreviations were positioned following a consistent pattern, appearing after the abbreviations related to the specific code category they were associated with. For example, Table 3.5 displays the acronym 'ISCC', where the letter 'C' represents 'Challenges' and follows 'ISC', which stands for 'Self-Confidence'. This arrangement was made because the concept of 'Challenges' falls within the broader category of the individual value of 'Self-Confidence'.

Table 3.5 - Codes attributed to the sub-categories of Individual Values

GENERAL CODE	ASPECT	SPECIFIC CODE
V	**Flair**	**IFL**
	Show abilities; Show capabilities; Demonstrate competence	IFLC
	Prove oneself	IFLP
V	**Allegiance**	**IAL**
	Follow rules and Procedures	IALR
	Ethics; Integrity; Trust	IALE
	Obedient; Not violating expectations	IALO
V	**Self-confidence**	**ISC**
	Challenges	**ISC**C
	Excitement	**ISC**E
	Daring	**ISC**D
	Determination	ISCM
V	**Upliftment**	**IUP**
	Take responsibilities	IUPR
	Improve well-being	IUPW
	Provide support; Helping others	IUPS
	Attitude; Honesty	IUPA
V	**Autonomy**	**IAU**
	Creativity; New ideas	**IAUC**
	Make own decisions	**IAUD**
	Independent; Self-sufficiency	**IAUI**
V	**Inclusivity**	**IINC**
	Equal treatment; Care	**IINE**
	Social justice	**IINJ**
	Appreciation; Understanding	**IINA**
V	**Cohesiveness**	**ICO**
	Well-organised	**ICOO**
	Safety; Stability; Harmony	**ICOS**
	Stability of relationships	**ICOR**
	Reciprocation of favours	**ICOF**
V	**Gratification**	**IGR**
	Pleasure; Gratification	**IGRP**
	Enjoyment	**IGRE**
	Self-indulgent	**IGRS**
V	**Tenet**	**ITN**
	Beliefs	**ITNB**
	Humble; Respect; Modest	**ITNH**
	Acceptance of customs and ideas	**ITNC**
V	**Eminence**	**IEM**
	Dominance; Authority	**IEMD**
	Leadership; Preserve image	**IEML**

3.9.5.3 The codes attributed to the aggregated themes of Individual Values

The subsequent information relates to the 4 main themes of values, which were used to consolidate the 10 second-order themes. The qualitative analysis produced a collection of concepts, which are displayed in Table 3.6. The coding technique adhered to the principles that were mentioned above. In this case, each of the four concepts was assigned a distinct code to prevent any potential confusion with other codes that were created. The list was assigned the code 'R'.

Table 3.6 - Codes attributed to the aggregated themes of Individual Values

GENERAL CODE	ASPECT	SPECIFIC CODE
R	Flexibility	ROC
R	Stewardship	RCN
R	Accomplishment	RSE
R	Individuation	RST

3.9.5.4 The codes attributed to Work Attitudes

This section outlines the specific codes assigned to the first-order and 3 second-order concepts of work attitudes. Each factor was abbreviated according to its corresponding spelling convention. The letter 'A' was used to indicate that a respondent's response during an interview pertained to Work Attitudes (Table 3.7).

Table 3.7 - Codes attributed to Individual Factor - Work Attitudes

GENERAL CODE	ASPECT	SPECIFIC CODE
A	**Locus of Control**	**ALC**
	Show abilities	ALCSA
	Successfully execute plans and work	ALCEX
	Hard work and dedication	ALCHW
	Decide own actions	ALCDA
A	**Job Satisfaction**	**AJS**
	Enthusiasm	AJSEN
	Personal accomplishment	AJSPA
	Pleasing and interesting job	AJSPI
A	**Authority**	**AAU**
	Opportunities for promotion	AAUOP

GENERAL CODE	ASPECT	SPECIFIC CODE
	Opportunities for development	AAUOD
	Recognition for achievement	AAURA
	Rewards for good performance	AAURP

Each first-order concept was then assigned based on its corresponding orthographic convention. The letter 'A' was used as a prefix for each abbreviation in Table 3.7. The acronym 'ALC' was used to represent Locus of Control, 'AJS' was employed for Job Satisfaction, and 'AAU' was adopted for Authority.

3.9.5.5 The codes attributed to Motivation

This section presents a comprehensive description of the assigned codes for the first-order and 3 second-order concepts of motivation. Each factor was represented by an abbreviation according to its corresponding spelling convention. The letter 'M' was used to indicate that a participant's response during an interview was related to motivation (Table 3.8).

Table 3.8 - Codes attributed to Individual Factor – Motivation

GENERAL CODE	ASPECT	SPECIFIC CODE
M	**Remuneration**	**MRE**
	Salary and rewards	MRESR
	Allowances and Incentives	MREAI
	Performance based rewards	MREPR
M	**Career Development**	**MCD**
	Promotion and career opportunities	MCDPC
	Professional development and training opportunities	MCDDT
	Equal opportunity	MCDEQ
M	**Job Security**	**MJS**
	Professional orientation	MJSPO
	Well anchored	MJSWA
	Organised and balanced	MJSOB
	Confidence	MJSCO

Subsequently, each primary concept was assigned according to its respective orthographic convention. In Table 3.8, the letter 'M' was utilised as a prefix for all the

abbreviations. For instance, the abbreviation 'MRE' represented Remuneration, 'MCD' indicated Career Development, and 'MJS' referred to Job Security.

3.9.5.6 The codes attributed to the Work Environment

This section provides the codes assigned to the first-order concept of work environment, as well as the 3 second-order concepts associated with it. Each factor was abbreviated according to its corresponding spelling convention. The symbol 'W' was used to represent responses related to work environment (Table 3.9).

Table 3.9 - Codes attributed to Individual Factor - Work Environment

GENERAL CODE	ASPECT	SPECIFIC CODE
W	**Interpersonal Relationship**	**WIR**
	Cordial atmosphere at work	WIRCA
	Coordination at work	WIRCR
	Good communication at work	WIRGC
	Good relationship at work	WIRGR
	Team work at work	WIRTW
W	**Justice**	**WJU**
	Equal treatment at work	WJUET
	Recognition for effort and devotion at work	WJURE
	Fair distribution of tasks at work	WJUFD
	Treated with dignity at work	WJUDI
W	**Support from Manager/Supervisor**	**WWM**
	Sufficient support from superior at work	WWMSS
	Regular feedback for improvement	WWMRF
	Good relationship with managers	WWMMR

Each first-order concept was then abbreviated based on its corresponding spelling convention. The letter 'W' was used to the beginning of each abbreviation in the Table 3.9. For instance, 'WIR' was used for Interpersonal Relationship, 'WJU' for Justice, and 'WWM' for Support from Manager/Supervisor.

3.9.5.7 The codes attributed to Intention-to-Quit

This section presents the specific codes that were assigned to intention-to-quit. The symbol 'ITQ' was employed to indicate that a participant's answer (Table 3.10 below).

Table 3.10 - Codes attributed to Individual Factor - Intention-to-Quit

GENERAL CODE	ASPECT	SPECIFIC CODE
I	Intention To Quit	ITQ

3.9.5.8 The codes attributed to Demographics

This section provides an overview of the codes that were designated for the Demographics category. Each factor was represented by an abbreviation in accordance with its respective spelling convention. The utilisation of the abbreviation 'DM' was implemented to signify that a respondent's response during an interview was related to demographic information, as presented in Table 3.11 below.

Table 3.11 - Codes attributed to Individual Factor – Demographics

GENERAL CODE	ASPECT	SPECIFIC CODE
DM	Age	DMAGE
DM	Gender	DMGEN
DM	Education Level	DMEDU

Each concept was then abbreviated based on its corresponding spelling convention. For instance, 'DMAGE' was used for Age, 'DMGEN' for Gender, and 'DMEDU' for Educational Level respectively.

3.9.5.9 The codes attributed to Individual Performance

This section presents an overview of the specific first-order codes assigned to individual performance, as well as the three second-order ideas associated with it. Each component was denoted by an abbreviation in accordance with its corresponding spelling standard. The symbol 'P' was employed to indicate that a participant's response during an interview pertained to their individual performance (Table 3.12).

Table 3.12 - Codes attributed to Individual Performance

GENERAL CODE	ASPECT	SPECIFIC CODE
P	**Task Performance**	**TP**
P	Planning work; meeting deadlines; Set priorities	PTPPD
P	Quality of results	PTPQR
P	Effort; work well completed	PTPEW
P	Collaboration; team work	PTPCT
P	**Contextual Performance**	**CP**
P	Responsibilities and challenge; Willingness	PCPRC
P	Knowledge and skills	PCPKS
P	Improve customer service	PCPIC
P	Problem-solving	PCPPS
P	**Adaptive Performance**	**AP**
P	Cope with stress	PAPCS
P	Innovative solutions	PAPINS
P	Work well with others	PAPWP
P	Goals and objectives	PAPCO

Following that, every concept of the first order was systematically organised based on its respective orthographic convention. Table 3.12 demonstrates the presence of the letter 'P' as a prefix for each abbreviation. To provide an example, the abbreviation 'PTP' was utilised to represent Task Performance, 'PCP' to imply Contextual Performance, and 'PAP' to indicate Adaptive Performance. The conceptualisation of the data structure is now explained below.

3.9.6 Data structure conceptualisation

It is common for researchers to be faced with a substantial volume of unprocessed qualitative data that needs organisation, summarization, filtering, analysis, and evaluation (Parmentier-Cajaiba & Cajaiba-Santana, 2020). As a result, many methodological strategies have been devised to address the challenges posed by complex and unstructured data (Langley, 1999). The accuracy of qualitative process research was enhanced by using the Gioia technique, which involved visual data structures for diagramming data (Gioia *et al*., 2013; Langley & Ravasi, 2019; Miles *et al.*, 2020).

The modified grounded theory methodology was employed to derive first-order codes, second-order concepts and aggregate themes. Subsequently, data structures were

devised to encompass discrete variables about individual values, individual performance, work attitudes, motivation and work environment. Consequently, the data structures retrieved first-order and second-order codes and visually represented them within boxes. To construct the data structures, the process involved connecting boxes containing first-order codes to boxes containing second-order concepts, which were subsequently linked to aggregated themes via arrows. A graphical depiction of the data was presented to enhance the visibility of the relationships between the variables. In order to comprehend the theory that arose through the process of theoretical sampling and subsequent theoretical saturation (Glaser & Strauss, 1967), the connections between aggregate themes and any presumed associations were established for each linkage, to conceptualise a theoretical framework that aligns with multinational companies operating in the Mauritian context. Section 3.13 below explains the quantitative analysis process.

3.10 THE QUANTITATIVE ANALYSIS PROCESS

This part provides an overview of the quantitative approaches employed to evaluate the conceptual framework. The initial section provides an overview of the research design, delineates the study's scope, identifies the target population, and outlines the sample size. Subsequently, a description of the data-collecting design is presented, followed by an examination of the concepts of validity and reliability. Furthermore, a comprehensive elaboration about the statistical methods employed to assess the model is provided. Ultimately, the chapter culminates in an examination of the ethical ramifications and constraints that are connected to this particular study.

3.10.1 The research design

The primary objective of the qualitative component of this study was to investigate the relationship between individual values and individual performance, following the development of a conceptual model. The qualitative analysis also revealed connections between the primary determinants of individual values and individual performance. The findings were acquired using a modified grounded theory approach, an inductive research technique derived from Glaser's classic grounded theory (1992, 2002) and a

modified version of the Gioia method (Gioia *et al*., 2013). The qualitative analyses conducted in this study also identified clear links among the components developed using the modified grounded theory technique. These linkages were presented in the form of of propositions, which in turn were used to derive a hypothesised theoretical model based on these propositions together with further literature review.

3.10.2 The target population

The study encompassed the entire workforce employed by multinational corporations that had expanded their operations in Mauritius. One of the primary attributes of multinational corporations was the centralised control and management exerted by the parent company over the operations conducted within various host countries. Hence, it could be observed that corporations not only disseminated their technological advancements and expertise, but also imparted their operational methodologies and organisational values. The presence of multinational corporations in Mauritius was characterised by a diverse workforce, encompassing multiple industries such as banking, financial services, ICT-BPO (Information and Communication Technology-Business Process Outsourcing), insurance, and telecommunications (Board of Investment, 2018; Human Resource Development Council, 2018). Multinational corporations could be categorised into three principal classifications, namely information and technology outsourcing (ITO), information and technology services (ITS), and business process outsourcing (BPO) (Human Resource Development Council, 2018; Oolun *et al.*, 2012).

The COVID-19 pandemic in the year 2020 sent shockwaves worldwide, wreaking havoc on the global economy. Mauritius encountered substantial consequences like many countries worldwide due to the ongoing pandemic. Mauritian enterprises have proactively implemented diverse measures designed to support businesses, operations, and personnel. Along with creating rules to encourage social distancing and other sanitary requirements, extreme measures were taken at work in both the private and public sectors, which changed how things were done daily. Consequently, individuals experienced a decrease in interactions. Sanitary measures to minimise or stop the chain of transmission forced people to adopt practices and behaviours such as working from

home, flexi-time, e-learning, virtual team connections, and redefining the physical workplace. The research progress was impeded, particularly in terms of data collection.

3.10.3 The sampling method, sample size, estimation and selection criteria

A census sampling method was used to sample employees from all MNCs systematically. A complete enumeration survey method is another name for the census method. In this method, the whole population is studied to get detailed information about each unit (Butt, Slade, Thompson, Malhi & Riutta, 2013). This method aimed to deal with the expected refusals and partially filled out questionnaires. In this manner, while maintaining a constant regard for all instances of refusal, the primary objective was to optimise the quantity of participants. The quantitative study managed recruiting 307 participants from diverse organisations. Given that several propositions and hypotheses in this study were directly linked to demographics in the quantitative component, demographic descriptors of the qualitative sample are presented in Table 3.13 below, delineating age group and years of working experience. The remaining descriptive statistics can be found in Section 5.3 of Chapter 5.

Table 3.13 - Demographic descriptors of the quantitative sample

	Years of Working Experience (Years)				**Total**
Age Group (Years)	**Less than 5 years**	**6 – 10 years**	**11 – 15 years**	**Above 15 years**	
25-30	89	81	8	-	178
31-35	2	13	9	-	24
36-40	-	5	2	10	17
41-45	-	25	13	9	47
46-50	-	1	15	11	27
51-55	-	-	3	8	11
Greater than 55	-	-	2	-	2

Total	**91**	**125**	**53**	**38**	**307**

3.10.4 Data collection process and proposed tests

A questionnaire was developed for the process of quantitative research. Before the instrumentation was administered to all MNCs, two versions of the questionnaire, one in English and the other in French were presented to 20-30 individuals employed in multinational corporations. An interpreter or language translator was not employed as the researcher possessed a high level of proficiency in the English and French. Statements were also adapted from the French version of the PVQ (Busque-Carrier, Ratelle & Duchesne, 2023; Wach & Hammer, 2003). Due to the presence of double-barreled statements in Schwartz's Portrait Value Questionnaire (PVQ), it was imperative to ensure that participants could interpret such statements. The statements related to Schwartz values were left unaltered. At the same time, those about the primary determinants of individual performance (namely, work attitudes, motivation and work environment), and individual performance were modified as necessary.

MNCs were informed by email about the research and asked permission to conduct the study. Appointments were fixed on several occasions to explain the purpose of the study, and ethical practices connected to the research process were also communicated. The questionnaire was distributed in paper and electronic format. Both versions were translated into English and French as MNCs used these languages to communicate with their clients or trained their employees. In order to mitigate common method bias (CMB), paper questionnaires were used during personal visits. This method was adapted from a questionnaire designed to mitigate common method bias based on recommendations by Podsakoff, MacKenzie, Lee & Podsakoff (2003). Because many staff members worked from home or in different offices, an electronic survey was also used. The electronic survey was created using Google Forms, and responses were captured in Google Sheets and saved on a computer that required a password. The questionnaire data were then fed into the Statistical Package for the Social Sciences (SPSS) version 23 software to test the relationships between the components in the model. Analysis of Moment Structures (AMOS) version 24 software was used for statistical tests like confirmatory factor analysis, which is an approach to test the

proposed model or theory by using path analysis diagrams (Brown, 2015; McNeish & Wolf, 2021). Structural equation modelling, a statistical technique, was used to test an array of relationships between one or more independent variables (Bowen & Guo, 2012).

3.11 THE QUANTITATIVE METHOD

The primary objective of this research study was to examine the relationship between Schwartz's values and individual performance within multinational corporations (MNCs) operating in Mauritius. The study also examined the primary factors that influence individual performance. Hypotheses were developed in order to provide explanations for the interrelationships among the various them. In order to evaluate the model and its relationships, a methodology for gathering quantitative data was developed. The methodology required a precise structure and was administered in the form of a questionnaire consisting of six distinct sections. Each section of the survey was specifically designed to collect data from participants regarding Schwartz's values, individual performance, work attitudes, work environment, motivation, intention to quit, and demographic information. The research methodology employed for conducting the quantitative analysis is described below.

3.12 SCHWARTZ VALUES – THE PORTRAIT VALUE QUESTIONNAIRE (PVQ)

The initial segment of the data collecting instrument was developed with the Schwartz Portrait Values Questionnaire (PVQ-40), comprising 40 items (Schwartz, 1992, 2003, 2006). In extracting information about values, the PVQ-40 (Schwartz, 2003), consisting of 40 items, is generally favoured over the SVS, a 57-item Schwartz Value Survey. This preference is based on the perception that the PVQ-40 exhibits greater methodological accuracy than the SVS, which is more complex (Borg, Hermann, Bilsky & Pöge, 2019). According to Borg *et al*. (2019), the PVQ-40's clarity and simplicity render it appropriate for diverse audiences. Its lucidity and ease of comprehension make it accessible even to those with low expertise. The PVQ-40 instrument is considered

suitable for this study due to its perceived comprehensibility among Mauritian participants. Additionally, facilitating the translation of the questionnaire into French would be advantageous, considering the prevalence of multinational corporations engaging in commercial activities conducted in the French language. In addition, the provided sentences can be readily translated into Mauritian Creole if a responder encounters new vocabulary.

In cross-national investigations, the PVQ-40 produced better results than the PVQ-21 (Cieciuch & Davidov, 2012). It is because it had more items per value construct and gave more detailed results when used in different contexts (e.g., countries at different times or under different conditions (Cieciuch & Davidov, 2012). Because of this, the PVQ-40 constructions are different from the PVQ-20 constructions in that each PVQ-40 construction had two related statements. Having more questions per value construct may result in higher degrees of invariance, allowing researchers to participate in more elaborate cross-national value comparisons in a meaningful way (Cieciuch & Davidov, 2012). Therefore, PVQ-40's inclusion in this study was justified by its advantages over SVS and PVQ-21. Respondents to the PVQ-40 were asked to select the most appropriate response from a six-point scale (1-Not like me at all; 2-Not like me; 3-A little like me; 4-Somewhat like me; 5-Like me; 6-Very much like me) (Sandy, Gosling, Schwartz & Koelkebeck, 2016). The research instruments for the primary determinants of individual performance are explained in the section below.

3.13 INDIVIDUAL PERFORMANCE INSTRUMENTATION

The Individual Work Performance Questionnaire (IWPQ) was employed for this study. The IWPQ has several advantages for assessing individual work performance (IWP). First, the questionnaire included generic constructs covering the entire field of IWP. Second, the indicators did not overlap. Third, the constructs might be related but could also be swapped out or replaced (Koopmans, Bernaards, Hildebrandt, van Buuren, van der Beek & de Vet, 2013). Therefore, eliminating one of the 47 components of IWPQ would not affect the output (De Vet, Terwee, Mokkink & Knol, 2011). As a result, the number of indicators was reduced to 15 while maintaining consistency and efficiency. In addition, the items were easy to understand for everyone. The questionnaire

comprised three parts that looked at three predictors of individual performance: task performance (TP), contextual performance (CP), and adaptive performance (AP). Each predictor consisted of five statements. This section used a five-point Likert scale (1-Strongly Disagree; 2-Disagree; 3-Neither Agree nor Disagree; 4-Agree; 5-Strongly Agree) for the statements on the left. The person filling out the questionnaire had to put a check next to the answer that he or she thought was the most appropriate/relevant.

3.14 PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE

This part of the questionnaire was divided into four sections to cover the primary determinants of individual performance: work attitudes, motivation, and work environment. In addition, one section was devoted to the intention-to-quit (ITQ). Instrumentations for the primary determinants of individual performance are explained below. All of the sections used a five-point Likert scale (1-Strongly Disagree; 2-Disagree; 3-Neither Agree nor Disagree; 4-Agree; 5-Strongly Agree) with the statements on the left and the answers on the right. The person filling out the questionnaire had to put a check next to what he or she thought was the best answer.

3.14.1 Questionnaire design for Work Attitudes

This section was organised in a tabular format and divided into three sub-sections: locus of control, work satisfaction, and authority. Each group had five statements arranged on the left side.

3.14.1.1 Measure for the Locus of Control

The Levenson Internal, Powerful Others, and Chance (IPC) scale was used to measure the locus of control (Levenson, 1981). The Levenson IPC scale was used because it could be paired with others to evaluate cultural differences (Rauch, Frese & Sonnentag, 2000). The Cronbach's alpha of the Levenson IPC scale was more than 0.70 in a study conducted by Kourmousi, Xythali and Koutras (2015) to test the reliability and validity

of the locus of control IPC scale among Greek educators. A Cronbach's alpha of more than 0.70 implied acceptable internal consistency (Petty, Briñol, Loersch & McCaslin, 2009; Taherdoost, 2019). The Cronbach's alpha test is reported in Section 5.1 of Chapter 5. The results are also displayed in APPENDIX A Table A1.

3.14.1.2 Measure for Job Satisfaction

The section included statements about job satisfaction. Indicators were derived from the job satisfaction scales developed by Brayfield and Rothe (1951). A shortened version with five items was evaluated using a sample of 222 staff members at a tertiary education institution (Judge, Locke, Durham & Kluger, 1998). The scale returned a Cronbach's alpha of 0.88 (Judge *et al.*, 1998), indicating a very good level of internal consistency. The abridged version of the Brayfield and Rothe job satisfaction scales effectively identified relationships between job satisfaction and external variables (Bowling & Zelazny, 2021).

3.14.1.3 Measure for Authority

Statements under authority were taken from the Academic Job Satisfaction Questionnaire (AJSQ). Al-Rubaish, Rahim, Abumadini and Wosornu (2011) found that the AJSQ was reliable and efficient because the scales had a very good internal consistency reliability of 0.83 (Petty *et al*., 2009; Taherdoost, 2019). The Minnesota Satisfaction Questionnaire (MSQ) is another popular questionnaire used in research (Aygün, 2021; Hancer & George, 2003; Weiss, Dawis & England, 1967). However, the MSQ is criticised compared to the AJSQ because the MSQ's constructs ask the participant whether they are satisfied or not. The AJSQ, on the other hand, looked into staff members' beliefs. Therefore, the AJSQ was taken to be valid and effective instrument for measuring associations with performance (Lestari, Haryono & Kurnia, 2020).

3.14.2 Questionnaire design for Motivation

This section of the questionnaire was divided into three parts: remuneration, career development, and job security. These three parts were used to collect information about motivation. In addition, five indicators were set up on the left side of each group.

3.14.2.1 Measure for Remuneration

The statements used to collect information on remuneration were taken from the Pay Satisfaction Questionnaire (PSQ) (Carraher, 1991; Heneman & Schwab, 1985). The phrasing was updated to allow for replies ranging from 'Strongly Disagree' to 'Strongly Agree' rather than 'Very Dissatisfied' and 'Very Satisfied.' The questionnaire was examined in many contexts, and the components yielded extremely good consistency, particularly when used in CFA and gender differences (De Gieter, Hofmans, De Cooman & Pepermans, 2009). Williams, Malos, and Palmer (2002) used the PSQ to examine multiple theoretical antecedents using CFA and SEM in the top-ranked journals, making it a solid choice for this research.

3.14.2.2 Measure for Career Development

The Career Decision-Making Difficulties Questionnaire (CDDQ) and the Career Development Questionnaire (CDQ) were used to adapt and develop the statements (Gordon & Meyer, 2002). When employing the CDDQ, short questionnaires have very good factor loadings, and constructs have very good discriminant validity (De Gulan & Aguiling, 2021; Henseler, Ringle & Sarstedt, 2015). The CDDQ and CDQ were chosen as they both elaborate on organisational career growth.

3.14.2.3 Measure for Job Security

In the absence of a definitive questionnaire to extract information about job security in MNCs, different surveys were examined, and indicators were developed based on the Job Insecurity Scale (JIS) (Llosa, Agulló-Tomás, Menéndez-Espina, Heleno & Borges, 2023; Vander Elst, De Witte & De Cuyper, 2014), Employability Perceived Scale (EPS)

(Lo Presti & Nonnis, 2008), and van Dam's Employability Scale (Carrein-Lerougea, Lo Presti, Rioux & Scrimaa, 2021). The Italian versions of the JIS and EPS were utilised and translated into English. The van Dam's Employability Scale, originally in French, was also translated, and common statements for this part were produced based on arguments offered by Ramaci, Faraci, Santisi and Valenti (2021).

3.14.3 Questionnaire design for Work Environment

The work environment portion was divided into three sub-sections: interpersonal relationship, justice, and manager/supervisor support. The work environment construct used the Organisational Climate Questionnaire (OCQ), from which indications for the three components were collected. Patterson, West, Shackleton, Dawson, Lawthom, Maitlis, Robinson and Wallace (2005) validated the organisational climate measure on a sample of 6,869 employees from 55 manufacturing companies and demonstrated that the questionnaire is reliable. The OCQ was proven extremely accurate and useful in a more recent study by Ezinine and Ughamadu (2020) to measure work performance.

3.14.4 Questionnaire design for Intention-to-Quit

Finally, the Turnover Intention Scale (TIS-6) questionnaire was utilised to collect data on the intention-to-quit. In a sample of 2,429 employees from an information and communications technology (ICT) firm, the questionnaire was shown to have a high level of reliability, with a Cronbach's alpha of 0.80. (Bothma & Roodt, 2013). Su (2020) validated the TIS-6 in a different environment (Cronbach's Alpha = 0.70), indicating that the questionnaire might still be used today. Now that all of the scales for this study have been stated and justified, the reliability and validity are now explained below.

3.14.5 Reliability of the questionnaire

The questionnaire underwent a pilot testing phase to ascertain the clarity of the language used, the proper sequencing of the answers, and the comprehensibility of the questions for all participants. Following the pilot test, the researcher gained insight into the

statements requiring omission, amendment, and addition to achieve optimal results. A sample of approximately 20 to 30 individuals was selected for a survey. Initially, the participants required approximately one hour to successfully finish the survey. The objective was to enhance the validity of the instruments by ensuring that the allocated time for potential participants was sufficient. Before conducting the study, meticulous attention was given to ensuring the questionnaire's quality and the accuracy of the statements, thereby facilitating the collection of pertinent and valuable information.

To ensure consistency, an instrument must demonstrate reliability (Petty *et al*., 2009; Taherdoost, 2019). *Cronbach's alpha* is a statistical metric frequently employed in research instrumentation to evaluate the reliability of scales or measures, thereby assessing internal consistency (George & Mallery, 2003). The interpretation of the test involved considering a test with an alpha value exceeding 0.7 as indicative of high quality (Petty *et al*., 2009; Taherdoost, 2017, 2019). According to Petty *et al*. (2009) and Taherdoost (2019), the reliability of a measure becomes a concern when the alpha value falls within the range of 0.5 to 0.6. If the alpha value is below 0.5, it indicates a potential lack of validity in the assertions, necessitating a reevaluation of the survey instrument.

3.14.6 Validity of the questionnaire

Validity is the term used to describe a hypothesis or theory's measurable degree of accuracy (Taherdoost, 2017). Moreover, it signifies the effectiveness of the implemented measures. The initial survey questionnaire was used to evaluate Schwartz values, whereas previously validated instruments were used to measure the remaining variables. This section explains the diverse forms of validity tests that are conducted.

Content validity refers to the degree to which an instrument adequately covers all the pertinent content related to the variable under investigation (Heale & Twycross, 2015). In alternative terms, the assessment was conducted to determine the extent to which the instrument is suitably designed to capture all the characteristics linked to the factors under investigation. As a result, the current study employed questionnaires that had undergone rigorous approval and validation procedures in reputable peer-reviewed

academic journals. The previous studies by Heale and Twycross (2015) and Taherdoost (2017, 2019) have recognised these factors' importance, unquestionability, and clarity.

Criterion validity pertains to the degree to which a specific variable effectively predicts the outcome or response of another variable (Cohen & Swerdlik, 2005). A significant relationship indicated that the test effectively assessed the construct it purported to measure, suggesting that it successfully evaluated the intended construct. Criterion validity was assessed for the selected questionnaire by employing correlation analysis. The results indicated positive relationships between higher-order values and individual performance, as well as between the primary determinants of individual performance and individual performance.

3.15 RESEARCH QUESTIONS AND HYPOTHESES

The relationships that were identified and developed to construct a model were examined in the form of hypotheses. Variables were connected in order to reveal both direct and indirect relationships, as well as potential mediating and moderating influences. The research inquiry is presented, and the hypotheses are subsequently explained, accompanied by a description of the statistical analyses to be employed.

Research Question 1: *To what extent are individual values related to individual performance in MNCs in Mauritius?*

The core Hypothesis H_1 is derived from Research Question 1. Subordinate hypotheses that relate to each higher-order value are proposed as H_{1A}, H_{1B}, H_{1C} and H_{1D}, respectively, as follows:

Hypothesis H_1: There is a significant association between Individual Values and Individual Performance.

Subordinate hypotheses:

Hypothesis H_{1A}: There is a significant association between Openness-to-Change and Individual Performance.

Hypothesis H_{1B}: There is a significant association between Conservation and Individual Performance.

Hypothesis H_{1C}: There is a significant association between Self-Enhancement and Individual Performance.

Hypothesis H_{1D}: There is a significant association between Self-Transcendence and Individual Performance.

Research Question 2: *To what extent do the individual values relate to the primary determinants of individual performance in companies in Mauritius?*

The core Hypothesis H_2 is derived from Research Question 2. Subordinate hypotheses that relate to each of the three primary determinants of individual performance are proposed as H_{2A}, H_{2B} and H_{2C}, respectively. Since individual values consist of four higher-order values, subordinate hypotheses are further proposed under each primary determinant of individual performance.

Hypothesis H_2: There is a significant association between Individual Values and the Primary Determinants of Individual Performance.

Subordinate hypotheses:

Hypothesis H_{2A}: There is a significant association between Individual Values and Work Attitudes.

Hypothesis H_{2A1}: There is a significant association between Openness-to-Change and Work Attitudes.

Hypothesis H_{2A2}: There is a significant association between Conservation and Work Attitudes.

Hypothesis H_{2A3}: There is a significant association between Self-Enhancement and Work Attitudes.

Hypothesis H_{2A4}: There is a significant association between Self-Transcendence and Work Attitudes.

Hypothesis H_{2B}: There is a significant association between Individual values and Motivation

Hypothesis H_{2B1}: There is a significant association between Openness-to-Change and Motivation.

Hypothesis H_{2B2}: There is a significant association between Conservation and Motivation.

Hypothesis H_{2B3}: There is a significant association between Self-Enhancement and Motivation.

Hypothesis H_{2B4}: There is a significant association between Self-Transcendence and Motivation.

Hypothesis H_{2C}: There is a significant association between Individual Values and the Work Environment.

Hypothesis H_{2C1}: There is a significant association between Openness-to-Change and the Work Environment.

Hypothesis H_{2C2}: There is a significant association between Conservation and the Work Environment.

Hypothesis H_{2C3}: There is a significant association between Self-Enhancement and the Work Environment.

Hypothesis H_{2C4}: There is a significant association between Self-Transcendence and the Work Environment.

Research Question 3: *To what extent do the primary determinants of performance contribute to individual performance in MNCs in Mauritius?*

The core Hypothesis H_3 is derived from Research Question 3. Subordinate hypotheses that relate to each of the three primary determinants of individual performance are proposed as H_{3A}, H_{3B} and H_{3C}, respectively, as follows:

Hypothesis H_3: There is a significant association between the Primary Determinants of Individual Performance and Individual Performance.

Subordinate hypotheses:

Hypothesis H_{3A}: There is a significant association between Work Attitudes and Individual Performance.

Hypothesis H_{3B}: There is a significant association between Motivation and Individual Performance.

Hypothesis H_{3C}: There is a significant association between Work Environment and Individual Performance.

Certain factors were identified as intermediaries in the proposed model due to their role in connecting two variables. Hall and Sammons (2013) propose the existence of a pre-established causal relationship between two variables, which is theorised to be mediated by a third intermediate variable. So, it is believed that a third variable, called a mediator, has an effect on a three-variable process. The variable that acts as a link between the dependent and independent variables is called a mediator variable (Hall & Sammons, 2013). This means it shows how the dependent variable and the independent variable are connected. Therefore, a mediator possesses indirect effects (Hall & Sammons, 2013; MacKinnon, Lockwood, Hoffman, West & Sheets, 2002). The SEM model underwent mediation tests. Given the potential for multiple pathways linking values to individual performance, it was imperative to consider the role of mediating factors. Hypothesis H4 was formulated to examine the potential mediating effects of the primary determinants of individual performance on the association between individual values and individual performance. The primary determinants of individual performance are further divided into subordinate hypotheses H_{4A}, H_{4B}, and H_{4C}.

Hypothesis H_4: Primary Determinants of Individual Performance significantly mediate the relationship between Individual Values and Individual Performance.

Subordinate hypotheses:

Hypothesis H_{4A}: Work Attitudes significantly mediate the relationship between Individual Values and Individual Performance.

Hypothesis H_{4B}: Motivation significantly mediates the relationship between Individual Values and Individual Performance.

Hypothesis H_{4C}: Work Environment significantly mediates the relationship between Individual Values and Individual Performance.

The phenomenon in which a third variable alters the nature of the association between a predictor variable and an outcome variable is commonly referred to as the moderating effect. The present study aimed to examine the potential moderating effects of demographic variables. In the context of qualitative analysis, it was observed that demographics played a significant role in shaping the intensity of the association between Individual values and individual performance, as well as between the primary determinants of individual performance and individual performance. Based on the findings of Hall and Sammons (2013) and MacKinnon *et al.* (2002), it was suggested that the moderating variable could modify the relationship between the independent and dependent variables, by enhancing, diminishing, or nullifying this association. In the context of this study and the proposed model, it was observed that demographics played a role in influencing the magnitude of the association between Individual values and individual performance, as well as the key factors influencing individual performance.

The core hypothesis H_5 is proposed to test the moderating effects of demographic factors on the relationships between Individual Values and Individual Performance.

Hypothesis H_5: Demographics significantly moderate the relationship between Individual Values and Individual Performance.

Hypothesis H_{5A}: Age significantly moderates the relationship between Individual Values and Individual Performance.

Hypothesis H_{5B}: Gender significantly moderates the relationship between Individual Values and Individual Performance.

Hypothesis H_{5C}: Educational Level significantly moderates the relationship between Individual Values and Individual Performance.

The core hypothesis H_6 is proposed to test the moderating effects of the demographic factors on the relationships between the primary determinants of individual performance. Subordinate hypotheses H_{6A}, H_{6B} and H_{6C}, are proposed for each primary determinant of individual performance.

Hypothesis H_6: Demographics significantly moderate the relationship between the Primary Determinants of Individual Performance and Individual Performance.

Subordinate hypotheses:

Hypothesis H_{6A}: Age significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

Hypothesis H_{6A1}: Age significantly moderates the relationship between Work Attitudes and Individual Performance.

Hypothesis H_{6A2}: Gender significantly moderates the relationship between Motivation and Individual Performance.

Hypothesis H_{6A3}: Educational Level significantly moderates the relationship between Work Environment and Individual Performance.

Hypothesis H_{6B}: Gender significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

Hypothesis H_{6B1}: Gender significantly moderates the relationship between Work Attitudes and Individual Performance.

Hypothesis H_{6B2}: Gender significantly moderates the relationship between Motivation and Individual Performance.

Hypothesis H_{6B3}: Gender significantly moderates the relationship between Work Environment and Individual Performance.

Hypothesis H_{6C}: Educational Level significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance.

Hypothesis H_{6C1}: Educational Level significantly moderates the relationship between Work Attitudes and Individual Performance.

Hypothesis H_{6C2}: Educational Level significantly moderates the relationship between Motivation and Individual Performance.

Hypothesis H_{6C3}: Educational Level significantly moderates the relationship between the Work Environment and Individual Performance.

The statistical techniques used to test the hypotheses are explained below.

3.16 THE STATISTICAL ESTIMATION TECHNIQUES AND TESTS

The data that was collected was fed into SPSS version 23, and a sequence of statistical tests was conducted. Univariate analysis is a type of analysis that focuses solely on a single variable. In practical terms, univariate analysis refers to the examination of a single variable within a dataset. The CFA and SEM analyses were conducted using AMOS version 24. Additionally, a statistical methodology was employed to assess the model's robustness. Additional information is presented in the subsequent sections.

3.16.1 Univariate analysis

Univariate tests were used to test the data. As part of the data analysis, univariate analysis used central tendencies, dispersion, and standard deviation to find patterns. In order to look further into the data set, means, standard deviations, and variances were generated for individual values, individual performance, and primary determinants of individual performance. Demographic data were also statistically analysed. The Kolmogorov-Smirnov and Shapiro-Wilk was used to test for normality. The Shapiro-Wilk test is a statistical method used to assess the normality of a given dataset by comparing it to a theoretical normal distribution. Kurtosis, a statistical measure that quantifies the degree of tailedness or presence of outliers in a data distribution, was also analysed. Heavy-tailed kurtosis is a distribution that looks like a mountain with steep sides and a narrow peak. In this case, data points tend to be closer to the average (mean), and a few extreme values are far from the mean. In contrast, a light-tailed kurtosis refers to a distribution that resembles a hill with gentle slopes and a broad, flat peak. Data points are more spread out from the average, and fewer extreme values are far from the mean. This suggests that the distribution's tails are thinner and have fewer data points. Skewness was also utilised to quantify the degree of asymmetry in a dataset, where a positive skewness value signified a relatively elongated right tail. In contrast, a negative skewness value suggests a relatively elongated left tail.

In order to test the relationships between each higher-order value and individual performance, a correlation analysis was performed. The relationships between higher-order values and the primary determinants of individual performance were also

investigated. The hypotheses that were formulated were utilised to examine and analyse these relationships. Based on the findings, a positive or negative relationship, or no association, was established.

3.16.2 Discriminant validity – Confirmatory Factor Analysis (CFA)

Consequently, it was advisable to have a dependent variable (DV) with factor loadings of 0.7 or above, as suggested by Byrne (2016) and Hair *et al*. (2019). According to the data shown in Table M7 (refer to Appendix), the discriminant validity of the dependent variable (DV) was determined to be satisfactory, with a value of 0.7 or above. The criteria proposed by Fornell and Larcker (1981) were satisfied, indicating that the variables fulfilled the theoretical prerequisites.

Within the context of the CFA (confirmatory factor analysis), the model represents how various variables are interconnected with distinct latent constructs or factors. In order to demonstrate discriminant validity, it is imperative to ensure that each component exhibits a stronger association with its own indicators, while displaying a weaker association with the indicators of other factors (Hair, Black, Babin & Anderson, 2019; Hair, Hult, Ringle, Sarstedt, Danks, Ray, 2021). In the CFA context, the examination pertains to the analysis of correlations among the components (Henseler *et al*., 2015). When the correlations between variables are low, it suggests excellent discriminant validity. A lack of strong correlations indicates that the variables under consideration effectively capture separate and different constructs (Hair *et al*., 2019, 2021). The absence of discriminant validity implies that the elements under consideration may exhibit excessive similarity or that the measuring model needs modifications (Hair *et al*., 2019, 2021).

According to Chin (1998), in order to ensure consistent discriminant validity, a confirmatory factor analysis (CFA) must satisfy the Fornell and Larcker (1981) criterion and exhibit cross-loadings. Table M7 (see Appendix) shows the discriminant validity of the constructs. The discriminant value for all the factors (Table M7) needed to be consistent to meet the Fornell and Larcker criterion (Rönkkö & Cho, 2022), meaning that the questionnaires were compatible. According to Hair *et al*. (2019) state

that the square root of AVE should be greater than the correlation value of the relationship between the constructs. As a result, for all factor loadings, a DV of 0.7 or higher is recommended (Byrne, 2016; Hair *et al*., 2019). As depicted in Table M7 (see Appendix), DV was greater or equal to 0.7, indicating good discriminant validity. The Fornell and Larcker (1981) criterion was met, showing that the variables met theoretical requirements.

3.16.3 Goodness-of-fit indexes for CFA and SEM

On AMOS, a first-order CFA model was executed. Estimates were then computed using modification indices to enhance model fit (Thakkar, 2020). Following the CFA, an SEM model was conducted to ascertain the adequacy of the model. CMIN/df (Chi-square divided by degree of freedom), CFI (Comparative Fit Index), RMSEA (Root Mean Square Error of Approximation), IFI (Incremental Fit Index), and TLI (Tucker Lewis Index) were deemed essential in determining the model's adequacy (Brown, 2006; 2015; Tabachnick & Fidell, 2007; Weston & Gore, 2006).

Marsh and Hocevar (1985) and Kline (1998) recommended that the CMIN/df value be less than 3. West, Meserve, and Stanovich (2012) suggested that the CFI must be at least 0.95. Browne and Cudeck (1993) proposed that the RMSEA value must be less than 0.08 to accept the model as adequate. Hu and Bentler (1999) sguggest the IFI should be 0.90 or greater. Cangur and Ercan (2015) advised a TLI greater than 0.90 for a satisfactory model fit. In addition, the study also used plugins that Gaskin and Lim (2018) developed to resolve model fit and mediating effects.

3.16.4 Testing the hypotheses

The regression weights were calculated using AMOS and were utilised to explain the associations among the parts of the model. To ensure that critical weights are significant, path coefficients that have associated p-values are assumed to be less than 0.05 significance level. A positive weight indicates a positive relationship, meaning that an increase in the independent variable leads to an increase in the dependent variable.

A negative weight suggests an inverse relationship. Also, the critical weight's numerical value informs the relationship's strength. Larger weights signify stronger relationships, while smaller weights indicate weaker associations. Furthermore, the critical ratio (CR) was also considered, as it indicates the degree of linear interdependence between the examined variables. Weisberg, Krosnick, and Bowen (1996) argue that in order to establish statistical significance for each path in a model, a critical ratio (CR) over 1.96 is necessary.

3.16.5 Testing mediating effects

The study employed the SpecificIndirectEffects_Path.AmosEstimandVB software tool and the Indirect Effects modules to examine the mediating effects (Gaskin & Lim, 2016, 2018; Masrek & Gaskin, 2016; Ogbeibu & Gaskin, 2023). During the mediation testing process, the software applications produced a HyperText Markup Language (HTML) webpage that presented an exhaustive tabular representation of all potential indirect pathways. The p-values associated with the data represent the significance level of the observed association (Masrek & Gaskin, 2016; Nițu-Antonie, Feder, Stamenovic & Brudan, 2022; Ogbeibu & Gaskin, 2023; Wang, Wang, Gaskin & Hawk, 2017).

3.16.6 Testing moderating effects of demographics

To determine whether age, gender, and educational level influenced the strength of the association between individual values and individual performance, as well as the relationship between the primary determinants of individual performance and individual performance, demographic moderation tests were conducted. The moderating variable may modify the association between the independent and dependent variables by strengthening, weakening, or eliminating it (Hall & Sammons, 2013; Hayes & Montoya, 2017; Hayes & Rockwood, 2017; MacKinnon *et al*., 2002). The SPSS macro PROCESS (Hayes, 2022) was used to evaluate moderators. Hayes (2022) created the PROCESS macro, an extension to statistical applications such as SPSS that computes regression analysis using multiple combinations of moderators.

3.16.7 Checking for further robustness

The objective of this study was to assess the robustness of intention-to-quit (ITQ) as a performance indicator (Brown *et al*., 2020; de Vries *et al*., 2023; García-Chas *et al*., 2014; Liu & Raghuram, 2021; Mobley *et al*., 2012; Özer *et al*., 2019; Pelly, 2023). A multiple regression analysis was conducted to assess the impact of multicollinearity on the predictive ability of the model (Haitovsky, 1969; Vatcheva, Lee, McCormick & Rahbar, 2016; Yoo, Mayberry, Bae, Singh, Peter & Lillard, 2014).

When the covariates in the model exhibit dependence, it gives rise to collinearity or multicollinearity issues in the analysis, resulting in estimating the relationships between the variables (Lindner, Puck & Verbeke, 2020; McClelland, Irwin, Disatnik & Sivan, 2017; Vatcheva *et al*., 2016). When there is a high correlation between independent variables, any change in a single parameter will end up resulting in an associated change in a different variable, leading to significant fluctuations in the model results (Hair *et al*., 2019; Lindner *et al*., 2020; McClelland *et al*., 2017; Vatcheva *et al*., 2016). Consequently, the model outcomes exhibit high instability and significant variability in response to even minor alterations in the data or the model (Hair *et al*., 2019; Sheather, 2009).

The statistical software was used to calculate the VIF for each independent variable. A value of 1 indicated no correlation between the independent variable and other variables (Haitovsky, 1969; James, Witten, Hastie & Tibshirani, 2017; Rawlings, Pantula & Dickey, 1998). Variance Inflation Factors (VIFs) between 1 and 5 indicated a moderate level of correlation, which did not require any corrective actions (Hair *et al*., 2019). Variance inflation factors (VIFs) greater than 5 indicate substantial multicollinearity, which can result in unreliable coefficient estimates and questionable p-values (Hair *et al*., 2019; Sheather, 2009). Based on previous studies (Haitovsky, 1969; James *et al*., 2017; Rawlings *et al*., 1998), a model is considered to have no multicollinearity when the tolerance value is more significant than 0.1, and the Variance Inflation Factor (VIF) is less than 5.

3.17 ADDRESSING COMMON METHOD BIAS

Common method bias (CMB) generally happens in survey research when data on the dependent factors are collected inside the same survey questionnaire comprising the independent variables, mediating and moderating variables. This can lead to potential artificial inflation of associations (Podsakoff & Organ, 1986; Podsakoff, MacKenzie & Podsakoff, 2012), resulting in false positives and a loss of power to detect true positive associations (Astle & Balding, 2009; Voight & Pritchard, 2005). Since the vast majority of data collection in management is usually done through a self-report survey (Fuller, Simmering, Atinc, Atinc & Babin, 2016), phenomena that might diminish the method's quality should be prioritised and identified as extremely important (Podsakoff *et al*., 2012). According to Gaskin (2019), if the dependent variables had been measured with a separate questionnaire, the respondents would have done so at a different time and in a different mood. Separate surveys would have significantly slowed this down, given the time constraints and the need to examine longitudinal effects. So, the following steps were taken to reduce CMB and ensure rigour, robustness, accuracy, reliability, and validity (Jordan & Troth, 2020).

3.17.1 Purpose of study and instructions given to participants

One of the first techniques for increasing the possibility of answer accuracy is to create a good study information cover sheet and set of instructions (Hair, Wolfinbarger, Money, Samouel & Michael, 2015). As a result, both the printed and electronic versions of the survey questions included a cover sheet. Participants were informed of the study's goal and purpose and how the data would be utilised (Podsakoff *et al*., 2012). Information about how the research will add to what is known about the topic was also provided to trigger people's interest. Between each section, a few short instructions were provided. The electronic version included a progress indicator to demonstrate progress towards completing the survey.

3.17.2 Reduce scale ambiguity

The presence of scale components with ambiguous interpretations can pose challenges in comprehending scale elements (Jordan & Troth, 2020). Certain constructions consisted of confusing terminology. Words like "frequently," "moderately," and others

with varying connotations were found to be used interchangeably within the context of a single sentence. According to Jordan and Troth (2020), the characteristics are often found in surveys conducted in management research. This phenomenon leads to a lack of clarity among respondents regarding how to formulate their responses, thereby heightening the likelihood that they will be influenced by their natural tendency to respond (Podsakoff *et al*., 2012). With the exception of the Schwartz PVQ-40, it was considered suitable to retain succinct and direct questions for motivation, work attitudes and work environment in order to remove issues that may be interpreted in numerous ways. According to Borg *et al*. (2019), the PVQ-40's clarity and simplicity render it appropriate for people of all backgrounds.

3.17.3 Conserving scale items

A scale with limited points may not possess the necessary level of detail to differentiate nuanced variations in opinions or experiences. Reduced variance in responses can hinder the detection of relationships between variables, potentially resulting in an artificial homogeneity that may be attributed to CMB. The term 'artificial homogeneity' in scales refers to a phenomenon where respondents' responses on a survey or questionnaire seem more similar than they genuinely are, primarily due to the design of the scale rather than an accurate representation of their opinions or experiences. Survey research can encounter a potential issue wherein the selected scale or response format inadvertently encourages respondents to provide similar or homogeneous responses. Standard scale parameters, like the number of scale points, can be attributed to CMB (Johnson, Rosen & Djurdjevic, 2011). Also, if people answer questions similarly, they are more likely to think that the following questions will be answered the same way. These happen because thoughts triggered by answering one question are remembered to answer the next (Podsakoff *et al*., 2012). In the same vein, respondents may feel restricted in their responses due to the limited number of scale points. This phenomenon can result in response bias, wherein participants are compelled to select a response category that does not accurately represent their genuine opinions or emotions. For instance, individuals may choose a response on a 3-point scale that does not strongly align with either agreement or disagreement due to the absence of alternative options. Scale items were, therefore employed precisely as they were previously used.

3.17.4 Detecting CMB – Harman's single-factor test

Neglecting to consider common method effects in empirical research can impact the interpretation of results (Aguirre-Urreta & Hu, 2019). Measurement error can have adverse effects on the accuracy and consistency of the measures used, as well as the relationships between the constructs being studied, which can impact hypothesis testing (Aguirre-Urreta & Hu, 2019; Antonakis, Bendahan, Jacquart & Lalive, 2010). Significant common method bias can complicate the interpretation of results, making it challenging to ascertain their meaning. Aguirre-Urreta and Hu (2019) discuss various techniques in the research literature that can address common method effects and mitigate concerns about their impact on observed results. The most frequently utilised test is Harman's single-factor test. The constructs were tested using SPSS. The procedure entailed the selection of all variables for the factor analysis. Harman's single-factor test employs an 'unrotated factor solution' as a statistical approach to investigate if a single dominant factor can account for the associations among variables in a set of survey responses. If one factor explains a significant portion of the variance, typically more than 50% or a substantial majority, it may indicate the existence of common method bias (Eichhorn, 2014; Podsakoff & Organ, 1986; Rodríguez-Ardura & Meseguer-Artola, 2020). This suggests that a common factor may influence respondents to provide similar answers, potentially due to response bias (Podsakoff *et al*., 2003). There was no issue of common method bias in this dataset, as the total variance explained by a single factor is 19.7%, below the suggested threshold of 50% (see Table M1 in the Appendix).

Although Harman's single-factor test was reasonably straightforward, it has faced criticism (Podsakoff & Organ, 1986; Podsakoff *et al.*, 2012). The fundamental criticism is that Harman's test is solid, but becomes less likely to accurately represent the data as the number of variables increases (Malhotra, Kim & Patil, 2006). Moreover, the absence of a single component explaining the total variation in the data does not necessarily exclude the potential influence of common method bias (CMB) on the relationships between variables (Jordan & Troth, 2020; Podsakoff & Organ, 1986; Podsakoff *et al*., 2012). Although this method captures common variations among variables, it fails to account for potential inflated results from data collected in a single administration survey (Jordan & Troth, 2020). Minbashian, Birney and Bowman (2019)

suggest that it can be used alongside other methodological procedures to enhance the confidence of findings.

3.17.5 Confirmatory Factor Analysis (CFA) marker approach

This method uses a marker variable called the common latent variable (CLF) (Alge, Ballinger, Tangirala & Oakley, 2006; Fuller *et al.*, 2016; Gaskin, 2017; Lindell & Whitney, 2001; Miller & Simmering, 2023; Spector, Rosen, Richardson, Williams & Johnson, 2019; Tang & Zhonglin, 2020; Williams & O'Boyle, 2015; Williams, Edwards & Vandenberg, 2003; Williams, Hartman & Cavazotte, 2010). Using AMOS, one variable was given the name 'CLF'. Estimates were made by drawing single-headed arrows (called "draw paths" in AMOS) from CLF to all observable variables (Miller & Simmering, 2023; Tang & Zhonglin, 2020; Williams *et al.*, 2010; Spector *et al.*, 2019). AMOS was then used to generate standardised regression weights for the CFA model. Common method bias was considered insignificant if regression weights was less than 50% (Eichhorn, 2014; Podsakoff & Organ, 1986; Rodríguez-Ardura & Meseguer-Artola, 2020). The ethical considerations are detailed below, after which the limitations are evaluated.

3.18 ETHICAL CONSIDERATIONS RELATED TO THE RESEARCH

Research ethics are crucial as they demonstrate the integrity and credibility of a study. While research contributes valuable ideas and information to society, it is essential to ensure that it does not endorse techniques that infringe upon participants' rights or compromise the research's integrity, reliability and validity of the research. This research study addressed and discussed various ethical issues.

3.18.1 Participant information sheet

It was mandatory to obtain ethics approval from The University of the Witwatersrand's Ethics Committee. Maintaining the anonymity of the participants was crucial. The Ethics Committee emphasised the importance of obtaining informed consent from

individuals before they participated in the research study. A participation information sheet was created to provide potential participants with details about the research's goals and objectives and to ensure that confidentiality and anonymity would be upheld. The participant information sheet provided details regarding the storage and accessibility of data. The data collection instrument ensured participant anonymity by excluding any fields that could disclose their identity or the name of the firm.

3.18.2 Confidentiality and privacy

The information collected for this study was exclusively utilised for research purposes and was not shared with individuals unrelated to the study. Participants were notified that their data would be utilised to enhance research in the respective field. The study did not provide personal or professional details, such as name, national ID number, position, or job type, which could be used to identify the participant or the multinational corporation they were referring to. The information provided would remain confidential and not be disclosed to any third party, including through storage devices, online platforms, or the Internet. Companies required the researcher to pick up self-administered questionnaires in person. The paper surveys would remain confidential and not be shared with others. Multinational corporations (MNCs) have implemented a requirement for employees to be provided with sufficient time to complete the questionnaire while ensuring that no undue pressure is exerted on them.

3.18.3 Consent form

A consent form was utilised to ensure mutual agreement between the participant and researcher, necessitating the signature of both parties. The consent form mandated the participant's written consent to participate in the study, subject to agreed-upon conditions and the researcher's assurance. Participants in the initial phase of qualitative data collection were informed about the recording of their interviews. The recording would commence simultaneously with the initiation of the interview. The consent form provided options for participants to indicate their preference regarding the interview recording of the interview by selecting either 'Yes' or 'No'. In the second phase,

employees were mandated to provide consent as a means of agreeing to complete a questionnaire.

3.18.4 Honesty and integrity

The study's purpose was effectively communicated with clarity and accuracy. Personal benefits, such as financial satisfaction or similar rewards, were not pursued. Participants were assured that their involvement in the study was voluntary and that their decision to complete or not complete the questionnaire would not have any negative consequences. Participants were allowed to withdraw from the study without facing any adverse effects. No discrimination occurred based on race, gender, ethnicity, education, competence, or integrity.

3.19 LIMITATIONS OF THE STUDY

Addressing the limitations of this study can enhance the research by providing valuable insights for other researchers to consider when conducting their own investigations. It is ethically imperative to acknowledge and address any issues that arise during the course of this research, rather than dismissing them. The limitations of the study are discussed in the following sections.

3.19.1 Lack of literature on the topic

The absence of much existing research on national culture and Schwartz's values in Mauritius was a challenge in developing the research questions, hypotheses, and theoretical framework for this study. This posed a difficulty in establishing a robust basis for the research. The absence of available scholarly literature may impede the ability to effectively compare and contrast the research outcomes with prior studies conducted in Mauritius or other nations sharing comparable characteristics. Despite the popularity of Schwartz's values (1992, 2002), there is also limited research connecting Schwartz's values to the primary factors influencing individual performance in small island states (Schwartz, 1992; Witte *et al.*, 2020). Due to the limited availability of literature, research, and studies in Mauritius, an innovative typology was developed for

this study. The qualitative study developed a theoretical framework, which was subsequently validated through quantitative tests to support the research themes.

3.19.2 Selection of participants and sampling

There may be limitations in participant selection for both the qualitative and quantitative segments. For the qualitative analysis, individuals in specific positions were selectively invited and interviewed, excluding other employees who were subordinate to them. Certain interview questions may have prompted participants to give a predetermined response, potentially disregarding employee perspectives and resulting in an inaccurate viewpoint. The main drawback of the quantitative segment may arise from the generalisation of findings. The sample utilised for qualitative and quantitative analyses was not subjected to homogeneity testing. The potential lack of variation in the sample, resulting from its high homogeneity (composed of similar individuals), may restrict the study's ability to generalise findings to the broader population.

3.19.3 Self-reported data and social desirability bias

In the qualitative research phase, other sources did not corroborate the information obtained from interviews. The respondents' information was accepted without further scrutiny, as the qualitative data was gathered independently from the quantitative data. Also, there were no rules or ways to check if the people taking part spoke the truth (Bergen & Labonté, 2019; Kwak, Ma & Kim, 2021). The speed of interviewees' responses may be influenced by social desirability bias (Andersen & Mayerl, 2019), as it was necessary to attentively listen, take notes, and write down their answers promptly. The difficulty in discerning the accuracy of the answers and the potential for participants to provide socially desirable responses posed challenges in determining the validity of the data. Individuals participating in the quantitative component of the study may exhibit limited recollection of past events. As a result, individuals may have embellished their emotions or encounters by providing responses that did not accurately reflect their actual sentiments at the given moment.

3.20 CONCLUSION

This chapter provides an introduction, description, and justification of the research method employed in the study. The study employed a mixed-method approach, incorporating both quantitative and qualitative methods, and explained how these methods aligned with the research paradigms. Research paradigms have provided explanations on utilising positivist and interpretivist approaches in research, thereby justifying the application of qualitative and quantitative methods. The qualitative technique was extensively discussed, initially focusing on codes and themes related to a modified grounded theory and addressing codes, concepts, and themes associated with the modified Gioia data structure. The subsequent section describes the quantitative analysis process. The justification and explanation for the sampling method, target population, and sample size were provided. The study developed a data collection procedure and addressed concerns regarding reliability and validity. The instrumentation design was explained for each variable under investigation. Subsequently, hypotheses were proposed, indirect effects were delineated, and moderating effects were examined. Statistical tests were conducted, and CMB was analysed. The study's ethical considerations and limitations were addressed. Chapters 4 and 5 discuss the qualitative and quantitative findings, respectively.

CHAPTER 4

THE GROUNDED RESEARCH – THE QUALITATIVE FINDINGS

4 THE GROUNDED RESEARCH – THE QUALITATIVE FINDINGS

4.1 INTRODUCTION

After a comprehensive review of the relevant literature, a methodology was formulated that encompasses various strategies and procedures for collecting qualitative data. The qualitative data in this chapter are presented using a modified grounded theory technique (Glaser, 1992; Charmaz, 2006). Codes were developed to extract pertinent information from the verbatim responses that participants provided. These codes were also used to establish connections between individual values and individual performance. The study also identified relationships between primary determinants of individual performance and individual performance. The subsequent sections of this chapter are structured as propositions that aim to delineate the relationships. Proposition A examines the relationship between individual values and individual performance. Proposition B pertains to the relationship between primary determinants of individual values and individual performance. Proposition C examines the relationship between demographic factors and individual performance. The discussion also focuses on the relationship between intention-to-quit and individual performance.

The interview responses were categorised by assigning specific codes to each interview question. The technique employed in this study was based on the methodologies proposed by Gläser and Laudel (2013), Miles *et al*. (2020) and the principles outlined by Samsa (2020). During qualitative analysis, pertinent information from the source text was selected and analysed (Gläser & Laudel, 2013). The first step involved identifying, locating, and organising raw data (Gläser & Laudel, 2013; Samsa, 2020).

Additionally, it was necessary to ascertain the variable or category to which the information pertained (Gläser & Laudel, 2013). Category V included replies related to values, category A included responses about work attitudes, category W included responses about the work environment, and category M included comments about motivation. Codes were used to categorise and briefly described the content within a text section. These codes consisted of short strings that defined categories and quickly conveyed the subject matter. Texts with associated codes were index texts, which contained a comprehensive list of the relevant topics discussed in each section of the

text (Gläser & Laudel, 2013). Gläser and Laudel (2013) found that although a portion of the original text is extracted, the original content is seldom utilised. Themes are identified by assigning codes, brief strings that categorise and succinctly describe the content, to the relevant text section (Gläser & Laudel, 2013). The outcome is an indexed text, where codes are assigned to indicate the relevant themes discussed in each section of the text (Gläser & Laudel, 2013; Miles *et al.*, 2020). The prefixes serve as unique identifiers for specific interview questions, allowing the codes to function as addresses that indicate the exact location of fragments obtained from the verbatim replies of respondents (Samsa, 2020).

4.2 PROPOSITION A: THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE

This discussion will examine the aspects identified through the modified grounded analysis and their connections to individual performance. The existing literature on values necessitated narrowing the scope for qualitative sampling and analysis. In order to understand the subsequent structure, each value is presented as a heading, and its connection to individual performance is explained. The modified version of the grounded theory technique presented in this study offers a framework for organising and interpreting the extensive verbatim responses obtained from 30 participants. This modification aims to simplify the analysis process by reducing complexity, confusion, and the need for constant reference to the code table resulting from code combinations (Gläser & Laudel, 2013; Miles *et al*., 2020).

4.2.1 Flair value and Individual Performance

The analysis was found to suggest support for the existence of values in an organisation, one of which is the Flair value. During analysis, the Flair value emerges that seem to influence employees and their ability to succeed in the workplace. According to all respondents, people with the right skills and competencies are critical to a company's daily operations.

Demonstrating abilities is a better way to know that a person is good and we need people who are good at their work. These values are crucial because they are those

who can undertake projects, lead people, preserve our image as a good solution provider. Showing abilities allow them to adapt quicker, to take decisions ... [V1-IFLC-R01]

...an employee should be able to show what he/she can do at work, demonstrating high degree of proficiency, skills, knowledge and be above expectations... [V1-IFLC-R02]

... make use of his/her skills...talent, creativity and training to produce proactive solutions. [V1-IFLC-R04] [V1-IFLP-R04]

The participants seem to place considerable importance on talents and capacities, as they believe these abilities to be crucial prerequisites. The presentation of these criteria is considered to be of utmost importance. The act of demonstrating one's competencies serves as a mechanism for employees to showcase their ability to undertake projects, lead individuals, and maintain our reputation as a reliable provider of solutions. According to respondents, demonstrating aptitudes enables individuals to adapt more expeditiously and make informed decisions.

... we need that the output is above what we expect… [V1-IFLC-R03]

... professionalism does not come in the quality of work only but in the manner people behave ... For me this is professionalism. It is a combination of different qualities whether it comes to time management affectively or providing solutions ... dealing with customers ... [V1-IFLC-R06]

...The level of expertise a person has and how well he'she is making use of the skills, knowledge, know-how and experience... [V1-IFLC-R10]

...Proficiency in working out solutions efficiently; Quick grasp of ideas, lessons, training; Cleverness in dealing with clients... [V1-IFLC-R12]

The responses seems to explain that the execution of the values appear to lie on the employees. Managers might wish employees to have innate values matching that of the company and the willingness to evolve in such an environment.

...alignment of resources, skills, procedures, experience with quality assurance and experience. It acts as a backbone for excellence... [V1-IFLC-R09]

...we make sure that potential candidates are proficient, strive for self-improvement, whether it comes to education, improving skills and improving behaviour; are skillful, that is, have the desired skills and knowledge... [V1-IFLC-R06]

We all have goals and objectives to meet and exceeding expectations will show the amount of dedication an employee has towards the company and their efforts will not go unattended of course. Exceeding expectations describe a lot about the employee. It shows dedication, motivation and satisfaction.

Respondents confirm that values are deeply ingrained in businesses and that values shape the attributes of employees. Respondents emphasize various areas of competencies and capacities. They also emphasize the necessity of sticking to the company's set of principles and that they did not make a mistake in hiring them.

Like culture, values also influence our employees in many ways. Our values are passed on to employees by the organisational culture and standardise the behaviour of people into desirable and effective behaviour. The ways in which our employees behave thus become codes and rules of conduct to which they are bound. [V1-IFLC-R04]

Being responsible is a very high value because a person should take ownership of the tasks he/she has been given. Being responsible requires a high sense of talent because it is not only taking responsibility of projects but also people. [V1-IFLC-R18]
Employees should show that they are able to complete what they have been instructed. [V1-IFLC-R19]…We want our employees not only to meet the expectations but to exceed them. I want them to prove to us that we have not recruited mere people but I want people who are daring, who can take up challenges and are able to succeed. [V1-

IFLC-R20]…We need people who are devoted to their tasks as it shows attitudes and dedication to the job... [V1-IFLC-R25]

The above response also demonstrates that the company's ideals seem to be communicated to the employee. Espousing values from employee to employee could make it easier for managers to properly manage people and reduce the effort of pursuing individuals to satisfy expectations.

... influence other members to do as much. [V1-R01]

... support from our friends, sharing a good bond facilitates better knowledge sharing and with training ... V1-R17]

That person should know how to motivate others and how to aspire them to become same. [V1-R18]

…improve their way of managing people, improve in terms of quality of service and improve in communication when working with other employees [V1-IFLC-R2]

In addition to the anticipation that values are professed and aligned with those of the organisation, it has been substantiated that values have an effect on the job performance.

… how they plan their work and how to self-manage to meet targets set to them…showing this eagerness to learn more and achieve more. [V2-PTPPD-R01]
…I have to meet what the job asks for…[V2-PTPPD-R03] [V2-PTPQR-R03]

…to produce proactive solutions …[V2-PTPPD-R04]

…address issues and making decisions within short periods. [V2-PTPPD-R05] [V2-PTPPD-R08]

… planning, dealing with priorities, managing work-related stress, making decisions and adapting to unforeseen situation… employees have to better-organised, make a lot of planning, adjust their work patterns and prioritise. [V2-PTPPD-R13]

A person will perform better because motivation will allow that person to adjust his pace, plan to anticipate situations and what will make him happy. [V2-PTPPD-R15]

…we are prepared and we anticipate to improve our services. [V2-PTPPD-R17]

Allegiance, ability to manage pressure and ability to take responsibilities… [V2-PTPPD-R26] [V2-PCPRC-R26]

Proactively strategising, adhering to timelines, and effectively prioritising tasks serve as key metrics not only for accessing opportunities, but also for showcasing one's abilities, aptitudes, and proficiencies in accomplishing said objectives.

I have to meet what the job asks for…[V2-PTPEW-R03] [V2-PAPCO-R03]…To maintain that effective customer relations requires us to be proactive, skillful, address issues and making decisions within short periods. … [V2-PTPEW-R05] [V2-PCPIC-R05][V2-PCPPS-R05] … show how much and how well they are able to match with the company's strategies. [V2-PAPCO-R05]

…to follow procedures, watching processes and ensure that those solutions are free from errors… [V2-PCPRC-R06] [V2-PCPPS-R06]

…it increases the performance of employees when they have these traits… [V2-PAPCO-R08] [V2-PCPPS-R08] [V2-PCPKS-R08]

…customer experiences and is synonymous to good or bad work from our company to deliver satisfactory results… We have customers who have grown fond of people here and want to make transactions with these people only. [V2-PCPIC-R10] [V2-PCPPS-R10]

By mastery, I mean to become a very skilled person in almost everything. A master in taking responsibilities. A master in solving problems. A master in taking decisions. And a master in being very successfully by giving us excellent output…very good quality output. [V2-PTPEW-R12] [V2-PTPQR-R12] [V2-PCPIC-R12]

…and we anticipate to improve our services. [V2-PCPIC-R17]

…we all coordinating our job patterns, analyzing risks and understanding challenges, solving problems [V2-PTPCT-R18] [V2-PCPIC-R18] [V2-PCPPS-R18]

When focusing on the customer, you are always aiming for excellence. Concentrating on all these values improve the organisational effectiveness and improving customer satisfaction [V2-PTPQR-R23] [V2-PTPEW-R23] [V2-PCPIC-R23]

Committed employees will show their purpose by investing time and effort by enhancing skills and help to shape that individual that we look for. [V2-PTPEW-R26] [V2-PCPRC-R23] [V2-PCPKS-R26] [V2-PCPIC-R26]

The overarching argument from the above statements is the link between employee performance and expected outcome. Managers appear to prefer personnel who can help the organisation accomplish its goals.

The central argument that can be inferred from the aforementioned statements concerns the relationship between the values of individuals and their individual performance. The present observation suggests that managers tend to display a predilection for individuals who possess the capacity to enable the attainment of the organisation's goals. The characteristic of a thriving workforce is the presence of personnel who demonstrate the capacity to achieve predetermined targets and aspirations, all the while evincing a robust inclination towards fulfilling the expectations of their clientele. The measurement of performance is predominantly determined by the attainment of objectives via the effective utilisation of aptitudes and abilities.

4.2.2 Allegiance value and Individual Performance

The value of Allegiance relates to loyalty, support and adherence to the company. Allegiance appears to be mentioned by respondents, and it reflects the nature of both employees and the firm. Hence, following rules and procedures, displaying a sense of ethical behaviour and being obedient to the discipline of the company are attitudes and behaviour that show allegiance towards the company. The comments revealed the importance of discipline, rules, and honesty.

Meet expectations: requires a set of skills and knowledge and such people's focus are sharp enough to work effectively and efficiently without the assistance of others. [V1-IALR-R01]

...standardise the behaviour of people into desirable and effective behaviour. The manner in which our employees behave thus become codes and rules of conduct to which they are bound. [V1-IALR-R04]

Quality orientation requires employees to follow procedures, watching processes and ensure that those solutions are free from errors. I am speaking about following orders here [V1-IALR-R06]

...are always reminded how to meet those standards through matching the mission and vision, meeting personal goals and always focus. [V1-IALR-R07]

...individual not respecting will most likely be penalised for poor performance and action are liable to be taken against the latter for not conforming to moral implications which may cause of any kind to the company. [V1-IALR-R12]

Focusing on customer requires the employee to stick to the required results expected from him/her because customer focus is not only about the quality of products and services but also the time the solutions are delivered and services are undertaken [V1-IALR-R13]

... willingness to set the standards high and to meet what this company expects.

[V1-IALR-R19]

…a sense of respect to the established structure of the company, detail-orientation, goal-orientation and market-orientation allowing employees to use their know-how to make these possible. [V1-IALR-R24]

Respondents confirm that adhering to processes and regulations is a basic value. Compliance with regulatory frameworks appears to be crucial to ensuring that goals are met.

..being ethical promotes trustworthiness throughout, from both organisation side and customer side and thank to those values we can achieve this. As much as we care about the image of this company, it is essential that customers know that this company is safe to do business with. [V1-IALE-R01]

When we speak about rules, we speak about being ethical and this value bring a good person, well structured, well groomed and dignified… [V1-IALE-R02]

Integrity inspires trust and individuals will act professionally governed by high standards of ethical and professional standards. Integrity will inspire the employee to build trust between customer and the company and trust between the company and the employee. In this way, the company builds a unique culture which will always encourage collaboration and cooperation. [V1-IALE-R07]

Ethics requires hard work to sustain trust and to meet the moral existence of the company. Working hard on the image of the company moves the company to a higher position and makes it a unique and trustworthy company to make business with. Ethics needs to be worked out and the individuals need to have the desired attitudes and aptitudes to maintain same. [V1-IALE-R09]

When we speak about trust, it does not only mean trusting somebody doing things the right way but trusting that he/she will work without assistance and still providing expected results. [V1-IALE-R10]

It requires a high level of ethical behaviour, respect to other people's work. [V1-IALE-R14]

A person should be ethical and honest because integrity not only shows truthfulness but it also shows trustworthiness. An employee is like a representative of the company and an employee who is ethical and honest shows the integrity of the company. It preserves the image of the company and shows the strong position of the company as being a trustworthy one. Integrity indicates the right way that work should be done and it is important because it redirects everybody in one direction.
[V1-IALE-R17]

Now reliability is how much we have fulfilled our promise. We are speaking about being ethical and honest in our job and also how well we have made the deal successful and still keeping the customer happy with us. [V1-IALE-R24]

The significance of upholding trust, integrity and ethical conduct appears to resonate among the workforce. The demonstration of trust and compliance carries great importance as it serves as a representation of allegiance to the ruling authority.

Following rules and regulations and being ethical promotes trustworthiness throughout, from both organisation side and customer side and thank to those values we can achieve this. [V2-IALO-R01] .

Rules are important and breaking rules will ruin this company. Rules are set to keep people from doing wrong things. When we speak about rules, we speak about being ethical and this value bring a good person, well structured, well groomed and dignified and match the perfect person who would lead a team later on. [V1-IALO-R02]

...doing things the right way but trusting that he/she will work without assistance and still providing expected results. . [V1-IALO-R10]

...guiding that individual about what is good to do and what is wrong. [V1-IALO-R11]

I expect employees here to be customer focused because we value our clients and we do our best to bring the best to them. [V1-IALO-R13]

…high level of instructions to subordinates to abide to these instructions from the one who has taken responsibility of that project. It requires a high level of ethical behavior, respect to other people's work. [V1-IALO-R16]

It preserves the image of the company and shows the strong position of the company as being a trustworthy one. Integrity indicates the right way that work should be done and it is important because it redirects everybody in one direction. [V1-IALO-R17]

…we are focusing on the future of this company. [V1-IALO-R18]

…they put standards very high and within the norms of the company, we have to meet these standards. This is not easy but we have people highly competent and consistent who are able to meet those demands. Employees have specific orders and duties and they have to stick to objectives and I think they will do very well. .. I want employees to be know the importance of procedures, rules, ethics and good governance within a company. [V1-IALO-R19]

We want people who are disciplined and well-organised….. Complying also includes going in accordance with established specifications and according to established guidelines. In so doing, we are not deviating from our job…. respecting conditions and standards and comply with specifications and guidelines set by this company [V1-IALO-R21]

…fulfil what the customer has asked for…. customer needs reminds us of our promise to deliver the best quality because we have set standards high enough to keep our customers loyal to us [V1-IALO-R24]

We need discipline because it shows honesty, loyalty and good organisation. Discipline fosters respect and we tend to forget differences and become more professional in our ways to doing things at work. [V1-IALO-R25]

Based on the feedback received from the participants, prioritising productivity through adherence to legal statutes, regulatory frameworks, procedures, rules, ethics, and principles of good governance seem to be essential. The cultivation of discipline seems to promote a sense of respect, leading individuals to overlook differences and adopt a more professional approach to their work practises.

Being disciplined and following ethics make a person good, well structured, well groomed and dignified and match the perfect person who would lead a team later on…[V2-PTPEW-R02]

…reflects the high standards that employees should work for and for that people are always reminded of the values of the company and are always reminded how to meet those standards through matching the mission and vision, meeting personal goals and always focus. [V2-PTPPD-R07] [V2-PTPQR-R07] [V2-PTPEW-R07]

I personally think that customer focus and making customers happy without output come from a lot of effort... [V2-PTPEW-R08]

…a person is devoted to his/her job and commitment implies more effort than those who are not committed do not show that level of effort. [V2-PTPEW-R10]… giving high quality results within the time frame and respecting the standards respecting the norms. [V2-PTPQR-R10]

…implementation of solutions depends not only on the employee but also on the collaborative work that makes the organisation. [V2-PTPCT-R17] [V2-PTPQR-R17] [V2-PAPWP-R17]

The results suggest that the participants perceive adherence to established protocols as an expression of their commitment to their profession.

…they have the desired skills to deal with various situations like stress, unexpected projects coming in their way, etc. [V2-PCPKS-R01]

effective customer relations requires us to be proactive, skillful, address issues and making decisions within short periods.[V2-PCPRC-R05]

…employees to follow procedures, watching processes and ensure that those solutions are free from errors. [V2-PTPQR-R06] [V2-PCPRC-R6] [V2-PCPIC-R06]

To maintain that effective customer relations requires us to be proactive, skillful, address issues and making decisions within short periods. [V2-PCPKS-R08]

people who really dare to take actions for example, dealing with customers and able to convince them by continually proposing very good solutions and we do get those customers. [V2-PCPRC-R09]

…the individual to be responsible, accountable, fair and sincere, be respectful and earning respect also and become self-aware of what is happening around besides rules. [V2-PCPPS-R11]

…we are prepared and we anticipate to improve our services. [V2-PCPKS-R17]

…to avoid any risk and adjust to any changes. [V2-PCPKS-R18] [V2-PCPPS-R18]

Enthusiasm contributes to performance because it is the drive, that willingness to set the standards high and to meet what this company expects. [V2-PCPRC-R19]

The respondents' work attitudes demonstrate an improvement with their performance, as evidenced by their motivation to complete tasks within predetermined timelines and work schedules. The respondents hold the view that people possessing the capacity to enhance outcomes, engage in cooperative efforts, and oversee undertakings seem to exhibit superior performance.

…they have the desired skills to deal with various situations like stress, unexpected projects coming in their way… [V2-PAPCS-R01]

standardise the behaviour of people into desirable and effective behaviour. ... [V2-PAPCS-R04]

...giving high quality results within the time frame and respecting the standards respecting the norms... [V2-PTPQR-10] [V2-PAPCO-10]

...managing work-related stress, making decisions and adapting to unforeseen situation for example changes brought by the customer in the last minute. [V2-PAPCS-13] [V2-PCPRC-13]

...to avoid any risk and adjust to any changes. [V2-PAPCO-R18] [V2-PTPEW-R18]

...how well employees are able to work together, learn the best solutions and implement the best solutions. [V2-PAPWP-R18] [V2-PCPIC-R18] [V2-PAPCO-R18]

Values creates a sense of respect to the established structure of the company, detail-orientation, goal-orientation and market-orientation allowing employees to use their know-how to make these possible. [V2-PAPCO-R24]

Discipline is not about withstanding pressure but how to makes things easier, how to correct behaviour and to deal with pressure in a professional way. [V2-PAPCS-R25]

As per the participants, improvement of employee performance can be ascribed to the existence of values, regulations, protocols, and ethical standards. The factors provide a systematic framework for employees to proficiently navigate through a variety of events and modifications. The focus on attaining results encourages staff members to develop skills that improve their collaborative capacities, ultimately facilitating the accomplishment of the organisation's objectives and goals.

4.2.3 Self-Confidence value and Individual Performance

The value of self-confidence relates to the determination and excitement to take up challenges. Self-confidence refers to employees' perception and belief in their own

competencies and capabilities. Self-acceptance and self-trust are indicative of an individual's ability to maintain a sense of autonomy in their life. The individual possesses a comprehensive understanding of their personal strengths and weaknesses, and maintains a favorable self-image.

A person should have the courage to face difficulties because jobs here are highly demanding. Courage is not only facing the job but also facing realities of life. Somebody may be having issues in his or her personal life but having the courage to face them… [V1-ISCD-R02]

To work at this company means challenges every day…Challenges in terms of deadlines, in terms of meeting our goals, challenges in getting what we want…[V1-ISCC-R03]

…take initiatives, to develop attitudes in disseminating knowledge, to adapt to changes and storm ideas to differentiate ourselves…[V1-ISCM-R09]... allows a person to take risks, and take awkward situations as a challenge and the latter will be able to sort a solution in the end…[V1-ISCC-R09] [V1-ISCD-R09]

…a person responds to obstacles by facing the hardships and hardworking by properly planning and formulating the goals that need to be achieved… [V1-ISCC-R11] [V1-ISCM-R11]

From my point of view, if somebody is not enthused about his/her job, then this person may not be able to meet up with speed at which this industry is going…It included how much you like your job and how much you are eager to show your inner power [V1-ISCE-R19]… your competences, this eagerness to address challenges…[V1-ISCE-R19] [V1-ISCC-R19]

A passionate person will accept the challenges that the job offers… [V1-ISCC-R26]
…we are already aware of his or her competence and we can leave him on his or her own and he/she will still deliver. [V1-ISCC-R18] [V1-ISCM-R18]

Self-confidence has been identified as the third most prevalent value. Consequently, according to respondents, it appears that managers seem to exhibit a preference for employees who demonstrate a willingness to overcome challenges in order to fulfill assigned responsibilities. The statements indicate that employers seem to exhibit a preference for employees who possess the ability to adjust to a competitive environment and demonstrate resilience when faced with challenges. The ability of an employee to adapt to the diverse demands of their profession is exemplified. Employers anticipate that their staff members will exhibit a readiness to tackle obstacles and embrace opportunities to showcase their competencies.

…stimulates the decision-making aptitude of the person of what may happen if certain risks are considered or not and how would they impact, thus, enhancing their problem-solving abilities. [V1-ISCM-R04]

We ensure that we do not lose concentration because sometimes the tasks are too repetitive, so we want our employees to keep track of details and to find excitement in performing such duties. [V1-ISCE-R06]

The company recognises and retains the employee who put efforts into the work and the company. [V1-ISCM-R07]

Perseverance shows the tenacity, the resolution to go till the end and still achieve the goals that have set despite difficulties and failure. Perseverance shows how much a person is optimistic and the continued effort by being steady and losing hope or losing focus. [V1-ISCC-R11] [V1-ISCM-R11]

how much an individual is devoted to his tasks, adherence to procedures and his passion towards the company. [V1-ISCE-R12]

When a person committed, I believe he/she will bring new ideas, take the risks required to achieve more than what is expected and is both happy and excited about what he/she is doing. [V1-ISCE-R13] [V1-ISCM-R13]

...person takes the initiatives to be in charge or by taking the reins to influence others to produce results. Taking responsibility is a high virtue because it requires good level of skills to meet what the company expects from us… [V1-ISCC-R14] [V1-ISCE-R14] [V1-ISCD-R14] [V1-ISCM-R14]

We need courage to have undertaken this job in this company and we need courage because we face difficulties and for that we need …our own will power. [V1-ISCC-R17]

…we are already aware of his or her competence and we can leave him on his or her own and he/she will still deliver. [V1-ISCC-R18] [V1-ISCM-R18]

Happy with the work and work environment, enthusiastic to innovate and be creative. [V1-ISCM-R21]

… how much people have control over their work, how well they are able to make their own decisions and are able to meet the objectives of the company. [V1-ISCM-R23]

Being passionate about your work describes your zeal, your enthusiasm that drive your motivation [V1-ISCE-R26] [V1-ISCD-R26]… You show high energy and you apply all your skills to make the work success… Everything seems achievable when you are passionate and you will always put additional effort into something you like. [V1-ISCM-R26]…

Pursuing a dream for example and trying to overcome all the obstacles to make that dream show how much a person is passionate [V1-ISCE-R29] [V1-ISCC-R29] and will do everything, well in good ways of course, to complete it. Same applies here.

A passionate person will accept the challenges [V1-ISCC-R30] that the job offers and will do his/her maximum using the skills and knowledge and support to complete the tasks. [V1-ISCM-R30]

Based on the feedback provided by participants, it appears that managers place significant importance on an individual's level of commitment to their assigned responsibilities, adherence to established procedures, and their overall enthusiasm

towards the organisation. An individual demonstrates leadership by proactively assuming responsibility and exerting influence to motivate others towards achieving desired outcomes. The undertaking of this job within the organisation necessitates the possession of courage, as it is accompanied by various challenges and obstacles that demand such a quality. The attainment of goals appears feasible when one possesses a strong passion, leading to a heightened dedication and commitment towards activities that align with personal interests.

...following all steps and that all procedures are observed only then we can release a final version….[V2-PTPPD-R06][V2-PTPQR-R06]

...doing his/her best using every means he/she has at hand to make things work for the company... [V2-PTPEW-R11] Also, satisfied customers reflect the amount of effort the employee has put into the work. [V2-PTPQR-R11]

...bring new ideas, take the risks required to achieve more than what is expected and is both happy and excited about what he/she is doing…[V2-PTPEW-R13] [V2-PAPINS-R13]

... allow the employee to always remember what is expected and will set priorities, will make work plans, will set personal deadlines and personal goals to complete the task….[V2-PCPKS-R15]

According to respondents, the individual needs to demonstrate a strong commitment to the company by employing all available resources and strategies to ensure its success. They actively generate innovative concepts and willingly undertake necessary risks to surpass anticipated outcomes. Moreover, they exhibit a sense of contentment and enthusiasm towards their work, thereby enabling the employee to consistently uphold performance expectations and establish appropriate priorities.

Courage of course, no doubt makes an individual to perform better because he faces his fears. Not discouraged he would do everything within rules, of course, to get benefits and advantages that the company offers. [V2-PCPRC-R02]

Challenges in terms of deadlines, in terms of meeting our goals, challenges in getting what we want… Somebody accepts challenges when he knows the risks and is able to face those risks by converting negative to positive. In fact, we have to dare face challenges only then we know our weaknesses and strengths… [V2-PCPRC-R03]

…stimulates the willingness to organise and manage risks....stimulates the decision-making aptitude of the person of what may happen if certain risks are considered or not and how would they impact, thus, enhancing their problem-solving abilities…[V2-PCPRC-R04] [V2-PCPPS-R04]

… become dynamic innovators by proposing diverse ideas and storm creativity to create unique attributes and dynamic teams…[V2-PCPKS -R07]

…differentiates one person from another because superior performance allows a person to take risks, and take awkward situations as a challenge and the latter will be able to sort a solution in the end… [V2- PCPRC-R09] [V2-PCPPS-R09]

…reflect the amount of effort the employee has put into the work. [V2-PCPRC-11]
…strive for excellence through continuous effort and learning… upgrade himself/herself though education, training and development [V2-PCPKS-14]

…increases loyalty of clients, enhance the quality of products we offer, strengthen moral principles… [V2-PCPIC-R15]

… high competence and high competence implies lots of efforts, continuous improvement of skills and always learning, plan your work and deal with exigencies of service at the same time, proactively solving issues…[V2-PCPKS–R19]

…take responsibility and how well they are able to fulfill those responsibilities… [V2-PCPRC –R23]

… allowing employees to use their know-how to make these possible…[V2-PCPKS-

R24] [V2-PCPPS–R24]

… accept the challenges that the job offers and will do his/her maximum using the skills and knowledge [V2-CPPKS –R26]…support to complete the tasks, it is true, because the latter will deploy all the means he/she has to meet his/her personal goals. [V2-PCPRC–R26] [V2-PCPIC–R26] [V2-PAPCO–R26]

Based on the feedback provided by the participants, it was observed that there exist various challenges pertaining to meeting deadlines, achieving objectives, and obtaining desired outcomes. Employees can enhance their innovative capabilities by generating a wide range of ideas and fostering creativity to cultivate distinctive qualities and dynamic teams. The level of effort exerted by an employee is reflected in their competence, which is characterised by a substantial investment of time and energy. Continuous skill improvement is essential in maintaining high competence, as it enables individuals to effectively tackle the challenges presented by their job and maximise their potential by leveraging their acquired knowledge and abilities.

4.2.4 Upliftment value and Individual Performance

The Upliftment value seems to also be a distinguished value that emerges from managers' responses. Managers seek for features in workers through the Upliftment value, and the replies appear to refer to employee attitudes that might benefit the organisation.

A person taking responsibilities, for me, is a proactive person and react proactively to different situations because he/she knows how to deal with those issues…because they want to be rewarded. [V1-IUPR-R01]

…to take responsibility of their action, results, tasks and ownership from start to end…[V1-IUPR-R01]be passionate about their jobs…grow fond of what they are doing [V1-IUPW-R01]

…take risks and dare proposing proactive measures… Avoiding stressful situations and ability to manage…crisis [V1-IUPW-R10]

…be responsible, accountable, fair and sincere, be respectful and earning respect also and become self-aware of what is happening around besides rules… [V1-IUPR-R11]

... freedom to express themselves through a series of innovative and constructive decisions, creative results, and creative solutions…[V1-IUPR-R14]

... continuously learning from our mistakes, learning from our peers and by self learning. We need to improve our competences and keep ourselves up-to-date with latest news and latest technologies... [V1-IUPR-R17] [V1-IUPW-R17]

... take ownership of the tasks he/she has been given. Being responsible requires a high sense of talent because it is not only taking responsibility of projects but also people... [V1-IUPR-R18]

Leaders are effective because they are assigned to supervise the work, do the necessary follow-ups of on-going projects, and make the desired decisions to make sure that employees are adhering to instructions and to the objectives... [V1-IUPR-R19] [V1-IUPW-R19]

... teamwork not only encourages relationships but it makes the working environment more dynamic with a lot of smart minds communicating with each other. It contributes to respect of one another and allows sharing of skills, helping each other when necessary. [V1-IUPW-R20]

... respect traditions, ethnic affiliations, learn from our differences and reduce cultural complexity among ourselves...We should put our differences away and concentrate on the team. [V1-IUPW-R24]

...we should accept that we are working in a team and we may need each other at any time [V1-IUPW-R26]…we should respect each other's religious affiliation, promote peace at work, respect our traditions, know that we are a team. Treating each other

equally is very important because we should promote justice and care. We believe that everybody should have equal opportunities and here we give opportunities based on performance. [V1-IUPW-R26]

.... improve their skills, improve their behaviour and attitudes, improve their way of managing people, improve in terms of quality of service and improve in communication when working with other employees and when dealing with customers. Improve to learn to respect others. [V1-IUPW-R28]

According to the participants, embracing risk-taking and having the courage to propose proactive initiatives is recommended. The avoidance of stressful circumstances and the capacity to effectively handle them, along with the freedom to articulate oneself through a sequence of inventive and productive choices, inventive outcomes, and innovative resolutions, enable individuals to assume responsibility for the assigned tasks. Being responsible necessitates a heightened level of aptitude. Additionally, fostering teamwork fosters interpersonal connections and imbues the work environment with increased dynamism as numerous intelligent individuals engage in effective communication. This, in turn, facilitates enhancing their skills, behaviour, attitudes, and managerial capabilities.

They help others to complete tasks according to procedures and provide support as and when required. [V1-IUPS-R01]

... we also provide the support to attract them and the support to assure them that this company is here to give them solutions at every step and it shows how competent our employees are and we have the moral obligations to provide support as and when required... [V1-IUPS-R05] [V1-IUPA-R05].... share good relationships, helping one another and provide the required support...to make things work. Team spirit promotes a healthy environment and having good people around us makes it easy for us all to come to work without hassles because we know have the support. [V1-IUPS-R05] [V1-IUPA-R05]

… reliable by being ethical, honest and be proud without being egocentric…[V1-IUPA-R05] …[V1-IUPA-R08]…we complement each other…we always need the support of

others and we return the favours so we have to keep that relationship healthy and be always in good terms… sharing wisdom, caring and appreciate each other [V1-IUPA-R05] [V1-IUPS-R05] [V1-IUPA-R08] [V1-IUPS-R08]

…orderliness and such people are able to balance their duties and time, finding equilibrium I would say and not deviating from the real action… [V1-IUPA-R05] [V1-IUPA-R08]

…Collaboration allows exchange of knowledge, technology, skills, expertise… [V1-IUPS-R09]

……guiding that individual about what is good to do and what is wrong. [V1-IUPA-R11]

... Without the values that we have, our people would not have functioned like the way we have planned and the results, figures and image of this company would not have been bright. Values provide our people with the traits and behaviours that the company wants... [V1-IUPA-R16]…. Unethical people are not rewarded and people without the right attitudes like respect, attitude to work, discipline, ambition and passion are more likely to yield poor results. [V1-IUPA-R16]

We receive support from our friends, sharing a good bond facilitates better knowledge sharing and with training which we receive, I guess we can meet the goals of this company. [V1-IUPS-R17]

... Leaders are not allowed to boss on employees but to provide the necessary support by equally treating everybody while exerting authority on them because they need that push. They have to make sure that employees are improving and are keeping constant progress and are not lagging behind schedule... [V1-IUPS-R19] [V1-IUPA-R17]

...teamwork not only encourages relationships but it makes the working environment more dynamic with a lot of smart minds communicating with each other. It contributes

to respect of one another and allows sharing of skills, helping each other when necessary. [V1-IUPA-R20]

...quality as products and services that are well-made, well-delivered, well-negotiated and our customers are well treated, no complaints. It includes many dimensions when we speak about quality which demands a lot of effort, concentration and timely approach... [V1-IUPA-R21]

...Sense of righteousness, courteous attitudes towards team mates, moral principles and highly competent. [V1-IUPA-R22]

...arrogance and arrogant people cannot mix with others...shows respect towards the company and respect others' traditions and beliefs... [V1-IUPA-R23]... Helping others without arrogance shows good attitudes which are beneficial to everybody making the environment a very good one... [V1-IUPS-R23]

...we should accept that we are working in a team and we may need each other at any time [V1-IUPA-R26]
....improve their skills, improve their behaviour and attitudes, improve their way of managing people, improve in terms of quality of service and improve in communication when working with other employees and when dealing with customers. Improve to learn to respect others. [V1-IUPA-R27]... provide help where appropriate and once an employee is ready, the latter can take over and work autonomously. Consideration increases affinity and enhances interpersonal relationships making the working environment pleasant... [V1-IUPS-R29]

According to respondents, individuals who exhibit reliability demonstrate ethical behaviour, honesty, and a sense of pride without succumbing to egocentrism. Moreover, they possess the ability to maintain orderliness and effectively manage their responsibilities and time. Collaboration facilitates the exchange of knowledge, as it enables individuals to receive support from their peers. The establishment of strong interpersonal relationships enhances the effectiveness of knowledge sharing. Assistance can be offered as needed, and once an employee is prepared, they can assume independent responsibility and work autonomously. The act of consideration

serves to augment affinity and bolster interpersonal relationships, thereby cultivating a pleasant working environment.

...complete tasks according to procedures and provide support as and when required... [V2-TPPCT-R01]

...form teams, storm ideas, to perform as one and resolve conflicts when required...passionate about their jobs because, if they are not, they will grow fond of what they are doing and what will be expected from them. [V2-PTPEW-R04]

...learn from each other by sharing wisdom, caring and appreciate each other at the same time.... [V2-PTPCT-R05]

...communicate effectively and motivate others to comply with all the values. [V2-PTPCT-R07]

...actually giving support and helping in decision-making. [V2-PTPCT-R08]
... take risks and dare proposing proactive measures to avoid situations that could be detrimental to us... [V2-PTPEW-R09]

... Honesty helps the individual to be responsible, accountable, fair and sincere, be respectful and earning respect also and become self-aware of what is happening around besides rules. There is self-discipline guiding that individual about what is good to do and what is wrong. [V2-PTPEW-R11] [V2-PCPRC-R11]

... anticipate and know how to solve issues, he will be able to understand other people facing similar issues and, in fact, he might advise how to proceed. [V2-PTPCT-R15].

... plan their work, how to prioritise inputs and outputs, what needs to be and how to things right. [V2-PTPPD-R24]

Effectively communicating and motivating others to adhere to all the values. It is imperative to adopt a proactive approach by taking risks and proposing measures to

mitigate potential adverse circumstances. The virtue of honesty facilitates the cultivation of personal responsibility, accountability, fairness, sincerity, and the ability to both demonstrate and receive respect. In order to effectively manage their work, individuals must develop a comprehensive plan that encompasses various aspects, such as prioritising inputs and outputs, determining necessary actions, and ensuring proper execution.

... react proactively to different situations because he/she knows how to deal with those issues...[V2-PCPPS-R01]... become experts and these experts are not afraid to take responsibilities [V2-PCPRC-R01]

...Taking ownership improves the leadership style of the person; diversify his talents in taking decisions, division of labour, taking initiatives and planning of tasks, to communicate with external consultants, etc. [V2-PCPRC-R04]

...show how much and how well they are able to match with the company's strategies. [V2-PCPIC-R07]

... exchange of knowledge, technology, skills, expertise, etc. Collaboration inspires leadership, group dynamics, communication, innovation and creativity, coaching, accepting challenges and develops options. [V2-PCPKS-R09]

... to adapt better and understand better the work and understand better the results expected from him/her... [V2-PTPEW-R13]

... sharing ideas, ideas are always innovative, new, original but within the norms of the company. We allow employees to express themselves and through self-development, learning on the job helps them to understand complex situations and how to deal with them without relying on others... [V2-PCPPS-R13] [V2-PAPINS-R13]

...improvement in skills, in the way we deal with people, how well we take responsibilities and how we solve issues and how we provide solutions with the least that we have. [V2-PTPEW-R24] [V2-PCPKS-R24]

According to respondents, it appears that the prioritisation of information exchange, skill enhancement, specialized knowledge, and personal accountability holds significant importance. The organisation offers a platform for employees to exercise their freedom of expression and promote personal growth through self-improvement. The act of collaborating serves as a catalyst for fostering leadership skills and influencing group dynamics. The act of exchanging ideas is a fundamental aspect of fostering innovation within an organisation. These ideas, characterised by novelty and originality, are nevertheless expected to align with the established norms and values of the company. There has been a notable enhancement in individuals' skills pertaining to interpersonal interactions.

...show how much and how well they are able to match with the company's strategies... [V2-PAPCO-R05]

...able to balance their duties and time, finding equilibrium I would say and not deviating from the real action. [V2-PAPCO-R06]
...communicate effectively and motivate others to comply with all the values. [V2-PAPWP-R07]

...show how much and how well they are able to match with the company's strategies. [V2-PAPCO-R08]

Helping others will not only facilitate others' jobs, but also reduce the amount of time spend on particular issues and seek alternatives to solve problems. [V2-PAPWP-R15]

... shows respect towards the company and respect others' traditions and beliefs because we live in diversity and Mauritius is an example for that. [V2-PAPWP-R23]

... align us on the track and to focus on our goals…[V2-PAPCO-R25]

... increases affinity and enhances interpersonal relationships making the working environment pleasant …[V2-PAPWP-R27]

The statements suggest assisting others not only enables the streamlining of their tasks, but also diminishes the time allocated to specific challenges and encourages the exploration of alternative problem-solving approaches. Respondents also seem to emphasize the importance of efficient communication among staff, with the aim of ensuring successful transmission of messages from the sender to the receiver. Efficient collaboration with peers enhances the understanding of specific goals and objectives, as well as the acceptance of responsibilities and prompt attainment of goals.

4.2.5 Autonomy value and Individual Performance

The concept of Autonomy pertains to the degree to which employees exercise their own judgment, operate autonomously, and exhibit self-reliance in their routine duties. This value also fosters creativity and the generation of novel ideas. The employee exhibits an in-depth understanding of amalgamating all of these competencies.

… Working without much assistance require ability to cope with a lot of things like pressure, exigencies and unexpected situations like illness, additional tasks, change of responsibilities… [V1-IAUC-R01]

… dynamic innovators by proposing diverse ideas and storm creativity to create unique attributes and dynamic teams… [V1-IAUC-R07]

… knows the right solution allowing the latter to be creative, innovating [V1-IAUC-R11]…helping him/her grow making own decisions and still be in control of the situation… [V1-IAUD-R11]

…. should show how well he/she can be versatile in different situations… [V1-IAUC-R13]

... exploration and curiosity to learn, curiosity to, what I have stated, to follow perfection.... [V1-IAUC-R14]

... how well employees take responsibility and how well they are able to fulfill those responsibilities. Creativity is important because it shows how much people have control over their work, how well they are able to make their own decisions and are able to meet the objectives of the company... [V1-IAUC-R23]

... the manner people use time and intellect to solve problems, how to deal with employees and how to attract customers[...]original ideas and innovativeness makes a person unique... [V1-IAUC-R25]

According to respondents the ability to work independently, without significant assistance, necessitates the capacity to manage multiple tasks effectively. Additionally, it requires a comprehensive understanding of problem-solving techniques, enabling one to exhibit creativity and innovation. Furthermore, individuals should demonstrate their versatility in adapting to diverse situations. The assessment pertains to the degree of employees' ability to assume responsibility and effectively discharge their assigned duties.

…Taking ownership improves the leadership style of the person; diversify his/her talents in taking decisions, division of labour, taking initiatives and planning of tasks, to communicate with external consultants, etc. [V1-IAUD-R04] [V1-IAUI-R04]

... a series of innovative and constructive decisions, creative results, and creative solutions... [V1-IAUD-R14]

... better view of what we want and what we are doing, we need to be well-organised and face the challenges... [V1-IAUD-R17]

... provide the best solutions even without supervision... [V1-IAUD-R18] [V1-IAUI-R18]

...making decisions while autonomous, etc. This is beneficial to the company because we need people who can ownership of projects and take initiatives to come forward and execute their tasks effectively and successfully... [V1-IAUI-R19]… although[...]in a

team, you are expected to work on your own[...]to rely on yourself[...]people who can do things by themselves or with little supervision... [V1-IAUD-R19] [V1-IAUI-R19]

According to the above, assuming ownership enhances an individual's leadership style by fostering the development of diverse decision-making abilities and the capacity to generate optimal solutions autonomously, even in the absence of direct supervision. This attribute is advantageous for the organisation as it necessitates individuals who can assume responsibility for projects and demonstrate proactive behaviour in order to effectively and successfully carry out their assigned tasks.

... Working without much assistance require ability to cope with a lot of things like pressure, exigencies and unexpected situations like illness, additional tasks, change of responsibilities... [V2-PTPPD-R01] [V2-PCPPS-R01]

...drive the person to be always up to date and forces the latter to achieve high performance [...] to secure a higher position and stay within the company to avoid loss of assets. [V2-PTPEW-R07] [V2-PCPPS-R07] [V2-PAPCO-R07]

... using every means he/she has at hand to make things work for the company and work for him/her as well. Also, satisfied customers reflect the amount of effort the employee has put into the work. [V2-PTPEW-R11]

... different talents may be unusually advantageous because we may not acquire some skills through conventional training. [V2-PTPKS-R13]

... allow people to be resilient, deliver high-quality services and fulfill customer satisfaction. [V2-PTPPS-R14]... Uniqueness is a precursor to competitive advantage... always upgrade himself/herself... [V2-PTPKS-R14]

... innovative ways to tackle customer needs [...] quality of solutions and the standards... [V2-PTPPS-R23] [V2-PAPCO-R23]

... unique ways to deal with issues or we have people who have technical skills who can

solve issues... [V2-PAPCO-R25] [V2-PAPINS-R25]

The ability to work independently, without significant assistance, necessitates the capacity to effectively manage various challenges such as pressure and unexpected circumstances. This capability enables individuals to demonstrate resilience, provide services of superior quality, and meet customer satisfaction. Novel approaches to addressing customer requirements. The efficacy of solutions and the criteria for evaluating their quality. People who are self-directed look for ways to plan ahead and prioritise work based on deadlines, goals, and objectives. Respondents appear to prefer autonomy as a factor because managers believe in managing people rather than tasks. Employees with a micromanagement mindset, as a result, focus on minute details and are held accountable for both personal and organisational goals and objectives.

4.2.6 Inclusivity value and Individual Performance

Managers highlight the importance of employees sharing common values with their respective companies. As a result, shared principles are essential for individuals to handle disagreements. As people from various groups, ethnic backgrounds, and other distinctions interact in the same setting, the Inclusivity value emerges from the responses.

... treat others fairly[...] equally treating others. That need for social justice is a great personal trait or quality because it aspires us all to become scrupulous professionals. [V1-IINE-R03] [V1-IINJ-R03]

... helping others and returning the favours, caring about each other in a team, collaborate, having common goals and achieving these goals together. [V1-IINA-R11] [V1-IINE-R11]

... should always be humble, should respect other people, respect others' ideas, provide the necessary support to others to do same... [V1-IINE-R14]

... respecting a person's beliefs when working with him/her, demonstrates abilities to cope with various things at a time, appreciate efforts of others and provide support where needed to make things work... [V1-IINE-R18]

... provide the necessary support by equally treating everybody while exerting authority on them because they need that push. [V1-IINE-R19]

... we work in a culturally different sep up in which we are all the same. We have to respect traditions, ethnic affiliations, learn from our differences and reduce cultural complexity among ourselves.... We should put our differences away and concentrate on the team. [V1-IINE-R24] [V1-IINJ-R24]

... we should accept that we are working in a team and we may need each other at any time. We are a multinational company and we should respect each other's religious affiliation, promote peace at work, respect our traditions, know that we are a team. Treating each other equally is very important because we should promote justice and care. [V1-IINE-R25]…Treating each other equally is very important because we should promote justice and care. We believe that everybody should have equal opportunities [V1-IINE-R25].

Promoting fairness and equality in interpersonal interactions involves demonstrating the capacity to effectively manage multiple tasks, while also acknowledging and respecting the beliefs of others. Additionally, recognising and valuing the contributions of others, as well as offering assistance when necessary, are crucial for fostering a harmonious and productive work environment. Ensuring equality among individuals holds significant importance due to its inherent value in fostering a just and inclusive society. According to the respondents, equitable treatment of individuals fosters a healthy environment. It seems that managers are able to establish a perception of equity by demonstrating concern and upholding principles of fairness, equitable treatment, and mutual respect.

... appreciate what others are doing and to return the favours. Self-development also involves the manner people communicate and how well they are exchanging ideas, exchanging solutions to solve issues... [V1-IINA-R13]... elimination of differences

between people and focus on how to make the day better and understand each other as human beings... [V1-IINE-R13]

... should always be humble, should respect other people, respect others' ideas, provide the necessary support to others to do same... [V1-IINA-R14]

... values that would put them all into the machinery so that they can think alike, work together and meet our common goals... [V1-IINA-R16]

... respecting their job, this company and people who work with them. [V1-IINA-R20]

... We should have humanity in us, protecting our environment, showing care, and care for the well-being of our people. We have to provide help where appropriate and once an employee is ready, the latter can take over and work autonomously. Consideration increases affinity and enhances interpersonal relationships making the working environment pleasant. [V1-IINA-R27]

In addition to equitable treatment, it appears that expressions of gratitude and comprehension serve as means of acknowledging the labor rendered. Acknowledgment confers importance to both the assignment and the work setting, thereby enhancing the overall ambiance. It appears that managers prioritise self-development, which includes effective communication and the exchange of ideas and solutions to address problems.

...how much a person is loyal to the company and how much that person is honest, decent, fair and trustworthy [V2-PAPWP-R03]... Adhering to principles such as being ethical is a quality whereby a person can treat others fairly in a just manner, equally treating others [...] aspires us all to become scrupulous professionals. [V2-PTPCT-R03]

... The business is not easy and we always face situations where we always need the support of others and we return the favours so we have to keep that relationship healthy and be always in good terms. Helping each other makes us better because we learn from each other by sharing wisdom, caring and appreciate each other at the same time. [V2-PAPWP-R05] [V2-PTPCT-R05]

... Helping each other makes us better because we learn from each other by sharing wisdom, caring and appreciate each other at the same time. [V2-PTPCT-R08] [V2-PTPKS-R08] [V2-PAPWP-R08]

... enhance the team dynamics. [V2-PTPCT-R11] [V2-PAPWP-R11]

... It is not only about training but self-development, in my opinion, makes it easier for employees to work better together, to communicate better and know that the work is not easy task but still solving difficult situations. [V2-PTPCT-R13] [V2-PAPWP-R13]…When it comes to sharing ideas, ideas are always innovative, new, original but within the norms of the company. We allow employees to express themselves and through self-development, learning on the job helps them to understand complex situations [V2-PAPCS-R13]

... increases affinity and enhances interpersonal relationships making the working environment pleasant. [V2-PTPCT-R30] [V2-PAPWP-R30] [V2-PAPCS-R30]

The respondents' emphasis on the importance of relationships, gratitude, understanding, and effective collaboration is noteworthy. However, it is notable that they place the greatest emphasis on helping each other other. It seems that they possess an understanding that the factors collectively contribute to enhanced performance. The individual seems to possess an awareness that expressing appreciation, comprehending others, and collaborating effectively is suggestive of shared thinking, shared objectives, and collective efforts towards self-improvement.

4.2.7 Cohesiveness value and Individual Performance

The value of Cohesiveness pertains to the degree of proficiency with which individuals manage their responsibilities. This value pertains to both the stability of relationships within a team or group and the reciprocation of favours.

... people who well-organised ... it shows how that person complete tasks and manage by planning his or her time, work, himself or herself and how tackle issues... Being well-organised allows the employee to know where and how to start ... how to deal with what, with whom, and when ... knows to balance tasks and society ... [V1-ICOO-R01]

... should consistently be a professional and consistently be quality oriented. It shows orderliness and such people are able to balance their duties and time, finding equilibrium I would say and not deviating from the real action. [V1-ICOO-R06]

Diligence causes the individual to ... have quick response to tackle issues, to be always alert of changes and has the earnestness to deal with unforeseen consequences or unexpected situations such as a project coming at the wrong time or earlier than usual...will always feel alert and deal with such circumstances proactively, effective and efficiently. [V1-ICOO-R10]

... In order to have a better view of what we want and what we are doing, we need to be well-organised [V1-ICOO-R17]... face the challenges...face difficulties and for that we need support from our friends, our family members and our own will power. [V1-ICOS-R17]

We need people who are sincere to their work and sincere in their work. We need people who are right-minded and apart from being intelligent, wise, we want them to be honest. This is respecting their job, this company and people who work with them. We want people who are disciplined and well-organised. [V1-ICOO-R21] [V1-ICOS-R21]

Being spontaneous allows us to reactively solve problems or forget about problems, but to spontaneously react to changes because we have things happening without planning and we have to reduce the number of risks taking into account the deadlines set and the workforce we have. [V1-ICOO-R23]

... Being passionate about your work describes your zeal, your enthusiasm that drives your motivation. You show high energy and you apply all your skills to make the work success. Everything seems achievable when you are passionate and you will always

put additional effort into something you like. In fact, you give meaning to the work and you struggle to make yourself happy. [V1-ICOS-R26]

The above responses relate to the arrangement of duties. These pertain to the level of proficiency exhibited by employees in organising their work. Effective organisation seems to be a necessary condition not only for individuals but also for teams or groups. Due to the emphasis on managers, there is an expectation of a certain level of cohesion within groups.

... can treat others fairly in a just manner, equally treating others. That need for social justice is a great personal trait or quality because it aspires us all to become scrupulous professionals. [V1-ICOS-R03] [V1-ICOR-R03]
Team Spirit allows individual to form teams, storm ideas, to perform as one and resolve conflicts when required. [V1-ICOR-R04]

... in a team we should have a good communication and we should share good relationships [V1-ICOR-R05], helping one another and provide the required support as and when required to make things work. [V1-ICOF-R05] ... having good people around us makes it easy for us all to come to work without hassles because we know have the support. [V1-ICOR-R05]

... helping others and returning the favours, caring about each other in a team, collaborate, having common goals and achieving these goals together... [V1-ICOR-R11] [V1-ICOF-R11]... fosters trust, respect, transparency and building stronger relationships. [V1-ICOR-R11]

According to the reponses, the quality of interactions within a team can serve as an indicator of the team's overall health. In a functional team, there is a tendency for individuals to engage in reciprocal behavior, facilitating the provision of aid or support to ensure the desired outcome is achieved.

...A well experienced person is well organised because he or she knows how to deal with what, with whom, and when. A well-organised person, for me, knows to balance tasks and society because the latter knows, like I mentioned, where to start. He/she

feels safe in the manner he/she works. [V2-PTPPD-R01][V2-PTPRC-R01][V2-PTPPD-R02] [V2-PTPRC-R02]

... Adhering to principles such as being ethical is a quality whereby a person can treat others fairly in a just manner, equally treating others. [V2-PTPCT-R03] [V2-PAPWP-R03]

Team Spirit allows individual to form teams, storm ideas, to perform as one and resolve conflicts when required. [V2-PTPCT-R04] [V2-PAPWP-R04]

... we know we complement each other. The business is not easy and we always face situations where we always need the support of others and we return the favours so we have to keep that relationship healthy and be always in good terms. [V2-PAPWP-R05] [V2-PAPWP-R08]... Helping each other makes us better because we learn from each other by sharing wisdom, caring and appreciate each other at the same time. We spoke about culture and I should add that our team consists of people from different religious backgrounds and in this work environment, we do not discriminate each other. [V2-PAPWP-R05] [V2-PAPWP-R08]... do not alter our relationship or alter our pace of doing our job.

... Shows orderliness and such people are able to balance their duties and time, finding equilibrium I would say and not deviating from the real action. [V2-PTPPD-R06]

... not only working together but [...] helping the other one or sharing what you have as knowledge which would enhance the team dynamics. [V2-PTPCT-R11]... Recognising one another and complementing each other will enhance performance and such attitudes will show who has better aptitudes, better talents and any other skills. [V2-PAPWP-R11]

... planning ahead is a talent, setting priorities and meeting excellence and customers' needs at the same time. [V2-PTPPD-R23] [V2-PCPRC-R23]

Discipline is important because discipline put us on track and shows us that we should always meet our objectives. [V2-PTPPD-R25]...To meet our objectives, we should

upgrade ourselves wither it comes to education or technical skills. Discipline is not about withstanding pressure but how to makes things easier, how to correct behaviour and to deal with pressure in a professional way. [V2-PCPKS-R25] [V2-PAPCS-R25]

The significance of relationships seems to be paramount for specific managers. As per their assertion, the presence of sound relationships among team members facilitates the process of advance planning. A mutually beneficial relationship fosters collaboration and enhances collective interactions. The provision of such a conducive atmosphere fosters the exchange of information and cultivates a constructive outlook towards work.

4.2.8 Gratification value and Individual Performance

It appears that managers possess an awareness of the fact that specific employees derive pleasure or enjoyment from their routine responsibilities. Expressions of emotions or dispositions are often inconspicuous, notwithstanding the fact that certain individuals exhibit an inclination for self-gratification.

... if they are happy with their work and happy with this company, then I feel it is an accomplishment because a happy man will do things happily. [V1-IGRP-R02] Therefore, I would say that happiness is a value for me. A happy person will be happy to undertake more things and happy to accept responsibilities as it shows confidence and satisfaction. [V1-IGRE-R02]

Passion drives individuals to always be committed, remain happy and always try to encourage themselves to do better. [V1-IGRP-R04]

If somebody is not passionate of what he does, he will not be able to meet the expectations and will not meet what we want. No passion means somebody does not have the feeling to continue and will not be able to gratify with what he really wants. ... no good output means unsatisfied customer ... [V1-IGRE-R05] [V1-IGRP-R05]

... When a person is committed, [V1-IGRS-R13] I believe he/she will bring new ideas, take the risks required to achieve more than what is expected and is both happy and excited about what he/she is doing. [V1-IGRP-R13]

Being passionate about your work describes your zeal, your enthusiasm that drives your motivation. You show high energy and you apply all your skills to make the work success. Everything seems achievable when you are passionate and you will always put additional effort into something you like. [V1-IGRP-R26][V1-IGRS-R26] In fact, you give meaning to the work and you struggle to make yourself happy... [V1-IGRE-R26][V1-IGRS-R26]

Based on the above, it appears that employees exhibit a sense of contentment towards their work and the organisation they are affiliated with. This is attributed to the notion that individuals tend to perform tasks with greater enthusiasm and satisfaction when they experience a sense of achievement and fulfillment. The concept of being passionate about work pertains to an individual's fervor and eagerness that serve as a catalyst for motivation. As per the respondents, employees seem to exhibit a notable level of vigour and utilise their entire skill set in order to achieve success in work. The attainment of goals appears feasible when one possesses a strong passion for a given pursuit, as such employees are inclined to invest supplementary exertion into endeavors that they find enjoyable.

... I know a happy is one who is successful and vice-versa... A happy person will be happy to undertake more things and happy to accept responsibilities as it shows confidence and satisfaction. [V2-PCPRC-R02] [V2-PCPIC-R02]

... Passion for me reduces stress and with low stress, they will perform better. [V2-PCPCS-R04]

... A person who has passion loves his job and will always upgrade himself/herself to do better or do better than others because he/she wants to achieve more than yesterday and prove that he is the one doing this. [V2-PTPEW-R05]

... When a person committed, I believe he/she will bring new ideas, take the risks required to achieve more than what is expected and is both happy and excited about what he/she is doing. [V2-PTPEW-R13] [V2-PAPCO-R13]

... a passionate person will accept the challenges that the job offers and will do his/her maximum using the skills and knowledge and support to complete the tasks, it is true, because the latter will deploy all the means he/she has to meet his/her personal goals. [V2-PTPQR-R26] [V2-PCPRC-R26] [V2-PAPCO-R26]

It appears that certain employees achieve success by demonstrating a willingness to confront challenges and derive satisfaction from doing so. The consensus among experts is that deriving pleasure from one's occupation serves as a driving force for employees to enhance their skills, acquire new knowledge, and effectively manage unexpected circumstances.

4.2.9 Tenet value and Individual Performance

The significance of Tenet pertains to its association with beliefs, humility, respect, modesty, and the acceptance of customs and ideas within a given institution or professional milieu.

... we should avoid differences and learn to support each other as and when required. [V1-ITNC-R08]

... how well somebody is managing other people by respecting their beliefs [V1-ITNH-R10]...We have people from different backgrounds and traditions. I guess that bringing people first is a talent and making people respect you is a talent as well. [V1-ITNC-R10]

... respecting a person's beliefs when working with him/her, demonstrates abilities to cope with various things at a time, appreciate efforts of others and provide support where needed to make things work. [V1-ITNB-R18] [V1-ITNH-R18] [V1-ITNC-R18]

...how well a person respects his/her work and respects the people around... respect others' traditions and beliefs because we live in diversity and Mauritius is an example for that. [V1-ITNB-R23] [V1-ITNH-R23] [V1-ITNC-R23]

...treating everyone equally and respecting each other because we are a company and we work in a culturally different set up in [V1-ITNB-R24] which we are all the same. We have to respect traditions, ethnic affiliations, learn from our differences and reduce cultural complexity among ourselves... [V1-ITNH-R24] [V1-ITNC-R24]

... respect each other's religious affiliation, promote peace at work, respect our traditions, [V1-ITNB-R26] know that we are a team. Treating each other equally is very important because we should promote justice and care. [V1-ITNH-R26] [V1-ITNC-R26]

It is acknowledged by managers that employees possess a variety of ethnic affiliations, perspectives, and histories. Consequently, it is their belief that exhibiting respect and tolerance towards divergent viewpoints is imperative in guaranteeing a secure and contented workplace milieu. The provision of a stable environment is conducive to enhancing an individual's ability to cope with diverse circumstances and foster mutual trust among individuals.

... Helping others without arrogance shows good attitudes which are beneficial to everybody making the environment a very good one. [V2-PAPCS-R23]

... sincerity and goodwill are traits of good leaders and people will want to work with them. They promote good team building, good relationships and sharing of knowledge. [V2-PTPCT-R26] [V2-PAPWP-R26]

... Grants the individual with potentials, skills, dexterity, confidence, refines and intelligence... improve [...] communication when working with other employees and when dealing with customers. [V2-PTPCT-R27] [V2-PAPWP-R27]... Consideration increases affinity and enhances interpersonal relationships making the working environment pleasant. [V2-PTPCT-R29] [V2-PAPWP-R29] [V2-PTPCS-R29]

The notion of fostering strong relationships through the act of respecting others was taken into consideration. Positive interpersonal connections seem to facilitate understanding and enable individuals to establish a shared foundation. Fostering a pleasant work environment can enhance employees' ability to effectively communicate. The act of consideration seems to create affinity and interpersonal relationships, thereby contributing to a more pleasant working environment. The possession of sincerity and goodwill are considered to be desirable attributes as individuals are more inclined to collaborate with them.

4.2.10 Eminence value and Individual Performance

The fundamental construct of Eminence is predicated upon the fundamental tenets of dominance, the exertion or deference to authority. The value encompasses various dimensions, including but not limited to leadership and image preservation. In particular, the notion of leadership is regarded as a crucial component of value, which underscores the importance of possessing the necessary skills and attributes to guide and inspire others towards a common goal. Moreover, the preservation of one's image is another salient aspect of value, which underscores the significance of maintaining a positive reputation and upholding one's integrity and credibility.

When a person wants prestige to stand out in the eyes of other people in terms of higher position, in terms of getting a higher salary and to get that authority to delegate duties to other members, [V1-IEML-R01] he/she will always try surpass himself/herself…How? By always trying to undertake more projects, see to it that they give the perfect output, even struggles to win that award of being outstanding. The need for that authority fuel their wants and desires to win that position before others and they will upgrade their skills for that. They will try to prove by meeting their personal goals set by their respective managers, etc. [V1-IEML-R01]

... pursuing excellence means pursuing success, pursuing perfection. Making perfect means to high quality results be it a product or a service that we provide and by excellence I mean a task successfully and professionally completed. [V1-IEMD-R14]...A person who feels responsible of an important task should be accountable at

every step. Therefore, that person takes the initiatives to be in charge or by taking the reins to influence others to produce results. [V1-IEML-R14]

...assigned to supervise the work, do the necessary follow-ups of on-going projects, and make the desired decisions to make sure that employees are adhering to instructions and to the objectives [V1-IEML-R19]... provide the necessary support by equally treating everybody while exerting authority [V1-IEMD-R19] on them because they need that push. They have to make sure that employees are improving and are keeping constant progress and are not lagging behind schedule [V1-IEML-R19]

The participants appear to endorse leadership attributes that facilitate the direction of individuals towards a common goal. It appears that managers prioritise individuals who possess the ability to lead or exert influence over others in order to steer them towards the correct course of action. This characteristic additionally enhances the individual's and the organisation's reputation.

... Helping others without arrogance shows good attitudes which are beneficial to everybody making the environment a very good one. [V2-PTPCT-R23]

... good leaders [...] promote good team building, good relationships and sharing of knowledge. [V2-PTPCT-R26] [V2-PTPWP-R26]

Grants the individual with potentials, skills, dexterity, confidence, refines and intelligence. [V2-PTPKS-R27]... improve their way of managing people, improve in terms of quality of service and improve in communication when working with other employees and when dealing with customers... [V2-PTPCT-R27] [V2-PTPWP-R27]

According to scholarly discourse, exhibiting respect towards an individual who possesses aptitude, proficiency, adroitness, self-assurance, sophistication, and cognitive prowess can yield advantageous outcomes. As per the responses provided by the participants, proficient leaders play a pivotal role in promoting favourable team dynamics, nurturing robust interpersonal relationships, and stimulating knowledge sharing within the team.

Based on the above responses, the proposition that arises from the aforementioned responses is as follows: The proposition A suggests that individual values are associated with individual performance. Hypothesis H_1 is posited as Proposition A in the quantitative component of the study. The qualitative analysis examines the relationship between primary determinants of individual performance and individual performance.

4.3 PROPOSITION B: THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES AND PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE

After qualitative findings were undertaken, qualitative findings for primary determinants of individual performance were developed as proposition B. The results are now discussed below.

4.3.1 Proposition B1 – The relationship between Individual Values and Work Attitudes

The purpose of this section is to collect qualitative data on the relationship between higher-order values and work attitudes. An attempt is also made to clarify the relationship with individual performance.

Following rules and regulations and being ethical promotes trustworthiness throughout…[A2-RCN-R01] [A2-ALC-R01] [A2-TP-R01]… to adapt quicker, to take decisions as and when required and influence other members to do as much. [A2-RSE-R01] [A2-ROC-R01] [A2-ALC-R01] [A2-TP-R01]

… A happy person will be happy to undertake more things and happy to accept responsibilities as it shows confidence and satisfaction. [A2-SHD-R02] [A2-AJS-R02] [A2-CP-R02]

... we have the back up, someone to help us out, providing the necessary support to get the work done...[A2-RSE-R04] [A2-ALC-R04] [A2-AP-R04] [A2-CP-R04]

...Makes people work together and helps to eliminate differences [A2-RST-R08] [A2-RCN-R08] [A1-AJS-R08] whether it is learning, sharing breaks or talk about the business. Collaboration makes people safe and increases ease. Collaboration is not only a value but it is a strategy because collaboration brings innovation and smart ideas. ... Showing respect, whether it is feedback, recognition, but also respect about somebody's work, equality, peace, care for people, sharing wisdom make people more comfortable and we reciprocate with similar favours. [A2-AP-R08] [A2-TP-R08]

The responses above confirm the relationship between values, work attitudes, and performance in terms of bringing people together to work for similar aims and objectives and to have a common mentality within teams. However, there is a propensity toward Allegiance, Inclusivity, and Flair values.

… bringing creative and innovative ideas and finally having the ability to work both with others and on their own define their fluency with their respective tasks, devotion, ability to solve issues…[A2-ROC-R09] [A2-RCN-R09] [A2-ALC-R09] [A2-AP-R09]

… It helps us to acquire knowledge and skills, fosters trust, respect, transparency and building stronger relationships. [A2-RST-R11] [A2-RCN-R11] [A2-AJS-R11] [A2-AAU-R11] [A2-TP-R11] [A2-AP-R11]

… how well they are exchanging ideas, exchanging solutions to solve issues…[A2-RSE-R13] [A2-ALC-R13] [A2-AAU-R13]… how well somebody is managing other people by respecting their beliefs…[A2-RCN-R13] [A2-AP-R13]

Companies' values encourage employees to collaborate. The replies above support the notion that working in groups generates better ideas. Storming among peers allows for better ideas to emerge from talks or group projects. Such cases appear to include more Upliftment and Cohesiveness values and less Flair value.

…trigger the employees to seek excellence… and how to make use of their skills…[A2-ROC-R14] [A2-AAU-R14] [A2-TP-R14] [A2-CP-R14]

…They are guides to educate you about what and how you do your job.[A2-RCN-R21] They indirectly educate you about the importance of quality, of being honest, to comply with requirements and to have the courage to undertake challenges and face difficulties. [A2-RCN-R21] [A2-RSE-R21] [A2-ALC-R21] [A2-TP-R21]

... people work hard and become aggressive, assertive and intend to satisfy their high aspirations. [A2-RCN-R03] [A2-AJS-R03] [A2-AAU-R03] [A2-CP-R03]

... no passion in the job and duties means no good output. And no good output means unsatisfied customer and we will not be satisfied with his performance as well and we have to think about his future. [A2-SHD-R05] [A2-RSE-R05] [A2-ALC-R05] [A2-AAU-R05] [A2-TP-R05]

Passion as a value allows a person to work towards his or her goals through studying and obtaining abilities. Because the employee becomes more enthusiastic about the task assigned is giving him or her with the incentives or necessities, the value of a firm does impact the link between work attitude and performance. Although Gratification and Cohesiveness values appear to be present, Flair appears to be more prominent than other values.

...consistently be a professional and consistently be quality oriented. It shows orderliness [A2-RST-R06] [A2-RCN-R06] [A2-ALC-R06] [A2-TP-R06] and such people are able to balance their duties and time, finding equilibrium I would say and not deviating from the real action. [A2-RST-R06] [A2-RCN-R06] [A2-AJS-R06] [A2-AP-R06]

... Diligence is an ability by an individual to bounce back [A2-RSE-R10] [A2-ALC-R10] from an unforeseen situation that could have brought bad results to our company. Diligence is that stage at which a person can take risks and dare proposing proactive measures [A2-ROC-R10] [A2-RSE-R10] [A2-AJS-R10] [A2-CP-R10]

... When somebody lacks some skills, there will be mechanisms in the system to urge that person to improve whether it comes to training or courses. [A2-RCN-R18] [A2-AAU-R18] [A2-TP-R18] Also, somebody starts to grow fond of the work when values

cause them know the opportunities they can be given following accomplishments. [A2-RSE-R18] [A2-RST-R18] [A2-AAU-R18] [A2-AP-R18]...Values are also strict when we need organisation and harmonising of tasks. Values cause attachment because improvement makes employees seize opportunities they are given like career development. [A2-RCN-R18] [A2-AAU-R18] [A2-CP-R18]

Respondents agree that an employee who puts in consistent effort would undoubtedly have better possibilities for professional advancement or other benefits. People who have the ideal values instilled in them would allow the individual to strive for excellence via a variety of training. As a consequence, abilities are improved, and the quality of the outcome is significantly superior to that of others who put in less effort. Allegiance appears to be more dominant, with a preference for Flair and Upliftment values.

... align our goals with that of the company's to meet the strategies of the company. [A2-RCN-R22] [A2-ALC-R22] [A2-AP-R22]

Managers believe that values enable employees to share common goals working towards the strategies of the company.

... justice to everybody and everyone is treated fairly irrespective of age, gender, social background and ethnicity...[A2-RST-R22] [A2-RCN-R22] [A2-AJS-R22] [A2-TP-R22] [A2-AP-R22]

... team-orientation, improvement and learning, innovation and equity, all these values touch the sensitive part of the people as guides guiding them to contribute to good relationships, always respect others, making this environment pleasant for others so that they don't lose interest, keep ourselves updated with latest knowledge and skills. So, values do bond us together. [A2-RST-R24] [A2-RCN-R24] [A2-AJS-R24] [A2-AP-R24] [A2-TP-R24]

... facilitate integration into the company and into teams because we want everybody to function in the same manner [A2-RST-R26] [A2-RCN-R26] [A2-AJS-R26] [A2-TP-R26]...

Now, speaking about attitudes, we have various tasks to do and we need results. If we have different thoughts about doing one thing, then we have conflicts. Thinking alike will ease this. So, having a positive attitude will make it easier. [A2-RCN-R29] [A2-RST-R29] [A2-AJS-R29] [A2-AP-R29] [A2-TP-R29]

…values allow us to become accountable to our deeds, focus on quality and keeping the promise of always meeting the deadlines and matching the level of quality. [A2-RST-R27] [A2-RCN-R28] [A2-ALC-R27] [A2-TP-R27]

…we perform weakly, we see a downfall in profits, in our image, loyalty, rise of competitors. So we always have to put effort to always be competitive which equates with performance. [A2-RSE-R29] [A2-RCN-R29] [A2-ALC-R29] [A2-AAU-R29] [A2-TP-R29]

... The values that are produced by our culture give us direction, value our people, always remain dynamic and innovate and make effort to make our employees happy. A weak culture will definitely does the opposite and we would have lost important assets. [A2-ROC-R28] [A2-RCN-R28] [A2-ALC-R28] [A2-AP-R28]

Having same goals improves team cohesiveness. When team members think similar, support a well-organised chart, and respect each other, there is a link between values, work attitudes, and employee performance. Being treated well, regardless of differences, makes the job more enjoyable and exciting, and accomplishing the same aims and objectives becomes simpler. Individual performance appears to be strongly linked to Flair, Self-confidence, and Allegiance values. Cohesiveness and Inclusivity appear to be less significant, despite their presence.

Based on the comments above, the following proposition emerges: individual values are connected with work attitudes, according to Proposition B1. In the quantitative

portion of the investigation, Proposition B1 is established as Hypothesis H_{2A}. The following is a qualitative examination of the relationship between individual values, motivation, and individual performance.

4.3.2 Proposition B2 – The relationship between Individual Values and Motivation

This section aims to collect qualitative evidence on the relationship between higher-order values and motivation. An attempt is also made to obtain the relatedness with individual performance.

…values make them focus better on better solutions [M2-RSE-R01] [M2-MJS-R01] [M2-TP-R01] while observing the ethical implications behind and abiding to the rules and meeting both the objectives of the company and their personal objectives. [M2-RCN-R01] [M2-MJS-R01] [M2-AP-R01] Values highly influence because people not having these values will not be able to adapt to the work environment of this company. [M2-TP-R01]

Values unlock impressions and these impressions are tested in our performance management systems through our appraisals and managers see to it that employees are respecting these values. [M2-RCN-R02] [M2-MJS-R02] [M2-AP-R02] Respecting these values cause us to deeply involve into our daily tasks and involvement increases our effectiveness, make us solve issue proactively and seek alternatives to approach problems. [M2-RCN-R02] [M2-MJS-R02] [M2-AP-R02]

… Values being part of the company and being part of the person synchronise to meet goals and objectives… [M2-RCN-R03] [M2-MJS-R03] [M2-TP-R03] [M2-AP-R03]

The Flair and Allegiance values appear to have a greater effect on job security. These characteristics provide the idea that a professional orientation boosts employees' confidence while making them more structured in their activities. Employees become more focused on effort, quality of output, and overall corporate aims and objectives.

The manners in which our employees behave thus become codes and rules of conduct to which they are bound. For example, 'customer focus' causes the person to focus on the quality of the service and products required by customer. [M2-RSE-R04] [M2-RCN-R04] [M2-MJS-R04] [M2-TP-R04] 'customer focus' enables the individual to make use of his skills, education level, talent, creativity and training to produce proactive solutions…take responsibility of their action, results, tasks and ownership from start to end [M2-RST-R04] [M2-MJS-R04] [M2-TP-R04] [deleted]… stimulates the decision-making aptitude of the person of what may happen if certain risks are considered or not and how would they impact, thus, enhancing their problem-solving abilities. [M2-CP-R04]

In general, job security appears to be the most impacted by values. Finally, values and motivation are oriented toward task willingness while focusing on priorities and problem-solving abilities.

Strong values [deleted] will always keep our morale high because we need to always provide the best solutions, remember client value creation, integrity, best people, one global network, respect for individual and stewardship. [M2-RSE-R07] [M2-RST-R07] [M2-MJS-R07] [M2-TP-R07] All these values focus on the quality of our products and services being provided in an ethical manner, full of honesty to promote the good image of this company and to promote trust and loyally.. [M2-RCN-R07] [M2-RST-R07] [M2-MJS-R07] [M2-CP-R07]

…Showing respect, whether it is feedback, recognition, but also respect about somebody's work, equality, peace, care for people, sharing wisdom make people more comfortable and we reciprocate with similar favours. We start to adopt positive attitudes towards the job and respect the company. [M2-RST-R08] [M2-RCN-R08] [M2-TP-R08] [M2-CP-R08]

There is a propensity to associate Upliftment, Cohesiveness, and Tenet with job security. High motivation appears to promote performance, which appears to be created when equality, respect, and acknowledgment predominate.

By mastery, I mean to become a very skilled person in almost everything. A master in taking responsibilities. A master in solving problems. A master in taking decisions.

And a master in being very successfully by giving us excellent output…very good quality output. Mastery will contribute to higher performance because mastery will encourage employees to make additional effort whether it come to learning or behaviour. [M2-RSE-R12] [M2-RST-R12] [M2-ROC-R12] [M2-MCD-R12] [M2-CP-R12]

Through effort and opportunities and responsibilities to take on challenges, autonomy combined with Flair appears to have an influence on the relationship between motivation and individual performance.

Being customer focused requires a person to work both autonomously and in a team where we require constant consultation between ourselves to seek best solutions and services… [M2-RST-R13] [M2-RCN-R13] [M2-MCD-R13] [M2-TP-R13]…Working with people allows self-development. You see now how these values are interlinked. So, working people causes self-development through constant interaction, knowing how to solve problems and working in collaboration, we are able to understand the work environment. [M2-RST-R13] [M2-RCN-R13] [M2-MCD-R13] [M2-CP-R13]

Respondents explain that individual performance is improved when knowledge is shared across teams or while working autonomously. Working as a team is defined by respect, acceptance of customs, appreciation and good attitudes towards others. This is distinctive by Upliftment, Tenet, and Inclusivity.

... proficiency will influence the link between motivation and performance because somebody who lacks the skills might not be able to meet the expectations and negative feedback might discourage the latter. But we do give people time to improve and be re-evaluated after some time. Self-improvement is a willingness to acquire skills and knowledge through self-taught experiences. [M2-RSE-R16] [M2-ROC-R16] [M2-MCD-R16] [M2-CP-R16]

…a person might have the professional expertise but is able to muster the courage to seek innovative ways to complete the work. Now, our work environment allows our people to communicate and exchange ideas and they learn by themselves, which is very encouraging-continuous improvement. [M2-RSE-R17] [M2-ROC-R17] [M2-MCD-R17] [M2-CP-R17]

...Continuous improvement through learning and development makes you a better version of you and you plan better. [M2-RSE-R19] [M2-ROC-R19] [M2-MCD-R19] [M2-CP-R19]

It appears that values encourage employees to grow both intellectually and technically in order to achieve the company's requirements. Through the mix of autonomy and Flair values, there appears to be a relationship between career growth and discretionary behaviour**....**

Fair treatment makes people develop skills to deal with people and communicate well their ideas without hurting each other. [M2-RST-R22] [M2-MCD-R22] [M2-AP-R22] Similarly, fit includes how well the person has adopted the expected type of skills and approach by respecting procedures, policies and channels to complete his tasks within the deadline allocated to him… [M2-RCN-R22] [M2-MJS-R22] [M2-CP-R22]

Pursuing excellence allows the employees to always do better than usual. Creativity makes employees to perform better because creativity requires talent and continuous learning to always find innovative ways to tackle customer needs. [M2-ROC-R23] [M2-RSE-R23] [M2-MCD-R23] [M2-AP-R23] So it relates to the quality of solutions and the standards which should be respected. Humility brings the best in a person because humility allows people to respect each other, help each other, be comfortable in a group and learn from each other. [M2-RST-R23] [M2-MJS-R23] [M2-TP-R23] [M2-AP-R23]Spontaneity requires the person to reactively and proactively react to unplanned situations. So, planning ahead is a talent, setting priorities and meeting excellence and customers' needs at the same time. [M2-ROC-R23] [M2-RSE-R23] [M2-MJS-R23] [M2-AP-R23]

Values creates a sense of respect to the established structure of the company, detail-orientation, goal-orientation and market-orientation allowing employees to use their know-how to make these possible. [M2-RCN-R24] [M2-RSE-R24] [M2-MJS-R24] [M2-AP-R24] Values make the employees to focus on their personal goals and the goals of the company. They highly impact on the performance as goal-orientation forces the

people to make maximum use of intellect and resources. [M2-RSE-R24] [M2-MJS-R24] [M2-AP-R24]

There is a general tendency toward autonomy and independence in selecting ideas to address difficulties. Allegiance is characterised by following norms and processes.
All of the values described, however, appear to have an influence on the job security of the motivation factor and individual performance.

Based on the responses above, the following proposition emerges: Proposition B2 - individual values are related with motivation. In the quantitative portion of the investigation, Proposition B2 is established as Hypothesis H_{2B}. The following qualitative investigation examines the relationship between individual values, work environment, and individual performance.

4.3.3 Proposition B3 – The relationship between Individual Values and Work Environment

According to respondents, values come from company culture and appear to impact work environment and individual performance. This section aims to collect qualitative data on the relationship between higher-order values and the work environment. An attempt is also made to clarify the relationship with individual performance.

The values which are emanated from the company's culture become the work environment [deleted] …Values force them to become those experts. Values force them to work harder to win those prizes they so want for months, even years. [W2-RSE-R01] [W2-PTPPD-R01]

… because values bring work inspiration by giving us the ability and a purpose to serve [W2-RCN-R02] … Values remind us of our duties, how to respect the authority and why we should do that. They boost our potential and remind us what we should and how we should do things [W2-RST-R02] [W2-WIR-R02] [W2-AP-R02]

…values promote collaboration, creativity, fame, friendship and they have no boundaries. [W2-RST-R03] [W2-RCN-R03] [W2-WIR-R03] [W2-WIR-R03] [W2-AP-R03]

Employees are encouraged to understand the company's principles and to adhere to them in order to be on the same page. In doing so, everyone shares the same aims and objectives. Allegiance and Upliftment appear to be more prone to excellent communication and relationships at work.

As strategies suggest that we need to align personal goals and organisational goals, then we need to perform accordingly...At company level, there is a relationship because if the norms are not respected, we might lose customers because they are loyal to us. Aligning behaviours will allow all of us to work together which bring the best out this company. Other relationships that I can highlight are that we feel very well committed to our tasks and this done not only by our rules but also by our culture. [W2-RCN-R05] [W2-AP-R05] [W2-WWM-R05] [W2-CP-R05]
... making use of his/her knowledge and skills to cope with various issues and still managing to provide high quality solutions to our customers.[W2-ROC-R06] [W2-TP-R06]

... as long that the values are respected, the work environment will function as needed to meet the strategies and goals of the company and increase satisfaction of customers [W2-RCN-R08] [W2-RST-R08] [W2-SHD-R08] [W2-AP-R08]

Values boost not just employees' ability to provide high-quality service or results, but also their attitudes toward their jobs. Values have also been demonstrated to boost performance in terms of allegiance and rule. It can be observed here that self-confidence, gratification, and allegiance are more prevalent and have a greater influence on performance.

... create attributes to fit into the environment and employees easily integrate into the system and along with what the company offers, employees always compete with each other to win opportunities. [deleted] The strong culture, as opposed to a weak culture, always set a strategic climate that affects the work behaviour of employees. Strategies

help employees to develop opportunities to enhance their skills, to manage projects in a less stressful manner, increase the rate of traineeship and undertake challenges.[W2-RSE-R09][W2-ROC-R09][W2-RST-R09][W2-WWM][W2-CP-R09]

... Values, in a way, tell them what to do, not only how to do a specific job, but what to do to make the results better. So, employees will seek ways to increase their potential to meet those requirements that values are displaying before them. [W2-ROC-R10][W2-RSE-R10][W2-SHD-R10][W2-WJU-R10][W2-CP-R10]

Values enable people to develop their potential and talents in accordance with the institution's standards. When it comes to equitable job distribution, there is a tendency toward Cohesiveness and Gratification. When effort is recognised, gratification appears to have a greater influence.

...If somebody does not follow what they are instructed to do, then the output might not be as expected and this will impact on the performance. We have a list of criteria which we consider... [W2-RCN-R11] [W2-WIR-R11]

Managers explain that values are extremely essential to both businesses and people. Companies want their workers to be committed to both the firm and their jobs. Managers appear to explain that workers represent the company's image. As a result, once inside the facility, individuals become a part of the system.

... The stronger they are, the better the work environment and better are the results. The employees are bound to perform better than usual because like I have mentioned, we do reward them for their effort. [W2-RSE-R12] [W2-ROC-R12] [W2-RCN-R12] [W2-TP-R12] [W2-CP-R12]

… Responsibility reminds the employee of the various tasks, challenges, ethical behavior, engagement and the promise that the company has made to customers. Being innovative is to come up with proactive measures using knowledge and talents to provide results above expectations while meeting the goals of the company. Integrity

is about the right thing in the right way to avoid stressful situation and to solve issues quickly. [W2-RST-R14][W2-WJU-R14][W2-CP-R14]

Values also motivate employees to focus not only on high-quality outputs, but also on the high-quality abilities necessary to achieve them. Furthermore, values promote proper ethical actions, causing people to become more responsible and to pass on such characteristics to others.

... I do believe that, having those values inculcated among our employees would make them people of principles and undoubtedly follow high standards expected by the company. [W2-ROC-R16] [W2-RST-R16] [W2-CP-R16]

... Same applies to effectiveness of leaders. We can see their effectiveness through feedback of their subordinates and the quality of work the employees are providing. You see the logic now. Now continuous improvement is simple. Employees are continuously reminded through feedback that they should meet their objectives. [W2-RSE-R19] [W2-ROC-R19] [W2-WWM-R19] [W2-TP-R19]

...there is a discipline which influences everybody and will always set the mood to stick to what are expected, how to execute tasks allocated and how to follow procedures and what they will get in return when a job is done right within the deadline. [W2-RSE-R21] [W2-RCN-R21] [W2-WJU-R21] [W2-TP-R21]

... Creativity and spontaneity allows us to work on our weaknesses and enhance our strengths better.[W2-ROC-R23] [W2-WJU-R23] [W2-AP-R23]

... Values make the employees to focus on their personal goals and the goals of the company...goal-orientation forces the people to make maximum use of intellect and resources. [W2-RSE-R24] [W2-SHD-R24] [W2-ROC-R24] [W2-WJU-R24] [W2-AP-R24]

Respondents feel that employees should be able to adjust to their working environment after they thoroughly understand the company's values. Overall, values motivate personnel to follow all processes necessary to attain the desired results. Being

disciplined, ambitious, and focusing on incentives allows people to progress more effectively. Values, as a common language between individuals, allow the interchange of solutions. Pursuing excellence and incentives is an indication that the organisation is fulfilling its goals. It appears that motivated personnel would take joy in their jobs and feedback in order to achieve their goals.

Based on the comments above, the following proposition emerges: Proposition B3, that individual values are associated with work attitudes. In the quantitative section of the study, Proposition B3 is presented as Hypothesis H_{2C}. The qualitative study that demonstrates the relationship between the primary determinants of individual performance and individual performance is now examined below.

4.4 PROPOSITION C: THE RELATIONSHIP BETWEEN PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE AND INDIVIDUAL PERFORMANCE

Qualitative findings for primary determinants of individual performance were developed as proposition C. For this purpose, Hypothesis H_3 is being proposed. The results are now discussed below.

4.4.1 Proposition C1 – There is a significant association between Work Attitudes and Individual Performance

The objective of this particular section is to gather qualitative data pertaining to the relationship between work attitudes and indivivual performance. The following section presents a discussion of the results.

4.4.1.1 Locus of Control

Locus of control emerges as a subordinate factor of work attitudes. The above response demonstrates that managers/supervisors favour employees who are positive about their employment and their co-workers.

You may be providing good results but bad attitudes may be detrimental to you because nobody wants bad attitudes. [A1-AJSEN-R02]

... A positive attitude for me means that an employee is ready to take up today's challenge and will execute his duties in the best possible ways. He/she will give his/her best. [A1-ALCEX-R03] [A1-ALCHW-R03] [A1-PTPEW-R03] [A1-PCPRC-R03]

... Attitudes always impact interpersonal communication because someone who has poor communication will stay aloof and will respond in a not so welcoming manner whereas somebody with positive attitudes will interact pleasantly. So, it does influence performance. [A1-ALJEN-R05] [A1-PTPCP-R05] [A1-PTPQR-R05] [A1-PAPWP-R05]

... Those who have negative attitudes are usually those people who are not satisfied, are not organised and are frustrated about something bothering them which might include a missed opportunity such as a promotion, a reward or may the job does not match his/her requirement. [A1-AJSPA-R10] [A1-AAURP-R10] [A1-PCPRC-R10]

The above responses reveal that locus of control is one of the key characteristics that determine whether a person is a high performer or not. A passionate individual will demonstrate personal success and will go out of their way to gain the benefits. Individual performance is influenced by being enthusiastic and accountable.

…an individual with a positive attitude will put additional effort to make the work successful. It shows how well an employee performs well, even better than another employee. [A1-ALCHW-R11] [A1-PCPRC-R11]

… For me, working hard is not about working extra hours or more time than required but it involves the amount of effort the employee is putting to be effective and efficient. [A1-ALCHW-R13] [A1-PCPRC-R13]

.. A person who has positive attitude will always know what to do next and will complete his/her duties because he/she knows that he/she is given that responsibility to complete those tasks allocated. [A1-ALCEX-R14] In my opinion it is that. A person with

negative attitudes will not complete tasks as per expectations and will fail at every step. [A1-ALCHW-R14] [A1-PTPPD-R14] [A1-PAPCO-R14]

Managers emphasize the notion that a person with a positive attitude may be poised in his or her activities. The latter would have a can-do attitude and effectively carry out plans and tasks. Also because deadlines are met and priorities are established without difficulty.

... take ownership of their work and ownership [A1-AJCDA-R15] [A1-AJSPA-R15]

proves that somebody will undertake challenges easier, keeping in mind the results he want to achieve by anticipating. Positive work attitudes demonstrate the dedication, the enthusiasm and means to solve problems. [A1-PCPRC-R15] [A1-PAPINS-R15]
… you should have good attitudes to deal with different situations. [A1-ALCDA-R19] [A1-PTPCT-R19]

...you organise your work according to the task and start executing it. [A1-ALCDA-R20] [A1-PTPCT-R20]...Positive attitude for me shows the dedication and commitment and you know that this person will be able to solve situations. [A1-ALCHW-R20] [A1-PTPCT-R20] They know the tricks and of how to solve difficult situations. People with positive attitudes usually undertake different tasks at a time because they know that the company will give something in return. [A1-PCPKS-R20]

Managers made it clear that workers with a positive work attitude will be allowed to perform duties alone, in addition to working in teams. Such qualities improve performance because they help people to acquire problem-solving ability.

.... can manage stress or [...] cope under stressful situations [A1-ALCSA-R21][A1-PCPRC-R21]

... By yourself you start to study and learn of new ways to do your work and try to impress your supervisors and you are able to do it also. [A1-ALCDA-R23] [A1-PCPRC-R23] [A1-PCPKS-R23]

Managers also acknowledge that making decisions on one's own while effectively carrying out plans and tasks are evidence of healthy work attitudes. Individuals who accept responsibility for their own activities demonstrate personal success, better abilities, and a desire to take on new tasks.

They learn by themselves and they can manage without the assistance of people around them. And we need people like these because they know how to deal with difficult situations at a time. [A1-ALCDA-R25] [A1-PCPKS-R25] [A1-PCPPS-R25]

... because it shows that somebody has control over the work that he/she is doing. [A1-ALCEX-R26] [A1-PCPKS-R26] [A1-PTPPD-R26]...It shows good planning, good organisations, good project management and shows that the outcome is positive also... [A1-AJSPA-R26] [A1-PCPPS-R26]...it shows a high level of confidence and shows that we do not need to every time chase them because we know they will give us a good result in the end. [A1-ALCEX-R26] [A1-PCPRC-R26]

Employee performance is influenced by factors such as excitement and eagerness to embark on initiatives and effectively complete tasks as intended. Controlling projects necessitates expertise and talents that demonstrate how much a certain employee excels above others.

4.4.1.2 Job Satisfaction

Job satisfaction is another sub-factor which emerges from work attitudes. It denotes dedication and enthusiasm among employees at the workplace.

Work attitudes...shows how much an employee feels ok with the job... It is not about good or bad, but how well a team member is doing and this shows whether he/she is still interested with what he/she is doing. [A1-AJSEN-R01]...Suppose a member likes his job, he/she will plan ahead [A1-PTPPD-R01] will try to have control of the project instead of loosening up he/she will tighten up his will to complete the tasks. At the end of the day, he/she feels he/she has accomplished something which will bring the

privileges he has been seeking. Also, he/she will do things what he feels he can do and he will do it perfectly. [A1-PTPEW-R01]

Being proactive, being supportive to people and giving the best effort reflects a positive attitude. It shows the morale for example, an employee with poor attitude will be moody, frustrated and will not be able to meet our deadlines set. [A1-AJSEN-R03] [A1-PCPRC-R03]

Adopting a positive attitude in this company will facilitate many things such as integration into a group through good communication among colleagues meaning better support from co-workers...Negative attitudes disrupt communication and causes tensions. [A1-ALJEN-R04] [A1-PTPCP-R04] [A1-PAPWP-R04]

It may be argued that attitude in a group either consolidates or disturbs interpersonal communication. A harmonic atmosphere is defined by the proper interchange of information, whereas a tense one prevents individuals from communicating ideas.

... Positive attitudes are always rewarding because they help to achieve success by showing the desired abilities at work, showing how ambitious you are and how much you influence your peers. [A1-AJSEN-R05] [A1-PTPEW-R05] [A1-PTPEW-R05]

... a person who has a positive work attitude shows that he/she is devoted to his/her work, likes the job at the first instance and wants to achieve more. So, you show your abilities and you want to prove yourself in various ways like completion of projects and satisfactory customers and positive feedback. Showing positive attitudes is a sign of high performance because it shows that you can face various situations and would be able to solve problems if they crop up. [A1-AJSEN-R05] [A1-PTPEW-R05] [A1-PTPEW-R05]

... A negative attitude will make a person quit the situation and we might lose a valuable customer. Employees showing positive attitudes are enthusiastic and ready to face the duties. They know how to deal different types of situations and are determined to complete tasks in good terms. [A1-AJSEN-R08] [A1-PTPEW-R08] [A1-PCPPS-R08]

... Positive attitude show that employees are happy [A1-AJSEN-R13] [A1-PAPCS-R13] with their tasks they are executing and for that, I believe, they would keep in mind the results that they should provide. Good attitude will allow them to work with team mates [A1-PTPCT-R13] [A1-PAPWP-R13] because negative attitudes will more likely separate individuals than bonding them. [A1-AJSPI-R13] They are related to performance because attitudes engage the people to deal better with difficult situations... [A1-AJSEN-R13]

Managers who encourage enthusiastic employees can improve team performance. Enthusiasm generates a pleasant work atmosphere, making the job more enjoyable. Promoting such an atmosphere allows employees to collaborate effectively, resulting in synergy, cooperation, and speedier information flow.

4.4.1.3 Authority

According to respondents, a work well completed reflects the attitudes of employees. The fact that performance management involves setting goals all the time lets both employees and their managers know what the current goals are and how to set priorities. To ensure that the goals are met, employees expect that the company provide them with the required performance-based encouragement. The responses demonstrate that employees are rewarded for their efforts. As a result, the attitude has an effect on performance. This instance is related to opportunities that are provided for promotion, development, recognition for achievement and rewards for good performance.

... Here you will notice that good conduct is very rewarding because good manners, good conduct, good attitudes form part our criteria that we use and people are awarded points for these among other criteria. So, it directly affects the person's performance. [A1-AAURP-R06] [A1-PTPEW-R06]

... a person who is doing well will influence the others to do the same. Also, showing good performance means that the employee is happy with what he/she is doing and feels comfortable in doing what he/she is doing now. [A1-PAPCO-R07] [A1-PTPEW-R07]

We usually face a high level of stress but our employees have positive attitudes to work at this company because we have much to offer them apart from salary, as you know, not only salary can motivate people as many think. [A1-AAURA-R12] [A1-AAURP-R12] [A1-PTPEW-R12]

…attitudes engage the people to deal better with difficult situations … So, they will find better solutions, learn ways to deal with stress for example, or to come up with solutions [A1-AAUOD-R13]…. Also, work attitudes allow employees to undertake more responsibilities and to take up more challenges and still able to meet their goals.[A1-PCPRC-R13]

… Positive work attitudes open door to more opportunities because work attitudes is among the traits we look for as potential employees for particular positions. [A1-AAUOP-R15] [A1-AAUOD-R15] [A1-PTPEW-R15]

… it naturally develops skills and positive attitudes allow other people to learn from you and allow you to learn from them also. [A1-AAUOP-R16] [A1-AAUOD-R16] [A1-PCPKS-R16]...It allows fewer complaints as well because people will be attracted to you and will be happy to work with you, which means more knowledge, more opportunities for you in the future. [A1-PAPWP-R16]

The assertions strengthen the link between work attitudes and individual performance. They confirm that good attitudes at work foster healthy group dynamics, allowing for the interchange of ideas, skills, and information. It offers prospects for advancement, acknowledgment for accomplishment, and possibilities for advancement.

... a sign of very good leadership which could turn a bad circumstance into opportunities for you because supervisors and managers look for these attributes that separate a person from others. [A1-AAURA-R21] [A1-AAURP-R21] [A1-PTPEW-R21] [A1-PAPCO-R21]… we also receive feedback from our clients and positive feedback about good attitudes and behavior is always encouraging.

Their willingness do not go unnoticed and we appreciate people because they know what to do to bring the best things in their lives and we are happy to give them what

they need because we are happy with their work. [A1-AAURA-R25] [A1-ALCHW-R25][A1-PAPCO-R25]

People with a good work attitude appear to pursue possibilities and stand out in terms of high-quality production. Such an endeavor is associated with performance since their effort, task effectively accomplished, goes undetected. Managers regard such conduct as a sign of strong performance since such employees are capable of equipping themselves with the necessary abilities to deal with stress and pressure.

Following rules and regulations and being ethical promotes trustworthiness throughout…[A2-RCN-R01] [A2-ALC-R01] [A2-TP-R01]… to adapt quicker, to take decisions as and when required and influence other members to do as much. [A2-RSE-R01] [A2-ROC-R01] [A2-ALC-R01] [A2-TP-R01]

… A happy person will be happy to undertake more things and happy to accept responsibilities as it shows confidence and satisfaction. [A2-SHD-R02] [A2-AJS-R02] [A2-CP-R02]

... we have the back up, someone to help us out, providing the necessary support to get the work done...[A2-RSE-R04] [A2-ALC-R04] [A2-AP-R04] [A2-CP-R04]

...Makes people work together and helps to eliminate differences [A2-RST-R08] [A2-RCN-R08] [A1-AJS-R08] whether it is learning, sharing breaks or talk about the business. Collaboration makes people safe and increases ease. Collaboration is not only a value but it is a strategy because collaboration brings innovation and smart ideas. ... Showing respect, whether it is feedback, recognition, but also respect about somebody's work, equality, peace, care for people, sharing wisdom make people more comfortable and we reciprocate with similar favours. [A2-AP-R08] [A2-TP-R08]

The above responses confirm the relationship between values, work attitudes, and performance in terms of bringing people together to work for similar aims and objectives and common mentality within teams.

… bringing creative and innovative ideas and finally having the ability to work both with others and on their own define their fluency with their respective tasks, devotion, ability to solve issues…[A2-ROC-R09] [A2-RCN-R09] [A2-ALC-R09] [A2-AP-R09]

… It helps us to acquire knowledge and skills, fosters trust, respect, transparency and building stronger relationships. [A2-RST-R11] [A2-RCN-R11] [A2-AJS-R11] [A2-AAU-R11] [A2-TP-R11] [A2-AP-R11]

… how well they are exchanging ideas, exchanging solutions to solve issues…[A2-RSE-R13] [A2-ALC-R13] [A2-AAU-R13]… how well somebody is managing other people by respecting their beliefs…[A2-RCN-R13] [A2-AP-R13]

The above responses support the notion that working in groups generates better ideas. Storming among peers allows for better ideas to emerge from talks or group projects. Such cases appear to include more compassion and Cohesiveness values and less Flair value.

…trigger the employees to seek excellence… and how to make use of their skills… [A2-ROC-R14] [A2-AAU-R14] [A2-TP-R14] [A2-CP-R14]

…They are guides to educate you about what and how you do your job. [A2-RCN-R21] They indirectly educate you about the importance of quality, of being honest, to comply with requirements and to have the courage to undertake challenges and face difficulties. [A2-RCN-R21] [A2-RSE-R21] [A2-ALC-R21] [A2-TP-R21]

... people work hard and become aggressive, assertive and intend to satisfy their high aspirations. [A2-RCN-R03] [A2-AJS-R03] [A2-AAU-R03] [A2-CP-R03]
... no passion in the job and duties means no good output. And no good output means unsatisfied customer and we will not be satisfied with his performance as well and we have to think about his future. [A2-SHD-R05] [A2-RSE-R05] [A2-ALC-R05] [A2-AAU-R05] [A2-TP-R05]

Passion as a value allows a person to work towards his or her goals through studying and obtaining abilities. Because the employee becomes more enthusiastic about the task

assigned is giving him or her with the incentives or necessities, the value of a firm does impact the relationship between work attitude and performance.

...consistently be a professional and consistently be quality oriented. It shows orderliness [A2-RST-R06] [A2-RCN-R06] [A2-ALC-R06] [A2-TP-R06] and such people are able to balance their duties and time, finding equilibrium I would say and not deviating from the real action. [A2-RST-R06] [A2-RCN-R06] [A2-AJS-R06] [A2-AP-R06]

... Diligence is an ability by an individual to bounce back [A2-RSE-R10] [A2-ALC-R10] from an unforeseen situation that could have brought bad results to our company. Diligence is that stage at which a person can take risks and dare proposing proactive measures [A2-ROC-R10] [A2-RSE-R10] [A2-AJS-R10] [A2-CP-R10]

.. When somebody lacks some skills, there will be mechanisms in the system to urge that person to improve whether it comes to training or courses. [A2-RCN-R18] [A2-AAU-R18] [A2-TP-R18] Also, somebody starts to grow fond of the work when values cause them know the opportunities they can be given following accomplishments. [A2-RSE-R18] [A2-RST-R18] [A2-AAU-R18] [A2-AP-R18]...Values are also strict when we need organisation and harmonising of tasks. Values cause attachment because improvement makes employees seize opportunities they are given like career development. [A2-RCN-R18] [A2-AAU-R18] [A2-CP-R18]

Respondents agree that an employee who puts in consistent effort would undoubtedly have better possibilities for professional advancement or other benefits. People who have the ideal values instilled in them would allow the individual to strive for excellence via a variety of training. As a consequence, abilities are improved, and the quality of the outcome is significantly superior to that of others who put in less effort. Authority appears to be more dominant, with a tendency for Flair and Upliftment values.

On the basis of the above responses, the following proposition emerges: Proposition C1, that work attitudes are associated with individual performance. Proposition C1 is presented as Hypothesis H_{3A} in the quantitative segment of the research. The following

is a qualitative examination of the relationship between motivation and individual performance.

4.4.2 Proposition C2 – The relationship between Motivation and Individual Performance

The majority of respondents believe that motivation is a critical element influencing individual performance. The literature makes it clear, but placing values between motivation and performance, or motivation between values and performance, increases the complexity.

4.4.2.1 Remuneration

Most of the respondents seem to place remuneration as an important factor influencing individual performance.

The company pays well and the rewards are even better. The salary worth the efforts and we provide additional incentives such as overtime and allowances. [M1-MRESR-R01] New recruits and fresh graduates are offered interesting packages and they are subjected to increase upon satisfactory performance and completed work. [M1-MREPR-R01] [M1-PTPEW-R01]... This company offers many other facilities such as insurance, health insurance, retirement schemes, medical facilities, release to undertake further and higher education. [M1-MREAI-R01]

...employees are offered interesting allowances, insurances, facilities, loans, incentives, leaves. [M1-MREAI-R02] [M1-PAPCS-R02]... We have training sessions to always upgrade our staffs.

…salary is good here [M1-MRESR-R04] and we receive bonus allowances [M1-MREAI-R04] when we work more or when we have successfully booked a project or made profit or convinced a customer. So the higher the salary, the higher we would our motivational level. It is a fuel to our output because we would all do the same to work better and provide the best outcome possible. [M1-PCPIC-R04]

More salary, more wages, more bonuses, more incentive will motivate employees to perform better. They will extra time, more hours, win those rewards. [M1-MRESR-R05] [M1-PTPEW-R05]

Managers believe that staff are more dedicated to winning greater incentives. Client responses also influence staff performance; for example, good feedback for improved customer service indicates a high likelihood of receiving a reward.

When employees have achieved what they have worked for, they will surely receive good feedback and rewards, etc and that would motivate them more to perform more. [M1-MREPR-R06] [M1-PTPEW-R06]
...rewards are based on the outcome and depend on the person. So the employee has control over his/her work and he or she chooses whether to be a high performer or not and that will distinguish him or her from other employees. [M1-MREPR-R07] [M1-PTPEW-R07]

Respondents also confirm that employees are compensated based on their performance, which motivates them to succeed. High performers serve as role models for others, inspiring them to perform better.

...We have pension schemes and special grants like special leaves and medical covers. So these should be motivating employees to stay here. [M1-MREAI-R07][M1-PCPRC-R07]
...Salary, increments, salary increase, and incentives [M1-MRESR-R09] are often discussed with our employees following requests and believe me, most of the time, we agree to the deals and we see the output to be positive. In my point of view, money and incentives, rewards yes, [M1-MREAI-R019] I forgot, such as bonus do motivate our employees to perform better in this company. [M1-PCPRC-R09]

I can say that reward system is a stimulus to encourage employees to perform better. The better and higher the frequency of providing good results, the better the benefits. [M1-MRESR-R11] [M1-PTPQR-R11]

The orientation is more inclined toward willingness. When compensation and incentives are reassessed, employees are more likely to cope. Better outcomes are seen by respondents in terms of quality, customer service, and readiness to participate. Respondents also saw fewer instances of creative ideas and problem-solving ability.

Of course, everything here is performance based. If somebody is doing well, I cannot see why we should not reward that person. [M1-MREPR-R13] [M1-PTPEW-R13]... From my experience I believe that all the factors will be able to make people plan better because they the priorities and goals that have been set. [M1-PTPPD-R13]

Remuneration when satisfactory, [M1-MRESR-R13] [M1-MREPR-R13] employees are happy and are happy with bonuses. So, they meet their objectives as expected... [M1-MRESR-R13] [M1-PAPCO-R16]

Salary is another factor but the pursuit of wealth is what motivates them better. We have people who move from companies to another only because, apart the competence they have, they want more money. [M1-MRESR-R18]

Income and Wage are highly motivating but the demand is ever-ending because at a certain point in time, well experienced people will come forth with their demand again. [M1-MRESR-R22]...But it helps because they perform better, learn by themselves, become more supportive, very respectful and they do meet their objectives. We admire these at lot. [M1-PCPRC-R22]

Salary and awards appear to be more personal than professional demands. Employees appear to perform better only when they are allowed to meet their own needs.

4.4.2.2 Career Development

The motivation component appears to be the source of career advancement. Managers agree that career prospects, training opportunities, and equal opportunity drive people to perform better.

...We have a well-established structure and we usually have promotional exercises. Good performers are listed and are considered for higher positions. [M1-MCDPC-R02] [M1-PCPRCS-R02]... Training and development keep our people motivated and keep them comfortable with complex tools. [M1-MCDDT-R02] [M1-PAPCS-R02]

… Career prospect will make people stay [M1-MCDPC-R05] and they will not leave for another company providing higher positions. So we do have career plans and promotions ... [M1-PCPRC-R05]

...We work with different tools and we require people who are able to assimilate our advice and techniques to cope with everyday tasks. [M1-MCDDT-R06] So it comes with experience and I usually find those people who do not perform well are those who are do not have knowledge and skills. [M1-PCPKS-R06]

Employees tend to deliver better solutions when given the proper tools and training to improve their talents. Professional development encourages workers to stay and advance their careers inside a firm.

… Here I can include a good career prospect because before we did not have a proper structure and now we have a good one and people can climb the ladder to higher positions. [M1-MCDPC-R06] [PCPRC-R06]

… We usually notice people leaving the company because of limited career prospect. In fact we have people from other companies joining our company because they lack the career development [M1-MCDPC-R07] over there and here we have a well designed structure. So, I very well believe that this is a motivating factor to perform better.[M1-PAPCS-R07]

The stress of losing a job is reduced when one has a secure work environment and employment position. Better performance means staying longer, evolving better, and earning more money. Improved employment potential relieves stress and allows them to cope with day-to-day activities.

...Work conditions [deleted]…strong motivator because we have tailor-made some conditions for example flexible working, telecommuting-home based jobs. It gives employees sufficient time to take care of their family life as well as delivering services from home. [M1-MJSOB-R07] [M1-PAPCS-R07]

Many people appear to be motivated by a well-balanced working environment. Having enough time for work and for themselves allows individuals to cope with stress more readily.

Who does not want a higher position! Higher position means more money, of course, more status and more power. We have promotions, not only, at organisational level, but also at team-levels and we offer this positions following PMS and interviews and sometimes we do tests to assess them. All of the potential candidates recommended by their managers but are fairly assessed by management and to give equal opportunities to all deserving people. [M1-MCDPC-R07] [M1-MCDEQ-R07] [M1-PAPCS-R07]

Employees are considered to be motivated when they are given options for advancement and advancement in their careers. However, the above response emphasizes the equal opportunity part, which appears to drive individuals more.

Managers and team leaders should acknowledge the contributions and achievement of the employee. A job properly done within the norms and up to the standards should be recognized and recognition seems to matter much more than remuneration at times because the employee's respect is increased which an example to others is as the latter is recognized to be a very important asset for the company. [M1-MCDPC-R11] [M1-PCPRC-R11]

I have witnessed their motivation during training sessions and after training because our people are really very dedicated and we notice the difference. [M1-MCDPC-R12] [M1-PCPRC-R12] [M1-PCPKS-R12]

…we should provide them with those things that they want, for example, permanent establishment, [M1-MCDPC-R14] a good salary, good promotions, good training,

team building exercises, activities which we organise outside the premises, outings, dinner, etc. [M1-MCDDT-R14] [M1-PCPRC-R14] [M1-PCPKS-R14]

…sharing the workloads and treating people fairly motivates people. [M1-MCDEQ-R15] [M1-PCPCT-R15] [M1-PAPWP-R15]

Respondents also consider the fact that when employees are treated fairly, their respective performance improves. It encourages individuals to collaborate more effectively with others and to put up greater effort in teamwork.

…we give opportunities to well-deserved people and who can provide additional expertise to this company. Also, we give priorities to our internal staff and the most-deserved employee…[M1-MCDPC-R16]

...having a career development plan and being able to implement it highly motivates our employees because they know they can achieve higher than what they doing right now. [M1-MCDPC-R21] So, they give more than they can. They follow courses, follow our training and development sessions [M1-MCDDT-R21] [M1-PCPKS-R21] and they work by themselves, asking for additional projects, etc. [M1-PCPRC-R21] This is what people want and since have many young people, they expect that they get a permanent position. We have interns and people who are on probation or contractual basis, so they wish to secure a permanent position. I notice significant effort form these people and we do consider their demand and we recognize their effort. [M1-PTPEW-R21]

We have people who look for employment which correspond to their tastes and I see then well motivated because, when we talk causally, they say that they have been looking these nature of job. They have been looking for a career in this field which they like. [M1-MCDPC-R24] [M1-PAPCS-R24]

The above remarks appear to emphasize that employees appear to perform better when they are less stressed. Stress manifests itself in a variety of ways that are not always obvious. Having options for advancement and career growth, as well as opportunities for professional development, appears to improve their effort.

4.4.2.3 Job Security

Respondents agree that individuals want work security to suit their demands and the requirements of their family members. As a result, it demonstrates employees' commitment to pursue these requirements.

We have families and we want to offer ourselves and our family with their needs, therefore a secured future is what we need and we have to work for it and always perform to continue to be part of the company. [M1-MJS-R03][M1-PCPRC-R03]

Good inter-personal communication [deleted] forms part of a good work environment and I've seen people getting discouraged or lose interest when they are not in good terms with their colleagues or superiors [M1-MJSOB-R05] [M1-PAPCS-R05].

...Work environment including leadership styles is very important. [M1-MJSPO-R06] Like I mentioned earlier, sharing good communication among ourselves will motivate us to work better because we are comfortable around friends and work with friends or people with whom we share good relationships. [M1-MJSPO-R06][M1-PAPWP-R06]

A professional orientation is found to be a motivational factor. According to respondents, fostering a professional environment allows employees to collaborate effectively with others.

... provide permanent establishment to deserving candidates following our PMS and we give second chances to those who have not been performing well. [M1-MJSWA-R09] [M1-PTPEW-R09]

A good training plan, networking sessions, conferences and presentations enhance skills development and sharper abilities. The increase in confidence following training

and development allow employees to take up challenges better and to provide better results. [M1-MJSPO-R11] [M1-MJSCO-R11] [M1-PTPEW-R11]

Feedback and recognition are very important because our employees are more motivated because they become aware of how important they are to this company. Feedback is never destructive but constructive and we do offer them chances to improve and they do improve. [M1-MJSCO-R12] [M1-MCDPC-R12] [M1-PCPIC-R12]

Respondents emphasize that a professional work environment boosts employee confidence. Furthermore, employees who are well-anchored in their surroundings are more likely to make the needed effort to improve customer service or guarantee that work is finished properly.

Bad conditions will drive our best people away. So, apart from good salary, we need to provide good things to employees such as breaks between a certain amount of work, lunch breaks. [M1-MJSWA-R18] [M1-MCDPC-R18] [M1-PAPCS-R18]

Skills assessments, performance management and assessment of work done encourage employees to bridge gaps and at the same time, we get more skilled workforce. Training will help them in these cases. [M1-MJSPO-R19] [M1-PCPKS-R19]

We have alternatives to make this business run on an almost 24-hour basis. To motivate our people we offer them that option to spend time with their family as well as doing the job while not on premises. They are able to adjust themselves according to the schedule and may report to report as and when they desire. So, in my opinion, this is a high motivator because they are able to solve problems at a distance. [M1-MJSOB-R20] [PTPPD-R20] [M1-PCPIC-R20] …Sometimes they ask themselves whether they are made for this job despite the work environment is fine and the incentives that we offer are interesting. [M1-MJSWA-R22]

Concerning the motivation component of job security, the bearing of the comments is often directed towards the organisation and balanced work patterns. Individual performance is then evaluated in terms of job prioritisation, achieving deadlines, and providing excellent customer service.

Based on the above responses, the following proposition emerges: Proposition C2, the relationship between motivation and individual performance. Proposition C2 is presented as Hypothesis H_{3B} in the quantitative segment of the research. The qualitative analysis that shows the connection between work environment and individual performance is examined as follows.

4.4.3 Proposition C3 – The relationship between Work Environment and Individual Performance

The work environment component emerges from the comments. Furthermore, different aspects of the work environment manifest themselves as diverse subordinate factors, and each sub-factor relates to individual performance.

4.4.3.1 Interpersonal Relationships

Respondents believe that interpersonal relationships are a significant part of the work environment. Having a pleasant atmosphere appears to be a behavioural strategy that drives employees to improve in terms of information interchange speed and quality.

...you know what is expected from you and you are prepared for that. So, work environment include the way we communicate, the mode we use, the way we speak, how we speak, the rules to follow, the responsibilities we are given, the instructions we are given, these make up everything here, from work to breaks and to chat. [W1-WIRCR-R02] [W1-WIRGC-R02]... The timeliness of things…We also time our breaks. Now imagine what are expected from us. We should respect the regulations making us perform as expected. [W1-PTPPD-R02] [W1-PAPCO-R02]

When employees are not provided with the right hardware and software, support and incentives, we notice a decrease in their performance during appraisal exercises. When we ask them what can be the issues, they speak about their relationships with their co-workers and managers, unfair treatment and working conditions. Interpersonal

relationships in a team are very important because it brings a sense of closeness and coordination of tasks within the team. [W1-WIRGR-R03] [W1-PAPWP-R03]

This company eases the communication among employees and between employees and senior staffs. [W1-WIRGC-R04] [W1-PTPCT-R03]

If one person does not share a good relationship, then the whole team might not function as desired [WIRGR-R05] because there will disorder in the way communication will flow, in the distribution of tasks, in leadership etc. [W1-WIRGC-R05] [W1-WIRTW-R05] [W1-PTPCT-R05] [W1-PAPWP-R05] [W1-PAPCP-R05]

The communication channels are smooth and well established to increase collaboration among people and reduce differences among us. [W1-WIRGC-R08]… treating everybody equally, without any discrimination or putting unnecessary pressure on somebody will not make that person better. We have to value that they also have a social life that they should meet after work and we all deserve a break after being exhausted from the demands of the job. [W1-PAPCS-R08]

If we do not show patience, respect, motivation, trust and gratitude, then the work environment would not sound positive [deleted]…in a negative environment [deleted] there is no gratitude [W1-WIRGR-R10], no encouragement, no motivation, no change and no incentives, no justice, no fair treatment…communication is passive and lack substance [W1-PTPEW-R10] and people would be fed up because their voice cannot be heard. This would be complete chaos and nobody would want to work at such a place. [W1-WIRCA-R10]

… The atmosphere here is very friendly and at work we are all the same. We are all employees and we all have goals to achieve. [W1-WIRCA-R11] [W1-WIRGR-R11]... Communication and good team-spirit influence performance because we share high quality information. Information can be a skill, knowledge and can be instructions from our managers. [W1-PCPIC-R11] [W1-PCPPS-R11] [W1-PTPQR-R11]

...fosters a family type environment to reduce the communication gap between personnel. [W1-WIRCA-R12] [W1-WIRGC-R12] [W1-PCPPS-R12] [W1-PTPQR-R12]

A healthy working relationship appears to promote high-quality customer service. Having the assistance of co-workers improves problem-solving abilities by finding diverse answers from multiple perspectives, thus enhancing individual performance.

...we will always be happy to attend work and similarly, if the work environment is unpleasing, then we lose interest and we are bound to work according to the state impacting on our well-being, impacting on our performance. [W1-WIRCA-R14]

A welcoming attitude at work promotes other aspects of the work environment, such as coordination through efficient communication among employees. The interdependence of a pleasant atmosphere and excellent communication generates healthy working relationships.

...promoting a good work environment will make an employee comfortable and we are here to keep this comfort so that they can work better. [W1-WIRCA-R17]... Some people feel more at ease with some but still we encourage everybody to work with everybody. [W1-WIRTW-R17]… We even speak to people who are performing less giving them the chance to improve. [W1-PTPPD-R17]

We share good relationships among colleagues both professionally and outside work. In fact we usually have activities, competitions, day out as team building exercises to reduce the tensions between manager and employee. [W1-WIRCA-R20] We build a better relationship to ensure that everybody communicates clearly and better. [WIRGR-R20] It also reduces stress because co-worker relationships are quite helpful while seeking support etc. or voicing out any issues. [W1-WIRTW-R20]… This work environment has a professional look as from the time you step in and everybody look tensed but they are not. They are just focused. You will not see people move around much because they know information is dynamic and information can change at any time. So being focused allows them to be able to catch the change. [W1-PCPIC-R20] [W1-PAPCO-R20]

People can be more focused and less stressed when they work in a pleasant atmosphere and have strong interpersonal relationships. Receiving advice on how to handle challenges allows staff to identify rapid solutions that meet the demands of customers and supervisors.

... Small breaks help people to relax and to disconnect for some minutes from stressful tasks. They help to relax the mind and a moment of relaxation helps them to recharge their batteries and get the essential energies from peers and any drinks or food they get to get back on the daily routines. [W1-WIRCA-R22][W1-PAPCS-R22]

...we allow people to telecommute. Yes, they are not penalised when they work from home but we do have policies which they should respect such as results, deadlines and demands and communication. It allows everybody to work where they wish but at our pace of course. [W1-WIRGC-R24] [W1-WIRTW-R24] [W1-PTPPD-R24][W1-PCPIC-R24]

Despite having rules, we are quite flexible to listen to them. By helping them, we are helping us as well and helping the company. So relationships, friendship, respecting each other allow us to express ourselves better [W1-PTPCT-R25] [W1-PAPWP-R25] and make us want to come to work. It helps to build up good teams with people who are comfortable with one another. It reduces absenteeism and helps us to manage our stress level. [W1-WIRGC-R25] [W1-WIRTW-R25]

… Communication among ourselves is very important because we need a good team and we team good team dynamics. Stress is present everyday in our life when we are at work and we need something that would say to reduce this stress by sharing our views, talking to our peers etc. [W1-PAPCS-R27] …

It helps us to come across solutions also when we share good relationships. [W1-WIRCR-R30] [W1-WIRGC-R30] [W1-WIRTW-R30]

The interaction among employees, coordination, a pleasant atmosphere, and strong relationships appears to promote the formation of healthy teamwork. As a result, interpersonal relationship appears to have an impact on employee performance.

4.4.3.2 Justice

Justice is another facet of the work environment that emerges from the responses. Another extension of the work environment is justice in the form of treating each other fairly. Being treated fairly helps people to put out more effort to complete their tasks.

… reduces discomfort among employees for example fair treatment will increase trust between employees and managers and this company shall always be viewed as one caring for people and provide equitable opportunities to both gender and age. [W1-WJUET-R04]

…I would like to add that a work environment become friendly when we respect each other like I said earlier in the interview. So, treating everybody equally, without any discrimination or putting unnecessary pressure on somebody will not make that person better. [W1-WJUET-R08] [W1-WJUDI-R08]... The communication channels are smooth and well established to increase collaboration among people and reduce differences among us. [W1-PTPCT-R08] [W1-PAPWP-R08] [W1-PAPINS-R08]

People want to be treated with dignity at work, in addition to being treated equally regardless of age or gender. Being respected makes it easier for people to express their thoughts, manage with stress, and propose new ideas. Responses clearly show a relationship between justice and performance.

... I should make sure that our people do not feel used but considered as assets for this company. It is our duty to help them in return achieve good things that will, in turn, achieve good things to this company. [W1-WJURE-R09]... We monitor every fluctuations pertaining to our performance...we monitor the performance of our employees to see to it that they follow the norms, meet the objectives and goals of the company. [W1-PTPPD-R09] [W1-PAPCO-R09]

... The work environment is not only limited to the building or the four floors and ceiling. Work environment shows how we treat people here [deleted] [W1-WJUET-R11] [W1-WJUDI-R11] [W1-PCPKS-R11]

Employees maintain high standards when they are given recognition for their results [W1-PTPQR-R12] and when they inspire from their colleagues who are performing well. [W1-WJURE-R12] [W1-PCPPS-R12]

Managers have discovered that when staff are properly recognised for their performance, they are considerably more driven to attain higher outcomes and quality of service. Such an activity appears to inspire personnel to improve their abilities and knowledge, as well as others to do the same.

... Here everybody is treated equally because everybody is respected as an individual and as an employee. When you are treated well or you feel so, one cannot adapt easily and will not provide the best results. For me, bringing justice, equal and fair treatment will make the work environment friendly and professional and I believe employees will be to perform better because they can deal with difficult situations... [W1-WJUET-R13] [W1-WJURE-R13] [W1-PAPINS-R13]

According to managers, employees believe that justice is served when they are recognised for their efforts. Workplace recognition highlights their dedication and merit to ultimate rewards.

...I admit that we have people who are high performers but I also believe that others should be given similar opportunities... [W1-WJUFD-R14]...additional responsibilities increase the challenges and will allow the people to perform better by undertaking required training and make to make use of those skills and talents. [W1-PCPKS-R14]

I believe that equal treatment and non-discrimination will enable people to avoid stress, take responsibilities [W1-PCPRD-R16] according to their loads to be able to meet their personal objectives. [W1-WJUET-R16] ... Fair treatment also foster good relationships and good relationships make the workplace more pleasant [W1-PAPWP-R16] and a pleasant work environment allows employees to adapt better and to deal with difficult situations quickly with the support where appropriate. [W1-WJUFD-R16]

... We do not tolerate discrimination in terms of gender equality or distribution of work. We see to it that everybody is given the correct tasks equally. [W1-WJUET-R17] [W1-

WJUFD-R17]... We have rules and we protect whistleblowers, we prevent any malpractice. In fact, so far we do not have such episodes. [W1-PTPCT-R17] [W1-PAPWP-R17]

…. We allow employees to work autonomously on projects to develop their problem solving skills, make decisions, and communicate effectively and take ownership of projects from start to end. [W1-PCPKS-R21]... We train our people, improve and reinvent capabilities to deliver desirable output. [W1-WJUFD-R21]

I see [deleted] satisfaction in my employees' eyes when they are well treated and fairly treated. [W1-WJUET-R22] [W1-WJUFD-R22] [W1-PTPEW-R22]

… The feel of being valued is very essential and I do not think we have this in other company where we personally value the employee who has come with the innovative ideas and that we are adopting them into our business. [W1-WJUDI-R24] [W1-PTPEW-R24]

Employees feel that when responsibilities are allocated equitably, equal treatment, acknowledgment, and dignity become more prominent. Managers hold as opinion that people believe they are treated fairly and without regard to demographic characteristics. Managers also feel that when duties are spread evenly among people, employees are more inclined to put up greater effort.

4.4.3.3 Support from Manager/Supervisor

Employees appear to prefer help from their immediate supervisors or managers as part of the work environment from the initial reaction.

... provides the person will all the amenities and makes the person comfortable... An environment without support will cause people to stress. I admit a person can work independently but that does not mean that he/she does not need the support of their co-workers or superiors. They need that support. [W1-WWMSS-R01] [W1-PAPCS-R01]

...we do not let the less deserving down. We coach the latter and see, by providing support, how he/she cam improve and do better next time. [W1-WWMSS-R03] [W1-WWMMR-R03] [W1-PAPCO-R03]

... we help employees to always develop themselves to tackle different situations and they know that we value these efforts... [W1-WWMSS-R04] [W1-PCPKS-R04]

... We provide the support required such as management support and support from colleagues to facilitate coordination of tasks delegated and distributed among employees and among members. [W1-WWMMR-R07] [W1-WWMSS-R07] [W1-PCPCT-R07] [W1-PAPWP-R07]

... we provide employees with what they need, they will perform but depending on the needs as well. [W1-WWMSS-R08] [W1-PAPINS-R08]

Employees believe that appropriate coordination may be impossible to accomplish without sufficient management assistance. Employees believe that support demonstrates a grasp of what individuals are going through and what they could receive in exchange for their efforts.

...we monitor the performance of our employees to see to it that they follow the norms, meet the objectives and goals of the company. We offer our employees with opportunities for which they need to work hard and provide the best solutions, receive positive feedback and match the expectations. [W1-WWMRF-R09] [W1-PCPKS-R09][W1-PAPCO-R09]

We help our employees to become more dedicated by giving them the tools they require to make their tasks easier e.g training, career development, opportunities to grow. [W1-PCPKS-R12] We set high standards to all of our people as from the day they join the company. The company ensures that they are well integrated. We set goals during every appraisal and we review performance. [W1-WWMSS-R12]... We value our people and we always provide feedback for them to always improve. [W1-PCPKS-R12] We recognize the job they do and we reward them accordingly following performance reviews and appraisals. [W1-WWMRF-R12]

Managers observe that when employees are treated fairly and given the necessary assistance from their immediate superiors, they appear to be less stressed. Receiving feedback allows employees to understand their strengths and weaknesses.

…While you are being monitored, you are also prompted to perform better because performance is important and you will receive feedback for it. [W1-PCPKS-R12] So, sticking to what you are supposed to do will allow people to perform better. [W1-WWMRF-R12]

… We listen to everyone and we consider the best solutions that would fit a situation. [W1-WWMMR-R18] [W1-PCPRC-R18]

Managers assume that providing frequent feedback to staff will help them develop. Feedback also fosters a sense of community among managers and staff as they strive toward similar goals.

On the basis of the above responses, the following proposition stems out: Proposition C3, the relationship between work environment and individual performance. Proposition C3 is presented as Hypothesis H_{3C} in the quantitative segment of the research. The qualitative analysis that shows the moderating effects of demographics on the relationship between (i) individual values and individual performance, and (ii) primary determinants of individual performance and individual performance are examined as follows.

4.5 PROPOSITION D: DEMOGRAPHIC FACTORS AS A MODERATOR AND EMPLOYEE PERFORMANCE

Qualitative results are further examined to identify possible effects of demographics on the strength of the relationship between individual values and individual performance. The Moderating effects of demographics are also examined on the relationship between the primary determinants of individual performance and individual performance. This section relates to the moderating effects of age, gender and educational level.

4.5.1 Demographics, Work Attitudes and Individual Performance

Some demographic factors seem to influence the relationship between work attitudes and individual performance while others do not.

...the latter knows already how to tackle issues with minimum training because he/she is already exposed to those tools. It brings positive attitudes and positive attitudes makes the person happier and more attached to the job and will put additional effort to keep this job or to be accountable to better privileges. [A3-DMEDU-R01]

I would say skilled and not skilled here because skilled people will be able to cope with the dynamic environment and will have this attitude of meeting up with the challenges they encounter every single day. An unskilled person does not mean lacking technical expertise, but lacking the attitude to cope with uncertainty. So, skilled people will do better than unskilled people. [A3-DMEDU-R03]

With education, employees are able to understand foreign languages and deal with customers promptly developing fluency in doing a lot of things at the same time. [A3-DMEDU-R04]

Respondents believed that people with the necessary educational level have the ability and confidence to cope with several circumstances at once.

In my opinion, education creates conditions in which people with desired notions are preferred. However, we do require people who will be able to cope with our standards and our expectations. So, for me, people who have improved their education background will be more motivated to enter the job market with full confidence and should have the mindset of always doing better which is equivalent to good work attitudes. [A3-DMEDU-R06]

Education level brings the ease for coaching as it makes it easier to understand what are being explained and how to perform their duties effectively. [A3-DMEDU-R10]

I have noticed that people with lower educational level are more committed towards their duties and their effort shows their dedication. In my opinion, they show better attitudes because they know there are people who are qualified than them who may be given more opportunities. So, these persons are more determined to be considered as potential candidates for similar opportunities following their performance. Also, these people are more attached to the job because it is less likely that they will quit because they think they might have the same opportunities elsewhere. [A3-DMEDU-R11]

Those who are more qualified have the tendency to be more demanding and may leave the company if their needs are not satisfied whereas those who have a secondary qualification as their highest one are more likely to stay. Those who have high education level seek new avenues elsewhere, may be looking for a higher status or a higher salary. [A3-DMEDU-R14]

...promotions require a level of qualifications, level of skills and attitudes and attributes. It influences performance because it encourages other people to always upgrade themselves or work better. [A3-DMEDU-R17]

It influences performance because it encourages other people to always upgrade themselves or work better. [A3-DMEDU-R18]

In fact, we assume they have had an exposure to the basics of the technical aspects of software and hardware and what is expected in companies. But we do find that people who have higher level of education have the higher probability that they will seek better offers elsewhere whereas those with lower levels are more likely to stay. So I guess this is the issue. [A3-DMEDU-R19]

Respondent R06 observed that circumstances affect individuals to improve themselves. Employees' readiness to upgrade demonstrates their willingness and devotion. Such dedication indicates that they will do better because boosting their educational level implies meeting the objectives more effectively. Respondents R14 and R19, on the other hand, saw that employees with a high educational level have a negative attitude about work because they want to pursue opportunities and incentives that match their skills.

Age has an effect on employee's attachment because they bring about ability to analyse and ability to troubleshoot, to adapt and how aggressive they are to solve problems or to complete tasks allocated to them. [A3-DMAGE-R01]

This is my view but this can define my work attitude. Young aged people have good attitudes but older aged have better attitudes and perform better. Also, it is predictable that people of young ages may quit job earlier than expected whereas people of older ages leaving the job is not predictable. So this reflects work attitudes. [A3-DMAGE-R06]

The more are the advantages, the more they are attached to the company in general because they are able to draw personal pleasures from them. So, they will perform even more for that. [A3-DMAGE-R07]

In my opinion, age is important because we have high number of people in their late 20s and early 30s. Few in their early 40s and very little in their late 40s above. So we have different thoughts working under the same roof and in the same environment and that do influence the performance in terms of needs and priorities. [A3-DMAGE-R09]

Younger people also put leisure first because they do not have family responsibilities yet and they do perform fairly because they want to get their salary at the end of the month. Unlike people who more mature in terms of years of experience and older in terms of age, they want security and opportunities for promotions and other rewards. [A3-DMAGE-R15]

According to respondent R06, young individuals exhibit positive attitudes, while older individuals demonstrate even more favourable attitudes and achieve superior performance. Additionally, it can be anticipated that individuals in younger age groups may terminate their employment prematurely, while the departure of individuals in older age groups is less predictable. Respondent R15 posits that younger individuals prioritise leisure activities due to their lack of familial obligations, while also demonstrating satisfactory performance in order to secure their monthly salary. In contrast to individuals who possess greater professional experience and advanced age,

they exhibit a desire for stability as well as prospects for career advancement and additional incentives. Based on the aforementioned observations, it can be inferred that older individuals prioritise stability, whereas younger individuals tend to exhibit a greater inclination towards creativity.

I have noticed that people with lower educational level are more committed towards their duties and their effort shows their dedication. In my opinion, they show better attitudes because they know there are people who are qualified than them who may be given more opportunities. So, these persons are more determined to be considered as potential candidates for similar opportunities following their performance. Also, these people are more attached to the job because it is less likely that they will quit because they think they might have the same opportunities elsewhere. [A3-DMAGE-R11]

I see that people with a post-secondary qualification are less attached to the job than those who have a lower qualification. Those who are more qualified have the tendency to be more demanding and may leave the company if their needs are not satisfied whereas those who have a secondary qualification as their highest one are more likely to stay. Those who have high education level seek new avenues elsewhere, may be looking for a higher status or a higher salary. [A3-DMAGE-R14]

Respondent R14 observed that performance lags among employees with higher credentials because they negotiate raises based on their educational level, whereas employees with lower educational levels stay longer. It represents employees' attitudes, but not their performance.

I don't think gender is an issue because everyone is on the footing, no discrimination. They are all well-versed with the systems. We have women in charge of teams and vice-versa and they all perform as well as their male counterparts. [A3-DMGEN-R01]

But gender can be an issue when girls are expected to work later than usual, on shifts, etc... especially married women. So, they develop an attitude that they should seek a job which brings them that opportunity to look after their home as well. In this situation, gender can be a factor. [A3-DMGEN-R02]

There might be an explanation. It is because more boys are doing technical stuffs than girls and working shifts, like typical Mauritian, girls think it is not safe to work late. [A3-DMGEN-R03]

Managers confirm that both men and women hold positions of leadership in their organisations. However, some supervisors have observed that some women choose roles that would allow them to maintain a work-life balance. Respondent R03 also stated that certain conditions may favour one gender over another. The link between work attitudes and individual performance may be influenced by gender.

Gender for me has no effect because here we value both women and men and we have no preferences. [A3-DMGEN-R04]

Gender has no effect because there is no discrimination and we give both sexes equal opportunities to prove themselves and we get very good results. [A3-DMGEN-R06]

In terms of gender, I would say that men and women have similar responsibilities and they are all perform in the same manner to be considered for rewards and opportunities. [A3-DMGEN-R15]

For gender, I do find any link and I believe that ethnic affiliation also do not have a link because we do not consider ethnic affiliation or gender as pre-requisites. We offer same opportunities to everybody. [A3-DMGEN-R19]

Gender is quite complicated because I see better leadership among men than women. Employees have provided feedback that they better work with male leader and managers than women. I do not know their styles but they have been more dedicated under the supervision of male managers. [A3-DMGEN-R21]

Respondent R21 appears to prefer male leadership over female leadership. As a result, the latter saw superior performance working under males than under women. Other particular explanations have not been offered by the respondent.

On the basis of the above responses, the following proposition emerges: Proposition D1, that demographics influence the relationship between work attitudes and individual performance. Proposition D1 is presented as Hypothesis H_{6A} in the quantitative segment of the research. The following qualitative analysis examines the moderating impact of demographics on the relationship between motivation and individual performance.

4.5.2 Demographics, Motivation and Individual Performance

As with the other variables, certain demographic characteristics appear to influence the relationship between motivation and individual performance, while others do not.

I would prefer skills and techniques because people lacking these might not be able to cope and they will feel demotivated in the end and their performance goes down. [M3-DMEDU-R01]

We perform better because it becomes easy for us to catch up with items during training sessions and we easily put them into practice. [M3-DMEDU-R02]

…people who have improved their education background will be more motivated to enter the job market with full confidence and should have the mindset of always doing better which is equivalent to good work attitudes. Therefore, a level of education shows the ability to show competences, to show knowledge, to show responsibility, tolerance and cope with the business functions. [M3-DMEDU-R06]

A good level of education to show competence makes an individual comfortable because, from my experience, employees are able to manage stress easier and have better ability to showcase their talents. They are more motivated because their effort are not braked by factors like lack of knowledge or lack of skills, so they are able to provide expected results in lesser time. I would like to add that this is a trait which separates somebody from others. [M3-DMEDU-R07]

According to managers, employees with the necessary educational background, are more driven than those who are less qualified. It might be because they can comprehend the mechanics of the work better and faster in order to meet task needs.

What motivate them are the training sessions [M3-DMEDU-R09]

…education level will influence the relationship because people who do not have the right qualifications might feel uncomfortable with the terms and techniques and the technical specifications of the nature of the jobs. Along with training and development, I believe, employees should be able to make a better version of them and should be able to cope with the expectations of the job. More comfort, better the motivation. [M3-DMEDU-R10]

I find people with lower educational level to be more motivated than those who have higher qualifications because they want to have higher pay, they would work longer hours and at odd hours as well. Also, young people who are less qualified are more motivated because they find the wage satisfactory and will try their best to secure a permanent position if they are not on a permanent establishment. I have also noticed that such people tend collaborate better with other people because they want to acquire their knowledge. Young people who less educated tend to be more attentive during training sessions and would ask more questions to understand and grasp techniques. [M3-DMEDU-R16]

Although training and educational level have different meanings, they are both connected to skill development. Managers observe that when staff receive the necessary training, they are more motivated and so perform better.

Gender is not an issue here because we treat everybody fairly and same here. We all get similar privileges, same treatment. [M3-DMGEN-R02]

Gender has no effect because there is no discrimination and we give both sexes equal opportunities to prove themselves and we get very good results. Same for ethnic

affiliation-we do not judge anybody in terms of their religion, beliefs or traditions. [M3-DMGEN-R06]

Gender has no effect for me because boys and girls are equally treated here and they are all working effectively. [M3-DMGEN-R08]

According to the statements above, managers cannot predict one gender is more driven than the other. As a result, managers observe no gender effects on the relationship between motivation and performance.

Age does influence because when we have young people here, older people having similar posts tend to become frustrated so they want to achieve higher positions and they work harder. [M3-DMAGE-R02]

People of higher ages are more productive, more focused maybe sure to experience but they perform better-their output are of better quality and quicker. I take myself as an example-I am a family person, I am conscious of my financial priorities, I care about my family, I have to be responsible, I need to care for them, you know health, basic needs, so work has a very important meaning for me. [M3-DMAGE-R06]

According to managers, young people are motivated because they want to meet their needs. However, they also notice that older employees tend to be more motivated to meet commitments.

On the basis of the above responses, the following proposition emerges: Proposition D2, that demographics influence the relationship between motivation and individual performance. Proposition D2 is presented as Hypothesis H_{6B} in the quantitative segment of the research. The following qualitative analysis examines the moderating impact of demographics on the relationship between work environment and individual performance.

4.5.3 Demographics, Work Environment and Individual Performance

Based on the responses, educational level seems to influence the relationship between work environment and individual performance.

I give educational level high importance which highly influences the relationship…A well-qualified person would secure a position but we have this tendency when somebody with lower level qualification is doing better and the one having a higher qualification may feel awkward. [W3-DMEDU-R03]

…with education comes the ability to grasp essential elements through training and development exercises organised every now and then. With education, employees are able to understand foreign languages and deal promptly with customers developing fluency in doing a lot of things at the same time. [W3-DMEDU-R04]

Competence will be my first factor in terms of skills, knowledge and level of training because we have complex systems implemented in this company that we require people with very good knowledge to work with these tools. Therefore, a level of education is desired especially those who are familiar and have been exposed to those technologies. [W3-DMEDU-R07]

…we require people with the required educational background to fit into the work environment and we need people who have been exposed to our current hardware and software who can easily understand the level of expertise that we require here. [W3-DMEDU-R08]

…education level will influence the relationship because people who do not have the right qualifications might feel uncomfortable with the terms and techniques and the technical specifications of the nature of the jobs. [W3-DMEDU-R10]

While some respondents believe education level is important, respondents R11 and R12 do not. The latter thinks that everyone, regardless of educational background, can learn the key work patterns at work through on-the-job training.

In my opinion, I see that people with a post-secondary qualification are less attached to the job than those who have a lower qualification. Those who are more qualified

have the tendency to be more demanding and may leave the company if their needs are not satisfied whereas those who have a secondary qualification as their highest one are more likely to stay. Those who have high education level seek new avenues elsewhere, may be looking for a higher status or a higher salary. [W3- DMEDU -R14]

Respondent R14 observed that persons with lower qualifications tend to stay significantly longer than those with higher credentials. The latter also observed that individuals with higher education have a propensity to quit the organisation in search of gratifications that match their credentials and working experience.

Educational level influences the work environment because everybody will be influenced by the fact that many of our friends are skillful and knowledgeable, so, why not me. So, I believe that people influence the work environment and the work environment will influence others. [W3- DMEDU -R17]

I would say that values encourages constant skill development, elimination of many rules and promote an ethical environment. [W3- DMEDU –R20]
Respondent R17 stated that in a competitive climate, individuals will be persuaded by the idea that they need upgrade themselves. The latter feels that by doing so, they will improve their performance. Respondent R20 has a similar viewpoint.

Young people like to work with young people. Sharing almost the same age, for me, makes things easy. They all understand the same behaviour, mix well with one another, have flings, share the loads and learn from each other better and quicker also. [W3-DMAGE-R06]

Mixing with their peers enables better collaborations and better knowledge sharing and better support. [W3-DMAGE-R10]

Respondents R06 and R10 recognised that a group of people belonging to similar age group mix well with others. According to the latter, communication exchange seems better and makes the work environment pleasant.

Age is my second choice because we need both young graduates because we need more people and young graduates are those who are the market seeking job placements and we target and grab them. [W3-DMAGE-R08]

Younger people struggle a lot but do grasp the essentials know-how by undergoing multiple practices and multiple duties and I have seen them growing their talents in less than expected. So, they are hungry for that knowledge. Older generations are the trainers and yet still they have the knowledge to anticipate issues and they are able to counter them before they happen. [W3-DMAGE-R09]

Everyone here is a fast learner irrespective to their level of education so here I do not think education level will matter. The same applies to other demographics which you have mentioned, such as age, gender and ethnic affiliation have no influence. [W3-DMAGE-R11]

Educational level is also is not a problem because our employees are all talented and they are motivated to show their talents. [W3-DMAGE-R12]

Younger people also put leisure first because they do not have family responsibilities yet and they do perform fairly because they want to get their salary at the end of the month. Unlike people who more mature in terms of years of experience and older in terms of age, they want security and opportunities for promotions and other rewards. [W3-DMAGE-R15]

Respondent R15 believes that most persons of significant age strive to do better in order to satisfy family duties, as opposed to younger generations who appear to be less concerned with societal responsibilities.

I would say that along with age, generation Y and onwards have the tendency to concentrate more on training and skills development while older generation such as baby boomers and generation X lay emphasis on equal treatment and rewards. Younger generation want to be included in decision-making which is less. [W3-DMAGE-R20]

I believe that age can be factor because people of the same ages influence each other. They become peers and they share almost the same mindsets. They have similar desires and priorities. [W3-DMAGE-R22]

…we cannot really know and I do not know who can lead better. So, I cannot answer this one. [W3-DMGEN-R05]

… Gender has no effect because there is no discrimination and we give both sexes equal opportunities to prove themselves and we get very good results. [W3-DMGEN-R06]… we do not judge anybody in terms of their religion, beliefs or traditions. In fact, we love diversity. *[W3-DMETH-R06]*

According to the respondents, it appears that there are no gender-biased practices in organisations. Furthermore, religion, customs, and beliefs are not distinguished. There appears that gender does not impact the relationship between individual values and the work environment.

Gender has no effect for me because boys and girls are equally treated here and they are all working effectively…We respect traditions because we give release to people have to engage in prayers etc. So, we treat everyone fairly and respect everybody. So, ethnic affiliation does not matter. [W3-DMETH-R08]

…gender and ethnic affiliation have no effects. I don't think so that they do matter because it is a work environment and we cannot differentiate who is who in terms of religion whatsoever. The good thing is that we all celebrate different traditions together. [W3-DMGEN-R09] [W3-DMETH-R09]

… Same applies to gender. No preferences. Ethnic affiliation no. No effect. We have employees who share different religions and beliefs and we do not question them anything about that. [W3-DMGEN-R12] [W3-DMETH-R12]

In terms of gender, I would say that men and women have similar responsibilities and they are all perform in the same manner to be considered for rewards and opportunities. So gender, ethnic affiliation does not have much effect. [W3-DMGEN-R15]

Managers do not seem to have any preferences on any gender.

I have noticed competition among same ages and different genders. I do not quite understand the why different genders are competing. But the good thing is that, everybody performs well. I may guess that genders want to see who is better. [W3-DMGEN-R22] …Or else, ethnic affiliation and religion do not really alter our operations. [W3-DMETH-R22]

In certain firms, rivalry appears to be beneficial, and competition between both genders appears to be a race toward strong leadership, which appears to boost performance in both circumstances. However, as other respondents have stated, ethnicity appears to alter the link between values and individual flair.

On the basis of the above responses, the following proposition emerges: Proposition D3, that demographics influence the relationship between work environment and individual performance. Proposition D2 is presented as Hypothesis H_{6C} in the quantitative segment of the research. The qualitative analyses that relate to intention-to-quit are examined as follows.

4.6 PROPOSITION E: INTENTION-TO-QUIT

According to respondents, employees want to leave under a variety of circumstances. Although not obvious, the intention to leave is tied to many conditions and climates. Respondents observed that people may or may not consider quitting because certain situations may not appeal to them. Respondents, however, did not describe how such an attitude affects employee performance.

Young generations are attached to a job like here for a few years. Same applies to older generations. The ease to quit and move to another company makes it easier for them to seek avenues, better pay, better status, and better positions. [A2-ITQ-R02]

The young recruit would require a permanent position whereas the one who has served years would opt either to leave for better offer or seek better positions within the company or seek higher salary. [V1-ITQ-R02]

Career prospect will make people stay and they will not leave for another company providing higher positions. [M1-ITQ-R02]

Also, it is predictable that people of young ages may quit job earlier than expected whereas people of older ages leaving the job is not predictable. So this reflects work attitudes. [A2-ITQ-R06]

A negative attitude will make a person quit the situation and we might lose a valuable customer. [A2-ITQ-R10]

Also, these people are more attached to the job because it is less likely that they will quit because they think they might have the same opportunities elsewhere…They have positive attitude because they work to fulfill their needs and the needs of their families. Therefore, they are more attached to their job. Here also, they will not quit because they think they might have similar privileges elsewhere. [M2-ITQ-R11]

Those who are more qualified have the tendency to be more demanding and may leave the company if their needs are not satisfied… [A2-ITQ-R14]

The first thing to motivate is not to let our best people leave. We cannot bind them here but we should provide them with those things that they want… [M3-ITQ-R14]
Job security is important because we recruit people both on temporary and permanent basis depending on availability and depending on the projects. But both types seek to have security because they have the option to quit. [M2-ITQ-R15]

We have many young people quitting good positions and good jobs only because they are not patient or they have other plans or they want more that they think will make them happy. [A2-ITQ-R23]

They still choose to leave because they want more in life for example, salary or higher position. [A2-ITQ-R25]

Older people with high level of experiences tend to leave the company in search for tenures that match better their priorities… Career opportunities are other means to motivate employees because people will leave if they do not get opportunities to sharpen their skills or to get higher positions which equates with high pay. Job security is also a motivator because we have people who are temporary leave for a permanent position. [A2-ITQ-R27]

A summary of the qualitative findings is now provided below.

4.7 SUMMARY OF THE QUALITATIVE FINDINGS

The above qualitative discussions aim at understanding and deriving propositions using the modified grounded theory approaches (Charmaz, 2006, 2008; Charmaz & Belgrave, 2012; Charmaz & Thornberg, 2021). Codes were assigned to interview questions to categorise the responses. To achieve this goal, the guiding principles of Gläser and Laudel (2013), Miles *et al*. (2020), and Samsa (2020) were employed. Only pertinent material from the source text was analysed in qualitative content analysis. The analysis commenced by identifying pertinent passages in the text that provide relevant data for the research question. The modified grounded theory methodology revealed the relationship between individual values and individual performance, as indicated by the participants' responses. Qualitative analysis identified the connection between the main factors influencing individual performance and the actual performance of individuals. Interviewees provided more direct responses to questions regarding 'what', whereas questions about 'how' and 'why' elicited more complex answers. This section summarises the connections established based on the participants' responses regarding

individual values, primary factors influencing individual performance, and individual performance. Several items came about through the qualitative analysis process. They were classified according to their codes to enhance comprehension of the emerged items or elements.

The data structure and data were coded into first order, second order, and aggregate themes using a modified Gioia technique (Pratt, Rockmann & Kaufmann, 2006), with the goal of conceptualising a model from the qualitative replies. Because verbatim comments were too lengthy, one response was used as a verbatim reponse to represent the first order code that it related to. As a result, first order, second order, and aggregate themes were extracted and tabulated below to summarise what was considered as factors linked with individual performance.

Table 4.1 - Individual Values (codes and concepts)

Sample Verbatim Response	1st Order Code	2nd Order Concepts
... should consistently be a professional and consistently be quality oriented. It shows orderliness and such people are able to balance their duties and time, finding equilibrium I would say and not deviating from the real action. [V1-ICOO-R06]	Well-organised	Cohesiveness
We need people who are sincere to their work and sincere in their work. We need people who are right-minded and apart from being intelligent, wise, we want them to be honest. This is respecting their job, this company and people who work with them. We want people who are disciplined and well-organised. [V1-ICOS-R21]	Safety; Stability; Harmony	
... in a team we should have a good communication and we should share good relationships... having good people around us makes it easy for us all to come to work without hassles because we know have the support. [V1-ICOR-R05]	Stability of relationships	
... helping others and returning the favours, caring about each other in a team, collaborate, having common goals and achieving these goals together... [V1-ICOR-R11] [V1-ICOF-R11]... fosters trust, respect, transparency and building stronger relationships. [V1-ICOR-R11]	Reciprocation of favours	
…are always reminded how to meet those standards through matching the mission and vision, meeting personal goals and always focus. [V1-IALR-R07]	Follow rules and Procedures	Allegiance
When we speak about trust, it does not only mean trusting somebody doing things the right way but trusting that he/she will work without assistance and still providing expected results. [V1-IALE-R10]	Ethics; Integrity; Trust	
We want people who are disciplined and well-organised….. Complying also includes going in accordance with established specifications and according to established guidelines. In so doing, we are not deviating from our job…. respecting conditions and standards and comply to specifications and guidelines set by this company [V1-IALO-R21]	Obedient; Not violating expectations	
...how well a person respects his/her work and respects the people around... respect others' traditions and beliefs because we live in diversity and Mauritius is an example for that. [V1-ITNB-R23]	Beliefs	Tenet
... respect each other's religious affiliation, promote peace at work, respect our traditions, [V1-ITNB-R26] know that we are a team.	Humble; Respect; Modest	

Sample Verbatim Response	**1st Order Code**	**2nd Order Concepts**
Treating each other equally is very important because we should promote justice and care. [V1-ITNH-R26] [V1-ITNC-R26]	Acceptance of customs and ideas	
... When a person is committed, [V1-IGRS-R13] I believe he/she will bring new ideas, take the risks required to achieve more than what is expected and is both happy and excited about what he/she is doing. [V1-IGRP-R13]	Pleasure; Gratification	Gratification
In fact, you give meaning to the work and you struggle to make yourself happy... [V1-IGRE-R26]	Enjoyment	
You show high energy and you apply all your skills to make the work success. Everything seems achievable when you are passionate and you will always put additional effort into something you like. [V1-IGRP-R26] [V1-IGRS-R26]	Self-indulgent	
…a person responds to obstacles by facing the hardships and hardworking by properly planning and formulating the goals that need to be achieved… [V1-ISCC-R11]	Challenges	Self-confidence
When a person committed, I believe he/she will bring new ideas, take the risks required to achieve more than what is expected and is both happy and excited about what he/she is doing. [V1-ISCE-R13]	Excitement	
... allows a person to take risks, and take awkward situations as a challenge and the latter will be able to sort a solution in the end…[V1-ISCD-R09]	Daring	
…we are already aware of his or her competence and we can leave him on his or her own and he/she will still deliver. [V1-ISCM-R18]	Determination	
… Working without much assistance require ability to cope with a lot of things like pressure, exigencies and unexpected situations like illness, additional tasks, change of responsibilities… [V1-IAUC-R01]	Creativity; New ideas	Autonomy
although[...]in a team, you are expected to work on your own[...]to rely on yourself[...]people who can do things by themselves or with little supervision... [V1-IAUD-R19]	Make own decisions	
... provide the best solutions even without supervision... [V1-IAUI-R18]	Independent; Self-sufficiency	
we make sure that potential candidates are proficient, strive for self-improvement, whether it comes to education, improving skills and improving behavior; are skillful, that is, have the desired skills and knowledge... [V1-IFLC-R06]	Show abilities; Show capabilities; Demonstrate competence	Flair

Sample Verbatim Response	**1st Order Code**	**2nd Order Concepts**
Employees should show that they are able to complete what they have been instructed. [V!-IFLC-R19]	Prove oneself	
... pursuing excellence means pursuing success, pursuing perfection. Making perfect means to high quality results be it a product or a service that we provide and by excellence I mean a task successfully and professionally completed. [V1-IEMD-R14]	Dominance; Authority	Eminence
...assigned to supervise the work, do the necessary follow-ups of on-going projects, and make the desired decisions to make sure that employees are adhering to instructions and to the objectives [V1-IEML-R19]	Leadership; Preserve image	
…be responsible, accountable, fair and sincere, be respectful and earning respect also and become self-aware of what is happening around besides rules…[V1-IUPR-R11]	Take responsibilities	Upliftment
It contributes to respect of one another and allows sharing of skills, helping each other when necessary. [V1-IUPW-R20]	Improve well-being	
Helping others without arrogance shows good attitudes which are beneficial to everybody making the environment an very good one... [V1-IUPS-R23]	Provide support; Helping others	
we complement each other…we always need the support of others and we return the favours so we have to keep that relationship healthy and be always in good terms… sharing wisdom, caring and appreciate each other [V1-IUPA-R05]	Attitude; Honesty	
... we work in a culturally different set up in which we are all the same. We have to respect traditions, ethnic affiliations, learn from our differences and reduce cultural complexity among ourselves.... We should put our differences away and concentrate on the team. [V1-IINE-R24]	Equal treatment; Care	Inclusivity
... We should have humanity in us, protecting our environment, showing care, and care for the well-being of our people. We have to provide help where appropriate and once an employee is ready, the latter can take over and work autonomously. Consideration increases affinity and enhances interpersonal relationships making the working environment pleasant. [V1-IINA-R27]	Social justice	
... should always be humble, should respect other people, respect others' ideas, provide the necessary support to others to do same... [V1-IINA-R14]	Appreciation; Understanding	

Table 4.2 - Work Attitudes (codes and concepts)

Sample Verbatim Response	1st Order Code	2nd Order Concepts
Also, good attitudes show control over the work plans, and that person knows what he/she is doing. [A1-ALCSA-R27]	Show abilities	Locus of Control
.. A person who has positive attitude will always know what to do next and will complete his/her duties because he/she knows that he/she is given that responsibility to complete those tasks allocated. [A1-ALCEX-R14]	Successfully execute plans and work	
Their willingness do not go unnoticed and we appreciate people because they know what to do to bring the best things in their lives and we are happy to give them what they need because we are happy with their work. [A1-ALCHW-R25]	Hard work and dedication	
... By yourself you start to study and learn of new ways to do your work and try to impress your supervisors and you are able to do it also. [A1-ALCDA-R23]	Decide own actions	
Work attitudes...shows how much an employee feels ok with the job... It is not about good or bad, but how well a team member is doing and this shows whether he/she is still interested with what he/she is doing. [A1-AJSEN-R01]...	Enthusiasm	Job Satisfaction
... Those who have negative attitudes are usually those people who are not satisfied, are not organised and are frustrated about something bothering them which might include a missed opportunity such as a promotion, a reward or may the job does not match his/her requirement. [A1-AJSPA-R10]	Personal accomplishment	
He/she loves what he/she is doing and will do more. [A1-AJSPI-R27]	Pleasing and interesting job	
… Positive work attitudes open door to more opportunities because work attitudes is among the traits we look for as potential employees for particular positions. [A1-AAUOP-R15]	Opportunities for promotion	Authority
… it naturally develops skills and positive attitudes allow other people to learn from you and allow you to learn from them also. [A1-AAUOD-R16]	Opportunities for development	
... a sign of very good leadership which could turn a bad circumstance into opportunities for you because supervisors and managers look for these attributes that separate a person from others. [A1-AAURA-R21]	Recognition for achievement	
... Those who have negative attitudes are usually those people who are not satisfied, are not organised and are frustrated about something bothering them which might include a missed opportunity such as a promotion, a reward or may the job does not match his/her requirement. [A1-AAURP-R10]	Rewards for good performance	

Table 4.3 - Motivation (codes and concepts)

Sample Verbatim Response	1st Order Code	2nd Order Concepts
More salary, more wages, more bonuses, more incentive will motivate employees to perform better. They will extra time, more hours, win those rewards. [M1-MRESR-R05]	Salary and rewards	Remuneration
...employees are offered interesting allowances, insurances, facilities, loans, incentives, leaves. [M1-MREAI-R02]	Allowances and Incentives	
...rewards are based on the outcome and depend on the person. So the employee has control over his/her work and he or she chooses whether to be a high performer or not and that will distinguish him or her from other employees. [M1-MREPR-R07]	Performance based rewards	
..We have a well-established structure and we usually have promotional exercises. Good performers are listed and are considered for higher positions. [M1-MCDPC-R02]	Promotion and career opportunities	Career Development
...We work with different tools and we require people who are able to assimilate our advice and techniques to cope with everyday tasks. [M1-MCDDT-R06]	Professional development and training opportunities	
...sharing the workloads and treating people fairly motivates people. [M1-MCDEQ-R15]	Equal opportunity	
The increase in confidence following training and development allow employees to take up challenges better and to provide better results. [M1-MJSPO-R11]	Professional orientation	Job Security
We provide permanent establishment to deserving candidates following our PMS and we give second chances to those who have not been performing well. [M1-MJSWA-R09]	Well anchored	
...Work conditions [deleted]...strong motivator because we have tailor-made some conditions for example flexible working, telecommuting-home based jobs. It gives employees sufficient time to take care of their family life as well as delivering services from home. [M1-MJSOB-R07]	Organised and balanced	
A good training plan, networking sessions, conferences and presentations enhance skills development and sharper abilities. The increase in confidence following training and development allow employees to take up challenges better and to provide better results. [M1-MJSPO-R11] [M1-MJSCO-R11]	Confidence	

Table 4.4 - Work Environment (codes and concepts)

Sample Verbatim Response	1st Order Code	2nd Order Concepts
...fosters a family type environment to reduce the communication gap between personnel. [W1-WIRCA-R12]	Cordial atmosphere at work	Interpersonal Relationship
...you know what is expected from you and you are prepared for that. So, work environment include the way we communicate, the mode we use, the way we speak, how we speak, the rules to follow, the responsibilities we are given, the instructions we are given, these make up everything here, from work to breaks and to chat. [W1-WIRCR-R02]	Coordination at work	
The communication channels are smooth and well established to increase collaboration among people and reduce differences among us. [W1-WIRGC-R08]…	Good communication at work	
We build a better relationship to ensure that everybody communicates clearly and better. [WIRGR-R20]	Good relationship at work	
...we allow people to telecommute. Yes, they are not penalised when they work from home but we do have policies which they should respect such as results, deadlines and demands and communication. It allows everybody to work where they wish but at our pace of course. [W1-WIRTW-R24]	Team work at work	
People should be treated in fair way, all genders are same. [W1-WJUET-R01]	Equal treatment at work	Justice
... I should make sure that our people do not feel used but considered as assets for this company. It is our duty to help them in return achieve good things that will, in turn, achieve good things to this company. [W1-WJURE-R09]...	Recognition for effort and devotion at work	
...I admit that we have people who are high performers but I also believe that others should be given similar opportunities... [W1-WJUFD-R14	Fair distribution of tasks at work	
... The work environment is not only limited to the building or the four floors and ceiling. Work environment shows how we treat people here [deleted] [W1-WJUDI-R11]	Treated with dignity at work	
... provides the person will all the amenities and makes the person comfortable... An environment without support will cause people to stress. I admit a person can work independently but that does not mean that he/she does not need the support of their co-workers or superiors. They need that support. [W1-WWMSS-R01]	Sufficient support from superior at work	Support from Manager/Supervisor
We recognize the job they do and we reward them accordingly following performance reviews and appraisals. [W1-WWMRF-R12]	Regular feedback for improvement	
… We listen to everyone and we consider the best solutions that would fit a situation. [W1-WWMMR-R18]	Good relationship with managers	

Table 4.5 - Individual Performance (codes and concepts)

Sample Verbatim Response	1st Order Code	2nd Order Concepts
… planning, dealing with priorities, managing work-related stress, making decisions and adapting to unforeseen situation… employees have to better-organised, make a lot of planning, adjust their work patterns and prioritise. [V2-PTPPD-R13]	Planning work; meeting deadlines; Set priorities	Task Performance
When focusing on the customer, you are always aiming for excellence. Concentrating on all these values improve the organisational effectiveness and improving customer satisfaction [V2-PTPQR-R23]	Quality of results	
Committed employees will show their purpose by investing time and effort by enhancing skills and help to shape that individual that we look for. [V2-PTPEW-R26]	Effort; work well completed	
…implementation of solutions depends not only on the employee but also on the collaborative work that makes the organisation. [V2-PTPCT-17]	Collaboration; team work	
Committed employees will show their purpose by investing time and effort by enhancing skills and help to shape that individual that we look for.[V2-PCPRC-R23]	Responsibilities and challenge; Willingness	Contextual Performance
…strive for excellence through continuous effort and learning… upgrade himself/herself though education, training and development [V2-PCPKS-14]	Knowledge and skills	
…increases loyalty of clients, enhance the quality of products we offer, strengthen moral principles… [V2-PCPIC-R15]	Improve customer service	
…to avoid any risk and adjust to any changes. [V2-PCPPS-R18]	Problem-solving	
Discipline is not about withstanding pressure but how to makes things easier, how to correct behaviour and to deal with pressure in a professional way. [V2-PAPCS-R25]	Cope with stress	Adaptive Performance
…bring new ideas, take the risks required to achieve more than what is expected and is both happy and excited about what he/she is doing…[V2-PAPINS-R13]	Innovative solutions	
. shows respect towards the company and respect others' traditions and beliefs because we live in diversity and Mauritius is an example for that. [V2-PAPWP-R23]	Work well with others	
…giving high quality results within the time frame and respecting the standards respecting the norms. [V2-PAPCO-10]	Goals and objectives	

4.8 INTEGRATING THE CONCEPTS USING DATA STRUCTURES

To illustrate convergence from first order codes, the themes were organised into aggregate themes or dimensions (Gioia & Thomas, 1996; Granqvist & Gustafsson, 2016). The linkages were then translated into a graphical representation by connecting first order codes to second order ideas, and eventually to aggregate themes (Corley & Gioia, 2011; Strike & Rerup, 2016). A data structure was created for each factor using a modified Gioia approach (Gioia & Thomas, 1996; Granqvist & Gustafsson, 2016; Pratt *et al.*, 2006). As a result, a data structure containing 30 first-order codes was derived from coded data for individual values; 12 for work environment; 11 for work attitudes; 10 for motivation and 10 for individual performance was created. The data structures for the different factors are depicted below in order to reveal the second order ideas and aggregate themes.

Figure 4.1: Data Structure – Individual Values

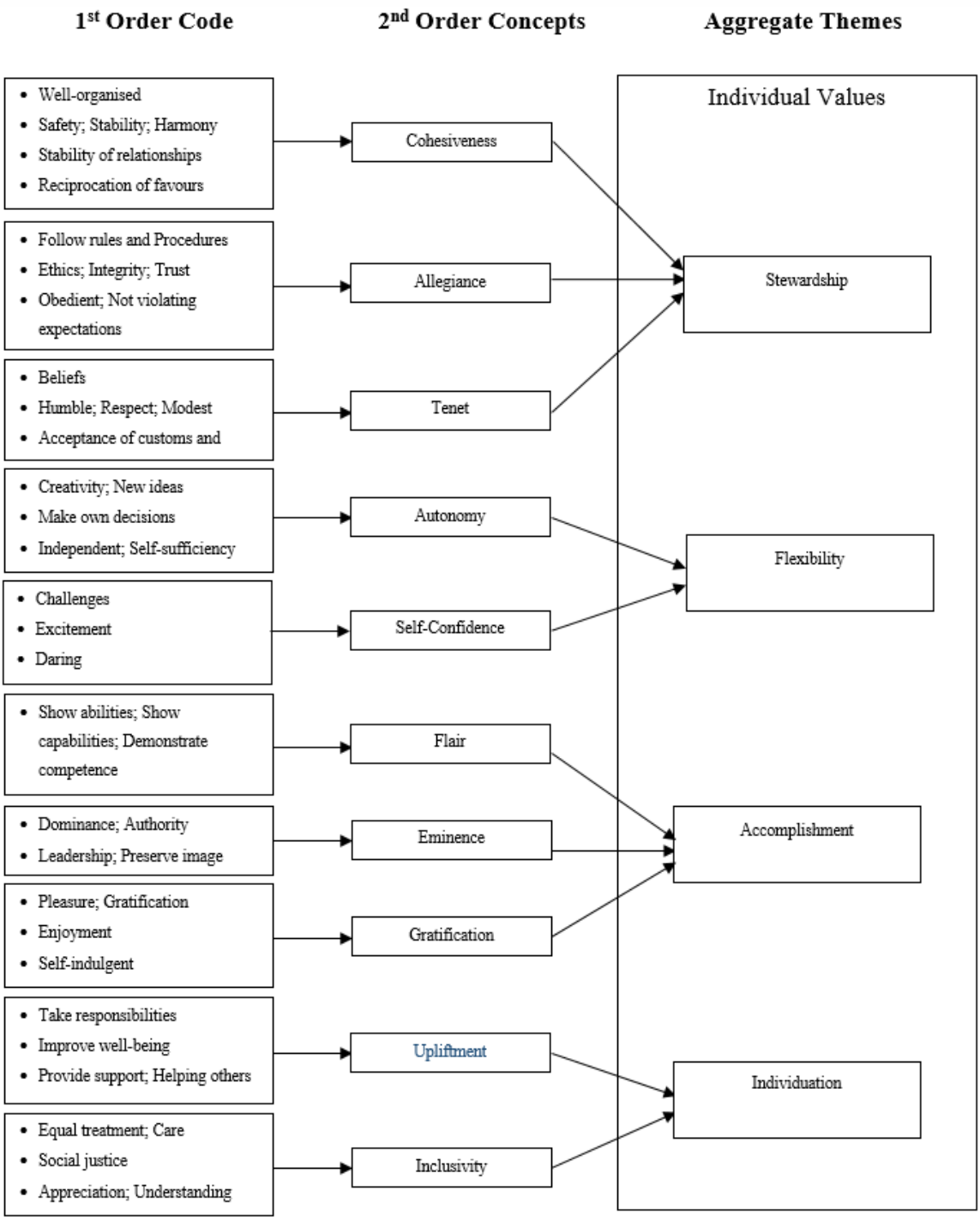

1st Order Code
2nd Order Concepts
Aggregate Themes
Individual Values
Well-organised
Safety; Stability; Harmony
Stability of relationships
Reciprocation of favours
Cohesiveness
Follow rules and Procedures
Ethics; Integrity; Trust
Obedient; Not violating expectations
Allegiance
Stewardship
Beliefs
Humble; Respect; Modest
Acceptance of customs and
Tenet
Creativity; New ideas
Make own decisions
Independent; Self-sufficiency
Autonomy
Flexibility
Challenges
Excitement
Daring
Self-Confidence
Show abilities; Show capabilities; Demonstrate competence
Flair
Dominance; Authority
Leadership; Preserve image
Eminence
Accomplishment
Pleasure; Gratification
Enjoyment
Self-indulgent
Gratification
Take responsibilities
Improve well-being
Provide support; Helping others
Upliftment
Individuation
Equal treatment; Care
Social justice
Appreciation; Understanding
Inclusivity

Figure 4.2: Data Structure – Work Attitudes

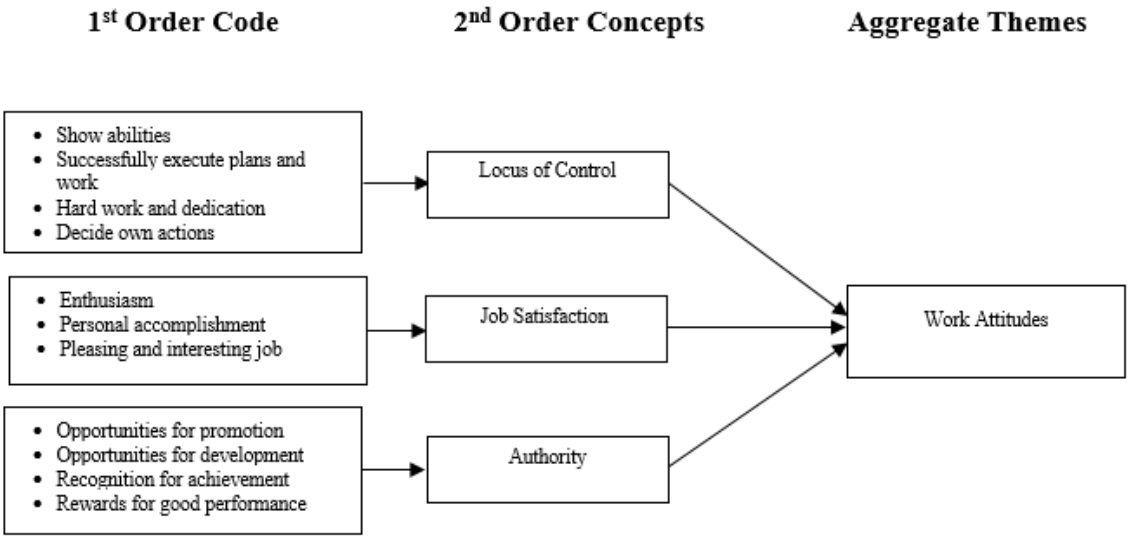


Figure 4.3: Data Structure – Motivation

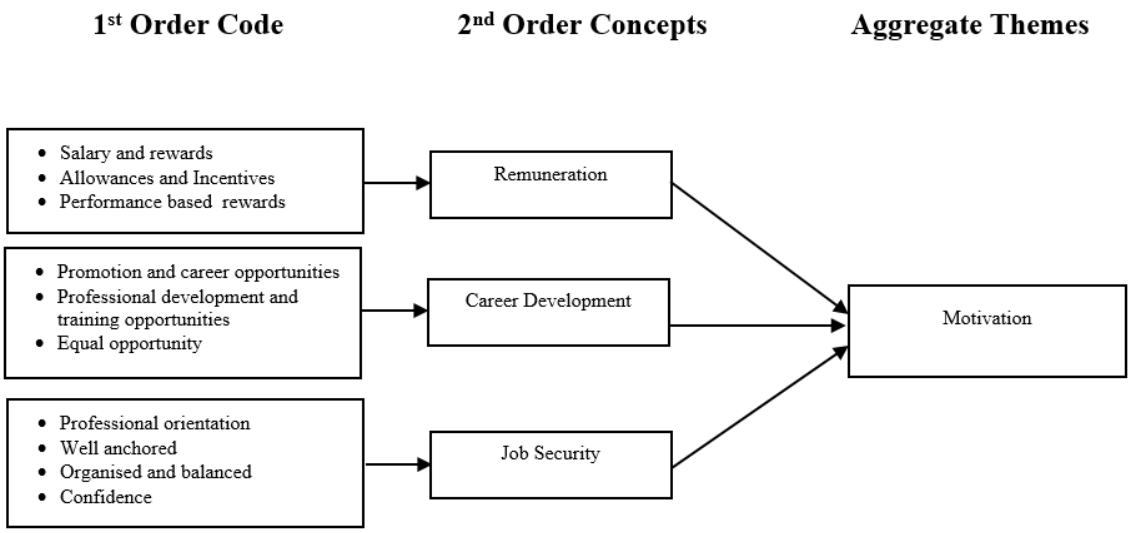


Figure 4.4: Data Structure – Work Environment

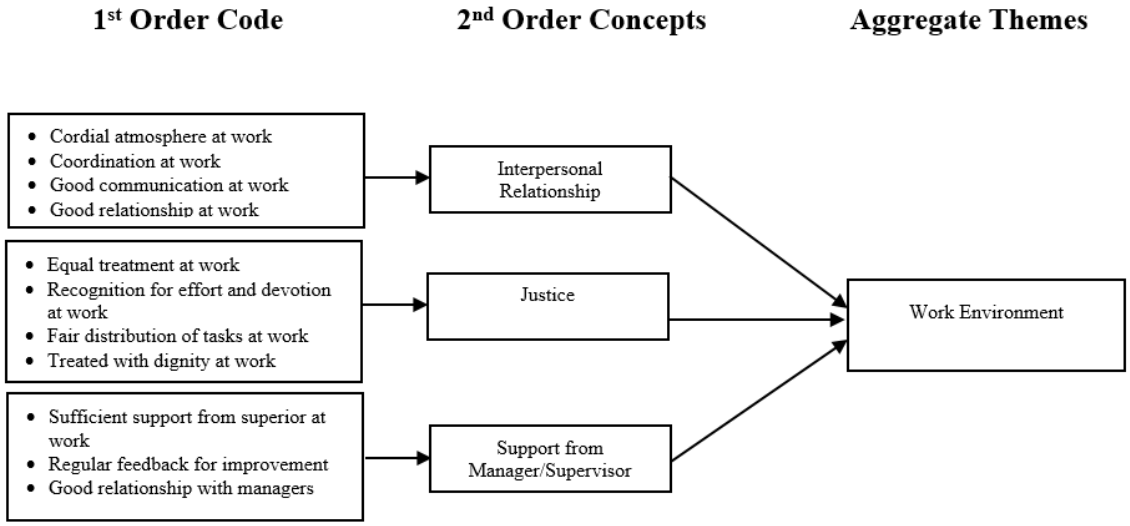
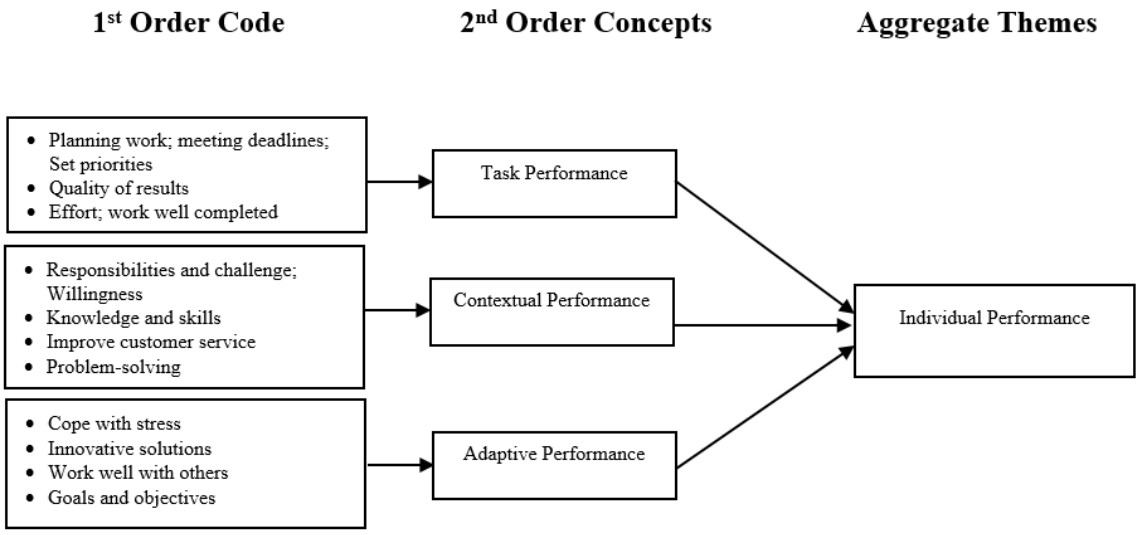


Figure 4.5: Data Structure – Individual Performance



4.9 SUMMATION OF THE MODIFIED GROUNDED THEORY

Rokeach (1973, 1979) defines a value as an enduring belief that a particular manner of behaviour or desired outcome in life is superior for both the individual and society compared to an alternative or contrary manner of behaviour or outcome. Prabhu (2011) argues that establishing a hierarchy of values or a prioritised list is crucial in determining the relative importance of different goals. A person's value system comprises their enduring beliefs regarding the fundamental priorities in life and the means to attain them (Rokeach, 1973). Schwartz and Bilsky (1987, 1990) conceptualised values based on Rokeach's (1973, 1980) approach. Values are abstract ideas or beliefs that represent desirable outcomes or actions. They are not limited to specific situations and guide individuals in making choices and evaluating behaviours and events. Additionally, values can be prioritised and ranked in importance (Schwartz, 1992). A value is a broad spectrum of preferences for favourable actions or outcomes (Rokeach & Ball-Rokeach, 1989). Based on Rokeach's (1973, 1980) approach, Schwartz and Bilsky (1987, 1990) came up with a conceptual definition of values that brings together the five formal elements of values mentioned many times in the literature. Values (1) are concepts or beliefs, (2) refer to desirable end states or actions, (3) transcend specific contexts, (4) direct the selection or appraisal of conduct and events, and (5) are ranked in order of priority (Schwartz, 1992). Again, a value is defined as a wide range of preferences for good actions or results (Rokeach & Ball-Rokeach, 1989). According to the theory of Schwartz and Bilsky (Schwartz & Bilsky, 1987; Burgess & Schwartz, 1994), values are mental constructions that help people act in a way that can be justified. According to Schwartz (1992), values are long-term, desirable goals that serve as guiding principles in a person's life and vary in their importance to that person. These beliefs are considered to be the norm. Values come from both what people need and what society wants.

The values of individuals are situated within a broader context of cultural norms and values (Schwartz & Bilsky, 1987; Burgess & Schwartz, 1994). Uniform culture influences individual values as a culture's beliefs rely on reinforcing its values (Wan *et al.*, 2007). Drawing from the qualitative analysis, people's values seem to be influenced by their social

and cultural environment, which shapes their beliefs and behaviours (Prabhu, 2011). Thus, the investigation focused solely on values. Values were categorised and then coded into individual values based on definitions found in the literature. The modified grounded theory approach in qualitative analysis resulted in a limited set of values. The study conducted a literature review on values and found that the values identified through the modified grounded theory align with Schwartz's values. Schwartz (1992) posits that values are individual characteristics organised hierarchically due to their varying degrees of importance to the self. Values serve as a standard or measure. Values guide selecting and evaluating activities, policies, individuals, and events. People often need more awareness of the impact of their values on their daily decision-making. When an individual's actions or judgements have the potential to affect their cherished values adversely, their values become prominent. Individuals in multinational corporations operating in Mauritius were chosen and assessed based on personal values. Decisions regarding categorising actions as good or bad, legal or unlawful, valuable or avoidable were made based on the potential impact on sincerely held beliefs. Values influence individuals' daily decision-making, particularly when their actions or judgements may affect their daily activities.

Cohesiveness, characterised by organisation, safety, relational stability, and reciprocal favours, aligns with Schwartz's security concept. Managers in multinational corporations (MNCs) prioritise adherence to rules and processes, and promoting ethical behaviour to foster integrity and compliance gives rise to the virtue of allegiance. Allegiance exhibits traits similar to Schwartz's concept of conformity. Individuals in multinational corporations (MNCs) possess diverse sets of beliefs. Managers emphasised the recognition and respect given to individuals' diverse traditions and ideals. Based on qualitative data, the presence of humility and mutual acceptance of differing beliefs contributes to the emergence of the tenet value, which resembles Schwartz's value of tradition. The autonomy value was determined by considering factors such as creativity, the capacity to generate novel ideas, and the capability to exercise independent judgement and perform tasks autonomously. Autonomy aligns with Schwartz's self-direction value, reflecting individuals' aspirations for independence, freedom, engagement with current affairs, and self-esteem derived from their actions. Managers emphasised the importance of embracing challenges and

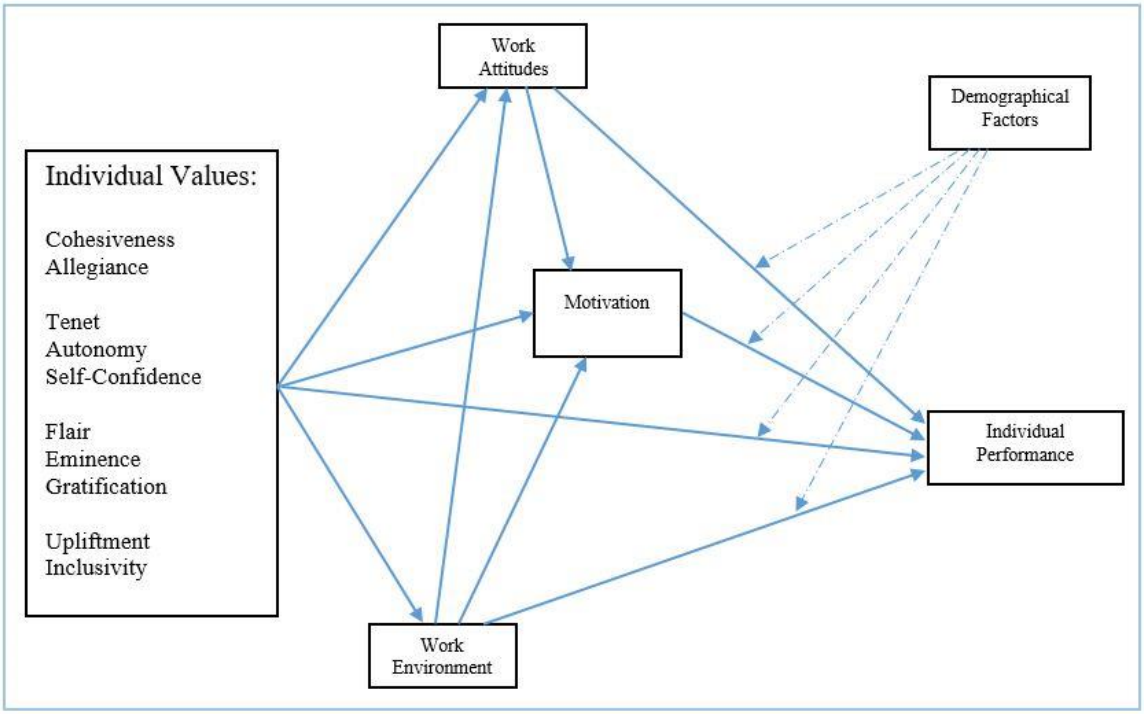
demonstrating determination in overcoming obstacles and handling complex tasks. Self-confidence can be compared to Schwartz's stimulation concept, which is associated with life's enthusiasm, excitement, and challenges. The value suggests that individuals should strive for success to protect themselves from the influence of negative values. Qualitative studies have identified that the value of flair lies in its ability to showcase employees' abilities, competencies, and critical attributes. Flair's value was associated with achievement value, defined by Schwartz (2012) as the determination to overcome obstacles and achieve success through problem-solving. Eminence, characterised by domination, authority, and leadership, shares similarities with Schwartz's concept of power, which pertains to social prestige, position, and control over individuals and resources (Schwartz, 2012). The qualitative study found a connection between gratification and feelings of pleasure, enjoyment, and self-indulgence. This value is similar to Schwartz's hedonistic value. Upliftment and Schwartz's benevolence value both emphasise safeguarding and enhancing the well-being of individuals with whom one shares close relationships. The value of upliftment, characterised by honesty, commitment, and assisting others, is closely associated with the value of benevolence. Inclusivity fosters respect, equality, social justice, and equitable treatment of employees. Inclusivity holds a similar significance to Schwartz's universalism value, which encompasses the appreciation, regard, acceptance, and conservation of individuals and the natural world. The value of universalism lies in its aim to promote and preserve the well-being of individuals and the environment.

The procedure was based on an established explanation for the origins of human values. The observed values encompassed various common principles prevalent in Mauritius' multinational corporations. The variables and their effects can be determined by evaluating individual performance on these variables.

4.10 THE PROPOSED MODEL

Once all the aggregate themes have been formulated and linkages were identified from the responses of respondents, a conceptual model was proposed. The model constitutes of relationships between all the factors. Each relationship depicts the hypothesis that was formulated. When extracting responses regarding all the relationships that may arise between the variables, the following theoretical model was hypothesised. The graphical depiction makes it simpler to grasp not just the order of the variables, but also the hypotheses, probable mediation, and moderation.

Figure 4.6: The theoretical framework from Qualitative Research Process



4.11 CONCLUSION

Theoretical frameworks and existing research were reviewed in these chapters, and a suitable methodology was developed for this study. This chapter employs a modified grounded analysis approach to understand the relationships between individual values and individual performance. A thematic content analysis was then utilised to analyse the interview reponses using codes, allowing a theory to emerge organically and formulate propositions. Proposition A was introduced to examine the correlation between individual values and employee performance. Additionally, Proposition B was introduced to examine the impact of personal values on the key factors influencing individual performance. Proposition C was based on the relationship between personal values and the key factors influencing individual performance. The qualitative findings were utilised to generate codes, themes, and concepts, subsequently interconnected through a modified Gioia method. This method generates a diagram that visually illustrates the connections between various themes. The derived propositions were utilised in the formulation of hypotheses. Additional analyses yield fresh insights into the investigated issues. The discussion focused on the similarities between the themes derived from the modified grounded theory approach and Schwartz's values. The quantitative results are noew discussed in the next chapter.

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CHAPTER 5

THE QUANTITATIVE RESULTS

5 THE QUANTITATIVE RESULTS

5.1 INTRODUCTION

Questionnaires were utilised within multinational corporations (MNCs) for the purpose of gathering quantitative data. The data was subsequently subjected to quantitative analysis. This chapter presents the statistical results. The theory derived from the qualitative analysis was found to align with Schwartz values, thus leading to the utilisation of Schwartz values in the subsequent quantitative phase of the study. The quantitative analysis revealed significant relationships between Schwartz's values and individual performance. Hypothesis H_1 was developed to investigate the relationship between the Schwartz value dimensions (Schwartz, 1994, 2006, 2012) and individual performance. Hypothesis H_2 was utilised to examine the associations between the Schwartz value dimensions and the primary determinants of individual performance. Hypothesis H_3 was proposed to examine the relationships between the primary determinants of individual performance and individual performance. Hypothesis H_4 was formulated to examine the potential mediating effects of the primary determinants of individual performance on the associations between individual values and individual performances. Hypothesis H_5 was formulated to examine how demographic factors moderate the association between individual values and individual performance. Hypothesis H_6 was developed to examine how demographic factors moderate the relationship between primary determinants of individual values and individual performance. The chapter is divided into different levels of analysis. The initial level presents the findings related to the demographic characteristics. Univariate analysis is then conducted in the second stage. Results from the model are presented at the third level, corresponding to each hypothesis. Statistical analysis was employed to investigate and present findings on multivariate testing. Next, the effects of mediation and moderation are examined. The findings are summarised and discussed in Chapter 6.

5.2 RELIABILITY TEST

The findings presented in Table A1 (in Appendix A), indicate that the Cronbach's alpha coefficients for the parameters, specifically Individual Values (0.851), Individual Performance (0.906), Conservation (0.913), Openness-to-Change (0.958), Self-Enhancement (0.879), Self-Transcendence (0.799), Work Attitudes (0.858), Motivation (0.892), Work Environment (0.821) and Intention-to-Quit (0.840), all exceed the threshold of 0.7. The analysis of the test entailed the consideration of a test with an alpha value greater than 0.7 as an indication of high quality (Petty *et al*., 2009; Taherdoost, 2019). Based on the findings of Petty *et al*. (2009) and Taherdoost (2019), it is observed that the values, which are predominantly above 0.7 and in most cases surpass 0.8, indicate a high level of internal consistency.

5.3 THE STATISTICAL RESULTS OF THE DEMOGRAPHIC FACTORS

Descriptive statistics are used to show and explain the number of times a certain item of data appears in a study. Descriptive statistics are calculated by using SPSS software version 23 and the findings are expressed as frequencies. Age, gender, home language, preferred language, marital status, education level, employee category, work experience, and monthly income level are used to provide the descriptive statistics for this study.

5.3.1 The Gender distribution of the participants

The results in Table A2 (in Appendix A) show that males accounted for 39.4% of the participants, while females accounted for 53.7%. A total of 21% of the respondents opted to remain anonymous about their gender identity. Although it appears that most of the participants were females, the table does not indicate any gender bias. It is deduced that MNCs in Mauritius do not make any distinction between genders. According to the findings, most of the sample participants are females (n=165) compared to males (n=121). According to Hofstede (2010), civilisation is founded not only on gender roles, but also on how a country manages relationships and the living environment. This demonstrates how

Mauritius provides equal opportunities for men and women to grow, learn, and lead in organisations. The findings are also consistent with those of Hofstede *et al.* (2010) demonstrating that employment opportunities are distributed equally among men and women.

5.3.2 Age distribution of the participants

Table A3 (in Appendix A) shows that a total of 84 participants are between the ages of 26 and 30 years. The results also show that a total of 236 participants are relatively young and appear to be between the age of 25 and 40 years.

5.3.3 Statistics for home language and preferred language

People often use their native tongue for daily communication at home, and this is then referred to as a home language. The results also indicate that the participants have a greater liking for using a different language to communicate; and the results show that English is the most preferred language. Table A4 (in Appendix A) shows that Creole is the most commonly used language, as a medium at home; yet statistics show that employees prefer to communicate in a foreign language. The preferred language was found to be English. This could be due to fluency training and the fact that written English and French are the languages of choice. MNC employees in Mauritius appear to communicate in a foreign language; and it is likely that switching languages at work encourages employees to communicate with coworkers and clients in English, or French, or any other foreign language.

5.3.4 Statistics for Age group and Marital Status

According to the data presented in Table A5 (in Appendix A), a total of 46.3% of the employees are reported to be married, whereas 51.8% are categorised as unmarried. It appears that people under the age of 25 are unmarried because they may not have prioritised

marriage. Examining the potential influence of marital status on the relationships between individual values and performance, as well as the primary determinants of performance, could be an area of investigation.

5.3.5 Statistics for Age group and Education Level

The results (Appendix A, Table A6) indicate that, because a postgraduate degree requires an undergraduate degree, 70.1% of employees already had degree-level qualifications. It can be deduced that most employees in MNCs in Mauritius possess tertiary qualifications, which could be a requirement to join the company. It is impossible to say which departments require workers with a higher educational level because the data do not specify departments.

5.3.6 Statistics for Monthly Income Level, Work Experience and Educational Level

Table A7 (in Appendix A) is a cross-table that compares monthly salary levels with work experience. It appears that as one's work experience grows, so does one's salary. It is also possible to conclude that salary increases with qualifications (Appendix A, Table A8). As a result, while work experience seems important in MNCs in Mauritius, knowledge may be critical in the long run. Univariate results that relate to Schwartz values are now discussed.

5.4 UNIVARIATE ANALYSIS

A detailed analysis was performed on the data. The central tendency and statistical dispersion were calculated and presented. The results of the calculations of means, medians, and standard deviations are presented in the sections below. The univariate analysis also includes variances, skewness measurements, kurtosis, and the Kolmogorov-Smirnov and Shapiro-Wilk statistics.

If the p-value for both the Kolmogorov-Smirnov and Shapiro-Wilk tests is greater than 0.05, it implies that the sample's distribution closely resembles a normal distribution (Shapiro & Wilk, 1965). In the case where the Shapiro-Wilk Test's p-value exceeds 0.05, the data is considered to follow a normal distribution. Conversely, if the p-value is less than 0.05, the data significantly deviates from a normal distribution. Skewness measures the symmetry of a distribution. When the skewness of a normal distribution is zero, the dataset is considered symmetrical. Positive skewness values indicate that scores cluster on the left side of the distribution, while negative values indicate that scores cluster on the right (Field, 2018). Therefore, a normal distribution with zero skewness is regarded as symmetrical. According to Field (2018), skewness values between -0.5 and 0.5 denote a fairly symmetrical distribution. Skewness between -1 and -0.5 indicates a moderately skewed distribution, while skewness less than -1 or greater than 1 implies a highly skewed distribution.

Kurtosis is a metric that evaluates how pointy or flat a distribution's peak is. A positive kurtosis value (leptokurtic distribution) denotes a pointed (heavy-tailed) distribution, whereas a negative kurtosis value denotes a flat (light-tailed) distribution (platykurtic distribution). Kurtosis decreases as tails are lighter and rises as tails become heavier. When the kurtosis approaches 0, a normal distribution is assumed. The further the result deviates from zero, the less likely it is that the data are not regularly distributed (Field, 2018). Individual values (Schwartz values) are evaluated first in univariate studies. Non-normality in data preference indicates the presence of diverse and individualistic tastes among employees. The results of the analysis of the primary determinants of individual performance are now presented.

5.4.1 Univariate analysis: Individual Values (Schwartz values)

Schwartz (1992) developed 10 different value dimensions that were grouped into four different higher-order value types. Schwartz's research focuses on how individuals want to attain their motivational objectives and what value dimensions they express to achieve personal achievement, both theoretically and empirically. As a result, the four higher-

order value types group a variety of values, including Openness-to-change (which includes self-direction and stimulation values), conservation (which includes conformity, tradition, and security values), self-enhancement (which includes achievement, hedonism, and power values), and self-transcendence (which includes benevolence and universalism values) (Schwartz, 1992, 2012). The One-Sample Kolmogorov-Smirnov test was significant for all values ($p<0.05$) except the 'power' value ($p>0.05$), as shown in Table A9 (in Appendix A). According to the Shapiro-Wilk test, the p-value for all variables is significant ($p<0.05$). The Shapiro-Wilk test is better suited for small sample sizes (50 samples), although it can also be used on larger sample sizes, whereas the Kolmogorov–Smirnov test is used for larger sample sizes (above 50 samples) (Nornadiah & Yap, 2011).

5.4.2 Univariate analysis: Primary determinants of individual performance and Individual Performance

Table A10 (in Appendix A) shows the univariate statistics for task performance, contextual performance, and adaptive performance, which are the three subordinate variables of individual performance. For all variables, skewness was found to be less than -0.5, while kurtosis was found to be more than 0.5. For both the Kolmogorov-Smirnov and the Shapiro-Wilk tests, the normality test indicated that all the data for individual performance were significant ($p<0.05$) (Field, 2018). Tables A11 and A12 (in Appendix A) shows the results of a univariate study of the primary determinants of individual performance. Interpersonal relationships, justice, and support from manager/supervisor are the three subordinate aspects of the work environment. Work attitudes include locus of control, job satisfaction, and authority. Finally, the subordinate elements of remuneration, career advancement, and job security are provided for motivation. According to the data shown in Table A12, it can be observed that the skewness values for all the primary determinants of individual performance are negative. This suggests a significant concentration of data on the right side of the distribution. The next sections present the common method bias.

5.5 COMMON METHOD BIAS

A Harman's single-factor test and a Confirmatory Factor Analysis (CFA) marker approach were undertaken on the data to detect common method bias. The results are explained below.

5.5.1 Detecting Common Method Bias – Harman's single-factor test

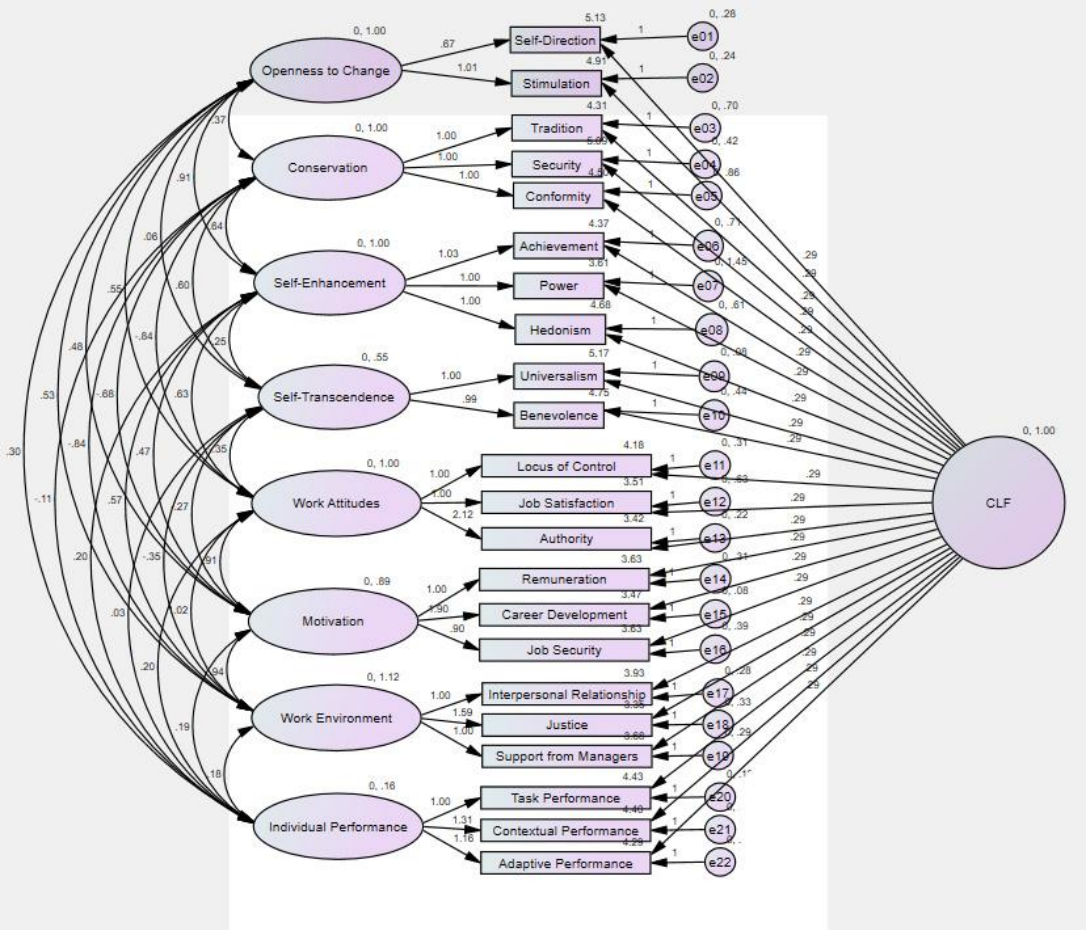
The unrotated factor solution was evaluated using the SPSS software, with the objective of explaining the highest proportion of variance while employing the fewest number of factors. The Harman's Single-Factor Test typically involves a factor analysis of the data to determine whether a single factor (or a dominant factor) can explain a significant portion of the variance in responses. If a single factor dominates the analysis and explains most of the variance, it suggests the presence of common method bias (Podsakoff *et al*., 2003). The variance obtained from Harman's single-factor test was 19.7% (refer to Table M1 in the Appendix). The findings of this study indicate that the cumulative variance, amounting to 19.7%, was below the threshold of 50%. This outcome provides confirmation that the CMB was negligible (Podsakoff & Organ, 1986; Podsakoff *et al.,* 2012).

5.5.2 Detecting Common Method Bias – Confirmatory Factor Analysis (CFA) marker approach

A preliminary evaluation in which the difference between standardised regression weights estimates (with and without CLF) was calculated by setting conditional formatting to less than 0.5 in Microsoft Excel (Gaskin, 2017). It was found that none of the values was above 50% (Eichhorn, 2014; Podsakoff & Organ, 1986; Rodríguez-Ardura & Meseguer-Artola, 2020), showing negligible CMB. In order to corroborate the test, the CLF variance was set to 1, and the CFA was re-run. When all the regression lines were added up, the result was 0.36 or 0.13 when the number was squared. As a result, the model showed a common technique bias of 13%, which was considered insignificant because it was less than 50%

(Eichhorn, 2014; Podsakoff & Organ, 1986; Rodríguez-Ardura & Meseguer-Artola, 2020). The CFA was performed again, but this time, all regression lines were restrained to a single value (Gaskin, 2016).

Figure 5.1: Common method bias: CFA marker approach



The result yielded 0.29 (as shown in Figure 3.1) or 0.08 when the number was squared. This meant that CMB was reduced by 5%. Since all the factor loadings were positive and less than 1.00 (Eichhorn, 2014; Podsakoff & Organ, 1986; Rodríguez-Ardura & Meseguer-Artola, 2020), CMB was deemed negligible. Goodness of fit statistics of the proposed model are now reported.

5.6 GOODNESS-OF-FIT STATISTICS

In this section, the goodness-of-fit of a confirmatory factor analysis (CFA) was first reported. The AMOS software was used to generate the CFA model which was refined via modification indices (Byrne, 2016). The goodness-of-fit for a structural equation model was then reported, after which hypothesis testing is described.

5.6.1 Goodness-of-fit of the confirmatory factor analysis

Fit indices were assessed to see whether the confirmatory factor analysis was adequate. When evaluating the model's adequacy, CMIN/df (Chi-square divided by degree of freedom), CFI (Comparative Fit Index), RMSEA (Root Mean Square Error of Approximation), IFI (Incremental Fit Index) and TLI (Tucker Lewis Index), were considered critical factors (Brown, 2006; Tabachnick & Fidell, 2007; Weston & Gore, 2006). Kline (1998), and Marsh and Hocevar (1985) recommended that the CMIN/df value must be less than 3. West, Meserve and Stanovich (2012) proposed that CFI should be 0.95 or higher According to Browne and Cudeck (1993), it is recommended RMSEA value should be below 0.08 in order to adequately accept the model. However, Steiger proposed a more stringent criterion, suggesting that the RMSEA value should be below 0.07 for adequate model acceptance. Hu and Bentler (1999) stated that IFI should be 0.90 and higher. Cangur and Ercan (2015) recommended a TLI greater than 0.90 for a good model fit. As a result of the analysis, Table M2 (in Appendix C) showed that the CMIN/df value was 1.499, while the CFI value was 0.945, thereby indicating a good fit. The RMSEA value of the model was 0.068 which was considered a moderate fit. The IFI was 0.948, while TLI was 0.913, suggesting an adequate model fit. The results matched model fit measures (Table 5.1 below). Based on Hu and Bentler’s (1999) criteria, the Confirmatory Factor Analysis exhibited a level of fit that could be deemed to possess a satisfactory level of fit, as evidenced by CFI= 0.945 and RMSEA=0.068.

Table 5.1 - Model Fit Measures: Confirmatory Factor Analysis

Measure	Estimate	Threshold	Interpretation
CMIN	220.377	--	--
DF	147	--	--
CMIN/DF	1.499	Between 1 and 3	Very Good
CFI	0.945	>0.95	Acceptable
RMSEA	0.068	<0.06	Acceptable
PClose	0.060	>0.05	Very Good

The CFA is a systematic procedure consisting of multiple stages (Hair *et al*., 2019). These stages include model conceptualisation, parameter identification and estimation, assessment of data-model fit, and potential model modification. Fit indices derived from confirmatory factor analysis (CFA) have the potential to assess the measurement model in structural equation modelling (SEM) (Hair *et al*., 2019; Jackson *et al*., 2009). The use of SEM required the inclusion of additional factors beyond just creating a measurement model. These additional considerations involved analysing the structural paths and assessing the model's overall fit. The section below now explains the structural model's results.

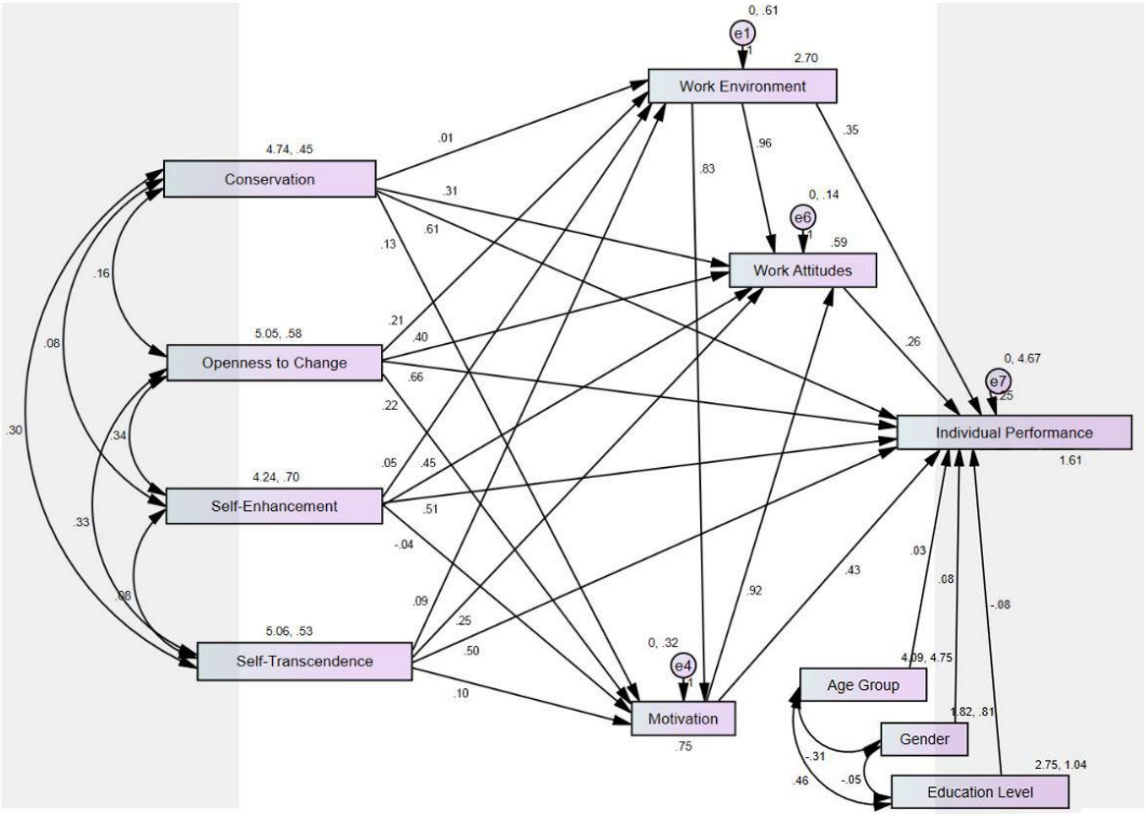
5.6.2 Goodness-of-fit of the structural equation model (Individual Performance as the dependent variable)

The section presents the results of goodness-of-fit statistics for structural equation-model (SEM). For this analysis, two (2) variants of the SEM model were generated in AMOS for this investigation. The first variant included individual performance as the dependent variable and in the second variant, intention-to-quit was used. Model fit measures that were performed on each model using plugin proposed by Gaskin and Lim (2016) are reported. The findings for each model's goodness-of-fit are now reported below.

5.6.3 Model assessment: SEM with Individual Performance as the dependent variable

The structural equation model depicted in Figure 5.2 comprises the four higher-order individual values, individual performance and all of the primary determinants of individual performance. Based on the recommendations of Browne and Cudeck (1993), Cangur and Ercan (2015), Kline (1998), Marsh and Hocevar (1985) and West *et al.* (2012), model fit assessments (Table 5.2) indicated a good model fit (CMIN/df=1.111, CFI=0.999, RMSEA=0.028, IFI=0.999, TLI=0.992). The loadings of structural parameters are shown in Table M3 in Appendix C.

Figure 5.2– SEM with Individual Performance as the dpendent variable



The notion of 'non-centrality' was closely associated with the non-central distribution, which arises when a null hypothesis is no longer valid (Jobst, Bader & Moshagen, 2023;

Steiger & Fouladi, 2016). The notion of non-centrality functions served as a measure of the effect size or the extent to which an alternative hypothesis deviates from a null hypothesis (McDonald, 1989; Jobst *et al*., 2023; Steiger & Fouladi, 2016). In this context, non-centrality-based fit indices were employed in the evaluation of model fit, as exemplified by the research conducted by Naidoo and Fields (2019). Naidoo and Fields (2019) have specifically emphasised the usefulness of the Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), and chi-square (χ^2) values. Based on Hu and Bentler's (1999) criteria, the model exhibited a level of fit that could be deemed to possess a satisfactory level of fit, as evidenced by CFI= 0.999 and RMSEA=0.028.

The study aims to interpret the relationship between the four higher-order individual values and their consequential influence on individual performance. It is posited that these values possess the capacity to exert a direct impact on individual performance, while also engendering an indirect influence through the alteration of work attitudes, the evaluation of motivation, or the amelioration of the work environment. The output also revealed that the primary determinants possessed the ability to directly influence individual performance. It was also crucial to consider the potential moderating role of demographics in shaping the strengths of these effects.

Table 5.2 - Model Fit Measures: SEM with Individual Performance as the dependent variable

Measure	Estimate	Threshold	Interpretation
CMIN	3.332	--	--
DF	3.000	--	--
CMIN/DF	1.111	Between 1 and 3	Very Good
CFI	0.999	>0.95	Very Good
RMSEA	0.028	<0.06	Very Good
PClose	0.492	>0.05	Very Good

Testing of hypotheses relating to Schwartz's values and individual performance is reported as follows.

5.7 HYPOTHESIS H_1: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE (COMPONENT 1)

This section reports the results of the relationship between Schwartz's higher-order value ttypes and individual performance. For each higher-order value type, H_{1A}, H_{1B}, H_{1C} and H_{1D} (dependent variable being individual performance) were tested by using regression weights generated using the structural equation model. The results are interpreted using Table M5 (in Appendix C), which consists of the 4 higher-order values. Researchers often look for beta values that are both statistically significant (CR > critical value) and substantively significant based on the context of the study. A beta value of 0.2 or higher may be considered a moderately strong effect. The main hypothesis is as follows.

Hypothesis H_1: There is a significant association between Individual Values and Individual Performance.

5.7.1 Hypothesis H_{1A}: There is a significant association between Openness-to-Change and Individual Performance

Hypothesis H_{1A} predicted that Openness-to-change would have a significant association with individual performance. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between Openness-to-change and individual performance. According to Weisberg *et al*. (1996), the significance of the predicted path parameter was indicated. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant high direct effect ($\beta=0.66$, $p<0.05$) of Openness-to-change on individual performance. The study revealed there was a significant association between Openness-to-change and individual performance. Therefore, the hypothesis was supported.

5.7.2 Hypothesis H_{1B}: There is a significant association between Conservation and Individual Performance

Hypothesis H_{1B} predicted that conservation would have a significant association with individual performance. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association (Weisberg *et al*., 1996) between conservation and individual performance. The hypothesis was supported by empirical evidence, as demonstrated by a statistically significant high direct effect ($\beta=0.61$, $p<0.05$) of conservation on individual performance. The findings of the study indicated a significant association between conservation and individual performance. Consequently, the hypothesis was supported.

5.7.3 Hypothesis H_{1C}: There is a significant association between Self-Enhancement and Individual Performance

Hypothesis H_{1C} predicted that self-enhancement would have a significant association with individual performance. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association (Weisberg *et al*., 1996) between self-enhancement and individual performance. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant moderate direct effect ($\beta=0.51$, $p<0.05$) of self-enhancement on individual performance. The study revealed a significant association between Openness-to-change and individual performance. Therefore, the hypothesis was supported.

5.7.4 Hypothesis H_{1D}: There is a significant association between Self-Transcendence and Individual Performance

Hypothesis H_{1D} predicted that self-transcendence would have a significant association with individual performance. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association (Weisberg *et al*., 1996) between self-

transcendence and individual performance. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant moderate direct effect ($\beta=0.50$, $p<0.05$) of Self- Transcendence on individual performance. The study revealed a significant association between self-transcendence and individual performance. Therefore, the hypothesis was supported.

Table 5.3 shows the hypotheses that were supported by four tests examining the association between individual values and individual performance.

Table 5.3 - Results of Hypothesis H_1: There is a significant association between Individual Values and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{1A}: There is a significant association between Openness-to-Change and Individual Performance.	✓	
Hypothesis H_{1B}: There is a significant association between Conservation and Individual Performance.	✓	
Hypothesis H_{1C}: There is a significant association between Self-Enhancement and Individual Performance.	✓	
Hypothesis H_{1D}: There is a significant association between Self-Transcendence and Individual Performance.	✓	

Individual values and individual performance were subjected to analysis in the above section. The relationships between Schwartz's four higher-order value types and individual performance were reported. In the following section, the associations between individual values and the primary determinants of individual performance are now reported as hypotheses.

5.8 HYPOTHESIS H_2 – THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND THE PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE

In this section, the analyses are reported that relate to the relationships between individual values and the primary determinants of individual performance (work attitudes, motivation, and work environment). Regression weights from the SEM were used to report the associations (Appendix C, Table M5).

5.8.1 HYPOTHESIS H_{2A} – INDIVIDUAL VALUES ARE SIGNIFICANTLY ASSOCIATED WITH WORK ATTITUDES (COMPONENT 2)

To address the relationship between individual values and work attitudes, hypotheses were formulated to understand the connections as follows:

Hypothesis H_{2A}: There is a significant association between Individual Values and Work Attitudes.

The proposed subordinate hypotheses were examined to see if there were any relationships between each higher-order value type and work attitudes.

5.8.1.1 Hypothesis H_{2A1}: There is a significant association between Openness-to-Change and Work Attitudes

Hypothesis H_{2A1} predicted that Openness-to-change would have a significant association with work attitudes. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between Openness-to-change and work attitudes. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant moderate direct effect ($\beta=0.40$, $p<0.05$) of Openness-to-change on work attitudes. The study a significant association between Openness-to-change and work attitudes. Therefore, the hypothesis was supported.

5.8.1.2 Hypothesis H_{2A2}: There is a significant association between Conservation and Work Attitudes

Hypothesis H_{2A2} predicted that conservation would have a significant association with work attitudes. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M5) suggests that there is no significant evidence of a linear relationship between conservation and work attitudes. The empirical evidence also suggests that there is no

statistically significant direct effect (β=0.31, p>0.05) of conservation on work attitudes. The findings of the study thus indicated that there was not a statistically significant relationship between conservation and work attitudes. The hypothesis was eventually not supported.

5.8.1.3 Hypothesis H_{2A3}: There is a significant association between Self-Enhancement and Work Attitudes

Hypothesis H_{2A3} predicted that self-enhancement would have a significant association with work attitudes. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between self-enhancement and work attitudes. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant moderate direct effect (β=0.45, p<0.05) of self-enhancement on work attitudes. The study a significant association between self-enhancement and work attitudes. Therefore, the hypothesis was supported.

5.8.1.4 Hypothesis H_{2A4}: There is a significant association between Self-Transcendence and Work Attitudes

Hypothesis H_{2A4} predicted that self-transcendence would have a significant association with work attitudes. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between self-transcendence and work attitudes. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant small direct effect (β=0.25, p<0.05) of self-transcendence on work attitudes. The study a significant association between self-transcendence and work attitudes. Therefore, the hypothesis was supported.

Table 5.4 shows the hypotheses that were supported and not supported regarding the association between individual value and work attitudes.

Table 5.4 - Results of the Hypothesis H_{2A}: There is a significant association between Individual Values and Work Attitudes

Hypotheses	Supported	Not Supported
Hypothesis H_{2A1}: There is a significant association between Openness-to-Change and Work Attitudes.	✓	
Hypothesis H_{2A2}: There is a significant association between Conservation and Work Attitudes.		✓
Hypothesis H_{2A3}: There is a significant association between Self-Enhancement and Work Attitudes.	✓	
Hypothesis H_{2A4}: There is a significant association between Self-Transcendence and Work Attitudes.	✓	

5.8.2 HYPOTHESIS H_{2B}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND MOTIVATION (COMPONENT 3)

To address the relationship between individual values and motivation, hypotheses were formulated to understand the connections as follows.

Hypothesis H_{2B}: There is a significant association between Individual values and Motivation

The proposed subordinate hypotheses were examined to see if there were any relationships between each higher-order value type and motivation.

5.8.2.1 Hypothesis H_{2B1}: There is a significant association between Openness-to-Change and Motivation

Hypothesis **H_{2B1}** predicted that Openness-to-change would have a significant association with motivation. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between Openness-to-change and motivation. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant small direct effect ($\beta=0.22$, $p<0.05$) of Openness-to-change on

motivation. The study a significant association between Openness-to-change and motivation. Therefore, the hypothesis was supported.

5.8.2.2 Hypothesis H_{2B2}: There is a significant association between Conservation and Motivation

Hypothesis H_{2A2} predicted that conservation would have a significant association with motivation. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M5) suggests that there is no significant evidence of a linear relationship between conservation and motivation. The empirical evidence also suggests that there is no statistically significant direct effect (β=0.13, $p>0.05$) of conservation on motivation. The findings of the study thus indicated that there was not a statistically significant relationship between conservation and motivation. The hypothesis was eventually not supported.

5.8.2.3 Hypothesis H_{2B3}: There is a significant association between Self-Enhancement and Motivation

Hypothesis H_{2A2} predicted that self-enhancement would have a significant association with motivation. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M5) suggests that there is no significant evidence of a linear relationship between self-enhancement and motivation. The empirical evidence also suggests that there is no statistically significant direct effect (β=-0.04, $p>0.05$) of self-enhancement on motivation. The findings of the study thus indicated that there was not a statistically significant relationship between self-enhancement and motivation. The hypothesis was eventually not supported.

5.8.2.4 Hypothesis H_{2B4}: There is a significant association between Self-Transcendence and Motivation

Hypothesis H_{2A2} predicted that self-transcendence would have a significant association with motivation. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M5) suggests that there is no significant evidence of a linear relationship between self-transcendence and motivation. The empirical evidence also suggests that there is no statistically significant direct effect ($\beta=0.10$, $p>0.05$) of self-transcendence on motivation. The findings of the study thus indicated that there was not a statistically significant relationship between self-transcendence and motivation. The hypothesis was eventually not supported.

Table 5.5 shows the hypotheses that were supported and not supported regarding the association between individual values and motivation.

Table 5.5 - Results of the Hypothesis H_{2B}: There is a significant association between Individual values and Motivation

Hypotheses	Supported	Not Supported
Hypothesis H_{2B1}: There is a significant association between Openness-to-Change and Motivation.	✓	
Hypothesis H_{2B2}: There is a significant association between Conservation and Motivation.		✓
Hypothesis H_{2B3}: There is a significant association between Self-Enhancement and Motivation.		✓
Hypothesis H_{2B4}: There is a significant association between Self-Transcendence and Motivation.		✓

5.8.3 HYPOTHESIS H_{2C}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND THE WORK ENVIRONMENT (COMPONENT 4)

To address the relationship between individual values and work environment, hypotheses were formulated to understand the connections as follows.

Hypothesis H_{2C}: There is a significant association between Individual Values and work Environment.

The proposed subordinate hypotheses were examined to see if there were any relationships between each higher-order value type and work environment.

5.8.3.1 Hypothesis H_{2C1}: There is a significant association between Openness-to-Change and the Work Environment

Hypothesis **H_{2C1}** predicted that Openness-to-change would have a significant association with work environment. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between Openness-to-change and work environment. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant small direct effect ($\beta=0.21$, $p<0.05$) of openness-to-change on work environment. The study a significant association between openness-to-change and work environment. Therefore, the hypothesis was supported.

5.8.3.2 Hypothesis H_{2C2}: There is a significant association between Conservation and the Work Environment

Hypothesis **H_{2C2}** predicted that conservation would have a significant association with work environment. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M5) suggests that there is no significant evidence of a linear relationship between conservation and work environment. The empirical evidence also suggests that there is no statistically significant direct effect ($\beta=0.01$, $p>0.05$) of conservation on work environment. The findings of the study thus indicated that there was not a statistically significant relationship between conservation and work environment. The hypothesis was eventually not supported.

5.8.3.3 Hypothesis H_{2C3}: There is a significant association between Self-Enhancement and the Work Environment

Hypothesis **H_{2C3}** predicted that self-enhancement would have a significant association with work environment. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M5) suggests that there is no significant evidence of a linear relationship between self-enhancement and work environment. The empirical evidence also suggests that there is no statistically significant direct effect (β=0.05, $p>0.05$) of self-enhancement on work environment. The findings of the study thus indicated that there was not a statistically significant relationship between self-enhancement and work environment. The hypothesis was eventually not supported.

5.8.3.4 Hypothesis H_{2C4}: There is a significant association between Self-Transcendence and the Work Environment

Hypothesis **H_{2C4}** predicted that self-transcendence would have a significant association with work environment. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M5) suggests that there is no significant evidence of a linear relationship between self-transcendence and work environment. The empirical evidence also suggests that there is no statistically significant direct effect (β=0.09, $p>0.05$) of self-transcendence on work environment. The findings of the study thus indicated that there was not a statistically significant relationship between Self- Transcendence and work environment. The hypothesis was eventually not supported.

Table 5.6 shows the hypotheses that were supported and not supported regarding the association between individual values and work environment.

Table 5.6 - Results of the Hypothesis H_{2C}: There is a significant association between Individual Values and the Work Environment

Hypotheses	Supported	Not Supported
Hypothesis H_{2C1}: There is a significant association between Openness-to-Change and the Work Environment.	✓	

Hypothesis H_{2C2}: There is a significant association between Conservation and the Work Environment.		✓
Hypothesis H_{2C3}: There is a significant association between Self-Enhancement and the Work Environment.		✓
Hypothesis H_{2C4}: There is a significant association between Self-Transcendence and the Work Environment.		✓

Hypothesis testing relating primary determinants of individual performance and individual performance is now reported below.

5.9 HYPOTHESIS H_3: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN THE PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE AND INDIVIDUAL PERFORMANCE

In this section, analysis was performed to test the association between the primary determinants of individual performance (work attitudes, motivation and work environment) and individual performance. To test the hypothesis that the primary determinants of individual performance are associated with individual performance, regression weights of the SEM (Appendix C, Table M5) were used and reported. To address the relationship between the primary determinants of individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H_3: There is a significant association between the Primary Determinants of Individual Performance and Individual Performance

5.9.1 Hypothesis H_{3A}: There is a significant association between Work Attitudes and Individual Performance (COMPONENT 5)

Hypothesis **H_{3A}** predicted that work attitudes would have a significant association with individual performance. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between work attitudes and

individual performance. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant small direct effect (β=0.26, $p<0.05$) of work attitudes on individual performance. The study a significant association between work attitudes and individual performance. Therefore, the hypothesis was supported.

5.9.2 Hypothesis H_{3B}: There is a significant association between Motivation and Individual Performance (COMPONENT 6)

Hypothesis **H_{3A}** predicted that motivation would have a significant association with individual performance. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between motivation and individual performance. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant moderate direct effect (β=0.43, $p<0.05$) of motivation on individual performance. The study a significant association between motivation and individual performance. Therefore, the hypothesis was supported.

5.9.3 Hypothesis H_{3C}: There is a significant association between Work Environment and Individual Performance (COMPONENT 7)

Hypothesis **H_{3A}** predicted that work environment would have a significant association with individual performance. The presence of a CR value exceeding 1.96 (Appendix C, Table M5), indicated a significant level of linear association between work environment and individual performance. The hypothesis was substantiated by empirical evidence, as indicated by a statistically significant small direct effect (β=0.35, $p<0.05$) of work environment on individual performance. Therefore, the hypothesis was supported. Table 5.7 summarises the hypotheses that were supported when the relationship between primary the determinants of individual performance and individual performance were investigated.

Table 5.7 - Results of Hypothesis H_3: There is a significant association between the Primary Determinants of Individual Performance and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{3A}: There is a significant association between Work Attitudes and Individual Performance.	✓	
Hypothesis H_{3B}: There is a significant association between Motivation and Individual Performance.	✓	
Hypothesis H_{3C}: There is a significant association between Work Environment and Individual Performance.	✓	

The correlation table in Appendix B (Table B1) indicates that the value dimensions of Self-Direction, Stimulation, Conformity, Tradition, Security, Achievement, Hedonism, Benevolence, and Universalism are all positively correlated with individual performance. The correlation coefficients for these dimensions are as follows: Self-Direction (r= 0.403), Stimulation (r= 0.380), Conformity (r= 0.109), Tradition (r= 0.022), Security (r= 0.237), Achievement (r= 0.147), Hedonism (r= 0.321), Benevolence (r= 0.260), and Universalism (r= 0.311). The power value did not exhibit a significant relationship ($p<0.05$). The following section presents the hypothesis testing results pertaining to intention-to-quit. Hypothesis testing relating to intention-to-quit is now reported below.

5.10 INTENTION-TO-QUIT

Regression weights of the SEM revealed that none of the higher-order values significantly relate to the intention-to-quit. The results also showed that the intention-to-quit did not significantly relate to work attitudes, motivation and work environment. The absence of a CR value exceeding 1.96 (as shown in Appendix C, Table M7) suggests that there is no significant evidence of a linear relationship between intention-to-quit and all the other variables in the model. The empirical evidence also suggests that there is no statistically significant direct effect ($p>0.05$) of intention-to-quit. The findings of the study thus indicated that there was not a statistically significant relationship between intention-to quit and individual values, as well as the primary determinants of individual performance. The hypothesis was eventually not supported.

This chapter presents the results of the analysis and the findings are discussed. More information on the mediating impacts of the primary determinants of individual

performance and the moderating effects of demography are discussed in the sections below. The potential mediating influence of the primary factors of individual performance is now reported below.

5.11 HYPOTHESIS H_4: PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE SIGNIFICANTLY MEDIATE THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE (COMPONENT 8)

This section presents the findings related to the mediating effects of the primary determinants of individual performance on the relationship between individual values and individual performance. Hypotheses were thus formulated to understand the connections as follows.

Hypothesis H_{4A}: Work Attitudes significantly mediate the relationship between Individual Values and Individual Performance

Hypothesis H_{4B}: Motivation significantly mediates the relationship between Individual Values and Individual Performance

Hypothesis H_{4C}: Work Environment significantly mediates the relationship between Individual Values and Individual Performance

Hypothesis H_{4A} predicted that individual values would have a positive indirect association with individual performance through work attitudes. Similarly, Hypothesis H_{4B} predicted that individual values would have a positive indirect association with individual performance through motivation, and Hypothesis H_{4C} predicted that individual values would have a positive indirect association with individual performance through work environment. The predictions, as indicated by a p-value greater than 0.05 (Appendix C, Table M8), did not demonstrate any statistically significant mediating effects.

Consequently, there is no evidence of an indirect effect of work attitudes, motivation, and work environment. Table 5.8 summarises Table M8 (in Appendix C).

Table 5.8 - Mediating Effects of Primary Determinants of Individual Performance on the relationship between Individual Values and individual performance

Indirect Path	Unstandardized Estimate	Lower	Upper	P-Value	Standardized Estimate
Openness-to-Change --> Work_Environment --> Individual_Performance	-0.012	-0.075	0.017	0.414	-0.015
Openness_to_Change --> Motivation --> Individual_Performance	0.011	-0.003	0.070	0.202	0.014
Openness_to_Change --> Work_Attitudes --> Individual_Performance	-0.003	-0.039	0.008	0.468	-0.004
Self_Enhancement --> Work_Environment --> Individual_Performance	0.002	-0.009	0.029	0.573	0.002
Self_Enhancement --> Motivation --> Individual_Performance	-0.011	-0.057	0.001	0.149	-0.014
Self_Enhancement --> Work_Attitudes --> Individual_Performance	0.016	-0.004	0.052	0.194	0.020
Self-Transcendence --> Work_Environment --> Individual_Performance	0.000	-0.025	0.019	0.882	0.000
Self-Transcendence --> Motivation --> Individual_Performance	-0.006	-0.055	0.011	0.417	-0.007
Self-Transcendence --> Work_Attitudes --> Individual_Performance	0.005	-0.008	0.045	0.388	0.006
Conservation --> Work_Environment --> Individual_Performance	0.003	-0.009	0.043	0.525	0.004
Conservation --> Motivation --> Individual_Performance	0.015	-0.002	0.069	0.182	0.016
Conservation --> Work_Attitudes --> Individual_Performance	-0.002	-0.032	0.01	0.553	-0.002

Table 5.9 summarises the hypotheses that were supported and not supported for all three tests when the mediating effects of the primary determinants of individual performance on the relationship between individual values and individual performance were investigated.

Table 5.9 - Results of Hypothesis H_4: Primary Determinants of Individual Performance significantly mediate the relationship between Individual Values and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{4A}: Work Attitudes significantly mediate the relationship between Individual Values and Individual Performance.		✓

Hypothesis H_{4B}: Motivation significantly mediates the relationship between Individual Values and Individual Performance.		✓
Hypothesis H_{4C}: Work Environment significantly mediates the relationship between Individual Values and Individual Performance.		✓

The moderating effects of demographics on the relationships between values and individual performance, as well as the primary determinants of individual performance, are now discussed.

5.12 MODERATING EFFECTS OF DEMOGRAPHIC FACTORS

This section presents the moderating effects of demographic factors. It is important to understand the moderating effects on, firstly, the relationship between individual values and individual performance; and secondly, on the relationship between primary determinants of individual performance and individual performance. Moderating factors that were looked at were age, gender and education level and these were tested using the structural-equation model (SEM). The results provide important information on whether age, gender and education level either strengthen or weaken the relationships. The moderating effects of demographics on the relationship between individual values and individual performance are now presented below.

5.12.1 HYPOTHESIS H_5: DEMOGRAPHICS SIGNIFICANTLY MODERATE THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE

This section reports the results of the hypothesis testing of the moderating effects of demographics on the relationship between higher-order values and individual performance. To address the moderating effects of demographics on the relationship between individual values and individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H5: Demographics significantly moderate the relationship between Individual Values and Individual Performance.

The proposed subordinate hypotheses H_{5A1}, H_{5A2}, H_{5A3} and H_{5A4} were examined to see if there were any relationships between each higher-order value type and individual performance. The PROCESS procedure for SPSS that Hayes (2022) wrote was used to generate a matrix procedure whereby age, gender and education level were used as the moderating factor. One matrix procedure addresses each link that relates to the relationship between each higher-order value and individual performance. For age, the matrix procedures are SPSS PROCESS output A1, A2, A3 and A4 (in Appendix D). For gender, the matrix procedures are SPSS PROCESS output G1, G2, G3 and G4 (in the Appendix section). Finally, for educational level, the matrix procedures are SPSS PROCESS output L1, L2, L3 and L4 (in the Appendix section). The moderating effects are explained by the interaction between the dependent variable, which, in the case of this study is individual performance, and the independent variables, which are the higher-order values. Interactions are denoted by 'Int_1' in the matrix procedure.

5.12.1.1 HYPOTHESIS H_{5A}: AGE SIGNIFICANTLY MODERATES THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE

To address the relationship between individual values and individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H_{5A}: Age significantly moderates the relationship between Individual Values and Individual Performance

The results of the hypothesis testing of the moderating effects of Age on the relationship between each high-order value and individual performance are now reported below.

5.12.1.1.1 Hypothesis H_{5A1}: Age significantly moderates the relationship between Openness-to-Change and Individual Performance

The SPSS PROCESS output A1 (Appendix D & Table 5.10 below) showed that the interaction between openness-to-change and age was not significant (β = -0.0045, SE = 0.0056, p = 0.4123), suggesting that the effect of Openness-to-change on individual performance did not depend on the age of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that age neither strengthened nor weakened the relationship between Openness-to-change and individual performance.

Table 5.10 - Summary of SPSS OUTPUT A1
(Interaction between Openness-to-Change and Age)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.6229	0.3880	0.1821	21.9775	3.0000	104.0000	0.0000
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	1.6425	0.9088	1.8075	0.0736	-0.1596	3.4446	
Openness-to-Change	0.5538	0.1847	2.9976	0.0034	0.1874	0.9201	
Age	0.0208	0.0272	0.7670	0.4448	-0.0331	0.0747	
Interaction	-0.0045	0.0056	-0.8074	0.4213	-0.0156	0.0066	
Product terms key:							
Interaction :	Openness-to-Change	x	Age				
Test(s) of highest order unconditional interaction(s):							

	R2-chng	F	df1	df2	p
X*W	0.0038	0.6520	1.0000	104.0000	0.4213

The moderating effects of age on the relationship between conservation and individual performance are presented below.

5.12.1.1.2 Hypothesis H_{5A2}: Age significantly moderates the relationship between Conservation and Individual Performance

The SPSS PROCESS output A2 (in Appendix D & Table 5.11 below) showed that the interaction between conservation and age was not significant (β = 0.0111, SE = 0.0080, p = 0.0048), suggesting that the effect of conservation on individual performance did not depend on the age of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that age neither strengthened nor weakened the relationship between conservation and individual performance.

Table 5.11 - Summary of SPSS OUTPUT A2
(Interaction between Conservation and Age)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.4115	0.1693	0.2472	7.0665	3.0000	104.0000	0.0002
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	4.8551	1.1985	4.0511	0.0001	2.4785	7.2318	
Conservation	-0.0262	0.2532	-0.1033	0.9179	0.5283	0.4759	
Age	-0.0634	0.0387	1.6379	0.1045	0.1402	0.0134	
Interaction	0.0111	0.0080	1.3868	0.1685	0.0048	0.0269	
Product terms key:							
Interaction :	Conservation	x	Age				

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0154	1.9233	1.0000	104.0000	0.1685

The moderating effects of age on the relationship between self-enhancement and individual performance are reported below.

5.12.1.1.3 Hypothesis H_{5A3}: Age significantly moderates the relationship between Self-Enhancement and Individual Performance

The SPSS PROCESS output A3 (in Appendix D & Table 5.12 below) showed that the interaction between self-enhancement and age was not significant (β = 0.0004, SE = 0.0054, p = 0.9415), suggesting that the effect of self-enhancement on individual performance did not depend on the age of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that age neither strengthened nor weakened the relationship between self-enhancement and individual performance.

Table 5.12 - Summary of SPSS OUTPUT A3
(Interaction between Self-Enhancement and Age)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.2823	0.0797	0.2739	3.0027	3.0000	104.0000	0.0339

Model						
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
Constant	3.8041	0.8435	4.5097	0.0000	2.1313	5.4769
Self-Enhancement	0.1568	0.2008	0.7809	0.4366	-0.2414	0.5551
Age	-0.0046	0.0227	-0.2011	0.8410	-0.0495	0.0404
Interaction	0.0004	0.0054	0.0736	0.9415	-0.0104	0.0112

Product terms key:

Interaction :	Self-Enhancement	x	Age

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0000	0.0054	1.0000	104.0000	0.9415

The moderating effects of age on the relationship between self-transcendence and individual performance are reported below.

5.12.1.1.4 Hypothesis H_{5A4}: Age significantly moderates the relationship between Self-Transcendence and Individual Performance

The SPSS PROCESS output A4 (in Appendix D & Table 5.13 below) showed that the interaction between self-transcendence and age was not significant (β = -0.0100, SE = 0.0075, p = 0.1849), suggesting that the effect of self-transcendence on individual performance did not depend on the age of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that age neither strengthened nor weakened the relationship between self-transcendence and individual performance.

Table 5.13 - Summary of SPSS OUTPUT A4
(Interaction between Self-Transcendence and Age)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.5305	0.2814	0.2138	13.5781	3.0000	104.0000	0.0000

Model						
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
Constant	1.1827	1.2524	0.9443	0.3472	-1.3009	3.6662
Self-Transcendence	0.6785	0.2420	2.8041	0.0060	0.1987	1.1583
Age	0.0444	0.0394	1.1287	0.2616	-0.0336	0.1225
Interaction	-0.0100	0.0075	-1.3348	0.1849	-0.0250	0.0049

Product terms key:					
Interaction :	Self-Transcendence	x	Age		

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0123	1.7817	1.0000	104.0000	0.1849

Table 5.14 - Moderating effects of Age on the relationship between Individual Values (four higher-order values) and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{5A1}: Age significantly moderates the relationship between Openness-to-Change and Individual Performance		✓
Hypothesis H_{5A2}: Age significantly moderates the relationship between Conservation and Individual Performance		✓
Hypothesis H_{5A3}: Age significantly moderates the relationship between Self-Enhancement and Individual Performance		✓
Hypothesis H_{5A4}: Age significantly moderates the relationship between Self-Transcendence and Individual Performance		✓

Table 5.14 illustrates the hypotheses that were not supported when moderating effects of age was tested on the relationship between the four higher-order values and individual performance. Age was found to have no moderating effects on the relationship between all four higher-order value and individual performance. The hypotheses were not supported. The moderating effects of gender on the relationship between individual values and individual performance are reported below.

5.12.1.2 HYPOTHESIS H_{5B}: GENDER SIGNIFICANTLY MODERATES THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE

This section reports the results of the hypothesis testing of the moderating effect of gender. The moderating effects of gender on the relationship between higher-order values and individual performance are reported. The matrix procedures are SPSS PROCESS output G1, G2, G3 and G4 (in Appendix D) were used to report the results. To address the

relationship between individual values and individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H_{5B}: Gender significantly moderates the relationship between Individual Values and Individual Performance

The results of the moderating influence of gender are now presented.

5.12.1.2.1 Hypothesis H_{5B1}: Gender significantly moderates the relationship between Openness-to-Change and Individual Performance

The SPSS PROCESS output G1 (in Appendix D & Table 5.15 below) showed that the interaction between Openness-to-change and gender was not significant (β = -0.0882, SE = 0.0634, p = 0.1673), suggesting that the effect of Openness-to-change on individual performance did not depend on the gender of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that gender neither strengthened nor weakened the relationship between Openness-to-change and individual performance.

Table 5.15 – Summary of SPSS OUTPUT G1
(Interaction between Openness-to-Change and Gender)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.6333	0.4011	0.1782	23.2157	3.0000	104.0000	0.0000
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	1.5168	0.5741	2.6423	0.0095	0.3784	2.6552	
Openness-to-Change	0.5529	0.1141	4.8447	0.0000	0.3266	0.7791	

Gender	0.4846	0.3184	1.5219	0.1311	-0.1468	1.1159
Interaction	-0.0882	0.0634	-1.3908	0.1673	-0.2139	0.0376

Product terms key:			
Interaction :	Openness-to-Change	x	Gender

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0111	1.9342	1.0000	104.0000	0.1673

The moderating effects of gender on the relationship between conservation and individual performance are reported below.

5.12.1.2.2 Hypothesis H_{5B2}: Gender significantly moderates the relationship between Conservation to change and Individual Performance

The SPSS PROCESS output G2 (in Appendix D & Table 5.16 below) showed that the interaction between conservation and gender was not significant ($\beta = -0.0882$, SE = 0.0634, $p = 0.0875$), suggesting that the effect of conservation on individual performance did not depend on the gender of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that gender neither strengthened nor weakened the relationship between conservation and individual performance.

Table 5.16 – Summary of SPSS OUTPUT G2
(Interaction between Conservation and Gender)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.3925	0.1541	0.2517	6.3132	3.0000	104.0000	0.0006

Model						
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**

Constant	1.8863	0.7423	2.5410	0.0125	0.4142	3.3583
Conservation	0.5196	0.1619	3.2102	0.0018	0.1986	0.8406
Gender	0.7405	0.3993	1.8543	0.0665	-0.0514	1.5323
Interaction	-0.1516	0.0879	-1.7251	0.0875	-0.3258	0.0227

Product terms key:			
Interaction :	Conservation	x	Gender

Test(s) of highest order unconditional interaction(s):

	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0242	2.9759	1.0000	104.0000	0.0875

The moderating effects of gender on the relationship between self-enhancement and individual performance are presented below.

5.12.1.2.3 Hypothesis H_{5B3}: Gender significantly moderates the relationship between Self-Enhancement and Individual Performance

The SPSS PROCESS output G3 (in Appendix D & Table 5.17 below) showed that the interaction between self-enhancement and gender was not significant (β = -0.0852, SE = 0.0770, p = 0.2708), suggesting that the effect of conservation on individual performance did not depend on the gender of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that gender neither strengthened nor weakened the relationship between self-enhancement and individual performance.

Table 5.17 – Summary of SPSS OUTPUT G3
(Interaction between Self-Enhancement and Gender)

Model Summary

R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
0.3116	0.0971	0.2687	3.7288	3.0000	104.0000	0.0136

Model

	Coeff.	se	t	p	LLCI	ULCI
Constant	2.7966	0.7137	3.9185	0.0002	1.3813	4.2119
Self-Enhancement	0.3449	0.1641	2.1010	0.0381	0.0194	0.6704
Gender	0.4239	0.3341	1.2687	0.2074	-0.2387	1.0866
Interaction	-0.0852	0.0770	-1.1070	0.2708	-0.2379	0.0675

Product terms key:			
Interaction :	Self-Enhancement	x	Gender

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	0.0106	1.2254	1.0000	104.0000	0.2708

The moderating effects of gender on the relationship between self-transcendence and individual performance are presented below.

5.12.1.2.4 Hypothesis H_{5B4}: Gender significantly moderates the relationship between Self-Transcendence and Individual Performance

The SPSS PROCESS output G4 (in Appendix D & Table 5.18 below) showed that the interaction between self-transcendence and gender was not significant ($\beta = -0.1433$, SE = 0.0803, $p = 0.0771$), suggesting that the effect of self-transcendence on individual performance did not depend on the gender of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that Gender neither strengthened nor weakened the relationship between Self- Transcendence and individual performance.

Table 5.18 – Summary of SPSS OUTPUT G4
(Interaction between Self-Transcendence and Gender)

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.5209	0.2713	0.2168	12.9090	3.0000	104.0000	0.0000

Model	Coeff.	se	t	p	LLCI	ULCI
Constant	1.5099	0.6840	2.2076	0.0295	0.1536	2.8662
Self-Transcendence	0.5649	0.1358	4.1611	0.0001	0.2957	0.8341
Gender	0.7445	0.4089	1.8208	0.0715	-0.0664	1.5554
Interaction	-0.1433	0.0803	-1.7857	0.0771	-0.3025	0.0158

Product terms key:			
Interaction :	Self-Transcendence	x	Gender

Test(s) of highest order unconditional interaction(s):	R2-chng	F	df1	df2	p
X*W	0.0223	3.1888	1.0000	104.0000	0.0771

Table 5.19 - Moderating effects of Gender on the relationship between Individual Values and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{5B1}: Gender significantly moderates the relationship between Openness-to-Change and Individual Performance		✓
Hypothesis H_{5B2}: Gender significantly moderates the relationship between Conservation to change and Individual Performance		✓
Hypothesis H_{5B3}: Gender significantly moderates the relationship between Self-Enhancement and Individual Performance		✓
Hypothesis H_{5B4}: Gender significantly moderates the relationship between Self-Transcendence and Individual Performance		✓

Table 5.19 illustrates the hypotheses that were not supported when moderating effects of gender was tested on the relationship between the four higher-order values and individual performance. Gender was found to have no moderating effects on the relationship between all four higher-order value and individual performance. The hypotheses were not supported. The moderating effects of educational level on the relationship between individual values and individual performance are reported below.

5.12.1.3 HYPOTHESIS H_{5C}: EDUCATIONAL LEVEL SIGNIFICANTLY MODERATES THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE

This section reports the results of the hypothesis testing of the moderating effect of educational level. The moderating effects of educational level on the relationship between higher-order values and individual performance are reported. The matrix procedures are SPSS PROCESS output L1, L2, L3 and L4 (in Appendix D) were used to report the results. To address the relationship between individual values and individual performance, hypotheses were formulated to understand the connections, as follows.

Hypothesis H_{5C}: Educational Level significantly moderates the relationship between Individual Values and Individual Performance

The results of the moderating influence of educational level are now presented.

5.12.1.3.1 Hypothesis H_{5C1}: Educational Level significantly moderates the relationship between Openness-to-Change and Individual Performance

The SPSS PROCESS output L1 (in Appendix D & Table 5.20 below) showed that the interaction between Openness-to-change and educational level was not significant (β = 0.1021, SE = 0.0513, p = 0.0049), suggesting that the effect of Openness-to-change on individual performance did not depend on the educational level of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that educational level neither strengthened nor weakened the relationship between Openness-to-change and individual performance.

Table 5.20 – Summary of SPSS OUTPUT L1

(Interaction between Self-Transcendence and Educational Level)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.6579	0.4329	0.1688	26.4599	3.0000	104.0000	0.0000

Model						
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
Constant	3.8926	9.7601	5.1209	0.0000	2.3852	2.8662
Openness-to-Change	9.1328	0.1552	0.8557	0.3941	-0.1749	0.8341
Educational Level	-0.5863	9.2536	-0.3116	0.0228	-1.0893	1.5554
Interaction	0.1021	0.0513	1.9900	0.0049	0.4000	0.2039

Product terms key:				
Interaction :	Openness-to-Change	x	Educational Level	

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0216	3.9601	1.0000	104.0000	0.0492

The moderating effects of educational level on the relationship between conservation and individual performance are presented below.

5.12.1.3.2 Hypothesis H_{5C2}: Educational Level significantly moderates the relationship between Conservation to change and Individual Performance

The SPSS PROCESS output L2 (in Appendix D & Table 5.21 below) showed that the interaction between conservation and educational level was not significant ($\beta = 0.1929$, SE = 0.0691, p = 0.0063), suggesting that the effect of conservation on individual performance did not depend on the educational level of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that educational level neither strengthened nor weakened the relationship between conservation and individual performance.

Table 5.21 – Summary of SPSS OUTPUT L2

(Interaction between Conservation and Educational Level)

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	0.4396	0.1933	0.2401	8.3048	3.0000	104.0000	0.0001
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	5.6129	0.9040	6.2093	0.0000	3.8203	7.4055	
Conservation	-0.2448	0.1969	-1.2433	0.2165	-0.6353	0.1457	
Educational Level	-0.9390	0.3188	-2.9454	0.0040	-1.5710	-0.3068	
Interaction	0.1929	0.0691	2.7905	0.0063	0.0558	0.3299	
Product terms key:							
Interaction :	Conservation	x	Educational Level				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.6040	7.7871	1.0000	104.0000	0.0063		

The moderating effects of educational level on the relationship between self-enhancement and individual performance are presented below.

5.12.1.3.3 Hypothesis H_{5C3}: Educational Level significantly moderates the relationship between Self-Enhancement and Individual Performance

The SPSS PROCESS output L3 (in Appendix D & Table 5.22 below) showed that the interaction between self-enhancement and educational level was not significant (β = 0.0396, SE = 0.0646, p = 0.5413), suggesting that the effect of self-enhancement on individual performance did not depend on the educational level of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that educational level neither strengthened nor weakened the relationship between self-enhancement and individual performance.

Table 5.22 – Summary of SPSS OUTPUT L3
(Interaction between Self-Enhancement and Educational Level)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.3227	0.1041	0.2666	4.0288	3.0000	104.0000	0.0094

Model						
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
Constant	4.2128	0.7606	5.5390	0.0000	2.7046	5.7211
Self-Enhancement	0.0903	0.1829	0.4940	0.6223	-0.2723	0.4530
Educational Level	-0.2511	0.2767	-0.9074	0.0366	-0.7998	0.0298
Interaction	0.0396	0.0646	0.6129	0.5413	-0.0886	0.1678

Product terms key:				
Interaction :	Self-Enhancement	x	Educational Level	

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0032	0.3757	1.0000	104.0000	0.5413

The moderating effects of educational level on the relationship between self-transcendence and individual performance are presented below.

5.12.1.3.4 Hypothesis H_{5C4}: Educational Level significantly moderates the relationship between Self-Transcendence and Individual Performance

The SPSS PROCESS output G4 (in Appendix D & Table 5.23 below) showed that the interaction between self-transcendence and educational level was not significant (β = 0.1313, SE = 0.0631, p = 0.0400), suggesting that the effect of self-transcendence on individual performance did not depend on the educational level of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that educational level neither strengthened nor weakened the relationship between self-transcendence and individual performance.

Table 5.23 – Summary of SPSS OUTPUT L4

(Interaction between Self-Transcendence and Educational Level)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.5345	0.2857	0.2126	13.8665	3.0000	104.0000	0.0000

Model						
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
Constant	4.5482	0.9183	4.9530	0.0000	2.7272	6.3692
Self-Transcendence	-0.0215	0.1877	-0.1145	0.9091	-0.3938	0.3508
Educational Level	-0.6812	0.3078	-2.2127	0.0209	-1.2916	-0.0707
Interaction	0.1313	0.0631	2.0800	0.0400	0.0061	0.0257

Product terms key:			
Interaction :	Self-Transcendence	x	Educational Level

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0297	4.3265	1.0000	104.0000	0.0400

Table 5.24 – The moderating effects of Educational Level on the relationship between Individual Values and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{5C1}: Educational Level significantly moderates the relationship between Openness-to-Change and Individual Performance		✓
Hypothesis H_{5C2}: Educational Level significantly moderates the relationship between Conservation to change and Individual Performance		✓
Hypothesis H_{5C3}: Educational Level significantly moderates the relationship between Self-Enhancement and Individual Performance		✓
Hypothesis H_{5C4}: Educational Level significantly moderates the relationship between Self-Transcendence and Individual Performance		✓

Table 5.24 illustrates the hypotheses that were not supported when moderating effects of educational level was tested on the relationship between the four higher-order values and individual performance. Educational level was found to have no moderating effects on the relationship between all four higher-order value and individual performance. The hypotheses were not supported. The moderating effects of Demographics on the relationship between the Primary Determinants of individual performance and individual performance are reported below.

5.12.2 HYPOTHESIS H_6: DEMOGRAPHICS SIGNIFICANTLY MODERATE THE RELATIONSHIP BETWEEN THE PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE AND INDIVIDUAL PERFORMANCE

This section reports on the results of the hypothesis testing of the moderating effects of demographics on the relationship between the primary determinants of individual performance and individual performance. To address the moderating effects of demographics on the relationship between the primary determinants of individual performance and individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H_6: Demographics significantly moderate the relationship between the Primary Determinants of Individual Performance and Individual Performance

The proposed subordinate hypotheses H_{6A}, H_{6B} and H_{6C} were examined to see if there were any moderating effects of each demographic factor on the relationships between each primary determinant of individual performance and individual performance. The PROCESS procedure for SPSS that Hayes (2022) wrote was used to generate a matrix procedure whereby age, gender and educational level were used as the moderating factors. One matrix procedure addresses each link that relates to the relationship between each higher-order value and individual performance. For age, the matrix procedures are SPSS PROCESS output A5, A6 and A7 (in Appendix D). For gender, the matrix procedures are SPSS PROCESS output G5, G6 and G7 (in Appendix D). Finally, for educational level, the matrix procedures are SPSS PROCESS output L5, L6 and L7 (in Appendix D). The moderating effects are explained by the interaction between the dependent variable, which, in the case of this study is individual performance, and the independent variable, which are work attitudes, motivation and work environment. Interactions are denoted by 'Int_1' in the matrix procedure.

5.12.2.1 HYPOTHESIS H_{6A}: AGE SIGNIFICANTLY MODERATES THE RELATIONSHIP BETWEEN PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE AND INDIVIDUAL PERFORMANCE

This section reports the results of the hypothesis testing of the moderating effect of age on the relationship between the primary determinants of individual performance and individual performance. The proposed subordinate hypotheses were examined to see if there were any relationships. To address the relationship between the primary determinants of individual performance and individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H_{6A}: Age significantly moderates the relationship between Primary Determinants of Individual Performance and Individual Performance

The results of the hypothesis testing of the moderating effects of age on the relationship between each primary determinant of individual performance and individual performance are now reported below.

5.12.2.1.1 Hypothesis H_{6A1}: Age significantly moderates the relationship between Work Attitudes and Individual Performance

The SPSS PROCESS output A5 (in Appendix D & Table 5.25 below) showed that the interaction between work attitudes and age was not significant (β = -0.0070, SE = 0.0088, p = 0.4319), suggesting that the effect of work attitudes on individual performance did not depend on the age of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that age neither strengthened nor weakened the relationship between work attitudes and individual performance.

Table 5.25 – Summary of SPSS OUTPUT A5

(Interaction between Work Attitudes and Age)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.2872	0.0825	0.2730	3.1164	3.0000	104.0000	0.0294
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	2.7480	1.0939	2.5121	0.0135	0.5788	4.9172	
Work Attitudes	0.4493	0.2950	1.5229	0.1308	-0.1357	1.0343	
Age	0.0243	0.0032	0.7606	0.4486	-0.0391	0.0088	
Interaction	-0.0070	0.0088	-0.7890	0.4319	-0.0244	0.0105	
Product terms key:							
Interaction :	Work Attitudes	x	Age				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0055	0.0623	1.0000	104.0000	0.4319		

The moderating effects of Age on the relationship between motivation and individual performance are presented below.

5.12.2.1.2 Hypothesis H_{6A2}: Age significantly moderates the relationship between Motivation and Individual Performance

The SPSS PROCESS output A6 (in Appendix D & Table 5.26 below) showed that the interaction between motivation and age was not significant (β = -0.0145, SE = 0.0077, p = 0.0621), suggesting that the effect of motivation on individual performance did not depend on the age of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that age neither strengthened nor weakened the relationship between motivation and individual performance.

Table 5.26 – Summary of SPSS OUTPUT A6

(Interaction between Motivation and Age)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.3145	0.0989	0.2682	3.8044	3.0000	104.0000	0.0124
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	2.0774	0.9460	2.1960	0.0030	0.2015	3.9533	
Motivation	0.6450	0.2566	2.5141	0.0135	0.1363	1.1538	
Age	0.0506	0.0276	1.8361	0.0692	-0.0041	0.1053	
Interaction	-0.0145	0.0077	-1.8858	0.0621	-0.0297	0.0007	
Product terms key:							
Interaction :	Motivation	x	Age				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0308	3.5563	1.0000	104.0000	0.0621		

The moderating effects of age on the relationship between work environment and individual performance are presented below.

5.12.2.1.3 Hypothesis H_{6A3}: Age significantly moderates the relationship between Work Environment and Individual Performance

The SPSS PROCESS output A7 (in Appendix D & Table 5.27 below) showed that the interaction between work environment and age was not significant (β = -0.0123, SE = 0.0079, p = 0.1221), suggesting that the effect of work environment on individual performance did not depend on the age of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that age neither strengthened nor weakened the relationship between work environment and individual performance.

Table 5.27 – Summary of SPSS OUTPUT A7

(Interaction between Work Environment and Age)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.2498	0.0624	0.2790	2.3069	3.0000	104.0000	0.0809
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	2.4165	0.9858	2.4513	0.0159	0.4616	4.3713	
Work Environment	0.5364	0.2644	2.0289	0.0450	0.0121	1.0608	
Age	0.0438	0.0281	1.5560	0.1227	-0.0120	0.0095	
Interaction	-0.0123	0.0079	-1.5587	0.1221	-0.0280	0.0034	
Product terms key:							
Interaction :	Work Environment	x	Age				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0219	2.4297	1.0000	104.0000	0.1221		

Table 5.28 – Moderating effects of Age on the relationship between Primary Determinants of Individual Performance and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{6A1}: Age significantly moderates the relationship between Work Attitudes and Individual Performance.		✓
Hypothesis H_{6A2}: Age significantly moderates the relationship between Motivation and Individual Performance.		✓
Hypothesis H_{6A3}: Age significantly moderates the relationship between Work Environment and Individual Performance.		✓

Table 5.28 illustrates the hypotheses that were not supported when moderating effects of age was tested on the relationship between the primary determinants of individual performance and individual performance. Age was found to have no moderating effects on the relationships. The hypotheses were eventually not supported. The moderating effects of gender on the relationship between the primary determinants of individual performance and individual performance are reported below.

5.12.2.2 HYPOTHESIS H_{6B}: GENDER SIGNIFICANTLY MODERATES THE RELATIONSHIP BETWEEN PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE AND INDIVIDUAL PERFORMANCE

This section reports the results of the hypothesis testing of the moderating effect of gender on the relationship between the primary determinants of individual performance and individual performance. The matrix procedures are SPSS PROCESS output G5, G6 and G7 (in Appendix D). To address the moderating effects of gender on relationship between the primary determinants of individual performance and individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H_{6B}: Gender moderates the relationship between the primary determinants of Individual Performance and Individual Performance.

The results of the hypothesis testing of the moderating effects of Gender on the relationship between each primary determinant of individual performance and individual performance are now reported below.

5.12.2.2.1 Hypothesis H_{6B1}: Gender significantly moderates the relationship between Work Attitudes and Individual Performance

The SPSS PROCESS output G5 (in Appendix D & Table 5.29 below) showed that the interaction between work attitudes and gender was not significant (β = -0.1776, SE = 0.0941, p = 0.0620), suggesting that the effect of work attitudes on individual performance did not depend on the gender of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that gender neither strengthened nor weakened the relationship between work attitudes and individual performance.

Table 5.29 – Summary of SPSS OUTPUT G5

(Interaction between Work Attitudes and Gender)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.3334	0.1111	0.2645	4.3342	3.0000	104.0000	0.0064
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	2.3428	0.6732	3.4800	0.0007	1.0078	3.6778	
Work Attitudes	0.5289	0.1795	2.9457	0.0040	0.1728	0.8849	
Gender	0.7034	0.3575	1.9676	0.0518	-0.0055	1.4124	
Interaction	-0.1776	0.0941	-1.8869	0.0620	-0.3642	0.0090	
Product terms key:							
Interaction :	Work Attitudes	x	Gender				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0304	3.5604	1.0000	104.0000	0.0620		

The moderating effects of gender on the relationship between motivation and individual performance are presented below.

5.12.2.2.2 Hypothesis H_{6B2}: Gender significantly moderates the relationship between Motivation and Individual Performance

The SPSS PROCESS output G6 (in Appendix D & Table 5.30 below) showed that the interaction between motivation and gender was not significant (β = -0.0114, SE = 0.0869, p = 0.1909), suggesting that the effect of motivation on individual performance did not depend on the gender of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that gender neither strengthened nor weakened the relationship between motivation and individual performance.

Table 5.30 – Summary of SPSS OUTPUT G6
(Interaction between Motivation and Gender)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.2952	0.0872	0.2716	3.3105	3.0000	104.0000	0.0230
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	2.9765	0.5909	5.0373	0.0000	1.8047	4.1483	
Motivation	0.3683	0.1608	2.2908	0.0240	0.0495	0.6870	
Gender	0.0458	0.3242	1.4127	0.1607	-0.1849	1.1010	
Interaction	-0.0114	0.0869	-1.3165	0.1909	-0.2867	0.0579	
Product terms key:							
Interaction :	Motivation	x	Gender				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0152	1.7332	1.0000	104.0000	0.0019		

The moderating effects of gender on the relationship between work environment and individual performance are presented below.

5.12.2.2.3 Hypothesis H_{6B3}: Gender significantly moderates the relationship between Work Environment and Individual Performance

The SPSS PROCESS output G7 (in Appendix D & Table 5.31 below) showed that the interaction between work environment and gender was not significant (β = -0.0962, SE = 0.0947, p = 0.3120), suggesting that the effect of work environment on individual performance did not depend on the gender of employees in multinational companies. The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that gender neither strengthened nor weakened the relationship between work environment and individual performance.

Table 5.31 – Summary of SPSS OUTPUT G7

(Interaction between Work Environment and Gender)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.2353	0.0554	0.2811	2.0318	3.0000	104.0000	0.1140
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	3.1899	0.6632	4.8099	0.0000	1.8047	4.5051	
Work Environment	0.2953	0.1733	1.7038	0.0914	-0.0484	0.6391	
Gender	0.4119	0.0366	1.1263	0.2626	-0.3133	1.1307	
Interaction	-0.0962	0.0947	-1.0160	0.3120	-0.2839	0.0915	
Product terms key:							
Interaction :	Work Environment	x	Gender				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0094	1.0323	1.0000	104.0000	0.3120		

Table 5.32 – Moderating effects of Gender on the relationship between Primary Determinants of Individual Performance and Individual Performance

Hypotheses	Supported	Not Supported
Hypothesis H_{6B1}: Gender significantly moderates the relationship between Work Attitudes and Individual Performance.		✓
Hypothesis H_{6B2}: Gender significantly moderates the relationship between Motivation and Individual Performance.		✓
Hypothesis H_{6B3}: Gender significantly moderates the relationship between Work Environment and Individual Performance.		✓

Table 5.32 illustrates the hypotheses that were not supported when moderating effects of gender was tested on the relationship between the primary determinants of individual performance. Gender was found to have no moderating effects on the relationships. The hypotheses were eventually not supported. The moderating effects of educational level on

the relationship between the primary determinants of individual performance and individual performance are reported below.

5.12.2.3 HYPOTHESIS H_{6C}: EDUCATIONAL LEVEL SIGNIFICANTLY MODERATES THE RELATIONSHIP BETWEEN PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE AND INDIVIDUAL PERFORMANCE

This section reports the results of the hypothesis testing of the moderating effect of educational level on the relationship between the primary determinants of individual performance and individual performance. The matrix procedures are SPSS PROCESS output L5, L6 and L7 (in Appendix D). To address the moderating effects of educational level on relationship between the primary determinants of individual performance and individual performance, hypotheses were formulated to understand the connections as follows.

Hypothesis H_{6C}: Educational Level moderates the relationship between primary determinants of Individual Performance and Individual Performance

The results of the hypothesis testing of the moderating effects of educational level on the relationship between each primary determinant of individual performance and individual performance are now reported below.

5.12.2.3.1 Hypothesis H_{6C1}: Educational Level significantly moderates the relationship between Work Attitudes and Individual Performance

The SPSS PROCESS output L5 (in Appendix D & Table 5.33 below) showed that the interaction between work attitudes and educational level was not significant (β = -0.1133, SE = 0.0768, p=0.1432), suggesting that the effect of work attitudes on individual performance did not depend on the educational level of employees in multinational companies.

Table 5.33 – Summary of SPSS OUTPUT L5

(Interaction between Work Attitudes and Educational Level)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.3097	0.0959	3.6791	2.0318	3.0000	104.0000	0.0145
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	2.2941	0.9334	2.4577	0.0156	0.4430	4.1452	
Work Attitudes	0.5550	0.2380	2.3321	0.0216	0.0831	1.0270	
Educational Level	0.4215	0.2949	1.4294	0.1559	-0.1632	1.0062	
Interaction	-0.1133	0.0768	-1.4750	0.1432	-0.2655	0.0390	
Product terms key:							
Interaction :	Work Attitudes	x	Educational Level				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0189	2.1757	1.0000	104.0000	0.1432		

The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that educational level neither strengthened nor weakened the relationship between work attitudes and individual performance. The moderating effects of educational level on the relationship between motivation and individual performance are presented below.

5.12.2.3.2 Hypothesis H_{6C2}: Educational Level significantly moderates the relationship between Motivation and Individual Performance

The SPSS PROCESS output L6 (in Appendix D & Table 5.34 below) showed that the interaction between motivation and educational level was not significant (β = -0.0600, SE = 0.0691, p = 0.3979), suggesting that the effect of motivation on individual performance did not depend on the educational level of employees in multinational companies.

Table 5.34 – Summary of SPSS OUTPUT L6

(Interaction between Motivation and Educational Level)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.2733	0.0747	0.2754	2.7986	3.0000	104.0000	0.0437

Model						
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
Constant	3.0590	0.8369	3.6552	0.0004	1.3994	4.7187
Motivation	0.3562	0.2149	1.6572	0.1005	-0.0700	0.7825
Educational Level	0.2237	0.2608	0.8579	0.3929	-0.2934	0.7409
Interaction	-0.0600	0.0691	-0.8671	0.3879	-0.1970	0.0772

Product terms key:			
Interaction :	Motivation	x	Educational Level

Test(s) of highest order unconditional interaction(s):					
	R2-chng	**F**	**df1**	**df2**	**p**
X*W	0.0067	0.7519	1.0000	104.0000	0.3879

The prediction, as indicated by a p-value greater than 0.001, did not demonstrate any statistically significant moderating effects. The hypothesis was therefore not supported. It could be concluded that educational level neither strengthened nor weakened the relationship between motivation and individual performance. The moderating effects of educational level on the relationship between work environment and individual performance are presented below.

5.12.2.3.3 Hypothesis H_{6C3}: Educational Level significantly moderates the relationship between the Work Environment and Individual Performance

The SPSS PROCESS output L7 (in Appendix D & Table 5.35 below) showed that the interaction between work environment and educational level was not significant (β = -0.0970, SE = 0.0608, p=0.1139), suggesting that the effect of work environment on

individual performance did not depend on the the work environment of employees in multinational companies.

Table 5.35 – Summary of SPSS OUTPUT L7

(Interaction between Work Environment and Educational Level)

Model Summary							
	R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
	0.2519	0.0634	0.2787	2.3478	3.0000	104.0000	0.0769
Model							
	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**	
Constant	2.8411	0.7541	3.7674	0.0003	1.3456	4.3366	
Work Environment	0.4126	0.1892	2.1804	0.0315	0.0374	0.7879	
Educational Level	0.3538	0.2333	1.5164	0.1325	-0.1080	0.8166	
Interaction	-0.0970	0.0608	-1.5944	0.1139	-0.2177	0.0236	
Product terms key:							
Interaction :	Work Environment	x	Educational Level				
Test(s) of highest order unconditional interaction(s):							
	R2-chng	**F**	**df1**	**df2**	**p**		
X*W	0.0229	2.5420	1.0000	104.0000	0.1139		

Table 5.36 illustrates the hypotheses that were not supported when moderating effects of educational level was tested on the relationship between the primary determinants of individual performance. Gender was found to have no moderating effects on the relationships. The hypotheses were eventually not supported.

Table 5.36 – Moderating effects of Educational Level on the relationship between Primary Determinants of Individual Performance and Individual Performance

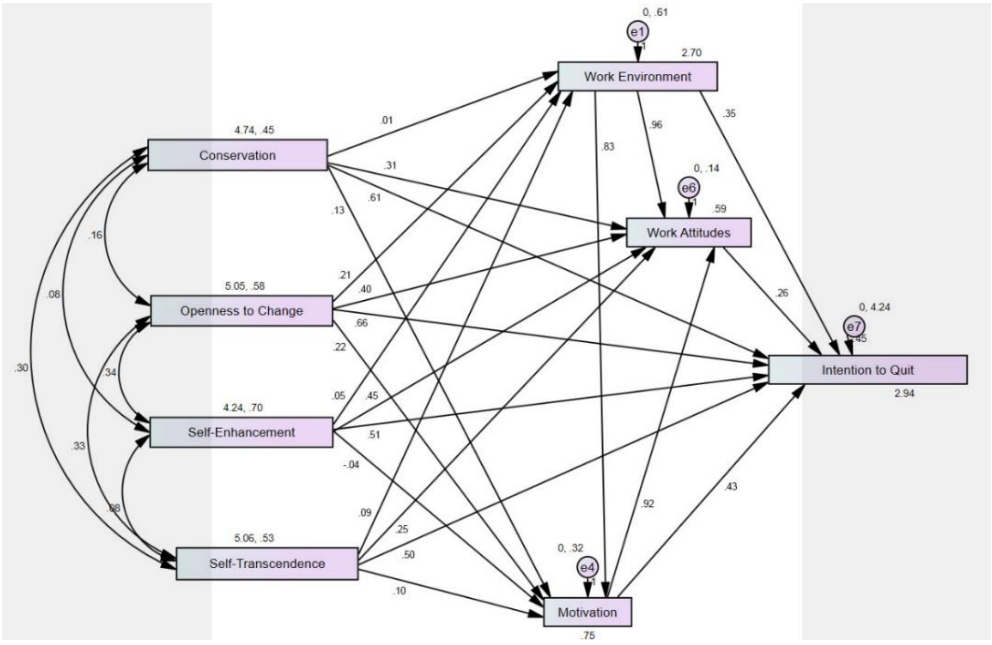
Hypotheses	**Supported**	**Not Supported**
Hypothesis H_{6C1}: Educational Level significantly moderates the relationship between Work Attitudes and Individual Performance.		✓
Hypothesis H_{6C2}: Educational Level significantly moderates the relationship between Motivation and Individual Performance.		✓
Hypothesis H_{6C3}: Educational Level significantly moderates the relationship between the Work Environment and Individual Performance.		✓

The results of the moderating effects of age, gender and education level on the relationship between individual values and individual performance were reported. Moderating effects of demographic factors on the relationship between the primary determinants of individual performance and individual performance were also presented. The section now follows tests for further robustness on the structural equation model.

5.13 THE STRUCTURAL EQUATION MODEL (INTENTION-TO-QUIT AS A DEPENDENT VARIABLE)

Various studies (for example, Gadi *et al*., 2022; García-Chas *et al*., 2014; Liu & Raghuram, 2021) have hinted that the intention-to-quit can indirectly affect individual performance. The model in Figure 5.3 is an alternative to the model in Figure 5.2. The model was run with intention-to-quit as the dependent variable. The findings (Appendix C, Table M4) showed that the model did not fulfill the requirements for model fitting. The inability to compute CMIN/df and TLI indicates a lack of model fit. Model inadequacy was demonstrated by an RMSEA value greater than or equal to 0.06.

Figure 5.3: SEM with Intention-to-Quit as the dependent variable



Regression weights reported no significant association between the higher-order values and intention-to-quit. Based on Hu and Bentler's (1999) criteria, the model is not considered to have an acceptable fit (CFI=1.000, RMSEA=0.345). The results also found no significant relationship between the primary determinants of individual performance and intention-to-quit.

5.14 MULTIPLE-REGRESSION TEST - ESTIMATING FURTHER ROBUSTNESS OF SEM MODEL

The results below present proposed robust estimators. Regression tests were applied to the SEM whereby intention-to-quit was used as the dependent variable. Multiple regression test indicate that multicollinearity does not affect the predictive power or dependability of the model (Haitovsky, 1969). The model was just tested as a further ad hoc process because ITQ represents some aspect of individual engagement that might correlate with performance. A model is said to have no multicollinearity issue if tolerance is greater than 0.1 and VIF (Variance Inflation Factor) is less than 5 (Haitovsky, 1969; James *et al*., 2017; Rawlings *et al*., 1998). The results (Table 5.37 below) show that all variables display a tolerance greater than 0.1 and VIF less than 5 indicating no multicollinearity that needs to be corrected (Sheather, 2009).

Table 5.37 – Multicollinearity test
(SEM with Intention-to-Quit as the dependent variable)

Model		Collinearity Statistics	
		Tolerance	VIF
1	Individual Performance	0.552	1.811
	Conservation	0.609	1.642
	Openness to Change	0.354	2.826
	Self-Enhancement	0.576	1.737
	Self-Transcendence	0.423	2.365
	Work Attitudes	0.326	3.072
	Motivation	0.343	2.913
	Work Environment	0.406	2.463

5.15 CONCLUSION

In this chapter, quantitative analyses were conducted utilising several statistical approaches. Univariate analysis was used to produce frequencies and cross-tables. Analyses were then conducted on the model to determine the associations between, individual values and individual performance, individual values and primary determinants of individual performance, and primary determinants of individual performance and individual performance. Hypotheses that were proposed were subsequently tested. The outcomes of the mediating effect of primary determinants of individual performance on the relationship between individual values and individual performance were tested. The moderating effects of demographics were also presented using statistical methods. Results on tests using confirmatory factor analysis and structural equation model were reported. Finally, the results of an ad hoc test were reported. The model was tested as an additional ad hoc process to explore the potential correlation with ITQ. The findings of the results are now discussed in the next chapter.

CHAPTER 6

DISCUSSION OF THE FINDINGS

6 DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

In this chapter, the findings of the quantitative and qualitative studies are discussed. The focus shifts from reporting of the results to a discussion of those findings. In Chapter 4, qualitative analysis was addressed which was based on a grounded application with no theoretical structure imposed. The technique and statistical tests used on the data were defined and discussed in Chapter 3. Statistical results were then reported in Chapter 5. The discussion proceeds with the discussion of the findings relating to individual values and individual performance. Under this heading, hypotheses that relate to the 4 higher-order values are discussed. Qualitative findings were brought into the discussion to provide a holistic explanation of the possible relationships between individual values and individual performance. The chapter advances with the discussion on the relationship between individual values and primary determinants of individual performance. The findings of the testing of hypotheses relating to the relationship between primary determinants of individual performance and individual performance individual level performance characteristics, which are classified into three component groups, are then addressed. The outcomes of hypotheses testing that pertain to the testing of mediating and moderating effects are then explored.

6.2 UNIVARIATE RESULTS: INDIVIDUAL VALUES (SCHWARTZ VALUES)

According to the findings presented in Table M8, the dimension of universalism was observed to possess the highest mean value among the Schwartz value dimensions. This was followed by the dimensions of self-direction and security. The universalism value in multinational corporations (MNCs) in Mauritius appears to be also highly valued by employees. It can be inferred that employees may place a significant emphasis on self-transcendence. The mean value of power was determined to be the lowest. This could

potentially indicate that employees may exhibit a reduced capacity to endure or accept dominance. The univariate results relating to individual performance are now discussed.

6.3 THE UNIVARIATE RESULTS: INDIVIDUAL PERFORMANCE

The results also show that task performance had the highest mean (4.27), followed by contextual performance (4.25) and adaptive performance (4.15). This implies that the emphasis placed on contextual performance is comparatively greater than that placed on other subordinate factors of individual performance. The univariate results for the primary determinants of individual performance will now be explained.

6.4 THE UNIVARIATE RESULTS: THE PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE

The results indicate that interpersonal relationships had the highest average score (3.81), followed by support from manager/supervisor (3.57) and justice (3.28). The subordinate factor of interpersonal relationships is perceived to have higher expectations than the support provided by managers/supervisors (3.57) and the perception of justice in the work environment. In the context of motivation, locus of control (4.12) was found to be more have higher impact than job satisfaction (3.46) and authority (3.35). Concerning employee motivation, it was found that employees had higher expectations for remuneration (3.58) and job security (3.58) compared to career development (3.40). The relationships between individual values and individual performance are now discussed.

6.5 INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE (COMPONENT 1)

This section asked the research question as *Research Question 1: To what extent are individual values related to individual performance in Mauritian firms?* The results of the hypotheses that were tested are now discussed. Correlation analysis between higher-order

values and individual performance are first interpreted. The results between the subordinate values and the subordinate factors of individual performance are then discussed. This section also presents the quantitative results and the qualitative findings to provide a holistic explanation of the analysis. The results related to the Schwartz value types are now discussed, as follows.

6.5.1 HYPOTHESIS H_1: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE

The results relating the four higher-order values with individual performance are now discussed.

6.5.1.1 Hypothesis H_{1A}: There is a significant association between Openness-to-Change and Individual Performance

Openness-to-change was found to be associated with individual performance. It means that employees in MNCs seem to pursue openness-to-change as value. The study seem to concur with Ağraş and Ateş (2015) and Arthaud-Day *et al*. (2012), which showed a link between the dimensions of openness-to-change, namely self-direction, stimulation, and performance-related factors like engagement and task performance. Employees seem to be given more freedom in making choices, which lets them discover, choose, and meet their basic wants (Ağraş & Ateş, 2015; Schwartz, 1994). Schwartz (1992), when describing self-direction. Another way to show openness-to-change is by exploring and pursuing avenues independently. This is especially important for people who want to achieve high levels of success (Ağraş & Ateş, 2015; Purc & Laguna, 2019).

Schwartz (2012) claims that the primary goal of stimulation is to actively seek new experiences, difficulties, and joy in one's life. In this situation, stimulation is significant for getting global companies to take the initiative to deal with problems. The results align with what Ağraş and Ateş (2015) found but not what Le *et al*. (2021) discovered. The idea is

that if MNCs do not take intelligent steps to make the workplace more open to change, employees might not be able to come up with new ideas, be less driven to work on projects, and have trouble coming up with ways to complete tasks. These traits show that being open to new ideas is especially good for encouraging creativity and giving MNCs the freedom to make their own decisions regarding higher-order values. Openness-to-change values have been linked to innovation and creativity in the past (Sousa *et al*., 2012), mainly because they are essential for inspiration (Arieli & Tenne-Gazit, 2017). Kasof *et al*. (2007) discovered that a person's ability to make things happen in MNCs was linked to their level of self-direction and excitement. Sousa and Coelho (2011) discovered that workers who were not open to change were less creative. Schwartz (1992) suggests that employees who are open to adjusting their values are more inclined to engage in experimentation and innovation within the organisational setting.

6.5.1.2 Hypothesis H_{1B}: There is a significant association between Conservation and Individual Performance

Conservation was found to be associated with individual performance in MNCs in Mauritius. This implies that employees who exhibit a strong conservation value orientation are likely to exhibit high levels of performance. Employees are more likely to demonstrate high-performance behaviour when they are influenced by ideals that encourage conformity and adherence to a multinational company's established ideas and procedures. Le *et al*. (2021) found that employees who prioritise security value as part of the conservation value, are motivated by safety, harmony, and stability goals. Furthermore, employees are unlikely to view uncertainty as threatening to maintain order and harmony in the workplace (González-Rodriguez *et al*., 2014). Conformity-oriented employees in multinational corporations may be reluctant to engage in new initiatives due to fears of deviating from societal norms and expectations, potentially resulting in adverse reactions from managers (Purc & Laguna, 2019). Engaging in innovative behaviour sometimes requires questioning and disrupting established organisational customs, norms, and processes. Employees' commitment to security values aligns with this notion. Shin and Zhou (2003) found that

workplace conformity is associated with self-control, courtesy, and adherence to rules and regulations to prevent harm to others.

The results did not show any negative relationship, indicating that employee interaction was not the underlying cause. High-performing employees often demonstrate a tendency to conform. Adherence to rules, principles, and traditional perspectives is often seen as the norm and a common practice when pursuing conservation. However, it may not necessarily significantly impact performance in MNCs in Mauritius. The findings indicate a relationship between conformity and individual performance, similar to the research conducted by Ağraş and Ateş (2015). However, Ağraş and Ateş (2015) discovered a negative correlation between adherence to conformity values and the likelihood of causing disruptions in group harmony among employees. Engaging in prosocial behaviour is directly linked to pursuing stability, leading to positive performance outcomes. Gutierrez and Hussein (2015) found that in situations where conformity is highly valued, individuals are more likely to follow the guidance of a leader. Jiang and Zhang (2021) argue that when managers fail to prioritise employee welfare altruistically, it is likely to decrease subordinates' performance. Creating a supportive environment for managers would encourage employees to align with the leader (Gutierrez & Hussein, 2015).The findings of the relationship between self-enhancement and individual performance are now presented.

6.5.1.3 Hypothesis H_{1C}: There is a significant association between Self-Enhancement and Individual Performance

The results of the study found a significant association between self-enhancement and individual performance. This implies that individuals employed in MNCs in Mauritius who strongly emphasise self-improvement are likely to demonstrate superior performance levels. Schwartz (1992) proposed that self-enhancement can be exemplified by achievement, hedonism, and power. Employees seem to prefer self-enhancement values strongly and are expected to seek more autonomy in their work environments actively (Schwartz, 1992). Ağraş and Ateş (2015) found a positive relationship between achievement value and organisational citizenship behaviour (OCB). In contrast, Boonparn

and Pooncharoen (2019) found no empirical evidence supporting this connection, whereas Ağraş and Ateş (2015) found a relationship between achievement value and task performance. To succeed in one's career and personal goals, having confidence and a sense of independence in the workplace is essential. This statement supports the idea that a strong tendency towards self-enhancement indicates high achievement. Confident and self-reliant employees can effectively demonstrate their expertise in the workplace. In a customer support setting, an employee with dedication and enthusiasm will proactively engage with customers, offering assistance and taking on additional tasks and projects when there is less work.

The presence of an optimistic mindset among employees promotes the development of positive relationships with colleagues and supervisors, even in challenging situations. Moreover, it fosters a mature approach to receiving constructive criticism and a commitment to self-enhancement. An enthusiastic employee is typically defined by their authentic enjoyment of their job and willingness to exert extra effort to fulfil their duties when committed to self-enhancement. The achievement of self-enhancement goals was observed as an outcome. Ağraş and Ateş (2015) found evidence supporting the notion that engaging in discretionary behaviours and fostering collaboration with colleagues can enhance individual performance. In the context of multinational companies in Mauritius, multitasking typically involves assigning specialised duties as part of self-enhancement to staff members instead of expecting them to handle multiple tasks simultaneously. Additional research is warranted to determine the relationship between achievement and performance, as different circumstances have produced varying outcomes (Boonparn & Pooncharoen, 2019). The findings of the relationship between self-transcendence and individual performance are now presented.

6.5.1.4 Hypothesis H_{1D}: There is a significant association between Self-Transcendence and Individual Performance

The study found a positive relationship between self-transcendence and individual performance. A moderate effect suggests that employees who engage in self-transcendence may observe a moderate enhancement in their performance. This phenomenon may be ascribed to the possibility that workers may prioritise a particular aspect of self-transcendence, namely the choice between benevolence and universalism. Benevolence is the value of prioritising the needs and desires of others over one's immediate desires and necessities. The current findings are consistent with previous studies conducted by Alatf and Anjum (2018) and Baig *et al*. (2021), thus supporting the proposed hypothesis. The findings are inconsistent with the study conducted by Ağraş and Ateş (2015). To promote high-performance behaviours in employees, multinational companies (MNCs) should implement initiatives that enhance employee engagement with their assigned tasks. Ağraş and Ateş (2015) found that creating a benevolent climate within organisations can enhance employee motivation and dedication, improving company performance and increasing colleague commitment.

Liu *et al*. (2021) and Chen *et al*. (2012) found that individuals prioritising self-transcendence tend to develop compassion and empathy towards their peers. Furthermore, self-transcendence within organisations is often manifested through the presence of leaders who exhibit benevolent qualities. Employees in multinational corporations (MNCs) tend to adopt a benevolent leadership style, characterised by leaders' actions influenced by their values, attitudes, and character. This leadership style exhibits compassion and dedication to subordinates' long-term welfare while prioritising their general well-being (Shaw *et al*., 2020). This behaviour may have positively impacted colleagues' performance (Alatf & Anjum, 2018). This study shows that pursuing self-transcendence, which involves genuinely caring for subordinate employees, can create a positive work environment and improve performance. This phenomenon may explain the positive relationship observed in individual performances. Employees prioritise benevolence due to their inherent need for social connection (McClelland, 1987).

Furthermore, it is crucial to prioritise the cultivation of cohesive group dynamics and efficient communication (Schwartz, 2012). Schwartz (2012) suggests that benevolence

values arise from the desire to protect and enhance the well-being of individuals with whom employees have strong connections. The results indicate a strong positive relationship between emotional commitment and benevolent leadership, suggesting that having kind leaders can increase emotional commitment, improving performance. Universalism and benevolence are linked to an employee's natural tendency to develop social connections with colleagues, especially those they interact with frequently and consider important in their personal lives (Arieli & Tenne-Gazit, 2017; Le *et al*., 2021). The results regarding the relationship between self-transcendence and individual performance are consistent with the findings of Kasof *et al*. (2007), who found a positive correlation between the value of universalism and creative performance. However, the results contradict the findings of Sousa *et al*. (2012) and Tep *et al*. (2021), who found no significant links between performance and creative ideation, respectively.

Quantitative data are linked with qualitative analysis to address the influence of individual values on individual performance. Schwartz (2012) acknowledged the association between values and performance. However, although various studies have linked Schwartz values with individual performance, some results have identified negative to no relationships.

6.5.2 INDIVIDUAL VALUES AND INDIVIDUAL PERFORMANCE: THE QUALITATIVE FINDINGS

The combination of quantitative and qualitative data enables a thorough analysis of how personal values affect individual performance. Quantitative analysis primarily emphasises statistical data, but incorporating qualitative findings would enhance understanding the relationship between values and individual performance in this research.

"*Demonstrating abilities includes the manner employees communicate, how they plan their work and how to self-manage to meet the targets set to them. This does not only include skills or educational know-how; but it also includes qualities like honesty, being ethical, showing this eagerness to learn more and achieve more." [V2-R01]*.

According to qualitative results, the relationship between values and individual performance is evident. Alignment of individual values with organisational values is also expected in multinational corporations (MNCs).

"*…aspires us all to become scrupulous professionals [V1-R03]… An employee is ready to take up today's challenge and will execute his duties in the best possible ways. [A1-R03]… influence an employee's attachment to a job only if he feels he has been doing [A2-R03]… Organisational climate brings up a common dialogue; and we are all on the same footing [W1-R23]*."

The transmission of values is influenced by factors such as desire, influence, and work execution. The communication methods depend on the organisation's operational practices, but dissemination aims to promote alignment among all staff members. Values are essential for promoting collective discourse among employees, especially when their goals align with the organisation. The transmission of values is facilitated through inspiration, where leaders or workers utilise persuasive techniques to motivate others to enhance their performance. Concurrently, it is crucial to complete tasks according to the company's established standards to maintain consistency between stated values and the actions of all individuals

"... create attributes to fit into the environment and employees easily integrate into the system and along with what the company offers, employees always compete with each other to win opportunities. [deleted] The strong culture, as opposed to a weak culture, always set a strategic climate that affects the work behaviour of employees. Strategies help employees to develop opportunities to enhance their skills, manage projects in a less stressful manner, increase the rate of traineeship and undertake challenges. [W2-RSE-R09][W2-ROC-R09]... Values, in a way, tell them what to do, not only how to do a specific job, but what to do to make the results better. So, employees will seek ways to increase their potential, in order to meet those requirements of those values that are displayed before them. [W2-ROC-R10]."

To accomplish the goals of multinational corporations, employees must adopt the principles of self-direction and stimulation. The statement confirms a positive relationship between openness-to-change and individual performance. The observed association may be explained by the perceived autonomy of workers in decision-making processes, as indicated by prior research (Purc & Laguna, 2019; Schwartz, 1992, 2006). Research indicates that employees tend to engage in competitive behaviour with their colleagues, suggesting the existence of a social environment that encourages individuals to pursue their goals (Ağraş & Ateş, 2015; Schwartz, 1994). Furthermore, the desire to achieve better results suggests a shift in behaviour to cultivate a deeper connection with both the current task and the organisation. The statement implies a correlation between an individual's performance and their openness-to-change.

"…Working without much assistance requires the ability to cope with a lot of things like pressure, exigencies and unexpected situations like illness, additional tasks, change of responsibilities… [V1-IAUC-R01]…making use of his/her knowledge and skills to cope with various issues and still managing to provide high-quality solutions to our customers [W2-ROC-R06]."

Acquiring skills and knowledge can define the positive relationship between contextual performance and self-direction. The MNCs may establish guidelines that promote and incentivise employees to utilise their capabilities thoroughly. Moreover, MNCs seem to offer their employees the chance to independently make decisions to address any potential challenges. Consequently, the findings from both the qualitative and quantitative analyses indicate a positive association between self-direction and individual performance. As previously mentioned, MNCs seem to prefer to cultivate specific values within their workforce. Based on scholarly sources, self-direction encompasses an individual's ability to exercise creativity in navigating life circumstances, wherein they autonomously select their objectives and strive for optimal outcomes (Schwartz, 1992, 2006).

"Now, our work environment allows our people to communicate and exchange ideas; and they learn by themselves, which is a very encouraging and continuous improvement. [M2-

RSE-R17] [M2-ROC-R17]…Continuous improvement through learning and development makes you a better version of yourself and you plan better. [M2-RSE-R19] [M2-ROC-R19]…Taking ownership improves the leadership style of the person; diversifying his/her talents in taking decisions, division of labour, taking initiatives and planning tasks, communicating with external consultants, etc. [V1-IAUD-R04] [V1-IAUI-R04]… provide the best solutions even without supervision... [V1-IAUD-R18] [V1-IAUI-R18]"

The statement emphasises the importance of self-directed cognition and self-directed behaviours in task performance (Prinsloo & Lew, 2021; Schwartz *et al*., 2012). Employees must have a leadership style that aligns with the necessary traits. This statement is consistent with the results of previous studies conducted by Arthaud-Day *et al.* (2012) and Tremblay and Simard (2018), which both identified a notable and favourable correlation between organisational citizenship behaviour (OCB) and job performance. Therefore, the qualitative findings corroborate the quantitative findings, suggesting a favourable relationship between self-direction as part of self-enhancement and individual performance. The statements imply that the higher-order value of openness-to-change in MNCs may be connected to improving individual performance. The combination of self-direction and stimulation seems to support employees in improving their skills through learning and promoting creativity while allowing them to exercise autonomy in making informed decisions.

"To work at this company means challenges every day…Challenges in terms of deadlines, in terms of meeting our goals, challenges in getting what we want…[V1-ISCC-R03]……take initiatives, to develop attitudes in disseminating knowledge, to adapt to changes and storm ideas to differentiate ourselves…[V1-ISCM-R09]... allows a person to take risks, and take awkward situations as a challenge and the latter will be able to seek a solution in the end…[V1-ISCC-R09] [V1-ISCD-R09]… Being passionate about your work describes your zeal, your enthusiasm drives your motivation [V1-ISCE-R26] [V1-ISCD-R26]… You show high energy, and you apply all your skills to make the work successful… Everything seems achievable when you are passionate; and you will always put additional effort into something you like. [V1-ISCM-R26]."

Schwartz (1994) posits that the notion of self-eenhancement value is linked to feelings of excitement. The quantitative findings demonstrated a positive relationship between self-enhancement and individual performance, supported by the qualitative data. Employees in MNCs in Mauritius display motivational behaviours motivated by passion and challenges, stimulating their pursuit of self-enhancement. The positive relationship between self-enhancement and individual performance indicates seeking stimulation value, which is related to their ability to make independent decisions. Self-determination is thus vital for enhancing mental well-being and overall happiness.

"…stimulates the willingness to organise and manage risks....stimulates the decision-making aptitude of the person of what may happen if certain risks are considered or not and how would they impact, thus, enhancing their problem-solving abilities…[V2-R04]…take initiatives, to develop attitudes in disseminating knowledge, to adapt to changes and storm ideas to differentiate ourselves…[V1-ISCM-R09]... allows a person to take risks, and take awkward situations as a challenge; and the latter would then be able to seek a solution in the end…[V1-ISCC-R09] [V1-ISCD-R09]"

The pursuit of self-enhancement value emphasises the significance of change and innovation, which can significantly impact an individual's social and psychological well-being (Schwartz, 1994; Ağraş & Ateş, 2015). The capacity to be stimulated depends on an individual's willingness to adapt and cognitive and social readiness to accept change (Schwartz, 1994). Additionally, the qualitative findings strongly correlated with the quantitative data, suggesting that the employees had clear goals and were prepared to take necessary actions to address challenging situations.

"Spontaneity requires the person to reactively and proactively react to unplanned situations. So, planning is a talent, setting priorities and meeting excellence and customers' needs at the same time. [M2-ROC-R23]… Perseverance shows the tenacity, and the resolution to go till the end, and still to achieve the goals that have been set despite difficulties and failure. Perseverance shows how much a person is optimistic and the

continued effort by being steady and losing hope or losing focus. [V1-ISCC-R11] A passionate person would accept the challenges that the job offers…[V1-ISCC-R26]… how much an individual is devoted to his tasks, adherence to procedures and his passion towards the company. [V1-ISCE-R12]."

Employees in MNCs seem to face diverse challenges that require enthusiasm, willingness, and determination to navigate and overcome them effectively. Stimulation and self-direction are linked to performance in terms of motivation and the prioritisation of change. The qualitative research findings indicate that perseverance, confronting fears, and maintaining consistent effort can improve individual performance. The claim was supported by quantitative results that provided statistical evidence of the positive correlations between self-enhancemeny and various individual performance indicators. Contextual performance refers to the willingness of individuals to engage in behaviours that support the organisation's overall functioning. Task performance involves the ability to prioritise tasks effectively. Adaptive performance encompasses the achievement of goals and objectives, as well as the ability to handle challenging situations effectively. When their fundamental psychological needs are recognised, employees are more likely to display autonomous motivation, which involves personal engagement in job responsibilities and active involvement in work tasks.

"…strive for excellence through continuous effort and learning…[V2-R14]… … high competence and high accomplishment implies lots of effort, continuous improvement of skills and continuous learning, planning your work and dealing with exigencies of service at the same time, proactively solving issues…[V2-R19]… …taking responsibility and how well employees can fulfil their responsibilities…[V2-R24]."

Multinational companies promote employee performance beyond expectations and consistently encourage exceptional effort. MNCs expect their employees to exert substantial effort, which can be viewed as a deliberate strategy to offer opportunities for self-improvement and career advancement. The observed improvement in performance resulting from stimulation can be attributed to employees' sustained efforts to meet task

requirements. Furthermore, displaying accountability and a willingness to handle the task's demands may have shown organisational citizenship behaviour (Ağraş & Ateş, 2015). This behaviour involves employees proactively planning and self-improvement to foster greater involvement (Arthaud-Day *et al*., 2012).

"...If somebody does not follow what they are instructed to do, then the output might not be as expected; and this will impact the performance. We have a list of criteria, which we consider...[W2-RCN-R11]… ...there is a discipline which influences everybody; and this would always set the mood, to stick to what is expected, how to execute tasks allocated and how to follow the prescribed procedures…[W2-RCN-R21]."

The above statement implies that discipline holds significant importance. Excessive pressure may have yet to cultivate a flexible mindset among employees regarding prioritising pressure and other factors that enhance work efficiency. People are likelier to follow a leader in a social setting that emphasises conformity (Gutierrez & Hussein, 2015). Nevertheless, it is possible that this assertion may not hold. The leader's intervention may have needed to be revised for timely task completion. Discipline played a role in the effective resolution of difficult circumstances. Excessive pressure may not be advantageous for employees in effectively managing stress. This may elucidate the limited influence of conformity on individual performance.

"Following rules and regulations and being ethical promote trustworthiness throughout…[A2-RCN-R01]… Quality orientation requires employees to follow procedures, watch processes and ensure that those solutions are free from errors. I am speaking about the following orders here [V1-IALR-R06]… I expect employees here to be customer-focused because we value our clients; and we do our best to bring the best to them. [V1-IALO-R13]."

The statement emphasises the importance of pressure within MNCs. The organisation may be under considerable pressure to attain outcomes of exceptional quality. However, prioritising the customer may not present a challenge. The positive association between conservation and individual performance could explain that adhering to rules could

enhance individual performance. Additionally, there may be an overemphasis on organisational elements such as employee interpersonal dynamics, collaborative endeavours, and regulatory compliance. Employees may be expected to follow protocols, which may lead to a need for more connection between individual performance and quantitative outcomes.

"*... how well somebody is managing other people by respecting their beliefs [V1-ITNH-R10]...We have people from different backgrounds and traditions. I guess that putting people first is a talent; and making people respect you is a talent as well. [V1-ITNC-R10.. ... respecting a person's beliefs when working with him/her, demonstrates abilities to cope with various things at a time, appreciating the efforts of others and providing support where needed, in order to make things work. [V1-ITNB-R18][V1-ITNH-R18][V1-ITNC-R18]… respecting each other's religious affiliation, promotes peace at work as well as, respecting the traditions of others, [V1-ITNB-R26] know that we are a team. Treating each other equally is very important; because we should promote justice and care. [V1-ITNH-R26] [V1-ITNC-R26].*"

Individual performance seems not contingent respect, equality, or adherence to traditional norms. According to Schwartz (2012), individuals have already internalised the values of mutual respect, interpersonal relationships, and cultural diversity. Due to the multicultural nature of Mauritius, there appears to be a prevalent culture of mutual respect among its inhabitants. The potential influence of upbringing and inherent disposition on adherence to tradition and performance can be attributed to the notion that respect is an innate behaviour rather than a learned necessity. Moreover, the underlying reason for the lack of a relationship between workplace tradition and individual performance is the inherent nature of promoting peace (Egri & Herman, 2000).

"... can treat others fairly in a just manner, equally treating others. That need for social justice is a great personal trait or quality…[V1-ICOS-R03][V1-ICOR-R03]…in a team, we should have good communication and we should share good relationships [V1-ICOR-

R05], helping one another and providing the required support, as and when required to make things work…putting aside our differences…. [V1-ICOF-R05] …"

The conservation values are characterised by their opposition to openness-to-change and their emphasis on self-control, customs, rites, and security (Arthaud-Day *et al*., 2012; Schwartz, 1992, 2012). Individuals who place a higher value on security than tradition and conformity exhibit a greater level of concern towards effectively executing their tasks while actively seeking to avoid potential negative consequences (Arthaud-Day *et al*., 2012). Individuals with aspirational objectives in pursuing security values prioritise safety, harmony, and stability (Le *et al*., 2021). Employees seem to exhibit a greater inclination towards prioritising the value of security over conformity and traditional values. This observation suggests that security values notably influence individual performance compared to conformity and traditional values. The pursuit of order and harmony is observed to prevent any potential disruptions to interpersonal relationships and communication (Grant & Rothbard, 2013; González-Rodriguez *et al*., 2014).

Hence, it can be observed that employees working in MNCs tend to prioritise the value of security over adherence to tradition and conformity in order to mitigate the impact of external factors on their professional obligations (Arthaud-Day *et al*., 2012). According to Le *et al.* (2021), individuals who are motivated by security values express a strong desire for safety, harmony, and stability (2021). Ambiguity may be perceived by individuals as a challenge to their perception of order and harmony (Grant & Rothbard, 2013; González-Rodriguez *et al*., 2014). The quantitative outcomes, therefore, support the qualitative findings.

"*Diligence causes the individual to ... have quick response to tackle issues, to be always alert of changes; and it has the earnestness to deal with unforeseen consequences or unexpected situations, such as a project coming at the wrong time, or earlier than usual...will always feel alert and deal with such circumstances proactively, effectively and efficiently. [V1-ICOO-R10] …Being spontaneous allows us to reactively solve problems or forget about problems, but rather to spontaneously react to changes, because we have*

things happening without planning; and we have to reduce the number of risks, by taking into account the deadlines set and the workforce that we have. [V1-ICOO-R23]"

Conservation value, in the context of security, pertains to safeguarding and maintaining valuable resources to guarantee an organisation's security, sustainability, and uninterrupted functioning (Schwartz, 2012). A positive relationship with the conservation values indicates the employees' ability to address issues effectively and prevent their recurrence positively influenced their performance. González-Rodriguez *et al*. (2014) suggest that employees may utilise strategies to effectively cope with challenges, thereby reducing their long-term impact on their lives. Employee performance in the workplace may be improved by promoting harmonious interactions, cultivating positive relationships, and establishing social order among employees.

... Values, in a way, tell them what to do, not only how to do a specific job, but what to do to make the results better. So, employees will seek ways to increase their potential to meet those requirements that values are displayed before them. [W2-ROC-R10][W2-RSE-R10][W2-SHD-R10]… Employees are continuously reminded through feedback that they should meet their objectives. [W2-RSE-R19] ...there is a discipline which influences everybody and will always set the mood to stick to what is expected, or even exceed their peers…seek weaknesses in other parties..how to execute the tasks allocated and how to follow procedures and what they will get in return when a job is done properly within the deadline. [W2-RSE-R21].

Self-enhancement is often associated with an individual's desire to outperform others, gain social recognition and respect, and exert control over people and resources (Sortheix & Schwartz, 2018). However, the qualitative observations did not identify any instances where individuals attempted to exert control over the resources that were accessible to them. This observation explains why certain value types do not affect individual performance. Although achievement had a minimal effect, power value did not show any noticeable impact. Hedonism's value, supported by quantitative analysis, strongly impacts an individual's overall performance.

"*Demonstrating abilities is a better way to know that a person is good; and we need people who are good at their work. These values are crucial because they are those who can undertake projects, lead people, and preserve our image as a good solution-provider. Showing abilities allows them to adapt more quickly, to take decisions ...and what they want inreturn [V1-IFLC-R01] ...an employee should be able to show what he/she can do at work, demonstrating a high degree of proficiency, skills, knowledge and be above expectations ...but they always ask for something in return [V1-IFLC-R02].. make use of his/her skills...talent, creativity and training to produce proactive solutions. [V1-IFLC-R04][V1-IFLP-R04]*."

When social norms are at risk of disruption, individuals use the achievement value to coordinate their actions and behaviours (Cullen *et al*., 2004). This perspective is associated with pursuing self-centered goals, which may raise ethical concerns about the methods used to achieve a specific life objective (Cullen *et al*., 2004). The notion of individual performance is frequently mentioned in qualitative research. However, there is still uncertainty about whether employees are primarily motivated by effectively fulfilling their responsibilities or seeking financial compensation for their efforts. Passas (2000) suggests that the presence of achievement values tends to foster a focus on monetary and other objectives that conflict with each other. This may explain the influence of self-enhancement on individual performance. The positive relationship between self-enhancement and individual performance may be attributed to improving skills and problem-solving abilities rather than solely focusing on collaboration or adapting personal goals. Consequently, the achievement was more closely associated with contextual performance than task and adaptive performance.

"Being responsible is a very high value because a person should take ownership of the tasks he/she has been given. Being responsible requires a high sense of talent because it is not only taking responsibility for projects, but also for people. [V1-IFLC-R18]. We want our employees to show that they can complete what they have been instructed. [V1-IFLC-

R19].They are important asset to the company and we need people who are devoted to their tasks; as it shows attitudes and dedication to the job...[V1-IFLC-R25].”

MNCs view their employees as valuable organisational assets. The assertion is consistent with the viewpoints of Cullen *et al*. (2004), who define achievement value as the evaluation of an individual's self-esteem based on the results of their efforts. Boonparn and Pooncharoen (2019) suggest that there may be a connection between achievement and contextual performance, depending on employees' willingness to surpass established expectations. Therefore, the emphasis may have been on something other than collaborative productivity or the generation of innovative solutions, but rather on the dedication and enthusiasm displayed by employees in delivering these solutions (Gallego *et al*., 2020). The overarching value of self-enhancement thus positively relates to individual performance. Individuals who prioritise self-enhancement values often strive for recognition of their accomplishments (Schwartz, 2012). External regocnition can enhance individuals' self-esteem, motivating them to strive for acknowledgment and admiration from others.

“*…a person might have the professional expertise but can muster the courage to seek innovative ways to complete the work. Now, our work environment allows our people to communicate and exchange ideas and they learn by themselves, which is a very encouraging-continuous improvement…We are strictly against any kind of dominance among people always we want our employees to delegate duties as leaders… [M2-RSE-R17] [M2-ROC-R17]*.”

The employees needed more motivation in their pursuit of power associated with self-enhancement. The ability to gain respect and admiration from others is often associated with self-enhancement and is often related to factors such as an individual's wealth, social status, and influence (Pitesa & Thau, 2013). Although employee self-directed learning may be viewed as a motivating factor, it is crucial to recognise that a completely hands-off approach to employee development may not yield optimal results.

"When a person wants prestige to stand out in the eyes of other people in terms of higher position, in terms of getting a higher salary and to get that authority to delegate duties to other members, [V1-IEML-R01], he/she will always try to surpass himself/herself…How? By always trying to undertake more projects, see to it that they give the perfect output, even struggle to win that award of being outstanding. The need for that authority fuels their wants and desires to win that position before others and they will upgrade their skills for that. They will try to prove by meeting their personal goals set by their respective managers, etc. [V1-IEML-R01]… Therefore, that person takes the initiative to be in charge, or by taking the reins to influence others to produce results [V1-IEML-R14]."

Based on the above information, excessive authority could impede employees' stress management and performance improvement, indicating a lack of relationship between power and task performance. Similarly, there needs to be a clear relationship between power and contextual performance, which could hinder the motivation and commitment of employees in multinational enterprises. The stress induced by overbearing supervisors may have adversely affected employees' coping mechanisms. Achievement refers to personal accomplishments, while power refers to social status (Schwartz, 2006, 2012, 2017; Schwartz & Sortheix, 2018). Schwartz (2012) argues that the pursuit of success and goals is associated with the value of achievement, whereas the pursuit of wealth and power is associated with the value of power. Power is often viewed as a means of establishing dominance, as supported by scholarly studies (Ağraş & Ateş, 2015; Schwartz, 2012). Security-focused employees prioritise values such as honour, respect, peace, and work-life balance with flexibility.

"*... if they are happy with their work and happy with this company, then I feel it is an accomplishment because a happy man will do things happily. [V1-IGRP-R02] Therefore, I would say that happiness is a value to me. A happy person will be happy to undertake more things and happy to accept responsibilities, as it shows confidence and satisfaction. [V1-IGRE-R02].*"

Hedonism, in contrast, compels individuals to seek pleasure by fulfilling their physiological needs. The discussed concept was previously referred to as pleasure (Schwartz, 2006, 2012, 2017; Schwartz & Sortheix, 2018) to clarify Rokeach's values (1973), specifically happiness and cheerfulness. Research has shown a positive relationship between employee happiness and individual performance in MNCs. Hedonism is a human value that stems from the desire for self-gratification through pleasure or sensory gratification. MNCs offer employees incentives to fulfil their aspirations. Hedonic values are linked to a tendency to pursue pleasure, as observed in increased consumer buying behaviour (Hoffmann *et al.*, 2018). Hoffmann *et al*. (2018) found that employees in MNCs demonstrate hedonistic values derived from their work to fulfil personal needs. The qualitative findings corroborate the quantitative results, suggesting that seeking enjoyment in life positively influences job attitudes (Turban & Yan, 2016). This study confirms the positive association between self-enhancement and motivation and between openness-to-change and motivation.

"Being passionate about your work describes your zeal, your enthusiasm that drives your motivation. You show high energy; and you apply all your skills to make the work successful. Everything seems achievable when you are passionate, and you will always put additional effort into something you like. [V1-IGRP-R26][V1-IGRS-R26] In fact, you give meaning into the work, and you struggle to make yourself happy... [V1-IGRE-R26][V1-IGRS-R26]…Passion for me reduces stress and with low stress, they will perform better. [V2-R04]…a passionate person will accept the challenges that the job offers and will do his/her maximum by using the skills and knowledge and support to complete the tasks; it is true because the latter will deploy all the means he/she has to meet his/her personal goals. [V2-PTPQR-R26][V2-PCPRC-R26][V2-PAPCO-R26]."

Employees seem to demonstrate notable motivation in fulfilling their job duties. The employees demonstrated a clear tendency towards hedonism, which involved a strong desire for pleasure, enjoyment, entertaining others, and personal fulfilment (Klein *et al*., 2004; Schwartz, 2006; Schwartz & Sortheix, 2018). Turban and Yan (2016) found that employees displayed a hedonistic lifestyle based on the results of qualitative and

quantitative analyses. As a result, employers' attitudes underwent a positive change, which affected individuals' performance.

"…values promote collaboration, creativity, fame, friendship and they have no boundaries. [W2-RST-R03][W2-RCN-R03] [W2-WIR-R03] [W2-WIR-R03][W2-AP-R03]…be responsible, accountable, fair and sincere, be respectful and earning respect also and become self-aware of what is happening around besides rules…"

There appears to be an association between a heightened degree of self-transcendence and an elevated level of individual performance. The observed phenomenon may be attributed to the positive affective states and robust interpersonal connections experienced by employees within multinational companies (MNCs) in Mauritius. According to Stellar *et al.* (2017), self-transcendence is associated with emotions such as empathy, admiration, obligation, gratitude, appreciation, motivation, respect, and love. These emotions foster healthy interactions between individuals and their surrounding environments. These circumstances may have fostered a conducive environment where employees feel secure, and their welfare is prioritised (Giménez & Tamajón, 2019).

"… teamwork not only encourages relationships; but it makes the working environment more dynamic with a lot of smart minds communicating with each other. It contributes to respect for one another and allows the sharing of skills, helping each other when necessary. [V1-IUPW-R20]…we should accept that we are working in a team; and we may need each other at any time. [V1-IUPW-R26]."

The values of benevolence and conformity seemed to promote the ideals of cooperation, mutual respect, and the establishment of social bonds. Benevolence can be understood as an intrinsic motivational framework that drives individuals who actively pursue it (Schwartz, 1992, 2012). Hence, the strong inclination towards benevolence and universalism values appeared to be a contributing factor in the positive impact of self-transcendence on individual performance.

"...we should respect each other's religious affiliation, promote peace at work, respect our traditions,...know that we are a team. Treating each other equally is very important because we should promote justice and care...promoting good and close relationships.. We believe that everybody should have equal opportunities and here we give opportunities based on performance [V1-IUPW-R26]."

Lang and Fries (2006) found that employees highly prioritise developing meaningful relationships and encouraging personal accountability. Therefore, the result might have fostered loyalty, honesty, responsibility, affection, and intimacy among coworkers. As a result, it promoted greater involvement among individuals in their respective pursuits. Benevolence positively impacts individual performance by promoting effective collaboration among peers and managers. This can be attributed to establishing a social setting where individuals display empathy towards others and cultivate strong interpersonal connections. This phenomenon led to an increase in positive values due to the desire to protect and enhance the well-being and happiness of individuals in close relationships (Schwartz, 1992, 2012).

"Leaders are effective because they are assigned to supervise the work, do the necessary follow-ups of ongoing projects, and make the desired decisions to make sure that employees are adhering to the instructions and the objectives... [V1-IUPR-R19] [V1-IUPW-R19]...guiding that individual about what is good to do, and what is wrong. [V1-IUPA-R11]."

Shaw *et al*. (2020) argue that authoritative employees exhibit benevolent leadership through their compassionate behaviour and long-term dedication to the welfare of their subordinates. According to Alatf and Anjum (2018), caring for subordinate employees positively affects the work environment and improves performance. The findings from qualitative and quantitative analyses suggest that this specific leadership style positively influences emotional commitment, improving performance.

"*... treat others fairly […] …equally treating others. That need for social justice is a great personal trait or quality because it aspires us all to become scrupulous professionals. [V1-IINE-R03] [V1-IINJ-R03]…... helping others and returning the favours, caring about each other in a team, collaborating, having common goals and achieving these goals together. [V1-IINA-R11] [V1-IINE-R11]… should always be humble, should respect other people, respect others' ideas, and provide the necessary support to others to do same... [V1-IINE-R14]*."

In addition to collaboration, it is essential to consider safety, well-being, trust, and loyalty (Ağraş & Ateş, 2015; Schwartz, 2012). The establishment of a strong relationship relies on the presence of trust and loyalty, as their absence prevents the formation of such a bond. Kindness includes commitment towards others, forming genuine friendships, promoting accountability, and seeking meaning and purpose in life (Schwartz, 1992, 2012). According to the results, employees may have sought to create an ideal work environment that motivated them to improve their performance by fostering a compassionate culture.

The qualitative analysis findings suggest that individuals prioritising universalism demonstrate enhanced individual performance. Schwartz (2012) suggests a link between individual performance and the understanding, admiration, and respect for others. High performance levels MNCs may be attributed to universalism, which involves effectively protecting and supporting employees and building trust with them. Multinational corporations may foster a work culture that motivates employees to prioritise their objectives and the factors that facilitate achieving them. Previous research has indicated a potential relationship between social bonding and work (Sousa *et al*., 2012). Furthermore, establishing consistent communication and building connections with individuals is deemed necessary (Arieli & Tenne-Gazit, 2017; Le *et al*., 2021) may improve employees' job satisfaction, positively impacting individual performance.

"*... should always be humble, should respect other people, respect others' ideas, provide the necessary support to others to do same... [V1-IINA-R14]… values that would put them all into the machinery, so that they can think alike, work together and meet our common*

goals... [V1-IINA-R16] … Helping each other makes us better, because we learn from each other by sharing wisdom, caring and appreciating each other at the same time.[V2-R08] … enhance the team dynamics. [V2-R11]. "

Collaboration, fostering a constructive rapport, and acknowledging diversity enhance employee exchange of information and skills. It was observed that employees demonstrated a strong inclination towards the value of universalism. This was evident in their collaborative efforts to leverage their skills and expertise to develop innovative strategies to tackle specific challenges. MNCs were presented with the opportunity to establish a conducive work environment and foster a corporate culture that promoted employee comfort and facilitated the development of stronger interpersonal relationships. The qualitative examination established a connection between the value of universalism and individual performance, specifically through respect, interaction, trust, and loyalty. On the other hand, the quantitative analysis provided empirical evidence supporting the relationship between self-transcendence and individual performance. This association was observed through collaborative efforts, teamwork, a shared willingness to achieve common goals, and innovative strategies to enhance output. The potential connection between universalism and individual performance in MNCs in Mauritius could be attributed to altruistic tendencies, such as assisting others and displaying civility towards colleagues and peers. The results that relate to the relationship between the primary determinants of individual performance and individual performance are now discussed.

6.6 HYPOTHESIS H_2: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND THE PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE

This section invokes the research question as *Research Question 2: To what extent do the individual values relate to the primary determinants of individual performance in companies in Mauritius?* The preceding section presented and discussed quantitative findings pertaining to the relationship between individual values and individual performance. Qualitative findings were used to support various relationships by connecting

the results with the qualitative data. The following discussion focuses on the primary determinants of individual performance and individual values. The findings of the tested hypotheses are now being discussed. Each heading follows the structure of a hypothesis.

6.6.1 HYPOTHESIS H_{2A}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND WORK ATTITUDES (COMPONENT 2)

This section provides additional details on the factors that may have influenced the connection, or lack thereof, between each type of value and the main determinants of individual performance. The results are explained below.

6.6.1.1 Hypothesis H_{2A1}: There is a significant association between Openness-to-Change and Work Attitudes

The quantitative findings indicated an association between openness-to-change and motivation. When employees prioritise openness to change, their motivation is increased. The quantitative results also show a moderate positive association. This implies that employees who prioritise the value of openness-to-change have strong positive sentiments towards many facets of their employment. This individual value moderately impacts work attitudes about the locus of control, job satisfaction, and authority within the organisational setting. The findings suggest that leaders can enhance autonomy by engaging others in the decision-making process and soliciting input from individuals who may be affected by these decisions. Worker participation in decision-making can lead to higher job satisfaction and improved performance (Forner *et al*., 2020). Anwar *et al*. (2020) thoroughly interpreted Rotter's (1966) concept of locus of control. They argued that locus of control pertains to an individual's perception of their ability to control their behaviour and take responsibility for their actions, potentially influencing future events. This contributed to the overall positive association between openness-to-change and work attitudes. The combination of self-direction and stimulation may have motivated employees to pursue

innovation and make autonomous decisions (Le *et al*., 2021; Schwartz, 1992, 2012). Authority primarily focused on goals and priorities (Nielsen, 1994), and job satisfaction was associated with positive emotions derived from work (Boles *et al*., 2009; Locke, 1976). Self-direction and stimulation can be mechanisms for assessing working conditions in this particular context. Individual performance is positively associated with an increase in locus of control. The findings of the relationship between conservation and work attitudes are explained as follows.

6.6.1.2 Hypothesis H_{2A2}: There is a significant association between Conservation and Work Attitudes

Conservation is characterised by exercising self-restraint, prioritising the maintenance of established customs and preserving stability (Giménez & Tamajón, 2019; Schwartz, 2006, 2012, 2017). However, the results revealed no significant relationship between conservation and work attitudes. The association between adherence to traditional views and beliefs and work attitudes, such as locus of control, job satisfaction, and authority-based compensation, appeared negligible. Beliefs and habits were not regarded as significant factors in performance. This finding implies that unchangeable factors may not influence employees' life circumstances (Boone *et al*., 2005). Employees in MNCs might not believe that following traditional practices would increase their motivation to achieve organisational goals (Trivellas *et al*., 2015a, 2015b). Jiang and Zhang (2021) conducted a study that provides quantitative evidence supporting the notion that conformity significantly promotes positive group dynamics, which improves performance. The results are consistent with the study conducted by Ağraş and Ateş (2015), which suggests a positive relationship between conformity and job performance. Ağraş and Ateş (2015) found that employees who conform to group norms do not engage in behaviours that harm group cohesion.

Kark and Van Dijk (2007) propose that cultivating safety measures and reciprocating acts of kindness as part of the conservation value significantly promotes professional stability and personal well-being. Arthaud-Day *et al*. (2012) found that individuals who value

security prioritise upholding commitments and avoiding misconduct over adhering to tradition or societal norms. Therefore, it is recommended that employees be treated well, regardless of their differences, as this promotes job satisfaction and creates a more engaging and pleasant work environment, ultimately facilitating the achievement of shared goals and objectives. The quantitative findings suggest no relationship, indicating that employees might already receive respect based on their identities, and the company may have enough financial resources to meet their needs (Kelman & Friedman, 2009). The lack of a link between conservation and work attitudes may be due to employees already needing to be more content with respect for their differences, fair treatment of their beliefs, and the presence of incentives. The findings of the relationship between self-enhancement and work attitudes are now explained.

6.6.1.3 Hypothesis H_{2A3}: There is a significant association between Self-Enhancement and Work Attitudes

The quantitative analysis identified a relationship among individual performance, work attitudes, and individual values. The findings suggest that teams with similar values and objectives perform more effectively. A company's value impacts employee performance and work attitude, as meeting employees' needs and desires enhances their enthusiasm towards their tasks. Self-enhancement values are often associated with individuals' aspirations to surpass others, gain societal respect and dignity, and exert control over others and resources (Schwartz & Sortheix, 2018). The absence of a relationship between self-enhancement and work attitudes could be attributed to the absence of internal competition among employees. Dufner *et al*. (2019) suggest that multinational corporations (MNCs) provide incentives and benefits to employees to mitigate the potential exaggeration of their advantages. Individuals may experience a sense of responsibility for the outcomes in their lives due to their demonstrated abilities and pursuit of personal gratification (Rotter, 1996; Anwar *et al*., 2020; Schwartz, 2012; Klein *et al*., 2004; Schwartz, 1992, 2012). It could also mean that organisations already have measures to mitigate the potential risks and disruptions typically associated with achieving value (Cullen *et al*., 2004). Moreover, it is possible that multinational corporations (MNCs) do not intentionally retain resources with

power value to attract individuals with less power (Ağraş & Ateş, 2015). Hence, the prevailing circumstances did not establish a significant association between self-enhancement and work attitudes. The findings of the relationship between self-transcendence and work attitudes will now be explained.

6.6.1.4 Hypothesis H_{2A4}: There is a significant association between Self-Transcendence and Work Attitudes

The value type prioritises the needs of others over one's own immediate goals and aspirations. Chen *et al*. (2012) found that employees prioritising empathy are more likely to experience compassion and empathy towards their colleagues. Schwartz (2012) found that individuals who possess the self-transcendence value type tend to prioritise the welfare and concerns of others. Self-transcendence refers to prioritising the well-being of society and the environment over personal interests (Giménez & Tamajón, 2019). The connection between self-transcendence and work attitudes could be explained by benevolence and universalism principles, which could be compatible with organisational management.

Benevolence value pertains to the concern and support for the overall well-being of individuals with whom one has a close relationship (Ağraş & Ateş, 2015). Herzberg (1966) found that the value was linked to employees' affective experiences towards their jobs, whether positive or negative. Schwartz (2012) defines universalism as the belief in and practice of understanding, respecting, tolerating, and protecting the well-being of all individuals and the natural environment. Self-transcendence is primarily influenced by values like benevolence and universalism, which are motivated by individuals and promote empathy, admiration, obligation, appreciation, motivation, respect, and love. Research conducted by Arthaud-Day *et al*. (2012) and Schwartz (1992, 2012) indicates that a benevolent and stimulating environment promotes these motivations. Self-enhancement refers to the conflict between values that prioritise the well-being and interests of others and ideals that prioritise the interests of others over one's own. The study's findings suggest that MNCs could be fostering a conducive environment for personal development. In this context, it is essential to effectively handle emotions of fear and unease while maintaining a sense of authoritative control (Schwartz & Sortheix, 2018). Stellar *et al*. (2017)

emphasise the significant role of these factors in promoting positive interactions between individuals and their surroundings. Self-transcendence is an elevated emotional state (Wong *et al*., 2021). However, this concept does not apply to work attitudes, as emotions such as admiration, care, and modesty may be transient. The findings that relate values to motivation are now discussed below.

6.6.2 HYPOTHESIS H_{2B}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND MOTIVATION (COMPONENT 3)

In this section, quantitative findings which relate individual values with motivation are presented and discussed. Each hypothesis' results that were tested in the previous chapter are now addressed below. This section also elaborates further on the possible reasons, which could have entailed a relationship or no relationship between each value type and motivation. The results are explained below.

6.6.2.1 Hypothesis H_{2B1}: There is a significant association between Openness-to-Change and Motivation

The quantitative results found an association between openness-to-change and motivation. The findings also indicated a minor direct impact. It means that pursuing openness-to-change has minimal impact on motivation. Qualitative research suggests that companies could prioritise autonomy, expecting employees to have the requisite skills to take on more responsibilities and make independent decisions. MNCs encouraging self-directed learning experiences to enhance employee motivation for intellectual and technological growth can significantly contribute to self-improvement. The quantitative results showed a significant relationship between openness-to-change and motivation. This phenomenon may be due to the lack of a value system in MNCs that emphasises openness-to-change, including self-direction and stimulation. Self-directed cognition, self-directed behaviour, and stimulation are components of a value system linked to openness-to-change in employees who

prioritise harmony or peace in their personal lives. This value set includes individuals motivated by their ideas and practises (Prinsloo & Lew, 2021; Schwartz *et al*., 2012). This observation suggests that organisations generally offer financial rewards, opportunities for career growth, and job stability.

However, self-direction and stimulation are essential values that empower employees to explore, make decisions, and achieve their personal life goals (Ağraş & Ateş, 2015; Schwartz, 1994). MNCs should create a supportive environment that promotes self-direction. According to qualitative results, this would enable individuals to improve their ability to make independent decisions and become more self-reliant. This would allow employees to identify and meet their personal needs. According to Purc and Laguna (2019), there is a relationship between occupational autonomy and openness-to-change. Therefore, it is recommended to grant employees a level of autonomy. Schwartz (2012) argues that individuals must acquire self-direction to understand a situation and effectively create innovative strategies to address it. MNCs be facing challenges in balancing their work responsibilities with personal commitments. People motivated by stimulation tend to prioritise their willingness to embrace change and their psychological and social preparedness while maintaining an autonomous perspective (Schwartz, 1994). Therefore, the association can be attributed to the interconnection between the fundamental principles that govern an organisation and the principles that guide individuals. The potential relationship between openness-to-change and overall motivation may be explained by the performance-approach, which encompasses the acquisition of competencies, skills, self-enhancement, and strategies. The findings of the relationship between conservation and motivation will now be explained.

6.6.2.2 Hypothesis H_{2B2}: There is a significant association between Conservation and Motivation

The quantitative study revealed no significant correlation between conservation and motivation. Conservation had no impact on employee motivation. The higher-order conservation value includes conformity, tradition, and security values. It involves

recognising, appreciating, and protecting stability and security in interpersonal relationships (Giménez & Tamajón, 2019; Schwartz, 2006). The values also indicate a tendency to resist change and a dedication to upholding order (Boone *et al*., 2005). The absence of a relationship between conservation and motivation implies that MNCs may not actively promote conservation values. Assisting others could be linked to compensation, professional growth, and job stability. Furthermore, no significant relationship was observed between the three factors and the effectiveness of mitigating disruption by recognising and respecting traditions and beliefs. Pursuing social order, familial cohesion, and national security may not always be linked to extrinsic motivators like financial rewards, salary, career opportunities, and job stability (Schwartz, 1992). Establishing a relationship in the performance-management process can be facilitated by considering specific criteria such as self-discipline, shared attitudes and codes, and social order, rites, and customs. Values are motivational behaviours that affect pay, career growth, and job security. The results of the relationship between self-enhancement and motivation will be now explained.

6.6.2.3 Hypothesis H_{2B3}: There is a significant association between Self-Enhancement and Motivation

The study found no significant relationship between higher-order self-enhancement value and motivation. The observed relationship showed no noticeable effect of self-enhancement on motivation intensity. Self-enhancement may have primarily occurred at the individual level, while remuneration, career development, and job security were primarily addressed at the macro-level of organisational procedures. Personal success, pleasure, and appreciation were ineffective guiding principles for compensation, career advancement, and job stability. Although wealth and power are often associated, it is essential to note that monetary compensation alone cannot be deemed a dependable measure of power. Power value is influenced by social position (Schwartz, 2006, 2012; Schwartz & Sortheix, 2018). Just as achievement can result in a focus on financial and conflicting goals (Passa, 2000), the value did not directly impact the strategic processes of multinational companies (MNCs). Therefore, the self-enhancement value, which includes

achievement, hedonism, and power, can be seen as factors that only contribute to facilitating behaviour (Cullen *et al*., 2004) without directly influencing organisational-level strategies. The results of the relationship between self-transcendence and motivation will now be explained.

6.6.2.4 Hypothesis H_{2B4}: There is a significant association between Self-Transcendence and Motivation

No statistically significant relationship was found between self-transcendence and subordinate motivation factors, including remuneration, career development, and job security. Motivation is the internal force that compels individuals to engage in activities to achieve personal and organisational goals (Judge & Ilies, 2002). Self-transcendence refers to a state in which individuals no longer rely on external validation or are influenced by cultural and social factors (Maslow, 1943). The higher-order value type cannot establish a connection with motivation. In this scenario, remuneration, career development, and job security can be classified as extrinsic values. In contrast, benevolence and universalism are inherent values that involve going beyond one's self. Employees naturally form social connections, especially with those they frequently interact with and admire (Arieli & Tenne-Gazit, 2017; Le *et al*., 2021). However, these social connections may not directly affect factors like compensation, career advancement, and job stability. A connection between self-transcendence and motivation could be established by operationalising benevolence and universalism as principles and objectives. The results of the relationship between values and work-environment will now be explained.

6.6.3 HYPOTHESIS H_{2C}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN INDIVIDUAL VALUES AND THE WORK ENVIRONMENT (COMPONENT 4)

This section explains the relationship between values and work environment. Each explanation was taken in terms of the hypotheses that were tested in the previous chapter. Each discussion is done under the heading of the hypothesis that was justified.

6.6.3.1 Hypothesis H_{2C1}: There is a significant association between Openness-to-Change and the Work Environment

The quantitative analysis found an association between openness-to-change and work environment. The analysis also found a small direct effect. It means that pursuing openness-to-change has little on the work environment. Qualitative analysis indicated that interpersonal relationships can notably impact the work environment, resulting in a generally positive correlation between openness-to-change and the work environment. The qualitative findings indicate a connection between self-direction and stimulation, suggesting that interpersonal relationships have a significant influence on the overall relationship. Self-direction can be characterised by independence, freedom, and autonomy (Schwartz, 1992). Interpersonal relationships have been described as healthy and enriching, creating a conducive environment for employees to freely express themselves and foster positive relationships (Kangas, 2021). The stimulation value concept might have influenced employees' willingness to assist each other (Ağraş & Ateş, 2015). Assisting a colleague can be viewed as a form of self-directed behaviour (Arthaud-Day *et al*., 2012), which may enhance interpersonal relationships without managerial intervention (Ağraş & Ateş, 2015). The lack of a correlation suggests that self-direction and stimulation do not influence the perception of justice and support. The results of the relationship between conservation and work-environment will now be explained.

6.6.3.2 Hypothesis H_{2C2}: There is a significant association between Conservation and the Work Environment

The quantitative analysis found no association between conservation and work environment. The values of self-control and conformance to society standards, as well as

the shared attitudes, customs, and beliefs (traditions) that direct people's activities, inspire conservation. Restraint and the application of rituals (security) also support conservation. Conversely, interpersonal connections are frequently associated with consistent communication (Jehn *et al*., 2014), developing trust (Lodisso, 2019), and supporting others through social ties (Lodisso, 2019; Szostek, 2019). Therefore, the absence of a relationship may be explained by the fact that MNCs' conservation efforts in Mauritius are probably driven by a desire to preserve traditional practices (Giménez & Tamajón, 2019; Schwartz, 2006). The pursuit of conservation was nonetheless anticipated to be linked to safety and assistance from the managers or supervisors. The relationship between these variables was not, however, proven. According to the definitions, justice is the fair treatment of people at work, and companies must act in a way consistent with moral rectitude and fairness (Bobocel, 2020). Additionally, when managers help their employees, it is a reciprocal gesture of support. A lack of interference with justice, fair judgements, and managerial support for employee well-being may be to blame for the lack of a link between beliefs, customs, and harmony in MNCs. The results of the relationship between self-enhancement and work-environment are now explained as follows.

6.6.3.3 Hypothesis H_{2C3}: There is a significant association between Self-Enhancement and the Work Environment

The quantitative results found no association between self-enhancement and work environment. The primary goals of self-enhancement values are typically linked to an individual's desire to surpass others, gain social recognition and respect, and exert control over people and resources (Schwartz & Sortheix, 2018). The lack of association may be due to the discrepancy between the values and the interpersonal relationships, fairness judgements, and employee well-being support within the exchange cycle. The observed incompatibility is linked to the pursuit of egoistic goals, leading to conditions of instability (Cullen *et al*., 2004), which are not aligned with the work environment. Pursuing enjoyment and pleasure is often associated with fulfilling organismic needs (Hoffman *et al*., 2018; Schwartz, 2006; Schwartz & Sortheix, 2018). These needs may have hindered social cohesion, equitable treatment, and the welfare of those in lower positions. The desire

for control over others and the need for social validation seem to conflict with social cohesion, fairness, and support from authority figures. The results of the relationship between self-transcendence and work environment are now explained, as follows.

6.6.3.4 Hypothesis H_{2C4}: There is a significant association between Self-Transcendence and the Work Environment

The quantitative analysis found no association between self-transcendence and work environment. Positive interpersonal relationships may be influenced by factors such as the benevolence value, which is linked to the need for affiliation (McClelland, 1987), upbringing, and genuine friendship (Lang & Fries, 2006). Universalism, linked to unity and equality (Arieli & Tenne-Gazit, 2017; Cullen *et al*., 2004), is also connected to social bonding. The concepts of benevolence and universalism were not directly associated with justice and support from managers or superiors. This is because benevolence and universalism could be seen as personal values, whereas justice and support from managers or superiors were regarded as organisational mechanisms. A potential relationship between self-transcendence and motivation could be established if benevolence and universalistic ideals were considered initiatives and goals. The relationship between the primary determinants of individual performance and individual performance is now discussed below.

6.7 THE PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE AND INDIVIDUAL PERFORMANCE

This section invoked the research question as *Research Question 3: To what extent do the primary determinants of performance contribute to individual performance in companies in Mauritius?* The findings of the tested hypotheses are now discussed. Each heading is structured as a hypothesis. Values are interpreted individually to provide additional details on the tests, revealing no significant correlations between the primary determinants of

individual performance and individual performance. The results are now discussed, as follows.

6.7.1 HYPOTHESIS H_{3A}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN WORK ATTITUDES AND INDIVIDUAL PERFORMANCE (COMPONENT 5)

The quantitative analysis found a significant association between work attitudes and individual performance. A modest positive direct impact indicates that cultivating suitable work attitudes slightly enhances individual performance. The findings support the claims made by Katsaros *et al.* (2014), Fu and Deshpande (2014), and Pieters *et al*. (2019) that employees who have positive attitudes towards their work are likely to achieve organisational goals and improve efficiency. Work attitudes impact employee loyalty and individual performance (Fu & Deshpande, 2014). A moderate relationship suggests that enhancing work attitudes would lead to an increase in individual performance. The findings confirm the conclusions made by Anwar *et al*. (2020), supporting the idea that providing external assistance to improve skills can significantly impact employee performance in an organisational setting. The qualitative results suggest that granting autonomy increases their understanding of their core responsibilities, objectives, and organisational goals. The results also indicate the importance of locus of control in enhancing an employee's confidence level, subsequently positively influencing individual performance. Tistianingtyas and Parwoto (2021) discovered that improving individuals' locus of control through participation in activities and receiving support from the organisation can effectively boost self-confidence, thereby impacting performance outcomes. The findings on the relationship between motivation and individual performance are now presented below.

6.7.2 HYPOTHESIS H_{3B}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN MOTIVATION AND INDIVIDUAL PERFORMANCE (COMPONENT 6)

The quantitative analysis found a significant association between motivation and individual performance. A moderate positive direct impact suggests that motivation has a moderate enhancing effect on individual performance. The study's results confirm that motivational behaviours influence individuals' engagement in activities to achieve personal and organisational goals (Judge & Ilies, 2002). Armstrong and Taylor (2014) identified motivation as a significant factor in organisational behaviour, specifically in implementing organisational theory and performance management. Qualitative findings indicate that remuneration and compensation play significant roles. The argument aligns with Armstrong and Taylor's (2014) assertion that compensation, in the form of money, is perceived as the most prominent motivator. Money is often seen as the primary incentive that individuals seek. Herzberg (2003) posits that intrinsic motivators pertain to acknowledging one's efforts, while extrinsic motivators, such as income, impact satisfaction and performance. The absence of compensation leads to employee frustration and unhappiness (Bamberger & Belogolovsky, 2017), which can contribute to unprofessional and disreputable behaviour (John *et al*., 2014). This lack of compensation also significantly negatively affects intrinsic motivation (Eisenberger & Cameron, 1996), ultimately impacting overall performance. The findings align with Yamoah's (2013) study, which also found a positive relationship between compensation and productivity. Rahman *et al*. (2019) found that decreasing monetary incentives decreases performance efficiency.

Purcell *et al*. (2003) found that offering employees career options and opportunities enhances organisational performance. The definition aligns with Nadarajah *et al*.'s (2012) findings, which suggest that investing in employee development provides a competitive advantage. Continuous learning enhances employees' skills, enabling them to be more adaptable and productive. The qualitative findings align with Silaban *et al*.'s (2021) research, which emphasises the importance of employee career development in meeting employees' psychological needs and improving their performance. Employees with high

levels of career progression confidence tend to perform better. Employee performance positively correlates with professional growth (Silaban *et al*., 2021). The findings support the assertion made by Luh and Sagung (2020) regarding the significant positive correlation between career development and employee performance. The authors emphasise the importance of career development in enhancing individuals' task performance. Providing employees with opportunities for advancement has consistently enhanced their performance (Luh & Sagung, 2020). The findings on the relationship between work environment and individual performance are now presented below.

6.7.3 HYPOTHESIS H_{3C}: THERE IS A SIGNIFICANT ASSOCIATION BETWEEN WORK ENVIRONMENT AND INDIVIDUAL PERFORMANCE (COMPONENT 7)

The results showing a relationship between work environment and individual performance aligns with the findings of Torrington *et al*. (2020), who argue that the work environment plays a crucial role in employees' work activities. Creating a positive work environment is crucial for enhancing employee motivation and performance (Dessler, 2020; Parashakti *et al*., 2020; Hanheide *et al*., 2021). The findings support the assertions made by Hanheide *et al*. (2021) and Parashakti *et al*. (2020) regarding the direct influence of the work environment on performance. Upon further investigation of the work environment elements, it was found that only interpersonal relationships exhibited a notable and positive correlation with individual performance. The findings align with Kamdar and Van Dyne's (2007) study, which also found a positive correlation between leader-member exchange and individual performance.

The qualitative study emphasises the importance of supervisors fostering a supportive relationship with employees, which can promote conscientiousness and agreeableness, ultimately resulting in improved work performance. The findings align with Büyükbaş and Harmancı's (2020) study, which also found a positive relationship between team-member exchange and individual performance. The findings suggest positive interactions among leaders, employees, and co-workers significantly impact cooperation (Szostek, 2019). The

relationship between leaders and their followers and their interpersonal dynamics have been found to influence motivation and happiness in the workplace (Loh *et al*., 2019; Maamari & Majdalani, 2017; Schneider & Barbera, 2014). Practical strategies for fostering relationships with colleagues to enhance mutual understanding and familiarity. Understanding the interests and circumstances of individuals facilitates the identification of shared attributes and experiences. Shared characteristics enable employees to engage in meaningful conversations and foster genuine interpersonal connections. Leaders who prioritise relationship-building can enhance team performance, job performance, and employee engagement, in addition to fulfilling basic psychological needs for belonging (Goh *et al*., 2020; Januszek *et al*., 2023; Kanter, 2019). Manager/supervisor support, as part of the work environment, seems to impact individual performance. The qualitative findings are consistent with the existing literature, as De Carlo *et al*. (2020). A negative relationship implies that one factor would have detrimentally impacted the other. An association may be due to satisfaction among employees and MNCs with the level of support they are currently receiving.

6.8 THE INTENTION-TO-QUIT

The results also showed that the intention-to-quit did not significantly relate to work attitudes, motivation and work environment. The results also suggests that there is no significant evidence of a linear relationship between intention-to-quit and all the other variables in the model. The findings of the study thus indicated that there was not a statistically significant relationship between intention-to-quit and individual values, as well as the primary determinants of individual performance. The hypothesis was eventually not supported. The mediating effects of the primary determinants of individual performance are now explained below.

6.9 THE MEDIATING EFFECTS OF PRIMARY DETERMINANTS OF INDIVIDUAL PERFORMANCE ON THE RELATIONSHIP BETWEEN VALUES AND INDIVIDUAL PERFORMANCE

Quantitative analysis showed no mediating effects on the relationship between values and individual performance by work attitudes, motivation, and the work environment. Mediation analysis supported the absence of mediating effects of primary determinants on the association between individual values and individual performance. In the absence of mediating effects, a direct relationship is observed between all the higher-order values and individual performance, without the need for an intermediary variable to explain or account for this relationship. Without mediating effects, the prediction of individual performance can be based solely on the independent variable. It thus becomes more straightforward as there are no additional factors to be considered. Moreover, the lack of mediating effects observed in a particular study should not be interpreted as evidence for their non-existence in the real world. The section below now presents the findings on the moderating effects of demographic factors.

6.10 THE MODERATING EFFECTS OF DEMOGRAPHIC FACTORS

This part shows the study results that looked at how social factors affect the link between personal beliefs and performance and the link between the primary determinants of individual performance and individual performance. Age, gender and, level of education, income were the moderating factors that were looked at. The quantitative results indicated no moderating effects of age, gender and educational level on the relationship between individual values and individual performance, and on the relationship between the primary determinants of individual performance and individual performance. The hypotheses were thus not supported.

The absence of moderation for age, gender, and education in the link between individual values and individual performance can be explained by other aspects. It is essential to acknowledge that demographic factors do not universally moderate all interactions.

Therefore, the lack of moderation should be evaluated within the study's specific context and the unique characteristics of the variables under investigation. The study potentially included a sample with a high degree of homogeneity regarding age, gender, and educational background. Consequently, the range of demographic characteristics available for observation may be restricted, limiting the capacity to detect moderating effects. In instances of this nature, it is possible for all individuals involved to exhibit comparable responses to the connection under investigation, with the absence of any discernible moderation. Detecting moderation can be problematic even in a varied sample with limited heterogeneity in age, gender, or education levels. For instance, when most individuals have comparable age ranges or educational backgrounds, the moderating effects of these factors may not exhibit significant prominence. Another potential explanation is that many factors influence specific associations rather than relying on only a single demographic component. For example, the association between the variables may be influenced by the combined effect of age and education, rather than by the individual effects of each variable separately.

6.10.1 THE INFLUENCE OF AGE

This section explains the moderating effects of age on the relationship between individual values and individual performance, and on the relationship between the primary determinants of individual performance and individual performance. The findings are presented under the heading, which represents the hypotheses that were tested. The results on age as a moderator are now presented below.

6.10.1.1 Hypothesis H_{5A}: Age significantly moderates the relationship between Individual Values and Individual Performance

As a moderator, age did not significantly influence the relationship between higher-order values and individual performance. According to Schwartz (2012), age is closely associated with different life stages, and as people grow older, their priorities change

(Inglehart, 1997). Inglehart (1997) claim that younger individuals prioritise hedonistic pleasures, while older individuals prioritise practical and essential needs. The findings suggest a link between youth and self-enhancement, and between older age and self-transcendence. Cooper and Gosnell (2015) found that older individuals prioritise stability, security, and achievement. Individuals engage in proactive planning to pursue occupations that offer a sense of purpose and significance in their lives. This encompasses pursuing factors such as job satisfaction, stability, performance, self-esteem, and intellectual growth. Based on the observed attributes, older individuals tend to exhibit a preference for conservation, while younger generations tend to exhibit a preference for openness-to-change.

Schwartz (2006) found that individuals transition from seeking stimulation to prioritising universalism and security as they age. This transition becomes apparent when individuals seek employment or face challenges and responsibilities in the external environment. As individuals gain more life experiences, their emphasis on pursuing pleasure decreases, and they instead place greater importance on familial relationships, quality of life, and potential opportunities. Young adults demonstrate higher levels of materialism and emphasise self-direction, hedonism, and stimulation more than younger individuals. While age seemed to moderate the relationship between individual values and individual performance, the results did not support the findings reported by Ghalandari (2012).

The absence of a notable impact could be ascribed to potential variations in priorities among employees in MNCs, specifically between younger and older work together. Young individuals may prioritise stability, personal pleasure, or fulfilling their needs over family life and quality of life. In the context of MNCs in Mauritius, it has been noted that age is not a reliable indicator of an individual's inclination towards pursuing personal goals (self-direction) or seeking excitement and embracing life's challenges (stimulation) (Schwartz, 1994). Individuals react and adapt to prevailing patterns or tendencies in a dynamic society. In such situations, individuals can demonstrate self-discipline in their professional pursuits, conforming to established norms and reducing the likelihood of conflicts. Alternatively, individuals may overcome challenges to attain success and assert their autonomy or self-

direction. In the workplace, individuals may consider safety and societal well-being (self-transcendence). However, employees may prioritise their personal motivational goals. Age may not always be positively correlated with higher levels of workplace engagement. Furthermore, the impact of transformational leadership on individuals' adherence to organisational values may not depend on their age. Furthermore, the influence of age on the association between individuals' values, priorities, and commitment levels seems negligible.Based on the information provided, age did not appear to impact the relationship between values and individual performance.The moderating effects of age in the relationship between work attitudes and individual performance will now be discussed below.

6.10.1.2 Hypothesis H_{6A1}: Age significantly moderates the relationship between Work Attitudes and Individual Performance

The study findings indicated no statistically significant relationship between age and the relationship between work attitudes and individual performance. Inglehart (1997) found that younger individuals prioritise worldly pleasures, while middle-aged and older individuals prioritise their needs. Inglehart (1997) argues that as individuals age, they tend to prioritise more important matters and experience decreased enjoyment. Age seems to have a greater impact on personal challenges than professional ones. Additionally, as people age, they may believe that obtaining employment can effectively address their priorities and satisfy their personal needs. The variable of age did not significantly impact an employee's locus of control, which pertains to their perceived influence over their own behaviour, or on performance-enhancing events.

Additionally, a study conducted by Adams (1965) revealed that age did not substantially influence employee treatment in terms of fairness and equity. This lack of impact was also observed about the recognition and rewards employees received for their achievements, as evidenced by their levels of job satisfaction. While a positive relationship was observed between increased staff morale and enhanced performance, no statistically significant association was identified between staff age and performance. This brings up the belief that

employees of different age groups could be receiving fair and impartial treatment within MNCs. Nielsen (2014) found that age did not play a significant role in identifying individuals who would benefit from increased recognition and its advantages. Based on the findings of the qualitative analysis, it was observed that a number of comments exhibited contradictory viewpoints. For example, '*Age has an effect on employee's attachment; because they bring about the ability to analyse and the ability to troubleshoot, to adapt and how aggressive they are to solve problems or to complete the tasks allocated to them. [A3-DMAGE-R01]'*

And *'This is my view, but this can define my work attitude. Young people have good attitudes; but older aged people have better attitudes; and they perform better. Also, it is predictable that people of young ages may quit job earlier than expected; whereas people of older ages leaving the job is not so predictable. Consequently, this reflects work attitudes. [A3-DMAGE-R06]'.* One respondent argued that young individuals have the potential to perform better, while another respondent asserted that older individuals would excel. Considering the responses – '*The more are the advantages, the more they are attached to the company in general because they are able to draw personal pleasures from them. So, they will perform even more for that [A3-DMAGE-R07]'* justified that people of different ages did have different needs and priorities (Inglehart, 1997). As a result of the above, age was not found to be a significant factor influencing the relationship between work attitudes and individual performance. The role of age in moderating the relationship between motivation and individual performance is now examined below.

6.10.1.3 Hypothesis H_{6A2}: Age significantly moderates the relationship between Motivation and Individual Performance

The study's findings indicated that age does not significantly impact the relationship between motivation and performance. Because of this, it was fond that age did neither increased nor decreased the strength of the relationship between motivation and individual performance. Adams (1965) found that multinational corporations demonstrated equitable treatment of employees through equal opportunities for professional growth and salary

increases. This fair treatment may explain the absence of age-based moderation. Literature indicated a relationship between motivational factors, such as compensation, professional advancement opportunities, and job security, and individual performance. Several studies (Dessler, 2020; Purcell *et al*., 2003; Rahman *et al*., 2019; Valackiene *et al*., 2021) found that these factors that motivate people do not rely on their age.

MNCs in Mauritius seem to provide equal opportunities for professional advancement, competitive salaries, and non-monetary incentives, such as job security, to employees across all age groups. The qualitative findings suggest that older employees exhibit higher levels of motivation; for example, '*People of higher ages are more productive, more focused, maybe sure to experience; but they perform better; and their output are of better quality and quicker. I take myself as an example-I am a family person, I am conscious of my financial priorities, I care about my family, I have to be responsible, I need to care for them, you know health, basic needs. Consequently, work has a very important meaning for me [M3-DMAGE-R06]*', it seemed that they are driven by motivating factors that would satisfy their needs (Herzberg, 2003); but on the other hand, a different company claimed - '*Innovation brings novelty; and novelty allows people to differentiate themselves from others. Being given importance and recognition, I believe they should be more motivated and would perform much better to win those rewards. [M3-DMAGE-R07]…Yes, work experience will motivate unless they are already getting what they want, such as allowances, telecommuting in many cases, monetary benefits, travelling to gain more experience. [M3-DMAGE-R08]'*. The participant did not investigate if age influenced the provision of recognition, rewards, and other benefits. Research has shown that employees of all ages are affected by incentives and other benefits, which can impact their performance. The results indicated that age did not significantly impact the relationship between values and individual performance. The moderating effects of age on the relationship between work environment and individual performance will now be discussed below.

6.10.1.4 Hypothesis H_{6A3}: Age significantly moderates the relationship between Work Environment and Individual Performance

Age was found to have no statistically significant moderating effect on the relationship between work environment and individual performance. According to Parashakti *et al*. (2020), positive relationships between employees and coworkers are a motivating factor that predicts individual performance. In this context, the impact of age on the degree to which interactions improve amicability and subsequently enhance individual performance may be insignificant. Age-related preferences in interpersonal relationships and the influence of age on the interaction between managers and employees were found to be absent. Similarly, it can be noted that MNCs in Mauritius have not shown a dedication to maintaining principles of justice and fairness in their decisions based on age. Furthermore, providing aid solely based on an individual's age may be inappropriate in pursuing fairness and justice. MNCs in Mauritius seem to allow employees of various age groups to choose their connections, fair treatment, and managerial assistance. It is confirmed by the qualitative statement '*Young people like to work with young people. Sharing almost the same age, for me, makes things easy. They all understand the same behaviour, mix well with one another, have flings, share the loads, and learn from each other better and more quickly also. [W3-DMAGE-R06]…*

Mixing with their peers enables better collaborations and better knowledge-sharing and better support. [W3-DMAGE-R10]'. These results mean that workers are free to work with anyone they want. However, it is not always the case that putting people of the same age together will have the same amount of effect. There may be a link between overall interaction and individual success. Also, '*Everyone here is a fast learner, irrespective of their level of education; so here I do not think educational level would matter. The same applies to other demographics, which you have mentioned, such as age, gender and ethnic affiliation. These have no influence. [W3-DMAGE-R11]*' – The respondent confirmed that everyone could contribute to better performance. Interestingly, the statement '*…we cannot really know; and I do not know who can lead better. So, I cannot answer this one. [W3-DMAGE-R05]'*.

It was determined that individuals possessing the appropriate attitudes and talents could attain leadership roles by providing suitable resources and support. The study's results indicate that age did not significantly impacta significant impact the association between work environment and individual performance. The moderating effects of gender on the relationship between individual values and individual performance will now be discussed below.

6.10.2 THE INFLUENCE OF GENDER

This section examines how gender influences the relationship between higher-order values and individual performance. This study also examines how gender moderates the relationship between individual performance and its primary determinants. The results are presented with headings that correspond to the hypotheses being tested. The following section presents the findings regarding gender as a moderator.

6.10.2.1 Hypothesis H_{5B}: Gender significantly moderates the relationship between Individual Values and Individual Performance

The analysis revealed that gender did not moderate the relationship between the 4 higher-order values and individual performance. According to Hofstede (1980), the masculinity-femininity dimension refers to the characteristics of societies and the distribution of values between genders. The classification of Mauritius as either "masculine" or "feminine" is still uncertain due to the lack of comprehensive studies conducted within Mauritian society. This limits the availability of substantial evidence on this topic. According to Hofstede's (1980) study, countries with masculine traits display assertiveness and competitiveness, while countries with feminine values prioritise modesty and kindness. The cultural dimension discussed focuses on gender roles, ambition, motivation, and decision-making, as proposed by Browaeys and Price (2011).

The classification of Mauritius in terms of societal structure is complex due to the fair treatment of individuals, regardless of gender, in areas such as gender roles, education, and opportunities within the Mauritian context. There is currently no evidence to support the idea that one gender has inherently superior individual value constructs compared to the other. Vecchione *et al*. (2015) found no significant gender differences in levels of openness or extraversion influenced by national culture. Furthermore, the study found no evidence indicating that male employees were more likely to help others than female employees. The level of adherence to norms, traditions, and harmony among female employees in Mauritius was not conclusively demonstrated.

Likewise, there was no discernible association between gender and the desire for power, authority, abilities, gratification, and esteem. It was confirmed by the statement - '*…I don't think gender is an issue because everyone is on the same footing, and there is no discrimination. They are all well-versed with the systems. We have women in charge of teams; and they all perform as well as their male counterparts [A3-DMGEN-R01] …It is the same for ethnic affiliation. We respect their beliefs; and I don't think it has a relationship with their attitudes to work. They all have similar tasks to do. They are given respective titles to their positions and their salary is based on merit and performance. [A3-DMETH-R01]*'. In multinational companies (MNCs), both men and women hold leadership roles, and the respondent agreed that people of both sexes do well. In addition, MNCs doing business in Mauritius showed they cared about gender equality by not discriminating against women in their hiring practices or how they judged employees' work, as confirmed by the statement -'*Gender has no effect; because there is no discrimination, and we give both sexes equal opportunities to prove themselves;; and we get very good results. [W3-DMGEN-R06] …*'

The response emphasises the equal respect shown towards male and female employees. Gender-based values could not be determined. Based on the information provided, gender did not appear to have a significant impact on the relationship between individual values

and individual performance. The moderating effects of gender on the relationship between individual values and individual performance will now be discussed.

6.10.2.2 Hypothesis H_{6B1}: Gender significantly moderates the relationship between Work Attitudes and Individual Performance

The study's findings showed that gender did not significantly affect the link between work attitudes and individual success. Khuskh (2019) articulates that it is unfair to judge an employee's performance based on gender because there is a strong link between performance reviews and getting work done on time. What makes someone happy at work and how they are treated at work can be used to figure out how satisfied they are with their job (Herzberg, 1966). As Adams (1965) claims, employees can judge how satisfied they are with their jobs by how they are treated, which can be seen as either good or bad (treatment). Anwar *et al*. (2020) found that there is a positive relationship between work attitudes and individual performance. This means that workers, regardless of gender, take responsibility for the things that happen in their lives. Both men and women can believe that they have control over their own lives and can affect the world around them (Boone *et al*., 2005). These arguments were confirmed by the qualitative findings, such that '*Gender for me has no effect; because here we value both women and men; and we have no preferences. [A3-DMGEN-R04]…Gender has no effect, because there is no discrimination; and we give both sexes equal opportunities to prove themselves; and we get very good results. [A3-DMGEN-R06]…*' The respondents did confirm that gender did not affect the link between how someone acts at work and how well they do their job. The response - '*With age comes experience and creativity. They develop the ability to analyse and look for better solutions through decision-making increasing their self-confidence. With age come problem-solving abilities and the ability to cope with unforeseen consequences like stress. [A3-DMEXP-R04]*'.

Additionally, it was proven that both men and women were satisfied with their jobs. But because of this, it was hard to tell if gender would make the bond weaker. The results showed that gender did not change the link between how someone felt about their job and

how well they did their job. The moderating effects of gender on the relationship between motivation and individual performance will now be discussed below.

6.10.2.3 Hypothesis H_{6B2}: Gender significantly moderates the relationship between Motivation and Individual Performance

It was found that gender did not majorly affect the relationship between motivation and individual performance. From the data, it was clear that gender did not affect how strong the link was between motivation and individual performance. Some researchers, including Medina-Garrido *et al*. (2021), found that gender greatly impacted the relationship between work-family policy and job success. However, the results of this study showed the opposite. Schwartz (1992, 2006) posits that there is a difference between men and women in how they prioritise their beliefs. The values men thought were more important were those related to power, success, self-direction, and pleasure. Values that women thought were more important were those related to conformity, universalism, kindness, and safety. These beliefs could not be checked in this work because Mauritius supports gender neutrality. A person's present or past performance is judged against set performance criteria during a performance review (Dessler, 2020). The gender of the person was not taken into account when the work was judged. On top of that, it is essential to ensure that people of both sexes have equal chances to grow and progress professionally. MNCs in Mauritius thus seem to offer job security to all workers as an incentive that does not involve money which aligns with the conclusion of Alase and Akinbo (2021). By showing respect for their work, this non-monetary incentive helps to keep employees motivated.

The explanation stated that gender cannot be used as a basis for evaluating individual performance. Qualitative findings indicated that gender was not a significant factor, as supported by the statement - '*Gender is not an issue here because we treat everybody fairly and the same here. We all get similar privileges, the same treatment [M3-DMGEN-R02]*'. The qualitative findings indicate that evaluating performance based on gender could lead to discriminatory practices. The claim was verified by the response –'*Gender has no effect; because there is no discrimination, and we give both sexes equal opportunities to prove*

themselves; and we get very good results. It is the same for ethnic affiliation, -We do not judge anybody in terms of their religion, beliefs or traditions. [M3-DMGEN-R06]'.

The respondents expressed their support for the belief that MNCs in Mauritius treat both genders equally. They emphasised the importance of recognising male and female employees as a unified workforce. For example - '*Gender has no effect for me because boys and girls are equally treated here; and they are all working effectively. [M3-DMGEN-R08]*'. Based on the above, gender did not appear to have an impact on the relationship between motivation and individual performance. The moderating effects of gender on the relationship between work environment and individual performance will now be discussed below.

6.10.2.4 Hypothesis H_{6B3}: Gender significantly moderates the relationship between Work Environment and Individual Performance

Based on the data, it was found that gender had no effect on how strong the link was between the work environment and individual success. Certain companies are responsible for creating rules and giving employees resources that help them be successful and grow as people (Parashakti *et al*., 2020). In Mauritius, gender equality and fair justice are openly promoted, and gender had no effect on the link between the work environment and individual performance. One study by Jehn *et al*. (2014) concluded that ties at work are mostly about tasks and how they affect the company. There did not seem to be a link between gender and ability, according to the results. The results of this study are different from those of Trayambak *et al*. (2017), who found a strong relationship between gender and job satisfaction, with job satisfaction being a good indicator of how well a person will do at their job. Medina-Garrido *et al*. (2021) found that gender had a significant stabilising effect on the relationship between work-family policy and job performance, but the results ofthis study did not match up with those results.

According to Cuddy *et al*. (2015), most people think men are more independent, goal-oriented, and autonomous, while women are usually considered more interpersonal and

collaborative. Schwartz (2012) posits men value privilege, ability, and fair chance more than women. Gilligan (1982) claims women value emotion, attachment, and duty more than men. This pattern was seen in cultures with a social system that does not give power to everyone evenly (Gouveia & Ros, 2000; Hofstede, 2001). Each person in a society based on the culture of individualism-collectivism puts much value on making and keeping relationships with others, while others value their independence (Soares *et al*., 2006). These two central points make it clear that this argument does not only work in Mauritius. To begin, the concept of individualism-collectivism is not known in Mauritian society. Second, there is a mindset of gender equality, which means that men and women are treated equally. This claim was proven true by the quality of the replies.

This claim was proven true by the quality of the replies. For example - '*…gender and ethnic affiliation have no effects. I don't think that they matter because it is a work environment; and we cannot differentiate who is who in terms of religion whatsoever. The good thing is that we all celebrate different traditions together [W3-DMGEN-R09] [W3-DMETH-R09]*'. According to managers in MNCs, men and women are seen as equals and work together as a single unit, with no unfair treatment of either gender. Questions were not raised concerning orientation, as accentuated by respondent R12 '*… The same applies to gender. No preferences. No ethnic affiliation. No effect. We have employees who share different religions and beliefs and we do not question them on that basis [W3-DMGEN-R12] [W3-DMETH-R12]*'. In addition, the qualitative results showed that both men and women were given similar tasks, reviewed using the same criteria, and rewarded similarly based on how well they did - '*In terms of gender, I would say that men and women have similar responsibilities; and they are all perform in the same manner when considered for rewards and opportunities. Consequently, gender and ethnic affiliation do not have any significant effect. [W3-DMGEN-R15] [W3-DMETH-R15]*'.

The quantitative and qualitative results showed that gender did not have an effect on the relationship between work setting and individual success. The moderating effects of educational level on the relationship between individual values and individual performance will now be discussed below.

6.10.3 THE INFLUENCE OF EDUCATIONAL LEVEL

This section explains the moderating effects of educational level on the relationship between individual values and individual performance, and on the relationship between the primary determinants of individual performance and individual performance. The findings are presented under the heading, which represents the hypotheses that were tested. The results of educational level, as a moderator, are now presented below.

6.10.3.1 Hypothesis H_{5C}: Educational Level significantly moderates the relationship between Individual Values and Individual Performance

The results showed no significant moderating effects of educational level on the relationship between higher-order values and individual performance. This phenomenon may be explained by implementing organisational mechanisms that promote fair distribution of opportunities and advantages among employees. Educational level may not influence performance based on factors such as openness to change, conformity, self-enhancement, and self-transcendence. It means that the level of education might not affect performance when it comes to peace and unity (openness-to-change), discipline, following rules and traditions (conformity), getting past problems and finding pleasures (self-enhancement), and loyalty, belonging, and protecting nature (self-transcendence). The results did not match the study by Ishola *et al*. (2018), which showed that people with more education did better on the job than those with less education. However, clear evidence of a relationship between the results achieved and educational attainment still needs to be precise. This is because educational qualifications were not found to be significant factors that would motivate workers in global companies to be curious (Schwartz, 1992). It was also discovered that a person's level of schooling did not significantly affect their ability to make their own decisions (self-direction), which in turn did not significantly affect how well they did in the task.

One potential explanation for the lack of a significant effect could be that educational attainment does not serve as a predictor of organisational citizenship behaviour

(stimulation). Individuals have the potential to be actively involved; however, their level of engagement is not contingent upon their qualifications. Nonetheless, it appears that the educational attainment within multinational corporations (MNCs) in Mauritius cannot be linked to the individual or interpersonal levels, specifically in terms of the dimensions of 'care and fairness' (conformity) (Schwartz *et al.*, 2017). Similarly, educational attainment could not be associated with beliefs, customs, and religious practices (tradition). It was evident that qualifications alone were insufficient to enhance performance through the utilisation of rituals or traditional practices (tradition). Furthermore, there is no discernible connection between educational attainment and the desire for safety, harmony, and stability (security). Hence, it can be concluded that the educational level does not have a significant impact on the association between conformity and individual performance.

One possible reason there was not a significant effect is that the level of education did not indicate how people will behave as group members (stimulation). Individuals can be involved, but their amount of involvement could be based on something other than their skills. However, it looks like the level of education within MNCs in Mauritius was not connected to the personal or social levels, especially when it comes to 'care and fairness' (conformity) (Schwartz *et al*., 2017). In the same way, ideas, habits, and religious practises (tradition) could not be linked to the level of education. Clearly, skills alone were not enough to improve performance through routines or old-fashioned methods (tradition). Also, there needs to be a clear link between the level of education and the desire for safety, harmony, and consistency (security).

The growth of skills and abilities could also be helped by starting training and development programmes where employees work. So, it was found that the level of education did not affect the ability to achieve group goals through coordination (Achievement) (Cullen *et al*., 2004). Moreover, individuals who adhere to hedonism and prioritise social recognition are independent of credentials or qualifications for pursuing pleasure and satisfaction in life. Ultimately, there is no strong relationship between how much schooling someone has and their willingness to work with others to avoid bad results (benevolence) (Schwartz, 1992, 2012). Based on the above, educational level was not considered a factor which could

influence the relationship between individual values and individual performance. The moderating effects of educational level on the relationship between work attitudes and individual performance will now be discussed.

6.10.3.2 Hypothesis H_{6C1}: Educational Level significantly moderates the relationship between Work Attitudes and Individual Performance

No significant moderating effects of educational level were found in the relationship between work attitudes and individual performance. Based on empirical evidence, employee attitudes are often considered reliable indicators of employees' overall well-being, job satisfaction, and organisational commitment. This suggests that attitudes may be connected to behaviour (Grant *et al*., 2007; Van de Voorde *et al*., 2012). Meeting basic psychological needs and being committed to a job could be similar (Hulin, 1991) and that this might be connected to how well a person does their job (Katsaros *et al*., 2014; Fu & Deshpande, 2014; Pieters *et al*., 2019).

The fact that education level does not have much of an effect on the link between work attitudes and individual performance may be because education level does not have much of an effect on developing behaviours that lead to better individual performance. The study by Ishola *et al*. (2018) showed that workers with college-level, diploma, and degree credentials did better than those with only school certificate credentials. This was different from the current results. Ishola *et al*. (2018) show evidence that supports the claim that workers' educational skills significantly affect how well they do their jobs. On the other hand, Ishola *et al*. (2018) used the educational level as an independent predictor instead of a moderating factor in their study. Including an analysis of educational qualifications as a potential moderator of performance could have yielded different results. Qualitative responses also supported the notion that education could associated with attitudinal expectations - '*In my opinion, education creates conditions in which people with desired notions are preferred. However, we do require people who would be able to cope with our standards and our expectations. So, for me, people who have improved their educational background would be more motivated to enter the job market with full confidence and*

should have the mindset of always doing better, which is the equivalent to good work attitudes [A3-DMEDU-R06]'.

If the idea of achievement were brought up, it could be argued that a person's performance is more closely linked to their growth of skills and abilities than to their level of schooling. This was supported by the qualitative results - '*...the latter knows already how to tackle issues with minimum training because he/she is already exposed to those tools. It brings positive attitudes; and positive attitudes make the person happier and more attached to the job and would exert additional effort to keep this job or to be accountable for better privileges. [A3-DMEDU-R01]*'. Each employee's success seemed to be met when they went through or had gotten the right on-the-job training. So, every employee, no matter what their standards are, has the chance to improve their skills and abilities. That claim was supported even more when a respondent said -'*I would say skilled and not skilled here because skilled people would be able to cope with the dynamic environment; and they would have this attitude of coping well with the challenges they encounter every single day. An unskilled person does not mean lacking technical expertise, but lacking the attitude to cope with uncertainty. So, skilled people will do better than unskilled people. [A3-DMEDU-R03]*'. Based on the above, influence could be related to skills that have been acquired on-site or off-site.

Along those lines, an employee's level of schooling was not a factor in deciding whether they were untrained or badly qualified. Akinwunmi and Adeyanju (2011) postulate that education gives people a solid foundation on which they can build their skills and talents. Additionally, it was noticed that the amount of education did not seem to have a big effect on the relationship between work attitudes and individual performance. Based on the above, educational level was not considered to be a factor that could influence the relationship between work attitudes and individual performance. The moderating effects of educational level on the relationship between motivation and individual performance will now be discussed below.

6.10.3.3 Hypothesis H_{6C2}: Educational Level significantly moderates the relationship between Motivation and Individual Performance

The study's findings suggest that educational level does not significantly mediate the relationship between motivation and individual performance. Ishola *et al*. (2018) found contrasting results to this study, suggesting that employees with higher qualifications performed better than those with only a secondary school certificate. The limited influence of educational level on moderating effects may be explained by the idea that educational attainment did not determine an employee's lack of skill or incompetence (Akinwunmi & Adeyanju, 2011).

As defined by Armstrong and Taylor (2014), motivation is a psychological state that drives individuals to engage in specific behaviours to achieve their desired goals. According to Locke and Latham (2004), motivation encompasses internal factors that drive action and external factors that serve as incentives for action. The definitions provided demonstrate that motivation plays a role in determining behaviour (Armstrong & Taylor, 2014) and is influenced by multiple factors. The educational attainment level in MNCs operating in Mauritius is considered a prerequisite rather than an actively integrated factor. Incentives, such as remuneration, career development, and job security, are organisational strategies that can influence individual performance. However, the education level did not show evidence of improving the relationship between remuneration and individual performance. One possible reason why educational level might not have had a moderating effect is that all workers, no matter what their skills are, are given the same chances. When qualitative findings were considered, for example - '*I would prefer skills and techniques because people lacking these might not be able to cope and they would feel demotivated in the end and their performance would go down. [M3-DMEDU-R01]*'.

The participants put more value on learning skills and methods, which can be done through training. The reasoning behind the claim is similar to Trivellas *et al*. (2015a, 2015b), who found that poor performance was caused by staff members who were not skilled or trained enough. Similarly, doing the same things repeatedly, disagreements over roles and

expectations, and feeling overworked could reduce performance (Ilies & Judge, 2003). However, this claim may not necessarily be linked to education level. Another factor that may contribute to the need for moderation is the increased focus of employees on incentives to fulfil their interests. For example - '*I find people with lower educational levels to be more motivated than those who have higher qualifications because they want to have higher pay, they would work longer hours, and at odd hours as well. Also, young people who are less qualified are more motivated because they find their wages satisfactory; and they will try their best to secure a permanent position if they are not already in a permanent establishment…[M3-DMEDU-R16]*'.

The proportion of employees and the positive relationships between remuneration, career development, and individual performance suggest that some employees are likely motivated by financial rewards and career advancement opportunities. This suggests that their focus is primarily on internal rather than external factors. Therefore, the level of education individuals have may not substantially impact the relationship between motivation and individual performance. Furthermore, the statement - '*What motivates them are the training sessions [M3-DMEDU-R09]*' supports the notion that training sessions were associated with improved individual performance, but not with educational attainment. Educational level did not have a significant impact on the relationship between motivation and individual performance. The moderating effects of educational level on the relationship between work environment and individual performance are now discussed below.

6.10.3.4 Hypothesis H_{6C3}: Educational Level significantly moderates the relationship between the Work Environment and Individual Performance

The study's findings indicate that educational level does not significantly impact the relationship between work environment and individual performance. The findings contradicted Ishola *et al*.'s (2018) study, which demonstrated a relationship between educational qualifications and employees' performance. Educational level did not moderate

the relationship when it came to getting companies to create suitable environments or make conditions that would motivate workers. It is not practical to base employee interactions solely on educational qualifications. For example, employee relationships cannot be based only on their educational background. Kamdar and Van Dyne (2007) shows real-world proof to back the idea that leaders who interact with their staff positively affect their employees' performance. This means that bosses who build helpful relationships with their employees are more likely to make their workers more responsible and cooperative, eventually leading to better work performance. The strength of the relationship between workers and their superiors could affect their motivation, while the amount of education may not significantly affect it.

Education is widely acknowledged as a potent tool for promoting economic and social advancement, as it equips individuals with a solid foundation to develop their skills (Akinwunmi & Adeyanju, 2011). However, it needed to establish the importance of organisational justice and its impact on performance, for example - '*…with education comes the ability to grasp essential elements through training and development exercises organized every now and then... [W3-DMEDU-R04]*'. Akinwunmi and Adeyanju (2011) indicate that the work setting allowed employees to use their educational experience to improve their skills. Still, there was not a clear connection that needed to be made between how people should be treated and how much education they had. Also, it is essential that a person's level of education should not affect how they should try to improve their work performance. Getting a better education could also help create a workplace where workers' well-being is valued, making it easier for everyone to work together to complete tasks (Randall *et al*., 1999).

A different statement, such as '*Competence will be my first factor in terms of skills, knowledge and level of training; because we have complex systems implemented in this company, so that we require people with very good knowledge to work with these tools. Therefore, a level of education is desired especially by those who are familiar and have been exposed to those technologies. [W3-DMEDU-R07]*'. The general qualitative results were mostly about how training can help people improve. However, the relationship

between education, skills development, and practical application in organisational settings must be thoroughly investigated. Therefore, it was determined that educational attainment does not influence the relationship between the work environment and individual performance. This is because traits like good ties with other people, fair treatment, and improving general health and happiness were not affected by educational level as a moderating factor. On the basis of the above argument, educational level was not a factor that could influence the relationship between work environment and individual performance. Now that the impacts of mediators and moderators have been examined, the tested model is discussed below.

6.11 A MODEL ASSESSMENT OF THE CONFIRMATORY FACTOR ANALYSIS

A CFA was generated on AMOS, and modification indices were used to improve the model (Byrne, 2016). All factors (Appendix C, Table M7) had a discriminant value that met all the requirements (Byrne, 2016; Hair *et al*., 2019. Fornell and Larcker (1981) emphasised that the structural model needs to meet certain levels of validity, reliability, and compatibility index before it can be used to judge how important a link is in the model. According to the rule, the correlation between any given construct and any other construct should be substantially smaller than the square root of the AVE of that construct. According to Fornell and Larcker (1981), the minimum acceptable value of AVE for a given build is 0.50. All values for the variables were found to be more than 0.6, suggesting high validity and reliability. The discriminant value for all the factors (Table M7) was found to be consistent, which seemed to meet the Fornell and Larcker criterion (Rönkkö & Cho, 2022), meaning that the questionnaires are compatible with one another. Overall, the model was considered to align with what Gaskin and Lim (2016) found and what Hu and Bentler (1999) recommended about the fit measures.

6.12 A MODEL ASSESSMENT OF THE STRUCTURAL EQUATION MODEL

The initial model (Figure 5.2) utilised individual performance as the dependent variable, whereas the subsequent model (Figure 5.3) employed intention-to-quit. Several studies (e.g., Gadi *et al*., 2022; García-Chas, Neira-Fontela & Castro-Casal, 2014; Liu & Raghuram, 2021) suggest that the intention-to-quit is associated with individual performance. The model depicted in Figure 5.2 is a viable alternative to the model illustrated in Figure 5.3. The evaluation of the model that utilised individual performance as the dependent variable (Figure 5.2) was consistent with the results reported by Gaskin and Lim (2016) and aligned with the fit criteria established by Hu and Bentler (1999). The results demonstrated a strong model fit compared to the model that utilised ITQ as the dependent variable. The second model (ITQ as the dependent variable) was tested for multicollinearity, but did not meet the requirements. Haitovsky (1969) found that multicollinearity had no impact on the predictive accuracy or reliability of the model, as indicated by the multiple regression test. The model was reported to be free from multicollinearity (Haitovsky, 1969; James *et al*., 2017; Rawlings *et al*., 998). The results indicated no need for multicollinearity correction (Sheather, 2009).

6.13 CONCLUSION

This chapter presents a discussion of the results obtained from the qualitative and quantitative analysis. The analysis initially focused on the univariate results of the demographic factors. The findings of the analysis were subsequently discussed. The analysis examined the relationship between individual values and individual performance, which was subsequently interpreted based on the results of the hypothesis. The quantitative investigation and the relevant literature supported the qualitative analysis. This study's foundation was strengthened by the significant positive relationships observed between the four higher-order value types and individual performance. The subsequent section explains the results obtained from the hypothesis tests that examined the relationship between individual values and the primary determinants of individual performance. The literature was subsequently incorporated into the discussion to substantiate the arguments. Subsequently, an analysis was conducted to investigate the associations between the primary determinants of individual performance and the actual performance outcomes. The

study first examined the model summary of a confirmatory factor analysis. The assessment of the structural equation model was then discussed. After that, the goodness-of-fit statistics for the two structural equation models were described. The initial model employed individual performance as the dependent variable, while an alternative model utilised ITQ. The study examined the connections between work attitudes, motivation, the work environment, and individual performance. The study was based on a hypothesised model which also aimed to examine the mediating effects of the primary determinants of individual performance on the relationship between individual values and individual performance. The study also examined the potential moderating effects of demographic factors (age, gender, and educational level) by integrating qualitative findings and existing literature. No demographic factors were found to have an impact on the relationship between individual values and individual performance, as well as the relationship between the primary determinants of individual performance and individual performance. The chapter concluded by explaining the results of multicollinearity. The model employed ITQ as the dependent variable. A summary of the study is provided in the next chapter, following which the conclusions are drawn. Recommendations for further research are then formulated in the final chapter.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7 CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter presents a comprehensive overview of the research, including a summary of the study's objectives and the qualitative and quantitative findings. Research suggestions and recommendations are provided. The research question guiding this study is: '*What are the relationships between individual values, primary determinants of individual performance and individual performance in MNCs in Mauritius?*' Three subordinate research questions were derived from the primary research question to accommodate the different levels of investigation. The subsequent research questions are as follows:

- Research Question 1: *To what extent are individual values related to individual performance in MNCs in Mauritius?*
- Research Question 2: *To what extent do individual values relate to the primary determinants of individual performance in MNCs in Mauritius?*
- Research Question 3: *To what extent do primary determinants of performance contribute to individual performance in MNCs in Mauritius?*

A summary of the research findings is now provided in the section below.

7.2 SUMMARY OF THE RESEARCH FINDINGS

This study tests theory that predicts the impact of individual values on individual performance. The results are consistent with some literature but inconsistent with other literature. Therefore, this study highlights the need for further research to address the gaps in the existing literature, as the outcomes may vary depending on the contextual factors. This study examines individual values and explores the gaps in existing research, which allows participants to reflect on the applicability of their values in different scenarios.

This study offers an original viewpoint on the issue, aiming to examine the potential impact of individual values on individual performance in MNCs in Mauritius. Further research in Mauritius may provide answers to unresolved inquiries regarding individual values. This research conducted in Mauritius contributes to existing knowledge and generates new insights, particularly regarding developing and testing a model of individual values. This study's design and methodologies contribute to the existing body of knowledge. Further research using the same research design and methods could yield additional findings by applying them to other island nations worldwide that share similar qualities.

According to Wan *et al*. (2007), transmitting a culture's beliefs necessitates the assistance of its values. In the qualitative phase, the study examines the impact of individual values on individual performance. In the quantitative phase, the analysis focused on Schwartz's values. The study also examined the impact of the primary determinants of individual performance (namely work attitudes, motivation and work environment) on individual performance. The aim was to develop a theoretical model based on values specific to the Mauritian context. The relationships were subsequently examined through quantitative methodologies. This study explored the relationship between individual values, the main factors influencing individual performance, and individual performance. The research was conducted comprehensively to gain a thorough understanding of this connection. The qualitative research findings indicated a relationship between individual values and individual performance. Qualitative research indicates that work attitudes, motivation, and the workplace environment influence employee performance.

The quantitative results support the qualitative findings regarding the main connections. These connections include a positive relationship between individual values and performance and a positive relationship between the primary determinants of individual performance and individual performance. The study also examined how primary determinants of individual performance mediate the relationship between individual values and performance. The quantitative data also tested the potential impact of demographic factors on the relationship between individual values and individual performance. The

quantitative analysis indicated no significant influence of age, gender, and level of education on the relationship.

The developed theoretical model depicts the associations between individual values and individual performance within the framework of multinational corporations in Mauritius. Quantitative analysis identified associations between individual values and individual performance. The analysis did not identify any mediating effects of the primary determinants of individual performance. Also, the analysis also did not find any moderating effects of demographic factors. The goodness-of-fit statistics showed that the model using individual performance as the dependent variable had a better fit than the model using ITQ. A summary of the research objectives of the study and supplemental recommendations are provided in the section below.

7.3 SUMMARY OF THE RESEARCH OBJECTIVES

This research examined the relationship between individual values and individual performance in multinational corporations (MNCs) in Mauritius, addressing a knowledge gap in the existing literature. This study also examined work attitudes, motivation, and environment as primary determinants significantly influencing an individual's performance. In line with the research objectives, the study was conducted in two phases. The study in Stage 1 utilised a modified grounded theory approach based on Glaser's influential grounded theory. In-depth interviews were conducted to gather qualitative data. During qualitative analysis, the theoretical framework emerged through data exploration and explanation. The step was completed using a modified version of the Gioia approach. The Gioia approach utilises a schematic representation to create a visual data structure. A comprehensive theoretical model was then developed by deriving theoretical propositions and augmenting them with pertinent literature. The primary objective was to create a theoretical framework that would apply to the context of Mauritius. This framework aimed to establish connections between individual values, the primary determinants of individual performance, and individual performance within MNCs.

The values identified in the qualitative study were consistent with Schwartz's value dimensions. In this context, Schwartz's value dimensions were utilised in Stage 2 of the study for quantitative analysis. To test the hypotheses and propositions derived from the qualitative section of the study, confirmatory factor analysis and structural equation modelling were used. The study revealed a significant relationship between individual performance and Schwartz's higher-order values. Work attitudes, motivation, and work environment also significantly influenced individual performance. The study examined age, gender, and educational level as moderating variables. The study observed no moderating effects on the association between individual values and individual performance. As the study aimed to develop and validate a model that explains the interrelationships among individual values, individual performance, and the factors influencing individual performance, 2 models were evaluated. One model used individual performance as the dependent variable, while the other used intention-to-quit. The study found that the model, which measured individual performance as the dependent variable, showed satisfactory fit indices. Individual values have been found to impact individual performance within multinational corporations (MNCs) in Mauritius. This model is intended to enhance stakeholders' and employees' comprehension of these dynamics. The research questions are now addressed as follows.

7.4 SUMMARY OF THE QUANTITATIVE AND QUALITATIVE FINDINGS AND THE RECOMMENDATIONS

The research questions were addressed through an analysis of both qualitative and quantitative findings. This study provided empirical evidence supporting or challenging the theory by establishing specific relationships. Although statistical results cannot be used to establish cause and effect, this study determined that a combined qualitative and quantitative approach was sufficient for testing the theory. The qualitative and quantitative findings address the research questions.

7.4.1 Research Question 1: To what extent are individual values related to individual performance in MNCs in Mauritius?

This study examined the impact of individual values on individual performance within MNCs operating in Mauritius. Research Question 1 examined the extent to which individual values related to individual performance in MNCs in Mauritius. Qualitative research findings indicated that individual values significantly impacted individuals' performance in Mauritius MNCs. Respondents highlighted the significant relationships between individual values and performance.

The qualitative and quantitative data analysis revealed that individual values significantly influenced individual performance. The qualitative findings indicated that autonomy and self-confidence were associated with an individual's effort, proficiency, and skills attributes. Qualitative findings also indicated that employees in MNCs were willing to overcome obstacles to fulfil their assigned duties. These values suggest that employees have greater autonomy in decision-making, enabling them to explore, select, and fulfil their essential needs (Ağraş & Ateş, 2015; Schwartz, 1994). Previous research has indicated that autonomy (Purc & Laguna, 2019) and inter-employee competition (Ağraş & Ateş, 2015; Schwartz, 1994) motivate individuals to improve outcomes. Ağraş and Ateş (2015) suggest that if an organisation views autonomy and competition as improved performance indicators, individuals may alter their behaviour to demonstrate increased concern for their jobs and the company. When employees possess the appropriate attitudes, knowledge, and abilities, they can effectively manage stress and achieve desired objectives and goals, exhibiting high-performing individuals' qualities.

The quantitative findings indicated that openness-to-change positively impacted individual performance. Qualitative results showed that flair and autonomy exhibited similarities with stimulation and self-direction. Le *et al*. (2021) found that the absence of strategic initiatives negatively impacts creative behaviour. These values indicate that employees are granted increased autonomy in decision-making, enabling them to explore, choose, and fulfil their needs. The qualitative findings suggest that self-directed employees value self-sufficiency

in thinking and actions. This value is advantageous for generating innovative ideas, implementing those ideas, making independent decisions, and achieving organisational goals (Schwartz, 2012). Suppose MNCs need to cultivate an atmosphere of openness-to-change strategically, their employees may need more innovation, motivation to undertake projects, and generation of ideas to fulfil their responsibilities. These characteristics suggest that openness to new ideas is the most advantageous virtue for fostering creativity and independence in making sound judgements within multinational corporations. Qualitative research findings indicate that the absence of autonomy, recognition of innovative behaviour, and failure to acknowledge and appreciate employee contributions harm the fundamental elements contributing to job satisfaction.

Managers who discourage employee autonomy may exhibit pessimistic tendencies as they undervalue employee contributions. The issue is significant as dignity plays a crucial role in the well-being of individuals and organisations. Individuals with adequate knowledge and skills tend to experience positive emotions due to their work (Kasof *et al*., 2007; Purc & Laguna, 2019). The findings also suggest that individuals who lack competence in performing their tasks are likely to feel unhappy and frustrated at work, leading to eventual withdrawal from the job, either through behavioural or psychological means (Sousa & Coelho, 2011). The study suggests that employees in multinational corporations who exhibit self-direction are likelier to display positive, creative behaviour. Conversely, employees with low scores on openness-to-change are also likely to have low scores on creativity (Sousa & Coelho, 2011). If MNCs fail to actively promote a culture that encourages openness to new ideas and approaches, their employees may be less able to generate innovative solutions to problems.

The qualitative findings suggest that following the policies and processes improves individual performance. Behaving ethically and adhering to company policies indicate loyalty to the organisation. The findings also indicate that employee loyalty is essential for high performance in MNCs. Qualitative research findings indicated that adherence to regulatory frameworks and regulations contributes to the development of professionalism. The quantitative results did not align with the qualitative findings. The absence of a

relationship between conformity and individual performance indicates that adhering to rules, principles, and traditional views does not necessarily ensure individual performance. Rodriguez *et al*. (2017) propose that addressing the inconsistencies and ambiguities of various labour regulation objectives and considering the perspectives of multiple social actors across different geographic boundaries could significantly enhance research in this field. In highly conformist environments, individuals tend to be strongly inclined to conform to a leader (Gutierrez & Hussein, 2015). Jiang and Zhang (2021) found that when managers prioritise their interests over those of their subordinates, it is likely to impact the subordinates' effectiveness negatively. The study indicates that managers should establish a supportive environment to foster trust in their leadership among their staff (Gutierrez & Hussein, 2015).

Qualitative research also revealed that individuals and groups experience advantages when they possess a strong sense of order. Organisations and managers highly prioritise collaboration, thus fostering an expectation of group harmony. The significance of this concept is relevant in MNCs due to the collaborative efforts of individuals working towards a common goal (Giménez & Tamajón, 2019; Schwartz, 2006). This collective endeavour creates a synergistic social entity with short- and long-term implications. In numerous instances, individuals demonstrate a solid commitment to the task and each other. The quantitative results support the qualitative results, indicating that security positively influences individual performance. According to Le *et al*. (2021), employees who prioritise cohesiveness value are motivated by safety, harmony, and stability goals. Also, employees who follow procedures may avoid undertaking projects due to concerns about deviating from social norms and expectations. This behaviour may not be favourably received by MNC management (Purc & Laguna, 2019). Quantitative results indicated that clearly defined roles and responsibilities can enhance team members' performance. The individuals clearly understand their assigned tasks and the underlying rationale (Arieli & Tenne-Gazit, 2017; Myyry *et al*., 2021). Thus, every team member must have a clear understanding of the team's objective and commit to and endorse it fully. It is also essential to clarify the objective and establish a clear connection between it and each team member's job and duties to enhance team potential. Subsequently, setting challenging goals can

motivate team members to perform at their best (Arieli & Tenne-Gazit, 2017; Myyry *et al.*, 2021). The findings suggest that multinational corporations (MNCs) should prioritise security to promote innovation and disrupt traditional organisational norms and processes (Shin & Zhou, 2003). Conformist employees demonstrate self-control, civility, and compliance to avoid causing harm to others (Shin & Zhou, 2003).

The qualitative data suggests that individual values, specifically those related to a need for fulfilment, maybe the primary factors influencing individual performance in multinational corporations (MNCs). Qualitative findings suggest that the pursuit of flair holds greater prominence than the pursuit of eminence and gratification. Qualitative findings indicate a relationship between employees' higher levels of flair and their performance. MNCs may require employees with skills to showcase their talents and capacities. The Quantitative findings align with the qualitative results. Employees need to possess the requisite skills and talents to meet the expectations of their employers. To enhance performance, employees can exhibit their ability to contribute to the organisation's success by demonstrating relevant skills (Ağraş & Ateş, 2015; Schwartz, 1992). The analysis of individual values supported the argument that planning, meeting deadlines, and prioritising are performance indicators for accessing prospects and demonstrating employees' abilities, capacities, and competencies to achieve these goals. The results suggest that MNCs must cultivate a self-enhancing environment where employees demonstrate self-confidence and a sense of control over their work environment. These factors seem crucial for achieving workplace success and personal goals (Ağraş & Ateş, 2015). Ağraş and Ateş (2015) suggest that multitasking may indicate that workers at multinational corporations (MNCs) in Mauritius are assigned specialised activities instead of focused on multiple tasks. Further research is warranted to explore the relationship between achievement and performance, as indicated by the diverse outcomes observed in various circumstances (Boonparn & Pooncharoen, 2019).

Qualitative findings indicate that managers recognise that some employees derive enjoyment or satisfaction from their daily tasks. Although some people are highly self-indulgent, such sentiments or attitudes are rarely visible. Managers find it atypical for only

a tiny proportion of employees to express job satisfaction, which does not accurately represent the overall level of job enjoyment among employees. The findings indicate that managers should consider investing in employees who derive enjoyment from their work. Enthusiasm, as a potential indicator of organisational citizenship behaviour (Ağraş & Ateş, 2015), has the potential to improve individual performance. A positive and enthusiastic mindset is crucial for achieving success in the workplace. In addition to skills, experience, and training, companies may seek applicants who demonstrate passion, as they are more likely to approach their assigned duties with optimism and cooperation. In a competitive job market, a candidate's positive attitude and willingness to take on responsibilities can give them an advantage over those with negative or indifferent attitudes. The quantitative findings were consistent with the qualitative findings, indicating that a significant level of hedonism had a noticeable effect on individual performance. There was a positive relationship between self-enhancement and individual performance, suggesting that these employees are perceived to have a hedonistic reputation for pursuing pleasure and gratification. Their behaviour seems to stem from a dual motivation to enhance their happiness and that of others (Klein *et al*., 2004; Kuswandi *et al*., 2020). The results align with Kuswandi *et al*.'s (2020) findings, which indicated a positive relationship between hedonism and work-life balance, subsequently impacting performance. The qualitative and quantitative research indicates that MNCs must create a conducive environment for employees to pursue hedonistic lifestyles. This lifestyle choice appears to impact professional attitudes, which can indicate future success (Fassina *et al*., 2008). MNCs in Mauritius could also establish a conducive environment that enables their employees to generate income. Benefits can enable employees to fulfil personal aspirations and ambitions. This study suggests that maintaining a healthy work-life balance and adjusting and prioritising tasks may enhance overall performance.

The qualitative findings suggest that individuals who consistently perform well take full responsibility for their tasks from beginning to end as a fundamental principle. Qualitative findings indicate that employees emphasise enhancing employee well-being by promoting mutual respect and acknowledging diversity, influenced by Mauritius' cultural norms and traditions. Greater levels of upliftment and inclusivity seemed to be related to increased

employee performance. This interpretation was supported by quantitative evidence. The findings indicate that it is essential for MNCs to cultivate a supportive environment where managers prioritise employee well-being. This approach should be consistently maintained to ensure employees can effectively perform their duties. The value of upliftment is crucial as it signifies workers' responsible actions and positive attitude in providing necessary assistance to others, thereby enhancing overall well-being. Managers are advised to discuss the topic of innovation when teams demonstrate strong performance. The emphasis is primarily on performance rather than quality. The upliftment value highlights the importance of interpersonal relationships for employees' successful performance.

Qualitative research indicates that equitable treatment of employees fosters a positive work environment. The findings indicate that managers should cultivate a perception of fairness, as it promotes employee well-being and motivates hard work. Employees are encouraged to acknowledge and appreciate each other's contributions through fair treatment, respect, and appropriate behaviour. The quantitative results indicated that a strong self-transcendence positively influenced employee performance. The findings align with the studies conducted by Alatf and Anjum (2018) and Baig *et al*. (2021), supporting the hypothesis. The results suggest that MNCs may need to enhance employee engagement to foster high performance in task execution. Baig *et al*. (2021) found that in addition to equitable treatment, appreciation and understanding are effective ways of recognising successful task completion. Recognition benefits both the task and the workplace.

Managers highly value gratitude and understanding as they contribute to employees feeling valued and satisfied in their jobs. Managers can thus foster a more humane work environment by expressing appreciation and empathy towards their employees. According to the research findings, employees in MNCs in Mauritius exhibit benevolent leadership. This type of leadership is characterised by a leader's actions that align with their values, attitudes, and character, demonstrating compassion, long-term care, and concern for their subordinates' well-being (Shaw *et al*., 2020). This behaviour has enhanced coworkers' employment performance (Alatf & Anjum, 2018). A positive relationship between emotional commitment and benevolent leadership implies that MNCs could promote this

type of leadership to enhance emotional commitment, ultimately leading to improved performance. Individuals with a passion for creativity and innovation may receive additional support. Companies may also establish a universalistic environment to encourage employees to generate innovative ideas with reduced risk, congruent with the findings of Gallego *et al*. (2020). Liu *et al*. (2021) suggest that reducing the power of an authoritative leader may hinder coworkers' freedom and curiosity to explore their potential.

Qualitative research suggests that demographic factors, such as age, gender, and educational level, may influence the connection between individual values and individual performance. However, quantitative research yielded different results. Education is crucial in facilitating individuals' adaptability to societal changes, fostering innovation, and cultivating motivation for personal achievements (Schwartz, 2006, 2012). Values influence conflicts between authority, universalism, tradition, and hedonism (Schwartz, 2012). Individuals evaluate the significance of their desires based on their present circumstances and the societal context in which they reside. Thus, MNCs should create a motivating environment for employees to meet their needs and simultaneously align with the company's objectives. Individuals prioritise their desires according to their circumstances and surroundings, such as choosing between materialism and security. Their surroundings significantly shape an individual's capacity to embrace or oppose change, thus highlighting the substantial impact of demographics on culture. Schwartz (2006, 2012) identified several goals that individuals prioritise: job happiness, stability, progress, excellent health, leadership, and achievement. As people age, their focus shifts from seeking new experiences to prioritising universal activities such as employment and addressing global issues (Schwartz, 2006). As individuals mature and gain more life experiences, their priorities shift away from hedonism and towards familial relationships and the overall quality of life. According to Schwartz (2006), younger individuals prioritise self-direction, hedonism, and excitement, whereas young adults prioritise stability, conformity, and tradition. It is advisable to promote group cohesion among individuals of diverse age groups. Thus, the study indicates that MNCs may require comprehensive employee development programmes to utilise a multigenerational workforce effectively. These programmes should focus on continuously improving and updating employees' skills.

Various techniques can be employed to enhance the skills of a diverse workforce, including individual, group, and team training, mentorship programmes, and reverse mentoring initiatives. The mentor and the mentee derive mutual benefits from the guidance in a mentoring relationship. Creating a diverse group of individuals of varying ages, genders, and educational backgrounds can be advantageous in gaining insights into the strengths and weaknesses of one's peers and taking proactive measures to address them.

Based on the results, various individual values can impact individual performance. Qualitative findings suggest that employees' performance can be improved through various values. Their motivation stems from personal needs and professional aspirations. When employees possess a particular or instinctive aptitude or skill that enables them to perform a task exceptionally well, they are likely to be intrinsically motivated. Employees who possess a combination of creativity and self-confidence are more inclined to pursue novel opportunities for personal and professional development actively. When employees combine flair with self-confidence, they consistently seek new challenges and opportunities for learning. The qualitative and quantitative findings indicate that the pursuit of specific values is similar in both types of research. These findings suggest that different types of values lead to different aspirations, which subsequently impact individual performance. The quantitative results indicate that while higher-value types impact employee performance in MNCs in Mauritius, not all subordinate values play a significant role. Over time, employees motivated by values like achievement and stimulation may surpass those motivated by conformity, tradition, security, and hedonism. Conforming to norms, principles, and conventional viewpoints is often seen as routine and not a significant factor influencing performance in multinational corporations. Asserting dominance over colleagues may be considered inappropriate. Furthermore, including demographic moderating effects enhances the validity of this study as a foundation for future research findings. Research Question 2 is now addressed in the section below.

7.4.2 Research Question 2: To what extent do the individual values relate to the primary determinants of individual performance in MNCs in Mauritius?

This study used qualitative methods to examine the relationship between individual values and the primary determinants of individual performance. The quantitative results also indicated associations with 3 specific factors: work attitudes, motivation, and work environment.

The results suggest that individual values are linked to the primary determinants of individual performance. The quantitative data showed significant associations between certain individual values and the primary determinants of individual performance, while others did not show such associations. Quantitative findings also suggest that employees working for multinational corporations based in Mauritius are more motivated when the company prioritises self-direction and stimulation. Therefore, granting employees more autonomy in decision-making is advisable and permitting them to explore alternatives, make choices, and fulfil their own needs (Ağraş & Ateş, 2015; Schwartz, 1994). Autonomy and self-confidence are vital attributes that can assist employees of multinational corporations in effectively navigating the challenges they encounter. Emphasising these qualities as the primary means to cultivate creativity can be beneficial. Anwar *et al*. (2020) suggest that this approach can foster creativity, facilitate independent decision-making, and promote individual contributions towards organisational objectives. However, the 3 remaining higher-order values, conservation, self-enhancement, and self-transcendence, did not pertain to all 3 factors.

Based on the results, individual values appear to be associated with the primary determinants of individual performance. As the data shows, individual values were unrelated to the primary determinants of individual performance. Openness-to-change, a higher-order value, was found to have a positive relationship with all three predictors, namely work attitudes, motivation, and work environment. According to quantitative findings, employees at Mauritius-based MNCs appear to be more motivated by a company's emphasis on self-direction and stimulation. For this reason, it is recommended that employees be given greater freedom in their decision-making and be allowed to investigate the options, choose and meet their own requirements (Ağraş & Ateş, 2015; Schwartz, 1994). These qualities may help MNC employees cope with the obstacles they

face if autonomy and self-confidence were seen as the greatest approach to fostering creativity. This could be advantageous for the generation of new ideas, their implementation, and their ability to make their own judgments and contribute to the organisation's goals on their own (Anwar *et al*., 2020). However, the other three higher-order values, conservation, self-enhancement, and self-transcendence, do not relate to all three factors.

Employees who prioritise conformity may refrain from taking on projects due to concerns about deviating from social norms and expectations, potentially leading to disapproval from management in multinational corporations (Purc & Laguna, 2019). It is recommended that MNCs cultivate an environment conducive to idea generation by granting employees autonomy. In order to foster innovation, individuals must be willing to challenge established organisational conventions and practises. The security values upheld by employees often reinforce this inclination. They thus prioritise security and harmony. Conformist employees demonstrate self-control, civility, and compliance to avoid causing harm to others (Shin & Zhou, 2003). Gutierrez and Hussein (2015) argue that in a culture that values conformity, individuals are strongly inclined to adhere to the guidance of leaders. The findings suggest that, if managers prioritise their interests over their subordinates, it is likely to negatively impact the subordinates' effectiveness (Jiang & Zhang, 2021). Gutierrez and Hussein (2015) recommend that companies promote managerial support to enable employees to comply with leadership willingly. The results thus suggests establishing a climate that promotes conformity while fostering an environment conducive to employee creativity, innovation, and motivation while still adhering to company policies and guidelines is recommended.

Ağraş and Ateş (2015) suggest that work attitudes and motivation can be improved by promoting discretionary behaviour and cooperation among colleagues. MNCs are thus advised to promote self-control among managers in their activities. This could encourage achieving outstanding outcomes and efficiently exercising the delegated authority. Subordinates who exercise control are likelier to finish their work on time (Modranský & Lajčin, 2021). It is possible that workers would prioritise their personal needs over those

of the company. Most managers demonstrate respect and trust towards their workforce through their behaviours in the workplace. Managers should eliminate obstacles that impede teams from performing optimally. This phenomenon occurs due to increased responsibility and decision-making authority being delegated to teams, reducing managerial tasks across various levels. Managers who embrace this approach will support their teams while refraining from exerting formal authority. Mediation analysis revealed no significant impact of the primary determinants on the association between individual values and individual performance, despite initial suspicions of an indirect link. This may be attributed to the perception that values are inherent or acquired through education. Individual characteristics are more significant in influencing outcomes than organisational factors or the internal systems multinational corporations provide. Research Question 2 is thus answered. Research Question 3 will now be considered below.

7.4.3 Research Question 3: To what extent do the primary determinants of performance contribute to individual performance in MNCs in Mauritius?

The study question was answered, and both qualitative and quantitative data revealed significant relationships between each primary determinant of individual performance and individual performance. Strong rationales were offered from the qualitative data for hypothesised relationships between individual performance and the primary determinants of individual performance. The favourable relationships found in the quantitative analysis corroborated the qualitative research findings. The most prominent subordinate aspects are Locus of control, compensation, advancement opportunities, and interpersonal connections. The discussion of the results is now summarised as follows.

7.4.3.1 Work attitudes and individual performance

According to the results, work attitudes significantly positively impact individual performance. The results support the findings of Anwar *et al.* (2020), who stress that helping people develop their particular skills would benefit how happy people are at work.

Employees with a sense of control would try to take charge of things they can change (Anwar *et al*., 2020). Because of this, employees could complete a task well and to their satisfaction. It is suggested that the staff be encouraged to take ownership of a project from start to end, which translates to significant control at work. The locus of control would allow the employee to feel in charge of his or her actions so that he or she can control what would happen (Anwar *et al.*, 2020). When workers are happy, they are more likely to work hard to help the company reach its goals (Nurlitasari *et al.*, 2022). Thus, employees must know what is expected of them to contribute the most significant value and impact. It is suggested that managers set career milestones and goals with employees so they can understand how they may go beyond their current position. Leadership requires managers to ensure that subordinates are neither overworked nor under pressure. Even if a group or company has high objectives, it would be critical that managers use caution when allocating assignments. When employees work from home, it may not be easy to make them feel appreciated and noticed because of the physical distance. Managers must remember to appreciate even the most minor successes and offer positive comments to their employees. Improved communication between managers and employees, and more significantly, between employees and managers, could increase job satisfaction. It is suggested that employees should be allowed to voice their criticisms and bring forward concerns without fear of retribution. Employees hesitant to speak up will be less productive and more likely to want to leave their jobs as soon as possible.

The moderation analysis did not reveal any significant effects of demographics on test results. It is advisable to investigate potential variations in motivation levels among employees of different age groups, considering their financial aspirations and career prospects. Additionally, exploring alternative methods of determining potential disparities in work-related attitudes between men and women would be informative. All employees seem to have equal growth opportunities contingent upon their job performance. Recommendations related to the results pertinent to the relationship between motivation and individual performance are now offered based on the conclusions of the investigation of the relationship between work attitudes and individual performance.

7.4.3.2 Motivation and individual performance

According to the quantitative results, there is a positive relationship between motivation and individual performance. The results are consistent with Ekhsan *et al.* (2019), who demonstrated the importance of remuneration (a motivational factor) in keeping and recruiting human resources. This shows that employees are more likely to be happy with their expectations if they are appropriately rewarded, and they can then focus on their tasks. While remuneration could relate to pay-for-performance, it is suggested that MNCs continue implementing programs that reward employees depending on their performance. Guidelines explaining whether activities or evaluation outcomes contribute to better compensation are standard in companies implementing pay-for-performance programs (PFP). People consider money, in the form of remuneration, to be the most apparent extrinsic motivation by people (Armstrong &Taylor, 2014). Intrinsic motivators, such as an appreciation for completed work, and extrinsic motivators, such as salary, influence satisfaction, which, in turn, influences performance (Herzberg, 2003). It explains how a lack of compensation makes employees feel frustrated and unhappy (Bamberger & Belogolovsky, 2017), which can lead to unprofessional and dishonest behaviour (John *et al*., 2014), thereby affecting overall performance (Eisenberger & Cameron, 1996). It is concluded that employee motivation must be increased to inspire them to be more engaged and inventive and to assist them in achieving their goals. Performance evaluations provide feedback and performance development plans help employees to acquire skills that maximise their potential (John *et al.*, 2014).

As a result, recommendations for making employees in Mauritius' MNCs aware of the relationship between effort, performance, and reward could be made. Employees are more productive when they are compensated (Dessler, 2020). Pay is determined by the amount of work performed, and it is suggested that MNCs must be aware of commensurate employees with the skills and experience required for the position (Dessler, 2020; Parashakti *et al*., 2020). There are no ambiguities regarding salary because senior and new employees are provided the same information. Both the giver and the receiver of a raise must understand the rationale for the decision. This covers the rationale for the pay

increase, the new standards of performance, and suggestions on how to improve the role moving forward (Dessler, 2020; Parashakti *et al*., 2020). Whatever the future holds, managers and employees need to talk about it so everyone understands what to anticipate until the next pay boost arrives. The results also suggest that employee performance will rise in tandem with their professional growth. It is thus concluded that employees prefer jobs that offer appropriate career opportunities. Thus, companies should constantly review policies to provide employees with their desired career paths.

It is suggested that employees' careers be seen as mini-stages that include learning by doing, failing and succeeding in various roles before moving on to the next challenge. Learning and mastery are the driving forces of new cycles. MNCs should also encourage an environment in which co-workers could have friendly competition. Taking on a little friendly competition may push employees to new heights and help them overcome their personal bests. This could enable them to help each other succeed by teaming up with two or more co-workers or friends who share their ambitions. In addition to providing outstanding employee experiences, companies that know how to boost employee engagement generally have a solid corporate brand. This, on the other hand, does not occur immediately. Employee input and data-driven tactics could result in a strong internal brand. Employers that have employees who are pleased and motivated may both retain and recruit top talent. To meet the critical development program objectives, the company must communicate to employees what the objectives are and support their actions in the workplace so that employees who share this enthusiasm can get the most out of their efforts (Armstrong, 2016). A flexible career path would allow employees to continually upgrade themselves to become top performers in MNCs that could inspire others.

An individual with insight comes from having experiences and thinking about them and may pick and follow an ideal job path. It is suggested that MNCs continually develop a career and deal with obstacles, a regular aspect of life at work. Job setbacks could cause many people to reassess who they are and what they have learned thus far. Therefore, MNCs must assess to what extent this procedure can benefit the employees' long-term professional performance, which could depend on their level of professional resiliency.

MNCs need to be aware that employees with high levels of resilience may look at a job setback objectively and develop creative solutions. So, if MNCs want to learn more about their people and workplace, they must make their employees resilient. Employees with strong professional resilience are more likely to succeed in their careers because they can better cope with the challenges that come with their chosen path.

According to the literature (Van Vuuren *et al*., 2020), there is a negative relationship between subjective job performance and what is accomplished since it is negatively related to subjective job insecurity. This shows that employees must trust their managers. It is concluded that employees would perform poorly if they believed their jobs were in danger. Even though the results also show that permanent employees are more likely to experience job insecurity than temporary workers (Van Vuuren *et al*., 2020), this shows how meaningful the relationship between job security and individual performance is in MNCs in Mauritius. Because of this, it is recommended that, in addition to giving employees career opportunities, managers need to give them appropriate feedback on how they are doing. Employees also need to have a can-do attitude.

Quantitative results showed that demographics did not affect the relationship between motivation and individual performance. Any differences in how motivated men and women are at work could be found by doing more research on possible direct links with performance. People of different ages could take similar tests to determine their motivation. Even though it seemed that remuneration 'was the lure', salary did not show any moderating effects. So, adding new variables to the model in different ways is needed to address the effects of demographics. Based on the conclusions of the analysis of the relationship between motivation and individual performance, recommendations based on the findings relevant to the association between work environment and individual performance will now be presented.

7.4.3.3 Work environment and individual performance

Quantitative results showed that there was a positive relationship between work environment and individual performance. The results indicate that the work environment plays an important role in how employees do their jobs (Torrington *et al.*, 2020).

It is concluded that it is essential to give employees a positive environment or pleasant surroundings that would enhance employee motivation (Dessler, 2020; Parashakti *et al*., 2020) and lead to the desired employee performance in the end (Feldman & O'Neill, 2014; Hanheide *et al.*, 2021). It is assumed that supervisors have good relationships with their subordinates, encouraging them to do their jobs well and get along with others. It also concluded that MNCs in Mauritius have healthy relationships between managers and subordinates and among the workers themselves (Szostek, 2019). According to the findings, the work environment has little to do with fairness or supervisory support. Interactional justice is a term for fair treatment in a social trade process (Zeb *et al.*, 2021). A negative relationship, on the other hand, would have implied unhealthy, ineffective outcomes and potentially dangerous reactions (Colquitt *et al.*, 2015a, 2015b). Employees may believe that by disclosing explanations for decisions made, they would be appropriately treated, dignified, respected, and managed in an unbiased manner (Colquitt *et al.*, 2015a, 2015b). As a result, the non-association finds that treating employees fairly when making decisions does not necessarily affect individual performance. Thus, one should delve deeper into the interactions between the manager and the employee to understand the relationship between interpersonal relationships and supervisory support. Furthermore, it seems necessary to look into what causes rifts, a series of unpleasant interactions between a manager and a subordinate that make employees question the quality of their relationship with the manager and whether or not they want to engage in further interactions.

The above sections have summarised the results and findings in MNCs in Mauritius by relationships around individual values, the primary determinants of individual performance and individual performance. Conclusions were drawn and recommendations for further research where appropriate were then provided. The contributions of the study are now explained below.

7.5 CONTRIBUTIONS OF THE STUDY

The following section expounds upon the theoretical, practical, and methodological contributions of the study.

7.5.1 Application of existing theories in a new context

Despite the presence of a few publications that establish a connection between Hofstede's national culture and the island of Mauritius, such as Alqarni (2021), Harvey (2021), Jayatilleke and Gunawardena (2016), and Liu and Sudweeks (2003), there is a lack of literature that explores the relationship between Schwartz's value dimensions and Mauritius. Examining the impact of Schwartz value dimensions within the Mauritius context enables this study to offer distinctive insights into the current body of knowledge. The application of established theories in novel settings makes a valuable contribution to the field of research.

The unique aspect of this study resides in its capacity to clarify the complex relationship between individual values and individual performance in multinational companies in Mauritius, offering a robust basis for policy-making grounded in empirical data and comprehensive advancement in Mauritius. Cultural, social, and environmental factors influence values (Cârstea, 2021; Schwartz, 2012; Veissière *et al*., 2020; Vinken *et al*., 2004). Through integrating Schwartz's values within a model, this study investigated the relationship between individual values and individual performance in a particular context under scrutiny, Mauritius. By integrating Schwartz's values into established theories, this study also investigated the relationships between individual values and particular behaviours or outcomes such as work attitudes, motivation, and work environment, thereby augmenting the model's prognostic capacity. The enduring nature and resilience of individual values imbue them with the potential to serve as reliable indicators of various outcomes, thereby endowing them with predictive power.

Furthermore, the complete Schwartz Portrait Values Questionnaire (PVQ) in this research facilitated quantifying and comparing the significance of values among individuals. This approach enhanced the empirical validity of the theory under investigation. The presence of an empirical base thus enhanced the legitimacy and strength of the theory's assertions regarding human values' structure, applicability and universality. This study has allowed the comprehension of complicated human behaviours and societal processes, which is essential for a comprehensive analysis. Applying Schwartz's theory to a novel setting has yielded consistent outcomes, thereby substantiating the theory's generalisability. This finding illustrates that the ideas and assumptions of the theory remain valid and applicable beyond its initial focus, thus expanding the theory's range of applicability. This process has resulted in the amalgamation of novel ideas and concepts aimed at bridging the gap between theoretical frameworks and the unique setting of Mauritius. The synthesis process could facilitate the development of hybrid models incorporating components from many academic areas. An example is the amalgamation of work attitudes, motivation, work environment, and individual performance.

The investigation into the influence of individual values on individual performance and outcomes, such as work attitudes, motivation, and the work environment within multinational companies situated in Mauritius, has significant practical implications for various fields, including organisational management, organisational behaviour, human resource management, marketing, and public policy among others. Promoting desirable outcomes can be facilitated by informing the development of interventions, strategies, or policies that align with individuals' value systems within multinational companies.

7.5.2 Application of existing methods in a new context

Applying a mixed-method strategy to relate Schwartz values with individual performance in the Mauritian context makes this study unique. This study bears resemblance to several research inquiries, such as those conducted by Ağraş and Ateş (2015), Alatf and Anjum (2018), Arthaud-Day *et al*. (2012), Baig *et al*. (2021), Le *et al.* (2021), Purc and Laguna (2019), Kuswandi *et al*. (2020), Stankevičiūtė and Wereda (2020), and Tep *et al*. (2021).

While the studies employed a quantitative approach, the present investigation utilised a mixed-methods methodology. The methodology facilitated a more holistic comprehension of the relationships among the different elements connected to individual performance in multinational companies operating in Mauritius. Subsequently, this informed the development and refinement of a theoretical framework, a task not undertaken by the studies mentioned above.

A mixed-method methodology was employed to alleviate the inherent limitations of a purely quantitative approach. Furthermore, it is noteworthy that Alatf and Anjum (2018), Baig *et al*. (2021), and Stankevičiūtė and Wereda (2020) did not fully utilise the complete set of individual values that comprise the Schwartz values framework. This research, however, examined all the Schwartz values in the context of Mauritius. Also, applying the Gioia data structure methodology in the context of Mauritius provided a unique means of presenting qualitative data. It offered an integrated theoretical framework derived from the investigation's qualitative aspect. The outcome is a significant and distinctive study result, showcasing the scholarly rigour and proficiency employed in the research. Despite the extended time required for its implementation, integrating both types of data through joint presentation proved beneficial in streamlining the data analysis process. The integration of qualitative and quantitative data provided mutual corroboration, resulting in a strong foundation for drawing inferences during the analysis of findings. Qualitative data provided valuable insights into the individual values of multinational companies operating in Mauritius and the internal dynamics that influenced individual performance. Using qualitative data in isolation might have presented limitations in terms of generalisability due to the restricted sample size. The amalgamation of quantitative data offered a broader sample, thereby enhancing the validity and the possibility of generalising the overall outcomes.

The utilisation of a mixed-methods approach offered a distinctive contribution in that it enabled the attainment of a more profound comprehension and the generation of more comprehensive insights that may not be feasible through the application of a solitary method. Applying a mixed-method approach in the framework of individual values

dimensions, factors associated with work attitudes, motivation, work environment, and individual performance in Mauritius distinguishes this study as one of the most recent studies to employ such a methodology in a distinct setting. Through integrating quantitative and qualitative methodologies, this study leveraged the respective advantages of each approach. The present study aimed to integrate both the results obtained from quantitative and qualitative data sources. The congruency of the findings enhanced the overall validity of the results, leading to a comprehensive and precise conclusion that was attained through a holistic comprehension.

During the qualitative phase, the modified grounded theory approach commenced with a blank slate, emphasising the collection and analysis of data without any preconceived ideas. An inductive technique facilitated the identification of distinct patterns, relationships, and concepts unique to the specific environment of multinational corporations operating in Mauritius. Consequently, the concepts and themes that surfaced were firmly rooted in the authentic experiences and viewpoints of the participants. The modified grounded theory approach facilitated a more profound engagement with the contextual elements. The comprehension of distinct social, cultural, and situational elements facilitated the emergence of theories appropriately aligned with the specific setting. The comprehension of the specific context in which the research was conducted guaranteed that the theories developed accurately encompassed the subtle and complex aspects of multinational corporations in Mauritius. Identifying emerging concepts was a significant characteristic of the modified grounded theory. The researcher was receptive to unforeseen ideas and themes that emerged during data processing. The embrace of openness facilitated the exploration of new perspectives and occurrences that may have been overlooked in conventional research methodologies.

The distinctive aspect of employing the structural equation model within the framework of Mauritius resides in its capacity to effectively represent, evaluate, and examine intricate linkages and theoretical frameworks while accommodating the complexities inherent to that particular setting. Adapting the model derived from the qualitative phase to suit the particular data and phenomena under investigation made it possible to provide insights

directly applicable to the unique environment being examined. The model was specifically designed to capture the distinct connections among variables, which more basic statistical methods may need to handle sufficiently. Through establishing explicit connections among Schwartz values, individual performance, and the primary determinants influencing individual performance within the MNCs in Mauritius, SEM offered a robust statistical framework for assessing the validity of the proposed theory within that particular setting.

7.5.3 Development of a new theoretical model

This study has resulted in the developing of a model that may encourage alterations or adaptations in managerial practices. Developing a model entails a unique synthesis of knowledge from various disciplines, commonly known as interdisciplinary integration. In this case, the integration process entailed the consolidation of Schwartz's values, aspects related to work attitudes, motivation, work environment, and individual performance into a unified framework. Thus, the distinctiveness of the model can be ascribed to the circumstance that the investigation was carried out within the context of Mauritius. The development of the theoretical framework necessitated the synthesis and organisation of preexisting information and data. This endeavour facilitated knowledge organisation within a logical framework, enhancing the comprehension and effective communication of intricate concepts. Integrating diverse disciplinary perspectives is a common characteristic of novel theoretical models. This practice involves the amalgamation of insights derived from several academic domains. Interdisciplinary information sharing enhances intellectual growth by facilitating the transfer of methodologies, concepts, and approaches between traditionally distinct fields.

Consequently, the incorporation of a theoretical framework has the potential to engender scholarly discourse and deliberations within the academic and scientific cohorts. This discussion promotes critically assessing, improving, and sharing ideas, making a valuable contribution to the body of knowledge. Formulating a theoretical framework can catalyse scholars to investigate novel avenues and inquiries. This phenomenon has the potential to initiate a surge of research endeavours focused on evaluating, enhancing, and expanding

the model, thus yielding novel insights in analogous island nations akin to the characteristics of Mauritius.

Confirmatory Factor Analysis and Structural Equation Modeling techniques were employed during the quantitative phase to evaluate the model. Incorporating demographic factors such as age, gender, and educational level into the analysis allowed for examining potential moderating effects. While previous studies, such as Gallego *et al*. (2020) and Le *et al*. (2021), have primarily focused on examining direct relationships, the present study has taken a more comprehensive approach by incorporating mediating factors and exploring the moderating effects of demographic variables. Furthermore, in contrast to Tep *et al*.'s (2021) application of confirmatory factor analysis with a limited set of three values from Schwartz's values dimensions, the current study employed the complete set of Schwartz's values. The novel theoretical model can address gaps in knowledge by providing a comprehensive framework that clarifies the relationship between Schwartz's values and individual performance more thoroughly. The model could also provide significant insights into the distinct cultural orientations demonstrated by different countries. This suggests that this work may incorporate established theories, introduce novel mechanisms, or present alternative viewpoints to resolve uncharted domains, ultimately expanding the frontiers of understanding Schwartz value dimensions. The adoption of SEM facilitated a rigorous quantitative evaluation of the degree to which the empirical data corroborated the underlying theoretical framework through direct relationships and a comprehensive analysis of mediation and moderation effects.

7.6 CONCLUSION

This chapter aims to summarise the qualitative analysis results and hypothesis testing procedure, discuss the study's implications for theory and practice, and offer suggestions for future research. The research questions provided the rationale and structure for the study. The study's objectives were succinctly outlined in an executive summary. The study's findings and recommendations were presented. The study's main findings are as follows.

Qualitative and quantitative findings have demonstrated a relationship between individual values and individual performance within multinational corporations in Mauritius. The developed and tested theoretical model also satisfied the necessary criteria for model fit. Therefore, the theoretical model demonstrated practicality in the context of Mauritius. Although not universally applicable, this information holds value. The study's findings thus provide a foundation for future research. All four higher-order values were associated with the three primary determinants of individual performance. This study extends prior research by examining the relationship between individual performance and conservation, self-enhancement, and self-transcendence values although they did not show a relationship with individual performance. Fundamental factors, including work attitudes, motivation, and the work environment, influence the performance of individuals in MNCs in Mauritius. These factors are therefore considered important and meaningful to employees in multinational companies. It shows how important it is to pay attention to the things that affect how people think and how well they do their jobs. Since MNCs have to develop ways to transfer knowledge between different employee groups, especially in places with different cultures, learning how MNCs are connected to individual values was compelling. Nevertheless, the data show that some of the things that MNCs in Mauritius have in common may differ from what MNCs worldwide have. This would imply that global applicability is not guaranteed. With the help of these data, propositions were made that predict the relationships between individual values and individual performance in this situation. Nonetheless, this study has revealed novel hypotheses, methods, new models, and findings, making it an excellent candidate to contribute to the existing knowledge on individual values and individual performance.

APPENDICES

AND

REFERENCES

8 APPENDICES AND REFERENCES

8.1 APPENDIX A: RELIABILITY TEST AND STATISTICAL RESULTS OF DEMOGRAPHIC FACTORS

Table A1 – Internal consistency – Reliability Test

Parameters	**Cronbach's Alpha**
Individual Values	0.851
Individual Performance	0.906
Conservation	0.913
Openness-to-Change	0.958
Self-Enhancement	0.879
Self-Transcendence	0.799
Work Attitudes	0.858
• Locus of Control	0.801
• Job Satisfaction	0.833
• Authority	0.798
Motivation	0.892
• Remuneration	0.870
• Career Development	0.864
• Job Security	0.817
Work Environment	0.831
• Interpersonal Relationship	0.822
• Justice	0.803
• Support from Manager/Supervisor	0.811
Intention-to-Quit	0.840

Table A2 - Frequency table for gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	121	39.4	39.4	39.4
	Female	165	53.7	53.7	93.2
	Prefer not to say	21	6.8	6.8	100.0
	Total	307	100.0	100.0	

Table A3 - Frequency table for age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	74	24.1	24.1	24.1
	26-30	84	27.4	27.4	51.5
	31-35	43	14.0	14.0	65.5
	36-40	35	11.4	11.4	76.9
	41-45	22	7.2	7.2	84.1
	46-50	17	5.5	5.5	89.6
	51-55	15	4.9	4.9	94.5
	Greater than 55	17	5.5	5.5	100.0
	Total	307	100.0	100.0	

Table A4 – Home and preferred languages to communicate

Language	Home (%)	Preferred (%)
Arabic	2.3%	1.0%
Creole	61.2%	33.2%
English	16.0%	43.0%
French	20.5%	23.8%

Table A5 – Frequency cross-table for age group and marital status

% of Total

		Marital Status				
		Married	Unmarried	Divorced	Separated	Total
Age Group	Less than 25		26.0%			25.7%
	26-30	9.8%	17.6%			27.4%
	31-35	11.4%	3.9%			15.3%
	36-40	7.2%	2.6%	1.0%	1.0%	11.7%
	41-45	8.1%	1.0%			9.1%
	46-50	4.9%				4.9%
	51-55	2.6%				2.6%
	Greater than 55	2.3%	1.0%			3.3%
Total		46.3%	51.8%	1.0%	1.0%	100.0%

Table A6 – Frequency cross-table for age group and education level

% of Total

		Education Level				Total
		College	Technical Certificate/Diploma	Undergraduate	Postgraduate (Masters Degree; PhD)	
Age Group	Less than 25	9.1%	4.2%	11.4%	0.7%	25.4%
	26-30	2.3%	1.6%	17.3%	5.5%	26.7%
	31-35	1.3%	1.6%	8.1%	5.9%	16.9%
	36-40	1.0%	0.7%	4.9%	4.9%	11.4%
	41-45		3.3%	4.2%	1.6%	9.1%
	46-50	1.6%		1.0%	2.3%	4.9%
	51-55		1.6%	0.7%		2.3%
	Greater than 55	0.7%	1.0%		1.6%	3.3%
Total		16.0%	14.0%	47.6%	22.5%	100.0%

Table A7 - Frequency cross-table for monthly income level and work experience

% of Total

		Work Experience				Total
		Less than 5 years	6 – 10 years	11 – 15 years	Above 15 years	
Monthly Income Level	Less than 20,000	21.1%	4.1%	1.6%		26.8%
	20,001 to 30,000	16.3%	16.3%	3.3%	2.4%	38.2%
	30,001 to 40,000	0.8%	3.3%	4.1%	6.5%	14.6%
	40,001 to 50,000		1.6%	0.8%	3.3%	5.7%
	50,001 to 60,000		0.8%	2.4%	3.3%	6.5%
	60,001 to 70,000			1.6%	4.1%	5.7%
	70,001 to 80,000				1.6%	1.6%
	Above 80,001			0.8%		0.8%
Total		38.2%	26.0%	14.6%	21.1%	100.0%

Table A8 - Frequency cross-table for monthly income level and education level

% of Total

		Education Level				
		College	Technical Certificate/Diploma	Undergraduate	Postgraduate (Masters Degree; PhD)	Total
Monthly Income Level	Less than 20,000	12.2%	3.3%	9.8%	2.4%	27.6%
	20,001 to 30,000	2.4%	4.9%	25.2%	5.7%	38.2%
	30,001 to 40,000	1.6%	2.4%	4.9%	5.7%	14.6%
	40,001 to 50,000		0.8%	1.6%	3.3%	5.7%
	50,001 to 60,000		0.8%	2.4%	3.3%	6.5%
	60,001 to 70,000		0.8%	3.3%	0.8%	4.9%
	70,001 to 80,000				1.6%	1.6%
	Above 80,001			0.8%		0.8%
Total		16.3%	13.0%	48.0%	22.8%	100.0%

Table A9 - Individual Values (dimensions): central tendencies and dispersion

Variable	Kolmogorov-Smirnov		Shapiro-Wilk		Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Sig.	Statistic	Sig.				
Conformity	.133	.000	.931	.000	4.52	1.05	-0.91	0.62
Tradition	.105	.002	.965	.003	4.33	1.01	-0.49	0.00
Benevolence	.121	.000	.917	.000	4.79	0.96	-1.08	1.72
Universalism	.164	.000	.864	.000	5.17	0.76	-1.62	4.59
Self-direction	.143	.000	.899	.000	5.13	0.81	-0.80	0.00
Stimulation	.136	.000	.905	.000	4.89	1.01	-0.82	0.36
Hedonism	.124	.000	.918	.000	4.68	1.09	-0.82	0.82
Achievement	.108	.001	.951	.000	4.31	1.18	-0.66	0.02
Power	.071	.197	.975	.022	3.59	1.28	-0.09	-0.52
Security	.141	.000	.902	.000	5.08	0.85	-0.75	-0.15

Table A10 - Individual performance: central tendencies and dispersion

Variable	Kolmogorov-Smirnov		Shapiro-Wilk		Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Sig.	Statistic	Sig.				
Task Performance	0.165	0.000	0.887	0.000	4.27	0.70	-1.11	1.66
Contextual Performance	0.153	0.000	0.887	0.000	4.25	0.72	-0.94	0.97
Adaptive Performance	0.142	0.000	0.914	0.000	4.15	0.68	-0.61	0.51

Table A11 - Primary determinants of individual performance (detailed): Normality Test

Variable	Kolmogorov-Smirnov		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Work Attitudes	0.141	0.000	0.948	0.000
Motivation	0.108	0.000	0.946	0.000
Work Environment	0.119	0.000	0.938	0.000

Table A12 - Primary determinants of individual performance (detailed): central tendencies and dispersion

Variable	Mean	Median	Std. Deviation	Variance	Skewness	Kurtosis
Work Environment						
Interpersonal Relationship	3.81	4.00	0.85	0.72	-0.93	1.31
Justice	3.28	3.20	1.06	1.12	-0.15	-0.51
Support from Manager/Supervisor	3.57	3.60	0.84	0.70	-0.48	-0.01
Work Attitudes						
Locus of Control	4.12	4.20	0.63	0.40	-0.91	1.24
Job Satisfaction	3.46	3.60	0.87	0.76	-0.57	0.45
Authority	3.35	3.20	1.10	1.20	-0.18	-0.75
Motivation						
Remuneration	3.58	3.60	0.80	0.64	-0.21	-0.15
Career Development	3.40	3.60	1.09	1.19	-0.42	-0.47
Job Security	3.58	3.60	0.86	0.73	-0.44	-0.31

8.2 APPENDIX B: UNIVARIATE ANALYSIS

Table B1 – Correlation table of Schwartz values and individual performance

		Task Performance	Contextual Performance	Adaptive Performance	Individual Performance
Self-Direction	Pearson Correlation	.356**	.411**	.338**	.403**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	307	307	307	307
Stimulation	Pearson Correlation	.289**	.409**	.343**	.380**
	Sig. (2-tailed)	.001	.000	.000	.000
	N	307	307	307	307
Conformity	Pearson Correlation	.080	.075	.146	.109
	Sig. (2-tailed)	.348	.374	.084	.199
	N	307	307	307	307
Tradition	Pearson Correlation	.000	.016	.044	.022
	Sig. (2-tailed)	.997	.852	.601	.800
	N	307	307	307	307
Security	Pearson Correlation	.218**	.222**	.211*	.237**
	Sig. (2-tailed)	.009	.008	.012	.005
	N	307	307	307	307
Achievement	Pearson Correlation	.136	.169*	.097	.147
	Sig. (2-tailed)	.108	.046	.254	.082
	N	307	307	307	307
Hedonism	Pearson Correlation	.280**	.356**	.243**	.321**
	Sig. (2-tailed)	.001	.000	.004	.000
	N	307	307	307	307
Power	Pearson Correlation	.030	.018	.032	.023
	Sig. (2-tailed)	.867	.834	.708	.786
	N	307	307	307	307
Benevolence	Pearson Correlation	.218**	.267**	.228**	.260**
	Sig. (2-tailed)	.009	.001	.007	.002
	N	307	307	307	307
Universalism	Pearson Correlation	.250**	.305**	.300**	.311**
	Sig. (2-tailed)	.003	.000	.000	.000
	N	307	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table B2 – Correlation table of Schwartz higher-order values and primary determinants of individual performance

		Work Environment	Work Attitudes	Motivation
Conservation	Pearson Correlation	-.031	.029	.028
	Sig. (2-tailed)	.750	.768	.770
Openness to Change	Pearson Correlation	.195*	.226*	.191*
	Sig. (2-tailed)	.043	.019	.048
Self-Enhancement	Pearson Correlation	.003	.123	-.072
	Sig. (2-tailed)	.973	.206	.459
Self-Transcendence	Pearson Correlation	.111	.128	.127
	Sig. (2-tailed)	.251	.186	.191

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table B3 - Correlations between Schwartz higher-order values and subordinate factors of Work Attitudes

		Locus of Control	Job Satisfaction	Authority
Conservation	Pearson Correlation	.158	.127	-.138
	Sig. (2-tailed)	.102	.189	.154
	N	307	307	307
Openness to Change	Pearson Correlation	.417**	.060	.108
	Sig. (2-tailed)	.000	.535	.268
	N	307	307	307
Self-Enhancement	Pearson Correlation	.353**	.098	-.064
	Sig. (2-tailed)	.000	.311	.508
	N	307	307	307
Self-Transcendence	Pearson Correlation	.232*	.087	.023
	Sig. (2-tailed)	.016	.371	.810
	N	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table B4 - Correlations between Schwartz higher-order values and subordinate factors of motivation

		Remuneration	Career Development	Job Security
Conservation	Pearson Correlation	-.039	-.032	.163
	Sig. (2-tailed)	.690	.743	.092
	N	307	307	307
Openness to Change	Pearson Correlation	.176	.172	.140
	Sig. (2-tailed)	.068	.074	.147
	N	307	307	307
Self-Enhancement	Pearson Correlation	-.008	-.093	-.072
	Sig. (2-tailed)	.936	.336	.456
	N	307	307	307
Self-Transcendence	Pearson Correlation	.155	.071	.115
	Sig. (2-tailed)	.109	.464	.236
	N	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).

Table B5 - Correlations between Schwartz higher-order values and subordinate factors of work environment

		Interpersonal Relationship	Justice	Support from Manager/Supervisor
Conservation	Pearson Correlation	.047	-.087	-.020
	Sig. (2-tailed)	.631	.370	.838
	N	307	307	307
Openness to Change	Pearson Correlation	.292**	.127	.099
	Sig. (2-tailed)	.002	.191	.307
	N	307	307	307
Self-Enhancement	Pearson Correlation	.002	.002	.004
	Sig. (2-tailed)	.981	.982	.964
	N	307	307	307
Self-Transcendence	Pearson Correlation	.276**	.011	.028
	Sig. (2-tailed)	.004	.909	.774
	N	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).

Table B6 – Correlation table of Work Attitudes and Individual Performance

		Locus of Control	Job Satisfaction	Authority	Individual Performance
Locus of Control	Pearson Correlation	1	.105	.426**	.560**
	Sig. (2-tailed)		.280	.000	.000
	N	307	307	307	307
Job Satisfaction	Pearson Correlation	.105	1	.351**	-.036
	Sig. (2-tailed)	.280		.000	.713
	N	307	307	307	307
Authority	Pearson Correlation	.426**	.351**	1	.187
	Sig. (2-tailed)	.000	.000		.053
	N	307	307	307	307
Individual Performance	Pearson Correlation	.560**	-.036	.187	1
	Sig. (2-tailed)	.000	.713	.053	
	N	307	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).

Table B7 – Correlation table of motivation and individual performance

		Remuneration	Career Development	Job Security	Individual Performance
Remuneration	Pearson Correlation	1	.674**	.495**	.242*
	Sig. (2-tailed)		.000	.000	.012
	N	307	307	307	307
Career Development	Pearson Correlation	.674**	1	.614**	.243*
	Sig. (2-tailed)	.000		.000	.011
	N	307	307	307	307
Job Security	Pearson Correlation	.495**	.614**	1	.181
	Sig. (2-tailed)	.000	.000		.061
	N	307	307	307	307
Individual Performance	Pearson Correlation	.242*	.243*	.181	1
	Sig. (2-tailed)	.012	.011	.061	
	N	307	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table B8 – Correlation table of work environment and individual performance

		Interpersonal Relationship	Justice	Support from Manager/Supervisor	Individual Performance
Interpersonal Relationship	Pearson Correlation	1	.660**	.500**	.284**
	Sig. (2-tailed)		.000	.000	.003
	N	307	307	307	307
Justice	Pearson Correlation	.660**	1	.662**	.109
	Sig. (2-tailed)	.000		.000	.262
	N	307	307	307	307
Support from Managers	Pearson Correlation	.500**	.662**	1	.149
	Sig. (2-tailed)	.000	.000		.125
	N	307	307	307	307
Individual Performance	Pearson Correlation	.284**	.109	.149	1
	Sig. (2-tailed)	.003	.262	.125	
	N	307	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).

Table B9 - Correlations between Work Environment and Individual Performance

		Intention to Quit
Work Attitudes	Pearson Correlation	-.376**
	Sig. (2-tailed)	.000
	N	307
Motivation	Pearson Correlation	-.408**
	Sig. (2-tailed)	.000
	N	307
Work Environment	Pearson Correlation	-.218**
	Sig. (2-tailed)	.009
	N	307
Individual Performance	Pearson Correlation	-.043
	Sig. (2-tailed)	.610
	N	307

**. Correlation is significant at the 0.01 level (2-tailed).

Table M1 – Output of Harman's Single factor test

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	20.687	19.702	19.702	20.687	19.702	19.702
2	14.049	13.380	33.082			
3	5.975	5.690	38.772			
4	5.146	4.901	43.673			
5	4.198	3.998	47.671			
6	3.638	3.465	51.135			
7	3.462	3.298	54.433			
8	3.227	3.073	57.506			
9	2.994	2.852	60.358			
10	2.530	2.410	62.768			
11	2.441	2.325	65.092			
12	2.305	2.196	67.288			
13	2.056	1.958	69.246			
14	1.881	1.792	71.038			
15	1.785	1.700	72.738			
16	1.565	1.490	74.229			
17	1.541	1.468	75.697			
18	1.417	1.350	77.046			
19	1.346	1.282	78.328			
20	1.264	1.204	79.532			
21	1.195	1.138	80.670			
22	1.136	1.082	81.752			
23	1.089	1.037	82.789			
24	1.026	.977	83.767			
25	.926	.882	84.649			
26	.908	.864	85.514			
27	.823	.784	86.297			
28	.813	.775	87.072			
29	.741	.705	87.777			
30	.699	.666	88.443			
31	.633	.603	89.046			
32	.620	.591	89.636			
33	.608	.579	90.215			
34	.585	.557	90.773			
35	.550	.524	91.297			
36	.534	.509	91.805			
37	.499	.475	92.281			
38	.494	.471	92.751			
39	.459	.437	93.189			
40	.443	.422	93.610			
41	.409	.389	94.000			
42	.385	.367	94.367			
43	.369	.351	94.718			
44	.348	.331	95.049			
45	.339	.323	95.372			
46	.317	.302	95.674			
47	.304	.290	95.964			
48	.287	.274	96.238			
49	.262	.250	96.487			
50	.254	.241	96.729			
51	.235	.224	96.953			
52	.220	.210	97.163			
53	.217	.207	97.369			
54	.204	.195	97.564			
55	.199	.190	97.754			
56	.189	.180	97.934			
57	.177	.169	98.103			
58	.170	.162	98.265			
59	.148	.140	98.405			
60	.135	.128	98.534			
61	.132	.126	98.660			

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
62	.121	.115	98.775			
63	.115	.109	98.884			
64	.109	.104	98.988			
65	.103	.098	99.086			
66	.101	.096	99.182			
67	.087	.083	99.265			
68	.078	.075	99.339			
69	.075	.071	99.410			
70	.065	.062	99.473			
71	.062	.059	99.531			
72	.056	.054	99.585			
73	.051	.049	99.634			
74	.050	.047	99.681			
75	.047	.045	99.726			
76	.040	.038	99.764			
77	.038	.036	99.801			
78	.035	.033	99.834			
79	.031	.029	99.863			
80	.025	.024	99.887			
81	.025	.024	99.911			
82	.018	.017	99.928			
83	.016	.015	99.943			
84	.013	.012	99.955			
85	.011	.011	99.966			
86	.009	.009	99.974			
87	.007	.007	99.981			
88	.005	.005	99.986			
89	.004	.004	99.990			
90	.003	.003	99.993			
91	.003	.002	99.996			
92	.002	.002	99.998			
93	.002	.001	99.999			
94	.001	.001	100.000			
95	9.693E-16	9.232E-16	100.000			
96	6.964E-16	6.633E-16	100.000			
97	3.211E-16	3.058E-16	100.000			
98	2.557E-16	2.435E-16	100.000			
99	-2.648E-17	-2.522E-17	100.000			
100	-3.219E-16	-3.066E-16	100.000			
101	-6.389E-16	-6.084E-16	100.000			
102	-7.960E-16	-7.581E-16	100.000			
103	-1.471E-15	-1.401E-15	100.000			
104	-1.508E-15	-1.436E-15	100.000			
105	-1.666E-15	-1.587E-15	100.000			
Extraction Method: Principal Component Analysis.						

8.3 APPENDIX C: MODEL FIT STATISTICS, REGRESSION WEIGHTS, DISCRIMINANT VALIDITY AND MEDIATING EFFECTS

Table M2 – Goodness-of-Fit Statistics: Confirmatory Factor Analysis

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	128	220.377	147	.000	1.499
Saturated model	275	.000	0		
Independence model	44	1557.847	231	.000	6.744

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.859	.778	.948	.913	.945
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.636	.546	.601
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	73.377	37.447	117.282
Saturated model	.000	.000	.000
Independence model	1326.847	1205.592	1455.552

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	2.06	0.686	0.35	1.096
Saturated model	.000	.000	.000	.000
Independence model	14.559	12.4	11.267	13.603

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.068	.049	.086	.06
Independence model	.232	.221	.243	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	476.377	546.472		
Saturated model	550	700.595		
Independence model	1645.847	1669.942		

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	4.452	4.116	4.862	5.107
Saturated model	5.14	5.14	5.14	6.548
Independence model	15.382	14.249	16.585	15.607

HOELTER

Model	HOELTER 0.05	HOELTER 0.01
Default model	86	93
Independence model	19	20

Table M3 – Goodness-of-Fit Statistics: SEM with individual performance as the dependent variable

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	51	3.332	3	.343	1.111
Saturated model	54	.000	0.000		
Independence model	18	547.914	36	.000	15.220

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.994	.927	.999	.992	.999
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.083	.083	.083
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	.332	.000	9.209
Saturated model	.000	.000	.000
Independence model	511.914	439.863	591.401

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.023	.002	.000	.065
Saturated model	.000	.000	.000	.000
Independence model	3.859	3.605	3.098	4.165

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.028	.000	.147	.492
Independence model	.316	.293	.340	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	105.332	113.059		
Saturated model	108.000	116.182		
Independence model	583.914	586.641		

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	.742	.739	.804	.796
Saturated model	.761	.761	.761	.818
Independence model	4.112	3.605	4.672	4.131

HOELTER

Model	HOELTER 0.05	HOELTER 0.01
Default model	334	484
Independence model	14	16

Table M4 – Goodness-of-Fit Statistics: SEM with Intention-to-Quit as the dependent variable

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	45	.000	0		
Saturated model	44	.000	0		
Independence model	16	501.640	28	.000	17.916

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	1.000		1.000		1.000
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.000	.000	.000
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	.000	.000	.000
Saturated model	.000	.000	.000
Independence model	473.640	404.667	550.042

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.000	.000	.000	.000
Saturated model	.000	.000	.000	.000
Independence model	3.533	3.335	2.850	3.874

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.345	.319	.372	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	90.000	96.090		
Saturated model	88.000	93.955		
Independence model	533.640	535.805		

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	.634	.634	.634	.677
Saturated model	.620	.620	.620	.662
Independence model	3.758	3.272	4.296	3.773

HOELTER

Model	HOELTER 0.05	HOELTER 0.01
Default model		
Independence model	12	14

Table M5 – Regression Weights (Individual Performance)

			Estimate	S.E.	C.R.	P	Label
Work_Environment	<---	Openness_to_Change	.212	.105	2.022	***	par_1
Work_Environment	<---	Self_Enhancement	.048	.128	.377	.706	par_11
Work_Environment	<---	Self_Transcendence	.093	.101	.918	.359	par_12
Work_Environment	<---	Conservation	.007	.145	.050	.960	par_29
Motivation	<---	Self_Transcendence	.103	.106	.971	.332	par_2
Motivation	<---	Self_Enhancement	-.038	.136	-.276	.782	par_10
Motivation	<---	Work_Environment	.832	.054	15.443	***	par_13
Motivation	<---	Openness_to_Change	.224	.110	2.038	***	par_15
Motivation	<---	Conservation	.126	.153	.828	.408	par_16
Work_Attitudes	<---	Self_Enhancement	.449	.144	3.050	.002	par_7
Work_Attitudes	<---	Openness_to_Change	.395	.122	3.230	***	par_8
Work_Attitudes	<---	Self_Transcendence	.247	.123	2.015	***	par_9
Work_Attitudes	<---	Motivation	.924	.075	12.241	***	par_14
Work_Attitudes	<---	Work_Environment	.957	.078	12.296	***	par_19
Work_Attitudes	<---	Conservation	.307	.184	1.672	.094	par_20
Individual_Performance	<---	Work_Attitudes	.259	.134	1.964	***	par_21
Individual_Performance	<---	Work_Environment	.353	.090	3.941	***	par_22
Individual_Performance	<---	Conservation	.606	.136	4.463	***	par_23
Individual_Performance	<---	Openness_to_Change	.655	.070	9.349	***	par_24
Individual_Performance	<---	Self_Enhancement	.508	.107	4.741	***	par_25
Individual_Performance	<---	Self_Transcendence	.499	.080	6.262	***	par_26
Individual_Performance	<---	Motivation	.434	.089	4.889	***	par_27
Individual_Performance	<---	Age_Group	.027	.025	1.107	.268	par_28
Individual_Performance	<---	Gender	.079	.054	1.657	.098	par_30
Individual_Performance	<---	Education_Level	-.080	.047	-1.268	.205	par_31

Table M6 – Regression Weights (Intention-to-Quit)

			Estimate	S.E.	C.R.	P	Label
Work_Environment	<---	Self_Transcendence	.087	.141	.049	.961	par_11
Work_Environment	<---	Self_Enhancement	.048	.098	-.347	.728	par_23
Work_Environment	<---	Openness_to_Change	.212	.130	1.950	.051	par_24
Work_Environment	<---	Conservation	.008	.125	-.549	.583	par_25
Motivation	<---	Self_Transcendence	.102	.103	-.447	.655	par_3
Motivation	<---	Self_Enhancement	-.041	.071	-1.166	.244	par_10
Motivation	<---	Openness_to_Change	.218	.096	.884	.377	par_13
Motivation	<---	Conservation	.127	.091	1.233	.218	par_17
Motivation	<---	Work_Environment	.826	.061	11.018	***	par_27
Work_Attitudes	<---	Openness_to_Change	.403	.063	-.376	.707	par_9
Work_Attitudes	<---	Conservation	.309	.060	-.222	.824	par_18
Work_Attitudes	<---	Self_Enhancement	.447	.046	2.435	.015	par_19
Work_Attitudes	<---	Self_Transcendence	.252	.067	.566	.571	par_20
Work_Attitudes	<---	Motivation	.924	.054	7.988	***	par_22
Work_Attitudes	<---	Work_Environment	.957	.054	5.371	***	par_26
Intention_to_Quit	<---	Openness_to_Change	.656	.157	1.194	.232	par_1
Intention_to_Quit	<---	Self_Enhancement	.507	.119	1.187	.235	par_2
Intention_to_Quit	<---	Motivation	.433	.165	-2.984	.163	par_4
Intention_to_Quit	<---	Self_Transcendence	.501	.167	-1.644	.100	par_12
Intention_to_Quit	<---	Conservation	.611	.150	1.252	.291	par_16
Intention_to_Quit	<---	Work_Attitudes	.260	.211	-2.601	.079	par_21
Intention_to_Quit	<---	Work_Environment	.348	.149	1.217	.127	par_28

Table M7 - Discriminant Validity of Constructs

Indicator Variables	<---	Latent Variables	Standardized Loadings	Square of Standardized Loadings	Sum of the Squared of Standardized Loadings	Number of Indicators	AVE	Square Root of AVE/DV
Self-Direction	<---	Openness to Change	0.773	0.598	1.725	3	0.575	0.758
Stimulation	<---	Openness to Change	0.850	0.723				
Hedonism	<---	Openness to Change	0.636	0.404				
Tradition	<---	Conservation	0.751	0.564	1.466	3	0.489	0.699
Security	<---	Conservation	0.641	0.411				
Conformity	<---	Conservation	0.701	0.491				
Achievement	<---	Self-Enhancement	0.791	0.626	1.178	2	0.589	0.767
Power	<---	Self-Enhancement	0.743	0.552				
Universalism	<---	Self-Transcendence	0.878	0.771	1.372	2	0.686	0.828
Benevolence	<---	Self-Transcendence	0.775	0.601				
Locus of Control	<---	Work Attitudes	0.857	0.734	2.279	3	0.760	0.872
Job Satisfaction	<---	Work Attitudes	0.781	0.610				
Authority	<---	Work Attitudes	0.967	0.935				
Remuneration	<---	Motivation	0.833	0.694	2.334	3	0.778	0.882
Career Development	<---	Motivation	0.966	0.933				
Job Security	<---	Motivation	0.841	0.707				
Interpersonal Relationship	<---	Work Environment	0.861	0.741	2.331	3	0.777	0.881
Justice	<---	Work Environment	0.922	0.850				
Support from Manager/Supervisor	<---	Work Environment	0.860	0.740				
Task Performance	<---	Individual Performance	0.883	0.780	2.380	3	0.793	0.891
Contextual Performance	<---	Individual Performance	0.886	0.785				
Adaptive Performance	<---	Individual Performance	0.903	0.815				

Table M8 – Mediating Effects of Primary Determinants of Individual Performance on the relationship between Individual Values and Individual Performance

Indirect Path	Unstandardized Estimate	Lower	Upper	P-Value	Standardized Estimate
Openness_to_Change --> Work_Environment --> Motivation	0.171	0.026	0.320	0.054	0.165†
Openness_to_Change --> Work_Environment --> Motivation --> Work_Attitudes	0.074	0.016	0.143	0.043	0.165*
Openness_to_Change --> Work_Environment --> Motivation --> Work_Attitudes --> Individual_Performance	0.010	-0.002	0.041	0.177	0.165
Openness_to_Change --> Work_Environment --> Motivation --> Individual_Performance	0.023	-0.002	0.077	0.134	0.165
Openness_to_Change --> Work_Environment --> Work_Attitudes	0.074	0.01	0.156	0.054	0.086†
Openness_to_Change --> Work_Environment --> Work_Attitudes --> Individual_Performance	0.010	-0.002	0.046	0.187	0.086
Openness_to_Change --> Work_Environment --> Individual_Performance	-0.012	-0.075	0.017	0.414	-0.015
Openness_to_Change --> Motivation --> Work_Attitudes	0.037	-0.023	0.123	0.278	0.043
Openness_to_Change --> Motivation --> Work_Attitudes --> Individual_Performance	0.005	-0.001	0.039	0.214	0.043
Openness_to_Change --> Motivation --> Individual_Performance	0.011	-0.003	0.070	0.202	0.014
Openness_to_Change --> Work_Attitudes --> Individual_Performance	-0.003	-0.039	0.008	0.468	-0.004
Self_Enhancement --> Work_Environment --> Motivation	-0.023	-0.132	0.089	0.744	-0.024
Self_Enhancement --> Work_Environment --> Motivation --> Work_Attitudes	-0.010	-0.058	0.038	0.721	-0.024
Self_Enhancement --> Work_Environment --> Motivation --> Work_Attitudes --> Individual_Performance	-0.001	-0.017	0.003	0.493	-0.024
Self_Enhancement --> Work_Environment --> Motivation --> Individual_Performance	-0.003	-0.030	0.008	0.493	-0.024
Self_Enhancement --> Work_Environment --> Work_Attitudes	-0.010	-0.060	0.036	0.727	-0.012
Self_Enhancement --> Work_Environment --> Work_Attitudes --> Individual_Performance	-0.001	-0.018	0.004	0.504	-0.012
Self_Enhancement --> Work_Environment --> Individual_Performance	0.002	-0.009	0.029	0.573	0.002
Self_Enhancement --> Motivation --> Work_Attitudes	-0.036	-0.095	0.013	0.215	-0.046
Self_Enhancement --> Motivation --> Work_Attitudes --> Individual_Performance	-0.005	-0.027	0.001	0.232	-0.046
Self_Enhancement --> Motivation --> Individual_Performance	-0.011	-0.057	0.001	0.149	-0.014
Self_Enhancement --> Work_Attitudes --> Individual_Performance	0.016	-0.004	0.052	0.194	0.020
Self_Transcendence --> Work_Environment --> Motivation	0.005	-0.142	0.165	0.940	0.004
Self_Transcendence --> Work_Environment --> Motivation --> Work_Attitudes	0.002	-0.06	0.076	0.932	0.004
Self_Transcendence --> Work_Environment --> Motivation --> Work_Attitudes --> Individual_Performance	0.000	-0.008	0.018	0.751	0.004

Self_Transcendence --> Work_Environment --> Motivation --> Individual_Performance	0.001	-0.019	0.034	0.832	0.004
Self_Transcendence --> Work_Environment --> Work_Attitudes	0.002	-0.065	0.068	0.932	0.002
Self_Transcendence --> Work_Environment --> Work_Attitudes --> Individual_Performance	0.000	-0.009	0.017	0.751	0.002
Self_Transcendence --> Work_Environment --> Individual_Performance	0.000	-0.025	0.019	0.882	0.000
Self_Transcendence --> Motivation --> Work_Attitudes	-0.020	-0.101	0.051	0.611	-0.022
Self_Transcendence --> Motivation --> Work_Attitudes --> Individual_Performance	-0.003	-0.032	0.004	0.398	-0.022
Self_Transcendence --> Motivation --> Individual_Performance	-0.006	-0.055	0.011	0.417	-0.007
Self_Transcendence --> Work_Attitudes --> Individual_Performance	0.005	-0.008	0.045	0.388	0.006
Conservation --> Work_Environment --> Motivation	-0.046	-0.177	0.102	0.667	-0.039
Conservation --> Work_Environment --> Motivation --> Work_Attitudes	-0.020	-0.079	0.041	0.626	-0.039
Conservation --> Work_Environment --> Motivation --> Work_Attitudes --> Individual_Performance	-0.003	-0.021	0.004	0.386	-0.039
Conservation --> Work_Environment --> Motivation --> Individual_Performance	-0.006	-0.044	0.008	0.414	-0.039
Conservation --> Work_Environment --> Work_Attitudes	-0.020	-0.078	0.044	0.664	-0.02
Conservation --> Work_Environment --> Work_Attitudes --> Individual_Performance	-0.003	-0.023	0.004	0.386	-0.02
Conservation --> Work_Environment --> Individual_Performance	0.003	-0.009	0.043	0.525	0.004
Conservation --> Motivation --> Work_Attitudes	0.049	-0.014	0.126	0.183	0.050
Conservation --> Motivation --> Work_Attitudes --> Individual_Performance	0.007	-0.001	0.038	0.195	0.050
Conservation --> Motivation --> Individual_Performance	0.015	-0.002	0.069	0.182	0.016
Conservation --> Work_Attitudes --> Individual_Performance	-0.002	-0.032	0.01	0.553	-0.002
Work_Environment --> Motivation --> Work_Attitudes	0.293	0.224	0.374	0.001	0.357***
Work_Environment --> Motivation --> Work_Attitudes --> Individual_Performance	0.040	-0.019	0.105	0.274	0.357
Work_Environment --> Motivation --> Individual_Performance	0.089	-0.019	0.212	0.178	0.113
Work_Environment --> Work_Attitudes --> Individual_Performance	0.040	-0.018	0.112	0.276	0.050
Motivation --> Work_Attitudes --> Individual_Performance	0.060	-0.028	0.162	0.272	0.074

Significance of Estimates:
*** $p < 0.001$
** $p < 0.010$
* $p < 0.050$
† $p < 0.100$

8.4 APPENDIX D: SPSS PROCESS OUTPUT (RAW)

SPSS PROCESS output A1– Moderating effect of age on the relationship between Openness-to-Change and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : OPNC
    W  : Age

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R       R-sq        MSE          F        df1        df2          p
      .6229      .3880      .1821    21.9775     3.0000   104.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.6425      .9088     1.8075      .0736     -.1596     3.4446
OPNC          .5538      .1847     2.9976      .0034      .1874      .9201
Age           .0208      .0272      .7670      .4448     -.0331      .0747
Int_1        -.0045      .0056     -.8074      .4213     -.0156      .0066

Product terms key:
 Int_1    :        OPNC     x        Age

Test(s) of highest order unconditional interaction(s):
        R2-chng        F        df1        df2          p
X*W      .0038      .6520     1.0000   104.0000      .4213

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output A2– Moderating effect of age on the relationship between Conservation and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : CNSV
    W  : Age

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R       R-sq        MSE          F        df1        df2          p
      .4115      .1693      .2472     7.0665     3.0000   104.0000      .0002

Model
              coeff         se          t          p       LLCI       ULCI
constant     4.8551     1.1985     4.0511      .0001     2.4785     7.2318
CNSV         -.0262      .2532     -.1033      .9179     -.5283      .4759
Age          -.0634      .0387    -1.6379      .1045     -.1402      .0134
Int_1         .0111      .0080     1.3868      .1685     -.0048      .0269

Product terms key:
 Int_1    :        CNSV     x        Age

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0154     1.9233     1.0000   104.0000      .1685

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output A3– Moderating effect of age on the relationship between self-enhancement and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : SENC
    W  : Age

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R       R-sq        MSE          F        df1        df2          p
      .2823      .0797      .2739     3.0027     3.0000   104.0000      .0339

Model
              coeff         se          t          p       LLCI       ULCI
constant     3.8041      .8435     4.5097      .0000     2.1313     5.4769
SENC          .1568      .2008      .7809      .4366     -.2414      .5551
Age          -.0046      .0227     -.2011      .8410     -.0495      .0404
Int_1         .0004      .0054      .0736      .9415     -.0104      .0112

Product terms key:
 Int_1    :        SENC     x        Age

Test(s) of highest order unconditional interaction(s):
         R2-chng       F        df1        df2          p
X*W      .0000      .0054     1.0000   104.0000      .9415

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output A4– Moderating effect of age on the relationship between Self-Transcendence and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : STRA
    W  : Age

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE         F         df1         df2           p
      .5305      .2814      .2138    13.5781     3.0000   104.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant    1.1827     1.2524      .9443      .3472    -1.3009     3.6662
STRA         .6785      .2420     2.8041      .0060      .1987     1.1583
Age          .0444      .0394     1.1287      .2616     -.0336      .1225
Int_1       -.0100      .0075    -1.3348      .1849     -.0250      .0049

Product terms key:
 Int_1    :        STRA     x        Age

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0123     1.7817     1.0000   104.0000      .1849

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output A5– Moderating effect of age on the relationship between Work Attitudes and Individual Performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKATT
    W  : Age

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE       F         df1        df2          p
      .2872      .0825      .2730     3.1164     3.0000   104.0000      .0294

Model
              coeff         se          t          p       LLCI       ULCI
constant     2.7480     1.0939     2.5121      .0135      .5788     4.9172
WKATT         .4493      .2950     1.5229      .1308     -.1357     1.0343
Age           .0243      .0320      .7606      .4486     -.0391      .0878
Int_1        -.0070      .0088     -.7890      .4319     -.0244      .0105

Product terms key:
 Int_1    :        WKATT    x        Age

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0055      .6225     1.0000   104.0000      .4319

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output A6– Moderating effect of age on the relationship between Motivation and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKMOT
    W  : Age

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE         F        df1        df2          p
      .3145      .0989      .2682     3.8044     3.0000   104.0000      .0124

Model
              coeff         se          t          p       LLCI       ULCI
constant     2.0774      .9460     2.1960      .0303      .2015     3.9533
WKMOT         .6450      .2566     2.5141      .0135      .1363     1.1538
Age           .0506      .0276     1.8361      .0692     -.0041      .1053
Int_1        -.0145      .0077    -1.8858      .0621     -.0297      .0007

Product terms key:
 Int_1    :        WKMOT    x        Age

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0308     3.5563     1.0000   104.0000      .0621
----------
    Focal predict: WKMOT    (X)
          Mod var: Age      (W)

Conditional effects of the focal predictor at values of the moderator(s):

        Age     Effect         se          t          p       LLCI       ULCI
    23.4400      .3062      .0946     3.2356      .0016      .1185      .4939
    30.0000      .2114      .0679     3.1153      .0024      .0768      .3459
    44.0000      .0090      .1106      .0814      .9353     -.2103      .2283

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

W values in conditional tables are the 16th, 50th, and 84th percentiles.

------ END MATRIX -----
```

SPSS PROCESS output A7– Moderating effect of age on the relationship between Work Environment and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKENV
    W  : Age

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE          F        df1        df2          p
      .2498      .0624      .2790     2.3069     3.0000   104.0000      .0809

Model
              coeff         se          t          p       LLCI       ULCI
constant     2.4165      .9858     2.4513      .0159      .4616     4.3713
WKENV         .5364      .2644     2.0289      .0450      .0121     1.0608
Age           .0438      .0281     1.5560      .1227     -.0120      .0995
Int_1        -.0123      .0079    -1.5587      .1221     -.0280      .0034

Product terms key:
 Int_1    :        WKENV    x        Age

Test(s) of highest order unconditional interaction(s):
        R2-chng     F        df1        df2          p
X*W      .0219     2.4297     1.0000   104.0000      .1221

************************ ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output G1– Moderating effect of Gender on the relationship between Openness-to-Change and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : OPNC
    W  : Gender

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE          F        df1        df2          p
      .6333      .4011      .1782    23.2157     3.0000   104.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.5168      .5741     2.6423      .0095      .3784     2.6552
OPNC          .5529      .1141     4.8447      .0000      .3266      .7791
Gender        .4846      .3184     1.5219      .1311     -.1468     1.1159
Int_1        -.0882      .0634    -1.3908      .1673     -.2139      .0376

Product terms key:
 Int_1    :        OPNC     x        Gender

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0111     1.9342     1.0000   104.0000      .1673

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output G2– Moderating effect of Gender on the relationship between Conservation and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : CNSV
    W  : Gender

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE         F        df1         df2           p
      .3925      .1541      .2517     6.3132     3.0000   104.0000      .0006

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.8863      .7423     2.5410      .0125      .4142     3.3583
CNSV          .5196      .1619     3.2102      .0018      .1986      .8406
Gender        .7405      .3993     1.8543      .0665     -.0514     1.5323
Int_1        -.1516      .0879    -1.7251      .0875     -.3258      .0227

Product terms key:
 Int_1    :        CNSV     x        Gender

Test(s) of highest order unconditional interaction(s):
        R2-chng       F        df1        df2          p
X*W      .0242     2.9759     1.0000   104.0000      .0875
----------
    Focal predict: CNSV     (X)
          Mod var: Gender   (W)

Conditional effects of the focal predictor at values of the moderator(s):

     Gender     Effect         se          t          p       LLCI       ULCI
     1.0000      .3680      .0904     4.0689      .0001      .1887      .5474
     2.0000      .2165      .0749     2.8916      .0047      .0680      .3649
     2.0000      .2165      .0749     2.8916      .0047      .0680      .3649

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

W values in conditional tables are the 16th, 50th, and 84th percentiles.

------ END MATRIX -----
```

SPSS PROCESS output G3– Moderating effect of Gender on the relationship between self-enhancement and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : SENC
    W  : Gender

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE         F        df1        df2          p
      .3116      .0971      .2687     3.7288     3.0000   104.0000      .0136

Model
              coeff         se          t          p       LLCI       ULCI
constant     2.7966      .7137     3.9185      .0002     1.3813     4.2119
SENC          .3449      .1641     2.1010      .0381      .0194      .6704
Gender        .4239      .3341     1.2687      .2074     -.2387     1.0866
Int_1        -.0852      .0770    -1.1070      .2708     -.2379      .0675

Product terms key:
 Int_1    :        SENC     x        Gender

Test(s) of highest order unconditional interaction(s):
        R2-chng     F        df1        df2          p
X*W      .0106     1.2254     1.0000   104.0000      .2708

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output G4– Moderating effect of Gender on the relationship between Self-Transcendence and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : STRA
    W  : Gender

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE          F        df1        df2          p
      .5209      .2713      .2168    12.9090     3.0000   104.0000      .0000

Model
             coeff        se          t          p       LLCI       ULCI
constant    1.5099      .6840     2.2076      .0295      .1536     2.8662
STRA         .5649      .1358     4.1611      .0001      .2957      .8341
Gender       .7445      .4089     1.8208      .0715     -.0664     1.5554
Int_1       -.1433      .0803    -1.7857      .0771     -.3025      .0158

Product terms key:
 Int_1    :        STRA     x        Gender

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0223     3.1888     1.0000   104.0000      .0771
----------
    Focal predict: STRA     (X)
          Mod var: Gender   (W)

Conditional effects of the focal predictor at values of the moderator(s):

     Gender     Effect         se          t          p       LLCI       ULCI
     1.0000      .4216      .0725     5.8177      .0000      .2779      .5653
     2.0000      .2783      .0704     3.9527      .0001      .1387      .4179
     2.0000      .2783      .0704     3.9527      .0001      .1387      .4179

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

W values in conditional tables are the 16th, 50th, and 84th percentiles.

------ END MATRIX -----
```

SPSS PROCESS output G5– Moderating effect of Gender on the relationship between Work Attitudes and Individual Performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKATT
    W  : Gender

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE         F         df1         df2           p
      .3334      .1111      .2645     4.3342     3.0000   104.0000      .0064

Model
              coeff         se          t          p       LLCI       ULCI
constant     2.3428      .6732     3.4800      .0007     1.0078     3.6778
WKATT         .5289      .1795     2.9457      .0040      .1728      .8849
Gender        .7034      .3575     1.9676      .0518     -.0055     1.4124
Int_1        -.1776      .0941    -1.8869      .0620     -.3642      .0090

Product terms key:
 Int_1    :        WKATT    x        Gender

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0304     3.5604     1.0000   104.0000      .0620
----------
    Focal predict: WKATT    (X)
          Mod var: Gender   (W)

Conditional effects of the focal predictor at values of the moderator(s):

     Gender     Effect         se          t          p       LLCI       ULCI
     1.0000      .3513      .1023     3.4329      .0009      .1484      .5542
     2.0000      .1737      .0801     2.1682      .0324      .0148      .3326
     2.0000      .1737      .0801     2.1682      .0324      .0148      .3326

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

W values in conditional tables are the 16th, 50th, and 84th percentiles.

------ END MATRIX -----
```

SPSS PROCESS output G6– Moderating effect of Gender on the relationship between Motivation and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKMOT
    W  : Gender

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE         F        df1        df2          p
      .2952      .0872      .2716     3.3105     3.0000   104.0000      .0230

Model
             coeff         se          t          p       LLCI       ULCI
constant    2.9765      .5909     5.0373      .0000     1.8047     4.1483
WKMOT        .3683      .1608     2.2908      .0240      .0495      .6870
Gender       .4580      .3242     1.4127      .1607     -.1849     1.1010
Int_1       -.1144      .0869    -1.3165      .1909     -.2867      .0579

Product terms key:
 Int_1    :        WKMOT    x        Gender

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0152     1.7332     1.0000   104.0000      .1909

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output G7– Moderating effect of Gender on the relationship between Work Environment and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKENV
    W  : Gender

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE         F        df1        df2          p
      .2353      .0554      .2811     2.0318     3.0000   104.0000      .1140

Model
              coeff         se          t          p       LLCI       ULCI
constant     3.1899      .6632     4.8099      .0000     1.8748     4.5051
WKENV         .2953      .1733     1.7038      .0914     -.0484      .6391
Gender        .4119      .3657     1.1263      .2626     -.3133     1.1372
Int_1        -.0962      .0947    -1.0160      .3120     -.2839      .0915

Product terms key:
 Int_1    :        WKENV    x        Gender

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0094     1.0323     1.0000   104.0000      .3120

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output L1– Moderating effect of education level on the relationship between Openness-to-Change and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : OPNC
    W  : Educatio

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq        MSE         F        df1        df2          p
      .6579      .4329      .1688    26.4599     3.0000   104.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     3.8926      .7601     5.1209      .0000     2.3852     5.3999
OPNC          .1328      .1552      .8557      .3941     -.1749      .4404
Educatio     -.5863      .2536    -2.3116      .0228    -1.0893     -.0833
Int_1         .1021      .0513     1.9900      .0492      .0004      .2039

Product terms key:
 Int_1    :        OPNC     x        Educatio

Test(s) of highest order unconditional interaction(s):
        R2-chng       F         df1        df2          p
X*W      .0216     3.9601     1.0000   104.0000      .0492
----------
    Focal predict: OPNC     (X)
          Mod var: Educatio (W)

Conditional effects of the focal predictor at values of the moderator(s):

   Educatio     Effect         se          t          p       LLCI       ULCI
     1.0000      .2349      .1078     2.1796      .0315      .0212      .4486
     3.0000      .4391      .0499     8.7996      .0000      .3402      .5381
     4.0000      .5412      .0763     7.0892      .0000      .3898      .6926

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output L2– Moderating effect of education level on the relationship between Conservation and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : CNSV
    W  : Educatio

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq        MSE          F        df1        df2          p
      .4396      .1933      .2401     8.3048     3.0000   104.0000      .0001

Model
              coeff         se          t          p       LLCI       ULCI
constant     5.6129      .9040     6.2093      .0000     3.8203     7.4055
CNSV         -.2448      .1969    -1.2433      .2165     -.6353      .1457
Educatio     -.9390      .3188    -2.9454      .0040    -1.5712     -.3068
Int_1         .1929      .0691     2.7905      .0063      .0558      .3299

Product terms key:
 Int_1    :        CNSV     x        Educatio

Test(s) of highest order unconditional interaction(s):
        R2-chng       F        df1        df2          p
X*W      .0604     7.7871     1.0000   104.0000      .0063
----------
    Focal predict: CNSV     (X)
          Mod var: Educatio (W)

Conditional effects of the focal predictor at values of the moderator(s):

   Educatio     Effect         se          t          p       LLCI       ULCI
     1.0000     -.0520      .1341     -.3875      .6992     -.3179      .2139
     3.0000      .3338      .0711     4.6975      .0000      .1929      .4747
     4.0000      .5267      .1136     4.6343      .0000      .3013      .7520

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output L3– Moderating effect of education level on the relationship between self-enhancement and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : SENC
    W  : Educatio

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq         MSE          F         df1         df2          p
      .3227      .1041      .2666     4.0288     3.0000   104.0000      .0094

Model
              coeff         se          t          p       LLCI       ULCI
constant     4.2128      .7606     5.5390      .0000     2.7046     5.7211
SENC          .0903      .1829      .4940      .6223     -.2723      .4530
Educatio     -.2511      .2767     -.9074      .3663     -.7998      .2976
Int_1         .0396      .0646      .6129      .5413     -.0886      .1678

Product terms key:
 Int_1    :        SENC     x        Educatio

Test(s) of highest order unconditional interaction(s):
        R2-chng       F        df1        df2          p
X*W      .0032      .3757     1.0000   104.0000      .5413

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output L4– Moderating effect of education level on the relationship between Self-Transcendence and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : STRA
    W  : Educatio

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R        R-sq        MSE         F          df1       df2          p
      .5345      .2857      .2126    13.8665     3.0000   104.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     4.5482      .9183     4.9530      .0000     2.7272     6.3692
STRA         -.0215      .1877     -.1145      .9091     -.3938      .3508
Educatio     -.6812      .3078    -2.2127      .0291    -1.2916     -.0707
Int_1         .1313      .0631     2.0800      .0400      .0061      .2565

Product terms key:
 Int_1    :        STRA     x        Educatio

Test(s) of highest order unconditional interaction(s):
         R2-chng       F        df1        df2          p
X*W      .0297     4.3265     1.0000   104.0000      .0400
----------
    Focal predict: STRA     (X)
          Mod var: Educatio (W)

Conditional effects of the focal predictor at values of the moderator(s):

   Educatio     Effect         se          t          p       LLCI       ULCI
     1.0000      .1098      .1292      .8502      .3972     -.1464      .3660
     3.0000      .3725      .0591     6.2984      .0000      .2552      .4898
     4.0000      .5038      .0941     5.3525      .0000      .3172      .6905

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output L5– Moderating effect of education level on the relationship between Work Attitudes and Individual Performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKATT
    W  : Educatio

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
        R         R-sq       MSE         F         df1        df2          p
      .3097      .0959      .2690     3.6791     3.0000   104.0000      .0145

Model
             coeff         se          t          p       LLCI       ULCI
constant    2.2941      .9334     2.4577      .0156      .4430     4.1452
WKATT        .5550      .2380     2.3321      .0216      .0831     1.0270
Educatio     .4215      .2949     1.4294      .1559     -.1632     1.0062
Int_1       -.1133      .0768    -1.4750      .1432     -.2655      .0390

Product terms key:
 Int_1    :        WKATT    x        Educatio

Test(s) of highest order unconditional interaction(s):
        R2-chng       F         df1        df2          p
X*W      .0189     2.1757     1.0000   104.0000      .1432

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output L6– Moderating effect of education level on the relationship between Motivation and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKMOT
    W  : Educatio

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .2733    .0747      .2754       2.7986    3.0000    104.0000     .0437

Model
              coeff         se          t          p       LLCI       ULCI
constant     3.0590      .8369     3.6552      .0004     1.3994     4.7187
WKMOT         .3562      .2149     1.6572      .1005     -.0700      .7825
Educatio      .2237      .2608      .8579      .3929     -.2934      .7409
Int_1        -.0600      .0691     -.8671      .3879     -.1971      .0772

Product terms key:
 Int_1    :        WKMOT    x        Educatio

Test(s) of highest order unconditional interaction(s):
        R2-chng          F        df1        df2          p
X*W      .0067        .7519     1.0000    104.0000     .3879

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

SPSS PROCESS output L7– Moderating effect of education level on the relationship between Work Environment and individual performance

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.0 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 1
    Y  : INDPERF
    X  : WKENV
    W  : Educatio

Sample
Size:  307

**************************************************************************
OUTCOME VARIABLE:
 INDPERF

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .2519      .0634      .2787     2.3478     3.0000   104.0000      .0769

Model
              coeff         se          t          p       LLCI       ULCI
constant     2.8411      .7541     3.7674      .0003     1.3456     4.3366
WKENV         .4126      .1892     2.1804      .0315      .0374      .7879
Educatio      .3538      .2333     1.5164      .1325     -.1089      .8166
Int_1        -.0970      .0608    -1.5944      .1139     -.2177      .0236

Product terms key:
 Int_1    :        WKENV    x        Educatio

Test(s) of highest order unconditional interaction(s):
       R2-chng       F        df1        df2          p
X*W      .0229     2.5420     1.0000   104.0000      .1139

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

------ END MATRIX -----
```

8.5 APPENDIX E: QUALITATIVE DATA COLLECTION - INTERVIEW QUESTIONS

8.5.1 English version of interview

The questions start here

Individual Values

1. What are the values, qualities and virtues (in order of importance) that this company seeks from an employee and why are they important?

2. In your own experience, please explain how would these values, qualities and virtues (in order of importance) contribute to higher levels of individual performance?

Demographic factors are characteristics of a population expressed statistically, such as age, sex, education level, marital status, occupation and religion

3. How do demographics influence the relationship between personal values and the individual's performance?

Attitudes to Work

1. Describe the importance of work attitudes in this company and their influence of individual's performance.

2. How could demographic factors (such as age, gender, education level, ethnic affiliation, etc) influence an employee's attachment to a job?

3. How could values (in order of importance) influence the feelings (and attachment) of an employee towards his/her job?

Motivation

1. In your own experience, describe what factors motivate people to perform better in this company?

2. Please describe how values influence an individual's motivation to perform better?

3. How do demographic factors (such as age, gender, education level, ethnic affiliation, etc) affect the relationship between individual motivation and individual performance?

Work Environment

1. How would the work environment influence an individual's performance?

2. Please describe how do values demographics influence the relationship between work environment and the individual's performance?

3. Please describe how do demographics influence the relationship between work environment and the individual's performance?

8.5.2 French version of interview

The questions start here

Valeurs individuelles

1. Quelles sont les valeurs, qualités et vertus (par ordre d'importance) que cette entreprise recherche chez un employé et pourquoi sont-elles importantes?

2. Dans votre propre expérience, veuillez expliquer comment ces valeurs, qualités et vertus (par ordre d'importance) contribueraient à des niveaux plus élevés de performance individuelle?

Les facteurs démographiques sont des caractéristiques d'une population exprimées statistiquement, telles que l'âge, le sexe, le niveau d'éducation, le niveau de revenu, l'état matrimonial, la profession et la religion.

3. Comment la démographie influence-t-elle la relation entre les valeurs personnelles et la performance de l'individu?

Attitudes au travail

1. Décrivez l'importance des attitudes au travail dans cette entreprise et leur influence sur la performance individuelle.

2. Comment les facteurs démographiques (tels que l'âge, le sexe, le niveau d'éducation, l'appartenance ethnique, etc.) peuvent-ils influencer l'attachement d'un employé à un emploi?

3. Comment les valeurs (par ordre d'importance) peuvent-elles influencer les sentiments (et l'attachement) d'un employé envers son travail?

Motivation

1. D'après votre propre expérience, décrivez quels facteurs motivent les gens à mieux performer dans cette entreprise?

4. Veuillez décrire comment les valeurs influencent la motivation d'un individu à mieux performer?

5. Comment les facteurs démographiques (tels que l'âge, le sexe, le niveau d'éducation, l'appartenance ethnique, etc.) affectent-ils la relation entre la motivation individuelle et la performance individuelle?

Environnement de travail

1. Comment l'environnement de travail influencerait-il la performance d'un individu?

2. Veuillez décrire comment les valeurs démographiques influencent la relation entre l'environnement de travail et la performance de l'individu?

3. Veuillez décrire comment les données démographiques influencent la relation entre l'environnement de travail et la performance de l'individu?

8.6 APPENDIX F: CONSENT FORMS

8.6.1 English version of consent forms

CONSENT FORM
(Interview & Audio Recording of Interview)

School of Economics & Business Sciences
University of the Witwatersrand

To Whom It May Concern

Title of Thesis: Organisational culture, values and performance in multinational companies in Mauritius
Name of researcher: Ketan Sharma Ramhit

Please confirm below that you have read the information letter provided and agree to participate in my research.

I, _____, on this date _____ choose to participate in this study and hereby agree to be interviewed by Ketan Sharma Ramhit for his research on Organisational Culture, Values and Performance in Multinational Companies in Mauritius.

I hereby consent to the audio recording of this interview: Yes ☐ No ☐

I agree to the following:

(Please circle the relevant options below)

The research study was explained to me. I understand what this study is about.	YES	NO
I understand that I can volunteer to take part in the study	YES	NO
I can choose to participate or not participate in the study	YES	NO
I agree that direct quotations from my interview may be used by the researcher in their research report/ manuscript/book chapter	YES	NO
All of my responses will be confidential		
I agree that my participation will remain anonymous (my name will not be used by the researcher in their research report/manuscript/book chapter)	YES	NO
The materials will be only used for academic purposes and will in no way be accessible by the organisation	YES	NO

…… (signature)
…… (name of participant)
…… (date)

…… (signature)
…… (name of researcher/person seeking consent)
…… (date)

CONSENT FORM
(Questionnaire)

School of Economics & Business Sciences
University of the Witwatersrand

To Whom It May Concern

Title of Thesis: Organisational culture, values and performance in multinational companies in Mauritius
Name of researcher: Ketan Sharma Ramhit

Please confirm below that you have read the information letter provided and agree to participate in my research.

I, _____, on this date _____ choose to participate in this study and hereby agree to fill in the questionnaire by Ketan Sharma Ramhit for his research on Organisational Culture, Values and Performance in Multinational Companies in Mauritius.

I am a manager : Yes ☐ No ☐

I hereby consent to fill-in the questionnaire: Yes ☐ No ☐

I agree to the following:
(Please circle the relevant options below)

The research study was explained to me. I understand what this study is about.	YES	NO
I understand that I can volunteer to take part in the study	YES	NO
I can choose to participate or not participate in the study	YES	NO
I agree that my response to the statements in the questionnaire may be used by the researcher in their research report/manuscript/book chapter	YES	NO
All of my responses will be confidential	YES	NO
I agree that my participation will remain anonymous (my name will not be used by the researcher in their research report/manuscript/book chapter)	YES	NO
The materials will be only used for academic purposes and will in no way be accessible by the organisation	YES	NO

…… (signature)
…… (name of participant)
…… (date)

…… (signature)
…… (name of researcher/person seeking consent)
…… (date)

8.6.2 French version of consent forms

FORMULAIRE DE CONSENTEMENT
(Interview et enregistrement audio de l'interview)

School of Economics & Business Sciences
University of the Witwatersrand

À qui de droit

Titre de la thèse : Culture organisationnelle, valeurs et performance dans les entreprises multinationales à Maurice
Nom du chercheur : Ketan Sharma Ramhit

Veuillez confirmer ci-dessous que vous avez lu la lettre d'information fournie et acceptez de participer à ma recherche.

Please confirm below that you have read the information letter provided and agree to participate in my research.

Moi, _____, à cette date _____ choisis de participer à cette étude et accepte par la présente d'être interviewé par Ketan Sharma Ramhit pour ses recherches sur la culture organisationnelle, les valeurs et la performance dans les entreprises multinationales à Maurice.

Je consens par la présente à l'enregistrement audio de cette entrevue: Oui ☐ Non ☐

J'accepte ce qui suit:

(Veuillez encercler les options pertinentes ci-dessous)

L'étude de recherche m'a été expliquée. Je comprends de quoi parle cette étude.	YES	NO
Je comprends que je peux me porter volontaire pour participer à l'étude	YES	NO
Je peux choisir de participer ou non à l'étude	YES	NO
J'accepte que des citations directes de mon entretien puissent être utilisées par le chercheur dans son rapport de recherche/manuscrit/chapitre de livre	YES	NO
Toutes mes réponses seront confidentielles		
J'accepte que ma participation reste anonyme (mon nom ne sera pas utilisé par le chercheur dans son rapport de recherche/manuscrit/chapitre de livre)	YES	NO
Le matériel ne sera utilisé qu'à des fins académiques et ne sera en aucun cas accessible par l'organisation	YES	NO

…… (Signature)
…… (Nom du participant)
…… (Date)

…… (Signature)
…… (nom du chercheur/de la personne sollicitant le consentement)
…… (Date)

FORMULAIRE DE CONSENTEMENT
(Questionnaire)

School of Economics & Business Sciences
University of the Witwatersrand

À qui de droit

Titre de la thèse : Culture organisationnelle, valeurs et performance dans les entreprises multinationales à Maurice
Nom du chercheur : Ketan Sharma Ramhit

Veuillez confirmer ci-dessous que vous avez lu la lettre d'information fournie et acceptez de participer à ma recherche.

Please confirm below that you have read the information letter provided and agree to participate in my research.

Moi, _____, à cette date _____ choisis de participer à cette étude et accepte par la présente d'être interviewé par Ketan Sharma Ramhit pour ses recherches sur la culture organisationnelle, les valeurs et la performance dans les entreprises multinationales à Maurice.

Je suis un gestionnaire : Oui ☐ Non ☐
J'accepte par la présente de remplir le questionnaire: Oui ☐ Non ☐

J'accepte ce qui suit:

(Veuillez encercler les options pertinentes ci-dessous)

L'étude de recherche m'a été expliquée. Je comprends de quoi parle cette étude.	YES	NO
Je comprends que je peux me porter volontaire pour participer à l'étude	YES	NO
Je peux choisir de participer ou non à l'étude	YES	NO
J'accepte que des citations directes de mon entretien puissent être utilisées par le chercheur dans son rapport de recherche/manuscrit/chapitre de livre	YES	NO
Toutes mes réponses seront confidentielles		
J'accepte que ma participation reste anonyme (mon nom ne sera pas utilisé par le chercheur dans son rapport de recherche/manuscrit/chapitre de livre)	YES	NO
Le matériel ne sera utilisé qu'à des fins académiques et ne sera en aucun cas accessible par l'organisation	YES	NO

…… (Signature)
…… (Nom du participant)
…… (Date)

…… (Signature)
…… (nom du chercheur/de la personne sollicitant le consentement)
…… (Date)

8.7 APPENDIX G: THE PARTICIPANT INFORMATION SHEETS

8.7.1 English version of participant information sheets

PARTICIPANT INFORMATION SHEET - Interview

School of Economics & Business Sciences
University of the Witwatersrand

Dear Sir / Madam

My name is Ketan Sharma Ramhit. I am a PhD student in Management at the University of the Witwatersrand, Johannesburg. My supervisor is Prof. Chris Callaghan. I am conducting a research study about the influence of individual values on individual performance in multinational companies in Mauritius. The study title is Organisational Culture, Values and Performance in Multinational Companies n Mauritius. The purpose of this research is to investigate the relationship between the four higher-order values and individual performance. The study also quantitatively tests the relationships between individual values and primary determinants of individual performance as well as the association between primary determinants of individual performance and individual performance. The purpose of this study is to provide a comprehensive view of the relationships between individual values and individual performance in multinational companies in Mauritius. A theoretical model will then proposed and tested in the context of Mauritius.

I am inviting you to take part in an interview. If you decide to take part, an interview session might last about 1 hour. Depending on your availability and duration of each session, the interview process could last longer. The interview will take place at your place of work at any time convenient to you.

With your permission, I would like to audio record the interview. If you agree that the interview is recorded, then the interview will be recorded on a voice recorder and transferred to a password-protected personal computer. The data will be destroyed after the study is completed. Only I will have access to the data.

During the research activity, I will need to ask for some information that is solely related to your profession and activities related to your company. The questions may be sent to you in advance. Information will be extracted as per the questions set.

The risk is minimal because you may be identifiable based on your official role even if their name is not mentioned in the write-up. To ensure confidentiality, the information will not be shared with any other party. To ensure anonymity, then the interview responses will be mixed with other responses. Also, codes will be allocated to the responses that will not match any information that could either identify you or the company.

When I share the results of the research study, I will not include your name or anything else that could identify you. If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits or rights you would normally have if you decide not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study.

The risks for this research study are no more than what happens in everyday life. Some of the questions asked may make you feel sad or upset. If this happens, I will stop the interview and continue another time. This research study will be written up as a thesis. The report will be available on the university library website. If you would like to receive a summary of this thesis, I will be happy to send it to you.

If you have any questions during or afterwards about this research study, feel free to contact me or my supervisor at the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
Ketan

Researcher:
Ketan Sharma Ramhit, 1244838@students.wits.ac.za/neverforgetnihal@gmail.com, 57552442

Supervisor:
Professor Chris Callaghan, chris.callaghan@wits.ac.za, +27117178066

PARTICIPANT INFORMATION SHEET- Questionnaire

School of Economics & Business Sciences
University of the Witwatersrand

Dear Sir / Madam

My name is Ketan Sharma Ramhit. I am a PhD student in Management at the University of the Witwatersrand, Johannesburg. My supervisor is Prof. Chris Callaghan. I am conducting a research study about the influence of individual values (Schwartz) on individual performance in multinational companies in Mauritius. The study title is Organisational Culture, Values and Performance in Multinational Companies n Mauritius. The purpose of this research is to investigate the relationship between the four higher-order values and individual performance. The study also quantitatively tests the relationships between individual values and primary determinants of individual performance as well as the association between primary determinants of individual performance and individual performance. The purpose of this study is to provide a comprehensive view of the relationships between individual values and individual performance in multinational companies in Mauritius. A theoretical model will then proposed and tested in the context of Mauritius.

I am inviting you to take part to answer a questionnaire. If you decide to take part, your participation in this research study will last about 30 minutes. You may fill out the questionnaire either at your place of work or home. An online questionnaire will also be made available to you. You may fill out the questionnaire at any time convenient to you. You are allowed to fill out one questionnaire.

This data will be stored on a password-protected personal computer during the course of the study and deleted after the study is completed. Only I will have access to the data. The survey will be confidential and anonymous. When I share the results of the research study, I will not include your name or anything else that could identify you.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits or rights you would normally have if you decide not to join. Taking part in the research study will not cost you anything.

The risks for this research study are no more than what happens in everyday life. This research study will be written up as a thesis. The report will be available on the university library website. If you would like to receive a summary of this thesis, I will be happy to send it to you.

If you have any questions during or afterwards about this research study, feel free to contact me or my supervisor at the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
Ketan

Researcher:
Ketan Sharma Ramhit, 1244838@students.wits.ac.za/neverforgetnihal@gmail.com, 57552442

Supervisor:
Professor Chris Callaghan, chris.callaghan@wits.ac.za, +27117178066

8.7.2 French version of participant information sheets

FICHE D'INFORMATION DES PARTICIPANTS - Entrevue

School of Economics & Business Sciences
University of the Witwatersrand

Cher Monsieur/Madame

Je m'appelle Ketan Sharma Ramhit. Je suis doctorant en gestion à l'Université du Witwatersrand, Johannesburg. Mon superviseur est le Professeur Chris Callaghan. Je mène une étude de recherche sur l'influence des valeurs individuelles sur la performance individuelle dans les entreprises multinationales à Maurice. Le titre de l'étude est Culture organisationnelle, valeurs et performances dans les entreprises multinationales à Maurice. Le but de cette recherche est d'étudier la relation entre les quatre valeurs d'ordre supérieur et la performance individuelle. L'étude teste également quantitativement les relations entre les valeurs individuelles et les principaux déterminants de la performance individuelle ainsi que l'association entre les principaux déterminants de la performance individuelle et la performance individuelle. Le but de cette étude est de fournir une vision globale des relations entre les valeurs individuelles et la performance individuelle dans les entreprises multinationales à Maurice. Un modèle théorique sera ensuite proposé et testé dans le contexte mauricien.

Je vous invite à participer à une interview. Si vous décidez de participer, une séance d'entretien peut durer environ 1 heure. Selon votre disponibilité et la durée de chaque session, le processus d'entrevue pourrait durer plus longtemps. L'entretien aura lieu sur votre lieu de travail à tout moment qui vous conviendra.

Avec votre permission, j'aimerais enregistrer l'interview. Si vous acceptez que l'entretien soit enregistré, l'entretien sera enregistré sur un enregistreur vocal et transféré sur un ordinateur personnel protégé par un mot de passe. Les données seront détruites après la fin de l'étude. Moi seul aurai accès aux données.

Au cours de l'activité de recherche, je devrai vous demander des informations uniquement liées à votre profession et aux activités liées à votre entreprise. Les questions peuvent vous être envoyées à l'avance. Les informations seront extraites conformément aux questions posées.

Le risque est minime car vous pouvez être identifiable en fonction de votre rôle officiel même si leur nom n'est pas mentionné dans la description. Pour assurer la confidentialité, les informations ne seront partagées avec aucune autre partie pour assurer la confidentialité. Pour garantir l'anonymat, les réponses aux entretiens seront mélangées avec d'autres réponses. De plus, des codes seront attribués aux réponses qui ne correspondront à aucune information qui ne pourrait ni vous identifier ni identifier l'entreprise.

Lorsque je partagerai les résultats de l'étude de recherche, je n'inclurai pas votre nom ni quoi que ce soit d'autre qui pourrait vous identifier. Si vous décidez de participer à l'étude de recherche, ce devrait être parce que vous voulez faire du bénévolat. Vous n'êtes pas obligé de participer. Vous pouvez arrêter de participer à l'étude à tout moment. Vous n'êtes pas obligé de répondre aux questions si vous ne le souhaitez pas. Vous n'obtiendrez aucun avantage direct si vous choisissez de participer à l'étude de recherche. Vous ne perdrez aucun des services, avantages ou droits que vous auriez normalement si vous décidez de ne pas vous inscrire. Participer à l'étude de recherche ne vous coûtera rien. Vous ne serez pas payé pour participer à cette étude de recherche.

Les risques pour cette étude de recherche ne sont pas plus que ce qui se passe dans la vie quotidienne. Certaines des questions posées peuvent vous rendre triste ou contrarié. Si cela se produit, j'arrêterai l'interview et je continuerai une autre fois. Ce travail de recherche fera l'objet d'une thèse. Le rapport sera disponible sur le site Web de la bibliothèque universitaire. Si vous souhaitez recevoir un résumé de cette thèse, je me ferai un plaisir de vous l'envoyer.

Si vous avez des questions pendant ou après cette étude de recherche, n'hésitez pas à me contacter ou à contacter mon superviseur aux coordonnées indiquées ci-dessous. Si vous avez des préoccupations ou des plaintes concernant les procédures éthiques de cette étude de recherche, vous êtes invités à contacter le Comité d'éthique de la recherche humaine de l'Université (non médical), téléphone +27 (0) 11 717 1408, e-mail hrecnon-medical@wits. ac.za.

Cordialement,
Ketan

Chercheur:
Ketan Sharma Ramhit, 1244838@students.wits.ac.za/neverforgetnihal@gmail.com, 57552442

Superviseur:
Professeur Chris Callaghan, chris.callaghan@wits.ac.za, +27117178066

FICHE D'INFORMATION DU PARTICIPANT - Questionnaire

School of Economics & Business Sciences
University of the Witwatersrand

Cher Monsieur/Madame

Je m'appelle Ketan Sharma Ramhit. Je suis doctorant en gestion à l'Université du Witwatersrand, Johannesburg. Mon superviseur est le professeur Chris Callaghan. Je mène une étude de recherche sur l'influence des valeurs individuelles (Schwartz) sur la performance individuelle dans les entreprises multinationales à Maurice. Le titre de l'étude est Culture organisationnelle, valeurs et performances dans les entreprises multinationales à Maurice. Le but de cette recherche est d'étudier la relation entre les quatre valeurs d'ordre supérieur et la performance individuelle. L'étude teste également quantitativement les relations entre les valeurs individuelles et les principaux déterminants de la performance individuelle ainsi que l'association entre les principaux déterminants de la performance individuelle et la performance individuelle. Le but de cette étude est de fournir une vision globale des relations entre les valeurs individuelles et la performance individuelle dans les entreprises multinationales à Maurice. Un modèle théorique sera ensuite proposé et testé dans le contexte mauricien.

Je vous invite à participer pour répondre à un questionnaire. Si vous décidez d'y participer, votre participation à cette étude de recherche durera environ 30 minutes. Vous pouvez remplir le questionnaire soit sur votre lieu de travail, soit à votre domicile. Un questionnaire en ligne sera également mis à votre disposition. Vous pouvez remplir le questionnaire à tout moment qui vous convient. Vous êtes autorisé à remplir un seul questionnaire.

Ces données seront stockées sur un ordinateur personnel protégé par un mot de passe au cours de l'étude et supprimées une fois l'étude terminée. Moi seul aura accès aux données. L'enquête sera confidentielle et anonyme. Lorsque je partagerai les résultats de l'étude de recherche, je n'inclurai pas votre nom ni quoi que ce soit d'autre qui pourrait vous identifier.

Si vous décidez de participer à l'étude de recherche, ce devrait être parce que vous voulez faire du bénévolat. Vous n'êtes pas obligé de participer. Vous pouvez arrêter de participer à l'étude à tout moment. Vous n'êtes pas obligé de répondre aux questions si vous ne le souhaitez pas. Vous n'obtiendrez aucun avantage direct si vous choisissez de participer à l'étude de recherche. Vous ne perdrez aucun des services, avantages ou droits que vous auriez normalement si vous décidez de ne pas vous inscrire. Participer à l'étude de recherche ne vous coûtera rien. Les risques pour cette étude de recherche ne sont pas plus que ce qui se passe dans la vie quotidienne. Ce travail de recherche fera l'objet d'une thèse. Le rapport sera disponible sur le site Web de la bibliothèque universitaire. Si vous souhaitez recevoir un résumé de cette thèse, je me ferai un plaisir de vous l'envoyer.

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8.8 APPENDIX H: QUANTITATIVE DATA COLLECTION–THE QUESTIONNAIRE

8.8.1 English version of the questionnaire

SECTION 1 - PROPOSED MODEL OF INDIVIDUAL LEVEL

SCHWARTZ DIMENSIONS

Please tick the box which is the most **accurate description**. Select the answer that BEST describes **WHAT YOU REALLY BELIEVE** **(1= Not like me at all; 6= Very much like me)**	Not like me at all	Not like me	A little like me	Somewhat like me	Like me	Very much like me
Conformity (SCF)						
I believe that people should do what they are told. I think people should follow rules at all times, even when no-one is watching.	1	2	3	4	5	6
It is important to me always behave properly. I want to avoid doing anything people would say is wrong.	1	2	3	4	5	6
I believe I should always show respect to my parents and to older people. It is important to me to be obedient.	1	2	3	4	5	6
It is important to me to be polite to other people all the time. I try to never disturb or irritate others.	1	2	3	4	5	6
Tradition (STR)						
I think it is important not to ask for more than what I have. I believe that people should be satisfied with what they have.	1	2	3	4	5	6
Religious belief is important to me. I try hard to do what my religion requires.	1	2	3	4	5	6
I think it is best to do things in traditional ways. It is important to me to keep up the customs I have learned.	1	2	3	4	5	6
It is important to me to be humble and modest. I try not to draw attention to myself.	1	2	3	4	5	6
Benevolence (SBN)						
It is very important to me to help the people around me. I want to care for their well-being.	1	2	3	4	5	6
It is important to me to be loyal to my friends. I want to devote myself to people close to me.	1	2	3	4	5	6
It is important to me to respond to the needs of others. I try to support those I know.	1	2	3	4	5	6
Forgiving people who have hurt me is important to me. I try to see what is good in them and not to hold a grudge.	1	2	3	4	5	6
Universalism (SUN)						
I think it is important that every person in the world be treated equally. I believe everyone should have equal opportunities in life.	1	2	3	4	5	6
It is important to me to listen to people who are different from me. Even when I disagree with them, I still want to understand them.	1	2	3	4	5	6
I strongly believe that people should care for nature. Looking after the environment is important to me.	1	2	3	4	5	6
I believe all the worlds' people should live in harmony. Promoting peace among all groups in the world is important to me.	1	2	3	4	5	6
I want everyone to be treated justly, even people I do not know. It is important to me to protect the weak in society.	1	2	3	4	5	6
It is important to me to adapt to nature and to fit into it. I believe that people should not change nature.	1	2	3	4	5	6
Self-Direction (SSD)						
Thinking up new ideas and being creative is important to me. I like to do things in my own original way.	1	2	3	4	5	6
It is important to me to make my own decisions about what I do. I like to be free to plan and to choose my activities for myself.	1	2	3	4	5	6

I think it is important to be interested in things. I like to be curious and try to understand all sorts of things.	1	2	3	4	5	6
It is important to me to be independent. I like to rely on myself.	1	2	3	4	5	6
Stimulation (SST)						
I think it is important to do lots of different things in life. I always look for new things to try.	1	2	3	4	5	6
I like to take risks. I am always looking for adventures.	1	2	3	4	5	6
I like surprises. It is important to me to have an exciting life.	1	2	3	4	5	6
Hedonism (SHD)						
I seek every chance I can to have fun. It is important to me to do things that give me pleasure.	1	2	3	4	5	6
Enjoying life's pleasures is important to me. I like to 'spoil' myself.	1	2	3	4	5	6
I really want to enjoy life. Having a good time is very important to me.	1	2	3	4	5	6
Achievement (SAC)						
It is very important to me to show my abilities. I want people to admire what I do.	1	2	3	4	5	6
Being very successful is important to me. I like to impress other people.	1	2	3	4	5	6
I think it is important to be ambitious. I want to show how capable I am.	1	2	3	4	5	6
Getting ahead in life is important to me. I strive to do better than others.	1	2	3	4	5	6
Power (SPW)						
It is important to me to be rich. I want to have a lot of money and expensive things.	1	2	3	4	5	6
It is important to me to be in charge and tell others what to do. I want people to do what I say.	1	2	3	4	5	6
I always want to be the one who makes the decisions. I like to be the leader.	1	2	3	4	5	6
Security (SSE)						
It is important to me to live in secure surroundings. I avoid anything that might endanger my safety.	1	2	3	4	5	6
It is very important to me that my country be safe. I think the state must be on watch against threats from within and without.	1	2	3	4	5	6
It is important to me that things be organized and clean. I really do not like things to be a mess.	1	2	3	4	5	6
I try hard to avoid getting sick. Staying healthy is very important to me.	1	2	3	4	5	6
Having a stable government is important to me. I am concerned that the social order be protected.	1	2	3	4	5	6

SECTION 2 - WORK ATTITUDES

Please tick the box which is the most **accurate description**.	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
Locus of Control (ALC)					
Whether or not I get to be a leader depends mostly on my ability.	1	2	3	4	5
When I make plans, I am almost certain to make them work.	1	2	3	4	5
I can pretty much determine what will happen in my life.	1	2	3	4	5
When I get what I want, it is usually because I worked hard for it.	1	2	3	4	5
My life is determined by my own actions.	1	2	3	4	5
Job Satisfaction (AJS)					
I feel fairly well satisfied with my present job.	1	2	3	4	5
Most days I am enthusiastic about my work.	1	2	3	4	5
I get a sense of personal accomplishment from my work.	1	2	3	4	5
I find my job very interesting.	1	2	3	4	5
I consider my job pleasant.	1	2	3	4	5
Authority (AAU)					
My present job provides good opportunities for promotion.	1	2	3	4	5
I am rewarded for my good performance.	1	2	3	4	5
Job promotion is based on job performance and achievement.	1	2	3	4	5
I have been recognized for my accomplishments.	1	2	3	4	5
My job is compatible with my experience.	1	2	3	4	5

SECTION 3– MOTIVATION

Please tick the box which is the most **accurate description**.	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
Remuneration (MRE)					
I am satisfied with my salary and rewards.	1	2	3	4	5
Salary matches my efforts and devotion to my work.	1	2	3	4	5
I am well compensated for my efforts and devotion.	1	2	3	4	5
Bonuses and incentives should be part of the company policy.	1	2	3	4	5
Rewards should be based on performance, effort, loyalty, experience and achievement.	1	2	3	4	5
Career Development (MCD)					
The company offers promotion and career opportunities.	1	2	3	4	5
The company supports professional development and training opportunities.	1	2	3	4	5
Job promotions are offered fairly and without bias.	1	2	3	4	5
This company offers equal opportunity for advancement.	1	2	3	4	5
The company offers opportunities to enhance my skills and knowledge.	1	2	3	4	5
Job Security (MJS)					
I feel secured about the future of my job	1	2	3	4	5
The company provides well-established benefits (retirement plans, insurance, medical schemes, grants, etc.)	1	2	3	4	5
I feel comfortable in my current position.	1	2	3	4	5
My job is beneficial to my career.	1	2	3	4	5
I am confident that I can remain employed with this company for as long as I choose.	1	2	3	4	5

SECTION 4 - WORK ENVIRONMENT

Please tick the box which is the most **accurate description**.	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
Interpersonal Relationship (WIR)					
The atmosphere at work is cordial.	1	2	3	4	5
Activities in teams are well coordinated.	1	2	3	4	5
We have good interpersonal communication.	1	2	3	4	5
We can easily express our weaknesses/problems with colleagues and managers.	1	2	3	4	5
We get along well with each other at work.	1	2	3	4	5
Justice (WJU)					
Employees are all treated in a fair and equal manner irrespective of age, gender and ethnic background.	1	2	3	4	5
The company recognizes the employee's devotion to work and effort when completing tasks.	1	2	3	4	5
Jobs and tasks are distributed fairly among employees.	1	2	3	4	5
The company provides ways for employees to voice out any injustice or access support to deal with instances of injustice.	1	2	3	4	5
Decisions made are based on facts, not on pressure group(s) or personal feelings.	1	2	3	4	5
Support from Manager/Supervisor (WSM)					
I have sufficient support from my immediate manager/supervisor.	1	2	3	4	5
I receive regular feedback from my manager/Supervisor on how I have carried out my work.	1	2	3	4	5
I share a good relationship with managers.	1	2	3	4	5
I perform jobs or accomplish goals with the help of managers/supervisors.	1	2	3	4	5
Managers/Supervisors provide a safe and better working environment.	1	2	3	4	5

SECTION 5 - INTENTION-TO-QUIT

Please tick the box which is the most **accurate description**.	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
Intention to Quit (ITQ)					
I will search for other alternative job opportunities.	1	2	3	4	5
I often want to quit my current job.	1	2	3	4	5
I do not plan to develop a long-term career in the current organisation.	1	2	3	4	5
I will probably leave the current organisation in the next 6 months.	1	2	3	4	5
I will leave this organisation as soon as possible.	1	2	3	4	5

SECTION 6 - INDIVIDUAL PERFORMANCE

Please tick the box which is the most **accurate description**.	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
Task Performance (TP)					
I manage to plan my work so that it is done on time.	1	2	3	4	5
I keep in mind the results that I have to achieve in my work.	1	2	3	4	5
I know how set the right priorities.	1	2	3	4	5
I am able to perform my work well with minimal time and effort.	1	2	3	4	5
Collaborating with team mates and others are productive.	1	2	3	4	5
Contextual Performance (CP)					
I am able to take on extra responsibilities and challenging work tasks.	1	2	3	4	5
I am willing to do more than is expected from me.	1	2	3	4	5
I keep my knowledge and skills up-to-date.	1	2	3	4	5
I look for new and innovative ways to improve customer service.	1	2	3	4	5
I know how to solve difficult situations quickly.	1	2	3	4	5
Adaptive Performance (AP)					
I am able to cope with work-related stress.	1	2	3	4	5
I am able to propose innovative solutions to resolve problems.	1	2	3	4	5
I willingly learn ways to work well with others and understand the work practices of others.	1	2	3	4	5
I am able to deal with uncertain and unpredictable work situations.	1	2	3	4	5
I can adjust by personal goals when necessary.	1	2	3	4	5

SECTION 7 - DEMOGRAPHICS

Please read all the questions carefully. The survey has been designed to facilitate easy answering. Answer requires either a ✓ or to indicate your appropriate responses. All surveys are confidential.

1.	**What is your age (Years): _____**
2.	**Gender:** Male ☐ Female ☐ Other ☐ Prefer not to say ☐
3.	**What is your Home Language: _____**
4.	**What is your Preferred Language: _____**
5.	**Marital Status:** Married ☐ Unmarried ☐ Divorced ☐ Separated ☐
6.	**Education Level:** ☐ School/College ☐ Undergraduate ☐ Technical Certificate/Diploma ☐ Postgraduate (Masters Degree; PhD)
7.	**Category of Employee:** ☐ Permanent Employee ☐ Probational Employee ☐ Temporary/Contractual Employee ☐ Part Time Employee
8.	**Work Experience (Years):** ☐ Less than 5 years ☐ 6 – 10 years ☐ 11 – 15 years ☐ Above 15 years
9.	**Monthly Income Level (in Rupees):** ☐ Less than 20,000 ☐ 20,001 to 30,000 ☐ 30,001 to 40,000 ☐ 40,001 to 50,000 ☐ 50,001 to 60,000 ☐ 60,001 to 70,000 ☐ 70,001 to 80,000 ☐ Above 80,001

THANK YOU FOR PARTICIPATING

8.8.2 French version of the questionnaire

SECTION 1 - MODÈLE PROPOSÉ DE NIVEAU INDIVIDUEL

VALEURS INDIVIDUELLES DE SCHWARTZ

Veuillez cocher la case qui correspond à la **description la plus précise**. Sélectionnez la réponse qui décrit le mieux **CE QUE VOUS CROYEZ VRAIMENT** **(1 = Pas du tout comme moi, 6 = Tout à fait comme moi)**	Pas du tout comme moi	Pas comme moi	Un petit peu comme moi	Un peu comme moi	Comme moi	Tout à fait comme moi
Conformité (SCF)						
Je crois que les gens devraient faire ce qu'on leur dit de faire. Je pense qu'on doit toujours suivre les règles, même si personne ne vous surveille.	1	2	3	4	5	6
Il est important pour moi de toujours me comporter comme il faut. Je veux éviter de faire des choses qui ne seraient pas correctes.	1	2	3	4	5	6
C'est important pour moi d'être toujours poli. Je pense qu'il faut toujours montrer du respect à mes parents et aux personnes plus âgées.	1	2	3	4	5	6
Il est important pour moi d'être poli avec les autres tout le temps. J'essaie de ne jamais déranger ou irriter les autres.	1	2	3	4	5	6
Tradition (STR)						
Je pense qu'il est important de ne pas demander plus que ce que j'ai. Je crois que les gens devraient se contenter de ce qu'ils ont.	1	2	3	4	5	6
La foi religieuse est importante pour moi. Il fait beaucoup d'efforts pour agir comme sa religion la demande.	1	2	3	4	5	6
Il pense qu'il est important de faire les choses comme on me l'a appris dans ma famille. Je veux me se conformer auxhabitudes et traditions familiales.	1	2	3	4	5	6
Il est important pour moi d'être humble et modeste. J'essaie de ne pas attirer l'attention sur moi.	1	2	3	4	5	6
Bienveillance (SBN)						
C'est très important pour moi d'aider les autres. Je veux faire du bien à ceux qui m'entourent.	1	2	3	4	5	6
C'est important pour moi d'être fidèle à mes amis. Je veux les soutenir quoiqu'il arrive.	1	2	3	4	5	6
Il est important pour moi de répondre aux besoins des autres. J'essaie de soutenir ceux que je connais.	1	2	3	4	5	6
Pardonner ceux ou celles qui m'ont blessé est important pour moi. J'essaie de voir ce qui est bon en eux et de ne pas garder rancune.	1	2	3	4	5	6
Universalisme (SUN)						
Il pense qu'il est important que tous les hommes du monde soient traités de façon égale. Je crois croit que chacun de vrait avoir les mêmes chances dans la vie.	1	2	3	4	5	6
C'est important pour moi d'écouter aux gens qui sont différents de moi. Même quand je ne suis pas d'accord avec eux, je continue de vouloir les comprendre.	1	2	3	4	5	6
Je crois fermement que les gens devraient prendre soin de la nature. Prendre soin de l'environnement est important pour moi.	1	2	3	4	5	6
Je crois pense que chacun devrait travailler à ce que les hommes vivent ensemble en paix sur la terre. La paix partout dans le monde est importante pour moi.	1	2	3	4	5	6
Je veux que tout le monde soit traité avec justice, même les gens que je ne connais pas. C'est important pour moi de protéger les faibles dans l'entreprise.	1	2	3	4	5	6
C'est important pour moi de s'adapter à la nature, et de vivre en harmonie avec elle. Je crois que l'on ne devrait pas modifier la nature.	1	2	3	4	5	6
Quête du Savoir (SSD)						
Réfléchir à de nouvelles idées et être créatif est important pour moi. J'aime faire les choses à ma manière.	1	2	3	4	5	6
Il est important pour moi de prendre mes propres décisions concernant ce que je fais. J'aime être libre de planifier et de choisir mes activités.	1	2	3	4	5	6

C’est important pour moi d’essayer d’expliquer le pourquoi des choses. J’aime toujours se poser des questions.	1	2	3	4	5	6
Je pense qu'il est important d'être ambitieux. Je veux montrer à quel point je suis capable.	1	2	3	4	5	6
Stimulation (SST)						
Je pense qu'il est important de faire beaucoup de choses différentes dans la vie. Je cherche toujours de nouvelles choses à essayer.	1	2	3	4	5	6
J'aime prendre des risques. Je suis toujours à la recherche d'aventures.	1	2	3	4	5	6
J'aime les surprises. Il est important pour moi d'avoir une vie passionnante.	1	2	3	4	5	6
Hédonisme (SHD)						
Je cherche toutes les chances possibles pour m'amuser. Il est important pour moi de faire des choses qui me font plaisir.	1	2	3	4	5	6
Il est important pour moi de profiter de chaque occasion pour m'amuser.	1	2	3	4	5	6
Profiter des plaisirs de la vie est important pour moi. J'aime me donner du bon temps	1	2	3	4	5	6
Accomplissement (SAC)						
Il est très important pour moi de montrer mes capacités. Je veux qu’on admire ce que je fais.	1	2	3	4	5	6
C’est important pour moi de réussir brillamment. J'aime impressionner les autres.	1	2	3	4	5	6
Je pense qu'il est important d'être ambitieux. Je suis prêt à travailler dur pour y arriver.	1	2	3	4	5	6
Avancer dans la vie est important pour moi. Je m'efforce de faire mieux que les autres.	1	2	3	4	5	6
Pouvoir et Influence (SPW)						
Il est important pour moi d'être riche. Je veux avoir beaucoup d'argent et des choses chères.	1	2	3	4	5	6
Il est important pour moi d’être responsable et de dire aux autres ce qu’il faut faire. Je veux que les gens fassent ce que je dis.	1	2	3	4	5	6
Je veux toujours être celui qui prend les décisions. J'aime être le leader.	1	2	3	4	5	6
Sécurité (SSE)						
Il est important pour moi d’être prudent. J'évite les actions et les situations qui risqueraient de me mettre en danger	1	2	3	4	5	6
La sécurité de mon pays est très importante pour moi. Je veux que mon pays soit protégé de ses ennemis.	1	2	3	4	5	6
C’est important pour moi que tout soit propre et rangé. Je ne veux pas que les choses soient en désordre.	1	2	3	4	5	6
Je m'efforce d'éviter de tomber malade. Rester en bonne santé est très important pour moi.	1	2	3	4	5	6
C’est important pour moi que le gouvernement soit stable. Je veux que l'ordre social soit préservé.	1	2	3	4	5	6

SECTION 2 - ATTITUDES AU TRAVAIL

Veuillez cocher la case qui correspond à la description **la plus précise**.	Fortement en déIFLCord	Légèrement en déIFLCord	Ni d'accord ni en déIFLCord	Légèrement d'accord	Tout à fait d'accord
Locus de contrôle (ALC)					
Que je sois ou non un leader dépend surtout de mes capacités.	1	2	3	4	5
Quand je fais des plans, je suis presque certain de les faire fonctionner.	1	2	3	4	5
Je peux à peu près déterminer ce qui se passera dans ma vie.	1	2	3	4	5
Quand je reçois ce que je veux, c'est généralement parce que j'ai travaillé dur pour cela.	1	2	3	4	5
Ma vie est déterminée par mes propres actions.	1	2	3	4	5
Satisfaction professionnelle (AJS)					
Je me sens satisfait de mon travail actuel.	1	2	3	4	5
La plupart du temps, je suis enthousiasmé par mon travail.	1	2	3	4	5
J'ai un sentiment d'accomplissement personnel de mon travail.	1	2	3	4	5
Je trouve mon travail très intéressant.	1	2	3	4	5
Je considère mon travail agréable.	1	2	3	4	5
Autorité (AAU)					
Mon emploi actuel offre de bonnes opportunités de promotion.	1	2	3	4	5
Je suis récompensé pour mes bonnes performances.	1	2	3	4	5
La promotion de l'emploi est basée sur le rendement au travail et les réalisations.	1	2	3	4	5
J'ai été reconnu pour mes réalisations.	1	2	3	4	5
Mon travail est compatible avec mon expérience.	1	2	3	4	5

SECTION 3– MOTIVATION

Veuillez cocher la case qui correspond à la description **la plus précise**.	Fortement en déIFLCord	Légèrement en déIFLCord	Ni d'accord ni en déIFLCord	Légèrement d'accord	Tout à fait d'accord
Rémunération (MRE)					
Je suis satisfait de mon salaire et de mes récompenses.	1	2	3	4	5
Le salaire correspond à mes efforts et à mon dévouement à mon travail.	1	2	3	4	5
Je suis bien compensé pour mes efforts et mon dévouement.	1	2	3	4	5
Les primes et les récompenses doivent faire partie de la politique de l'entreprise.	1	2	3	4	5
Les récompenses doivent être basées sur la performance, l'effort, la loyauté, l'expérience et la réussite.	1	2	3	4	5
Développement de carrière (MCD)					
L'entreprise offre des opportunités de promotion et de carrière.	1	2	3	4	5
L'entreprise soutient le développement professionnel et les opportunités de formation.	1	2	3	4	5
Les promotions d'emploi sont offertes de manière équitable et sans parti pris.	1	2	3	4	5
Cette entreprise offre des chances égales d'avancement.	1	2	3	4	5
L'entreprise offre des possibilités d'améliorer mes compétences et mes connaissances.	1	2	3	4	5
Sécurité d'emploi (MJS)					
Je me sens assuré de l'avenir de mon travail	1	2	3	4	5
L'entreprise offre des avantages bien établis (régimes de retraite, assurances, régimes médicaux, subventions, etc.)	1	2	3	4	5
Je me sens à l'aise dans ma position actuelle.	1	2	3	4	5
Mon travail est bénéfique pour ma carrière.	1	2	3	4	5
Je suis convaincu que je peux rester employé dans cette entreprise aussi longtemps que je le souhaite.	1	2	3	4	5

SECTION 4 - ENVIRONNEMENT DE TRAVAIL

Veuillez cocher la case qui correspond à la description **la plus précise**.	Fortement en déIFLCord	Légèrement en déIFLCord	Ni d'accord ni en déIFLCord	Légèrement d'accord	Tout à fait d'accord
Relation Interpersonnelle (WIR)					
L'atmosphère au travail est cordiale.	1	2	3	4	5
Les activités en équipe sont bien coordonnées.	1	2	3	4	5
Nous avons une bonne communication interpersonnelle.	1	2	3	4	5
Nous pouvons facilement exprimer nos faiblesses / problèmes avec des collègues et des gestionnaires/superviseurs.	1	2	3	4	5
Nous nous entendons bien au travail.	1	2	3	4	5
Justice (WJU)					
Les employés sont tous traités de manière juste et équitable, quels que soient leur âge, leur sexe et leur origine ethnique.	1	2	3	4	5
L'entreprise reconnaît le dévouement de l'employé au travail et à l'effort lors de la réalisation des tâches.	1	2	3	4	5
Les emplois et les tâches sont répartis équitablement entre les employés.	1	2	3	4	5
Les procédures (rémunération, récompenses, évaluations, promotions, affectations, etc.) suivent des normes éthiques et morales.	1	2	3	4	5
Les décisions prises sont basées sur des faits et non sur des groupes de pression ou des sentiments personnels.	1	2	3	4	5
Soutien du gestionnaire /Manager / superviseur (WWM)					
Je dispose du soutien suffisant de mon supérieur immédiat / superviseur.	1	2	3	4	5
Je reçois régulièrement des commentaires de mon responsable / superviseur sur la façon dont j'ai effectué mon travail.	1	2	3	4	5
Je partage de bonnes relations avec les managers.	1	2	3	4	5
J'accomplis des tâches ou j'atteins des objectifs avec l'aide de gestionnaires / superviseurs.	1	2	3	4	5
Les gestionnaires / superviseurs offrent un environnement de travail sûr et meilleur.	1	2	3	4	5

SECTION 5 - INTENTION DE QUITTER

Veuillez cocher la case qui correspond à la description **la plus précise**.	Fortement en déIFLCord	Légèrement en déIFLCord	Ni d'accord ni en déIFLCord	Légèrement d'accord	Tout à fait d'accord
Intention de quitter (ITQ)					
Je vais chercher d'autres offres d'emploi.	1	2	3	4	5
Je pense souvent à quitter mon emploi actuel.	1	2	3	4	5
Je prévois de développer une carrière à long terme dans l'organisation actuelle.	1	2	3	4	5
Je vais probablement quitter l'organisation actuelle dans les 6 prochains mois.	1	2	3	4	5
Je vais quitter cette organisation dès que possible.	1	2	3	4	5

SECTION 6 - PERFORMANCE INDIVIDUELLE

Veuillez cocher la case qui correspond à la description **la plus précise**.	Fortement en déIFLCord	Légèrement en déIFLCord	Ni d'accord ni en déIFLCord	Légèrement d'accord	Tout à fait d'accord
Performance de la tâche (TP)					
Je parviens à planifier mon travail pour que ce soit fait à temps.	1	2	3	4	5
Je garde à l'esprit les résultats que je dois réaliser dans mon travail.	1	2	3	4	5
Je sais comment définir les bonnes priorités.	1	2	3	4	5
Je suis capable de bien faire mon travail avec un minimum de temps et d'effort.	1	2	3	4	5
Collaborer avec les coéquipiers et les autres est productif.	1	2	3	4	5
Performance Contextuelle (CP)					
Je suis capable d'assumer des responsabilités supplémentaires et des tâches difficiles.	1	2	3	4	5
Je suis prêt à faire plus que prévu de moi.	1	2	3	4	5
Je garde mes connaissances et mes compétences à jour.	1	2	3	4	5
Je cherche des moyens nouveaux et innovants pour améliorer le service client.	1	2	3	4	5
Je sais comment résoudre rapidement des situations difficiles.	1	2	3	4	5
Performance Adaptative (AP)					
Je suis capable de faire face au stress lié au travail.	1	2	3	4	5
Je suis capable de proposer des solutions innovantes pour résoudre des problèmes.	1	2	3	4	5
J'apprends volontiers à bien travailler avec les autres et à comprendre les pratiques de travail des autres.	1	2	3	4	5
Je suis capable de faire face à des situations incertaines et imprévisibles au travail.	1	2	3	4	5
Je peux m'ajuster par des objectifs personnels si nécessaire.	1	2	3	4	5

SECTION 7 - DÉMOGRAPHIE

Veuillez lire attentivement toutes les questions. Le sondage a été conçu pour faciliter la réponse. La réponse nécessite un ✓ pour indiquer vos réponses appropriées. Toutes les responses sont confidentielles. Seul le chercheur voit et traite le questionnaire.

1.	**Quel est votre âge (Années): _____**
2.	**Genre:** Homme ☐ Femme ☐ Autre ☐ Préfère ne pas dire ☐
3.	**Quelle est votre langue maternelle : _____**
4.	**Quelle est votre langue préférée : _____**
5.	**État civil**: ☐ Marié(e) ☐ Célibataire ☐ Divorcé(e) ☐ Séparé(e)
6.	**Niveau d'éducation:** ☐ École/Collège ☐ Diplôme universitaire ☐ Certificat technique/ Diplôme ☐ Troisième cycle (maîtrise; doctorat)
7.	**Catégorie d'employé(e):** ☐ Employé(e) permanent ☐ Employé(e) probatoire ☐ Employé(e) temporaire / contractuel ☐ Employé(e) à temps partiel
8.	**Work Experience (Years):** ☐ Moins de 5 ans ☐ 6 – 10 ans ☐ 11 – 15 ans ☐ Above 15 ans
9.	**Salaire mensuel (en roupies):** ☐ Moins de 20,000 ☐ 20,001 to 30,000 ☐ 30,001 to 40,000 ☐ 40,001 to 50,000 ☐ 50,001 to 60,000 ☐ 60,001 to 70,000 ☐ 70,001 to 80,000 ☐ Au-dessus 80,001

MERCI D'AVOIR PARTICIPÉ

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