

**THE MEDIATING ROLE OF EMPLOYEE MOTIVATION ON THE
RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
TURNOVER INTENTIONS AMONG TEACHING STAFF IN KENYA'S
PRIVATE UNIVERSITIES**

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ABSTRACT

Purpose of the study: Private universities in Kenya play a key role in the economy yet they find it difficult to attract and retain teaching staff. The purpose of this study was to assess how these universities could reduce the turnover intentions of their teaching staff and eventually turnover.

Statement of problem: Private universities in Kenya are plagued by high turnover of teaching staff which affects the quality of education. This is due to inability to recruit and retain highly qualified academic staff because of various challenges faced by these universities. These challenges have led to the dissatisfaction and demotivation of the said staff resulting in their turnover intentions, some of these eventually covert into turnover. It is necessary to look into ways of minimizing the above challenges so as to retain teaching staff in private universities.

Objective of study: The objective of this study was to determine the mediating effect of employee motivation on the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities.

Method/methodology: The study was anchored on mixed theory of emotional intelligence and it was guided by positivism philosophy and used cross-sectional survey design. It focused on all 36

private universities in Kenya. A sample size of 364 teaching staff was obtained through stratified proportionate random sampling. A structured questionnaire was used to collect primary data.

Results of the study: The study results established that there is significant partial mediating effect of employee motivation on the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities. The null hypothesis was therefore rejected and the alternative hypothesis accepted.

Conclusion and policy recommendation:

The study concluded that if employee motivation mediates on the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities it leads to less intentions of these staff to quit their jobs. The research recommends the leadership of these universities to employee teaching staff with high emotional intelligence. Employees in these institutions be trained on emotional intelligence at institutional and personal level. These institutions should invest more on both intrinsic and extrinsic employee motivation. All in private universities be trained on emotional intelligence and employee motivation.

Key Words: *Employee Motivation, Emotional Intelligence, Turnover Intentions, Teaching Staff, Private Universities, Kenya*

1. 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 and demotivation among teaching staff 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). Since emotional intelligence has the potential to solve multiple problems at the work place, several scholars have argued that there is need for it to be nurtured in universities (Asatsa & Ndungu, 2021). This is with a view to assisting teaching staff cope with work related challenges including improving on the quality of leadership and in so doing reduce employee turnover intentions and eventually employee turnover to the benefit of the teaching staff as well private universities in Kenya. (Ahmed, Sabir, Rehman, Khosa & Khan, 2016; Baloch, Saleem, Zaman & Fida 2016; Yaya & Ebunuwele, 2016).

Research suggests that emotional intelligence may have use in predicting reduced rate of emotional behavioural challenges. Research has further established that at work, emotional intelligence has enormous significance and relevance in various areas (Mwangi, 2011; Kahtani, 2013; Biwott, 2020; Ahamed et al 2016). 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.

Employee Motivation is important in an organization as it boosts morale among the employees resulting in improved productivity. Motivated employees help the organization succeed because they are consistently looking forward to improve their work performance (Ali & Ahmed, 2009). A study by Albaqami (2016) while discussing turnover intentions in Saudi Arabia Universities observed that employee motivation is one of the key factors that lead to the intent of teaching staff to leave. He further adds that this is mainly a result of intrinsic as well as extrinsic motivation such as the working environment, workload and class size. Continuous motivation of employees for high productivity is important. However as observed by Kovach (as cited in Supriadi & Sefnedi 2017), this is not easy because of the fact that what motivates one employee may not motivate another. Motivators of individual employees also charge overtime.

The concept of employee turnover emerged in the early 1980s (Taye 2021). Albaqami, (2016) explains that organisations all over the world face the problem of turnover and take it seriously especially in this era of globalisation. For organisations to be successful, they have to ensure the continuous motivation, satisfaction and retention of their staff. While the exit of poorly performing employees is good for organizations, high employee turnover is costly to organisations because of the adverse effects associated with it. This includes direct and indirect costs as well as loss of intellectual capital – tacit knowledge and loss of output especially of high performers (Albaqami, 2016; Armstrong 2009; Arum *et al.*, 2013; Agoi, 2015). Several scholars explain that the pressure on the teaching staff resulting from numerous challenges that they face at work has led to decline in their performance which has in turn impacted negatively on the quality of education. This has led to turnover intentions and eventually turnover because most teaching staff in universities are demotivated. Researchers agree that due to the challenges that organizations face as a result of turnover, it is best to address it by studying turnover intentions which is one step away from the actual turnover thereby predicting turnover reliably. This is due to the fact that studying turnover intentions is aimed at understanding reasons that make employees want to separate from their employers voluntarily and to address these reasons in order to retain such employees (Zahra, et.al. 2013; Agoi, 2015).

University education in Kenya has witnessed incredible growth since independence in 1963. While by 1985 Kenya had only one university, this situation changed drastically with the introduction of (8-4-4) which saw the increase of public universities from one to six. This drastic increase in university enrolment coupled with congestion, student unrest and double intakes greatly contributed to the growth of private universities in the Country (Gudo, Olel, & Oando, 2011; Bett, 2019). Kenya's private universities are established under (cap 210B) in accordance with the university act of 1985 and the University (amendment) act of 2016. These Universities operate as chartered universities or under the Letter of Interim Authority and they offer undergraduate and post graduate programmes. The body mandated with the responsibility of ensuring that the private universities operate to the set standards of the university act is the Commission for University Education (CUE). Private universities in Kenya were initially set up by missionaries for the benefit of their converts. Accreditation was not given to these institutions until in the 1990s as a result of increased demand for university education.

1.1 STATEMENT OF THE PROBLEM

Private universities in Kenya are plagued by high turnover of the teaching staff which affects the quality of education offered. This is despite efforts by the Kenyan Government to track and sustain quality education in these institutions through the Commission for University Education (CUE). Private universities should attract and retain skilled teaching staff; that means creating a community of purpose for teaching staff, as well as other stakeholders, be value led organisations and ensure healthy workplace (Makinde & Adeoye, 2018). Unfortunately, this is not the case due to inability to recruit and retain highly qualified teaching staff because most have lower levels of salaries than public universities, low academic staff morale and rely heavily on part-time teaching staff (Mkulu, 2018; Bett, 2020).

These challenges have led to the dissatisfaction and demotivation of the teaching staff and also impacted negatively on their emotional intelligence consequently resulting in turnover intentions of the affected staff. Some of these eventually convert to turnover. 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 these 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). It is necessary to look into ways of minimising the above challenges so as to retain teaching staff in private universities. 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.

1.2 RESEARCH OBJECTIVE

The objective of this study was to determine the mediating effect of employee motivation on the relationship between emotional intelligence and turnover intentions

1.3 RESEARCH HYPOTHEIS/QUESTIONS

H₀: There is no significant mediating effect of employee motivation on the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities.

2.0 THEORITICAL REVIEW/ FRAMEWORK

2.1 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 centre 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. This yardstick is increasingly used in organisations for a range of activities such as hiring, promotion, and even retrenchment (Igbafe, 2016; Ntarangwe et al., 2021). 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).

2.2 Herzberg's Two Factor Theory

The two-factor theory also referred to as the motivational – hygiene theory was formulated by Herzberg in 1959 (Taye, 2021). This was an extension of Maslow's theory of human needs (Owek, 2021). This theory is based on an extensively reported motivational study he did on employees working for organizations around western Pennsylvania (Owek, 2021). The study was done among 200 accountants and engineers. The findings indicated factors which were both satisfying and dissatisfying. Herzberg also listed the extrinsic factors or dissatisfiers as including; security, company policies, relationship with supervisor, co-worker relationships, management practices/style or supervisory style, salary, the work environment, personal life and status. According to Herzberg, extrinsic factors do not provide much motivation for better performance of employees. Nonetheless, employees still pay attention to them. So extrinsic factors also need to be attended to. This is to make workers pleased otherwise they will lead to turnover intentions (Odukah, 2016; Mboya, Were, & Otieno, 2018; Owek, 2021). On the other hand, the underlying reason according to Herzberg is that the removal of dissatisfiers from a job does not essentially make the job satisfying since motivation only occurs as a result of intrinsic factors. He therefore concluded that the opposite of satisfaction is not dissatisfaction (Taye, 2021; Owek, 2021),

2.3 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 the beliefs, 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).

2.4 EMPIRICAL REVIEW

Several studies have analysed the relationship between Emotional Intelligence, Employee Motivation and Teaching staff Turnover Intentions. The research by Supriadi and Sefnedi (2017), examined the mediation effect of motivation on the relationship between emotional intelligence, organisational cynicism as well as job performance of civil servants in Indonesia. The results of the research were that emotional intelligence positively affected motivation and job performance. The implication is that employees who have high emotional intelligence with regard to recognising emotions, managing emotions and understanding others' emotions as well as being able to build relationships have high job performance and are effective and efficient. On the other hand, organisational cynicism was found to have negative effect on employee motivation and job performance. Motivation was proven to be a determinant of job performance. All variables were measured by validated scales. Data was collected through questionnaires with the participation of 310 members. This study has several areas it did not discuss which the present study has examined. The current study was done in Kenya among teaching staff of private universities country wide.

A study by (Yakoob, 2019) aimed to analyse the connection among leadership style, job satisfaction and turnover intention. In addition, the study also appraised the mediating effect of job satisfaction on the association amongst leadership style and turnover intention. Descriptive technique was employed to answer the hypotheses and questions of the research. The conclusion of the research was that there is a positive and significant association between leadership style and job satisfaction. There is a negative and significant relationship between job fulfilment and turnover intention. There is a negative and significant connection between leadership style and turnover intention.

Nanle (2015) assessed the effect of job enrichment on non-academic staff motivation in selected private universities in Nigeria. The findings revealed a positive relationship between job enrichment and employee motivation. The study recommended that leadership should not generalise the motivation strategies. Instead, motivation should be individual taking into account individual differences, attributes and orientation of people to work. Cross-sectional survey

design was employed by. Data collection was from 547 non-academic staff. This research has conceptual and contextual gaps that the current addressed.

While this study investigated selected private universities in Nigeria among non-academic staff, the current study was done in Kenya among teaching staff and included all private universities in the country. The present study also addressed other variables which this study has not dealt with.

Oketch and Komunda (2020) examined the influence of Supportive Leadership Style and Staff Motivation in Private Universities in Uganda with Kampala International University as the case study. This study measured the independent variable, supportive leadership in the following terms; reducing employee stress, social support to staff and promoting employee self-esteem conceptualised to have a significant effect on the dependent variable - staff motivation. Staff motivation was measured in terms of energy to work and sustenance of behaviour. The research concluded that supportive leadership style has a positive and significant effect on staff motivation in private universities in Uganda. The study called on the need for supervisors to support employee needs and aspirations.

Kibe (2013) conducted a descriptive research study to examine the effects of employee motivation on job satisfaction in private institutions of higher learning in Kenya. The researcher used a census method to obtain a sample of 95 employees from various departments. The results of the study showed that remuneration and benefits were significant factors that influenced job satisfaction of employees. The implication is that these factors boosted the morale of employees leading to greater job satisfaction and staff retention. Furthermore, the study recommended that the university's management harmonize salary per scales, develop a human resource policy handbook and communicate the contents to all employees. To motivate employees, the study also suggested the use of non-financial rewards. The present study will apply inferential analysis to assess the effect of employee motivation as a mediating variable.

2.5 CONCEPTUAL FRAMEWORK

The conceptual framework is presented in Figure 1

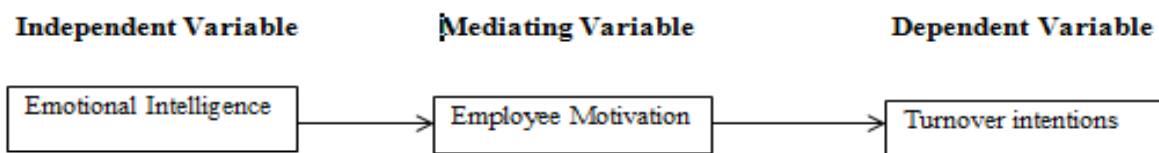


Figure 1: Conceptual Model

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:

Participants per University

$$= \frac{\text{Total number of teaching Staff in the University}}{\text{Total number of teaching staff in all private Universities}}$$

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.

3.2 Mediation Model

The mediating effect was tested using a four-step approach as outlined by Andrew Hayes (2013) Perspective Where regression analysis is conducted, and the significance of coefficients is tested at each step.

Step 1: A Regression analysis with EI predicting TI

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

Step 2: A Regression analysis with EI predicting M

$$M = \beta_0 + \beta_1 EI + \epsilon \dots \dots \dots (2)$$

Step 3: A Regression analysis with M Predicting TI

$$TI = \beta_0 + \beta_2 M + \epsilon \dots \dots \dots (3)$$

Step 4: A Regression analyses with EI and M Predicting TI

$$TI = \beta_0 + \beta_1 EI + \beta_2 M + \epsilon \dots \dots \dots (4)$$

Where: TI = Turnover Intentions; EI = Emotional Intelligence; M = Employee Motivation;

Where: $M = \sum (W_5 + W_6 + W_7 + W_8) / 4$ i

β_0 = Constant; β_1, β_2 = Beta coefficients; ϵ = Error term.

Steps 1-3 was used to establish that zero-order relationship existed among the variables. Situations where one or more of the relations is non-significant depicts no possibility of Mediation (Andrew Hayes, 2013). If they are significant relationships from step 1 through 3, one proceeds to step 4 where mediation is supported if the effect of EI remains significant after controlling M. If M is not significant when EI is controlled, there is full mediation, and if both EI and M significantly predict TI, there is partial mediation.

4.0 RESULTS AND DISCUSSIONS

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. 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

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
Employee Motivation	16	0.894	Accepted
Teaching Staff Turnover Intentions	16	0.887	Accepted

Source: Field Data (2023)

4.3 Validity Test

Additionally, Kaiser-Meyer-Olkin measures of sampling adequacy and Bartlett’s test of the sphericity were used to show the association among study variables as shown in Table 3. The Kaiser-Meyer-Olkin 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 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 appointment and promotion criteria, 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)*

Furthermore, gender diversity within institutions brings together diverse perspectives. Such diversity also produces a more all-inclusive scrutiny of the issues faced within an organization. This stimulates superior effort, leading to better decision-making and thus, improves performance of firms and service delivery. Kothari (2004) emphasizes that a ratio of at least 1:2 in the representation of either gender in a study is representative enough.

4.4.1 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 acclimatise 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.

4.4.2 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 Table 6. 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)*

4.4.3 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 Table 7. 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 refers 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

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
Employee Motivation	.344	2.906

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], Employee Motivation has Tolerance [0.344] and VIF [2.906] The study concluded that there was no case of multicollinearity between the dependent and independent variables.

4.6 Correlation Analysis

Basing on the sample of data taken from the populace. 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 and Employee Motivation). 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). The findings are depicted in Table 9.

Table 9: Correlation Coefficients

		Emotional Intelligence	Employee Motivation	Staff Turnover Intentions	
Emotional Intelligence	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	290			
Employee Motivation	Pearson Correlation	.830**	1		
	Sig. (2-tailed)	.000			
	N	290	290		
Staff Turnover Intentions	Pearson Correlation	.316**	.382**	.498**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	290	290	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. ($r=0.316$, $p\text{-value}=0.000$). 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. The findings revealed that employee motivation has a weak association with the staff turnover intentions ($r=0.382$, $p\text{-value}=0.0000$). The relationship was also significant as p value (0.000) was below 0.05 (significant level). The findings conform to Ahmed (et al., 2016) argument that employee motivation due to job satisfaction has significant association on job performance of teaching staff in Pakistan universities. Additionally, the outcomes concur with Nanle (2015) who found a positive relationship between job enrichment and employee motivation.

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”. The current study results show weak association of emotional intelligence and employee motivation with turnover intentions which was found to be significant though not negative association as in Muhammad, (2013) study.

4.7 Regression Analysis: The mediating effect of employee motivation in the relationship between emotional intelligence and turnover intentions

The aim of the objective of the study was to evaluate the extent to which employee motivation mediates the relationship between emotional intelligence and turnover intentions among teaching staff. A stepwise regression analysis was performed with three steps applied to illustrate whether employee motivation is predicted by emotional intelligence. While at the same time analysing whether employee motivation significantly predicts turnover intentions among teaching staff. Stepwise analysis indicating both direct and indirect relationships using Baron and Kenny's (1986) procedures is as follows:

4.7.1 Emotional Intelligence Predicting Employee motivation

This step was intended to confirm whether the relationship between Emotional Intelligence (X) and Employee motivation (Z) is significance - illustrated as $X \rightarrow Z$.

Table 10: Coefficient of Determination on Emotional Intelligence Predicting Employee motivation

R	R Square	Adjusted R Square	Change Statistics				
			R Square Change	F Change	df1	df2	Sig. F Change
.830 ^a	.688	.687	.688	636.515	1	288	.000

Results in table 29 show an R-Square adjusted of 0.687 with Sig= 0.000 where p-value <0.05. This implies that emotional intelligence explains 68.7 percent of the variation in employee motivation.

Table 11: Analysis of Variance (ANOVA) on emotional intelligence Predicting employee motivation

	Sum of Squares	df	Mean Square	F	Sig.
Regression	117.420	1	117.420	636.515	.000
Residual	53.128	288	.184		
Total	170.548	289			

As shown in table 29, F-calculated (1, 288) = 636.515 at 2-tail test and 95% confidence level. Results also show p-value = 0.000 < 0.05. This further enhances the inference that emotional intelligence significantly influences employee motivation.

Table 12: Regression Coefficients on emotional intelligence Predicting employee motivation

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.274	.169		-1.624	.105	-.606	.058
Emotional Intelligence	1.034	.041	.830	25.229	.000	.953	1.114

Findings in table 12 show that, when emotional intelligence is held constant, employee motivation remains at -.274. Additionally, a one unit increase in emotional intelligence leads to an increase in employee motivation by 1.034 units with a p-value of $0.000 < 0.05$. Consequently, the researcher summarizes that, emotional intelligence significantly and positively predicts employee motivation as summarized by the following model: $Z = -.274 + 1.034X$

4.7.2 Emotional intelligence and employee motivation Predicting turnover intentions

This step was intended to confirm whether emotional intelligence (X) and employee motivation (Z) significantly predicts turnover intention among teaching staff in Kenya's private universities expressed as $Z|X \rightarrow Y$

Table 13: Coefficient of Determination on Employee motivation predicting Turnover Intentions

R	R Square	Adjusted R Square	Change Statistics				
			R Square Change	F Change	df1	df2	Sig. F Change
.382	.146	.143	.146	49.177	1	288	.000

Results in table 13 show an adjusted R-Square of 0.143 with Sig= 0.000 where p-value=0.00< 0.05. This implies that emotional intelligence and employee motivation explains 14.3% percent of the variation in turnover intentions of teaching staff in private universities. This means that emotional intelligence and employee motivation have low effect on teaching staff in Kenya's private universities to leave their employers. It also implies that 85.7% 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 and employee motivation) captured in this model.

Table 14: Analysis of Variance (ANOVA) on emotional intelligence and employee motivation predicting turnover intentions

	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.625	1	9.625	49.177	.000
Residual	56.366	288	.196		
Total	65.990	289			

As shown in table 14, F-calculated (1, 288) = 49.177 at 2-tail test and 95% confidence level. Results also show p-value = 0.000 < 0.05. This further enhances the inference that emotional intelligence and employee motivation significantly influences turnover intention. Therefore, the higher emotional intelligence and employee motivation the lower turnover intentions among teaching staff in Kenya's private universities.

Table 15: Regression Coefficients on emotional intelligence and employee motivation predicting turnover intentions

	Unstandardized Coefficients		t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	2.190	.175	12.517	.000	1.846	2.535
Employee Motivation	.239	.061	3.931	.000	.119	.359
Emotional Intelligence	.121	.076	2.968	.027	.151	.147

The results in table 15 show that the coefficients of emotional intelligence on turnover intentions when the mediator employee motivation is controlled to be $\beta = 0.121$ and its significant p-value = $0.027 < 0.05$. So, the relationship between emotional intelligence and turnover intentions is still significant when the mediator employee motivation is controlled. The study shows that employee motivation is a partial mediator in the relationship between emotional intelligence and turnover intentions. This can be proven by the fact that the coefficients between emotional intelligence and turnover intentions is $\beta = 0.245$ and its significant p-value = $0.000 < 0.05$. This finding is summarized in a model as: - (ii) *staff turnover intentions = 2.19 + 0.239(emotional intelligence) + 0.121 (employee motivation)*.

The researcher therefore, Rejects the null hypothesis (H0.) and consequently concludes that there is significant partial mediating effect of employee motivation on the relationship between emotional intelligence and turnover intentions intention among teaching staff in Kenya's private universities. The study results showed that good working conditions can reduce employee turnover intentions and poor working conditions are cited as a major reason for high turnover intentions among employees. Therefore, there exists a significant relationship between working environment and turnover intention. The results on correlational relationship between employee motivation has a weak association with the staff turnover intentions of $r=0.382$ with p-value

=0.000 which is a weak positive and significant relationship. The weak positive relationship means that an increase in employee motivation leads to weak increase in turnover intentions.

The study results agree with Kibe (2013) on the study the effects of employee motivation on job satisfaction in private institutions of higher learning in Kenya. The results of the study showed that remuneration and benefits were significant factors that influenced job satisfaction, with employees indicating that these factors boosted their morale leading to greater job satisfaction and staff retention. This indicates that an increase in employee motivation leads to less thoughts of an employee intention to quit. The findings conform to Ahmed et al., (2016) argument that employee motivation due to job satisfaction has significant relationship on job performance of teaching staff in Pakistan universities. Moreover, the results concur with Nanle (2015) who found a positive relationship between job enrichment and employee motivation. The current study Rejected Hypothesis two (H_{01}) that; There is no significant mediating effect of employee motivation on the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities. Results show an R-Square of 0.146 with Sig=0.000 where $p\text{-value}=0.00 < 0.05$. This implies that emotional intelligence and employee motivation explains 14.6% percent of the variation in turnover intentions. This therefore, shows that emotional intelligence and employee motivation have low effect on employee intention to leave the University. It also implies that 85.4% of the variations in staff turnover intention among teaching staff in Kenya's private universities are as a result of other factors and not due to emotional intelligence and employee motivation as captured in this model. The results further demonstrate an R-Square Change of 0.146 in the relationship between emotional intelligence, employee motivation and staff turnover intention among teaching staff in Kenya's private universities.

In addition, the findings of this study illustrate that employee motivation is a partial mediator in the relationship between emotional intelligence and turnover intentions. This can be proven by the fact that the coefficients between emotional intelligence and turnover intentions is $\beta = 0.245$ and its significant $p\text{-value} = 0.000 < 0.05$. This coefficient value reduces to $\beta = 0.121$ when a mediator employee motivation is introduced in the relationship between emotional intelligence and turnover intentions. Consequently, this implies that employee motivation partially mediates the relationship between emotional intelligence and turnover intentions among teaching staff. The researcher therefore, Rejects the null hypothesis (H_0) and consequently concludes that there is significant partial mediating effect of employee motivation on the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities.

5.0 CONCLUSIONS

This study concluded that based on the findings in the current study, supervisory style increases teaching staff motivation and thus reduces employee turnover intentions among teaching staff. The weak positive relationship means that an increase in employee motivation leads to weak increase in turnover intentions. The implication is that an increase in employee motivation leads to less thoughts of an employee's intentions to quit their jobs. This indicates that emotional intelligence and employee motivation have low effect on employee intention to leave the University. It similarly implies that 85.4% of the variations in staff turnover intention among teaching staff in Kenya's private universities are as a result of other factors and not due to

emotional intelligence and employee motivation as captured in this model. Employee motivation partially mediates the relationship between emotional intelligence and turnover intentions among teaching staff.

The implication is that employees who have high emotional intelligence with regard to recognising emotions, managing emotions and understanding others' emotions as well as being able to build relationships have high job performance and are effective and efficient. The study results showed that good working conditions can reduce employee turnover intention and unfavorable and poor working conditions are cited as a major reason for high turnover intention among employees. Therefore, there is a significant relationship between working environment and turnover intention

6.0 RECOMMENDATIONS

The objective of this research was to determine the mediating effect of employee motivation in the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities. The study findings revealed that employee motivation partially mediates the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities. This indicates that emotional intelligence and employee motivation have low effect on teaching employee's intention to leave the University. The study reveals a strong positive relationship between employee motivational and retention of teaching staff in private universities. It was discovered that employee motivation and emotional intelligence has 85.4% influences on the degree of retention of qualified academic staff. This is substantial enough to explain the level of relationship that exist between motivational needs and retention of academic staff. The study recommends that to retain teaching staff the private universities in Kenya should invest more on intrinsic and extrinsic employee motivation aspects such as improvement of working environment, and offer opportunities to teaching staff to progress with the university as staff surety of job security. The research recommends the leadership of these universities to employee teaching staff with high emotional intelligence. Employees in these institutions be trained on emotional intelligence aspects of Self – awareness, Self – regulation, Social – awareness and Social -management at institutional and personal level. All leaders at various levels in private universities be trained on emotional intelligence and employee motivation.

7.0 STUDY'S INNOVATIVE CONTRIBUTION

Overall, the study's innovative contribution lies in providing new insights into the factors that affect turnover intentions among teaching staff, and in identifying leadership and management practices that can help to mitigate these intentions. These insights can inform policy and practice in academic institutions, leading to improvements in employee satisfaction, retention, and ultimately, organizational outcomes.

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