Does The Level Of Cultural Intelligence Affect Burnout And Job Performance?: Multinational Kosovo Forces (KFOR) Sample*

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Memduh BEGENİRBAŞ (PhD)[1], Ercan TURGUT (PhD)[2]

[1]Turkish Military Academy Business Department
[2]Turkish Military Academy Business Department

Abstract: *In this research, the effect of cultural intelligence on burnout levels and working performance of the employers of the security sector within a multinational environment is searched. For this purpose, the questionnaire data, which was collected from 133 participants who were employed in Kosovo Forces (KFOR) within the scope of peacekeeping in 2014, was analyzed. In this study, while relationships and effects among factors were revealed by correlation and regression analyses, structural equation modeling has been used during verification of factors and scales. As a result of the findings, it was seen that the cultural intelligence of security employers, who were in charge of KFOR, had negative effects on burnout levels, but positive effects on working performance. Especially positive effect of all subgroups of cultural intelligence on working performance of the employers reveals the importance of the cultural intelligence on success of the personnel who are selected for these multinational tasks. It is evaluated that this finding is important for both the employees working in environments with different cultures and the employers to emphasize the importance of cultural intelligence for the selection of the people who are working in these environments.*
Key words*: Cultural intelligence, burnout, job performance.*

I. Introduction

Nowadays, the interactions that are carried out beyond national borders become the issue of 'culture' (Tabaket al. 2012). Also Harris(2006) states that culture and cultural intelligence are the concepts of 21st century that should be dwelled on mostly. In particular, a world in which the intercultural interactions have been increasing and the multinational organizations consisted with different cultures have been growing day by day, one of the most important topics becomes cultural diversity and the meaning of this diversity from the point of these organizations. While cultural differences might be an obstacle for effective communication among individuals, groups and organizations, if these differences are managed well, they might stop being a disadvantage and become an advantage for organizations. In this context, while adding the cultural dimension into the studies conducted in the areas of management and leadership becomes a necessity (Şahin et al. 2012), the importance of cultural intelligence increases in the sense of organizational behavior (House et al. 1997).The integration of organizations with the global market and activities has made it necessary to understand and manage the interactions within different cultures. The successful handling of the duties by individuals especially employed in multinational environments and in culturally variable units is tough to result from their cultural intelligence. Triandis (2006) states that cultural intelligence is a necessity to be successful in multinational organizations and have a good relationship with individuals from different cultures. The cultural intelligence is the capacity or the ability to control the behaviors of an individual while being aware of the necessities of the cultures in which s/he is located and which s/he interacts with (Earley&Ang, 2003; Early&Mosakowski, 2004). Research shows that the cultural intelligence affects the intercultural adaptation of employer and employee (Templeret al. 2006), eases adaptation to multinational environments (Ward &Fischer, 2008) and contributes to the performance increase (Oolderset al. 2008). Another research shows that cultural intelligence decreases the burnout (Tayet al. 2008). These results demonstrate that the cultural intelligence affects individual positively in intercultural and multicultural environments and has a detractive effect on burnout.

Since cultural intelligence is a fairly new concept in literature, research related to this topic has been made especially by profit making companies in limited areas, using limited variables (Şahin&Gürbüz, 2012). However, it can be observed that research related to cultural intelligence and its interaction with variables like burnout and job performance, which are seen as important variables for nonprofit organizations and the organizational behavior, is pretty scarce. In addition, it is stated that there is a need for empirical research about cultural intelligence and the above-mentioned variables (Anget al. 2007). In this regard, the aim of the study is to examine the effects of cultural intelligence on burnout and job performance of individuals employed in multinational, multicultural and nonprofit environments. This study was conducted in a multinational organization in Kosovo, which has personnel from several countries including Turkey and therefore cultural differences within and provides security services. This study becomes important because it provides an

evaluation of the limited studies that reveals the meaning of the cultural intelligence for organizations and contributes to the literature by including participants from more than 30 countries in a multinational environment. Moreover, it is thought that this study emphasizes the importance of cultural intelligence for the managers of such environments that have different cultures and contributes to the human resources departments by providing valuable contributions and suggestions during the phase of selecting employees for these environments.

II.   Conceptual Framework And Hypotheses
1.1.   Cultural Intelligence
Individuals need to make more effort than usual to work and be successful within the framework of a changing climate of organizations, which has different cultures and use different languages. Therefore, individuals should have the ability of acculturation to be able to adapt the aforementioned circumstances (Kodwani, 2012). Moreover, individual abilities, organizations and environments are factors that affect the intercultural leadership. However the most important of these factors is cultural intelligence (Earley&Ang, 2003; Anget al. 2006). Similar to the other types of intelligence (social, emotional, practical etc.), the cultural intelligence focuses on intercultural and multicultural environments and attempts to be successful in these environments (Ang& Van Dyne, 2008).

Cultural intelligence is defined as knowledge and abilities connected with the cultural metacognition that makes individuals possible to adapt to the cultural environment around them and to shape these conditions (Thomas et al. 2008).Briefly, cultural intelligence has been expressed as the capacity of orientating to an environment (Earley&Ang, 2003; Sternberg&Grigorenko, 2006) and the ability to communicate effectively while working in a multicultural environment (Van Dyne et al. 2007). Cultural intelligence, based on Gardner's(1986) theory of multiple intelligences, is addressed in four sub dimensions as: "metacognitive cultural intelligence" which deals with gathering expressions that contain perceptions of culturally diverse experiences of the employees, "cognitive cultural intelligence" which includes statements related to the possession of knowledge about cultural differences and similarities, "motivational cultural intelligence "which includes statements concerning the energy expenditure for adapting oneself to the culture in intercultural environments, and "behavioral intelligence" which includes statements related to the ability to use appropriate verbal and non-verbal expressions during the communication with people from other cultures(Ang&Van Dyne, 2008; Ng et al. 2009). These four sub dimensions constituting cultural intelligence are abilities that can be developed in time through personal experiences. Therefore, it could be said that these abilities can be developed depending on how much one stays in culturally variable environments (Ang&VanDynne, 2008).

The dimension of metacognitive cultural intelligence, regarding an individual's cognitive level during his/her intercultural interaction, includes the capabilities of planning, generating, following and revising the mental models about cultural norms of different countries or groups of people (Ang et al. 2007; Early&Peterson, 2004). Cognitive cultural intelligence, on the other hand, reflects information about norms, practices and traditions at different cultures. Therefore, the cognitive cultural intelligence contains the knowledge of the basis of social systems, legal rules, economic life, and cultural values of different cultures and sub-cultures (Ealy&Ang, 2003; Ang&Van Dyne, 2008). While the motivational dimension of the cultural intelligence emphasizes an individual's presence in an environment that has different cultural structures, his/her communication with people in these environments and his/her eagerness to learn about different cultures (Anget al. 2006; Ng et al. 2009), behavioral cultural intelligence focuses on individual's behaviors in such environments and his/her verbal and non-verbal communication with others (Ang& Van Dyne, 2008; Livermore, 2010). Shortly, working in a globalizing environment within different geographies or in an environment that contains the highest level of social and cultural differences is considered inevitable and normal. In this context, it is a must that individuals should have cultural intelligence, namely metacognitive, cognitive, motivational, and behavioral intelligence to be successful and effective in understanding people better (Ang&Van Dyne, 2003).

1.2.   Burnout
Recently, one of the disadvantages of the occupations for individuals who are employed in positions that need more face to face interaction with people have been tried to clarify with the concept of burnout(Bilge, 2006). Burnout negatively affects the quality and property of the service offered. Moreover, burnout decreases the quality of life, and also increases individuals' inability to do their tasks, their usage of alcohol and drugs and physical fatigue (Koustelios&Tsigilis, 2005). The term of burnout was used for the first time by Freudenberg (1974) to explain the conditions characterized as fatigue, disappointment and resigning that are often seen on the healthcare staff. The term burnout has been defined as the depletion of individuals' sensational and inner resources, and carries the meaning of being not able to do their tasks because of hard work, feelings of being unsuccessful and wearing down(Freudenberg, 1974). While Cherniss (1980) considers burnout as a retreat from

work in reaction to the available stress and dissatisfaction, Edelwich and Brodsky (1980), make the affection assessment of realizing the density of the working. Maslach and Jackson (1981, 1986) have reconsidered the issue and they have developed the widely accepted three-component model of burnout. According to Maslach and Goldberg (1998), burnout refers to an increase in emotional exhaustion and depersonalization but decline in the feeling of personal achievement. As a result of these three components, an individual's mental, emotional and eventually physical burnout arises with physical fatigue and chronic exhaustion, and includes negative personality development with desperation and incurability.

In emotional exhaustion, we talk about a situation in which individuals have been exhausted and pushed too far because of their occupation. Emotional exhaustion is the most important determinant of burnout (Maslach&Jackson, 1981; Kaçmaz, 2005) and it generally emerges in the positions of fatigue, disappointment and loss of energy (Lee&Akhtar, 2007). On the other hand, in depersonalization, while individuals have negative and sarcastic attitudes towards others, they have a tendency of showing unconcernedand insensitive reactions to others (Maslasch, 1998; Kaçmaz, 2005; Lee&Akhtar, 2007). In the dimension of the reduced sense of personal achievement, abilities and successful works in the work place have been prioritized but individuals have a tendency to make negative judgments about themselves. For this reason, since individuals are not satisfied with their achievements in the work place they might feel unhappy and anxious.(Maslach&Jackson, 1986).

Burnout is not a phenomenon that suddenly emerges. Considering the fact that it contains specific phases, burnout causes several negative personal and organizational results such as, underperformance, absenteeism, high workforce, low service quality, problems in personal and familial interactions, and health problems.

1.3. Job Performance

Performance is the ability to perform a task involving individuals' personal competence (Erdoğan, 1991). In this context, performance can be defined as the capacity, opportunity, and function of desire to develop a task (Ivancevich et al. 2005). Also, performance can be addressed according to the quantitative and qualitative features of products and services, generated under certain circumstances and time (Kozlowski et al. 2001). Generally and briefly, while performance means the achievement of the desired objectives, the job performance means the activities of individuals working in organizations to achieve the organizations' objectives and all their efforts revealed while performing the duties expected from them (Büte, 2011; Demirtaş et al. 2014). Furthermore, while Rousseau and McLean (1993) describe the job performance as the effort that employees show or is expected from them in exchange for the payments they receive, Borman and Motowidlo (1993) have emphasized that job performance contains all the activities of employees related to their job. Within this framework, employees' openness to change qualities, abilities, beliefs and moral values have important effects on their performances (Morillo, 1990). The job performance, which can be controlled by the employee besides the contribution to the achievement of the organization, provides positive effects on the employees' attitudes and behaviors (Rotundo&Sackett, 2002). Especially in recent years, it has been observed that studies have been developed related to employees about regulation of their own processes by using the evaluation phase of personal competence (Denison&Mishra, 1995). Determining the purposes they want to achieve and evaluating their behaviors underlie employees' performance improvement and motivation acquired by themselves. (Motowidlo&VanScotter, 1994).

1.4. Cultural Intelligence's Connection with Burnout andJob Performance

Intense globalization experienced today affects the working environments and causes different individuals from different cultures to come together, work together and interact with each other. (Earley et al. 2006).Such working environments providing socially and culturally diverse individuals obligates individuals to use their cultural intelligence to help them for doing their job efficiently and successfully without exhaustion (Earley&Ang, 2003; Kokkinos, 2011). Cultural intelligence is known as the ability that increases the interaction between individuals from different cultures (Ang et al. 2007; Earley&Ang, 2003). It is stated that particularly managers' burnout levels rise in multicultural environments but cultural intelligence emerges as a preventive factor in these unwanted situations (Faber, 2000; Stokes, 2013). Since those individuals who have high levels of cultural intelligence, experiences fewer social problems during intercultural interactions, they feel less depressed and therefore they have lower levels of burnout. (Ward et al. 2009). Individuals who have high levels of cultural intelligence are able to control their stress levels during intercultural interactions and this has a positive effect on their burnout levels (Faber, 2000). The study conducted by Tay and his colleagues (2008)also found that cultural intelligence reduces burnout. The hypotheses below are developed in accordance with the knowledge emphasized above in relation with cultural intelligence and research findings.

H1: Cultural intelligence (Metacognitive (H1a), Cognitive(H1b), Motivational (H1c), Behavioral (H1d)) negatively and significantly affects emotional exhaustion.

H2: Cultural intelligence (Metacognitive (H2a), Cognitive(H2b), Motivational (H2c), and Behavioral (H2d)) negatively and significantly affects depersonalization.

H3: Cultural intelligence (Metacognitive (H3a), Cognitive(H3b), Motivational (H3c), Behavioral (H3d)) negatively and significantly affects the decrease of the sense of personal achievement.

In general, cultural intelligence focuses on the talents that make individuals successful and that contain social life besides working conditions of individuals in different cultural environments. In this regard, some studies related to this concept (Anget al. 2007; Groves&Feyerherm, 2011) emphasize that the cultural intelligence provides positive contributions to employees' job performance and has positive effects on particularly managers' performances and activities (Deng&Gibson, 2008). Moreover, Oolders and his colleagues (2008) found that cultural intelligence is the precursor of both the personal features and the job performance. Finally, Templer and his colleagues (2006) and then Ang and his colleagues (2007) found that the cultural intelligence is an important predecessor of job performance. As a result of the studies and the findings, the hypothesis below has been developed for this research related to cultural intelligence and job performance.

H4: Cultural intelligence (Metacognitive (H4a), Cognitive(H4b), Motivational (H4c), Behavioral (H4d)) positively and significantly affects job performance.

III. Methodology

a. Participants

The scope of the research conducted in this study is the Kosovo Force (KFOR) in which approximately 5000 participants employed from 31 different countries, including Turkey. The research includes thevoluntary English-speaking participants who were selected by convenience sampling method through which causal relationship between the variables can be tested. In this regard, a questionnaire was applied to 286 participants, who were from different countries and cultures, but approximately half of the questionnaires returned to us. Some of the questionnaires were not completed appropriately; therefore, they were removed from the research. Thus, we analyzed the data acquired from 133 participants. In this study, to prevent subjectivism, we did not include a nationality variable. Only 12(9%) of the subjects are female and 121 (91%) are male. While 93(70%) of them are married and 40 (30%) are unmarried, also 25 (19%) are high school graduates and 107 (81%) are college graduates and postgraduates. For 51 (38%)of the participants it was their first experience being abroad and working in a multicultural environment and for 82 (%62) of them, it was their second or third experiences.

1.5. The Cultural Intelligence Scale

In this research, we use the twenty-item scale, which was developed by Ang and his colleagues (2007). The scale contains 4 sub dimensions, and its four items measures the metacognitive cultural intelligence, its six items measures the cognitive cultural intelligence, its five items measures the motivational cultural intelligence and the itslast five items measures the behavioral cultural intelligence. For the scale a five point Likert scale (1=Never, 5=Always) was used. The questions used in the questionnaire are "I am aware of the cultural intelligence used in the intercultural interaction", "I know other cultures' beliefs and norms", and "I like to live in different cultures which I am not accustomed to". For the validity of the research AMOS (21.0) package program was used and confirmatory factor analysis (CFA) was applied. With CFA; single factorial, unrelated, first level multifactorial, and second level multifactorial models were tested. The goodness of fit index was determined within the range of acceptability in the first and second level multifactorial models. However, the first level multifactorial model was adopted because it provided much more effective results about the goodness of fit index. The goodness of fit index of the first level multifactorial model can be stated as; $\Delta\chi^2$=285.361, sd= 119, $\Delta\chi^2$/sd=2.397, RMSEA=0.068, CFI=0.89, GFI=0.91, AGFI=0.88. Cronbach alpha coefficients were found for each sub dimensions of the cultural intelligence; for the metacognitive 0.77, for the cognitive 0.79, for the motivational 0.85, for the behavioral 0.82. Total Cronbach alpha (internal consistency) of the scale was determined as 0.88. These values show that the scale is sufficient about validity and reliability.

1.6. The Burnout Scale

To measure the burnout levels of the participants, the scale developed by Maslach and Jackson (1981) was used. The scale has 3 sub dimensions depicted as emotional exhaustion, depersonalization and decline in the feeling about personal achievement and includes 22 items. Emotional exhaustion was measured with 9 items, depersonalization with 8 items, and decline in the feeling about personal achievement with 5 items. A five points Likert scale (1=Never, 5=Always) was used in the research. The questions in the scale are "I feel exhausted because of my job", "I do not care what happens to others around me", and "I feel that my job restricts me." For the validity of the research, AMOS(21.0) package program was used and CFA was applied. The goodness of fit index was designated within the range of acceptability in the first and second level multifactorial models. The goodness of fit index of the first level multifactorial model was established as; $\Delta\chi^2$=66.843, sd=21, $\Delta\chi^2$/sd=3.183, RMSEA=0.074, CFI=0.90, GFI=0.91, AGFI=0.86. As a result of the

reliability analysis, Cronbach alpha coefficients of the burnout sub dimensions was stated as; 0.78 for emotional exhaustion, 0.78 for depersonalization, and 0.72 for decline in the feeling of personal achievement. Total internal consistency of the scale was determined as 0.77. These values show that the scale is sufficient about validity and reliability.

1.7. The Job Performance Scale

To measure the job performance of the employees, Sigler and Pearson's (2000) scale was used. The scale consists of one dimension and 4 items. The responses were collected with a five points Likert scale (1=Never, 5=Always). The items stated in the scale are; "I have high work performance level" and "I accomplish my tasks sufficiently and in time". Using the structural equation model for the validity of the research, AMOS(21.0) package program was used. As a result of CFA, it was demonstrated that the scale attunes the single factorial structure and the goodness of fit index is stated as; $\Delta\chi^2=7.409$, sd=3, $\Delta\chi^2/sd=2.469$, RMSEA=0.047, CFI=0.94, GFI=0.96, AGFI=0.90. As a result of reliability analysis, Cronbach alpha coefficient was obtained as 0.80.

IV. Findings
V. Table-1: Mean, Standard Deviation and Correlations Values

Independent Variables	Emotional Exhaustion		Depersonalization		Decline In Personal Achievement		Work Performance	
	β	ΔR²	β	ΔR²	β	ΔR²	β	ΔR²
1.Demographic Variables		.033		,025		,029		,018
Gender	005		,014		.076		.007	
Marital Status	,074		,042		,014		.034	
Number of Tasks	-,11*		-,068		-,097*		-.055	
Education	.088		-,034		,011		.057	
ΔF	6,783*		3,781		4,092		3,239	
2. Cultural Intelligence		.221		.133		.179		.239
Metacognitive	-,181**		-,047		-,108*		.196**	
Cognitive	-,169**		-,058		-,113*		.178**	
Motivational	-,221**		-,121*		-,089		.233**	
Behavioral	-,246**		-,088		,115*		.257**	
ΔF	19,815**		11,361**		15,187**		26,938**	

Data obtained as a result of the research were analyzed with the SPSS 21.0 package program. Whether there are any significant differences between demographic characteristics and variables were examined with one-way analysis of variance (ANOVA) and t-test. It was found that individuals who had more than one chance to get employed abroad have higher cultural intelligence levels and lower burnout level than individuals who had been abroad only once. However, it is demonstrated that other demographic features do not differ significantly.

The medium and the standard deviation results of cultural intelligence, burnout, and job performance variables and the correlations between each of these variables are shown in Table 1.

Table-2: Hierarchical Regression Analysis Results of Sub dimensions of Cultural Intelligence Which Predicts Burnout Sub dimensions and Job performance

	Mean	S. Dev.	1	2	3	4	5	6	7	8
1. MetacognitiveCul. Int.	3,46	,89	(,77)							
2. Cognitive Cul. Int.	3,65	,83	,21**	(,79)						
3. Motivational Cul. Int.	3,70	,77	,37**	,33**	(,85)					
4. Behavioral Cul. Int.	3,92	,74	,34**	,24**	,35**	(,82)				
5. Emotional Exhaustion	2,36	,65	-,25**	-,21**	-,29**	-,33**	(,78)			
6. Depersonalization	2,08	,83	-,09	-,11	-,14*	-,15*	,47**	(,83)		
7. Decline in Personal Achievement	2,45	,91	-,18**	-,15*	-,08	-,16*	,41**	,27**	(,72)	
8. Job performance	4,15	,72	,28**	,26**	,33**	,41**	-,23**	-,11	-,29**	(,80)

** p< 0,01 ; * p< 0,05 , **Note:** Alfa reliability coefficients are shown in parenthesis.

It is found that while there is not a significant relationship between cultural intelligence and depersonalization—a sub dimension of burnout, cultural intelligence is negatively related to the other sub dimensions of burnout. All dimensions of the cultural intelligence are positively and significantly ($p<0.01$) related to job performance. The sub dimensions of burnout except depersonalization are negatively related to job performance.

Then, a hierarchical regression analysis was made to test the hypotheses and determine the power of cultural intelligence on burnout level and predictive power of job performance. In the regression analysis, to control the effects of the demographic factors, at the first step gender, marital status, duty status and educational level variables were included into the model. Then at the second level, independent variables were added into the model to determine their effects on the dependent variables. In the regression analysis, burnout sub dimensions and job performance were determined as dependent variables and cultural intelligence sub dimensions were determined as independent variables. Table 2 shows the results of the hierarchical regression analysis of demographic factors which predicts burnout sub dimensions and cultural intelligence dimensions..

As can be seen in Table-2, only the emotional exhaustion out of the burnout sub dimensions is significantly predicted by the demographic factors ($\Delta F=6.783$, $\Delta R2=0.033$, $p<0.05$). All the sub dimensions of the cultural intelligence significantly and negatively affect the emotional exhaustion. While motivational cultural intelligence negatively and significantly predicts the depersonalization ($\beta=-0.121$, $p<0.05$), it does not significantly predict the decline in the feeling about personal achievement ($\beta=-0.089$, $p>0.05$).Results also show that cultural intelligence predicts all sub dimensions of burnout. This means that those who have higher levels of cultural intelligence have lower levels of burnout. Also, these findings support H1 hypothesis and its sub hypotheses. The findings also support H2 hypothesis, none of its sub hypotheses except H2c (motivational) is supported. However, while H3 hypothesis is supported, its sub hypotheses except H3c (motivational) are not supported.

When we look at the effects of all the sub dimensions of cultural intelligence on job performance, we found that all the sub dimensions of cultural intelligence positively and significantly affect job performance. This finding indicates that those individuals who have higher levels of cultural intelligence have higher job performances, and thus it supports the H4 hypothesis and all its sub hypotheses.

VI.   Discussion And Conclusion

This research emphasizes the importance of cultural intelligence as one of the effective ways for the management of the cultural differences between individuals in an environment that increases social interactions between individuals and the globalizing world. Moreover, to examine the effects of cultural intelligence on the two important variables in the organizational behavior literature—burnout and job performance, we developed 4 main hypotheses and their sub hypotheses. We found that all the dimensions of the cultural intelligence negatively affect emotional exhaustion. However, while the motivational dimension of cultural intelligence negatively and significantly affects the depersonalization dimension of burnout, it does not significantly affect the decline in personal achievement. These results show that individuals who have higher levels of cultural intelligence, especially behavioral cultural intelligence, have lower levels of burnout. This is compatible with the previous studies(Faber, 2000; Tay et al. 2008; Ward et al. 2009; Stokes, 2013) that have focused on the relationship between cultural intelligence and burnout.

In addition, we found that cultural intelligence affects job performance. In other words, it can be asserted that all the sub dimensions of the cultural intelligence positively affect job performance of the individuals and those individuals who have higher levels of cultural intelligence level have higher job performance. This result is also comparable with the findings of the previous studies on this subject (Templeret al. 2006; Anget al. 2007; Deng& Gibson, 2008; Oolder et al. 2008; Groves&Feyerherm, 2011).

We argue that this research is important especially for the international organizations due to its valuable contributions to the organizational behavior literature. This research also contributes to the literature through its emphasis on the effects of cultural intelligence on individuals' burnout and job performance levels. In this regard, this study recommends that the human resources departments of the organizations should be careful while selecting employees for their international or multinational organizations. They should test potential employees' cultural intelligence levels and include training and practices to increase their cultural intelligence levels.

As a result of this study, we can make some suggestions for future research. In this context, future research can address cultural intelligence with different consecutive variables and with different sample groups. Moreover, the general evaluations can be made by using meta-analysis, which contains the previous studies about cultural intelligence. Despite its contributions, this study has some limitations that should be mentioned here. First, in order to prevent subjective answers, participants were not asked their nationalities. Second, their work positions (manager, employee) were not asked and they were treated as if they had the same status and working conditions. Future studies can enlarge this research through differentiating individuals by their social

status or social positions. Third, since this study is cross-sectional and was conducted in a certain time period, it is not possible to reach causality between variables used in this study. Therefore, a longitudinal study conducted in the future to the same individuals might provide causality and more reliable results between variables. The findings are restricted to the features of the participants due to the fact that they were selected from employees who served in the security sector in Kosovo for a certain period. Finally,since the findings of this study reflect only the participants' subjective evaluations, the common method variance and the social desirability limits should be considered while examining them.

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