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**EMOTIONAL INTELLIGENCE AND TURNOVER INTENTIONS AMONG TEACHING STAFF IN KENYAN PRIVATE UNIVERSITIES**

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**ABSTRACT**

In Kenya, universities are relied upon by the society to create, conserve and disseminate knowledge which is in realization of sustainable development. Teaching staff are the key staff who play this role. Unfortunately, due to various challenges, universities especially private ones find it difficult to attract and retain these staff. Teaching staff attrition rates vary widely between developed and developing countries. On the other hand, emotional intelligence has recently gained a lot of interest among scholars and practitioners due to the fact that it can solve multiple problems at the work place producing a motivated and productive workforce. The main objective of this study is to determine the influence of Emotional Intelligence on turnover intentions among teaching staff in Kenyan private Universities. The study was anchored on mixed theory of emotional intelligence. This research is based on the examination of empirical evidence from secondary data such as literature, statistics, publications and surveys. The findings implied that emotional intelligence affected motivation and job performance of teaching staff and contributes openly through self-awareness, self-management, social - awareness and relationship – management. In conclusion employees who can manage their emotions and build relationships are more productive and successful at work than those with low levels of emotional intelligence. The later also experience career derailment. Emotional intelligence can be learnt and developed. In view of these findings, this study recommends the need for emotional intelligence to be nurtured in private universities in Kenya so as to enable these institutions attract and retain teaching staff.

**Keywords;** *Emotional intelligence, turnover intentions, teaching staff, Universities, Kenya*

**INTRODUCTION**

The concept of emotional intelligence has recently gained a lot of interest and popularity among scholars and practitioners. This is due to the discovery that it is an important element for creating a productive and motivated workforce, a conducive work environment, can address multiple staff challenges and it can be learnt and developed. Similarly, (Too, Chepchieng & Ochola, 2015) have emphasized that private universities in Kenya face various challenges including stiff competition and high turnover of skilled employees especially teaching staff. They stress that for these universities to be successful, they will have to manage the retention of their teaching staff. This

will ensure that the quality of education which is the core business of these institutions is not compromised.

Several scholars including (Ahmed, Sabir, Rehman, Khosa & Khan, 2016; Baloch, Saleem, Zaman, & Fida, 2016; Yaya & Ebunuwele, 2016; Egbafe 2016), have argued that there is need for emotional intelligence to be nurtured in universities with a view to reducing employee turnover intentions and eventually employee turnover. These observations underscore the need to analyse the impact of emotional intelligence on employee turnover intentions among teaching staff in private universities in Kenya. This is with a view to coming up with recommendations on how to reduce the turnover intentions of these staff. The relevant theories to this study which will be used are; the mixed theory of emotional intelligence based on Goleman's framework. and the expectancy theory will be used for turnover intentions.

According to Barkhuizen and Rothman (as cited by Egbafe 2016), the most valuable resource in a university is the teaching staff since they are the ones in touch with the key client, the students. This is why the researcher is motivated to undertake research on teaching staff in private universities. The focus on private universities in Kenya has also been underscored by the fact that teaching staff in these universities 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 so as to enable these organisations maintain quality education given the key role they play in the economy (Mutuma & Manase 2013; Too et al., 2015).

The motivation of this research to undertake a study on turnover intentions of teaching staff in private universities in Kenya as argued by Albaqami, (2016) is the importance of understanding employee turnover intentions early to enable the organisations implement preventive action. This enables the organisation not to lose employee productivity and to avoid dealing with additional expenses that could have been avoided if they had just held onto the employee in the first place. Albaqami, (2016) notes that it is easier to predict employee turnover intentions when the employees are still in the company. On the other hand, actual turnover which focuses on those who have left is not easy to predict since it is difficult to trace and get information from such employees (Agoi, 2015).

Al – Khaled, & Fenn (2020) 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 from different perspectives and contexts. This study is therefore driven by the desire to analyse the impact of emotional intelligence on employee turnover intentions of teaching staff in private universities in Kenya. Given that emotional intelligence can solve multiple challenges at the work place, there is need for it to be nurtured in private universities in Kenya. This is with a view to assisting teaching staff cope with work related challenges and in so doing reduce employee turnover intentions and eventually employee turnover.

Emotional intelligence is termed as the ability to find, assess, and control the emotions of oneself, of others, and of groups. Emotional intelligence makes relationships strong in the workplace (Al – Khaled & Fenn, 2020). Moreover, it can be learnt and developed throughout one's working life. The work place is considered a highly emotional place since emotions influence the interaction between staff. According to Kahtani (2019), different symptoms of emotional intelligence at the work place manifest themselves as anxiety, irritability, depression, pressure of work, stress, agitation or burn out. As a result, emotions have an impact on everything done by employees that may be manifested by fear, anxiety and hostility. This in turn leads to absenteeism, apathy and poor performance. This in turn may lead to employee turnover intentions and eventually turn over.

Ahmed *et al.*, (2016) observes that employees who know their own emotions and can manage them effectively are more efficient and productive to the organisation. Well managed emotions will lead to high morale, trust and commitment and better relations between the employee and the employer as well as high employee and organisational performance. The need to address causes of turnover intentions among teaching staff in private universities so as to reduce staff turnover cannot be over emphasised. 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 aim of this study is to assess how emotional intelligence could be utilised to bridge this gap in the context of private universities in Kenya.

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. Scholars of turnover intentions including (Agoi, 2015; Albaqami, 2016) have shown that turnover, especially if it is higher than normal and if it affects highly skilled and talented staff, is costly to organisations. Aondo (2021) has observed that increase of universities in various parts of the world since the eighties has 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. They further 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.

Several scholars explain that the pressure on the teaching staff resulting from numerous challenges that they face at work has led to a 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 dissatisfied. For example, in Malaysia in 2011, the average turnover rate in the education sector ranked third at 29.2% among all the sectors of the economy (Albaqami, 2016; Rathakrishnan, Imm & Kok, 2016). Researchers agree that due to the challenges that organisations 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 and thereby predict 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). Governments world over view

education, and especially university education, as being responsible for training high quality graduates to meet the needs of the public and private sectors in the economy (Aondo 2021). As a result, most nations globally and in Africa, Kenya included have been increasing access to education as a supplement to boosting economic and social development of their countries. In Kenya, for example, it has been documented that the key catalyst for the realisation of vision 2030 is university education (Demetria, 2018).

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. 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) (Hilda, 2016). 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. Accreditation was given as a result of increased demand for university education. This demand also led to the rapid growth of these institutions.

Kenyan private universities experience more challenges than public universities (Hassan & Ismail, 2019; Demetria, 2018). Key challenges facing these organisations 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. This in turn creates uncertainty among teaching staff and affects their commitment. Also, some private universities are set up mainly to generate income and profit resulting in a clash of purpose unlike public universities (Hassan & Ismail, 2019).

### **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 through the Commission for University Education (CUE), which is an agency of the Government of Kenya mandated to set standards, monitor compliance as well as ensure the maintenance of these standards, their quality and relevance in all aspects of university education (CUE, 2018). Private universities should attract and retain skilled teaching staff; that means creating a community of purpose for teaching the staff, as well as other stakeholders, be value led 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). These challenges have led to the dissatisfaction 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, Too, & Mukhwana, 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 (Igbafe, 2016). A successful solution has not been put forward to assist the teaching staff cope. Previous research has shown that the possible cause of this problem is demotivation and dissatisfaction with salaries, research, professional/career development, promotions, unattractiveness of the academic career, leadership style and unsatisfactory working conditions of the teaching staff (Makinde & Adeoye, 2018). 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. The study by Igabafe, (2016) was done in Nigeria and did not address turnover intentions of teaching staff. It used interviews to gather data of a small sample. while Mwangi (2011) researched on Kenyan public universities and did not address turnover intentions of teaching staff. 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, The current study is study based on the examination of empirical evidence from secondary data such as literature, statistics, publications and surveys. The literature has been reviewed at the global, regional and national level, while attempting to answer the question; how can emotional intelligence be utilised to reduce turnover intentions among teaching staff in Kenya's private universities? |

### **Objective of the Study**

The study aimed to examine the relationship between emotional intelligence and turnover intentions among teaching staff in Kenya's private universities.

### **Justification of the Study**

This study seeks to establish the influence of emotional intelligence on the turnover intentions of teaching staff in Kenya's private universities. It is therefore hoped that this study will benefit various stakeholders as it contributes to policy, theory and practice in this field and in so doing benefit the students and teaching staff who are the key stake holders in institutions of higher learning. The specific stakeholders include the Government through CUE, universities, policy makers, scholars and researchers. The Government and universities through CUE will get information on how to motivate and retain teaching staff and they may employ it to develop policy for higher education institutions in Kenya. They will be able to be informed on strategies that will enable the creation of a favourable work environment for the teaching staff. Similarly, policy makers will get information that could enable them utilise these findings and incorporate into policy with a view to influencing retention of teaching staff in private universities. The findings of this study will contribute to the body of literature on emotional intelligence and employee turnover intentions in institutions of higher learning. The study will further come up with

recommendations for further research which will benefit scholars since it will contribute additional body of knowledge on the variables under study.

## LITERATURE REVIEW

### Theoretical Literature Review

#### 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 (Noel, 2016). This theory is adapted from Goleman's emotional intelligence theory of performance (Igbofe, 2016). The mixed theory combines cognitive skills or brain-based skills which centres on measuring mental skills to predict emotional intelligence and in so doing 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.

There are certain limitations of using cognitive skills. For example, focusing on reasoning and thinking is not practically possible in real life. The theory is not practical when faced with challenges in the work environment. This led to the development of non-cognitive theory of emotional intelligence. On the other hand, the major limitation of non-cognitive theory of emotional intelligence is that it is limiting in nature since emotions are shaped by values and beliefs which embraces some degree of thinking. Secondly self-report used by non-cognitive theories of emotional intelligence can lead to answers that are fake. In his theory, Goleman while mixing the two states that at work we are not only assessed by our expertise and training but also by how well we handle ourselves and each other. This yardstick is increasingly used in organisations for a range of activities such as hiring, promotion, and even retrenchment (Egbofe, 2016).

Goleman's Emotional Intelligence theory is divided into two broad categories; Personal competencies which determine how people manage themselves and social competencies which 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 which include self-awareness, self-regulation, social-awareness and social management or social skills. These competencies are very important in the new work places that emphasise 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. Scholars observe that what is distinct about Goleman's theory is his view that not only does emotional intelligence exist and that it is not only a factor in personal and professional success but 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).

This study is anchored on Goleman's mixed theory of emotional intelligence, firstly in view of the limitations of the cognitive and the non-cognitive theories of emotional intelligence. Secondly, as observed by psychologists, scholars and business theorists, this theory is the most widely used and

accepted at the work place because it is performance based, it has a strong relationship with job performance at work and it can be learnt. Igbafe (2016), observes that this theory is based on competencies that have been tested at various corporations and organisations in internal research and that 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 measured and efficiency increased.

### **The theory of reasoned action and 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 believes, attitude and behavioural intention and provides a theory that has the potential benefit of forecasting the intention to perform a behaviour 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). The purpose of the theory of planned behaviour is twofold;

To predict as well as appreciate how motivation influences behaviour that is not under the control of an individual like why someone is absent from work (Agoi, 2015; Albaqami, 2016). The aim of the extension of the theory of reasoned action was to include a degree of perceived behavioural control. Unlike the basic assumption of the theory of reasoned action, the theory of planned behaviour maintains that perceived behavioural control has a tendency to influence intention as well as behaviour. This is because in real life a situation may arise where staff with intention to leave may not actually quit as predicted.

The theory of reasoned action as well as the theory of planned behaviour is relevant to this study because of the assumption that people consider the implications of their actions before they engage in certain behaviour (Agoi, 2015; Albaqami, 2016). A study by (Zahra et al., 2013) observed that quitting a job is a process that is thought carefully by the affected employees. Such employees are influenced by dissatisfaction and especially attitude towards their jobs. 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 since most of those who want to quit voluntarily will only do so if they get better job alternatives in line with the theory of planned behaviour. In view of this, the variable of turnover intentions of this study is centred on the theory of reasoned action and planned behaviour.

### Empirical literature review

Rathakrishnan et al., (2016) analysed factors affecting turnover intentions of lecturers in private universities in Malaysia. Six constructs which include Job security, supervisor support, compensation, satisfaction, job autonomy, Key performance indicator (KPI) achievability and job satisfaction were analysed. The results showed that compensation, satisfaction, job autonomy, Key performance indicator (KPI) achievability and job satisfaction explained turnover intentions. The study concluded that by understanding factors that lead to employee turnover intentions, universities would introduce appropriate retention strategies.

The aim of the research by Albaqami was to investigate determinants of turnover intentions among faculty members in Saudi Public Universities. Determinants of turnover intentions were divided into three. Demographic variables, the organisational variables and individual variables. The study discovered that the most significant determinant that affects turnover intentions was interpersonal relations, second was working environment, job satisfaction was third, organisational commitment, turnover intention and payment justice in that order. The study recommended that Saudi Arabian universities may be able to reduce turnover intentions of their faculty members by improving on the working environment and payment system. This will lead to Job satisfaction of the faculty. This study was conducted in five universities in the region of Al-Riyadh in Saudi Arabia.

Zahra et al., (2016) examined job satisfaction and faculty turnover intentions of Pakistani Universities. The influence of four facets were measured. The results revealed that remuneration, supervisory support and work life policies have negative relationship with turnover intentions while the relationship between recognition and turnover intentions was insignificant. The study concluded that universities consider remuneration, supervisory support and work life policies as significant factors affecting turnover intention compared to recognition and rewards. Therefore, in order to reduce turnover intentions of teaching staff, universities need to consider using compensation packages, supervisory support and work life policies. Respondents were drawn from different universities. Questionnaires were used to gather data and 110 questionnaires were completed and returned.

The study by Ahmed et al., (2016) focused on recognising 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. 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.

Igbafe (2016) explored the strategies utilised by teaching staff in coping with academic and institutional challenges in both public and private universities in Nigeria. The study further aimed to identify how emotional intelligence has helped teaching staff to adapt, to adjust and to sustain themselves. The findings of the research were that personal competencies such as emotional self-awareness and emotional assessment provide adequate information on emotional massages. On the other hand, low personal competencies limit the proper application of emotional intelligence. Social competencies can be linked to successful application of emotional intelligence. Participants had a stronger loyalty towards trade unions. Individually teaching staff used prayers and individual resilience as coping strategies. Since emotional intelligence can be learnt and developed, an emotional intelligence model for teaching staff was developed. The methodology used was qualitative research approach, entrenched with interpretive paradigm; a multiple case study research design with a multiple case study analysis was employed to investigate this research. Semi-structured individual interviews and field journals were used to generate data from a small sample of twelve. Unlike the study by Igbafe, the current study to be conducted in Kenya is a secondary study based on the review of the literature.

A study presented by Mwangi (2011) examined utilisation of emotional intelligence and transformational leadership for enhancement of employee's engagement in Public Universities in Kenya. The research concluded that emotional intelligence impacts employee engagement through the competencies in Self-awareness, social awareness, self-management and Social-management. Transformational leadership was found to have effect on employee engagement. There is a relationship between emotional intelligence and transformational leadership. The research applied both qualitative and quantitative data. Stratified random sampling was employed and data was collected using a questionnaire.

The main purpose of the study by Narayan and Narashiman (2014) was to explore the influence of emotional intelligence on work performance. This was a concept paper which was based on the review of previous literature. After reviewing the literature, it was concluded that emotional intelligence is positively associated with work performance. Employees performance is increased if employees enjoy a healthy relationship with management. This in turn leads to enhancing organisational commitment. If administrative performance and practices are to be improved, it is necessary to develop emotional intelligence competencies in individuals. Finally, it was found that it was effective personal competencies that play a very important role in emotional intelligence, this leads to job satisfaction which in turn leads to organisational commitment which then leads to reduction of turnover intentions. This thereby improves the worth and effectiveness of human resources. The study by Kahtani (2019) was a concept paper of higher educational institutions of Saudi Arabia which highlighted the various definitions of emotional intelligence, its measurement, dimensions as well as the influence of employee emotional intelligence on employee performance in higher educational institutions of Saudi Arabia. The study also gave an overview of the definition of job performance, the importance and uses of performance appraisal, the various methods of performance appraisal and employee performance measurement. The paper concluded by proposing a theoretical framework that could be used by higher educational institutions of Saudi Arabia.

## **RESEARCH METHODOLOGY**

This research is based on the examination of empirical evidence from secondary data such as literature, statistics, publications and surveys.

## **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **Discussion and Conclusion**

#### **Turnover Intentions of Teaching Staff**

This study has reviewed literature from various scholars who have analysed challenges facing teaching staff and causes of turnover intentions of these staff in various universities from several countries. These countries and universities include; private universities in Malaysia, Saudi Public universities, Pakistani Universities, both public and private universities in Nigeria and private universities in Kenya. It is concluded that the key challenges facing teaching staff in universities and especially private universities are; compensation, Job satisfaction, job autonomy, Key performance indicator (KPA), achievability, interpersonal relations, working environment/conditions like larger classes, organisational commitment, and payment justice, supervisory support and work life policies, role overload such as demand to publish and administrative duties, lack of promotion opportunities, inadequate recognition, inadequate participation in management, lack of academic preparation by students when entering the university.

Kenyan private universities themselves also experience more challenges than public universities (Hassan & Ismail, 2019). This in turn creates uncertainty among teaching staff and affects their commitment. Also, some private universities are set up mainly to generate income and profit resulting in a clash of purpose unlike public universities.

Some of the conclusions of these studies were that by understanding factors that lead to employee turnover intentions, universities would introduce appropriate retention strategies by improving on those factors this would in turn lead to lead to engagement and Job satisfaction of teaching staff and hence reduced turnover intentions of the faculty. Unfortunately, though, as observed by Igbafe (2016) despite many strategies recommended for reducing turnover intentions of teaching staff in private universities, a successful solution has not been put forward to help teaching staff cope. This underscores the need to explore how emotional intelligence could be utilised to reduce turnover intentions of teaching staff in Kenyan Private universities.

#### **Emotional Intelligence and Teaching Staff Turnover Intentions**

This study has reviewed literature from various scholars who have analysed the impact of Emotional Intelligence on Teaching staff turnover intentions. From the studies reviewed, it is found that emotional intelligence is a key catalyst for employees to manage and control their own emotions. Emotional intelligence contributes openly through Self-awareness, social awareness, self-management and Social-management. Employees with high emotional intelligence competencies perform their jobs better than those with low emotional intelligence competencies. Managers also need emotional competency skills to manage employees and their work life. High

emotional intelligence of personnel leads to high work performance. It is effective personal competencies that play a very important role in emotional intelligence, this leads to job satisfaction which in turn leads to organisational commitment which then leads to reduction of turnover intentions.

### Recommendations

The literature reviewed has found a negative relationship between emotional intelligence and employee turnover intention of teaching staff. The concept of emotional intelligence has been acclaimed due to the discovery that it is an important element for creating a productive and motivated workforce, a conducive work environment, can address multiple staff challenges at the work place. It can also be learnt and developed.

Similarly In view of the various challenges that teaching staff in private universities in Kenya face which in turn leads to turnover intentions of these employees and eventually turnover, this study recommends that emotional intelligence be introduced in these universities so as to reduce turnover intentions of these staff and eventually turnover.

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