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THE PERCEPTION OF THE Y GENERATION WORKING IN A PUBLIC INSTITUTION ON BUSINESS LIFE: A CASE OF A PUBLIC INSTITUTION IN AYDIN

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ABSTRACT

Purpose- This study was carried out to determine the expectations of the Y generation employees working in public institutions from working life.

Methodology- In this context, the sample of the study consists of 18 people who are included in the Y generation classification, working in a public institution in Aydin Province. Research data were collected by fully structured interview technique. In the research, an interview form consisting of 17 open-ended and closed-ended questions was used to determine the expectations and future perspectives of the employees working in the public sector.

Findings- As a result of the research, it has been found that the problems faced by the Y generation in the public sector are "injustice, incompetence, lack of infrastructure, inadequacy of physical conditions and lack of educational activities". It has been concluded that the Y generation expects flexible working conditions in their working life. It has been determined that most of the millennial employees participating in the research prefer the public sector because it is a respected and always valid sector. It has been observed that millennial employees have a high intention to quit their job in the face of a good job offer, but believe that they will retire from the public institution they are in.

Conclusion- In the light of the information obtained as a result of the research, it is recommended that senior managers working in public institutions should analyze the characteristics of generations in working life and meet their expectations accordingly in order to ensure efficiency, effectiveness and loyalty within the institution. Apart from being an institution where citizens are served, public institutions should also be an institution where employees can improve themselves. Training and development activities by experts should be increased, especially for Generation Y employees.

Keywords: Aydin province, working life, future expectation, public sector, Y generation.

JEL Codes: J24, M10, M12.

1. INTRODUCTION

The concept of generation refers to the community of individuals who share common historical, social, political and economic experiences, behaviors and beliefs in the world as a result of grouping people according to certain age ranges (Lim et al., 2011: 262). Today, there are six accepted generational classifications: Silent Generation, Baby Boomer Generation, Generation X, Generation Y, Generation Z and Generation Alpha. Each generation classification has different personality traits. This affects the

This study was produced from the second author's master's thesis completed at Aydin Adnan Menderes University, Institute of Social Sciences.

behavioral characteristics of individuals in working life, work motivation, organizational commitment, work purpose, motivation tools, and expectations from managers and the institution.

Today, the Silent Generation, which is included in the generation classification, is defined as “hardworking, disciplined, loyal to traditional values, respectful to authority, dislike taking risks, loving teamwork, high organizational commitment, and likes to be commanded and directed”. The members of the Baby Boomer Generation are described as “emotional, optimistic, authoritarian, high individual performance, harmonious, idealistic, hardworking, disciplined, high organizational commitment and workaholic”. Faced with the disadvantages of the prosperous life conditions experienced by the Baby Boomer Generation, the members of Generation X is described as “self-centered, respectful to different lifestyles, pragmatic, multi-tasking, enjoys working individually, respectful to authority, high organizational commitment”. Generation Y, who stand out with their inquiring characteristics, is defined as “self-confident, impatient, result-oriented, dislike routine, dislike formality, dislike taking direct orders, like receiving feedback, collaborative and not afraid to change jobs”. The members of Generation Z, who were born in the digital age, are also described as “hasty, skillful, conscious, giving importance to education, collaborative, realistic, impatient, shy, creative, likes to receive feedback, attaches importance to job description, has weak organizational commitment and dislikes strict hierarchy”. The members of Generation Alpha, which is a new generation classification and ranks last in the generation classification, refers to people who are “impetuous, prefer virtual friendships, impatient, individualistic, intelligent, dislike taking orders and authority, creative, entrepreneurial, in favor of individual work”.

Today, there are four active generation classes in working life: the baby boom generation, which is in the last period of business life, the X generation, which is usually in the senior staff in public institutions, the Y generation who are preparing to work in the senior staff, and the Z generation who have just entered the working life. Generation Y is the generation that has the largest ratio among these generation classes. In working life, it is seen that the generations before the Y generation have similar characteristics. With the development of globalization and technology, the behavior of the Y generation in working life has begun to change. With the development of human resources management, institutions have started to make arrangements to recognize the Y generation with low organizational commitment, to improve working conditions and to keep employees for a long time by making changes within the organization.

This study aims to determine whether the Y generation, who brought a new order to working life, has the basic personality traits and behaviors in working life, and to examine the expectations of the Y generation working in the public sector from working life. When the domestic and foreign literature is examined, it has been seen that no studies have been conducted to determine the future expectation of the Y generation working in the public institution and their perspective on the public sector. For this reason, the study will contribute to the literature in order to understand the expectations of the employees in the public institution, to analyze their perspectives on the public sector and to determine whether the people included in the Y generation classification have the basic characteristics of the Y generation.

For this purpose, the study consists of four main parts. In the first part of the study, the concept of generation is discussed. The second part of the study explained the Y Generation in detail. The third part of the study consists of the research part. This section gives information about the purpose of the research, the method of the research, the universe and the sample of the research. The fourth part of the study includes the findings obtained as a result of the analysis of the research data. In the conclusion and evaluation part of the research, in the light of the data obtained, the opinions of the Y generation working in the public institution on the perception of work are given.

2. CONCEPT OF GENERATION

The human being, who lives as a social being, exhibits the behavior of adhering to the laws of the society in which he lives. The tendency to comply with the written and unwritten rules of the society in which they live causes the person to show the same actions as the rest of the society, starting from childhood. These behaviors vary periodically with the changing world conditions and social events. These different personal characteristics and behaviors are associated with the concept of generation (Şalap, 2016: 6).

Generation is explained as a concept that expresses people who are affected by social, economic and political events that occur in the world and in the country they live in, and who show similar personality traits as a result of these events (Gökçe, 2019: 5). The concept of generation, which derives from the Latin words “genero” and “generatio”, refers to people who shared similar feelings with the discoveries, wars, economic crises, technological developments and advances they witnessed, as well as classifying people born in certain periods (Derelioğlu, 2020: 8).

Sociologist Karl Mannheim (1923), who was the first to examine the generation theory, explains the concept of generation as “the classification to which each person in social life belongs” in his work named “The Problem of Generations”. In Mannheim's

study, identified five criteria for classify generations, "Transmission from generation to generation is a continuous process; The emergence of new generations in the historical process; In this process, the effect of the old generation gradually disappears; It has determined five criteria: the necessity of transferring the emerging new cultural heritage and the ability of any generation member to participate in only one classification in the historical process" (Mannheim, 1952: 292). Strauss and Howe (1991) considered the criteria that determine the concept of generation as the birth dates of people and important events that took place at that time (Kinter, 2020: 102). According to Arsenault (2004), generation refers to the formation of a personality from factors that include unchanging values, attitudes and beliefs such as family life, gender roles, religion, lifestyles and age (Arsenault, 2004: 128).

Generational classification made by age and location criteria is called "Multiple Generation Theory" in the literature. Researchers supporting the multiple generation theory argue that people born in the same age range will share the same feelings and thoughts as a result of similar events, and this will shape people's business life (Atilgan, 2019: 3). The change of the world plays an effective role in the classification of generations. Developing technology, economic conditions, wars, political events, human rights movements, education and development studies are among the factors that affect generation classification.

3. GENERATION Y

Generation Y has been named as "Generation WHY" to clearly define the distinction between previous generations. The term Y was given to this generation as the equivalent of the English word "why" in terms of their questioning characteristics (Kalaycı ve Kökçel, 2017: 84). The definition of generation Y was first used by Neil Howe and William Strauss in the magazine "Advertising Age" to describe the generation after Generation X (İnce, 2019: 50). Members of Generation Y have witnessed important events in the world and in Türkiye. The period in which new liberal policies were effective in the economy has begun. Important political events took place such as the Chernobyl Disaster, the fall of the Berlin Wall, the Gulf War, the dissolution of the Soviet Union, and the September 11 attack (Tunçel, 2020: 15). In the literature, this generation is given different names such as "Millennial Generation, Digital Generation, www Generation, Internet Generation, Future Generation" (Saracel et al., 2016: 53; Turna, 2017: 8). Many researchers working on the Y generation have a difference of opinion about the period of the Y generation. When the literature was examined, it was seen that the age ranges determined by Howe-Strauss (1997), Arsenault (2004), Oblinger and Oblinger (2005), Lower (2008) and Zemke and Raines (2013) were used.

Generation Y is defined as people who are collaborative, resourceful, innovative, like to challenge, want to make a difference, like to produce something valuable, are impatient, flexible, value guidance, and quickly keep up with speed and change (Arora and Dhole, 2019: 1379). Educational activities are important for Y generation members, who are an inquisitive generation. Members of Generation Y, who know and learn technology better than previous generations, are people who follow technological developments closely, are free, and can express themselves comfortably. Their exposure to technology at an early age enabled them to access information quickly. That's why millennials are rich in knowledge. In addition, their interest in technology has highlighted the creative characteristics of Generation Y (Konakay et al., 2017: 24). The members of this generation, who have a quick structure to adapt, are people who are open to innovation and change. Loyalty and trust are low, they do not accept the authoritarian structure. Generation Y members, who value their freedom, do not like to be restricted (Baydar, 2016: 25).

Y generation members, who grew up in a nuclear family structure, lived in a protective family structure that provided all kinds of opportunities for them, always supported them in education, and ensured their safety. Generation Y families who constantly monitor and care for their children are called "Helicopter Parents" (Yüksekbilgili, 2015: 261). Although the members of the Y generation, whose individuality is dominant, are self-centered, they are cooperative and helpful individuals. Members of this generation, who grew up amid terrorist incidents in the world and right-left incidents in our country, have an optimistic perspective, even though they view those around them with suspicion (Taştan, 2019: 46).

Work-life balance is important for millennials who enjoy flexible working arrangements and are not as committed to their work as previous generations. Idealistic and independent, Generation Y members value participation in management, task autonomy, and continuous learning. They want to be comfortable and free in the work environment. Generation Y, who grew up in a family structure that is protective and supports them in every way, prefers a leadership structure that will guide them. Members of this generation, who dislike rigid management in the workplace, want to participate in management and decision-making. Generation Y, who cannot be a part of administrative management, has weak organizational commitment (Beytekin and Doğan, 2019: 385).

Generation Y employees prefer participatory leadership styles. Employees of this generation want constant and immediate feedback from management in order to better demonstrate their skills and qualifications. In the organizational culture,

Generation Y wants the job description to be complete and clear. In working life, members of this generation do not hesitate to change jobs because they get bored with their jobs and their organizational commitment is low. Therefore, the most important problem for organizations working with Generation Y is retaining this generation of employees and the resulting costs (Torsello, 2019: 1334).

Generation Y employees attach more importance to professional development than material values. For this reason, they prefer jobs that will enable their personal development professionally (Lim et al., 2011: 263). While making money is a less motivating factor for members of this generation; Contributing to society, being good parenting and living a balanced life provide more motivation. Generation Y, who attaches importance to education, wants to be successful and make a difference (Hurst and Good, 2009: 573).

Generation Y, who work part-time during their youth or student years before entering full-time working life, are people who are sure about what they will do and what they expect in their future working life. It is seen that they prefer jobs that attach importance to training and development activities and apply the principle of fair wages in their working life (Broadbridge et al., 2007: 526). Therefore, the motivation tools of the Y generation in business life are career planning and participation in the decision-making process with educational activities, good communication, personal development, flexibility, originality, transparency, work-life balance. As long as these are provided, the organizational commitment of the Y generation is high (Mahmoud et al., 2020: 194).

They are confident, ambitious and result-oriented people. Generation Y, who does not like routine, likes difference and diversity. In order to gain a different perspective, be a part of the team, and exchange ideas with their friends, members of Generation Y prefer to participate in teamwork and act pragmatically when solving problems (Khera and Malk, 2014: 65). Members of the Y generation see work as an unfortunate necessity, because they act with the principle of "working for a living". Generation Y stands out for expressing themselves openly and has no hesitation about defending their rights in working life. The generation is more careful and conscious about occupational health and safety in working life than the previous generations (Khera and Malk, 2014: 66). Members of this generation do not hesitate to change jobs when they find a better job opportunity for them. They respect positions and conditions. They want to establish good relationships with their managers (Messarra et al., 2016: 797).

For millennials, the work environment should be comfortable and personal. Generation Y, a member of the consumer society, is brand addicted. Generation Y pays attention to the brand image of the institution they work for in their working lives, and this is an important element in their job choice. Generation Y, which is sensitive to social events, pays attention to the institution's involvement in social responsibility projects (Aydın, 2016: 14). Members of Generation Y can do more than one job at the same time. They expect their work to serve a specific purpose. It is important for Generation Y to do work that will contribute to the organization and itself, instead of ordinary jobs (Aka, 2018: 121; Karasu et al., 2017: 181).

Education, career planning, job-related responsibilities and incentives have an important place in the working life of Generation Y members (Arora and Dhole, 2019: 1379 - 1380). This generation wants to "use their creativity, be a leader, establish a work-private life balance, be useful to society, be free, compete, and improve their technical skills" in their working life (Altaş, 2021: 286). Generation Y, who want their job descriptions to be complete, demand flexibility and freedom to do their tasks their own way (Broadbridge et al., 2007: 5267). Generation Y, who receives support from their parents in their family life and their counselors in their school life, expects full support from their managers in their working life (Hurst and Good, 2009: 574). Generation Y has expectations regarding technology in working life. Generation Y wants the technological infrastructure and tools and equipment of the institution they work for to be sufficient (Arora and Dhole, 2019: 1380). Generation Y wants to rise immediately in working life and reach managerial positions. Generation Y does not like being subordinate and does not want to take direct orders (Altaş, 2021: 286).

Generation Y employees expect their managers to be "innovative, able to keep up with change, fast, modern and free-thinking". Generation Y, who wants to be in communication with their managers, wants their managers to have a "collaborative and us mentality". For Generation Y, managers should have flexible thinking, respect differences and other ideas, and not discriminate. Generation Y, who is very interested in technology, wants their managers to be interested in and knowledgeable about technology. This generation expects its members from their managers to be fair, reliable, inquisitive, forward-thinking, humanist, to express periodic problems and to attach importance to personal development. Managing the members of Generation Y in accordance with their abilities will increase the efficiency of this generation (Bilgiliier and Çetin, 2019: 142).

4. RESEARCH

In this section, the purpose of the research, the method of the research, information about the population and sample of the research is given.

The purpose of this research is to determine the expectations of Generation Y employees working in public institutions from their working life. The aim is to analyze whether the people in the Y generation classification have the behavioral characteristics of the Y generation in working life. For this purpose, the population of the research consists of people working in public institutions in Aydin Province. The sample of the research consists of Y generation employees representing the age range of 20 - 39 working in public institutions in Aydin Province. The sample of the research was created by the "Convenience Sampling" method. In this research, with the convenience sampling method, 18 people representing the Y generation working in a public institution in Aydin Province were reached.

The research is a qualitative study and data was obtained using a fully structured interview technique. Fully structured interview is a data collection technique created by predetermining the interview questions and the order of questions to be asked (Çelebi, 2021: 154). This technique was used in the research to get answers from the participants in accordance with the purpose of the study. Since the study aims to measure the expectations of Generation Y from working life and whether employees have the basic characteristics of Generation Y, the interview questions were predetermined and listed in order of priority.

The interview questions used in the research were prepared using the interview questions used in the studies titled by "Gemlik (2018) A Qualitative Research on the Expectations of Generation Y Mid-Level Hospital Managers from Senior Managers"; Keleş (2011) "A Research on Determining the Motivation Profiles of Generation Y Employees"; Arora and Dhole (2019) "Generation Y Perspective, Engagement, Expectations, Preferences and Satisfactions from Workplace; a Study Conducted in Indian Context".

The interviews with the participants were conducted with a pre-created interview form consisting of open-ended and closed-ended questions. The form consists of three parts in accordance with the purpose of the research. The first section contains questions about the demographic characteristics of the participants. The second part contains questions to determine the personal characteristics of the participants. In the third part, there are questions to measure the participants expectations from public institutions and their attitudes towards the future.

In order to conduct the interview, the administrators working in the institution and the participants were informed that the data obtained during the interview would be used for scientific purposes, the identity information of the participants would be kept confidential, and that none of the questions to be asked during the interview would have political or propaganda content. In order to conduct the interview, the administrators working in the institution and the participants were informed that the data obtained during the interview would be used for scientific purposes, the identity information of the participants would be kept confidential, and that none of the questions to be asked during the interview would have political or propaganda content. The average duration of the interview with the participants is 20 - 25 minutes. The interviews were conducted either in an empty room or in their own work environment, as the participants were comfortable. Interviews with the permission of the participants were audio recorded. The audio-recorded and noted interviews were transcribed into text on a computer after all data was collected.

5. FINDINGS

In this section, findings regarding the demographic characteristics of the participants, their behavioral characteristics in working life, and their perspectives on the public sector are included.

5.1. Findings Regarding the Demographic Characteristics of the Participants

To determine the demographic characteristics of the participants in the study, open-ended questions were asked about their gender, age, education level, marital status, position in the institution they work for, and work experience. Information about the demographic characteristics of the participants is given in Table 1.

Table 1: Findings Regarding the Demographic Characteristics of the Participants

	Gender	Age	Educational Level	Marital Status	Position in the Institution	Work Experience
P1	Male	31	Undergraduate	Married	Officer	3 Years
P2	Female	34	Undergraduate	Married	Officer	10 Years
P3	Male	39	Master	Married	Officer	15 Years

P4	Female	38	Undergraduate	Married	Officer	11 Years
P5	Female	30	Undergraduate	Married	Officer	8 Years
P6	Male	34	Undergraduate	Married	Officer	5 Years
P7	Male	38	Undergraduate	Married	Officer	6 Years
P8	Female	33	Undergraduate	Married	Officer	13 Years
P9	Female	37	Master	Single	Officer	13 Years
P10	Male	37	High School	Married	Officer	9 Years
P11	Female	37	High School	Married	Officer	3 Years
P12	Male	23	High School	Single	Officer	4 Years
P13	Female	32	Undergraduate	Single	Officer	9 Years
P14	Male	32	Undergraduate	Single	Officer	5 Years
P15	Male	38	PhD	Married	Officer	10 Years
P16	Male	33	PhD	Single	Officer	10 Years
P17	Male	30	Undergraduate	Single	Officer	5 Years
P18	Female	35	Master	Married	Officer	10 Years

A total of 18 people participated in the research, 44% of whom were women (8) and 56% were men (10). Generation Y representatives between the ages of 20 and 39 were included in the study to investigate the expectations of Generation Y working in public institutions in their working life. 55% of the employees participating in the research have a bachelor's degree (10); 17% have a master's degree (3); 17% are high school graduates (3) and 11% are doctoral graduates (2). 67% of the employees participating in the research are married (12) and 33% are single (6). 5% of the employees participating in the research have worked for 4 years; 17% 5 years; 5% 6 years; 6% 8 years; 11% 9 years; 22% 10 years; 6% 11 years; 11% have 13 years of work experience and 6% have 15 years of work experience.

5.2. Findings Regarding Participants' Behaviors in Working Life and Their Perspectives on the Public Sector

- Multiple choice questions were asked to the employees participating in the research to find out which behavioral characteristics of Generation Y have in working life. Participants were asked to indicate during the interview the options that best fit their personal characteristics. 8 of the employees participating in the research said that they do not like to work outside working hours unless necessary, they attach importance to in-house training and development programs, and they do not like taking direct orders; 9 people I like flexible working arrangements, I do not hesitate to change jobs, I want to participate in the decision-making process within the organization, and I prefer to do jobs that will leave a mark in the organization rather than ordinary jobs; 11 people I can multitask and dislike rigid bureaucracy; 13 people I like to participate in teamwork and 14 people I would like to be in contact with my manager options according to their behavior in their working life.
- Two questions were asked to measure the opinions of the employees participating in the research about the study. The employees who participated in the research were asked *"Is Work a Means or a Purpose for You?"* the question was posed. While 61% of the participants see work as a *"means"*; 39% stated that they saw it as a *"purpose"*. In addition, the employees who participated in the research were asked: *"Is the Purpose of Your Work to Make Money or to Live?"* the question was asked. 61% of the participants said that the purpose of working was *"live"*; 39% stated that it was *"earn"*.
- Multiple choice questions were asked to find out which of the employees participating in the research have the characteristics of Generation Y regarding work motivation. Participants were asked to mention the options that were most suitable for them during the interview. 2 of the participants in the research said, *"I can showcase my talents in this institution"*; 3 people are *"trained by experts in the institution"*; 4 people are *"satisfied with the additional services provided by the institution"*; 6 people *"the physical conditions of the institution are suitable"*; 8 people *"the equipment in the institution is sufficient"*; 9 people *"I am successful at my job and my colleagues/managers like me"*; 12 people *"I am compatible with my colleagues and I think my job is a respectable profession"*; 14 people *"I Am Enjoyable and Proud of the Work I Do"* options according to their own work motivation.
- The employees who participated in the research were asked *"How Does Frequent Evaluation of Your Performance Affect Your Motivation?"* the question was posed. 11% of the participants *"are not affected"* by this question; 33% answered as *"negative effect"*s and 56% as *"positive effects"*.
- To measure the importance that the participants in the research attach to work-private life balance, *"Does Your Working Life Affect Your Social Life?"* the question was posed. 9 of the employees participating in the research answered the

question “Does Your Working Life Affect Your Social Life?” while answering the question “affects”; 9 people answered “Not Affects”.

- Questions were asked to measure the employees' intentions to leave their current workplace. The employees who participated in the research were the question was asked: “Would you leave your current job if you received a job offer with a better salary and position?” the question was asked. While 33% of the participants answered “no” to this question; 67% answered “yes”.
- In order to measure the expectations of the employees participating in the research from managers, the open-ended question “What Should a Manager Be Like for You?” the question was posed. Participants asked “What Should the Ideal Manager Be Like for You?” Frequency analysis was carried out regarding their answers to the question. As a result of the analysis, the following data were obtained: *Impartial* (13); *Communicatory* (8); *Genial* (7); *Standing by and Supporting Employees* (6); *Experienced* (4); *Honest* (4); *Knowledgeable* (4); *Meritorious* (3); *Respecting Employees' Efforts and Rewarding Their Efforts* (3); *Strong Empathy Ability* (3); *Innovative* (2); *Pacemaker* (2); *Idealist* (1); *Entrepreneur* (1); *Egalitarian* (1); *Regular Inspection* (1).
- Employees participating in the research were asked questions about how they would like to be rewarded by their superiors as a result of their successes in working life. To this question, 6% of the participants answered “promotion” (1); 11% answered “wage increase” (2) and 83% answered “being appreciated” (15).
- The employees participating in the research were asked questions about their opinions about the dress code applied in working life. The employees participating in the research were asked: “As a civil servant, what do you think about rules regarding appearance, such as dress code?” the question was posed. To this question, Participant 1, Participant 6, Participant 9, Participant 10 and Participant 11 expressed their opinions that the dress code was “necessary”. Participant 2 and Participant 3 answered the question by saying that the dress code “should be flexible within the framework of certain rules, but it may vary depending on institutions and positions”. To this question, other participants said that they thought that “it should be flexible within certain limits, as long as it does not contain strict rules”.
- The employees participating in the research were asked questions about why they chose to work in a public institution. Employees who participated in the research asked “What is your reason for choosing this profession?” To the question, 3 were “good salary”; 5 is “having the opportunity for advancement”; 8 of them answered “it is a respected profession” and 13 answered “it is a profession that is always valid”. Participant 4 answered this question: “I was working in the private sector before this, and there are no rules in the private sector such as certain working hours in public institutions. He responded by saying, “I chose to move into the public sector to spend more time with my family”. Participant 14 answered, “I have been interested in this profession since I was a child, I chose this profession because I loved it”.
- Questions were asked to measure the reasons why the employees participating in the research changed their jobs. Employees who participated in the research asked, “If you were to change this job, what would be the reason?” 1 person, “coworkers”, responded to the question; 2 people are “my managers”; 3 people were “promoted”; 6 people: “corporate culture and wage”; “Training and development opportunities” for 7 people; 10 people responded as “injustice”. To this question, Participant 1 as answered “I am satisfied with my job and I love my job”; Participant 3 “I would change my job if I got an offer from a job I like more”; Participant 6 “working hours and conditions”.
- Questions were asked to the employees participating in the research to learn their opinions about flexible working. The employees who participated in the research were asked “Would You Like to Have Flexible Working Hours in Your Organization?” The question was asked. While 22% of the participants answered “no” (4); It was observed that 78% answered “yes” (14).
- In order to understand the problems experienced by the employees participating in the research in their working lives, the question “What are the Problems You Experience in Your Working Life?” The question was asked. Participants asked “What are the problems you experience in your working life?” Frequency analysis was performed on the data regarding their answers to the question. As a result of the analysis, the following information was obtained: *Technology and Infrastructure Inadequacy* (6); *Injustice* (4); *Lack of Physical Conditions* (3); *Failure to Recruit Civil Servants Appropriately for the Job* (2); *Civil Servants Not Doing Their Job Disciplined* (2); *Working Conditions* (2); *Lack of Additional Services* (2); *Unnecessary Hierarchy and Bureaucracy* (2); *Lack of Tools and Equipment* (1); *Lack Oof Staff* (1); *Financial Inadequacy* (1); *Doing The Same Work Every Day* (1); *Selfishness* (1).

- “Do you believe that you will retire from this institution?” asked the employees who participated in the research, the question was asked. While 33% of the participants answered “no” (6) to this question; It was observed that 67% answered “yes” (12).
- To the employees participating in the research, “What do you think should be done to increase the performance of public employees?” The question was posed. Participants asked “What do you think should be done to increase the performance of public employees?”. Frequency analysis was carried out on the answers given to the question. As a result of the analysis, the following information was obtained: *Training and Development Activities Should Be Increased (8); The Promotion Exam Should Come Back (7); Physical Conditions Should Be Improved (4); Flexible Working Hours Should Be Applied (3); Reward and Consideration System Should Be Implemented (3); Managers Should Appreciate and Motivate Employees (3); Performance Evaluation System Should Be Introduced (2); Additional Services Should Be Increased (2); Fair Wage Management Should Be Implemented (2); Must Keep Up with Innovations and Change (2); Legal Regulations Should Be Improved (2); Supervisors Should Have Ideal Manager Characteristics and Have Constructive Relationships with Employees (2); Social Activities Should Be Increased (1) and Employees Should Participate in the Decision-Making Process (1).*
- “How and What Do You See Yourself as in 5 Years / 10 Years?” aimed at measuring the future expectations of the employees participating in the research, the question was posed. Participants asked “How and What Do You See Yourself as in 5 Years / 10 Years?” Frequency analysis was carried out on the answers given to the question. As a result of the analysis, the following information was obtained: *I will continue to serve in this institution (10); I would like to rise/get promoted in this organization (8); I would like to increase my knowledge, experience and education level (4); I would like to retire early (1); I would like to leave this institution (1); I want to do job I love (1); If there is a better job opportunity, I will consider it (1).*
- To the employees participating in the research, “What are the things you would like to see changed in your organization?” The question was asked. Participants asked “What are the things you would like to see changed in your organization?” Frequency analysis was carried out on the answers given to the question. As a result of the analysis, the following information was obtained: *Physical conditions should be improved (4); Merit system should be implemented (4); The number of staff should be increased (3); Working hours and conditions should be changed (3); There should be a justice system (2); A personal working environment must be provided (2); Competent people should be managers (2); Material improvements must be made (2); Managers should respect the efforts of employees (2); Legislative changes must be made (2); I am satisfied with the conditions provided by the institution (2); Technological developments should be followed (1).*

6. CONCLUSION

The study was conducted to determine the expectations from working life and future perspectives of Generation Y employees working in public institutions. For this purpose, face-to-face interviews were held with 18 people working in a public institution in Aydın Province. The data of the research were collected by fully structured interview technique. A total of 17 questions were asked to the participants, both open-ended and closed-ended.

As a result of the analysis conducted in the research, it has been determined that the majority of Generation Y employees prefer flexible working arrangements, want to participate in the decision-making process within the organization and be in communication with managers. It was determined that half of the participants had a high intention to leave their job if a better job offer came and that they preferred to do important work that would leave a mark in the organization rather than ordinary work. It was determined that the majority of the participants in the research could do more than one job at the same time and liked to participate in teamwork. More than half of the employees participating in the research stated during the interview that frequent performance evaluations would have a positive impact on their work motivation, but that it should be “in the right tone and in a positive direction”. It was found that half of the participants attach importance to work-private life balance.

The following findings were obtained regarding the public sector and future perspectives of the participants in the research: Most of the employees participating in the research stated that they would leave the institution they work for due to injustice, corporate culture, wages, training and development opportunities. It has been determined that more than half of the participants want a flexible working arrangement in the public institution where they work. It has been determined that most of the participants believe that they will retire from the public institution they work for. Most of the participants in the research listed the problems they experienced in their working lives as “lack of technology and infrastructure, inadequacy of physical conditions, lack of recruitment of civil servants appropriate to the requirements of the job, civil servants not doing their job in a disciplined manner, working conditions, insufficient additional services, unnecessary hierarchy and bureaucracy”.

In the light of the information obtained as a result of the research, it is recommended that senior managers working in public institutions should analyze the characteristics of generations in working life and meet their expectations accordingly in order to

ensure efficiency, effectiveness and loyalty within the institution. Apart from being an institution that provides services to citizens, public institutions should also be an institution where employees can improve themselves. Training and development activities by experts should be increased, especially for Generation Y employees. The return or increase of promotion exams will be a source of motivation for Generation Y employees and will ensure the development of employees. Public institutions and organizations should be open to change and innovation. The physical conditions of public institutions should be improved. Public institutions should be provided with a brand image. Managers of Generation Y employees should approach communication in an open and friendly manner. Managers should respect the efforts of Generation Y and appreciate their achievements.

When studies on Generation Y are examined, it is seen that the research is generally conducted on Generation Y, which is preparing to graduate. Studies should be increased for the Y generation, whose number is increasing in working life and who are no longer in managerial positions. Extensive research should be conducted on the expectations of Generation Y from working life. In future studies, researchers can investigate the expectations of Generation Y from working life by reaching more people and using an interview technique consisting entirely of open-ended questions. The interview form used in this study can be converted into a survey form and more participants can be reached. In addition, the study can be handled by comparing the private sector and the public sector together. Different variables such as "organizational commitment, organizational justice, organizational cynicism, emotional labor, work motivation" can be added to the study. It is recommended for researchers to conduct a comparative study not only on Generation Y, but also on Generation Z, who are new to working life.

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EVALUATION OF CUSTOMS, INFRASTRUCTURE AND LOGISTICS SERVICES WITH MULTI-CRITERIA DECISION-MAKING METHODS: A COMPARATIVE ANALYSIS FOR THE TOP 10 COUNTRIES IN THE LOGISTICS PERFORMANCE INDEX

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ABSTRACT

Purpose- The aim of this study is to examine the performance of customs, infrastructure and logistics services of the countries ranked in the top 10 in the Logistics Performance Index (LPI) ranking in 2023 with Multi-Criteria Decision Making Methods (MCDM) and to rank and compare them. The World Bank's LPI criteria and weights were taken into consideration while determining the criteria considered within the scope of the study.

Methodology- When employing the MCDM methods, various elements are taken into account during the decision-making process, and options are graded in accordance with these criteria. By taking into account the importance of many criteria and the performance of alternatives, MCDM techniques provide researchers with an organized and objective method for making difficult judgments. In this study Topsis and Edas methods, which are among the MCDM methods, were used to rank the countries.

Findings- When the results of the analysis are summarized, it is observed that the first three ranks differ from the results of the LPI report. According to the Topsis method, Finland ranks first, Singapore ranks second and Austria ranks third. According to the Edas method, Singapore and Finland ranked in the first two places as in the LPI 2023 report, while Switzerland ranked third. The findings of the study show that the rankings may be different even when the criteria and criteria weights used within the scope of the analysis are the same in MCDM methods.

Conclusion- The findings demonstrate that, even though the criteria and weights employed within the parameters of the study are the same, the rankings in MCDM approaches may differ. This is due to the possibility of various computation strategies or theoretical underpinnings for the procedures being used. The results of this study can therefore be applied to assist decision-makers in this field and improve a country's logistics performance. By illustrating the utility of MCDM techniques in making such decisions, it also makes an important contribution to ongoing research in this field.

Keywords: Logistics performance, LPI, Multi-Criteria Decision Making, MCDM, Edas, Topsis.

JEL Codes: D61, D91, L91.

1. INTRODUCTION

Transportation infrastructure and logistics systems are essential in order for countries and businesses to acquire services in areas including international transport, storage, packing, labeling, and customs clearance (Bayraktutan and Özbilgin, 2015: 96). The foundation of the world economy and a crucial element in all economic activity is infrastructure (Yingfei et al., 2022: 4). Among the most significant determinants of global competitiveness are geographic variables and the availability of transportation infrastructure. In this respect, it is widely acknowledged that geographic distance between an area and its major trading partners and logistics, which are essential to facilitating trade, are elements that explain a region's competitiveness in global markets (Bensassi et al., 2015: 47). Logistics is described as the effective and efficient planning, implementation, and control of the movement and storage of goods and services from their origin to their destination in order to satisfy consumer expectations. According to Khan et al. (2019), logistics affect a company's performance. To meet customer needs, logistics, a

part of supply chain management, is in charge of planning and storing goods, services, and data from the point of production to the point of consumption.

Effective logistics services are crucial for businesses to remain competitive, especially in global markets, and are required to meet the objective of providing mass-customized, high-quality products in a sustainable way (Winkelhaus and Grosse, 2020: 3). This services are now crucial to the success of businesses. Businesses now routinely evaluate, improve, and reengineer their logistics operations as a result of customers' needs for specialized goods and services and the environment's intense competition (Gotzamani, 2010: 439). Therefore, efficient logistics services provide cost savings in processes such as transportation, warehousing and inventory management, allowing products to be offered at more competitive prices and increasing profit margins.

As competition has intensified, performance measurement has become more important. Performance results, which are the measure of success, are recognized as the differentiating power of competition between countries. These results allow countries to determine plans and strategies by seeing their own situation among the countries of the world. Therefore, these performance reports published by international organizations are important for countries (Bozkurt and Mermertaş, 2019: 108). A nation's competitiveness and welfare are significantly influenced by its logistics performance. It emphasizes the significance of regional or national logistics assessment because it is essential for understanding trade flows (Banister and Berechman, 2001; Bensassi et al., 2015). The efficacy and efficiency with which logistics activities are carried out were characterized by Mentzer and Konrad (1991) as logistics performance. The relevance of difference is emphasized by Langley and Holcomb (1992), who broaden this definition and point out that the value that customers receive from logistics operations serves as a gauge of those activities' effectiveness. The authors contend that through efficiency, efficacy, and differentiation, logistics may add value. Customer service components including product availability, promptness and consistency of delivery, and convenience of ordering enable differentiation and value generation. The performance of logistics, however, is crucial to a nation's industrial and economic development (Moldabekova et al., 2021: 207). Services in logistics bring various sectors of an economy together and link the local economy to the international economy. By generating jobs, additional money, and opening up the door for foreign investment, the logistics sector also significantly boosts the national economy. Given that all sectors are now more dependent on the logistics sector, it is also crucial for boosting the competitiveness of enterprises and industries (Tang and Aboosedra, 2019: 1).

Information regarding a nation's logistical performance and capabilities in the export and import procedures is necessary for foreign trade stakeholders. Numerous institutions and groups are working to assess each nation's logistics performance in order to address this need (Kara, 2022: 79). In order to assess and analyze the logistical performance of 150 countries, the World Bank first developed the Logistics Performance Index (LPI) in 2007. A country can identify the benefits and drawbacks of its partners and logistics system using this index and make suggestions for improvements (Rezaei et al. 2018; 165; Sergi et al. 2021: 2). The LPI is an interactive measurement tool designed to help nations find opportunities and barriers in their trade logistics performance as well as methods to improve it. LPI is a measure used to evaluate the effectiveness of a country's logistics sector. There are six main criteria under this index. These criteria are customs, infrastructure, logistics service quality, international transportation costs, traceability and tracking ability, and on-time delivery (World Bank, 2023). The LPI is based on polls of logistics experts, whose opinions have a direct impact on how businesses decide where to produce their goods, which suppliers to use, and which markets to target. Despite its limitations, it has developed into a key performance indicator in the transportation and logistics sector and is extensively used in research on trade logistics (Song and Lee, 2022: 2). These standards assess a nation's ability to compete in global trade by analyzing the elements that facilitate trade and enable logistical operations. A country can become more competitive in international trade and contribute more effectively to global supply chains by having good logistics performance.

Efficient management of customs, infrastructure and logistics services promotes trade facilitation and international cooperation by enabling faster and smoother movement of goods and services across borders. It is clear from a review of the literature that numerous studies have examined the logistics performance of nations using various methodologies and in various temporal and geographic contexts (Çakır and Perçin, 2013; Özceylan et al., 2016; Rezaei, et al., 2018; Oğuz, et al., 2019; Ulutaş and Karaköy, 2019; Chejarla et al., 2022; Türkoğlu and Duran, 2023). This study's objective is to rank and compare the top 10 nations according to their MCDM analyses of their 2023 LPI rankings. The World Bank's LPI criteria and criteria weights were taken into account when calculations using the Edas and Topsis procedures were produced in this situation. This work is important because it provides a scientific basis for the effective implementation of MCDM techniques when making crucial decisions to improve the logistical performance of many countries so they may successfully participate in international trade. The study provides an objective technique for judging the logistical performance of particular countries based on the LPE criteria and weights employed by the World Bank. The computations were performed using the 2010 version of Microsoft Excel.

This study intends to make an academic contribution by highlighting the significance of the logistics industry and by examining and contrasting the successes of nations with high levels of performance in this area.

2. METHODOLOGY

Different units of measurement, quality characteristics, and relative weights may apply to various criteria. It's feasible that some criteria can be quantified, while others can only be subjectively defined. Operations research's MCDM, expressly takes into account numerous criteria in decision-making situations. Making sound decision-making decisions requires carefully structuring complex problems and explicitly taking into account many criteria (Zavadskas et al., 2016: 646). Multiple factors are considered in decision-making processes when using the MCDM technique, and options are rated in accordance with these criteria. When making complicated decisions, MCDM approaches give researchers an objective and organized decision-making process by taking into consideration the significance of various criteria and the performance of alternatives (Ulutaş, 2018; Dhurkari, 2022). In this investigation, Topsis and Edas procedures were used. The calculations for each of the study's methods are broken down in this section.

2.1. Topsis Method

Hwang and Yoon developed the MCDM technique named TOPSIS (technology for order preference by similarity to an ideal solution) in 1980. This method is a useful approach for dealing with MCDM issues. However, it is vital that the weights, ideal/anti-ideal solutions, and the criteria are accurately normalized and defined. The positive and negative ideal solutions are fundamental components of this approach. The Topsis method entails the following application steps (Jahanshahloo et al., 2006; Ren et al., 2007; Zavadskas et al., 2016; Özbek, 2017; Zulqarnain et al., 2020).

Stage 1. Calculation of the normalized decision matrix: Firstly, the criteria values are normalised by dividing them by the square root of the sum of squares of the criteria, as demonstrated in the equation provided below.

$$n_{ij} = \frac{x_{ij}}{\sqrt{\sum_{j=1}^m x_{ij}^2}} \quad j=1, \dots, m, i=1 \dots, n.$$

The standard decision matrix (R_{ij}) is generated after normalizing the decision matrix using the above

$$R_{ij} = \begin{bmatrix} r_{11} & r_{12} & \dots & r_{1n} \\ r_{21} & r_{22} & \dots & r_{2n} \\ \cdot & & & \cdot \\ \cdot & & & \cdot \\ \cdot & & & \cdot \\ r_{m1} & r_{m2} & \dots & r_{mn} \end{bmatrix}$$

equation.

Stage 2. Weighting the normalized decision matrix: In this phase, the standard decision matrix with weights (V_{ij}) is calculated by multiplying the pre-determined criterion weights (w_j) with the elements of R_{ij} given in the equation mentioned above.

$$V_{ij} = \begin{bmatrix} w_1 n_{11} & w_2 n_{12} & \dots & w_n n_{1n} \\ w_1 n_{21} & w_2 n_{22} & \dots & w_n n_{2n} \\ \cdot & & & \cdot \\ \cdot & & & \cdot \\ \cdot & & & \cdot \\ w_1 n_{m1} & w_2 n_{m2} & \dots & w_n n_{mn} \end{bmatrix}$$

Stage 3. Obtain the positive and negative ideal solutions: The weighted and normalized matrix's highest performance values are represented by the positive ideal solution point (A⁺), while its worst performance values are represented by the negative ideal reference point (A⁻).

$$A^* = \left\{ \left(\max_i v_{ij} \mid j \in J \right), \left(\min_i v_{ij} \mid j \in J' \right) \right\}$$

$$A^- = \left\{ \left(\min_i v_{ij} \mid j \in J \right), \left(\max_i v_{ij} \mid j \in J' \right) \right\}$$

Stage 4. Separation distance from positive and negative ideal solution of each alternative: The Topsis approach uses two methods of separation. First, the Euclidean distances of the alternatives to the positive ideal solution points are computed (S_i^*), followed by the distances to the negative ideal solution points (S_i^-).

$$S_i^* = \sqrt{\sum_{j=1}^n (v_{ij} - v_j^*)^2}$$

$$S_i^- = \sqrt{\sum_{j=1}^n (v_{ij} - v_j^-)^2}$$

Stage 5. Relative closeness to the ideal solution: C_i^* is the proximity coefficient and the following equation can be used to determine how close the alternatives are to the optimum solution point in the positive direction. Then, the performance rankings of the alternatives are arranged according to the order of magnitude of their C_i^* values. The option with the highest value is prioritized.

2.2. Edas Method

The Edas technique, developed in 2015 by Keshavarz Ghorabae et al. relies evaluation on separation from the mean solution. The two distance measures that form the basis of the Edas approach are the Positive Distance from Average (PDA) and the Negative Distance from Average (NDA). To evaluate alternatives, higher PDA and lower NDA values are employed, correspondingly (Stanujkic et al., 2017: 7). With this approach, the effectiveness of the alternatives is assessed and graded. Many multi-attribute decision-making issues that presuppose decision-making under absolute rationality are solved using this approach. This method gives flexibility in calculating criterion weights and ideal/anti-ideal solutions, making it a viable tool for dealing with MCDM situations. It is crucial to properly normalize the criteria and give weights in order to get reliable results. The Edas method consists of the following steps (Keshavarz Ghorabae et al., 2015; Karabasevic et al., 2018; Ulutaş, 2018; Asante et al., 2020; Li et al., 2020; Huang et al., 2021; Lei et al., 2022).

Stage 1. Creating the decision matrix: The decision matrix for the choice problem is constructed in the first step of the use of the Edas technique.

Stage 2. Determining the average solution according to all criteria: In this step, the average solutions matrix (AV_j) is created by computing the average scores of the criteria.

$$AV_j = \frac{\sum_{i=1}^n X_{ij}}{n}$$

Stage 3. Calculating PDA and NDA matrices based on the type of criterion (cost and benefit): Different equations are used to generate positive (PDA) and negative (NDA) distance from the mean matrices for each element (PDA_{ij} , NDA_{ij}), depending on whether a criterion is cost-based or benefit-based. In this situation, NDA denotes the alternative's negative distance from the average solution and PDA denotes the alternative's positive distance from the average solution.

$$PDA = [PDA_{ij}]_{n \times m},$$

$$NDA = [NDA_{ij}]_{n \times m}$$

The cost criterion indicates the criteria that should be minimized, whilst the benefit criterion indicates the criteria that should be maximized.

For cost-based criteria,

$$PDA_{ij} = \frac{\max(0, (AV_j - X_{ij}))}{AV_j}$$

$$NDA_{ij} = \frac{\max(0, (X_{ij} - AV_j))}{AV_j}$$

For benefit-based criteria,

$$PDA_{ij} = \frac{\max(0, (X_{ij} - AV_j))}{AV_j}$$

$$NDA_{ij} = \frac{\max(0, (AV_j - X_{ij}))}{AV_j}$$

Stage 4. Determining the weighted sum of PDA and NDA for all alternatives: In this stage, the positive and negative distance matrices from the mean are used to calculate weighted total positive (SP_i) and negative (SN_i) values.

$$SP_i = \sum_{j=1}^m w_j \times PDA_{ij}$$

$$SN_i = \sum_{j=1}^m w_j \times NDA_{ij}$$

Stage 5. Normalization of weighted total values: In this stage, the SP_i and SN_i values are computed for all criteria by employing the subsequent formula.

$$NSP_i = \frac{SP_i}{\max_i(SP_i)}$$

$$NSN_i = 1 - \frac{SN_i}{\max_i(SN_i)}$$

Stage 6. Calculating the appraisal score (AS_i) for all alternatives: Finally, the evaluation scores (AS_i) for each alternative are calculated.

$$AS_i = \frac{1}{2}(NSP_i + NSN_i)$$

The alternatives' evaluation scores (AS_i) are then rated from high to low. The option with the highest value is chosen as the best option out of all the other options.

3. EMPIRICAL RESULTS

The study assessed and ranked the performance of the countries based on the six LPI criteria determined by the World Bank. Table 1 and Table 2 present the countries and criteria examined in the analysis, respectively.

Table 1: Countries Assessed in the Scope of Analysis

Country Code	Country Name
P1	Singapore
P2	Finland
P3	Denmark
P4	Germany
P5	Netherlands
P6	Switzerland
P7	Austria

P8	Belgium
P9	Canada
P10	Hong Kong

Table 2: Criteria Used within the Scope of the Analysis

Criterion Code	Criterion Name
C1	Customs
C2	Infrastructure
C3	International Shipment
C4	Quality and Competence in Logistics
C5	Traceability and Tracking
C6	On Time Delivery

Firstly, Topsis method calculations and ranking were made Table 3 shows the decision matrix with the 2023 performance scores of the top 10 countries in the LPI ranking.

Table 3: Decision Matrix

Countries	C1	C2	C3	C4	C5	C6
P1	4.2	4.6	4.0	4.4	4.3	4.4
P2	4	4.2	4.1	4.2	4.3	4.2
P3	4.1	4.1	3.6	4.1	4.1	4.3
P4	3.9	4.3	3.7	4.2	4.1	4.2
P5	3.9	4.2	3.7	4.2	4	4.2
P6	4.1	4.4	3.6	4.3	4.2	4.2
P7	3.7	3.9	3.8	4.0	4.3	4.2
P8	3.9	4.1	3.8	4.2	4.2	4.0
P9	4.0	4.3	3.6	4.2	4.1	4.1
P10	3.8	4.0	4.0	4.0	4.1	4.2

Criterion weights in the calculations made while evaluating the countries were realized by taking into account the component weights used in the LPI calculations. The normalized scores of each of the six original indicators are multiplied by their components to form the international LPI score, and the component loadings correspond to the weights assigned to each original indicator (Arvis et al., 2023). The criteria weights utilised in the investigation are outlined in Table 4.

Table 4: Criteria and Weights

C1	C2	C3	C4	C5	C6
0.4105	0.4133	0.3931	0.4168	0.4133	0.4021

When Table 4 is examined, it is seen that the most important criterion according to the weights of the criteria used in LPI calculations is C4, quality and competence in logistics. These weights were transferred to Topsis and Edas methods and ranking was made. The calculation tables and ranking results are shown below respectively. First of all, the normalized decision matrix obtained by normalizing the decision matrix created to apply the Topsis method is shown in Table 5.

Table 5: Normalized Decision Matrix

Countries	C1	C2	C3	C4	C5	C6
P1	0.3979836	0.409297	0.398905	0.395803	0.388144	0.391905
P2	0.379032	0.373706	0.408877	0.377812	0.388144	0.374092

P3	0.3885078	0.364809	0.359014	0.368816	0.370091	0.382998
P4	0.3695562	0.382604	0.368987	0.377812	0.370091	0.374092
P5	0.3695562	0.373706	0.368987	0.377812	0.361064	0.374092
P6	0.3885078	0.391502	0.359014	0.386807	0.379118	0.374092
P7	0.3506046	0.347013	0.378959	0.35982	0.388144	0.374092
P8	0.3695562	0.364809	0.378959	0.377812	0.379118	0.356278
P9	0.379032	0.382604	0.359014	0.377812	0.370091	0.365185
P10	0.3600804	0.355911	0.398905	0.35982	0.370091	0.374092

The weights (w_i) are used to multiply the normalized values from Table 5, resulting in a weighted normalized matrix as shown in Table 6. Then the greatest A+ and smallest A- values in each column of the weighted normalized matrix were chosen to determine the positive and negative ideal solution values. The values are shown in Table 7.

Table 6: Weighted Normalized Matrix

Countries	C1	C2	C3	C4	C5	C6
P1	0.0663525	0.068512	0.066795	0.065809	0.064469	0.065089
P2	0.0631929	0.062555	0.068465	0.062817	0.064469	0.06213
P3	0.0647727	0.061065	0.060115	0.061322	0.06147	0.063609
P4	0.0616131	0.064044	0.061785	0.062817	0.06147	0.06213
P5	0.0616131	0.062555	0.061785	0.062817	0.059971	0.06213
P6	0.0647727	0.065533	0.060115	0.064313	0.062969	0.06213
P7	0.0584534	0.058086	0.063455	0.059826	0.064469	0.06213
P8	0.0616131	0.061065	0.063455	0.062817	0.062969	0.059171
P9	0.0631929	0.064044	0.060115	0.062817	0.06147	0.060651
P10	0.0600332	0.059576	0.066795	0.059826	0.06147	0.06213

Table 7: Positive and Negative Ideal Solution Values

	C1	C2	C3	C4	C5	C6
A+	0.0663525	0.068512	0.068465	0.065809	0.064469	0.065089
A-	0.0584534	0.058086	0.060115	0.059826	0.059971	0.059171

Then, the distance S_i^* of the alternatives from the positive ideal solution, the distance S_i^- of the alternatives from the negative ideal solution and the C_i^* value indicating the proximity of the alternatives to the positive ideal solution point are calculated. The performances of the alternatives, i.e. the countries, are ranked according to the magnitudes of the C_i^* values. The performance rankings are as shown in Table 8.

Table 8: Topsis Ranking Results

Countries	S_i^*	S_i^-	C_i^*	Ranking
P1	0.001669871	0.017514	0.912954724	2
P2	0.012250315	0.156704	0.927493368	1
P3	0.123749539	0.152064	0.551328467	4
P4	0.125203085	0.152643	0.549379913	6

P5	0.124444984	0.151424	0.548898614	7
P6	0.127496834	0.15513	0.548886751	8
P7	0.120052377	0.149709	0.554968662	3
P8	0.124545454	0.151539	0.548886421	9
P9	0.125174834	0.152026	0.54843272	10
P10	0.123322951	0.151105	0.550617794	5

When Table 8 is evaluated, Finland (P2), Singapore (P1), and Austria (P7) are clearly in the top three positions based on the results of Topsis. Then the Edas method computations were done after the Topsis method ranking. The first stage in the Edas technique is to calculate the average solutions to the criterion. Table 9 displays the average solution value for each criterion. Then, the computation of the positive distance from the mean matrix (PDA) and the negative distance from the mean matrix (NDA). Tables 10 and 11 show these matrices, respectively.

Table 9: Average Solutions of the Criteria

C1	C2	C3	C4	C5	C6
3.96	4.21	3.79	4.18	4.17	4.2

Table 10: Positive Distance Matrix from the Mean

	C1	C2	C3	C4	C5	C6
P1	0.02487879	0.0382867	0.02178127	0.02193684	0.012885	0.019147619
P2	0.00414646	0	0.0321533	0.00199426	0.012885	0
P3	0.01451263	0	0	0	0	0.00957381
P4	0	0.00883539	0	0.00199426	0	0
P5	0	0	0	0.00199426	0	0
P6	0.01451263	0.01865249	0	0.01196555	0.002973	0
P7	0	0	0.0010372	0	0.012885	0
P8	0	0	0.0010372	0.00199426	0.002973	0
P9	0.00414646	0.00883539	0	0.00199426	0	0
P10	0	0	0.02178127	0	0	0

Table 11: Negative Distance Matrix from the Mean

	C1	C2	C3	C4	C5	C6
P1	0	0	0	0	0	0
P2	0	0.00098171	0	0	0	0.00085032
P3	0	0.01079881	0.01970686	0.00797703	0.006938	0
P4	0	0	0.00933483	0.00699664	0.006938	0.00085032
P5	0.0062197	0.00098171	0.00933483	0	0.016849	0.00085032
P6	0	0	0.01970686	0	0	0.00085032
P7	0.02695202	0.03043302	0	0.01794833	0	0.00085032
P8	0.0062197	0.01079881	0	0	0	0.00085032
P9	0	0	0.01970686	0	0.006938	0.00957381
P10	0.01658586	0.02061591	0	0.01794833	0.006938	0.00085032

Finally, in the Edas method, the evaluation scores (AS_i) of each alternative were calculated and the countries were ranked. The ranking results are as shown in Table 12.

Table 12: Edas Ranking Results

Countries	SP_i	SN_i	NSP_i	NSN_i	AS_i	Ranking
P1	0.138915866	0	1	1	1	1
P2	0.051178673	0.00098171	0.36841489	0.98696845	0.677691671	2
P3	0.024086436	0.0454206	0.17338866	0.39707197	0.285230314	7
P4	0.01082965	0.00933483	0.07795834	0.87608639	0.477022367	4
P5	0.001994258	0.0333854	0.01435587	0.55683119	0.285593532	6
P6	0.048104052	0.01970686	0.34628191	0.73840461	0.542343262	3
P7	0.013921855	0.07533336	0.10021789	0	0.050108947	10
P8	0.006004843	0.03616613	0.04322647	0.51991883	0.281572653	8
P9	0.014976115	0.03621856	0.10780709	0.51922285	0.313514967	5
P10	0.021781266	0.06208799	0.15679466	0.17582348	0.166309073	9

When the Edas ranking results in Table 12 are analyzed, it is seen that the top three countries are Singapore (P1), Finland (P2) and Switzerland (P6), respectively. The comparative ranking results of the countries according to the results of LPI, Topsis and Edas methods are as shown in Table 13.

Table 13: Comparative Ranking Results of Countries' Logistics Performance

Countries	LPI Ranking	Topsis Ranking	Edas Ranking
Singapore	1	2	1
Finland	2	1	2
Denmark	3	4	7
Germany	4	6	4
Netherlands	5	7	6
Switzerland	6	8	3
Austria	7	3	10
Belgium	8	9	8
Canada	9	10	5
Hong Kong	10	5	9

According to the Topsis and Edas methods, Singapore ranks first according to the Edas method, Finland ranks first according to the Topsis method, Singapore ranks second and Austria ranks third according to the results of the Topsis method. According to the Edas method, Finland ranks second and Switzerland ranks third. When the results of the analysis are evaluated in general, it is observed that while the first two ranks are similar to the LPI report, the rankings of other countries have changed. The results show that even if the criteria and weights used within the scope of the study are the same, the rankings may be different in MCDM methods. This is because there may be different calculation approaches or theoretical foundations underlying the methods used.

4. CONCLUSION AND RECOMMENDATIONS

In today's competitive environment, customs clearance and logistics services are of great importance. These services cover all processes from the supply of products to their delivery to customers. Fast and reliable delivery processes increase customer satisfaction and ensure that products are delivered to customers on time and undamaged. Therefore, efficient logistics services provide advantages for businesses and countries such as reducing costs, increasing customer satisfaction, gaining competitive advantage and so on. As a result, in order for businesses and industries to achieve sustainable growth and competitiveness, this intricate interaction between the logistics industry and other sectors has become strategically important. Today's business

world has made cost-cutting, improving customer happiness, and optimizing logistical processes essential components of success. Therefore, by concentrating on logistics strategies, organizations and industries must increase their comparative advantage and adapt to the changing business environment.

The purpose of this study is to examine and compare in detail the customs, infrastructure and logistics services of the countries at the top of the 2023 LPI rankings with the help of multi-criteria decision-making methods. In this context, LPI criteria including relevant services were taken into account. LPI is an index that shows how competitive a country's logistics sector is and contributes to the development of international trade. In this context, using the World Bank's LPI criteria and the weights of these criteria, the performances of the top 10 countries in the logistics performance ranking were evaluated and ranked by Edas and Topsis methods. The LPI is a crucial metric for evaluating a nation's efficiency in global trade, taking into account its logistics infrastructure, customs clearance, transportation options, logistical neighbors, and other crucial elements.

According to the results of the performance evaluation based on the Topsis and Edas methods, Finland ranks first in the evaluation made with the Topsis method, while Singapore ranks first according to the Edas method. According to the results of the Topsis method, Singapore ranks second, while Austria ranks third. According to the Edas method, Finland ranks second and Switzerland ranks third. When the results of the analysis are evaluated in general, it is observed that the first two ranks are in line with the LPI report, while the rankings of other countries differ. The results of the study show that the different MCDM methods used can produce different results. Because these methods use different approaches, calculation techniques and assumptions, they may produce different results even if they are based on the same data.

The rise of international trade and the development of the logistics sector both strategically depend on this study. As a result, the findings of this study can be used to help decision-makers in this area and enhance a nation's logistics performance. It also significantly advances ongoing research in this area by demonstrating the value of MCDM techniques in making such decisions. Countries with advanced logistics performance have a competitive position in international trade and reduce costs by managing logistics processes efficiently. Therefore, it can be said that logistics performance is a strategic advantage for developed countries. It is suggested that future studies should be extended to different countries or groups of countries and the results obtained by using different MCDM methods should be compared.

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THE MEDIATOR ROLE OF ETHICAL CLIMATE PERCEPTION ON THE RELATIONSHIP BETWEEN CYBERBULLYING VICTIMIZATION AND TURNOVER INTENTION: A RESEARCH ON REMOTE WORKERS

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ABSTRACT

Purpose- The more inclusion of information communication technologies in business life has also brought a new type of bullying which is cyberbullying. Traditional bullying has evolved into cyberbullying behavior in working life as a result of the increase in communication through information technologies with the increase in the remote working system and virtual work environments. In previous studies, the effect of cyberbullying on turnover intention was examined. Nonetheless, the mediating role of ethical climate in the relationship between these two has not been examined. This research is aimed to examine the association between cyberbullying victimization and turnover intention and to determine whether ethical climate perception performs as a moderator in that relationship.

Methodology- A qualitative study was carried out and purposive sampling method and snowball technique were used to obtain a sample of 204 white-collar workers who are working remotely at least 1 day a week outside of the office and working mainly in Istanbul and Kocaeli in Turkey. The analysis of data were done by using SPSS program.

Findings- The results showed that there is a positive relationship between cyberbullying and turnover intention, and ethical climate perception has a mediating role in this relationship.

Conclusion- This paper showed how critical the concept of cyberbullying is for organizations in business life by showing the relationship between intention to leave and cyberbullying victimization and the mediating role that the perception of ethical climate may have in this relationship. Moreover, this study has made practical contributions about how important ethical codes in companies are to ensure that employees do not leave their jobs by trusting the organization when they are exposed to negative behavior such as cyberbullying.

Keywords: Cyberbullying, cyberbullying victimization, ethical climate, turnover intention, remote workers

JEL Codes: J24, J81, M14

1. INTRODUCTION

Social interactions, friendships, and even job descriptions have begun to change as a result of the daily improvement of information and communication technologies (ICT). With the rapid expansion of the internet and networks, time and space boundaries have disappeared. Society and organizational structure have changed. In the face of this new form of society, definitions such as "industrial society", "post-industrial society" or "information society" that we have come to use throughout the 20th century are no longer sufficient. Since the digitalization of everything creates a new social structure, traditional socialization has left its place to online life opportunities. The concept of "network society" which is created by Manuel Castells can help us explain today's new social organization. Castells argued that society is socially and economically regenerated through information communication technologies (Castells, 2004:55).

Communication in today's workplaces is increasingly made by electronic devices such as e-mails, WhatsApp, zoom, skype, webex or that kind of social media platforms. With new information communication technologies, we are experiencing a freedom that we have not witnessed before and also we are going through an addiction experience that we have never gone through before. Just as traditional face-to-face communication may present new challenges, this time individuals have started to be exposed to some threats and negative social behaviors. Even though ICT is so effective in the productivity of modern

businesses, it also prepares the ground for negative communication and increases the possibilities of cyberbullying behavior in workplaces (Farley et.al, 2016).

Though there is various research on cyberbullying between adolescents and children, research on the concept of cyberbullying in business life among adults and its possible work-related outcomes are somewhat new in the literature. But, with the increase in the remote working system and the virtual business environments, cyberbullying behavior in the workplace is quickly emerging as a popular theme in literature. That's why, the investigation of the features and predictors of workplace cyberbullying is so important in terms of human resource management and organizational behaviour. To date, researchers have examined workplace cyberbullying in different frameworks such as gender and organizational position side (Forssell, 2019), perceptions of cyberbullying by both victims and perpetrators (Zhang & Leidner, 2018), possible negative outcomes of cyberbullying behavior for business organizations (Muhonen et.al, 2017), victimization of cyberbullying at work and its effects on stress and well-being (Celuch et.al, 2022), effect of cyberbullying on organizational ostracism (Öztirak & Orak, 2022).

While the prior descriptions appear to indicate that cyberbullying within the online setting is simply a limitation of the conventional meaning of bullying, that is not quite right. There are additional viewpoints that must be taken into account in the online environment where cyberbullying occurs to completely understand this issuance (Vranjes et al., 2017). With increasing use of digital communication methods within the business has become easily accessible in every aspect of life. It is so important to maintain moral behavior and digital ethics perception online (Gümüş et.al, 2023). In this direction, how to draw the framework of this communication without contravene the personal space of the individual became a major issue. Policies that especially forbid cyberdeviance behaviour might be advantageous for organizations (Stich, 2020). Consequently, this study aims to attach to the body of literature in this field firstly by examining the relationship between cyberbullying victimization and ethical climate perception to detect whether a negative frame about the ethical climate of the organization they work for is formed in their minds when employees are victimized by cyberbullying. On this point, it is aimed to show companies how important ethical codes are and what can be done to prevent such negative behaviors. Secondly, we believe by showing that cyberbullying will lead to the loss of manpower, which is the most important value of organizations, and by showing the mediating effect of the ethical climate, both to contribute to the literature and to ensure that organizations take preventive measures in this regard as soon as possible.

2. LITERATURE REVIEW

2.1. Cyberbullying

The concept of cyberbullying has been interpreted in different ways by many researchers. According to Zhang and Leidner (2018), workplace cyberbullying is when a worker is subjected to unfavorable treatment over a prolonged period of time by superiors, subordinates or coworkers via electronic forms of contact in a setting where the perpetrator has more power than the victim. In simple explanation, cyberbullying is malicious content sent intentionally and repeatedly through electronic text sent by means such as computers and mobile phones (Hinduja & Patchin, 2008:131). According to Privitera and Campbell (2009) being bullied in the workplace is defined as behaviors that disrupt the balance of the individual, negatively affect his / her job, disturb, humiliate, and scare.

Although cyberbullying has similar characteristics with traditional bullying in terms of its consequences or antecedents, it should be examined differently due to the medium in which it actually takes place. Because it contains different characteristic features within itself. According to Olweus (1993) definition, the three basic characteristics define the phenomena of bullying: It is violent conduct or purposeful harmdoing that is (a) committed frequently over time (b) in a relationship where there is an power imbalance (c). Cyberbullying involves the same behaviors as traditional bullying, including receiving threats and insults delivered through various online interactions, e-mails, text messages etc. These online practices may fall under the purview of bullies, indicating that traditional habits may extend to cyberbullying. However, if victims of cyberbullying frequently exclusively suffer these online harms, then cyberbullying may in fact be a unique type of victimization (Randa et al., 2015).

There are a number of theories and studies that try to explain what makes face-to-face communication distinct from online communication. Four cyber characteristics which are invisibility, anonymity, asynchrony and publicity seen as main features that affect cyberbullying behavior (Zhang & Leidner, 2018). Firstly, lack of visible social cues may prevent individuals from seeing the result of their behavior or help them deliberately ignore it. Secondly, in traditional bullying the perpetrator generally known by both victim and audience. However, in cyber world, individuals can hide or excamb their original identity and stay anonymous. These situations allow themselves both psychologically and physically from their negative and aggressive behavior to victim. With this way, they can hide their professional face from real-life face. Thirdly, asynchrony means that temporal separation between sender and receiver. That is, unlike traditional bullying, where feedback can be seen face-to-face and instantly, cyberbullying is in an nonsimultaneous environment and there is a tardiness in feedback. As a result, asynchronous communication may also encourage user behavior that they would not otherwise exhibit in person (Forssell, 2019: 98). Lastly, when we look at he last cyber feature which is publicity, this may be most important features that

differentiate cyberbullying from face to face bullying because contrary to private communication between two people, in cyberworld. Especially in ESM (enterprise social media) cyberbullying, bullying behaviors can reach larger audience. Although an insulting or humiliating post shared on social media is posted anonymously, it can be seen by many audiences in social media, not just the target person. According to Vranjes et al. (2017:325) the intrusiveness of online communication is another crucial factor. Traditional bullying victims may avoid bullying action from their supervisors, subordinates or colleagues while at home. Online communication, however, makes it possible to blur the lines between the private and public spheres. Business and private life boundaries are blurred. Individuals can reach and communicate each other both at home and work. Anonymity of the perpetrator may therefore be anticipated to have a stronger detrimental influence on such encounters because of the characteristics of cyberbullying, which make it difficult to escape from the scope of prospective audiences (Slonje & Smith, 2008). Power imbalance is another most mentioned key feature in the literature when defining bullying behavior. Online dominance can be understood as possessing more sophisticated technological abilities (i.e availability of technological tools to create online content or anonym identity). As a result, bullying that takes place online is more complex than bullying that occurs in person (Dooley et al, 2009). Because, in traditional bullying power imbalance mainly occur social, psychological or physical opportunities.

2.2. Ethical Climate

Organizations are economic existences constituted to encounter the needs of people and to provide a certain profit. Notwithstanding, economic life and social life cannot be considered separately (Doğan, 2009:180). The fact that businesses cannot survive independently of the social environment and the employees who make up the businesses has pushed them to be sensitive both to their environment and to their employees who make up the organization, and to create a fair culture and order.

Conceptually, organizational business environment is seen to include ethical climate (Elçi & Kul, 2017:120). In other words, the organizational ethical climate demonstrates how the work carried out during the organization's activities is based on moral principles (Tuna et.al, 2014). When referring to a workplace, the phrase "ethical climate" address to the common, consistent, and psychologically purposeful opinions that workers hold about the moral standards and business practices of their organizations (Wimbush & Shepard, 1994; Schneider, 1975). According to Wimbush and Shepard (1994:638), these observations made by employees are used as a guide on how to perceive and resolve any ethical violation in the organization or if employees are in ethical dilemmas. In this context, the ethical climate perceived by the organization includes formal or non-formal expectations and processes followed for ethical issues (Victoret.al,1988:107). In this regard, organizational performance is influenced by a number of critical variables, including the ethical climate, which affects employee attitudes and internal relationships inside the organization (Yücel & Çiftçi, 2012:136). By creating an ethical climate in organizations, it is possible to create ethical behaviors and take ethical decisions accordingly (Elçi & Alpkan, 2006: 143).

The management of the company must demonstrate its appreciation of ethical ideals via its general policies and activities in order to create an ethical atmosphere inside the firm (Avçın et.al, 2021:11). The way the organization runs, the actions of its members, and the frequency with which these actions are taken by those members reveal the structure of the firm's ethical climate and how acceptable that environment is in the institution (Karagözoğlu et al., 2014: 35). Although there are many business climates within the organization, the ethical climate of the firm is critical in terms of shaping the ethical behavior of employees (DeConinck, 2011: 618).

2.3. Turnover Intention

In today's competitive organizational structure, it is not only difficult to attract new talents, but also to retain employees who continue to add value to the company. Because it is not easy to find qualified workforce in a competitive environment (Lim et al., 2008). Intention to leave the job; it is predefined as the probability of leaving the organization and the prediction of leaving behavior in the near future for the employee (Yaman et al., 2023:171). Similarly, the concept was defined by Mobley (1982) as the subjective estimation of the employee's likelihood of leaving their current institution in the near future. Özdemir and Özdemir (2015:336) defined the intention to leave the job as the desire of the employee to terminate the employment relationship with that institution as a result of not meeting the individual and organizational expectations. Therefore, it can be said that the intention to leave reflects the negative attitudes of the employee towards the institution they work for and turns into an active attitude in case they are not gratify with the institution they work for (Rusbult, et al., 1988:599; Yaman et al. 2023:171). Intention to leave has emerged as the most important antecedent of quitting the job in the literature (Tett and Meyer, 1993; Egan et.al, 2004).

Since turnover intention is one of the biggest antecedents of the act of leaving the job, if the intention of the workers to leave their job is determined beforehand and no action is taken and a solution is not offered, it will lead to loss of human resources in the organizations. Arnold and Feldman (1982) list five key elements that influence turnover intention. These include organizational characteristics (management style, organizational size and structure, wage, physical work environment), macroeconomic factors (economic development, labour market conditions), employee perceptions of their jobs (commitment, stress, contentment, etc.), demographic criteria (gender, age, education, experience, etc.) as well as personal

traits of the employee not related to work (family circumstances, spouse's employment and duties) (Arnold & Feldman, 1982:350). Since there are so many variables that affect turnover intention in organizations, finding the root cause is strategically important both short- and long-term plans of the organization.

3. HYPOTHESIS DEVELOPMENT

3.1. Cyberbullying and Ethical Climate

The ethical climate gives clues and signals about the practices of the firm perceived by the employees. Workplace bullying may occur as a result of ignorance or misuse of company policies because employee behavior is influenced and controlled by these policies. Individuals who disregard or misunderstand these policies may act aggressively and inappropriately toward other members of the organization. (Liu, 2020; Bulutlar & Öz, 2009). Farooq et.al (2021) developed propositions about the connection between young employees' bullying behavior in the workplace and ethical education. In this research, three ethical principles which are humanity, respect, and decency importance mentioned that these appear to be more pertinent for character development with regard to inter-personal and peer interactions. According to Farooq et al. (2021), the concept of harmony, humanity and respect are needed in today's hyper-connected world. The support of supervisors to the person being bullied is also a significant pioneer in shaping the perception of the person towards the organization (Farooq et.al, 2021). In a study by Hong et al. (2014) on Taiwanese workers in the high-tech manufacturing sector, the majority of the participants reported having severe psychological and social reactions in their work environment when they believed they were subjected to workplace cyberbullying.

The social climate of the workplace is negatively impacted by cyberbullying activity (Muhonen et al., 2017). Ethical climate is also conceptually regarded as a type of organizational business climate, not independent from it (Elçi & Kul,2017:120) that demonstrates how the work carried out during the organization's activities is based on moral principles (Tuna et.al, 2014). Therefore, these findings can also be seen in relations between cyberbullying and ethical climate. Research conducted by Yıldırım alp and Tur (2021), point out that employees were uncomfortable with the use of technological tools by employers, particularly the smart phone, as a control and pressure mechanism when they worked from home during the Covid-19. It is emphasized that a legal and ethical framework should be developed in this regard (Yıldırım alp & Tur, 2021). Therefore, individuals who are victims of cyberbullying by their superiors or peers in working life may cause distrust of the organization and the ethical awareness of individuals in the organization. Finally, it could have an impact on how the ethical atmosphere of the company is perceived. Based on these discussions, the following hypothesis is put forth:

H1: Cyberbullying victimization is negatively related to ethical climate perception.

3.2. Ethical Climate and Turnover Intention

Ethical climate is an important foundation for enhancing employees' sense of identity and connection toward the company (Gu et.al, 2013). Ethical climate may encourage a caring, professional, and fair environment, these environments are primary predictor of desire to leave the organization (Olayiwola, 2016). According to the ethical climate theory, principled climate, benevolent climate, and instrumental climate is frequently linked to turnover intention (Shafer, 2015). According to Hart's (2005:173) study on nurses, having an ethical workplace environment negatively affects employees' intention to quit. Fournier et al. (2010:7) discovered that ethical environment is a significant influence in turnover intention and that high-performing individuals, particularly in businesses with low ethical climate perception, have higher turnover intentions. Yaman's (2021) research displayed that perceptions of the ethical atmosphere have an impact on innovative work behaviour, job performance, and intention to leave. Erdirençelebi and Filizöz (2016) study aims to reveal that whether mobbing behavior affect bank workers' opinions of the ethical climate and their intentions to quit their jobs. Their results show that the ethical climate perceptions of the employees in the enterprises negatively affect their intention to leave. In the study of Ulrich et al. (2007:1708) on turnover intention, it was revealed that nurses' perception of climate as ethical and job satisfaction prevent turnover intention. Additionally, the study concluded that receiving support on ethical concerns makes black nurses who are dissatisfied with their jobs and considering leaving their jobs less likely to do so. Similarly, the finding of ethical norms in DeConinck's (2011) study is directly compatible with the finding that employees reduce turnover. The following hypothesis is put forth, which is based on these theoretical and empirical findings:

H2: Ethical climate perception is negatively related to turnover intention.

3.3. Cyberbullying and Turnover Intention

According to Geng et al. (2022), cyberbullying hurts both people and organizations. Its negative effects include anxiety, sadness, stress, burnout, increased physical and mental symptoms, job discontent, poor performance, low work engagement, absenteeism, and lastly higher intention to leave the company. These items are also determinants for voluntary turnover. According to the research conducted by Esen and Esen (2021) with 205 employees, it has been revealed that cyberbullying applied in the workplace affects burnout in a positive and meaningful way. There are studies showing that burnout is also positively related to turnover intention (Harrington et al., 2005; Huang et.al, 2003; Yoon et.al, 2010; Laily et.al, 2022).

Erdirençelebi and Filizöz (2016) study reveals that mobbing has a favorable impact on employees' intentions to quit. Put differently, when employees are exposed to mobbing, they intend to quit their job. The intention to leave employment and bullying were demonstrated to be significantly and consistently correlated, according to a study on how workplace bullying behaviors affect health professionals' intention to quit among private hospital employees (Sökmen & Mete, 2015). In a similar vein, Park and Choi (2019) discovered that perceived organizational support and workplace cyberbullying had a significant impact on nurses working in hospital settings in terms of both symptom experience and turnover intention. The following, which is based on these theoretical and empirical findings:

H3: Cyberbullying is positively related to turnover intention.

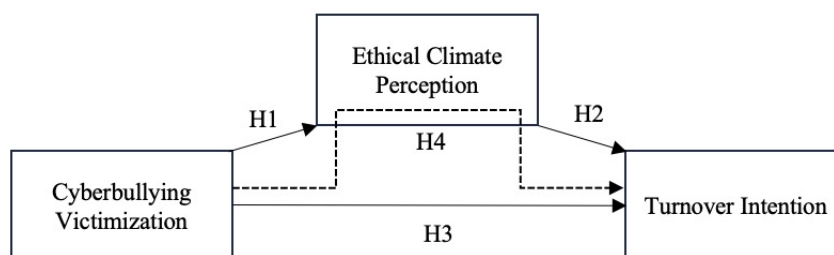
3.4. The Mediator Role of Ethical Climate on the Relationship between Cyberbullying Victimization and Turnover Intention

Ethical climate has an indirect effect on behavioral variables by influencing the decision-making criterion used by the individual (Gartner, 1991). The ethical climate gives clues and signals about the practices of the firm perceived by the employees. Workers are more likely to respect the company and have fewer intentions to leave when they believe that the ethical atmosphere in their workplace is more supportive of society and/or different stakeholders (Joe et al., 2018: 1063). But then, it is possible that the ethical climate perception of a person who has been victimized by cyberbullying will change first towards the organization. For instance, if the victims of bullying feel less social support from superiors or from coworkers, this circumstance may have a negative impact on the actual social and organizational climate (Muhonen et.al, 2017:379). A negative ethical climate perception may occur against the organization, considering that the behaviors that should and should not be done in the company, even in the cyber environment, are not determined well enough or that they do not receive the necessary support when they are victimized. It follows logically that when this circumstance reappears, it may have an impact on the intention to quit the employment. Based on these discussions, the following hypothesis is put forth:

H4: Ethical climate perception has a mediating role in the relationship between cyberbullying victimization and intention to leave.

On the basis of hypotheses, research model has been presented in Figure 1.

Figure 1: Research Model



4. RESEARCH METHOD

4.1. Sampling and Measures

The sample of this study mainly stems from private company's workers who are working remotely at least 1 day a week outside the office/building/fabric in Turkey, our samples mainly in İstanbul (62.2 %) and Kocaeli (14,5 %) as the cities with the highest industry and remote working opportunities. In 2022, we obtained a total of 204 workers responses from online questionnaires. Purposeful and snowball sampling method was followed during the research process. Participants were identified through professional contacts who knew people worked at least 1 day a week as remote. Most participants (48.5%) between the ages of 20-35, 58.3% of participants are female and 41.7% are male. The vast majority of the participants, 71.1% have a bachelor's degree and 18.1% have a master's degree. 23% of the participants are in the banking/finance/insurance sector, 12.7% in the information technology sector, 9.8 % in the automotive sector and the remaining participants work in other sectors. Of the respondents, 63.2 % were staff level employees, 16.2 % were junior manager and 15.2% were mid-level managers.

The preceding empirical studies served as the basis for all the scales used in the current study. We used the "work-oriented cyberbullying" dimension of the "workplace cyberbullying" scale developed by Farley et al (2016). "Ethical Climate (EC)" was measured by the scale adopted from Schwepker (2001) and "Turnover Intention" scale by Mobley et.al (1978) was used in this research.

4.2. Measure Validity and Reliability

We used SPSS 21.0 to analyze the reliability and validity of the measures. After data acquisition, exploratory factor analysis was utilized. The factors are divided into three variables as anticipated and there is no factor loading below 0.50 value. The Kaiser-Meyer-Olkin (KMO) index has been calculated as .914 and is higher than the recommended 0.50 value. In addition to this, Bartlett's test of sphericity is statistically significant ($\chi^2(231) = 2810.224$; $p < 0.05$).

Table 1 presents the means, standard deviations, and Cronbach's Alphas of all the variables. All Cronbach's Alphas are higher than 0.70 as Nunnally (1978) suggested. So, the results show that the validity and reliability of our measurement is adequate.

Table 1. Means, Std. Deviations, Cronbach's Alphas and Correlation Coefficients

Variable	1	2	3	Means	Std. Deviations	Cronbach Alpha
WRC	1			1.4578	.54537	.891
EC	-.433**	1		3.7636	.80361	.928
TI	.374**	-.462**	1	2.5637	1.10369	.904

** Correlation is significant at the 0.01 level (2-tailed).

Note1: WRC: Work Related Cyberbullying, EC: Ethical Climate, TI: Turnover Intention

4.3. Hypothesis Testing

We implemented regression analysis to test our hypotheses. As for that the results (Table 2), Model-1 ($F = 46.675$; $R^2 = .188$; $Sig = .000$), Model-2 ($F = 54.822$; $R^2 = .213$; $Sig = .000$), and Model-3 ($F = 32.821$; $R^2 = .140$; $Sig = .000$) are significant. According to the consequences of the regression analysis executed; it is found that i-) cyberbullying is negatively related to ethical climate ($\beta = -.419$; $Sig < 0.05$), ethical climate is negatively related to turnover intention ($\beta = -.462$; $Sig < 0.05$), and finally, cyberbullying is positively related to turnover intention ($\beta = .374$; $Sig < 0.05$). So, **H1**, **H2** and **H3** are **supported** according to the results.

Table 2. Regression Analysis Results

Model-1 (DV: Ethical Climate)				Model-2 (DV: Turnover Intention)				Model-3 (DV: Turnover Intention)			
CB	β	t	Sig.	EC	β	t	Sig.	CB	β	t	Sig.
	-.419	-6.382	.000		-.462	-7.404	.000		.374	5.729	.000
	F=46.675				F=54.822				F=32.821		
	R ² =.188				R ² =.213				R ² =.140		
	Sig = .000				Sig = .000				Sig = .000		

Note 2: CB: Cyberbullying, EC: Ethical Climate

The mediator analysis was performed with PROCESS Macro on model 4 (Hayes, 2013). 5% bias-corrected confidence interval with 5,000 bootstrapping method was utilized. It is determined that cyberbullying is positively related to turnover intention ($\beta = .7098$; $p < .05$), and cyberbullying is negatively related to ethical climate ($\beta = -.5805$; $p < 0.05$) (as seen in Table 3).

When we look at the Model-3, both cyberbullying ($\beta = .4141$; $p < .05$) and ethical climate ($\beta = -.5093$; $p < 0.05$) is related to turnover intention. When ethical climate is included in the analysis, cyberbullying is still related to turnover intention ($p < 0.05$), but the regression coefficient reduces from ($\beta = .7098$) to ($\beta = .4141$). Hence, these results revealed that ethical climate partially mediates the relationship between cyberbullying and turnover intention according to Baron and Kenny (1986).

Table 3. Mediation Analysis Result

	Model-1 (DV: Turnover Intention)		Model-2 (DV: Ethical Climate)		Model-3 (DV: Turnover Intention)	
	β	t	β	t	β	t
Cyberbullying	.7098**	5.7133	-.5805**	-6.5574	.4141**	3.2402
Ethical Climate					-.5093**	-5.5219
R ²	.1391		.1755		.2525	
F	32.6418		42.9999		33.9496	

** p <0.01

Moreover, both indirect effect (.1673, .4861) and direct effect (.1621, .6662) of X on Y are significant as seen in Table 4. Ethical climate partially mediates the relationship cyberbullying and turnover intention. Consequently, **H4** is also **supported**.

Table 4. Mediating Effect of Ethical Climate

	Effect	SE	t	p	95% CI
Indirect Effect	.2957	.0786			(.1673, .4861)
Direct Effect	.4141	.1278	3.2402	.0014	(.1621, .6662)
Total Effect	.7098	.1242	5.7133	.0000	(.4648, .9548)

5. CONCLUSION AND DISCUSSION

5.1. Theoretical Contributions

The purpose of our study was to analyze the association between turnover intention and cyberbullying victimization, and the mediating role that ethical climate perception may have in that relationship. There are not many studies in the literature on the concept of cyberbullying in working life, especially in Turkey. Previously, the effects of cyberbullying on intention to leave, job satisfaction and organizational commitment were examined. However, there is no research examining the cyberbullying victimization effect on ethical climate perception and mediating role of ethical climate perception in the relationship between cyberbullying victimization and intention to leave, on remote workers. Therefore, we hope that this research contributed to the literature in this field.

H1 hypothesis "Cyberbullying victimization is negatively related to ethical climate perception" was supported. In previous studies, direct effect of bullying or cyberbullying on ethical climate perception has been examined. Our findings corroborated Muhonen et al.'s (2017) study, which found that cyberbullying behavior had a detrimental effect on the social and organizational environment. H2 hypothesis "Ethical climate perception is negatively related to turnover intention" was supported. This outcome is in line with what was discovered in earlier research (e.g. Hart, 2005; Fournier et.al 2010, Erdirençelebi & Filizöz, 2016; Yaman, 2021). Employees are probably less uncertain about how to handle ethical problems when they are aware of the organization's official policy on the subject and have faith that it will uphold its established ethical code, this situation prevents intention to leave (Steward et.al, 2010). H3 hypothesis "Cyberbullying is positively related to turnover intention" was supported. The findings on this relationship is consistent with the literature about bullying and turnover intention (e.g., Erdirençelebi & Filizöz, 2016; Sökmen & Mete, 2015; Ren & Kim, 2023). Park and Choi (2019) has also seen the direct effect of cyberbullying on turnover intention, as similar to face to face bullying studies. Therefore, this study also supports our result. When employees are subjected to cyberbullying behaviors and feel exposed at their place of employment, as demonstrated by the positive association between cyberbullying and turnover intention, they are more likely to quit their present position and look for employment with other companies. Finally, H4 hypothesis "Ethical climate perception' has a mediating role in the relationship between cyberbullying victimization and intention to leave" was supported. This means that, even though the worker is exposed to cyberbullying, if he/she believes that a solution will be provided to the negative behaviors that occur in the organization where he/she works and trusts the ethical policies of the organization, the intention to leave the job will tend to decrease, albeit partially.

5.2. Practical Contributions

In today's increasingly competitive world, organizations are aware of the talent battle and threats in the market. For this reason, organizations have started to try different alternatives to make the working environment more accessible and attractive for reasons such as attracting talented employees and increasing their profitability or productivity. Especially with

the emergence of the Covid- 19 pandemic, the frequency of use of digital communication channels that are already used has increased, the working order and place have changed. This, of course, started to create problems such as not being able to maintain the balance between individuals always being accessible and private life, unless the boundaries were drawn. At this point, it was noticed that the subject of workplace bullying, which has been on the agenda for years by human resources professionals, has been moved to the digital environment as cyber bullying. However, Turkey is not very advanced in terms of how to take measures in this regard or in what framework they should develop company policies. It is not always easy to get visible clues as in face-to-face bullying. Therefore, in practical term, the aim of this research is to show organizations and human resources professionals that they should develop ethical codes and procedures as soon as possible against cyberbullying behaviors that may be encountered in their organizations. Otherwise, if an ethical structure with such frameworks is not established, the trust and perception of employees, who are the most valuable resource of the company, towards that institution will be negatively affected, and eventually, based on the results of our research, it will result in the decision to leave the organization. This will cause both cost and time loss for companies, and if the employee who leaves the organization tells others about his/her negative perception of that company, the reputation of the organization will may decrease.

5.3. Limitations and Future Research

In our study, there are limitations that should be addressed as in every study. Cyberbullying is a tangled feature that needs to be investigated by participating in many other factors. In working life, many different virtual platforms are used to increase productivity and speed. Therefore, continuing the investigation of cyberbullying in different virtual platforms and making comparisons of conducted research constantly renewed gain importance for the literature in the field of technology, new media and human resources. We can all predict that in addition to influencing the likelihood of workplace cyberbullying, environmental and personal variables will also influence how workplace cyberbullying is experienced. Therefore, in future studies, it can be argued whether cyberbullying behavior is due to poor ethical and social organizational climate or vice versa or whether the relationship is reciprocal. Moreover, more cross-sectional & longitudinal studies in Turkey and other countries should be realized. Our universe is Turkey, and our sample is limited to large industrial cities such as Istanbul and Kocaeli. However, remote working is now very common around the world. By considering the cultural dynamics in different countries, the literature can be enriched by researching the victimization of cyberbullying and their ethical climate perceptions and actions against their companies. Therefore, experimental and/or longitudinal design should be used to address the causation, and studies of cyberbullying behavior should be examined at in a wider context.

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