

## ETHICAL LEADERSHIP AND EMPLOYEE RETENTION

<sup>1</sup>Victor Barinua Ph.D, <sup>2</sup>Douglas Waripamo, <sup>3</sup>Igbedion Odosamawen Progress and <sup>4</sup>Aduba Okilo  
<sup>1,2,3&4</sup>Department of management, Faculty of Management Science  
Ignatius Ajuru University of Education, Port Harcourt Rivers State, Nigeria

Email: waripamodouglas@gmail.com, [odosa.igbedion@gmail.com](mailto:odosa.igbedion@gmail.com), [fredojonesaduba@gmail.com](mailto:fredojonesaduba@gmail.com)

### ABSTRACT

*In the competitive world business atmosphere, there has been raised interest within the ethical behavior of leaders. Leaders, if moral bring tremendous business impacts and worker retention. In distinction, if the moral ways of the leading organization isn't practiced it spoils the full image of the business and makes employees' to be discontented. That's why ethical leadership ought to be a priority for today's organizations not just for higher structure performance however conjointly to retain workers to sustain competitive advantage. Retention of gifted worker is one in all the most important challenges baby-faced by the organizations nowadays attributable to robust competition, worker has several choices accessible, if one worker rapt from the organization, it should be serious loss in terms of price, talent for the organization. Employee retention is useful for the business also because the worker. Workers today are different. When they get dissatisfied, they move to other organizations. Employee Retention refers to the flexibility of the organization to retain its workers and it's rising as an enormous challenge to organizations. Organization culture, pay and remuneration, flexibility and job satisfaction extremely influence the retention rate for any company. The paper examines the construct of ethical leadership and worker retention. Ethical leaders have faith in long-run consequences, drawbacks and edges of the choices they create within the organization. The ready analysis work may be a descriptive study in nature. The secondary data are collected from totally different scholars' and researchers' printed books, articles printed in numerous journals, periodicals, conference paper, operating paper and web site that examine literature within the space of "Ethical leadership and worker retention". I will be able to so suggest that sensible hiring is crucial, the person to be designated ought to be fit to the job as well to the organization's culture, and it's vital to stay in mind the qualification, skills and knowledge, diligence, perspective needed for the work ethical leaders ought to determine the coaching and giving appropriate training to the employees.*

**Keywords:** *Ethical leadership, character, leader-follower relations, ethical culture, employee retention, factors, strategies*

### INTRODUCTION

These days, the ethical behavior of leaders is always at the forefront of people's minds. Ethics and integrity, according to Ciulla (1998), are at the heart of leadership and should be treated seriously for the business's success and long-term survival. Leaders' ethical behavior is given careful consideration across the board. The biggest headlines in today's news are articles regarding corporate greed and responsibilities. Business ethics scandals have raised serious concerns about the role of leadership in ethical behavior. Many times, the cutthroat competitive business atmosphere forces senior executives of corporate companies to be insensitive to people and planet and seek just profit and success through any means possible. For the goal of maximizing profits at all costs, they will defy the law, violate rules and regulations, hurt the environment, and harm stakeholders, tarnishing their image as responsible corporate citizens. In this tumultuous business climate, the answer to all of these problems in restoring calm and equilibrium is a shift toward ethical leadership. Employees should look to their boss for ethical advice. The time has come to make ethical leadership a focal point of leadership discussions and development programs. It is leadership that distinguishes good companies from great companies, and it is a critical component of effective leadership. Ethical leadership focuses on influencing followers to do the right thing.

Ethical leadership means knowing your core values and having the courage to live them in all areas of your life in the service of the common good.

Ethical managers set high ethical standards and act accordingly. They influence the ethical values of the organization through their behavior. They are humble, they care for the common good, they fight for justice, they take responsibility and they show respect for each individual. Managers serve their followers as role models and show them the behavioral limits that are set within an organization. You are perceived as honest, trustworthy, courageous, and upright. The more the leader "leads by example" by putting internalized values into practice, the more trust and respect he generates in his followers. The ethical dimension of leadership represents a small component that falls into the nexus of inspiring, stimulating and visionary leadership behaviors that make up transformative and charismatic leadership. Ethical leadership is defined as the demonstration of appropriate behavior from the normative point of view through personal actions and interpersonal relationships and the promotion of such behavior in followers through communication, reinforcement and mutual decision-making " (Brown, Trevino and Harrison, 2005).

Rather, Cumbo (2009) focuses on the leader when defining ethical leadership. A manager is considered ethical when internal virtues determine the manager's decision-making process. Followers are simply the beneficiaries of a leader leading a virtuous life. A manager is not motivated to influence others, but lives up to his own strengths. The author points out that virtues increase when the leader shows imagination, compassion, empathy, and judgment. Ethical leadership is not about a process, but about a way of being and making the right decision (Darcy, 2010).

Talent management in global organizations is more complex than in a national business scenario. The talent or ability to keep the employee in an organization is known as employee retention. Every business faces some challenges to survive in a dynamic and competitive environment. One of the biggest challenges is successfully retaining employees over the long term. Every citizen has the right to liberty according to our Nigerian Constitution. From an organizational point of view, every employee has the right, depending on their comfort level and taking into account other factors such as remuneration, work environment, remuneration, benefits, professional development, recognition, training and development, etc.

Some companies have identified the issues behind employee turnover and the ability to retain talent by addressing the factors that affect it. The need to retain the employee is that the organization has incurred the cost of recruiting and invested a lot of money in each and every employee to provide training to tailor it to the organization and improve employee efficiency, so obviously it is the expectation of the organization to use the results of the training for their development. To address the problem of employee turnover, ethical leaders in organizations develop guidelines regarding recruitment, selection, induction, training and development, compensation and benefits, workplace design, workplace evaluation, and salary standards, etc., which in turn helps employees bond for the long haul. The long-term health and success of any organization depends on the retention of key employees. Customer satisfaction, organizational performance in terms of increased sales, satisfied colleagues and informative staff, effective succession planning, etc., are highly dependent on the ability of ethical leaders to retain the best people in any organization. . Encouraging employees to stay with the company for a longer period of time can be called employee retention. It is a process of encouraging employees to stay with the organization for the maximum amount of time or until the project is completed.

## **REVIEW OF RELATED LITERATURE**

### **ETHICAL LEADERSHIP**

It is the moral principles and integrity of the leader that influence and uphold the legitimacy and credibility of the vision. Without ethical leadership, the organization is a soulless structure. When the integrity of leaders is in doubt, the vision of leaders, no matter how noble, well crafted, and articulated, by skeptical followers loses its strength and is unable to induce them to work toward

its realization. Ethical leadership exists in the organization when moral intentions and principles flow and guide the manager's actions to achieve the vision.

Such observations have led to a growing awareness today that the leaders of organizations must be more sensitive to their moral obligations to society at large, which includes all its stakeholders, consumers, employees, suppliers, governments, local communities, etc. Likewise, the *raison d'être* of leadership in organizations, which is reflected in the design of organizational structures and mechanisms, norms and activities, is to support something "good" and to be in harmony with "maximum excellence." It is the recognition of this responsibility that has led several large companies to formulate codes of ethics for their organizations with positions such as ethics officers, compliance officers, vice presidents of ethics, and employee representatives. The Code of Ethics can be an important reminder that individual employees, not the organization, practice ethical or unethical practices.

However, these ethical codes and structures should be more than just a "showcase". Much less should competitive advantage be the reason for the organization's code of ethics.

The code of ethics of an organization establishes ethical principles that should govern the decisions and behaviors of a manager so that the manager can fulfill the mission of improving the moral climate of the organization. For this, the leader must develop morally as a person and also support the moral development of the followers. This is possible when business leaders focus their attention on three aspects of organizational ethics: developing the leader as a moral person; the development of a moral environment in the organization; and promoting and fostering activities that ... plan a path to economic and ethical performance and set guardrails to keep corporate travelers on the right track.

It is not enough for business leaders to be smart, hard-working, and competent in their technical field, because research has shown that despite these admirable qualities, leaders are ineffective if they lack ethical qualities and are viewed as "arrogant, vindictive, untrustworthy, selfish, emotional "being perceived as compulsive, overcontrolling, insensitive, aggressive ..."

In addition to the ethical qualities of leaders, the moral environment of the organization is equally important for leaders to be effective. The nature of an organization's moral environment depends on the moral caliber of its members.

However, the moral caliber of an organization's members is largely determined by those in leadership positions. They contribute directly to strengthening or destroying the ethical structure of the organization. When people in leadership positions compromise their moral values, they do more than just physical harm. Their cruel neglect or compromise of moral values tends to create an atmosphere of moral cynicism that, like cancer, attacks the moral health of the organization. The role of an ethical leader has always been accompanied by a great and burdensome responsibility. In the modern world, this role poses formidable and unique challenges due to fundamental change in organizational norms and values.

These approaches are based on the emphasis on the right of the individual to achieve her goals in life in any form and manner, regardless of their own duties and obligations to others. This focus on oneself is an ... extreme expression of individualistic psychology first created by a frontier society and now supported and corrupted by consumerism.

There is an absolute and urgent need for moral leadership in organizations and in society if we are to truly achieve the common goal of human well-being on a personal, organizational, and social level.

### **Three Dimensions of Ethical Leadership**

How can we judge leadership in an organization as ethical or unethical? To answer this question, it is necessary to specify what we mean by the terms "leadership" and "ethical". The term "leadership" refers to a set of behaviors or role actions of a person who assumes the leadership role in an organization, either through a formal appointment or through the informal election of members of the organization. The term also implies the type of influencing process the leader uses

to change the values, beliefs, and behavior of her followers. Therefore, leadership can be seen from two perspectives: first, as a set of role behaviors to achieve the task and maintain cohesion in the organization; and secondly as a process of influence, d. H. a set of strategies and tactics to influence the values, beliefs and behavior of followers in order to achieve the objectives of the company.

The term "ethical" implies what is morally good, what is considered morally correct, as opposed to what is legally or procedurally correct. According to Thomas Aquinas, the ethical motive for an action must be judged on the basis of three factors: the objective action itself, the subjective motive of the actor, and the context in which the action is carried out. To be ethical, the doer must objectively perform good or virtuous acts rather than bad acts or vices. The actor must also have good intentions, without which an objectively good act cannot be considered ethical.

For example, making a charitable donation to avoid income tax affects the moral goodness of the act. In addition, the context or situation in which the action is being carried out must also be taken into account.

Making a charitable donation to defend one's country against foreign aggression may be ethically justified, but a similar act to support terrorist organizations in peacetime is morally wrong. Therefore, to ethically justify leadership actions, they must be correct in all three factors: objective action, motive, and context.

Leaders are responsible for the moral climate of the organization, which in fact reflects the moral development of both the leader and the followers. The moral development of the leader is the result of the formation of character through the practice of virtue in private and public life. The leader can facilitate the moral development of followers by using morally appropriate influencing strategies and tactics that are motivated and guided by moral intention. Therefore, ethical leadership manifests itself in three dimensions: the manager's motives; leadership influence strategies; and the formation of the character of the leader. Ethical leaders strive to operate with an altruistic intent; they utilize empowering rather than control strategies to influence followers; and they endeavour to cultivate virtues and abstain from vices in order to build up their own inner strength.

### **Leader's Motives for Action**

The main motive of ethical leadership is the altruistic intention of the leader as opposed to the selfish intention. Managers are only really effective if they are motivated by concern for others, if their actions are invariably guided primarily by criteria of benefit to others, even if this is associated with the costs of the basic expectation that the manager directs and guides the organization towards goals and objectives. Objectives that benefit it and its members, as well as society as a whole. Only within the framework of such benefit are the manager's efforts and strategies in the areas of organizational planning, control and coordination of followers' activities justified and given meaning and importance. Since the "other", that is, the members of the organization and society as a whole, is the *raison d'être* of the manager's efforts, the altruistic motive logically becomes the only morally justifiable motive for the role's behavior. from the manager. Thus, leadership effectiveness is ensured only through altruistic acts that reflect the manager's tireless desire and concern to help others, despite the associated risk of personal costs.

The altruistic motive to help others is an acquired motive that develops through early education and socialization. The influence of family, educational and religious institutions leads to the formation of personal, internalized norms or moral codes of reciprocity and social responsibility. The norm of reciprocity dictates that we do good to those who have done us good ”.

This standard generally applies in situations where leaders interact with their peers or with those with greater resources. However, when executives deal with subordinates who cannot reciprocate, the internal moral code of social responsibility must be invoked. The norm of social responsibility refers to an internalized belief in the moral obligation to help others without taking into account any future personal benefit of them. Such internalized beliefs about social and moral obligations

form the basis of an altruistic motive in executives, which in turn encourages their altruistic behavior. Leaders' altruistic concern can manifest itself in two main ways.

First, leaders can combine this with a concern for their own interest. In such a case, the resulting behavior can be characterized as utilitarian or mutual altruism. The motivational basis for utilitarian altruism is the expectation that compulsory behavior will lead to mutually beneficial consequences.

The second manifestation is that the leader's concern for helping others is evoked without regard to self-interest, and even when that concern negatively affects the leader's self-interest; it involves significant personal sacrifice or inconvenience.

This behavior can be categorized as real or moral altruism. The main motivational force underlying moral altruism are internalized norms of social responsibility, or moral imperatives. "Moral philosophers can argue about different normative theories of ethics or morality, but it cannot be denied that the values that govern the choice of" others before "me" or "others before me", 'moral altruism' are universal and are part of the heritage of all cultures.

Despite the generally accepted high value of moral altruism as a motive for effective leadership, its pivotal role in discussions of moral and ethical issues in leadership is often ignored. Instead, it has been suggested that effective leadership is motivated by other needs, such as belonging, power and achievement. A closer look at the phenomenon of leadership reveals that these needs explain the basis for effective leadership only insofar as they are a manifestation of the general altruistic need.

In other words, directive behavior is ineffective when one or more of these needs guides it on its own, regardless of altruism. On the other hand, directive behavior motivated by these other needs is effective only to the extent that the nature of that motivation becomes an effective manifestation or expression of altruism.

### **Altruism and the Affiliation Motive**

Executives who have a strong need to bond highly value a warm and friendly relationship with their followers and therefore go to great lengths to respond to their followers' feelings and accommodate their desires. These characteristics of the need to belong suggest a concern for others and therefore appear to be compatible with the characteristics of the altruistic motive. Boyatzis, however, has identified two manifestations of the need for membership: "Membership Guarantee" and "Membership Interest". Executives who value "trust of belonging" emphasize relationships that are triggered by their deep sense of personal insecurity, leading them to behave inappropriately and inappropriately for the demands of the situation. For example, these leaders are reluctant to give their subordinates negative feedback and willingly give in to their unreasonable and unwarranted requests simply because they do not want to attract their displeasure.

Dysfunctional behavior of executives motivated by membership security results in low morale among followers. His followers feel "weak, irresponsible and without a sense of what could happen next or even what they should do."

On the other hand, executives with high "affiliative interest" emphasize relationships in a way that is tailored to the needs of the organization.

Shared interest stems from executives realizing that uncertainty in addressing problems must be reduced by sharing information. A manager's affiliative interest manifests itself in helpful but task-oriented interventions that display a high degree of "interpersonal competence." Such leaders refer to members of the organization with full recognition that these people have ideas and resources and are partners in problem solving and related activities necessary to achieve the objectives of the task.

As a result, feelings of support permeate interpersonal relationships motivated by affiliative interest. Therefore, it is evident that executives who have a high degree of belonging security behave selfishly, which is incompatible with moral altruism. On the other hand, the motivation of executives in organizations with high affiliative interests is consistent with and leads to the motivation underlying moral altruism.

### **Altruism and Power Motive**

When talking about a leader, the term that immediately comes up is "power." It is indisputable that the motivation for power or the high need for power has driven so many executives. Power gets a very bad press, especially in a democracy, but it is an inevitable fact that a leader needs power to influence others. Similar to the belonging motivation, there are two types of power motivation. In the first case, the leader is motivated by the power of self-improvement; in the other, the leader is motivated by power to serve the purpose of the institution. The first is known as the personal need for power, the second as the institutional need for power.

Power-hungry executives are preoccupied with their own interests and concerns, even at the expense of the well-being and effectiveness of the organization. When power is wielded in this way, leaders demand and expect that the loyalty and efforts of their followers will be directed toward the achievement of their personal goals. Such leaders tend to depend on the formal authority or power derived from their position or office. Consequently, they do not hesitate to use the resources associated with their position, ie, using the "carrot stick" approach to create following.

Executives' personal need for power appears to be based on a deep-seated sense of personal insecurity, manifested in dictatorial behavior and defensive feelings in relation to their followers. Insensitive to the needs of their followers, these leaders expect the unconditional obedience of the followers and the observance of their authority and decisions. Its members. Such leaders subordinate their personal or self-interest to that of the organization's mission, which then becomes the sole reason for their desire to influence and control others. Executives with high institutional power motivation value order, discipline, and task structure, primarily to ensure that the organization's goals are achieved.

Although the study of ethical leadership is becoming increasingly important, scientific research in this area has still been limited. Much has been written about ethics and leadership from a normative or philosophical perspective and it has been suggested what leaders should do. A descriptive and predictive social science approach to ethics and leadership is required to explore the fundamental concept of ethical leadership. Different authors try to correctly identify ethical leadership. Greenleaf (1977), who proposed the theory of servant leadership, states: Service to followers is the primary responsibility of leaders and the essence of ethical leadership. Frank (2002) affirms that transformative leadership is the external display of ethical leadership. Studies on the ethical dimension of leadership were mainly integrated into the domains of transformative and charismatic leadership (Bass and Avolio, 2000).

### **INDIVIDUAL CHARACTERISTICS AND ETHICAL LEADERSHIP**

Individual leadership characteristics are also likely to be associated with ethical leadership. Ethical leaders are characterized by being honest, caring and principled individuals who make fair and balanced decisions. Ethical leaders also often communicate with their followers about ethics, setting clear ethical standards and employing rewards and sanctions to ensure those standards are followed. After all, ethical leaders don't just speak a good game, they practice what they preach and are proactive role models of ethical behavior. King (2008) looked at numerous managers across industries and found eight common ethical values that are shared by all. The author found that ethical leadership generally manifests itself through honesty, loyalty, determination, benevolence, and social justice, strength of character, humility, and patience. These principles can be learned, but ultimately they come from a religious belief or basis. The author found that those who incorporated faith into their workplace were more likely to be viewed as ethical leaders. Hence, the author defends that ethics arises from a place of belief. Observers have long believed that personal traits like integrity are important in perceiving leadership effectiveness, and research has confirmed this. For example, survey research has linked executives' perceived effectiveness to the executive's perception of honesty, integrity, and trustworthiness (Den Hartog et al., 1999; Kirkpatrick and Locke, 1991; Kouzes and Posner, 1993; Posner and Schmidt, 1992). . And cognitive

confidence (the exercise of care at work, professionalism and reliability; McAllister, 1995) has also been associated with effective leadership styles (Dirks and Ferrin, 2002).

On the basis of this work, Treviño et al. (2000, 2003) conducted an exploratory research and found that a series of personal characteristics were related to ethical leadership. Ethical leaders were considered honest and trustworthy. Furthermore, ethical leaders were seen as just and principled decision makers who care about people and society in general and who behave ethically in their personal and professional lives. The researchers characterized this as the moral personality aspect of ethical leadership, representing the observers' perceptions of the manager's personal traits, character, and altruistic motivation. But the study also revealed another important aspect of ethical leadership that Treviño and his colleagues identified as the moral managerial dimension. This aspect of ethical leadership represents the leader's proactive efforts to influence the ethical and unethical behavior of followers. Moral managers make ethics an explicit part of their leadership agenda by communicating a message of ethics and values, by establishing a visible and conscientious role model for ethical behavior, and by utilizing the & # 40; reward system. Reward and discipline & # 41; Hold supporters accountable for their ethical behavior. Such explicit behavior helps the ethical leader to turn ethics into a leadership message that attracts the attention of followers by standing out as social against an organizational background that is, at best, ethically neutral (Treviño et al., 2000, 2003).

According to social learning theory, leaders must be attractive and credible role models in order for their followers to see them as ethical leaders. Social learning theory helps explain why and how ethical leaders influence their followers. Social learning theory (Bandura, 1977, 1986) is based on the idea that individuals learn by paying attention to and imitating the attitudes, values and behaviors of attractive and credible models.

Most people look for ethical guidelines outside of themselves (Kohlberg, 1969; Treviño, 1986). Ethical leaders are likely to provide guidance, as their attractiveness and credibility as role models draw attention to their modeled behavior. Power and status are two characteristics of models that make models more attractive (Bandura, 1986), making followers more likely to pay attention to the modeling behavior of ethical leaders.

### **Employee Retention**

Hom and Griffeth (1995) described in a study that the process of encouraging employees to stay for a longer period of time or until the project is completed is called retention. Wysocki, B (1997) noted the opinion of "Gesellschaft für Personalmanagement" that employee retention is the hottest topic in the current scenario. Drucker (1999) stated that voluntary dismissal of employees is a potential retention problem. In discussing rotation, Trip, R. noted that voluntary rotation is a significant challenge for many organizations. The turnover can i. voluntarily or involuntarily and ii. functional or dysfunctional. Voluntary turnover refers to the voluntary departure of an employee from an organization, ie. the employee himself decides to leave the organization. In case of involuntary fluctuation, the employer will expel the employee, i. H. the employee leaves the organization involuntarily. This may be due to poor performance, conflict, or arbitrary employment. When an underperforming employee leaves the company, this is known as functional turnover. When a high-performing worker leaves the company, there is talk of a dysfunctional fluctuation that generates costs for the company. Terence et al. (2001) found that there are many reasons for an employee to leave voluntarily. Some may be personal in nature and others may be influenced by organizational factors. Personal reasons such as family situation, professional development and attractive job offers, etc.

Organizational factors include lack of promotion, unfair treatment between employees and discrepancy between personal values and company values, etc. Overall turnover is a major problem for both the organization and the individual. Furthermore, it is clearly discussed that the occurrence

of an expected or unexpected shock leads to serious thoughts (i.e. intention) to leave. Shocks can be positive, negative, or neutral. Positive like alternative job offers, pregnancy, etc. Negative like saying goodbye to friends, poor performance evaluation, etc. and neutral such as moving the spouse, change of management, etc. Maqsood Haider et al. (2005) conducted a study in the telecommunications sector and found that the competition to find and retain talent is increasingly fierce, and they argued that effective human resource practices by employees show a positive and direct correlation with the employee retention. It is also analyzed that culture and pay have a positive influence; Education and training have a negative effect on employee loyalty.

Abeysekera (2007) evaluated HR practices in a study, such as realistic information about the workplace, job analysis, work-life balance and career opportunities, support and compensation of supervisors and their effects on the intention of employees leaving the company. The fact that compensation and job analysis had positive effects on employee turnover. Holtom et al. (2008) argued in this study that the factors that induce employees to stay and leave are different. Hay Group (2009) found that employee engagement includes components such as commitment and discretionary efforts.

The commitment refers to the investment of the employee with an organization and intention to continue. In this case, it is extremely important that the employer / administration must understand the real value of their employees and the reasons for the search or what they expect in the current current work, which would help keep the talents.

This study examines employee values rather than external factors that affect employees, whether they stay or leave. In other words, this study focused on the internal factors that make employees stay or leave. Chitra Devi and Latha (2011) conducted a study on employee retention in the IT sector. The main objective of the investigation is to find out why employees migrate from one company to another; H. Discuss the reasons for migration and the benefits of retention. A discriminatory analytical tool was used and it was found that the sector should focus on salary, job satisfaction and job security, as these were some of the important tools used in employee retention. Tripathi et al. (2011) tried to address the problems of professional institutions, i. This study proposed an analysis of private and government institutions in terms of levels of job satisfaction, seniority, work environment, working hours, job changes and their reasons, teacher loyalty and seniority, and loyalty tools. Dissatisfaction with salary, lack of professional opportunities, uncomfortable work environment, unsafe work, loyalty are the factors that determine the attitude of the faculties towards their institutions. The study identified the reasons for leaving college in an existing occupation and what prompted them to remain in their current occupation. Sadaf Zahra et al. (2013) conducted a study in Pakistani universities and found that compensation, supervisor support, and work life policies are some of the key factors in employee turnover, and are highly regarded by employees compared to recognition and benefits.

It is concluded that the least flexibility and the great workload affect family life. He has identified the employee's intention of sales through eight factors as he identified. Small learning opportunities.

In their study, supervision and leadership are examined more closely and factors such as organizational culture, autonomy, and training and development are explored less. Furthermore, the scope of further investigation is also indicated in the conclusion, which may be done by employee category in the future.

Vijayalakshmi V (2012) tried to analyze the factors influencing employee retention in the automotive industry in India. The objectives of the study are i. Investigation of employee retention practices in the automotive industry ii. Determination of the overall satisfaction of employees with the culture of the work environment iii. Investigation of training and higher education opportunities

offered and their effectiveness iv. Analyze the compensation factors. The tools used in this study are chi-square analysis, regression analysis, Mann-Whitney test, Kruskal-Wallis test, and analysis of variance. In this study, retention management was discussed from a global perspective as follows: "Includes competitive salary, work-life balance, training, determination of employee performance through semi-annual reviews, holding events, for example, with the aim of recruiting employees to motivate better performance. These are all factors that are considered by both employers and employees around the world. Also, companies are advised to take some of the measures. First, it is important to pay attention to the evaluation and reward of executives. Second, it's about conducting regular interviews with a focus on retention.

The connecting factor behind these strategies is HR managers and their role is very important in linking employees with organizations. "Furthermore, retention management is analyzed from an Indian perspective:" Strategies as a better environment of work, good remuneration, that is, monetary and non-monetary and flexible working hours, good relationships with supervisors and subordinates, training and development expenses that can improve the learning environment are taken into account in retention of employees in any company in a current scenario. Additionally, management support leads to promoting corporate culture and strengthening employees leads to job satisfaction, which in turn increases employee loyalty. From an Indian perspective, better communication between superiors and subordinates, as well as opportunities for growth and additional training, have a high preference and an improvement in monetary advantages also leads to better employee loyalty.

#### **Recruitment and Retention:**

Frankeiss (2008), discusses in this study that policies and practices for talent management, recruitment and retention policy can play an important role in reducing wear rates.

#### **Factors affecting Employee Retention**

Fitzenz (1990) recognized that there is no single factor that influences employee retention, but there are a variety of factors that are responsible for keeping employees in an organization. Management should pay attention to factors such as pay and reward, job security, training and development, supportive culture of supervisors, work environment and organizational fairness, etc. According to Osteraker (1999), employee satisfaction and retention are the key factors for the success of an organization. The retention factor can be divided into three main dimensions, namely H. social, mental and physical. The mental dimension of attachment consists of job characteristics, employees always prefer flexible work tasks where they can use their knowledge and see the results of their efforts, which in turn helps to preserve valuable resources. The social dimension consists of the contacts that employees have with other people, both internally and externally. The physical dimension consists of working conditions and salary. Stein (2000), Clarke (2001), Parker, and Wright (2001) rightly stated that organizations must use a wide range of human resource management factors to influence employee engagement and retention. Walker (2001) identified seven factors that can promote employee loyalty: (i) remuneration and appreciation for work performed, (ii) provision of challenging work, (iii) opportunities for advancement and learning, (iv) welcoming environment within organization, (v) positive peer relationships, (vi) a healthy work-life balance, and (viii) good communication.

Together, they propose a series of rules and practices in the workplace that could be seen as an incentive for employee engagement. Kehr (2004) divided retention factors into three variables: power, achievement, and belonging. Domination and social control represent power. When personal performance exceeds established standards, it represents achievement, and belonging refers to social relationships that are built and intensified. Hytter (2007) found that factors such as personal premises of loyalty, trust, commitment as well as identification and connection with the organization have a direct influence on employee loyalty. He also explained that workplace factors such as salary, leadership style, career opportunities, skills training, physical working

conditions, and work-life balance have an indirect impact. Pritchard (2007) found that training and development is one of the most important retention programs for retaining employees. Eva Kyndt, Filip Dochy et al., (2009) found in their study when examining employee loyalty that personal factors such as level of education, seniority, self-perceived leadership qualities and learning attitudes, and organizational factors such as appreciation and Stimulation and work pressure are important for highly relevant employee loyalty.

### **Development opportunities and Retention**

One of the most important factors in retention is development opportunities. The following research has focused primarily on development opportunities. Horwitz et al., (2003) investigated in a study that an important factor in retention is both personal and professional development and that advancement opportunities are the ones that increase employee engagement and, in turn, lead to employee retention. Illeris, (2003) emphasized the organizational learning strategy model through which the best employee learning actually takes place in the work environment. Kroon (2013) found that development opportunities can improve employee engagement to retain them in companies.

### **Compensation and Retention**

There are many studies that have examined the relationship between compensation and deductibles. Some studies have a positive impact of salary on employee retention, while others do not. Tremblay et al., (2006) in a study examined by a team of researchers, that performance-related compensation is an important factor in determining retention. Milkovich and Newman (2004) argued that monetary reward is an essential factor in retaining the employee. Hytter (2007) concluded in a study that there is a connection between reward and retention. Some studies have had some negative effects on deductible payments. Hausknecht et al. (2009) found in a study that compensation and benefits contribute to retention. Daniel Esemé Gberville (2010) conducted a study among Nigerian officials and concluded that it is necessary to establish adequate incentives to retain talented employees for their performance. Pitts et al., (2011) found that compensation predicts employee turnover. Onyango (2014) found the positive correlation between direct and indirect financial rewards and employee retention.

### **Work Environment and Retention:**

Horwitz (2003) observed in this study that a pleasant work environment is a factor conducive to retention. Ellet et al., (2007) found that flexibility plays an important role in employee retention. Abrams et al. (2008) put more emphasis on the work environment in which it is possible to learn and work in an organization. Tiwari (2012) suggested that in a competitive environment, companies employ different strategies that are systematically linked to HR practices to improve the work environment.

### **Leadership and Retention:**

Many studies find that leadership style has a greater impact on employee retention in organizations. Mc Neese and Smith (1995) found in a study that the attitude of managers also influences the commitment of employees in organizations. Kaye and Jordan Evans (2002) highlighted that a good boss can influence employee loyalty in an organization. Budhiraja and Malhotra (2013) examined success / failure-based leadership styles in their study. When analyzing the leadership style and employee turnover, Alkhawaja and Arwa (2017) found that the increase in turnover is due to an unbalanced treatment of employees with high levels of motivation and organizational effectiveness.

### **Training and Retention**

Bassi and Van Buren (1999) found in this study that competence and professional development are the main factors for employee loyalty acquired through training. Investing money in training

is not a cost, it adds value and an organization's strategy is reflected in training for growth and survival. Deery (2008) suggested that one of the ways to improve retention and engagement is to provide employees with on-the-job training opportunities. Sarah Leidner et al., (2013) this study highlights that HR practices play an important role in fostering employee engagement with the organization. This study found that better employee training leads to employee loyalty.

### **Job Satisfaction and Retention**

Davy et al. (1991) clearly demonstrated the relationship between job security, job satisfaction and job retention and emphasized that the consequences of job insecurity lead to job dissatisfaction. Abraham (1994), when comparing teaching effectiveness, shows that the faculties with high and medium satisfaction were more effective than the faculties with low job satisfaction. Koh and Goh (1995) highlighted the significant factors influencing turnover intentions, namely job satisfaction in relation to career growth, company identity, and financial rewards, and the results showed that higher satisfaction about These factors led to lower turnover intentions. Vijaya Mani (2010) used a scorecard in a study to analyze job satisfaction and employee motivation. It turns out that it is difficult for the employer to keep employees informed at the company when employees are dissatisfied. Noltemeyer and Patrick (2014) show in this study that there are certain responsibilities that are responsible for job satisfaction. These are responsibility, work, good supervisors, and employee recognition.

### **Performance appraisals and Retention**

Both employer and employee benefit from performance appraisal. Helps employees identify their strengths and weaknesses. It also helps to identify the performance gap between the actual standard and the established one. It helps both the individual and the organization you are in. Employee efficiency can be improved based on performance feedback. Performance appraisal helps increase monetary (salary) and non-monetary benefits such as rewards, recognition, professional development, management support, etc. Jonathan P. et al. (2011) found that this "extra" is necessary to motivate employees to stay.

### **Work-life balance and Retention**

Work-life balance is one of the factors in employee retention. In this study, Hyman and Summers (2004) found that work that interfered with employees' private lives was emotionally draining and generated high levels of stress among employees. In this study, Noor and Maad (2008) showed that satisfaction with work-life balance leads to low fluctuation intentions. Deery (2008) suggested some retention strategies that help to reconcile personal and professional life, for example, (i) flexible work hours, (ii) flexible work arrangements, (iii) provision of adequate resources (iv). More training opportunities, V. adequate workload, (vi) provide adequate breaks in a day. (vii). Permission to take vacations, d. H. Professional leave and sabbatical leave, etc., (viii). Reward the employee, (ix). Invite employee families to employee functions, (x). Wellness opportunities and (xi) effective management practices. Shrotriya (2009) shows in this study that the balance between professional and private life increases the productivity and competence of employees, which in turn leads to commitment and satisfaction. Branch (2011) argued that to improve employee retention, promoting a good work-life balance is not the only way to retain employees, but also to have a good compensation structure in a competitive area, job opportunities, career and development and some other factors. to some extent influence him.

In addition, it is important to have a balance between personal and professional work that improves commitment to the organization.

### **Employee Commitment and Retention:**

All and greater (1990) found that in organizations, employees with strong / high compromises with an employee or weak / bad obligation to have low profancity of sales.

### **Employee Engagement and Retention:**

Mike Johnson (2004) described in his book "The New Rules of Engagement" that one of the biggest organizational struggles of the next 10 years is the organization's ability to work successfully with the employee business. Winning organization. This is the hot topic right now; H. in the 21st century, and almost every organization is trying to achieve this at their scale. Gemma Robertson Smith and Carl Markwick (2005) argued in the 2005 IES Engagement Survey that job satisfaction, a sense of appreciation and participation, equal opportunity, health and safety, comprehensive service, ethnicity, communication and collaboration are the drivers of employee engagement in companies. Hemsley and Fraser (2008) stated that higher employee engagement leads to lower employee turnover.

### **BASELINE THEORY**

Social learning theory is increasingly cited as an integral part of the sustainable management of natural resources and the promotion of desirable behavior changes. (Muro and Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Regardless, people develop similar behaviors by observing the behavior of others. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observation experiences are positive or include rewards related to the observed behavior. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura 1977).

SLT has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behavioral theories and cognitive learning theories, as it encompasses attention, memory, and motivation (Muro and Jeffrey 2008). However, in this sense, Bandura believes that direct reinforcement cannot be considered for all types of learning. Because of this, he added a social element to his theory, arguing that people can learn new information and behaviors by observing other people. Based on the elements of this theory, there are three general principles for learning from each other.

The principles of social learning are supposed to work the same way throughout life. Observational learning can take place at any age. To the extent that new influential and powerful models may appear that control resources in the life phase, new learning is always possible through the modeling process. (Newman B. M. and P. R., 2007).

Based on these general principles, you can learn without changing your behavior. In other words, behaviorists say that learning must be represented by permanent behavior change; While, on the contrary, social learning theorists say that their learning does not necessarily have to be reflected in performance because people can learn only through observation. (Bandura, 1965). Learning may or may not lead to behavior change. (Bandura, 2006b).

Bandura showed that cognition plays a role in learning and, over the past 30 years, social learning theory has become increasingly cognitive in its interpretation of human learning; These points are supported by (Newman B.M. & P.R, 2007).

### **Retention Strategies:**

John Mason (2008) conducted a research and concluded that retention strategies now-a-days are recognized as vital one in most of the industries. He listed out top ten retention strategies, these are as follows:

1. Treat employees like the way one treats his/her valuable clients.
2. Make the employee to fall in love with the company/organization where attached with.
3. Frame strong strategies for retention which ultimately brings recruitment advantages.
4. Right person for the right job.
5. Money is a driver but it is not the main reason for employees to stay.
6. To determine why employee, stay and leave, form employee committees.

7. Leadership style of the management.
8. Recognition
9. Fun in work teams
10. Competitive benefit packages.

Daniel Esemé Gberevbíe (2010) analysed the organizational retention strategies and employee performance in banking sector and resulted that suitable employee retention strategies help in achieving the goal of the organizations. The following strategies are recommendations in the study:

1. Employee must be encouraged by way of fair human treatment
2. Employees should be informed of on a regular basis the reasons for taking actions.
3. Implementation of policies and practices reflect how management has a view towards employees and how friendly the management is with the employees and it is the ability of the organization to keep up the promises and the integrity.
4. Regular salary package increases employee retention
5. Participation of employees in decision making process enhances retention.

Ananthan B.R and Sudheendra Rao L.N (2011) investigated the dynamics of retention towards practices and strategies in Multinational companies and Indian firms. It was revealed in the study that there was no differences observed in MNCs and Indian firms over retention strategies.

The study turned out that perception in the direction of the retention strategies in employees was significantly high, as the side of the administration. They classified three types of organizational context strategies (1) employment practices (2) and community and social issues (3) strategies related to the call of the company, excellent work environment, high quality leadership, people of quality, good communication and high ethics.

Tripathi et al. (2011) concluded within side the have a look at that retention techniques for schools no matter their degree of pay. It is mentioned that there are numerous steps ought to be taken to increase retention techniques. First step is evaluation of the prevailing state of affairs and degree the turnover charges in corporation. The 2d step is to create designations/positions in corporation e.g. Officer for Recruitment & Retention. The subsequent step is constructing a software for complete retention control which might offer a accurate information approximately what number of personnel are leaving and the motives their leaving and with out this correct information, the statistics at the back of leaving can't be observed out. Finally, corporations for you to hold personnel ought to behavior interviews and go out interviews.

Vijayalakshmi V (2012) mentioned within side the have a look at that personnel-the bases of a employer and subsequently human useful resource branch ought to attention on them via way of means of figuring out why personnel are voluntarily leaving in an corporation and what are all their wishes referring to their growth, training and private life. This method might create a high-quality effect in worker retention in corporations.

### **The Evolution of Ethical Leadership Concepts**

According to Palmer (2009), research on the normative side of leadership is relatively new and was triggered by the growing interest in ethics following the many ethical scandals, which are not just pragmatic, but ethical failures. 'Good' leadership practice is no longer regarded as 'successful' or 'effective' without possessing normative, responsible and ethical qualities. Following Doh and Stumpf (2005), research on leadership, business ethics, and CSR developed independently. Only recently, the business ethics field has begun to recognize that leadership could become a key element in advancing an ethical stance in business, Poff (2010) states. How the leader-follower relation could be improved by leading ethically became a research subject in its own right.

The foundations of 'ethical' leadership approaches root in studies examining traits of 'good' leaders (cf. Bass and Steidlmeier, 1999). Traits, however, result in leadership behavior; transformational

and behavioral leadership theory added further components of 'ethical' leaders. Before and in parallel to the emerging ethical leadership theory, qualities or traits of an ethical leader were described as being part of 'transactional', 'transformational', 'steward' or 'authentic' leadership approaches (Heres and Lasthuizen, 2012; Northouse, 2010; Yukl, 2010; Treviño, Brown and Hartman, 2003; Kanungo, 2001).

Kanungo (2001) assumes that leaders have a 'moral foundation'. He illustrates differences and similarities concerning ethical leadership characteristics by comparing leadership traits of transactional and transformational leadership theory. Both approaches to leadership have a common moral foundation, but different characteristics and styles; yet, according to Kanungo (2001), both styles act as 'ethical' leaders. While transactional leaders emphasize duty, purpose, and situational ethics, transformational leaders emphasize governed ethics, principles, duty, and universal values. Bass and Steidlmeier (1999) state that transformational leaders, driving change by vision, are moral, ethical and authentic. However, this is partly based on assumptions.

This can also be said for values-based leadership approaches. Developed by scholars like Avolio, Brown, Hartman, Kanungo, Treviño and Walumbwa, over time this approach changes the perspective from values-based perspectives of 'good' to defining 'ethical' leadership. This research field looks into the dimension of shared (corporate, cultural) values as well as personal values and cognitive moral development (Brown and Treviño, 2003; Prilleltensky, 2000; cf.

Northouse, 2013; Yukl, 2013). An early study directed against '*values-based*' approaches, drawing the focus to the problem that the surrounding context often contradicts good intentions is Szabo *et al.* (2001). Here, the focus is on 'close to action' concepts: on direct action and the choice of leaders who are influenced by situational and contextual factors, which can override 'intentional' or 'far from action' concepts like orientation on values, traits and motives.

Another research approach, authentic leadership, focuses on authenticity as the consistency between the true ethical intention and the actual behaviour of leaders. Authentic leaders follow ethical and moral dimensions, values, and purpose. While integrity is identified as a key dimension for (authentic) ethical leaders, self-awareness and development of others are also important (Brown and Treviño, 2006; Avolio and Gardner, 2005; Zhu, May and Avolio, 2004; cf. Northouse, 2013; Yukl, 2013).

However, actual leadership behaviour is often a result of an ethical dilemma. A true ethical, values-based or authentic intention is often hindered by circumstance and context. For an intention to become actual behaviour, moral cognition is required (Brown and Treviño, 2006; Treviño, Hartman and Brown, 2000). Behavioural leadership studies mention integrity, altruism, motivation of others, and encouragement as values which drive leadership behaviour (Pless and Maak, 2011; Mihelic, Lipicnik and Tekavcic, 2010; Martin *et al.* 2009; Den Hartog, 2009; Resick *et al.* 2006). This perspective is also shared with *steward and servant leadership* approaches (April, Kukard and Peters, 2013; Dierendonck, 2011; Piccolo *et al.* 2010; Toor and Ofori, 2009; cf. Northouse, 2013; Yukl, 2013). Again, operational context, corporate culture and the importance of role modeling are widely ignored in these studies.

In their behavioural leadership study, Mihelic, Lipicnik and Tekavcic (2010) conclude that ethical leadership is mostly concerned with the avoidance of unethical leadership. CSR also aims at avoiding unethical behaviour; however, it can be concluded that leadership behaviour is the factor more convincing to resolve ethical dilemmas, and leaders are a primary source of ethical guidance. According to Grojean *et al.* (2004), collective leadership behavior is the basis for organizational development (OD). Here, ethical leadership is based on values, sets examples and clear expectations of ethical conduct, provides feedback, develops people, appraises, acknowledges diversity, rewards appropriate behavior, trains and mentors. Other studies root in social exchange and learning theory and organizational development. According to Marsh (2013), ethical leadership can be learned from others, provided self reflexivity, mindfulness, self-reflection, observation, and dialogue exist.

Hansen *et al.* (2013) states that relationships with subordinates can be improved by exerting ethical leadership, also resulting in higher employee commitment. While learning from each other seems a vital influence on leadership behaviour, it remains unknown whether such behavior changes occur in reality, and how these affect culture. Such a learning environment requires a supporting corporate culture, an enabling leadership climate, role modeling, and that the organizational context can be controlled. While many organizations try to implement projects aimed at avoiding unethical behavior. Kacmar *et al.* (2011) add that ethical leadership behavior is sensitive to the specifics of gender and corporate politics. Social exchange in organizations is influenced by such corporate interventions and politics, resulting in flawed projects.

Ethical leadership requires moral agency and the autonomy to act, grounded in moral reasoning and cognition (Jordan *et al.* 2013; Wright and Quick, 2011). Piccolo *et al.* (2010) assume ethical leadership can drive the structuring of work and task significance; here, ethical leaders do not compromise ethical values for short-term gains, while improving task performance, ethical job design, corporate citizenship (CC) and autonomy. This seems unrealistic in operational environments, where short-term gains are discussed all the time, 'job design' is less developed, and autonomy is normally less given.

Mayer *et al.* (2012) conclude that ethical leadership is important to ensure ethical conduct; without stating this explicitly, the authors call for an ethical leadership culture. D'Amato and Roome (2009) introduce such a dimension of a 'leadership' culture; while this culture forms part of a corporate culture, it can be distinguished and is framed by the observable shared behaviors of leaders of all levels, the majority being middle managers and team leaders, not CEOs.

To sum up, ethical leadership research started from a research context looking at individual traits and virtues before becoming integrated into steward, authentic and transformational leadership research. Later studies turned to looking at social context and collective leadership behavior. The most recent focus is on how ethical leadership can change the organizational culture, or how it can be utilised for OD interventions (De Roeck *et al.*; 2014; Jondle, Ardichvili and Mitchell, 2014; Lee, Scandura and Sharif, 2014; Grojean, 2004). In parallel, CSR research is looking at how organizations can become more ethical and responsible, but concentrating on process and regulations, more or less completely ignoring the vital role leadership and middle managers play, particularly in determining or changing corporate culture.

Corporate ethical culture and climate are shaped by individual and collective ethical leadership behaviour, and, in a circle, ethical leadership is relying on a supportive culture and climate (De Roeck *et al.*; 2014; Jondle, Ardichvili and Mitchell, 2014; Lee, Scandura and Sharif, 2014; Kaptein, 2011).

How such a leadership culture is shaped and influenced and how such a culture supports ethical conduct and behavior remain central questions. There are several research gaps in the contributions. These concern mainly:

- the extent to which role modeling is an integral part of ethical leadership,
- the question of who exerts more ethical leadership impact in an organization, boards or middle managers,
- the extent to which organizational context influences ethical behavior,
- how ethical leadership concepts and processes can be embedded in organizations, and in consequence,
- how culture and climate could be changed for a successful implementation.

## **Ethical Leadership dimensions**

### **Leadership by Example**

The ethical leader has high expectations for themselves and others. They demonstrate unwavering commitment to their ideals by not just talking the talk, but walking the walk. Leaders also expect others to lead by example.

### **Values Awareness**

An ethical leader regularly promotes the high values and expectations they hold. By regularly communicating and discussing values, they ensure that there is consistent understanding and compliance across the company.

### **No Tolerance for Ethical Violations**

An ethical leader expects employees to do the right thing at all times, not just when it is convenient for them. They will not overlook or tolerate ethical violations.

### **DISCUSSIONS:**

Finding the right person for the right job is not just a big challenge; Keeping them up to date is another major challenge for HR professionals. There are no standard human resource practices in companies to keep and have engaged employees. From the reviews above, it can be seen that some studies have focused on internal factors and others on external factors that affect retention. Organizations also pursue strategies that depend on the nature of the business and the key role of the human resources department. Singh, S. et al. (2010) found in this study that exit interviews are very beneficial in determining the reasons for an employee's departure from a company, which in turn would reduce fluctuation and lead to an increase in employee loyalty. Several studies have shown many strategies and recommendations to keep the talented workforce to keep the workforce informed.

### **CONCLUSION:**

It is not enough for leaders to distinguish between morally good or evil motives or acts. Leaders must make efforts to habitually incorporate moral principles in their beliefs, values and behaviour. If ethical leadership is essentially transformational in nature, then it includes self transformation of both leaders and followers. Ethical leaders readily recognize that self-transformation ought to begin with one's self. In the context of ethical management, Blanchard and Peale offer inspiring and practical principles of ethical power. They are purpose, pride, patience, persistence and perspective. Leaders can tap these sources of ethical power as they go about their task of self-transformation. Managing the talents is a great challenge and to retain the best employees, framing of policies and practices is highly essential. At this juncture, it is necessary that strategies must be aligned with HR practices (i.e. recruitment and selection, training and development, performance appraisal and compensation). Any retention strategy without aligning these practices would definitely be ineffective. It is evidenced over these studies that organizations are framing various policies and strategies to retain the talents. To avoid poaching of employees, to compete with its competitors and to survive in dynamic environment, organizations have to concentrate on the factors on 'staying' for enhancing satisfaction and commitment to retain the talented workforce. By reviewing the research papers, this study brings a holistic approach to retain the talented and committed employees in organizations.

### **RECOMMENDATIONS**

The following are the suggestions put forth to retain employees after reviewing various research papers:

1. Smart hiring is essential because the person to be selected should be fit to the job as well to the organization's culture and it is very important to keep in mind the qualification, skills and experience, diligence, attitude required for the job.
2. The next important one is to focus on training and development. Identifying the training need and giving appropriate training to the employees make them to enhance their skills and motivate them to reach higher positions.
3. It is the foremost duty of the ethical leaders professionals to motivate, appreciate and recognize the work of the employees.

4. It is essential to conduct a survey to measure the satisfaction level of employees in organizations. The reason behind this is that this would help in understanding the satisfaction level of the employees and steps can be taken to improve the satisfaction level.
5. It is highly important to conduct exit interview to identify the reasons behind leaving of employees in organizations. This would help in strengthening the strategies for employee retention.
6. Mutual trust between the employer and employee must be created so as to bring a feel that employees are part of the organization and they are working not only for their benefit but also for the benefit of the organization and as well as for the benefit of the society.
7. HR managers can conduct surveys and interviews to identify the issue of employee job withdrawal. Apart from this observation can also be helpful in identifying such issue. This would be helpful to remove the negative aspects of job and increases the positive aspects.
8. To avoid monotony of work in some jobs, fun related activities, games, get together; stress management programs can be organized.
9. Work from home can be encouraged in organizations where there is no crèche facility which would boost the morale of the female employees.
10. There must be a balance between the employee's personal life and professional life i.e. work-life balance play a vital role in retention because this would bring peace to the employees. Flexi-timings can also be encouraged so as to improve work-life balance.
11. Equality and fairness treatment among the employees would create a sense that everyone is treated as one and the same i.e. there is no bias among the employees.

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