Emotional Intelligence and Turnover Intentions among Teaching Staff in Kenya's Private Universities

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Abstract

The objective of this study was to establish the relationship between emotional intelligence and turnover intentions among the teaching staff in Kenya's Private Universities. The study was anchored on the mixed theory of emotional intelligence. It focused on all 36 private universities in Kenya as listed by the Commission for university education as at June 2021. The research was guided by positivism philosophy and used cross-sectional survey design. A sample size of 364 teaching staff from Kenyan Private Universities was obtained through stratified proportionate random sampling. The researcher used a structured questionnaire to collect primary data for the study from 364 respondents. Quantitative data analysis was conducted using statistical package for the social sciences (SPSS) software and involved diagnostic tests, descriptive and inferential statistical analysis. The results revealed a weak positive and significant relationship between emotional intelligence and turnover intentions. The research recommends the leadership of private universities in Kenya to assess a candidate's emotional intelligence ability to build strong relationships among employees when employing the teaching staff. The study further recommends that employees in these institutions be trained on emotional intelligence aspects of Self-awareness, Self-regulation, Social-awareness and social management or social skills at institutional and personal level. This training should include all leaders at various levels such as vice chancellors, deputy vice chancellors' deans and non-academic leaders.

Keywords; *Emotional intelligence, turnover intentions, teaching staff, private universities, Kenya.*

1.0 Introduction

The concept of emotional intelligence has recently gained a lot of interest and popularity among scholars and practitioners. Consequently, they have emphasized that private universities in Kenya face various challenges including, dissatisfaction among teaching staff, financial issues, low student population, stiff competition as well as leadership challenges and a high turnover of skilled employees, especially the teaching staff (Kiplangat, 2017) They stress that these universities will have to manage the retention of their teaching staff in order to ensure that the quality of education is not compromised (Mutuma & Manase, 2013; Too, Chepchieng & Ochola, 2015).

The focus on private universities in Kenya has also been underscored by the fact that teaching staff in these institutions face more challenges and a higher turnover than those in public universities. There is therefore need to curb the high staff turnover of teaching staff in Kenyan private universities. Reducing high staff turnover of these staff will enable these organisations maintain quality education given the key role they play in the economy (Mutuma & Manase 2013; Too et al., 2015). Chopra (2016) documented that Emotional Intelligence is of interest in reducing turnover intentions of employees since it solves multiple problems at the work place and in so doing creates a healthy organisation which in turn reduces employee turnover. Scholars have approached the subject of reducing turnover intentions of teaching staff in private universities from different perspectives and contexts Mutuma & Manase, 2013; Too, Chepchieng & Ochola, 2015).

1.1 Emotional Intelligence

Emotional intelligence is termed as the ability to find, assess, and control the emotions of oneself, of others, and of groups. Emotions are very useful in helping one to gather information that helps them to discover and understand their social environment. Emotional intelligence makes relationships strong in the workplace (Saeed et al. 2014; Biwott, 2020). It can be learnt and developed throughout one's working life. Moreover, as found by the study of (Ntarangwe, Asatsa & Ndungu, 2021), not only can emotional intelligence be learnt, it increases with age as we go through life experience. The need to address causes of turnover intentions among teaching staff in private universities so as to reduce staff turnover cannot be over emphasised. Turnover intentions of teaching staff in universities are a challenge not just to these institutions but to the students and the employees themselves who are restless during the Job searching period (Kipchumba, Zhimin & Chelagat, 2013). As stated by Igabafe, (2016), while emotional intelligence seems to be an important option for addressing challenges facing teaching staff in universities, the topic is understudied. Hence the intention of this study was to assess how emotional intelligence could be utilised to bridge this gap in the context of private universities in Kenya.

1.1.2 Employee Turnover Intentions

Mutuma and Manase (2013) observe that there are varied reasons why employees resign from employment. They define employee turnover as the rotation of the workforce around the labour market between jobs, professions and organizations, amid the situations of employment and unemployment. Turnover occurs when employees leave an organization and are replaced by new ones. The concept of employee turnover emerged in the early 1980s. Prior to this period, there was little Job mobility and job change was voluntary (Taye 2021). Albaqami, (2016) explanations that organisations all over the world face the problem of turnover and take it seriously especially in this era of globalisation.

Organisations need to analyse the reasons why employees develop thoughts of leaving employment and thereafter come up with strategies to retain valuable employees by targeting and tackling the specific reasons why employees develop turnover intentions. This in turn can reduce costs associated with staff turnover and in so doing enhance an organisation's competitive advantage particularly with organisations that require a highly skilled labour force such as Universities (Armstrong, 2009). Arum *et al.,* (2013) observed that increase of universities in various parts of the world since the eighties have increased staff turnover and staff turnover intentions among university teaching staff since they now have more employment opportunities. These scholars further argue that the turnover of university teaching staff is made worse by the fact that skilled staff, especially PhD holders available to teach in universities is limited.

Additionally, they maintain that when faculty members resign, the quality of teaching in the faculty is negatively affected and the performance of students drops during the transition phase. (Arum *et al.,* 2013; Albaqami, 2016. Rathakrishnan, Imm, & Kok (2016) argue that the pressure on teaching staff due to numerous challenges that they face at work has led their performance to decline which has in turn impacted negatively on the quality of education This has led to turnover intentions and eventually turnover because teaching staff in universities are dissatisfied.

1.1.3 Private Universities in Kenya

Kenyan private universities experience more challenges than public universities (Kipchumba, Zhimin & Chelagat, 2013; Mwebi, Enose & Simatwa, 2013; Gudo, 2016). Key challenges include; difficulty in getting students who can afford to pay fees, hence low levels of finance since they rely mainly on tuition fee. Stiff competition from each other, from foreign universities and from well-established public universities especially as a result of module II programmes. Other challenges include stringent regulation by the Government. It is difficult to meet the strict CUE requirements. Inability to recruit and retain highly qualified staff because most have lower levels of salaries than public universities, low staff morale and overreliance on part-time staff (Bett, 2019). These challenges in turn create uncertainty among teaching staff and affect their commitment. This leads to demotivation, dissatisfaction and employee turnover intentions among teaching staff in Kenya's universities. Furthermore, some private universities are set up mainly to generate income and profit resulting in a clash of purpose unlike public universities (Kipchumba, Zhimin & Chelagat, 2013).

1.2 Statement of the Problem

According to CUE statistics report of 2018– 2019, the number of teaching staff in private universities reduced from 5222 in 2017- 2018 to 4085 in 2018 – 2019. On average, these private universities have 26% of the teaching staff while 74 % are in public Universities (Kande *et al*., 2016). In Kenyan Christian Universities, up to 55% of senior teaching staff as well as researchers separate from their employers to join other sectors two to three years after being recruited (Murage & Kanyua, 2016). Attrition of employees in private universities is mainly among the key staffs, who are high performers. A successful solution has not been put forward to assist the teaching staff cope (Igbafe, 2016). Previous research has shown that key possible causes of this problem include demotivation and dissatisfaction with salaries, research, professional/career development, promotions, and unattractiveness

of the academic career, leadership style and unsatisfactory working conditions of the teaching staff (Kamau & Mberia, 2012; Makinde & Adeoye, 2018; Bett, 2019).

Most studies cited by the researcher on the possible solutions to minimising turnover intentions among teaching staff in Kenyan private universities have studied the elements either in isolation, in a combination or from a different context and methodology. There are conceptual, contextual and methodological concerns that are still unresolved among the variables under study. The study by Igabafe, (2016) done in Nigeria used interviews to gather data of a small sample unlike the contemporary study which used a questionnaire to gather data of a large sample. Mwangi (2011) researched on Emotional intelligence, employee engagement and Kenyan public universities and did not address staff turnover intentions. Supriadi and Sefnedi (2017) did their research outside Kenya and they did not examine private universities. A study by Mamuli et al., (2017) on the influence of selection practices on academic staff retention in Universities in Kenya, used mixed method research design. A study was done in Kenya by (Bett, 2019) on whether or not Kenyan lecturers are motivated to teach as opposed to research. This study did not discuss emotional intelligence or employ turnover intentions.

1.3 Objective of the study
To establish the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's Private Universities.

2.0 Literature Review
2.1 Theoretical literature review
2.1.1 The Mixed Theory of Emotional Intelligence
The mixed theory of emotional intelligence that is described by Goleman was developed by improving on the theories that had been developed by other scholars over the years (Mwangi, 2011; Biwott, 2020). This theory is adapted from Goleman's emotional intelligence theory of performance (Igbafe, 2016). The mixed theory combines cognitive skills or brain-based skills with non-cognitive skills. Cognitive skills or brain-based skills centres on measuring mental skills to predict emotional intelligence. Therefore, this helps people to judge situations rationally with a variety of personality traits or non-cognitive skills. Both the cognitive and non-cognitive theories of emotional intelligence have several limitations that necessitated coming up with the mixed theory of emotional intelligence. Goleman's Emotional Intelligence theory is divided into two broad categories. Personal competencies determine how people manage themselves and social competencies determine how they handle relationships in personal life and in the context of the work place. These competencies are divided into a framework which has four main domains consisting of 25 competencies. The four main domains include Self-awareness, Self-regulation, Social-awareness and social management or social skills (Mwangi, 2011).

These competencies are very important in the new work places that emphasize team work, collaboration, flexibility and strong customer orientation. The competencies that one needs to succeed may change overtime as one grows through the ranks and they are also different across professions and organisations (Ntarangwe et al., 2021). One can also be trained on these competencies. Scholars observe that what is distinct about Goleman's theory is his view that emotional intelligence exist and that it is a factor in personal and professional success. It can be significantly improved not just over time but throughout one's life time. This reinforces the claim that emotional intelligence unlike intellectual intelligence which is believed to be fixed is learnable and can therefore be taught (Baloch *et al.,* 2014;

Ntarangwe et al., 2021). Igbafe (2016), observes that this theory is based on competencies that have been tested at various corporations and organisations in internal research. Moreover, it is the one designed to measure employee abilities in order to increase efficiency at the work place. He then concludes that this implies that teaching staff in universities have the opportunity to strengthen their emotional intelligence as well as to have their skills and efficiency increased.

2.1.2 The theory of reasoned action and the theory of planned behaviour

Fishbein and Ajzen (1980) developed the theory of reasoned action. The theory assumes that human behaviour is determined by rational thinking (Agoi, 2015). The theory is based on believes, attitude and behavioural intention and provides a theory that has the potential benefit of forecasting the intention to perform a behaviour. This is based on an individual's attitudinal and normative beliefs. The theory assumes that if the intention of a person to perform a particular behaviour is very strong then they are likely to be more successful. The opposite is also true. However, as noted by (Agoi, 2015), challenges arise when the situation is applied to behaviours not under one's control due to constraints. The aspects of behaviour and attitudes were described as being on a continuum from little control to great control. Because of the aspect of control Ajzen added a third element to the initial theory hence the theory of planned behaviour (Agoi, 2015; Albaqami, 2016; Biwott, 2020). The purpose of the theory of planned behaviour is threefold;

To predict as well as appreciate how motivation influences behaviour that is not under the control of an individual (Agoi, 2015; Albaqami, 2016; Biwott, 2020). To Identify how and where to target the strategies for changing behaviour and thirdly to explain almost any human behaviour like why someone is absent from work. The aim of the extension of the theory of reasoned action was to include a degree of perceived behavioural control (Agoi, 2015; Albaqami, 2016; Biwott, 2020). These employees start by separating psychologically from the organisation. Hence behavioural intentions to quit are a strong predictor of employee turnover. This scenario can be equated to teaching staff who may entertain intentions to quit their jobs because of attitude and dissatisfaction as explained by the theory of reasoned action. However not all teaching staff who wish to quit are likely to do so. This is because most of those who want to quit voluntarily will only do so if they get better job alternatives regarding both intrinsic and extrinsic motivation in line with the theory of planned behaviour. In view of this, the variable of turnover intentions of this study is centred on the reasoned action and planned behaviour (Agoi, 2015; Albaqami, 2016; Biwott, 2020).

2.2 Empirical Literature Review

2.2.1 Emotional Intelligence and Employee Turnover intentions

The study by Ahmed (et al., 2016) focused on recognizing emotional intelligence factors of teaching staff of public and private higher learning educational institutions of Pakistan in relation to their job performance in three cities. The results of the study implied that emotional intelligence has direct influence on job performance of teaching staff in Pakistan universities. This research revealed that emotional intelligence contributes openly through Self-awareness, self-management, self-motivation, empathy and social skills. The study applied descriptive research method which was based on the survey method. Convenient sampling technique was used for the study. Both primary and secondary data were employed for the study. Data collection was through questionnaires which were distributed to 250 teaching staff. Secondary data collection was through internet as well as research articles in different journals. This study contrasts with the current research which introduces employee

turnover intentions as the dependent variable. Further differences are that the present study which was done in Kenya was country wide and focused only on private universities. This is unlike the study by Ahmed et al., (2016) which included both private and public universities and covered only three cities in Pakistan. Other gaps are that the contemporary study used stratified proportionate random sampling as opposed to convenient sampling technique. The contemporary study did not employ secondary data but utilized only primary data.

The research to investigate how faculty staff' perceive emotional intelligence with regard to job performance (task and contextual performance) in the higher education sector of the Kingdom of Saudi Arabia was conducted by (Bamber & Mahmood, 2022). The study was based on Salovey and Mayer,s theory of intelligence. It applied explanatory research design method and quantitative design approach was employed by utilising a survey-based study. Quantitative data from 277 faculty members working in different higher educational institutes both Government and private sector in Saudi Arabia was collected anonymously. Questionnaires were used to collect the data. The findings presented a positive relationship between emotions appraisal of others and use of emotions with regard to contextual performance. Furthermore, all the dimensions of emotional intelligence, that is appraisal of self-emotions and appraisal of others' emotions, the use of emotions and the regulation of emotions presented a notable positive relationship with the Task Performance. The findings further suggested that faculty members who possessed higher levels of emotional intelligence showed improved task performance. Such staff volunteered to go beyond their assigned duties.

Emotional intelligence, transformational leadership and knowledge sharing behaviour amongst teaching staff in Kenya's universities was studied by (Biwott, 2020). The research applied social exchange theory, SECI Model and transformational leadership theory. The research employed explanatory research design as well as positivism approach. The study targeted a population of 6423. The exploration drew a sample of 376 teaching staff from fourteen chattered universities in the main campuses within Nairobi County - Kenya. Stratified technique was employed to select the university's academic staff into 14 strata. These represented each university within Nairobi County- Kenya. Simple random sampling was applied to select the required employees ((Biwott, 2020). To analyze data, both descriptive and inferential statistics were utilized. To test hypotheses hierarchical regression was used. The study findings were that emotional intelligence has a positive and significant effect on knowledge sharing behavior. Additionally, the study outcome indicated that transformational leadership positively moderates the relationships between emotional intelligence and knowledge sharing behavior (Omondi et al, 2022). The conclusion of the research was that high rate of emotional intelligence resulted into enhanced employee knowledge sharing behavior. This is vital for knowledge sharing behavior to flourish and in addition to transform universities in Kenya.

The objective of the research conducted by (Ntarangwe, Asatsa, and Ndung'u, 2021) aimed to assess the predictors of emotional intelligence among teaching staff in selected universities within Nairobi County, Kenya. The study utilized a descriptive survey design Emotional Intelligence and Career Construction theories. The target population consisted of 403 teaching staff from universities in Nairobi County. A sample of 201 respondents was selected using two-stage cluster sampling. The study used the Emotional Intelligence Scale EI (PcSc), developed by Mehta and Singh (2013), to collect data, and descriptive statistics

and SPSS were used to analyze the quantitative data. The study found that the mean indicators for emotional intelligence were high, with self-awareness having the highest score, followed by self-motivation and social skills, while emotional regulation had the lowest rating. The study also found differences in the mean scores of emotional intelligences across teaching experience, education level, age, gender, and type of university. The researchers recommended enriching emotional intelligence strategies through self-awareness, self-motivation, emotional regulation, and social skills. This is to be done by using training, counseling, team building, and guidance to improve job outcomes. The present study aimed to address gaps in the previous study by introducing another variable. This variable is employee turnover intention of teaching staff from private universities across the country. The current study used a cross-sectional survey design anchored on a mixed theory of emotional intelligence.

The research by (Albaqami, 2016) done in Saudi public universities investigated the determinants of turnover intentions among faculty members of these universities. The study revealed that the greatest determinant that affected turnover intention was interpersonal relationships. This was followed by working environment, job satisfaction, organisational commitment, turnover intention, and the payment justice respectively. In summary within Saudi Arabian universities, the working environment, payment justice, and job satisfaction determine the turnover intention of faculty members. In addition, gender and their job position were associated with faculty members' overall turnover intention. This study was conducted in five public universities within the region of Al-Riyadh in Saudi Arabia. The research was descriptive and it applied quantitative approach. Questionnaires were used to gather data from a sample of 375 faculty members (Albaqami, 2016). Differing from this study, the current study was done in Kenya among teaching staff of all private universities. In addition, the current research introduced the additional variable of emotional intelligence.

The study by (Muguna, Micheni, Kirika & Kaimenyi, 2021) aimed to assess the role of job contents on academic staff turnover intentions in chartered universities in Kenya. The research employed a positivism research philosophy and used a descriptive cross-sectional survey design. A sample of 364 academic staff was drawn using a multistage sampling technique from a population of 17,210 academic staff in Kenyan universities. Data was collected using a structured questionnaire, and both descriptive and inferential statistics were used to analyse the data. The study found a negative and statistically significant relationship between job contents and academic staff turnover intentions. The study concluded that academic staffs were generally satisfied with their job tasks, duties, responsibilities, achievements, recognition, job autonomy, and status in the university and society, which led to low turnover intentions. Overall, the research suggests that having a positive perception of job contents plays a significant role in retaining academic staff in Kenyan universities. However, as the study was limited to chartered universities in Kenya, generalizing the findings to other types of universities or contexts should be done with caution. The current study is different from the study by Muguna et al. (2021) due to the fact that, conceptually the study examined the variable Emotional Intelligence which was not analysed by the previous study. The focus of the present study was teaching staff in Kenya's private universities unlike the preceding study which focused on chartered universities in Kenya.

2.3 Conceptual Framework

The conceptual model of the study is illustrated in Figure 1.

Independent Variable — Emotional Intelligence

Dependent Variable — Turnover Intentions in Kenyan private universities

Figure 1: Conceptual Model

3.0 Research Methodology

This study was based on positivism philosophy approach to achieve its objectives and it utilized cross-sectional survey design. The research focused on all 36 private universities in Kenya with a total population of 4085 as listed by the Commission for university education as at June 2021. The 36 private universities in Kenya were the Unit of analysis for this study. Therefore, the unit of observation for this study was all teaching staff in private universities in Kenya which is 4085. The categories of teaching staff in private universities who participated in this study were Professors, Associate Professors, Senior Lecturers, Lecturers, tutorial fellows and graduate assistants. A sample size of 364 teaching staff from Kenyan Private Universities was obtained through stratified proportionate random sampling. The sample size of this study was calculated using the Yamane formula (1967) so as to arrive at the sample population that was adopted for this study as follows;

$$n = \frac{N}{1 + N(e)^2}$$

Where: n is the sample size; N is the population size – 4085; E is the margin error – 5%. Thus, $n = \frac{4085}{1+4085(0.05)^2} = 364.32 = 364$

The final sample size comprised of 364 participants

3.1 Sampling Technique

Maina (2012) defines a sample as a sub set of a specific populace. Sampling is a method of choosing a subset of cases in order to draw conclusions about the whole set. (Orodho et al., 2016). Stratified proportionate random sampling was employed in categorising the private universities into three strata; Private Chartered Universities, Private Constituent Colleges and Private Universities with Letters of Interim Authority. Stratified sampling divides the population into subgroups that are more homogeneous than the entire population (Creswell, 2014). The subgroups are also called strata and selection is normally undertaken from each individual stratum (Creswell, 2014). Finally, proportionate random sampling was utilised to proportionally allocate specific number of participants in each university. Random sampling was then applied to select 364 teaching staff proportionally allocated from all private universities who participated in the study.

To select the number of participants per university the following formula was applied:

$$\text{Participants per University} = \frac{\text{Total number of teachung Staff in the University}}{\text{Total number of teaching staff in all private Univerities}}$$

3.2 Data Collection

Data was collected from primary sources. Primary data was collected using a structured questionnaire. The questionnaire as the main research tool was distributed in the 36 universities using physical distribution to the selected respondents. From each university the respondents were teaching staff as classified by CUE who include Professors, associate professors, Senior lecturers, Lecturers, tutorial fellows and Graduate assistants.

3.3 Hypotheses Testing

An empirical model was employed to test the statistical significance of the relationship between Emotional Intelligence and Turnover Intentions among Teaching Staff in Kenya's Private Universities. To facilitate the application of the regression model, weighted averages of the four constructs for the independent variable were computed using the following equation:

$$EI = \sum (W_1 + W_2 + W_3 + W_4)/4 \dots\dots\dots i$$

Where:

EI= Emotional Intelligence variable (Composite index of Self-Awareness, Self-Management, Social Awareness and Relationship Management)

The regression model for the study;

$$TI = \beta_0 + \beta_1 EI + \varepsilon \dots\dots\dots (1)$$

Where: TI = Turnover Intentions; EI = Emotional Intelligence; β_0 = Constant; β_1 = Beta coefficients; ε = Error term

4.0 Key Results and Findings

4.1 Response Rate

Rubin and Babbie (2011) defined a respondent of a study as an individual that provides relevant data for analysis by responding to a research questionnaire or to an interview by the researcher. Rate of response is the number of individuals that take part in a study divided by the number of persons selected in a sample and it is in the form of a percentage. Response rate is also referred to as the completion rate or in self -administered surveys, it is known as the return rate, that is the percentage of questionnaires sent out that are returned (Rubin & Babbie, 2011).

Table 1: Response rate

Category	Questionnaires	Questionnaires filled and returned	Percentage % response rate
Respondents	364	339	93.13

Source: *Field Data (2023)*

Respondents for this study were teaching staff drawn from the private universities in Kenya. A total of 364 questionnaires were administered out of which 339 were adequately filled and collected translating into 93.13 percent response rate as depicted in table 1. The study particularly targeted the teaching staff with contracts of more than one year and permanent teaching staff in the private universities in Kenya. The study further analysed permanent, contractual (290), and part-timer (49), teaching staff from the 339 filled and returned questionnaires. Questionnaires from permanent and one-year contractual teaching staff in private universities was used for analysis to meet the objectives of the study. In the perspective of Mugenda and Mugenda (2013) a rate of response of 50% is enough for research, while Babbie (2011) opined that return rates of 50 percent are acceptable, 60% is regarded as good although 70% is regarded as very good and above 80% is regarded as excellent. Thus, this response rate of 79.67 percent was considered excellent and ideal for this study.

4.2 Reliability Test

A pilot test was carried out to test the reliability and validity of the research instrument. The study used 10 percent of the sample size for pilot testing. This translated to 36 respondents. The research purposively selected 6 private university for pilot study where the 36

respondents where purposively selected. These respondents comprised of graduate assistant, tutorial fellow, lecturer, senior lecturer, associate professor and professor. The questionnaires were issued to the selected respondents to permit enhancements on the areas with errors or those that are ambiguous. This was with regard to wording matters or measurement, before they were administered to the intended participants (Kothari, 2011; Mathuva, 2016). The pilot study boosts the capacity of the researcher to notice weakness in design of the instrument employed and in so doing enable the needed modification and alteration to the data tool as required (Mathuva, 2016).

The study variables were emotional intelligence the independent variable, employee motivation the mediating variable, autocratic leadership the moderating variable and teaching staff turnover intentions the dependent variable. In the current study all the variables had coefficient ranging from 0.8 to 0.9, which indicated that the research instrument was reliable.

Table 2: Reliability Analysis

Variable	Number of Items	Reliability Cronbach's Alpha	Comment
Emotional Intelligence	15	0.866	Accepted
Teaching Staff Turnover Intentions	16	0.887	Accepted

Source: *Field Data (2023)*

4.3 Validity Test

Validity of the research implies that the research instrument is able to measure what it was expected to measure. The validity of the questionnaire was determined using variable validity technique. Mugenda and Mugenda,(2013) explain that variable validity is the extent to which the test measurers a proposed hypothetical variable. Panels of experts were used to examine the items and decide what that specific item was intended to measure. The Kaiser-Mayor-Oklin measures of sampling adequacy on study variable data shows a KMO value of 0.912 and p-value <0.5 which means the variable's data had high validity and was suitable for factor analysis. Bartlett's test of sphericity had a chi-square value of 11396.86 p-value of 0.000. Since the p-value was less than 0.05 then there is a relationship among the study variables to be investigated.

Table 3: Validity Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.912
Bartlett's Test of Sphericity	Approx. Chi-Square	22106.904
	df	1431
	Sig.	0.000

Source: *Field Data (2023)*

4.4 Demographic Information

4.4.1 Gender of respondents

The gender of the respondents is shown in table 4. The table illustrates that out of the 290 permanent and contractual teaching staff who responded, 57.6 percent were male while 42.4 percent were female. This implies that there was less disparity in gender distribution of teaching staff in private universities. This is due to the fact that the teaching role in

universities tends to attract both females and males in equal measure considering that being hired depends on meeting the required academic qualifications in accordance with (CUE, 2014).

Table 4: Gender of the respondents

Gender	Frequency	Percent
Male	167	57.6
Female	123	42.4
Total	**290**	**100**

Source: *Field Data (2023)*

4.4.2 Age bracket of respondents

The age of the staffs in an institution is a very important factor because it determines how well they can understand the environment and therefore acclimatises to changes from the environment. Subsequently, the employees are able to make decisions for their companies that will ultimately impact employee turnover. Table 5 indicates the age bracket of the respondents. Respondents were asked to indicate their age group in years. Age groups were grouped into four categories: 18- 25 years; 26-30 years; 31-40 years; 41-50 years; 51-60 years; 61-70years and Over 71 years.

The study found out that 152 of the private university teaching staff were aged between 41-50 years this represented 52.4% of the respondents. Fifty-eight of the private university teaching staff were aged between 31-40 years representing 20% of the respondents. While fifty-six of the respondents were aged between 51-60 years representing 19.3% of the respondents. Additionally, 13 of the private university teaching staff were aged between 26-30 years representing 4.5% of the respondents. While 9 of the private university teaching staff were aged between 61-70 years representing 3.1% of the respondents and finally 2 of the private university teaching staff were aged between 18-25 years representing 0.7% of the respondents.

Table 5: Age distribution of the respondents

Age	Frequency	Percent
18-25 years	2	0.7
26-30 years	13	4.5
31-40 years	58	20.0
41-50 years	152	52.4
51-60 years	56	19.3
61-70 years	9	3.1
Total	**290**	**100.0**

Source: *Field Data (2023)*

As shown in table 5, majority of private sector teaching staff are aged between 31 years and 60 years. The results show a clear indication that majority of the respondents most of who were 31 years and above were clearly exposed and had experienced issues concerning the University turnover. The results are also in line with the expectation that high academic qualifications are a requirement for one to become a teaching staff in a university and this

comes with increase in ages. Furthermore, this is as attuned by Kongiri (2012) who asserted that age maturity is important to improve perceived reliability of generated results.

4.4.3 Respondents' Position at the University.

This study sought information about the respondents' position in the university. Data obtained on the respondents' position were statistically analysed and the results summarized in Tablev6. As shown in table 6, 113 of the respondents were lecturers representing 39.0%, 69 of the respondents were senior lecturers representing 23.8%. While 54 of the respondents were tutorial fellow representing 18.6% of the respondents. Further 29 of the respondents were Associate professors representing 10.0%, while 16 of the respondents were graduate assistants representing 5.5%/. The respondents who were Professors were 9 representing 3.1%. Findings of this study is in agreement with the research by Supriadi and Sefnedi (2017) who indicated that employee in higher position in the organisation tend to have higher emotional intelligence than those in lower level and thus intentions to leave reduces.

Table 6: Position at the University

Position	Frequency	Percent
Graduate Assistant	16	5.5
Tutorial Fellow	54	18.6
Lecturer	113	39.0
Senior Lecturer	69	23.8
Associate Professor	29	10.0
Professor	9	3.1
Total	**290**	**100.0**

Source: *Field Data (2023)*

4.4.4 Years worked with the University

This study also sought data regarding the length of service worked in the university by the respondents. Data attained from the field on this question was analysed statistically and the findings summarized in Table7. The results displayed in Table 7, show that 144 of the teaching staff who responded to the questionnaire had worked in their respective universities for between 5 and 10 years representing 49.2% of the respondents, 78 of the respondents had worked in their respective Universities for between 11 and 20 years representing 26.9% of the respondents,

Fifty-two of the teaching staff had worked in their respective Universities for between 1 to 4 years representing 17.9% of the respondents. Further 15 of the respondents had worked between 21 to 30 years representing 5.2% of the respondents and finally 1 respondent had worked in the University for over 31 years representing 0.3% of the respondents. The results are a true representation of length of service of teaching staff to a particular university given that majority of the private universities are not more than 30 years old. These findings indicate that employees who have longer working period in a given organization have greater experience to carry out their duties effectively and are expected to have more emotional intelligence and thus less turnover intention (Zeeshan et al., 2016).

Table 7: Length of Service

Years worked	Frequency	Percent
1-4 years	52	17.9
5-10 years	144	49.7
11-20 years	78	26.9
21-30 years	15	5.2
Over 31 years	1	.3
Total	**290**	**100.0**

Source: *Field Data (2023)*

4.5 Diagnostic Tests

Diagnostic tests refer to statistical assumptions of regression analysis. They can only be performed in the process of executing the regression analysis or after the regression analysis has been performed. These tests are not concerned with the distribution of the study data. Instead, they are concerned with the distribution of regression residual data (Owek, 2021).

4.5.1 Multi-Collinearity between the Study Variables

Besley, Kuh and Roy (1980) and Omondi *et al.,* (2022) concluded that identification of multicollinearity in a model is significant and is tested by investigating the tolerance and the variance inflation factor (VIF) diagnostic factors. The variance inflation factor (VIF) measures the impact of multi-collinearity amongst the variables in a regression model. This implies that VIF diagnostic is employed to ensure that the variables are not overlapping. Neither should they explain the identical variance in the dependent variable which in turn may inflate the variance explained or the R^2 (squared).

According to Cohen *et al., (*2003), the proposed cut-off point for multi-collinearity is a tolerance level of 0.8. Also, Hair et al., (2006) advised a cut-off point for determining the presence of multi-collinearity at a VIF of less than 10. This research adopted a tolerance value of less than 0.8 and VIF value of less than 10 to imply that there is no issue of multicollinearity that arises when there is an estimated linear association amongst the independent variables. The study tested the tolerance and the VIF among the study variables as shown in table 8 for multicollinearity.

Table 8: Multicollinearity Test

Study Variables	Collinearity Statistics	
	Tolerance	**VIF**
Emotional Intelligence	.466	2.146
Dependent Variable: Teaching Staff Turnover Intentions		

Source: *Field Data (2023)*

The result from table 8 shows the tolerance and VIF values for the independent variables on the dependent variable. The tolerance and VIF values for variables are; Emotional Intelligence has Tolerance [0.466] and VIF [2.146]. The study concluded that there was no case of multicollinearity between the dependent and independent variables.

4.5.2 Normality Test

Normality of data is when data is distributed evenly or equally on both sides of the mean value. Normality test is used to determine whether sample data has been drawn from a normally distributed population (within some tolerance) and that the data set is well modelled by a normal distribution (Hair et al., 2010). In order to determine normality

graphically, we can use the output of a normal Q-Q Plot. If the data are normally distributed, the data points will be close to the diagonal line. If the data points stray from the line in an obvious non-linear fashion, the data are not normally distributed. The results of a normal Q-Q plot were used to graphically depict normality of research data distribution. As depicted in figure 2, the data for dependent variable Staff Turnover Intentions is normally distributed.
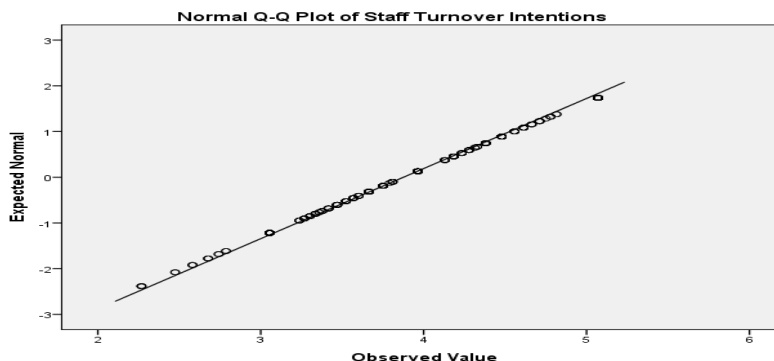

Figure 2: Normal Q-Q Plot of Staff Turnover Intentions

4.6 Correlation Analysis

The study used inferential analysis to test various study objectives and hypotheses and make conclusions. This study deployed Pearson Correlation Analysis to examine the correlation between dependent (Teaching Staff Turnover Intentions) and independent variables (Emotional Intelligence,). Correlation coefficient is a perfect positive linear relationship if it is positive and is a perfect negative linear relationship if it is negative (Hair, Bush & Ortinau, 2006). Meanwhile, if zero is attained for this analysis, then it points to a no relation. Likewise, correlation coefficient that ranges from 0.20 to 0.40 are indicated as weak association; range from 0.40 to 0.60 is indicated as moderate connection, whereas the range from 0.60 and above is indicated as strong relationship of correlation coefficient. The findings are depicted in Table 25.

Table 9: Correlation Coefficients

		Emotional Intelligence	Staff Turnover Intentions
Emotional Intelligence	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	290	
Staff Turnover Intentions	Pearson Correlation	.316**	1
	Sig. (2-tailed)	.000	
	N	290	290

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

As depicted in Table 9, emotional intelligence has a weak connection with staff turnover intentions. (r=0.316, p-value =0.000). Additionally, the association was also significant as p value (0.000) was above 0.05 (significant level). The findings conform to Mwangi (2011) that emotional intelligence has a significant effect on the work engagement of employees. It depicts that emotional intelligence has considerable role in eliminating turnover intention among teaching staff in Kenya's private universities.

Generally, these findings are inline though different in the direction of the relationship with those of Muhammad, (2013) where the work environment and turn over intentions were found to be negatively associated with each other and estimated value was -0.79. This shows that good working conditions can reduce employee turnover intentions. In Muhammad, (2013) study *p*-value indicated that there was significance association and acceptance of study hypothesis that "there exists a significant connection between Working environment and turnover intention".

4.7. Regression Analysis: The Relationship between Emotional Intelligence and Turnover Intentions

Multiple regression analysis was applied in order to ascertain the nature of the association between the independent and dependent variables of the study and hence, establish the statistical significance of the hypothesized relationships. This was achieved by using the field data and tested at 5% significance level. The analysis is shown below as per the objective and hypothesis. Regression analysis was conducted to empirically determine whether emotional intelligence was a significant determinant of turnover intentions among teaching staff in Kenya's private universities. Regression results in Table 10 indicate the goodness of fit for the regression between emotional intelligence and turnover intentions was satisfactory. The results shows that the model accurately predicted the influence of emotional intelligence on staff turnover intentions where R-squared adjusted = 0.097.

This implies that emotional intelligence explained 9.7% of the variations in staff turnover intention among teaching staff in Kenya's private universities. It also implies that 90.3% of the variations in staff turnover intention among teaching staff in Kenya's private universities are as a result of other factors not (emotional intelligence) captured in this model. This means that employees with high emotional intelligence have very low intentions to quit thus $R^2 = 0.097$. Similar finding have been observed by other scholars such as (Mwangi, 2011; Ahmed et al., 2016; Ntarangwe, Asatsa, and Ndung'u, 2021). The results of these studies implied that emotional intelligence has direct influence on job performance of teaching staff in universities. These findings revealed that emotional intelligence contributes openly through Self-awareness, self-management, self-motivation, empathy and social skills.

Table 10: Model Summary for emotional intelligence

R	R Square	Adjusted R Square	R Square Change	F Change	df1	df2	Sig. F Change
				Change Statistics			
.316[a]	.099	.097	.100	31.947	1	288	.000

Predictors: (Constant), Emotional Intelligence

The overall model significance was presented in table 11. The values of F = 31.947 show that emotional intelligence statistically and significantly affects staff turnover intentions among teaching staff in Kenya's private universities. This implies that the regression model is a good fit of the data and that emotional intelligence significantly influences turnover intentions among teaching staff in Kenya's private universities.

Therefore, the higher the emotional intelligence the lower the staff turnover intention among teaching staff in Kenya's private Universities. This implies that employees with high emotional intelligence have very low intentions to quit. The level of significance is 0.000 which is less than 0.05 hence the regression model significantly predicts the dependent variable. The results were enumerated as seen in Table 11.

Table 11: ANOVA for Emotional Intelligence

	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.589	1	6.589	31.947	.000[b]
Residual	59.401	288	.206		
Total	65.990	289			

The emotional intelligence coefficients are presented in table 12. The results show that emotional intelligence contributes significantly to the model since the p-value for the constant and gradient are less than 0.05.

Table 12: Coefficients for Emotional Intelligence

	Unstandardized Coefficients		t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	2.125	.179	11.903	.000	1.773	2.476
Emotional Intelligence	.245	.043	5.652	.000	.160	.330

  a. *Dependent Variable: Staff Turnover Intentions*

The findings imply that one positive unit change in emotional intelligence led to a change in staff turnover intentions at the rate of 0.245. Thus, high emotional intelligence leads to lower staff turnover intentions. These findings are similar to those of several other scholar among them (Mwangi, 201; Ahmed (et al., 2016; Ntarangwe, Asatsa, and Ndung'u, 2021). The researchers recommended enriching emotional intelligence strategies through self-awareness, self-motivation, emotional regulation, and social skills.

The regression model explaining the results enumerated in Table 12 is given by:
(i)…………… staff turnover intentions = 2.125 + 0.245(emotional intelligence).
This confirms the positive effect of emotional intelligence on turnover intentions among teaching staff. The results show that null hypothesis ($H0_1$) which states that there is no significant relationship between emotional intelligence and turnover intentions among teaching staff is thus rejected. Hence, researcher concluded that, there is significant effect of emotional intelligence on turnover intentions among teaching staff in Kenyan private universities. The study findings are in agreement with that of Akhtar, et al., (2017) on the study The Effect of Emotional Intelligence on Turnover Intentions the study reveals that overall, having good emotional intelligence skills can be beneficial in reducing staff turnover intentions and improving employee satisfaction and retention. The current results show that high emotional intelligence reduces staff turnover intention. This research revealed that emotional intelligence contributes openly through Self-awareness, self-management, Social Awareness and Relationship Management.

Even under pressure, these staffs still think clearly and remain focused on their work. In addition, they were flexible in the way they viewed events and this enabled them to smoothly handle several demands, shifting priorities and rapid change. Their flexibility also enabled them to be ready to seize opportunities as they become available. These results agreed with Ntarangwe (2021), who described self-management as applying what you know about your emotions to manage them in such a way that you are able to generate positive interactions with others and motivate oneself under varied circumstances. This therefore makes self-

management critical to teaching staff as well as university leaders at various levels. The study results likewise indicate that teaching staff with emotional intelligence of self-awareness, who recognize their emotions and their effect on self and others, who accept their mistakes and confront unethical practices in others and are sure of their self-worth and abilities have low turnover intentions. This agreed with Arnold (2015) who discussed that heightened self- awareness enhances the reactions of individuals to various situations they experience.

In other words, it implies the discovery of different paths in relationships and life...Further the study outcomes indicate that teaching staff with emotional intelligence of relationship management had low turnover intentions. The characteristics of such staff include persuading, convincing and impacting others to support specific agenda or course of action. Additionally, they inspire others to work together towards common goals as well as negotiating and resolving disagreements with diplomacy and tact at individual and group levels. These results suggest that teaching staff in Kenya's private universities practice relationship management.

The findings on correlational relationship between emotional intelligence and teaching staff turnover intentions show r= 0.316 and p-value=0.000 which is a weak positive and significant relationship between emotional intelligence and turnover intentions. The weak positive relationship means that an increase in emotional intelligence leads to weak increase in turnover intentions. This shows that an increase in emotional intelligence leads less thoughts of an employee's intention to quit. Findings of this study corresponded with those of Akhtar et al. (2017), on the study the effect of emotional intelligence on turnover intentions. The research noted that there is negative relationship between emotional intelligence and turnover intentions.

5.0 Summary

The objective of this study aimed to establish the relationship between emotional intelligence and turnover intentions among teaching staff. The study hypothesized that there is no relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities. In view of that, essential indicators for emotional intelligence were social awareness of understanding emotional currents and power relationships in the university.

Those who appreciate sceneries from others view point and take interest in their concerns had the highest emotional intelligence and were less likely to leave the University. The results on correlational relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities show r= 0.316 and p-value=0.000. This is a weak positive and significant relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities. The study results showed an $R^2 = 0.099$. This implies that emotional intelligence explained 9.9% of the variations in turnover intention among teaching staff in Kenya's private universities. It also implies that 90.1% of the variations in turnover intention among teaching staff in Kenya's private universities are as a result of other factors not (emotional intelligence) captured in this model.

6.0 Conclusion

This study concluded that based on the findings, the teaching staff in private universities in Kenya are social-aware. This is because they are attuned to a wide range of emotional signals, letting them sense unspoken, the felt emotions in a group or within a person. They are also able to perceive critical social networks and comprehend key power relationships. Due to this, they are able to get along with people of varied backgrounds. The weak positive relationship means that an increase in emotional intelligence leads to weak increase in turnover intentions. This illustrates that an increase in emotional intelligence leads to less thoughts of an employee's intention to quit their Job. There is significant relationship between emotional intelligence and turnover intentions among teaching staff of Kenya's private universities.

The study therefore concluded that, increasing self-management, self-awareness, social awareness and relationship management by a single unit would lead to a decrease in turnover intentions among teaching staff. This is because emotional intelligence has been known to solve multiple problems at work place including enhancing productivity, team work and customer care.

7.0 Recommendations

The objective of this study was to establish the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities. The study findings supported the view that emotional intelligence has a significant weak positive relationship contribution to the turnover intentions among teaching staff. This implies that an increase in emotional intelligence leads to less thoughts of an employee intentions to quit. The leadership of private universities in Kenya should apply strategies to increase overall emotional intelligence of their teaching staff. The study recommends leadership of private universities to assess a candidate's ability to build strong relationships among employees when employing them. The leadership of these universities should further employ employees who exhibit self-awareness skills. Private universities in Kenya should focus on employing social aware individuals because they will make themselves available for others. The study suggested teaching staff to exhibit Social Awareness. Private universities in Kenya should adopt employee relationship management (ERM) strategies. The study recommends that these institutions should train teaching staff and their leaders at various levels on emotional intelligence and encourage individual learning by employees since emotional intelligence is learnable.

8.0 Implication of the Study and Suggestion for Further Research

The study findings on emotional intelligence and employee turnover intentions gave support on policy practice and theory. This is because it poised to have several implications for various stake holders. This includes policy makers such as the government of Kenya and the commission for university education. Other implications will be for practice among educational institutions such as universities and especially private one and even public Universities. Theoretical implication of the research indicate that emotional intelligence has a significant effect on turnover intentions among teaching staff in Kenya private universities. From the finding of this study the gap in emotional intelligence on turnover intentions among teaching staff in Kenya's private universities was empirically filled. Therefore, the results of this study have contributed to filling the knowledge gap on the deficiency of extension of this kind of study to Kenya's private universities empirically. The learnings from this study may also be applied to public universities in Kenya and even universities in other countries. Indeed, turnover is costly to institutions financially since

hiring is expensive and also takes time of the staff involved to settle. It also affects learning since new employees take some time to settle. Firstly, Future works could include deep empirical research in the University status (Public or Private) of Kenya. To obtain more generalizable results, future investigations should include teaching staff of public universities and also non-teaching staff in both private and public universities. This will enable researchers and universities to understand the other predictors that can directly affect turnover intentions in universities.

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