

**EMPLOYEE VOICE MECHANISMS, LEADERSHIP STYLES, JOB  
SATISFACTION AND ACADEMIC STAFF TURNOVER INTENTIONS  
IN UNIVERSITIES IN KENYA**

**ANDREW THIURU MUGUNA**

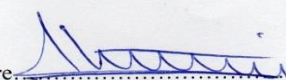
**A Thesis Submitted to the Graduate School in Partial Fulfilment of the  
Requirements for the Award of the Degree of Doctor of Philosophy in  
Business and Management of Chuka University**

**CHUKA UNIVERSITY  
NOVEMBER, 2021**

## DECLARATION AND RECOMMENDATION

### Declaration

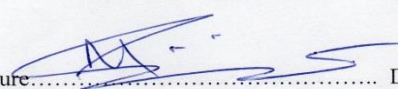
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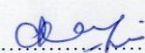
Signature.......... Date.....4/11/2021.....  
Andrew T. Muguna  
CD11/45607/19

### Recommendation

This research thesis has been examined, passed and submitted with our approval as University Supervisors.

Signature.......... Date.....12/11/2021.....  
Dr. Isaac Micheni Nkari  
Department of Business Administration  
Chuka University

Signature.......... Date.....5<sup>TH</sup> NOVEMBER 2021.....  
Dr. James Mutuku Kilika  
Department of Business Administration  
Kenyatta University

Signature.......... Date.....14/11/2021.....  
Dr. Catherine Kathure Kaimenyi  
Department of Business Administration  
Chuka University

### **DEDICATION**

This work is dedicated to my wife, Sophy Kiende, sons Vincent Murithi and Victor Mutethia and daughter Jesca Makena, for their love, understanding and invaluable support. Their eagerness to make sacrifices and encouragement strengthened my resolve to complete this work. My brother Justus Gituma for supporting my education from basic to higher education. His faith in my ability and encouragement was a source of inspiration.

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## **ABSTRACT**

Globally, managers are concerned about employee turnover, which has been a major problem facing many organizations. Global average universities' academic staff turnover intentions stand at 45%, far above 10-15% considered normal by Human Resource Management (HRM) researchers. African universities continued to be seriously affected by brain drain, worsening the experienced high employee turnover. In Kenya, 68% of organizations experience a high employees turnover. Even though calls have been made towards stemming the high academic staff turnover in universities, the situation has continued to be experienced. Employee voice mechanisms can be considered a relevant intervention for addressing turnover. The purpose of this study was to determine the relationship between employee voice mechanisms and academic staff turnover intentions and the moderating effect of leadership style and job satisfaction on this relationship. The specific objectives were to determine the effect of employee voice mechanisms on academic staff turnover intentions; examine the effect of leadership styles on academic staff turnover intentions; examine the effect of employee job satisfaction on academic staff turnover intentions; assess the moderating effect of leadership styles on the relationship between employee voice mechanisms and academic staff turnover intentions; assess the moderating effect of job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions and finally to analyse the joint effect of employee voice mechanisms, leadership style and job satisfaction on academic staff turnover intentions. The study hypotheses were derived from the stated objectives. The study was anchored on the Universalistic theory, Resource-based theory, Herzberg's two-factor theory, Kaizen theory, Harvard model of HRM, Kurt Lewin model of leadership styles, and Unfolding model of voluntary turnover. The study was guided by positivism research philosophy and a descriptive cross-sectional survey research design was used. The study population consisted of 17210 academic staff in Kenya universities from whom a sample of 364 was drawn. The study adopted a multistage sampling technique. Primary data was collected using a structured questionnaire administered through the drop and pick later method. Descriptive statistics were used to summarize the data into means and standard deviations. Inferential statistics employed regression analysis to test hypotheses and draw conclusions. The data was presented using tables, charts, and graphs. A pilot study was carried out amongst 37 respondents from Meru University. Reliability was established by the use of Cronbachs' Alpha coefficient. The study's findings established that employee voice mechanisms had a significantly negative influence on academic staff turnover intentions. Secondly, autocratic leadership style positively influences academic staff turnover intentions while democratic and laissez-faire leadership style negatively influences turnover intentions. Thirdly, employee job satisfaction had a significantly negative influence on academic staff turnover. Fourthly, autocratic leadership style moderated employee attitude surveys and academic staff turnover intentions only, and democratic leadership style moderated the relationship between employee representations and academic staff turnover intentions. Fifthly, supervision moderated employee representation and academic staff turnover intentions only, and pay and benefits moderated the relationship between employee representations and academic staff turnover intentions. Finally, the joint effect of employee voice mechanisms, leadership styles, and job satisfaction changed from negative to positive. The findings of the study offer insight into the situational

positioning of employee voice mechanisms, leadership styles, and employee job satisfaction in Kenyan universities, as well as managerial and epistemological insights for scholars in HRM. The findings further contribute to theory, policy development and HRM practices. The research had a few limitations. The selection of the study variables was not exhaustive as it did not cover different psychological traits and personalities possessed by an employee that leads to varying job satisfaction. The use of a descriptive cross-sectional research design and single key-informant approach and linear regression statistical models put constraints on the generalizability of the results. Future research should address these limitations by including additional psychological traits, personalities, soft and hard HRM approaches using a longitudinal research design, and more robust statistical techniques such as structural equation modelling.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|                |                                                                 |
|----------------|-----------------------------------------------------------------|
| <b>CIPD</b>    | Chartered Institute of Personnel and Development                |
| <b>CUE</b>     | Commission for University Education                             |
| <b>CWBs</b>    | Counter Productive Work Behaviour                               |
| <b>GOK</b>     | Government of Kenya                                             |
| <b>IAQC</b>    | International Association of Quality Circles                    |
| <b>HR</b>      | Human Resources                                                 |
| <b>HRM</b>     | Human Resource Management                                       |
| <b>ILO</b>     | International Labour Organisation                               |
| <b>IR</b>      | Industrial Relations                                            |
| <b>JSS</b>     | Job Satisfaction Scale                                          |
| <b>KIPPRA</b>  | Kenya Institute for Public Policy Research and Analysis         |
| <b>KUSU</b>    | Kenya Universities Staff Union                                  |
| <b>LIA</b>     | Letters of Interim Authority                                    |
| <b>MOEST</b>   | Ministry of Education Science and Technology                    |
| <b>NACOSTI</b> | National Council for Science Technology and Innovation          |
| <b>OCB</b>     | Organisation Citizenship Behaviour                              |
| <b>OCS</b>     | Organisational Commitment Scale                                 |
| <b>QCs</b>     | Quality circles                                                 |
| <b>RBT</b>     | Resource-Based Theory                                           |
| <b>RC</b>      | Regression Coefficient                                          |
| <b>RUFORUM</b> | Regional Universities Forum                                     |
| <b>SPSS</b>    | Statistical Package for Social Sciences                         |
| <b>TIS</b>     | Turnover Intentions Scale                                       |
| <b>TVET</b>    | Technical and Vocational Education Training                     |
| <b>UASU</b>    | Universities Academic Staff Union                               |
| <b>UNESCO</b>  | United Nations Educational Scientific and Cultural Organisation |
| <b>USA</b>     | United States of America                                        |

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The most valuable asset available to an organisation is its people. Thus retention of employees in their jobs is essential for organisational success. Globally, organisations are keen on evaluating the attraction, hiring, development, motivation, retention, and separation of employees. Various reasons have been advanced on why employees quit their jobs in an organisation. They include workplace-related factors, a mismatch between work and the employee, lack of coaching and feedback, lack of growth and advancement opportunities, remunerations, lack of recognition, overwork related-stress, and lack of trust from the management (Marchington, 2015; McCloskey & McDonnell, 2018; Wilkinson, Gomez, & Kaufman, 2018). To resolve these issues related to turnover intention, adopting employee voice mechanisms is crucial (Puni *et al.*, 2016). Human resource management (HRM) literature on employee voice has grown enormously in recent decades. Given the broad scope of the concept and its importance in contemporary workplaces, researchers have focused attention on a wide range of aspects in the employee voice mechanisms phenomenon. They have paid particular attention to the meaning of employee voice mechanisms, evolution trends, consequences, relationship with individual and organisational outcomes in shaping employee voice mechanisms systems and influencing their effects in different countries (Wilkinson *et al.*, 2016).

The HRM theoretical literature on the relationship between employee voice and turnover intentions considers employee voice mechanisms a critical factor in employee success in the modern workplace. Employee voice mechanisms result in better employee and organisational outcomes in the form of higher performance that it is supposed to generate. Empirically, the most recent development of this stream of research focuses on the declining role and power of unions in western economies (Wilkinson *et al.*, 2016); Kim *et al.*, 2010; Bryson, 2004), the emergence and success of the high-performance work system practice (Harley, 2014; Wood & Wall, 2007; Combs *et al.*, 2006) and the adoption of different mixes of employee voice mechanisms in the same workplaces and on their potential outcomes (McCloskey & McDonnell, 2018; Wilkinson *et al.*, Marchington, 2015; Holland *et al.*, 2012; Benson & Brown, 2010 ).

The loyalty-exit theory asserts that employees have two ways to respond to dissatisfaction; either information management of their dissatisfaction or leaving the organization (Hirschman, 1970). Those who are reluctant to voice their dissatisfaction may exit silently (CIPD, 2019). Employee turnover intention is an employee's inclination to quit the job (Taylor, 2017). Employee turnover intentions are the last steps before quitting and leaving the organization or actual turnover Khan, (2015). Employees who are not given opportunities to express themselves do not feel valued by the organisation. Therefore, they are likely to develop an increased desire to quit their jobs and leave the organisation. Afifah and Aryana (2019) assert that the employee voice mechanism can respond to the felt employee dissatisfaction. Organizations may reduce employee turnover intentions by adopting a system of robust employee voice mechanisms. In that case, Employees will look for alternative employment and not indicate that anything is wrong until they leave the organization. Effective employee voice mechanisms in an organisation can help reduce turnover intentions (CIPD, 2019).

Adopting relevant HRM strategies in organisations may be constrained by the leadership system represented by top management, unit, functional level, and first-line management. An essential component of leadership that may influence the adoption of employee-centered HRM practices is the leadership style exercised by managers at various levels of organisational hierarchy analysis. Leadership style introduces diversity in how managers apply HRM practices so that it can explain employee behavioural outcomes. Mbah and Ikemefuna (2011) and Puni *et al.* (2016) assert that autocratic leadership style is one of the main reasons for high employee turnover intentions in an organisation. Further, they point out that the autocratic leadership style is antagonistic, thus creating a conflicting relationship between a leader and subordinates which can cause dissatisfaction and resentments. Cherry's (2018) study believes that the number one reason people quit their job and leave the organisation is poor leadership style. Employees who remain working with an autocratic leader have job dissatisfaction, lower commitment, psychological distress, and high turnover intentions.

Additionally, tight supervision is an exogenous factor that generates employee dissatisfaction and demotivation. Tian and Huang (2014) argue that the authoritarian

leadership style results in high levels of stress, low commitment, low work satisfaction or dissatisfaction high staff turnover intentions. The participative and laissez-faire leadership style, on the other hand, makes employees feel more appreciated and involved, which reduces the turnover intentions (Puni *et al.*, 2016). The potential impact of diverse leadership styles and adopting the best HRM practices may result in emergent employee behaviours. Consequently, as moderated by leadership styles, the study examines the relationship between employee voice mechanisms and academic staff turnover intentions in Kenyan chartered universities.

The extent to which leadership embraces employee voice mechanisms in an organization is inversely associated with turnover intentions (Shipton *et al.*, 2017). The magnitude of this relationship may result from moderation by employee job satisfaction (Zhang, 2016). Job satisfaction is believed to reduce turnover intention in the organisation (Helm (2013). Employee voice mechanisms are an important component for employee well-being in the workplace. It was positively and significantly influenced employee job satisfaction (King & Land 2018). Employees working in an organisation with effective employee voice mechanisms feel more contented with their work (Zhang, 2016). Rothausen *et al.* (2015) opined that when employees resolve to stay or leave their employments, they often think through their job satisfaction and dissatisfaction. Employee voice mechanisms create opportunities for employees at all levels to have some agency in decision-making, positively impacting employee job satisfaction. Employee job satisfaction positively influences their attitude and sense of fulfillment at work, boosting efforts to achieve organisational goals and reducing turnover, CIPD (2019). Hongvichit (2015) reasoned that most studies have shown that when workers have positive opinions and have obtained overall job satisfaction, they are likely to stay. Since job satisfaction is the final objective of an employee, it is rational to submit that job satisfaction will negatively impact turnover intentions. Even though the latest literature proposes that job satisfaction leads to lesser intentions to quit, some scholars have contended that employees hold diverse psychosomatic qualities and dispositions. These dissimilarities may lead to changing job satisfaction, intentions to quit, and organizational outcomes (De Gieter & Hofmans, 2015). The potential impact of applying different leadership styles and adopting the best HRM practices may lead to emergent employee behaviours. Consequently, the study measured the relationship

between employee voice mechanisms and academic staff turnover intentions moderated by leadership style in chartered universities in Kenya.

### **1.1.1 Employee Voice Mechanisms**

Employee voice mechanisms originally were defined as providing workers with a way of communicating with management. However, the definition expanded to include participation in decision making, influence employer action, engagement in workplace discussions, expression of opinions freely without fear of repercussions, registering discontent, expressing grievances or complaints, and changing the power of administration.(Freeman, 1984; Millward, 1992; Barry & Wilkinson, 2016; Armstrong & Taylor, 2017). Employee voice is "the ability of employees to communicate their thoughts, opinions, concerns, and suggestions to influence workplace decisions" (Dromey, 2016). Nanjundeswaraswamy and Swamy (2014) posit that employee voice mechanisms significantly impact organisational improvement, productivity, innovation, and turnover intentions. They may also result in increased job satisfaction, greater influence, and better development opportunities. Employee voice mechanisms create good relationships between the employee and the employer, contributing to organisational accomplishment. Armstrong and Taylor (2017) opined that one of the roles of management is to implement employee voice mechanisms and enhance employee job satisfaction. The absence of employee voice mechanisms will lead to employees' dissatisfaction and poor organisation performance, resulting in employees quitting their job and leaving the organisation (Saddiqui, Sandhya & Kumar, 2014).

Albaqami (2016) intimated that increasing the quality and effectiveness of employee voice mechanisms among employees may be the remedy for reducing employee turnover intentions. Effective employee voice mechanisms may significantly reduce turnover intentions among the employees since they have the room to share their dissatisfaction with the organisation's management, which will take remedial action (Ghadi & Ghadi, 2017). Morrison (2014) argued that the more an organisation allows employees to voice dissatisfaction over their work to change the situation, the greater the employees are likely to remain in the organisation. Duan and Huang (2014) posit that retention of employees by the organisation is only possible when the management embraces employee voice mechanisms and addresses their complaints, grievances,

and dissatisfaction. They further argue that employee voice is through employee voice mechanisms such as employee surveys, representations, quality circles, suggestion schemes, joint consultations, and ombudsman, which are ideal in reducing employee turnover intentions. Similarly, Belete (2018), among other writers such as Siew (2017) as well as Armstrong and Taylor (2017), assert that employee voice mechanisms take the form of employee surveys, representations, quality circles, suggestion schemes, and ombudsman.

For this study, elements of employee voice mechanisms suggested by Armstrong and Taylor (2017), namely; attitude surveys, representation, quality circles, and suggestion schemes, were adopted. These constructs were appropriate because they addressed employee concerns for intrinsic centered rewards and stem turnover intentions. Further, the constructs were considered appropriate since there was little research on them, and their impact on academic staff turnover intentions remains largely unknown. Employee voice mechanisms, including employee attitude surveys, representations, quality circles, and suggestion schemes, are prescribed for universities through ministry, departments and agencies (MDAs).

The first construct of employee voice mechanisms adopted is employee attitude surveys, a form of non-unionized employee voice mechanisms used by many organisations. Employee attitude surveys seek the views of employees on matters affecting them in their work. They are a valuable way of involving workforces by considering their views on matters that affect them. Employee attitude surveys offer information on employees' likings, caution on likely problems, establish the source of particular matters, and relate job satisfaction, commitment, and morale in different sections of the establishment. Thus, frequent employee attitude surveys act as smoke detectors and help uncover potential problems and turnover intentions. Employee attitude surveys are carried out through interviews, questionnaires, a mixture of questionnaires and interviews, and focus groups (Armstrong & Taylor, 2017; Ghadi & Ghadi, 2017).

The second construct of employee voice mechanisms was employee representations. The standard and popular representation method are by employee trade unions, where employees form unions to safeguard their interests. Wilkinson, Dundon, Donaghey

and Freeman, (2014) provided evidence linking union voice to higher productivity, job satisfaction, and lower labour turnover rates. They further indicate that employee trade unions offer workers a collective voice to make their desires well-known to the administration. Labour trade unions' representation reduces the probability that employee will quit their jobs and leave the organisation for two fundamental reasons. First, unions offer employee voice mechanisms to gain greater compensation than they could net in comparable non-union employment. Second, unions give employees a voice in shaping a range of rules and working conditions, including policies that decrease pay inequality, complaint and arbitration and mediation processes for appealing administrative decisions, “just cause” for discipline and discharge, and seniority clauses preferred by employees.

The exit-voice framework proposes that unionized persons are less likely to quit their jobs and leave the organisation since unionized grievance processes offer a legitimate employee voice and that loyalty can affect the decision between exit and voice (Boroff & Lewin, 2017). At the organisation level, Wilkinson *et al.* (2014) argued that labour trade unions offer employee voice which is economically better to exit and individual employee voice. Mathis and Jackson (2014) consider four significant areas dealt with by employee trade. First are issues relating to the working environment, including staffing, rules and regulations and general working conditions. Second are issues relating to rewards such as pay, overtime pay, pay equity, benefits, and gaining a higher salary than they could earn in a similar non-union job. Third, unions deal with issues of employee treatment in place of work, such as unfair treatment, abusive treatment, harassment, discipline, job insecurity, grievance, arbitration, and lack of response to complaints. Lastly, unions address matters to do with leadership styles that use fear, intimidation of employees, recognition, and participation in decision-making processes.

The third construct of employee voice mechanisms is Quality circles. Quality circles are volunteers employees engaged in related tasks that meet regularly to deliberate and suggest improving work under a trained leader (Armstrong & Taylor, 2017). As Freeman *et al.* (2007) noted that Quality circles and other forms of small groups for problem-solving have become commonplace in the Anglo-American world. These management-driven forms of involvement and engagement were designed to serve

employer goals of improved quality, productivity, and flexibility. However, Shipton *et al.* (2017) argued that workers' desire to be involved in the things that relate most directly to them is critical to innovation and organisation success. Organisations that implement Quality circles are committed to giving employees voice mechanisms. The use of Quality circles in organisations enables employees to have more influence, autonomy, and opportunity to suggest changes and implement them, leading to higher productivity, job satisfaction, and reduced turnover intentions. In analyzing employee-centered HRM practices, proponents of the total quality movement point out the role of commitment through the leadership style exercised (Gifford, 2018).

The fourth construct of employee voice mechanisms is suggestion schemes which are procedures for submitting and evaluating ideas from employees for increased productivity and efficiency with tangible recognition for those who have merit. Suggestion schemes are known to reduce feelings of frustration where employees feel that they have good ideas that were not recognized in the formal channels of communication (Gifford, 2018). They use suggestion boxes, social media, designated email addresses, and public complaints resolution mechanisms (Puni *et al.*, 2016). Andy (2017) opined that the employee suggestion scheme is a formalized mechanism that encourages employees to contribute constructive ideas to improve their work organization. The overall aim of these schemes is to gather, analyze, and implement ideas to create results that positively impact the business and deliver new value to customers. It is vital that organisations proactively seek feedback and suggestions. Employee voice mechanisms encouraged and facilitated ideas and feedback from employees (Shipton *et al.*, 2017). Suggestion boxes were used to motivate employees to give suggestions. However, organisations should have a committee to vet suggestions to pick out only what is appropriate for the organisation. Often a monetary award and other forms of recognition proportionate to the benefits generated is used to reward individuals or groups whose ideas or suggestions were implemented (Dromey, 2016). The leadership style will determine how these forms of employee voice mechanisms were operationalized in the organization.

### **1.1.2 Leadership Styles**

Leadership is the process of influencing the behaviour of others to achieve results (Armstrong & Taylor, 2017). However, leadership style refers to the patterns of behaviour, assumptions, attitude, or traits exhibited by individuals attempting to provide leadership to achieve the desired result (Yukl, 1989). Leadership style is an approach used by managers to exercise their leadership function in the organisation. Effective leadership style is necessary to reduce employee attrition (Hassan, 2014). The leadership style involves the leader setting achievable goals, coming up with action plans, and directing the followers through feedback that informs the set goals (Ogalo, 2013; Gusic, 2015). There are various leadership styles that leaders may choose to apply. Kurt Lewin (1939) identified three leadership styles formulated around decision-making authority: autocratic leadership style, democratic leadership style, and laissez-faire leadership style.

Leaders, who adopt the autocratic leadership style dictate work methods, do not consult, make unilateral decisions, do not share opinions, and limit employee participation (Puni *et al.*, (2016). This type of leadership style is less creative. It creates a permanent state of tension and discontent, resistance, and decreased leaders' interest in the subordinates (Tian & Huang (2014). Autocratic leadership is executed through punishment, threats, demands, orders, rules, and regulations. Democratic leaders are characterized by collective decision-making, camaraderie, active follower involvement, fair praise, and restrained criticism. They facilitate collective decision-making (Cherry, 2018). The laissez-faire behaviour attracts leaders that are comfortable with having minimum input in decision making, although they may still be responsible for the outcome of the decision made (Dessler & Starke 2017).

It is the type of leadership style where leaders refuse to make decisions, are not available when needed, and take no responsibility for their lack of leadership ability (Cherry, 2018). Laissez-faire leadership is characterized by very little guidance from leaders, complete freedom for followers, and the needed tools and resources. The group members are expected to solve problems independently, power is handed over to the followers, yet leaders take responsibility for the group decisions and actions. According to Tannerbaum and Schmidt (2009), leadership style varies along a continuum with manager-centered behaviour, referred to as autocratic-leadership style

on the one end, and subordinate-centered behaviour referred to as laissez-faire leadership style on the other end. They argued that leadership styles could be located at points along such a continuum.

Research has shown that leadership style directly influences employees' turnover intentions (Bohn, 2002, Cherry, 2018). As Siew (2017) explained, leadership style affects turnover intentions. Puni *et al.*, (2016) established that employees under autocratic leaders are more prone to employee turnover intentions mainly due to the leaders' over-emphasis on production other than the people dimension. Workers under a democratic leadership style are less likely to have turnover intentions due to the collective decision-making approach of the leader. Laissez-faire leadership style does not provide direction. They are keen to blame each other for mistakes, refuse to accept personal responsibility, and produce low work progress, leading to dissatisfaction, frustration, and turnover intentions.

Applying different leadership styles raises implications for the philosophical orientation embraced by managers to obtain results through their human resources (HR). HRM has two distinct orientations: soft HRM and hard HRM orientations. The adoption of either approach or both is dependent on the leadership style embraced by the management. Keenoy (2017) pointed out that hard and soft HRM are complementary rather than mutually exclusive practices. The soft HRM approach is a modern humanistic orientation underpinning the Hawthorne studies, McGregor theory Y, Harvard framework, Ohio state university considerations dimension of leadership behaviour, and democratic leadership style. This orientation treats employees as the most crucial resource in an organization and a source of competitive advantage (Beer *et al.*, 1985; Walton, 1985; Guest, 2017). Individuals and their self-direction place commitment, trust, and self-regulated behaviour at the Centre of any strategic approach to people (Guest, 2017). Therefore, the soft HRM approach practices lead to lower absenteeism, lower labour turnover, and high employee retention (Guest, 2017).

In contrast, the hard HRM is a traditional approach underpinning McGregor theory X, Michigan production-centered supervision, and Ohio state university initiating structure and autocratic leadership style (Legge, 1995). Employees are treated simply as a resource of an organization, like machines and buildings. Fombrun (1983) and

Tichy (2015) noted that the Hard HRM orientation focused on the resource side of human resources that emphasized costs in the form of headcounts and procedural aspects of the HRM functions. The Hard HRM placed control firmly in the hands of management, and that the HRM division's role is to manage numbers effectively while keeping the workforce matched with requirements in terms of both bodies and behaviours (Hendry & Pettigrew 2016). Leadership style may influence soft and hard HRM orientations, employee voice mechanisms, and turnover intentions (Carman & Crina, 2014). This study measured the effect of employee voice mechanisms on turnover intentions and the moderating effect of leadership style on this relationship.

### **1.1.3 Employee Job Satisfaction**

The adoption and subsequent application of employee voice mechanisms are part of the organization's HRM strategies to create a conducive work environment. In this perspective, employee voice mechanisms can function in interventions that will impact employee behavioural outcomes. The effects of employee behaviour outcomes can be investigated on two levels: the intermediate psychological state of employee voice mechanisms interventions and the ultimate observable behaviour actions. This study considered these two through employee job satisfaction and turnover intentions, respectively.

Fu and Deshpande (2013) defined Job satisfaction as a pleasurable or positive emotional state of perception resulting from job experience appraisal. Armstrong and Taylor (2017) defined job satisfaction as the attitude and feelings employees have about work. A favourable attitude toward the job indicates job satisfaction. An unfavourable attitude toward the job indicates job dissatisfaction. CIPD (2019) revealed that job satisfaction is any combination of psychological and environmental circumstances that can genuinely cause employee satisfaction with the job. Job satisfaction is associated with employee conduct in the workplace. It is also the feeling or opinion the employees hold about their current job. Tichy (2015) asserts that job satisfaction is how an employee is contented with the job and the various aspects and facets. It is, therefore, the extent to which an employee likes or dislikes work. Job satisfaction refers to an employee's satisfaction or contention with their work. The factors that affect an employee's job satisfaction include the nature of the job, supervision, salary, benefits, working conditions, career advancement,

workgroups, and employee involvement (Locke & Lathan, 2012). Jit (2013) stated that important factors determining job satisfaction are job content, wages, work, promotion chances, supervision, workgroup, and working conditions.

Porter and Lawler (2000) classified job satisfaction factors into two groups: internal and external satisfaction factors. Internal satisfaction is related to the work itself, such as independence and autonomy, achievement, victory, self-esteem, control, and other similar feelings obtained from work. External satisfaction factors include good relationships with colleagues, high salary, good welfare, and utilities. Job satisfaction is also divided into work-related and employee-related factors (Glisson & Durick, 1988). Haque *et al.*, (2013) classified the dimensions of job satisfaction into two, namely the personal and organisational factors. The personal factors included age, gender, race, and religion. Organisational factors included leadership style, technology, innovation, professional development, recruitment, retention and rotation policies, promotion policies, working environment, salary, and workload. Bushra *et al.* (2011) stated a significant relationship between employee job satisfaction and employee behaviour in the workplace.

Lovering (2017) argued that the dimensions of job satisfaction could be understood using Herzberg's two-factor theory. This theory explains that there are two kinds of factors, namely: hygiene factors and motivators. The theory argues that the presence of hygiene factors is necessary for an organisation. The employee will not be satisfied and will not work when there is no good work environment, policies, and pay. On the other hand, motivational factors motivate an employee to work better and ensure job satisfaction. Job satisfaction or dissatisfaction is influenced by intrinsic motivators, especially the five dimensions of the job identified by Hackman and Oldman (1974). These are skill variety, task identity, task significance, autonomy, and feedback.

The Hawthorne studies (Roethlisberger & Dixon, 1939) found that quality of supervision is the most important determinant of employee job satisfaction. Elton (1933) believed that a man's desire to work with fellow employees continually is strong if not the most potent human characteristic. Success failure creates job satisfaction and dissatisfaction, respectively. Job satisfaction comprises safety feelings, job security, independence, autonomy, pay comfort, and advancement

opportunity. Employees who have a high level of job satisfaction are more likely to perform their jobs better. In contrast, the employees with low job satisfaction experience a poor sense of belonging towards the organization and search for job opportunities in other organisations. In organisations where equal opportunities exist, the job satisfaction level of employees is high, and turnover intention is low.

Job satisfaction has received significant attention from HRM researchers and practitioners in recent years. Part of the interest in job satisfaction is due to the correlation between employee job satisfaction and behavioural outcomes. Satisfied employees are less likely to leave their employer, have lower rates of absenteeism and turnover intentions (Clark, 2001; Shields & Ward, 2001; Pergamit & Veum, 1989; Akerloff *et al.*, 1988; McEvoy & Cascio, 1985; Freeman, 1978; Lovering, 2017). Job satisfaction, low turnover intentions, and low attrition are strongly linked (Lovering, 2017). Employees who are satisfied with their job are likely to perform their duties well and be committed to their job and the organization (Awang & Ahmad, 2010). Researchers like Harhara *et al.* (2015) have opined that an employee who does not feel satisfied with the job will blame the organization and thus possess a lower commitment to the job and are likely to quit their job leave the organisation sooner or later. Therefore, job satisfaction plays a vital role in moderating the turnover intention of employees (Mudor & Tooksoon, 2011).

In general, dissatisfied workers are more likely to quit their job and leave the organisation than satisfied ones. Delfgaauw (2007) suggested that high self-reported job satisfaction is a good predictor for turnover intentions, job mobility, and employee attrition. Job satisfaction is also crucial in determining organisation citizenship behaviour (OCB). OCB allows employees to feel they have greater control over their work and how they do it. Employee citizenship behaviour leads to positive extra-role, pro-social demeanour, and employees going beyond or giving their all. Employees having a high level of OCB have low turnover intentions (Organ, 2018). Therefore, job satisfaction is essential to satisfy employees and improve OCB and reduce turnover intentions. Previous studies (Organ, 2018; Unal, 2013; Pavalachellie, 2013; Arif & Chohan, 2012; Maio & Kim, 2010) revealed a strong relationship between job satisfaction, OCB, and turnover intentions. Further, these studies have established that delighted employees show better OCB than others.

Mobley *et al.* (1978) developed a model that suggests a series of withdrawal cognitions produced due to employee dissatisfaction. Employees evaluate the expenses and gain associated with quitting their job. Eventually, this leads to the withdrawal of the employee from the organization psychologically. Chitra (2018) posits that job satisfaction is a blend of cognitive and behavioural reactions to an individual's various perceptions and expectations compared to what is received. Spector (1997) insists that researchers need to investigate the complex and interrelated facets of job satisfaction in-depth for researchers to understand these attitudes.

Job satisfaction is mainly measured using scales that record the employees' reactions and responses to their job. For this study, job satisfaction adopted constructs from the six cluster dimensions of the job satisfaction scale (JSS) (Spector, 1994), including job content, supervision, working conditions, pay and benefits, promotion and career advancement. The original scale for the JSS was adopted and taken on a five-Likert scale.

#### **1.1.4 Employee Turnover Intentions**

Employee turnover intentions are the ultimate psychological, behavioural outcomes brought about by reality shocks in the employment contract. Turnover intentions are commonly used to measure the anticipated workplace turnover (Bigliardi *et al.*, 2015). According to Abassi and Hollman (2020), employee turnover intentions are an employees' mental decision regarding whether to continue working or quit the job and leave the organisation. Lacity *et al.* (2018) defined employee turnover intentions as the extent to which an employee plans to leave the organisation. Employee turnover intentions measure the employee's willingness to quit the organisation and the possibility of the organisation removing the employee from a given position (Lim *et al.*, 2017). Employee turnover intentions are commonly used to measure the anticipated workplace turnover (Bigliardi *et al.*, 2015). For this study's purpose, turnover intentions were operationalized as an employee's conscious and deliberate willfulness to quit the job, leave an organisation, and look for job alternatives in other organisations (Harhara *et al.*, 2015).

Quitting a job and leaving the organisation may not always be an option for an employee. The decision to leave is influenced by many personal and contextual factors such as employability due to personal development, labour market conditions, perceived chances, the ease of finding another job, the role of mobility cognition, and individual differences in search behaviour (Bothma, 2017). Further, Morrell and Loan-Clarke (2015) and Abdullah and Bilau (2012) contended that factors influencing an employee's decision to resign from the organisation included the availability of job alternatives and the employee's desire to move due to job dissatisfaction. Although employee turnover intentions do not necessarily equate with actual employee turnover, the turnover intention is a strong predictor of turnover intentions (Organ, 2018).

Previous studies have predicted and established the relationship between employee turnover intentions and actual turnover (Bluedorn, 2012; Kysilka, 2013). For example, Lucas and Boulton (2015) found that a turnover intentions model successfully predicted 73% of actual turnover among registered health staff. Employee turnover intentions are also a reflector of the withdrawal behaviour and the indicator that an employee is likely to quit the organisation soon. (Moriano *et al.*, 2015). Khan (2015) suggested that employee turnover intentions are the final cognitive decision of the employee to leave the organisation. Chitra (2018) further argued that employee turnover intentions are an essential factor that requires a lot of attention in understanding, maintaining, retaining, and sustaining employees in and organisations.

Employee turnover intentions are a smoke detector for uncovering potential turnover. It is also a tool for predicting the actual turnover rate. Although not all turnover intentions result in actual turnover, observations towards employee turnover intentions are helpful to identify employees who hold an intention to quit their jobs and leave the organisation along with the reasons so that the management can formulate a strategy to prevent turnover (Chitra, 2018). Employee turnover intentions that lead to actual turnover are catastrophic to an organization's existence due to the high costs associated with the actual hiring of new employees, training, and interruptions in production and service delivery. It is more sustainable when its management concentrates on employee turnover intentions, retention, and talent development (Alkahtani, 2015). Therefore, the administration should pay attention to

employee turnover intentions to avoid financial, time, and resources wastage on hiring, training, and interruptions.

Previous studies also suggest that the intention to leave indicates that an employee is withdrawing psychologically from their job and organisation. Khan (2015) opined that an employee intention to quit the job and leave the organisation being a psychological response to specific organisational conditions and practices is characterized by a continuum of organizational withdrawal behaviours, including the following: search for a job elsewhere, intention to quit, absenteeism, tardiness, and actual turnover. HRM researchers have encouraged organisations to adopt suitable HRM practices such as employee voice mechanisms since HRM practices have influenced employee turnover intention (Khan, 2015). Previous research consistently found that employee turnover intentions and actual employee turnover are often correlated (Castle *et al.*, 2017). Several studies on employee turnover intentions have demonstrated that turnover intentions are the best predictor of actual employee turnover (Price, 2001). Employee turnover intentions are the most potent precursor of actual employee turnover (Allen *et al.*, 2017). Since employee turnover intentions are the best and most potent predictor of actual turnover, researchers often use employee turnover intention as a proxy for actual employee turnover (Castle *et al.*, 2017).

Employee turnover intentions are measured using specific time intervals, and it is a choice concerning an individual leaving a current employer (Wong *et al.*, 2015). Khan (2015), studies on job satisfaction and intentions to quit in three private schools of Dubai, used a three-item construct to measure turnover intentions, namely, serious thoughts of leaving, intention to leave, and actively searching for jobs elsewhere. These constructs were adopted from Jenkins (1993) and Kransz *et al.*, (1995). Similarly, Tiampati and Moronge (2018) measured employee turnover intentions by the intention to stay using a Likert scale. Yu *et al.*, (2005) used intention to leave, quitting, actively looking for a new job, and thinking of changing jobs to measure employee turnover intentions. The three-item employee turnover intention scale from the Michigan organisational assessment questionnaire (Cammann *et al.*, 2015) was designed to measure the perceptions of corporate members about their psychological state relevant to the quality of work-life issues in the workplace. The dependent variable was adopted from the measurement instrument developed by Meyer *et al.*,

(1993), which consists of two items: “How often do you feel like quitting your job in this organisation” and “How likely is it that you will leave your organisation within the next year”.

In the current study, employee turnover intentions were adopted as the dependent variable since research findings of various studies suggest that intention to leave eventually leads to actual turnover (Mobley, 2012; Horner & Hollingsworth, 1978). The study adopted three-item constructs from Jenkis (1993) and Kransz *et al.*, (1995): serious thoughts of leaving, intention to leave, and active search for jobs elsewhere. These three items were rated on a five-point Likert scale.

### **1.1.5 Academic Staff in Universities in Kenya**

The academic staff forms the major component of human resources in universities that dominate both operation and administration. A university is an institution of higher learning, education, research, and outreach that confers an academic degree in various disciplines. It is a place for communiqué and circulation of thought using individual and academic discourse (Ros & Oleksiyenko, 2018). A place where research and inquiry are pushed forward, discoveries are made and polished, and error is revealed by the collision of the mind with mind, brain with the brain, wisdom with wisdom, and knowledge with knowledge. Wilhelm von Humboldt wrote a memorandum that established the University of Berlin, the world's first university. He envisioned a university built on three pillars: unison of research and teaching, educational freedom and academic autonomy (Lucas & Boulton, 2015).

The focus of this study was Universities academic staff turnover because Universities academic staff play an essential role in Research and development (R&D) ecosystem. They are researchers and highly skilled labour educators who are required to integrate advanced knowledge into society, business, government and not-for-profit organizations (Peter *et al.*, 2019). Universities' academic staffs are intellectuals operating as knowledge workers, researchers, consultants, and practitioners in their areas of specialization. Researchers learned the scientific method of analysis while in the university by academic staff. They carry the knowledge, skills, perspectives, and social networks established during their university education. Industry can perform

and absorb research because of the skills imparted at the university by the university academic staff (Lilian, 2016).

The role of university academic staff in advancing humanity and the economy is and vital. Universities provide various benefits distributed across all sectors of the economy that influence the four basic impact domains: knowledge advancement and innovation, economic growth, enhanced human resource competencies, social and economic well-being, and standards of living (Ros & Oleksiyenko, 2018). The University academic staff are considered guardians, disseminators, creators of new knowledge and innovation (Lucas & Boulton, 2015). They are critical to the achievement of Universities' objectives and national goals. They train skilled human resources that drive all sectors of the economy, including academic research, innovation, technologies, entrepreneurship, business, industries, commerce, and Government. High academic staff turnover may jeopardize the achievement of universities' objectives and national goals and, consequently, social-economic performance.

The University Education System in Kenya started way back in the colonial period with a significant influence at the initial stages of colonial history. Initially, one state public university was established by the Act of parliament in 1970. However, over time the system has expanded with the rise of universities. Universities are currently established and chartered in Kenya under the Universities Act No. 42 of 2012. The Commission for University Education (CUE) is the body that regulates the operations of universities in Kenya. Every university in Kenya is established and chartered as stipulated by the Universities Act, 2012. In Kenya, education is one of the pillars for attaining prosperity, eradicating poverty, and achieving vision 2030. Kenya's university education system has evolved significantly and advancement since the country's independence from British rule in 1963 (Njoroge *et al.*, 2016). In January 2020, there were 13 Letters of Interim Authority(LIA), 31 chartered public universities, and 18 chartered private universities (CUE, 2020).

The issue of university teaching staff turnover intentions is worldwide and affects universities in underdeveloped and developed nations. A United States of America survey of full-time academic staff members in 2015 indicated that more than 40% had

planned to change careers, quit their jobs, and leave the universities (Sanderson, 2016). A study undertaken in Australian higher education institutions showed that 68% of the teaching staff wished to quit the higher education sector (Yousaf, 2010). In South African universities, the issue of staff turnover is apparent since available statistics show that a significant teaching staff (between 5% and 18%) quit their jobs in universities (Pienaar & Bester 2008).

Locally, in Kenya, academic staff turnover intentions and turnover are high, resulting in brain drain. Ndungu (2014) established that turnover in universities in Kenya was 30% annually, while Njoroge *et al.*, (2016) reported that 34% of universities' employees resigned in 10 years. Kamoche (2004) noted that Kenyan universities lost skilled human resources, especially the academic staff in developed countries in Europe and America. Further, South and Central African countries such as Botswana, Namibia, and South Africa are popular destinations for Kenyan university academics. The phenomenon was supported by Waswa *et al.*, (2018), who observes that qualified academic staff have left Kenyan universities for better-paying jobs overseas. Commission for University Education (CUE) established that a high number of qualified academic staff from universities immigrate each year to foreign countries. It is difficult to replace departing teaching employees in most universities because of the scarcity of qualified candidates. In many situations, universities have realized that the academic staff sent overseas to further their education and training tend to remain abroad or join other organizations or leave shortly after returning for better rewards, working conditions, and better career opportunities.

The phenomenon of employee turnover intentions among teaching staff is confirmed in public and private universities, affecting teaching, research and outreach. Additionally, there is a rampant internal brain drain of highly skilled professionals away from universities to public service, politics, and other sectors (GoK, 2016). According to Lewa (2009), Kenyan universities have no training and retention strategies for teaching staff. They have assumed that there will always be people ready to join the university as tutorial fellows, lecturers, senior lecturers, associate professors, and professors. There is a need for policy direction regarding staff retention in the universities in Kenya if they desire to be attractive and recognized as premier universities locally and internationally. This study established that employee

voice mechanisms influence academic staff turnover intentions, forming the basis for policy formulation and direction in Kenya

Universities in Kenya face challenges of employee turnover intentions, resulting in psychological withdrawal behaviour and disengagement that affect the administration and operations of the universities. Therefore, universities face competition from public and private firms for qualified staff and consequently incur high costs associated with the turnover. Nyanjom (2013) confirms that universities have a poor service delivery, injustice, and corruption, leading to a turnover. Njoroge *et al.*, (2016) opined that complaints offices (Ombudsman) are set up in all universities to enhance voice mechanisms and complaints resolutions. Overworking, poor pay, job dissatisfaction, and poor leadership are challenges facing universities in Kenya. A significant percentage of academic staff in universities in Kenya quit their job for other jobs nationally and internationally. Ng'ethe *et al.*, (2012) found that between 2006 to 2012, several academic staff left their jobs in the seven public universities then. Maseno University and Masinde Muliro University of Science and Technology and led with 88 (35.1%) and 100 (35.1%) respectively, followed by Egerton University 102(28%), Moi University 124 (25.3%), Jomo Kenyatta University of Agriculture and Technology 100(22%). Kenyatta University 121 (19.7%) and the University of Nairobi 100(8.8%). They found that 11% of academic staff turnover significantly affects the performance of public universities in Kenya. The last five years have witnessed 40% of academic staff having the intent of searching for alternate employment in other sectors nationally and internationally (CUE, 2018). Given this state, there have been calls made with regards to the adoption of HRM interventions suitable to stem the problem of high academic turnover among universities in Kenya (KIPPRA, 2020)

## **1.2 Statement of the Problem**

There have been strongly emerging calls for Universities to adopt relevant human resource management interventions suitable to stem the problem of high academic staff turnover among universities in Kenya. Existing evidence indicates that globally, turnover is a challenge to most organisations at 9.6%, whereas the average expected rate ranges between 5-10%. Among universities, turnover intentions have been reported at 45%, while African universities have been worsening with 11% of

academic staff resigning from 2006-2011 in public universities in Kenya. Most of those sent abroad for further studies either fail to return to their universities or take up assignments in other sectors upon returning. There has also been a high frequency of strikes by academic staff and a high frequency of complaints reported to the Commission on Administration of Justice (CAJ) by academic staff in Kenyan Universities. The suggested human resource management interventions for stemming this problem from employee voice mechanisms face several issues that range from conceptualization to the state of empirical work of employee voice mechanisms. At the conceptualisation level, it is observed that existing literature has not clearly explained the phenomenon arising from their deployments as to explain how they would address turnover intentions using the existing behavioural science knowledge. The previous research has yielded contradictory findings on the one hand, while the other has faced methodological limitations that affected the generalisation of the findings. In addition, the researchers have not demonstrated how the application of employee voice mechanisms as human resource management interventions would influence turnover intentions in the context of diverse leadership styles and emergent employee-related behaviour outcomes such as job satisfaction. Therefore, the study observed a knowledge gap concerning how employee voice mechanisms affect turnover intentions among academic staff in universities as conditioned by leadership style applied by management and academic staff job satisfaction levels resulting from various work incentives.

### **1.3 Objectives of the Study**

The study's general objective was to determine the relationship between employee voice mechanisms, Leadership styles, job satisfaction and academic staff turnover intentions in universities in Kenya

The specific objectives were to:

- i. Determine the influence of employee voice mechanisms on academic staff turnover intentions in universities in Kenya
- ii. Examine the effect of leadership style on academic staff turnover intentions in universities in Kenya
- iii. Examine the effect of employee job satisfaction on academic staff turnover intentions in universities in Kenya

- iv. Assess the moderating effect of leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya
- v. Assess the moderating effect of job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya
- vi. Analyze the joint effect of employee voice mechanisms, leadership style, and job satisfaction on academic staff turnover intentions in universities in Kenya.

#### **1.4 Hypotheses of the Study**

The hypotheses of the study were:

- i. H<sub>01</sub>: There is no statistically significant relationship between Employee voice mechanisms and academic staff turnover intentions in universities in Kenya.
- ii. H<sub>02</sub>: There is no statistically significant relationship between leadership style and academic staff turnover intentions in universities in Kenya.
- iii. H<sub>03</sub>: There is no statistically significant relationship between employee job satisfaction and academic staff turnover intentions in universities in Kenya.
- iv. H<sub>04</sub>: The moderating effect of leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant.
- v. H<sub>05</sub>: The moderating effect of job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant.
- vi. H<sub>06</sub>: The joint effect of employee voice mechanisms, leadership style, and job satisfaction on academic staff turnover intentions in universities in Kenya is not statistically significant.

#### **1.5 Significance of the Study**

The research findings are expected to enlighten the universities' management and Human Resource (HR) managers on the importance of integrating employee voice mechanisms in HRM practices to reduce turnover intentions. The study is important to the Ministry of Education, CUE, and universities councils. Policymakers should understand the role of employee voice mechanisms, leadership styles, and job

satisfaction in employee turnover intentions to implement strategies to retain their employees in their organisations in Kenya.

Labour trade unions can utilise findings of this research in their negotiations with Management and employers on the terms of service, Collective Bargaining Agreements (CBA), and working conditions. The national and county governments can borrow from the findings of this research to come d up with policies that could help in employee retention. Human resource management students could also use this study. Further, other academicians interested in researching employee voice mechanisms and practices, job satisfaction, leadership style, employee turnover intentions, and turnover may use it as part of their literature review.

This study will also contribute to building HRM theory by considering the joint effect of employee voice mechanisms, leadership styles, and employee job satisfaction on turnover. The contemporary theoretical methodology whereby the effect of distinct constructs and variables are singly considered. Further, the study will integrate leadership style and job satisfaction as moderating variables on the association between employee voice mechanisms and intentions to quit academic staff in Kenyan universities.

This study will also contribute to enhanced Professional practice of HRM by understanding the role of employee voice mechanisms, leadership style, job satisfaction on turnover intentions. Further, the study will expand the body of knowledge in this area by integrating leadership style and job satisfaction as moderating variables on the relationship between employee voice mechanisms and turnover intentions of academic staff in the universities in Kenya.

### **1.6 Scope of the Study**

The study was undertaken on academic staff in chartered universities in Kenyan universities. The academic staff are knowledge workers, highly educated, trained, and knowledgeable, and intellectuals. Employee voice mechanisms and turnover intentions are relevant matters raised in previous research and frequently in the media regarding the academic staff in Kenyan universities. Only the chartered universities were included in this research since the constituent colleges and Universities with

Letters of Interim Authority have not been elevated into full-fledged university status. The research focused on academic staff turnover intentions of the full-time teaching staff of chartered universities in Kenya. The part-time teaching staff was excluded from the research as they have no basis for forming any long-lasting attachment with the respective universities. The study focused on 49 chartered universities comprising 31 public universities, 18 chartered private universities (CUE, 2019). The study focused on limited employee voice mechanisms, namely; representations, employees' surveys, suggestion schemes, and quality circles, because of the nature of academic staff in the universities. The nature of academic staff is that of ownership of decision making, heightened involvement, academic freedom, intellectuals operating as knowledge workers, and working best in a flexible environment. The study covered the direct and moderating impact of employee voice mechanisms, leadership style and job satisfaction.

### **1.7 Limitations of the Study**

There were high chances the data from the respondents could be biased as some of the respondents may have been tempted to defend the positions prevailing within their universities due to fear of revealing weakness in their systems. Therefore, the researcher mitigated against this by writing a transmittal letter to all the respondents that explained the purpose of the research and assured them of confidentiality of all the information they availed to the research and that the information was purely for academic purpose. The limitation of this study was using the Likert scale in most of the areas of study. Most social science studies have employed Likert scales, limiting some of the questions, notably those dealing with leadership styles, job satisfaction, and turnover intentions, which may have been considered sensitive. This could have influenced the responses' objectivity. As a result, the answers provided may not have accurately reflected the situation on the ground, thereby influencing the study's results. The study's scope was limited by using a descriptive cross-sectional survey approach, which provided only a snapshot of what was going on across the universities. A longitudinal survey approach would allow for a more extended period of observation of relationships between study variables. The responses limited the study findings due to respondents' freedom in disclosing their beliefs about voice mechanisms, leadership style, job satisfaction, and turnover intentions. The respondents might have shielded information in matters that they considered sensitive.

However, assurance of confidentiality by the researcher in handling the data was given to the respondent minimizing the effect. The study was also limited because it was on fully-fledged chartered universities before 2021 when data was collected. The study did not cover different psychological traits and personalities possessed by an employee that leads to varying job satisfaction (De Gieter & Hofmans, 2015). The study was also limited because it ignored demographic characteristics, soft and hard HRM, psychological traits, personalities, and other variables. These variables could be used as independent, mediating, and other moderating variables.

### **1.8 Assumptions of the Study**

The study assumed that the data were normal, independent, and had a homoscedastic variance. The study also assumed that the relationship between independent and dependent variables was linear. It further assumed a stable leadership system and leadership style commonly used in Kenyan universities and that the information provided was correct and free of bias. Finally, the study assumed that the employee voice mechanisms used in universities were intended to reduce employee turnover intentions.

### **1.9 Operational Definition of Terms**

|                                     |                                                                                                                                                                         |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Employee</b>                     | : A person employed in an organisation or any other place for wages or salary, especially at the non-executive level.                                                   |
| <b>Employee Attitude Survey</b>     | : It is a method of gathering information on employees' preferences, commitment, and morale by seeking their views on matters that concern them.                        |
| <b>Employee Representation</b>      | : Representation of employees by the union and nonunion representatives in organs and meetings where decisions affect them to articulate employee issues and interests. |
| <b>Employee Surveys</b>             | : Program for seeking employees' views on matters that concern them.                                                                                                    |
| <b>Employee Turnover</b>            | : Refers to the number or percentage of employees who leave an organisation for another organisation and are replaced by new employees.                                 |
| <b>Employee Turnover Intentions</b> | : The extent to which an employee plans to leave the organisation, i.e., an employee's conscious willfulness to seek other job alternatives in other organisations.     |
| <b>Employee Voice</b>               | : The ability of employees to express their views, opinions, concerns, and suggestions, and for these efforts to influence decisions at the workplace                   |
| <b>Employee Voice Mechanisms</b>    | : Employees use the methods to express their views, ideas, opinions, concerns, suggestions, complaints, grievances, recommendations, and influence decisions.           |
| <b>Job Satisfaction</b>             | : The perception about work is a pleasant or positive emotional state resulting from the appraisal of one's job experience.                                             |

|                           |                                                                                                                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Labour Trade Union</b> | : An organisation whose membership consists of employees and union leaders united in protecting and promoting their common interests. Unions regulate relations between workers and management and also participate in the negotiation and collective bargaining. |
| <b>Leadership</b>         | : The process of influencing the behaviour of others to achieve results (Armstrong & Taylor, 2017).                                                                                                                                                               |
| <b>Leadership Style</b>   | : Leadership style refers to the patterns of behaviour, assumptions, attitude, or traits exhibited by an individual attempting to provide leadership.                                                                                                             |
| <b>Quality Circle</b>     | : A quality circle is several volunteers engaged in related work who meet regularly to discuss and propose improving work methods.                                                                                                                                |
| <b>Suggestion Schemes</b> | : An established formal procedure within an organisation used by employees to submit constructive ideas, suggestions, grievances, and complaints to management.                                                                                                   |

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Review**

This research was anchored on Universalistic Theory, Resource-Based Theory (RBT), Herzberg Two Factor Theory, Kaizen Theory, the Harvard Model of Human Resource Management, Kurt Lewin model of leadership, and Unfolding Model of Voluntary Turnover. The following section discusses the theories and models while linking the theory or model and the study variables.

##### **2.1.1 The Universalistic Theory**

Dewar and Werbel (1979) postulated the universalistic theory, which sought to identify the best practices on Human Resource Management (HRM). Several researchers such as; Delaney, Lewin, and Ichniowski (1989), Huselid (1993), Osterman (1994), and Pfeffer (1994) contributed to the Universalistic theory. These scholars contend that some HRM practices are superior to others, and therefore all organisations should undertake these superior practices. Pfeffer (1994) referred to the universalistic model as the “best” practice model founded on the postulation that there is a set of superior or best human resource management practices. Adopting them will lead to outstanding organisational performance and a reduction in turnover. These “best” human resource management practices are seen through enhanced employee attitudes and behaviours, reduced absenteeism and turnover intentions, higher skills levels, enhanced quality and efficiency, and increased profitability (Marchington & Wilkinson, 2008). Therefore all organisations will benefit and experience improved organisational output if they can identify, get dedicated to and implement a set of superior human resource management practices.

Those who adopt this viewpoint, which knows the unavailability of workplace conflict, tend to regard conflict as necessary for the well-being of an organisation since it helps to convey employees' complaints and grievances to the management. In such a situation, workers may unite in employee trade unions to safeguard their interests. As a result, employee trade unions become the legitimate agents of workers in the organisation. Thus, the Industrial Relations (IR) structure gets chastised on concessions and cooperation between administration and employee trade unions. Workers are not as powerful in the negotiation as the management.

Hence, workers join employee trade unions to negotiate with management on equal standings to guard their interests.

The universal theory has been utilised previously to illuminate the link between human resource management best practices and firm outcomes (Delery & Dorty, 1996; Youndt *et al.*, 1996). The orientation recognises the value of human resource management practices in realizing sustainable competitive advantage (Pfeffer, 1994). The theory further, appreciates the value of human resource management practices such as employee voice mechanisms to attain organizational objectives. The universal perspective implies a direct relationship between a particular HRM approach referred to as 'Best practices' and the outcome of employee turnover intentions. The universal perspective prescribes HRM practices that provide superior performance in the industry or sector. Pfeffer (1994) identified seven superior practices for enhancing organisational performance.

The first practice is internal career advancement, which refers to the hiring and progression of employees from within. The second practice is the training and development of workers. Some entities desire to get completely trained workers, but others hire workers to train them. Third, an assessment is behaviour or result-based. Behaviour-based assessments pay attention to the conduct of persons necessary to accomplish the job, while results-oriented assessments emphasize the results of that behaviour. Fourth, profit-sharing strategies link pay to organisation performance. Fifth is the extent to which employees jobs are protected, being permanent, pensionable, temporary, and contractual employment; sixth, employee voice mechanisms for official complaint structures and participation. In decision-making Finally, the extent to which jobs are fitted or demarcated in the organisation.

The "best practice" belief has been criticized by several researchers. Cappelli and Crocker-Heftel (1996) suggest that a single set of universal superior practices has been exaggerated. Every industry has its management and human resource practices that shape workers' fundamental competencies and determine how each operates. In one firm, what works well will not automatically work well in another because it may not fit its plan, technology, or operational practices. The superior practice or Universalist view was also criticized by Prucell (1999), who pointed out the

contradiction between a belief in universal superior practice and the resource-based theory that pay attention to intangible resources, including human resources, which permits the organisation to have a competitive advantage. The universalism of superior practice can be utilised with the understanding that only some resources and routines are vital and valuable by being scarce and non-imitable. This theory was the foundation of the relationship among employee voice mechanisms, leadership style, job satisfaction and turnover intentions. It was also the lead theory of the current research since every organization has a set of employee voice mechanisms that it deems “best” practice for adoption in HRM.

### **2.1.2 Resource-Based Theory (RBT)**

Resource-Based Theory (RBT), expressed as the resource-based view, was developed by Penrose (1959) and further refined by Barney (1986). The theory posits that competitive advantage is achieved if a firm’s resources are valuable, rare, costly to imitate, and no substitute. Human resource management (HRM) can significantly ensure that human resources meet these criteria. When a company implements a value-creating strategy that no other current or potential competitors are doing, it gains a competitive advantage because other companies cannot replicate the strategy or imitate it. The situation occurs if their resources are valuable, rare, and unique, with no substitute.

Barney (1991) enumerated all assets, competencies, processes, organizational attributes, statistics and knowledge as internal assets. Applying this perspective in human resource management demonstrates the part-human resources play in creating an organisation's competitive advantage. To explain how this theory can be applied to human resource management, Wright and McMahan (2011) asserted that the ensuing four characteristics that human resources, must-have for the organisation's competitive advantage. First, they must give value to the organisation’s product and service, meaning that the level of individual contribution must be significant. Second, the talents that the organisation attracts and improves must be rare. All employees should satisfy these two conditions since they are equally distributed in the population. Third, the joint human capital investments of an organisation’s employees must not be easily imitated. Some argue that other types of assets in an organisation, such as technology and natural resources, are accessible to anyone and easy to copy.

On the other hand, employees, mainly human resource structures, represent a multifaceted social structure. Ulrich and Lake (1990) opined invisible resources are intangible resources like human capital which are likely to provide a competitive advantage because they are rare, socially complex, and hard to imitate. Hatch & Dyer, (2004); Hitt *et al.*, (2001) argue that specific human resource embodies an inimitable asset in terms of know-how, talents and philosophy used in a particular organisation.

Finally, firms' workforce must not be substituted or replaced by alternative technology; however, the high levels of mechanization in many factories and the ongoing change towards a service economy have made substitution less likely. Superior output through employees is underlined when cutting-edge technology and other inanimate assets are readily available to compete for an organisation. The sum of human resource knowledge and expertise, and social interactions, can provide non-substitutable capabilities that serve as a foundation for competitive advantage (Cappelli & Singh, 1992). Barney asserts that four features of asset and capabilities, i.e., value, rarity, inimitability, and non-substitutability, are significant in supporting firm competitive advantage. From this orientation, collective learning in the place of work on superiors and subordinates, especially organizing employees' diverse know-how and abilities and incorporating different information technology, is a strategic resource that competitors find difficult to imitate.

However, the criticism of the theory is based on the high levels of mechanisation and the ongoing change towards a service economy, making substitution impossible. Overall, the Resource-Based Theory offers a rigorous basis for understanding the value of an employee in a firm. This theory underpinned the relationship between employee voice mechanisms and employee turnover intentions strategy. The strategy ensures the capability to attract, hire, maintain and retain talented employees to construct a firm's workforce that is valuable, rare, costly to imitate, and with no substitute for competitive advantage and reduce turnover intentions.

### **2.1.3 Herzberg Two Factor Theory**

Fredrik Herzberg developed the theory in 1959, arguing that two factors influence satisfaction and dissatisfaction. Achievement, work interest, responsibility, and advancement opportunities are examples of motivating factors or satisfiers related to

job content. These requirements are intrinsic motivators. Hygiene factors are related to the work environment, such as working conditions and remuneration. Hygiene factors neither satisfy nor motivate. They serve primarily to prevent job dissatisfaction while having a limited effect on positive job attitudes. Employees are inspired by intrinsic values rather than values that are extrinsic to their job. Intrinsic motivation is fueled by intrinsic job characteristics known as motivators. According to Herzberg, Work itself, responsibility, recognition, achievement, advancement, and growth are all intrinsic variables. On the other hand, certain elements lead workers to feel dissatisfied, and these factors are mostly caused by non-job-related variables known as extrinsic variables.

Employees are not motivated by these hygiene factors, but they must be happy and satisfied. Dissatisfaction can stem from various factors, including company regulations, salary, coworker relationships, supervisory or leadership styles, and the work environment (Armstrong & Taylor, 2017). In the absence of intrinsic factors employees are more likely to quit their positions and leave the organization (Azeez *et al.*, 2016). Employees focus on extrinsic factors, which do not motivate them to improve their performance. Employees who believe they are not being adequately rewarded or who work in difficult conditions will reduce their productivity, withdraw mentally, have a greater turnover intention, and eventually quit their job and leave the organisation. The theory is criticized since it assumes that happy employees create more, which is not necessarily the case in organisations. The approach creates the impression that what motivates one person may be a demotivator for another.

Finally, it ignores individual personality qualities that may influence how people respond to a motivator or a hygienic factor (Armstrong & Taylor, 2017). This theory was appropriate to the study because it acknowledges that two factors influence job satisfaction and dissatisfaction. The approach support Hirschman's (1970) exit-voice royalty model, which asserts that those hesitant to express their dissatisfaction exit silently. When both intrinsic and extrinsic needs are unsatisfied, employees look for ways to satisfy them, such as employee voice mechanisms to express their management concerns or quietly search for jobs in other organizations. It is also thought to be useful in understanding the relationship between job satisfaction and

academic staff turnover intentions. As a result, the theory established a link between employee voice mechanisms, leadership style, job satisfaction, and turnover intentions

#### **2.1.4 The Harvard Model of HRM**

The Harvard model of HRM (Beer *et al.*, 1984) created what is well-known as the Harvard framework. They suggested that human resource management involves all management decisions and actions that affect the relationship between the organisation and the worker. They argued that many challenges necessitated a broader, more complete, and strategic view of organizational human resources. They also underlined the need to employ a long-term strategy for human resource management and viewed employees as potential assets rather than fluctuating costs. They advocated that HRM's job be to provide regulations that regulate how HR strategies are conceived and implemented in a more mutually reinforcing manner (Armstrong & Taylor, 2017).

The Harvard model of HRM, which emphasizes current humanistic orientation and soft HRM orientation, serves as a strategic road map for all managers in their relationships with employees. Its goal is to get employees commitment instead of control. It is based on the idea that personnel should be consistent, competent, and cost-effective. HRM is depicted in the model as a set of broad strategic 'choices' made in response to the demands of organizational characteristics such as stakeholders, business strategy and conditions, management philosophy, and technology in the context of the external labour market and social, economic, and political conditions (Nankervis *et al.*, 2011).

The Harvard model suggests that Human resource management strategies, policies, and processes, fall into four categories. First, employee influence and involvement are contingent on management delegating responsibility, authority, and power voluntarily. Employees are also encouraged to offer their thoughts and participate in organizational consultation and decision-making (Wilson, 2009). On the other hand, human resource flow is concerned with the flow of people into, through, and out of an organization. Recruitment and selection (hiring), socialization, training, motivation, maintenance, separation, related job security issues, career growth, advancement, and fair treatment are all decisions made by the employer. Third,

incentive systems govern how people are compensated for their performance, both extrinsically and intuitively, while considering internal and external equity. Finally, organizational structure and work systems refer to how people, information, activities, and technology are organized at all levels of an organization to function efficiently and effectively (Wilson, 2009). according to the Harvard model of human resource management strategies, policies, and processes fall into four major categories of human resources. First, employee influence and participation refer to the amount of responsibility, authority, and power that management willingly delegated to them. Workers are encouraged to contribute ideas and participate in organizational consultation and decision-making (Wilson, 2009). Second, human resource flow involves managing people into, through, and out of an organization. Richard (1985) opined that policies in these four areas must be formulated and implemented consistently.

Beer *et al.*, (1984) asserted that disconnected human resource management strategies, made up of unusual combinations of past practices and ad hoc responses to outside forces, are significantly less likely to be effective. Shareholders, employees, consumers, suppliers, labour trade unions, trade organizations, communities, society, and government are among the stakeholders who must be satisfied by the four policy areas. Employees are important stakeholders in the organization. Managers must build procedures that promote employee influence Beer *et al.*, (1984) suggested that employee influence is one of the four issues highlighted in the human resource system. Regardless of whether the organization is unionized or not, what leadership style is adopted, or if the organization is growing or declining, these are general problems that all managers must address. According to the model, a strategic approach to human resource management strategy, policy, and processes reflects how employees are treated, managed, and employment contracts, including the 'psychological contract' between employees and their employers.

The Harvard human resource management model takes a soft human resource management orientation to grow employees and organizations instantaneously (Hendry, 1986). The Harvard human resource management model has been criticized for ignoring the hard human resource management orientation, resulting in increased social loafing and place of work conflicts. It leads to organisation failure and

diminished productivity. The Harvard model of human resource management has been virtually applied in organizations that need to grow their business by focusing on their workers. This model is critical to the current study because it supports the link between employee voice mechanisms, leadership style, and job satisfaction. Employee voice Mechanisms must be embraced by the organization as HR strategy, activities, and decisions that influence academic staff turnover intentions. It indicates that managers can use a leadership style that encourages employees to share their ideas and participate using voice mechanisms to build relationships and exert employee influence and involvement. Employee voice mechanisms, leadership style, and job satisfaction may help reduce academic staff turnover intentions in Kenyan universities.

#### **2.1.5 The Kaizen Theory**

Masaaki Imai developed the Kaizen Theory (1986). The theory is based on the principle that processes are improved, mastered, and then improved again. Kaizen is a policy and strategy for implementing small, incremental changes to improve quality and efficiency. According to the theory, employees frequently suggest changes due to a corporate culture that encourages employees to identify and suggest improvements. The theory holds that small incremental improvements (Kaizen) add significant value to quality management systems. As a result, they result in faster delivery, lower costs, and higher customer satisfaction. According to the Georgetown Plant website in November 2003, Kaizen, or continual improvement, is the hallmark of the Toyota production system.

The theory's primary goals are to detect and eliminate waste in all domains, including production. Kaizen places a premium on quality and safety. Its essential components include making activities easier to do, re-engineering processes to accommodate physical demands on team members, increasing work process speed and efficiency, maintaining a safe work environment, and continually improving product quality. Kaizen is a Japanese management philosophy that focuses on increasing production, efficiency, and quality. Kaizen methods are well-known worldwide as approaches for continuous improvement that emphasize small increments and monetary returns. Minor enhancements to critical processes will significantly increase profitability while also creating a secure method of gaining customer satisfaction.

Kaizen management is a solid and strategic means that aims to meet and exceed the organisation's objectives (Titu *et al.*, 2010). Kaizen can be implemented by individuals, groups of employees, or quality circles. The goal of these groups is to identify potential production and quality improvements. Because all organisations employees support their goals, business organizations consider this to be a cost-effective method. Manjunath (2015) concludes that when little change is made while applying Kaizen standards in the workplace, improvements are noticed immediately and long-term. Pramod and Vineet (2013) investigated Kaizen activities in small businesses in Jaipur, India, and they discovered that organizations could save 50-60% of their time and money.

Basu and Nevan (2003) argued that Quality circle (QC) is a participative management strategy that enlists the support of employees in resolving problems related to their tasks. Quality circles are formed by employees who work together in the same operation and meet at regular intervals to discuss quality issues and create improvements. A quality circle is a self-contained group led by a supervisor or senior employee that is usually small. Employees in quality circles are taught formal problem-solving techniques such as brainstorming, Pareto analysis, and cause-and-effect diagrams before being encouraged to apply them to specific or general organizational concerns. After completing an investigation, they usually present their findings to management and then implement acceptable solutions. The Pareto analysis is named after Vilfredo Pareto, an Italian economist who determined that 20% of Italians received 80% of the income. As a result, the principle argues that only a few causes determine the majority of outcomes.

According to Cole and Robert (1999), Quality circles were part of a usually cooperative labour-management relations system in Japan, according to Cole and Robert (1999), which featured corporate unions and lifelong job guarantees for many full-time permanent employees. In keeping with this decentralized enterprise-oriented strategy, quality circles were developed to encourage production workers to participate in corporate concerns. The comprehensive grasp of the manufacturing process that production personnel have could be valuable to management. In 1980 alone, employee ideas resulted in \$10 billion in savings for Japanese businesses and \$4 billion in bonuses for Japanese workers. Everything a business does, both

internally and externally, needs to be improved systematically and continually. Techniques of producing goods and services, marketing, customer service, technology, training, and the development of people who use information are all being improved (Maciariello, 2012). The potential for kaizen philosophy to skew the entire management system is one of the most prominent criticisms. After implementing Kaizen, businesses may find it difficult to revert to old practices. Employees may also be resistant to switching from their current system. The idea was essential to the study because it revealed the link among employee voice mechanisms, particularly the quality circle, job satisfaction, and employee turnover intentions are linked.

#### **2.1.6 Kurt Lewin Leadership Model**

Kurt Lewin, a psychologist, developed this leadership behaviour model (1939). He identified three leadership styles based on decision-making authority, including autocratic, democratic and laissez-faire. The authoritarian manager enforces work methods, refuses to consult with employees, makes unilateral decisions, refuses to discuss points of view, and limits employee engagement (Robbins & Coulter, 2009). This leadership style is less innovative, resulting in a constant state of tension and dissatisfaction, resistance, and decreased leaders' interest in their subordinates (Raus & Haita, 2011). Punishment, threats, demands, instructions, rules, and regulations are utilized in the authoritarian leadership style. This autocratic leadership style has the advantage of allowing quick decision-making in tight situations and establishing strict timelines for the leader's objectives to be completed, stifling problem-solving and innovation, resulting in lower job satisfaction and employee performance. It also generates animosity between team members and the supervisor, leading to employee revolt and a high incidence of turnover (Lewin, 1939).

The democratic leadership style depicts a leader who consults with his team and accepts their recommendations but makes the final decision (Dessler & Starke 2017). criticism and praise are acceptable in this leadership style. The democratic leader encourages subordinates to identify problems and propose solutions (Amzat & Ali, 2011). Democratic leaders are known for their capacity to make collaborative decisions, camaraderie, active follower participation, fair praise, and restrained criticism. Democratic leadership facilitates decision-making for organizations (Cherry, 2018). The advantage of using a democratic leadership style is that it

produces results. On the other hand, the quantity of labour is lowered, and dedication to the goals is a sense of ownership and a valued feeling of belonging to the organization's team. The disadvantages of democratic leadership include a lack of communication and uncompleted duties. Democratic leadership can sometimes make employees feel that their ideas and opinions are unimportant, lowering employee satisfaction and morale. (Lewin, 1939).

Laissez-faire leadership style portrays a leader who are content with having little say in decision-making. They are, nonetheless, accountable for the repercussions of their followers' decisions (Dessler & Starke 2017). It's a leadership style in which leaders refuse to make decisions, are unavailable when needed, and refuse to accept responsibility for their lack of leadership ability (Cherry, 2018). Laissez-faire leadership is defined by minimal leadership advice and complete follower autonomy. The leaders give the tools and resources, and group members are expected to solve challenges independently. This leadership style encourages critical thinking and problem-solving in groups (Dessler & Starke 2017). However, in the absence of a highly skilled and competent employee, this leadership style leads to a loss of productivity control, increased costs, and missed deadlines (Lewin, 1939). According to Lewin Kurt, unstructured organizations are the product of laissez-faire leadership. Members held each other responsible for their errors, refused to accept personal responsibility for their conduct, and made little progress on the project. The theory anchors the relationship between Employee voice mechanisms, the leadership style, and turnover intentions in this study.

### **2.1.7 Unfolding Model of Voluntary Turnover**

This method of voluntary turnover was developed by Lee and Mitchell (1994). It was founded on the principles of Image Theory (Beach, 1990). The Lee and Mitchell model highlight the psychological processes involved in quitting a job and leaving an organization. An employee's decision to quit an organization can take a variety of forms. People use psychological and behavioural tactics when it comes to quitting and leaving an organization.

According to Lee *et al.*, (1996), who tested the Lee and Mitchel model, employees choose one of four distinct decision paths when deciding to leave their jobs. Reality

"shock" is a factor in deciding which path to take. They categorized shocks as expected or unexpected, positive or negative, personal or organizational, and personal, job, and organizationally connected. Marriage, motherhood, and becoming debt-free are examples of individual shocks. Position and organizational-related shocks include corporate reorganization, new management, and changes in work assignments.

Maertz and Campion (2004) advanced the theory and provided four quitters based on the circumstances surrounding their decision to leave their job and the organization. The first group quits on the spur of the moment, usually due to a bad experience. Management finds it impossible to predict or even avoid the behaviour repercussions of this type of quitter due to their unpredictability. The second type of quitter is persuaded away from their current job by tempting alternatives but negatively influences their current employer. The third type of quitter intends to leave after the birth of a child, the retirement of a partner, or even if they want to pursue their formal education. The last sort of quitter is the conditional quitter. When an unexpected occurrence or shock occurs, this person decides to come to a halt. This type of incident or shock can include the possibility of a better job offer, a transfer, being passed over for a promotion, working conditions, and how a supervisor treats them. Almost invariably, they are detrimental to the company (Maertz & Campion, 2004).

Even though the unfolding model of voluntary turnover includes more turnover categories than traditional turnover models, systematic classification failure calls into question claims that it provides a complete picture of turnover. Employee turnover intentions are triggered in one of four ways by leadership style and job dissatisfaction. This model examined the relationship between HRM practices such as employee voice mechanisms, leadership style, job happiness, and turnover intentions in the current study.

### **2.1.8 Summary of Theoretical Literature**

Overall the Universalistic Theory is the foundation of the relationship between employee voice mechanisms and turnover intentions. Resource-based theory (RBT) and Kurt Lewin Leadership Model underpin the relationship between employee voice mechanisms, leadership style, and turnover intentions. The strategy is to attract, maintain and retain talented employees to build an organisation workforce that is

valuable, rare, and costly to imitate and with no substitute for competitive advantage and reduced turnover intentions. Herzberg Two Factor Theory, Harvard Model of human resource management, underpin the relationship among employee voice mechanisms practices, leadership styles, job satisfaction and turnover intentions. It recognizes that two factors affect employees' feelings of satisfaction and dissatisfaction.

When intrinsic and extrinsic needs are not met, employees will seek ways to satisfy them by using employee voice mechanisms to voice them to the management or quietly leave the organisation. It is also considered relevant in determining turnover intentions. Kurt Lewin Leadership Model underpins the relationship between leadership style and turnover intentions. Leadership style determines the adoption of employee voice mechanisms, job satisfaction, and turnover intentions. Kaizen Theory was relevant to the study because it supported the relationship between the employee voice mechanisms, particularly quality circles, leadership style, job satisfaction, and turnover intentions, as demonstrated by proponents of TQM movements. A summary of theoretical literature review on employee voice mechanisms, leadership style, job satisfaction, and turnover intentions are presented in table1

Table 1:  
Summary of Theoretical Literature

| Theory                      | Proponent               | Postulate                                                                                                                                                                         | Contribution to study                                                                                                                                                                                                                                         |
|-----------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Universalistic Theory   | Dewar and Werbel (1979) | Postulates that some HRM practices are superior to others, and therefore organisations should assume these best practices such as employee voice mechanisms and leadership style. | The theory was the foundation of the relationship between employee voice mechanisms and turnover intentions. Every organisation has a set of employee voice mechanisms that it deems “best” practices that affect behaviour outcomes and turnover intentions. |
| Resource-Based Theory (RBT) | Barney (1991)           | A firm has a competitive advantage when implementing a value-creating strategy that any current or potential competitors do not simultaneously                                    | This theory underpins the relationship between employee voice mechanisms practice, leadership style, and turnover intentions. This is a strategy to attract, maintain, and retain talented                                                                    |

|                                  |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |                               | implement. Other firms cannot duplicate the strategy if the resources are valuable, rare, inimitable, and non-Substitutable.                                                                                                                                                                                                                                                                                                                                  | employees. Further to building the firm's human resources that are valuable, rare, costly to imitate, and with no substitute for competitive advantage reduced turnover intentions.                                                                                                                                                                                                                                                                                                                                                 |
| Herzberg<br>Two Factor<br>Theory | Fredrik<br>Herzberg<br>(1957) | Postulate that two factors affected the feeling of satisfaction and dissatisfaction. Motivating factors or satisfiers relate to job content and consist of achievement, interest, responsibility, and advancement opportunities. Hygiene factors relate to job factors and job context, including pay and working conditions. Hygiene factors neither satisfy nor motivate, and they serve primarily to prevent dissatisfaction while affecting the attitude. | This theory was relevant to the current study because it underpins employee voice mechanisms, job satisfaction, and turnover intentions. It recognizes that two factors affect the feelings of satisfaction and dissatisfaction of employees. Suppose intrinsic and extrinsic needs are not met. In that case, the employee will seek ways to satisfy them by using employee voice mechanisms to voice them to the management or quietly leave the organisation. It is also considered relevant in determining turnover intentions. |
| The Harvard<br>Model of<br>HRM   | Beer<br><i>et al.</i> ,1984   | Harvard Model of HRM postulates that HRM involves all management decisions and actions that affect the nature and relationship between the organisation and employees. The model guides all managers in their relationships with employees and concentrates on the modern humanistic orientation or human resource management soft perspective.                                                                                                               | This model was essential to the current study in supporting the relationship between employee voice mechanisms practices, job satisfaction, and turnover intentions. It indicates that managers can build relationships and exert employee influence and involvement when they encourage employees to share their ideas and participate using employee voice mechanisms. This way, they reduce employee turnover intentions                                                                                                         |
| Kaizen<br>Theory                 | Masaaki Imai<br>(1986)        | The theory postulates that processes are mastered and further improved. Increment changes attempt to achieve better                                                                                                                                                                                                                                                                                                                                           | The theory was relevant to the study because it supported the relationship between the employee voice mechanisms, particularly                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                       |                         |      |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|-------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                         |      | quality and more excellent efficiency. It indicated that employees often suggest changes and arise due to a corporate culture that encourages employees to identify and suggest improvements. Small continual improvement add up to significant benefits | quality circles, leadership style, job satisfaction, and turnover intentions, as demonstrated by proponents of TQM movements                                                                                                                                                                                                             |
| Kurt Lewin Leadership Model           | Lewin (1939)            | Kurt | Identified three dimensions of leadership style formulated around decision-making authority. The three leadership styles identified comprised autocratic, democratic, and laissez-faire leadership styles.                                               | The association between leadership styles and turnover intentions was based on this concept. Employee voice mechanisms, job satisfaction, and turnover intentions are all influenced by leadership style. The leadership style used influences employee voice mechanisms, which can affect job satisfaction and turnover intentions.     |
| Unfolding Model of Voluntary Turnover | Lee and Mitchell (1994) |      | The model postulates that a psychological process involves the employee's decision to quit a job and leave the organisation. The decisions made by employees follow psychological and behavioural paths.                                                 | This model underpins the relationship between employee voice mechanism, leadership style, job satisfaction, and turnover intentions. The model explains psychological shocks that trigger an employee's decision to quit the job and leave the organisation. The decisions made by employees follow psychological and behavioural paths. |

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Source: Researcher, (2020)

From the theories, four variables emerge for consideration: employee voice mechanisms, leadership style, job satisfaction, and academic staff turnover intentions. The study considered each of these variables in the light of the supporting theoretical and empirical literature. The following sections of this chapter highlighted the conceptual and empirical state and identified the existing knowledge gaps.

## **2.2 Empirical Review**

This section presented a review, analysis, and critique of the empirical literature and studies that have previously been done on employee voice mechanisms and turnover intentions. The section further covered studies on the moderating effect of job satisfaction and leadership style on the relationship between employee voice mechanisms and turnover intentions.

### **2.2.1 Employee Voice Mechanisms and Turnover Intentions**

Wilkinson *et al.*, (2018) defined employee voice as the ability to communicate employee thoughts, opinions, concerns, and suggestions to participate and influence management decisions. They further explained that employee voice mechanisms are formal techniques employees use to convey their views to management, raise issues, express and advance their interests, solve difficulties, and contribute and participate in workplace decision-making. The CIPD (2017) defines employee voice mechanisms as how employees convey their ideas to management and influence choices that affect them.

The concept of employee voice has been a phenomenon in organisations for over two centuries (Kaufman, 2014). However, employee voice may be traced back to Adam Smith's *Wealth of Nations*, when the phrase initially originated (Allen, 2014). The literature on employee voice thrived after Hirschman (1970) proposed the exit-voice-loyalty paradigm, which defined employee voice as a method for responding to job dissatisfaction. In the late 1970s, employee voice was an organizational strategy that allowed employees to influence choices by providing relevant information. Freeman and Medoff (1984), in their seminal study on the impact of collective employee voice, popularized this concept. Employee voice became a notion in the 1990s, with two components: the voice of grievances and participation in organizational decision-making. Since then, scholars have established the concept of voice based on various theoretical paradigms (Wilkinson *et al.*, 2018, Budd *et al.*, 2010; Wilkinson & Fay, 2011; Wilkinson *et al.*, 2010).

Dundon *et al.*, (2017) used a more analytical approach, identifying four forms of employee voice. First, voice can be a manifestation of personal dissatisfaction. The

second thread is the manifestation of communal organization, which uses voice to check management power. Third, employees can participate in management decision-making through quality circles or working teams. Fourth, employee voice is a form of mutuality. In 1986, Spencer looked into the link between the number of available voice modes and employee retention. He was arguably the first to explore employee voice from the perspective of human resource management and organisations' behaviour, when scholars had not yet delineated voice into different conceptions of human resource management and organizational behaviour. However, a disciplinary gap emerged in the 1990s, resulting in departmental barriers in the employee voice literature that is visible today. Investigation into employee voice and power in the human resource management discipline concluded that employee voice might be considered an opposing source of management authority (Dundon *et al.*, 2004). In contrast, the HRM discipline developed its notions of employee voice around the structures and systems that enabled employees' voice, notions of participation, and empowerment. The OB discipline developed its voice concept based on the act of voicing or voice behaviour.

The literature on justice voice was more closely aligned with the literature on grievances in the HRM. It was defined as the voice motivated by a desire to restore justice due to alleged mistreatment or wrongdoing (Wilkinson *et al.*, 2018). As demonstrated in the above discussion, the conceptualization of employee voice within the HRM and OB disciplines was distinct by the turn of the century. The HRM discipline conceptualized voice as covering a broad array of mechanisms, channels, and motives. Duan and Huang (2014) argue that employees' voice is expressed through voice mechanisms such as joint consultations, ombudsman, suggestion schemes, quality circles, representations, and employee surveys, which are ideal for reducing employee turnover intentions.

Similarly, Belete (2018), among other writers such as Siew (2017) as well as Armstrong and Taylor (2017), argued that employee voice mechanisms are projected through employee surveys, representations, quality circles, suggestion schemes, and ombudsman. This research focused on four-employee voice mechanisms: employee attitude surveys, representations, quality circles, and suggestion schemes. The reason for focusing on the four constructs of employee voice mechanisms was because they

are ideal for reducing turnover intentions, scarcity of research, their impact individually and jointly in combination with other HR practices on employee turnover intentions.

#### **2.2.1.1 Employee Attitude Surveys and Turnover Intentions**

Employee attitude surveys are a useful ways of engage employees by getting feedback on important issues that concern them. Attitude surveys can reveal employee preferences, alert managers to potential problems, diagnose the source of specific problems, and compare employee satisfaction, devotion, engagement, and morale across the organization. Employee surveys are an excellent vehicle for gaining insight into the employee in the workplace. Failing to respond to the feedback obtained through employee attitude surveys can devastate employee morale and trigger job dissatisfaction and turnover intentions.

Nwinyokpugi (2020) investigated employee turnover, its causes, implications, and solutions among academic staff at two private universities in Nigeria's Ondo State. The study relied on a survey research design, with 120 respondents from two private universities supplying most of the information. A structured questionnaire was used to collect the data, and a logistic regression model was used to test the assumptions. According to the study's findings, workplace discontent, selection rules, job security, and career progression significantly affected academic staff turnover intentions in private universities in Nigeria's Ondo State. The context of these studies was in Nigeria, focusing on one construct of employee voice mechanisms.

Agoi (2015) explored the impact of employee surveys on employee turnover intentions in the Kenyan public sector. The study was founded on the theories of planned behaviour and reasoned action. An explanatory research design was used in this study. Data were collected via a structured questionnaire, which was then analyzed using descriptive statistics. Pearson correlations and multiple regressions were employed to test the hypotheses. According to the study's findings, employee surveys and absorption had a significant negative impact on turnover intentions. Although this study was based in Kenya, it is contextualized in the public sector, focusing on only one construct of employee voice mechanisms. The findings of the survey also contradicted Nwinyokpugi's (2015) study on the employee survey.

Mumtaz and Hassan (2018) researched the urban society of a region in Karachi, Pakistan, to determine the causes and factors of rising employee turnover rates. Primary and secondary data were collected, and a simple random sampling procedure was applied. The study discovered a strong link between employee-boss relationships and turnover. Secondary factors of employee turnover, such as work satisfaction and commitment, indicate a moderate and pessimistic relationship. On the other hand, lucrative job opportunities have a strong positive and direct correlation with employee turnover. The context of this study was in Pakistan, focusing on only one aspect of voice mechanism and employee turnover. The simple random sampling method used was not representative because of the ranking of the staff and the size of the banks.

Gardner and Liu (2010) assessed the impact of employee satisfaction surveys on employee trust in Petroleum Corporations in China. Data was collected on 88 randomly selected respondents using questionnaires and analyzed by frequencies and percentages. Specifically, the study investigated how employees raised their concerns within the institutions' context through employee voice mechanisms of suggestion boxes and meetings. The study revealed that employees were dissatisfied with the employee voice mechanisms but failed to specify aspects of employee voice mechanisms that brought dissatisfaction and failed to link dissatisfaction to employee trust and turnover intentions. Further, the study did not show how employee trust was assessed. The data analysis method of frequencies and percentages used by the study did not allow for a test of relationships.

Mallett (2015) examined how institutions' attitudes and motivation surveys influence employee performance. The study used purposive sampling, and Non-probability sampling was used. Data analysis was done using frequencies and percentages; hence did not allow for testing of hypothesized relationships. The findings indicated that motivation surveys reduce the intentions of the employees to quit the job. The study had the shortcoming of lacking specific objectives; its results disintegrated, making it difficult to explain which variables of the study were tested. However, the study presented a research gap that would be important to test the actual influence of employee surveys on turnover intentions. This research gap was addressed by the study's findings, which focus on employee attitude surveys as a construct of employee

voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction.

Overall, insufficient attention has been given to the understanding of the employee attitude survey in organizations. However, employee surveys provide insight into understanding employees and enable management to proactively take measures that improve human relations to minimize behavioural outcomes such as turnover intentions. Some of the studies have been faulted for having contradicting findings. Nwinyokpugi (2015) study found a negative effect of employee surveys and turnover intentions in Nigeria, while Agoi (2015) found a positive effect of employee surveys and turnover intentions in Kenya. Nwinyokpugi (2020) argued that job dissatisfaction, selected policies, and career development significantly influence turnover intentions, while Mumtaz and Hassan (2018) indicated that employee boss- relations, job contentment, job commitment, lucrative job opportunities have a significant effect on turnover intentions.

#### **2.2.1.2 Employee Representations and Turnover Intentions**

Employee representations are divided into two categories: non-union and labour trade unions. Labor trade unions have arguably claimed the lion's share of interest in employee voice in the literature on industrial relations (Beis, 2017). Medoff (1984) linked labour union membership and increased output and lower turnover intentions. (Dundon *et al.*, 2017) argued that labour trade union representation reduces the likelihood of employees quitting their jobs and leaving the company for two main reasons. First, employee voice methods allow employees to earn more money than a comparable non-labour trade union job. Second, labour unions provide employees with employee voice mechanisms and the power to set a variety of other workplace norms and conditions. Pay equity policies, grievance and arbitration procedures for challenging managerial decisions, "just cause" for discipline and discharge, and seniority clauses are included. Empirical evidence supports the idea that union wage and employee voice mechanisms reduce turnover intentions in active labour unions. Employee representatives are appointed to non-union organizations' various decision-making organs and committees to represent them (Beis, 2017).

Islam and Rahman (2016) looked at the relationship between job satisfaction, organizational commitment, and turnover intentions among Bangladeshi bank employees. This study employed a descriptive research design. Islam and Rahman (2016) looked at the relationship between job satisfaction, organizational commitment, and turnover intentions among Bangladeshi bank employees. This study employed a descriptive research design. Due to the use of an intentional sampling approach that offered no probability sample. The data was analyzed using multivariate analysis techniques, particularly factor analysis. The demographic characteristics of the respondents were explained using descriptive statistics.

The study found that representations, an excellent promotional system, a fair rewarding system, support in a personal emergency from the organisation, and workplace flexibility in performing tasks were the most influential factors on job satisfaction and organisational commitment. This study suggests that if workers are paid satisfactorily and there is support in proactive representation, these variables will lead bank employees to a higher level of commitment in the team and a reduced turnover rate. This study was done in a different operating environment and organisational setup, and it failed to indicate the representation programme put in place to protect employees. The study also lacks well-defined objectives inhibiting the study from incorporating the actual effect of employee representations on turnover intentions. The study used factor analysis that only ranked the factors without establishing the relationship among the variables.

Employee representations comprise labour trade union representation and non-union representations. Labour trade unions have perhaps occupied the lion's share of interest around employee voice in the industrial relation literature (Beis, 2017). Freeman and Medoff (1984) provided evidence linking labour trade union representation to higher productivity and lower turnover intentions. (Dundon *et al.*, 2017) argue that labour trade unions representation reduces the probability that workers will quit their jobs and leave the organisation for two fundamental reasons First, employee voice mechanisms provide means through which employees gain higher compensation relative to what they could earn in a similar non- labour trade union job. Second, labour trade unions provide workers with employee voice mechanisms and determination of an array of other rules and conditions of work. It includes policies

that reduce pay inequality, grievance and arbitration procedures for appealing managerial decisions, “just cause” for discipline, discharge, and seniority clauses desired by workers. Empirical research supports the view that union wage and employee voice mechanisms lower turnover intentions in active labour trade unions organizations. Non-union representations are done by appointing employee representatives to various decision-making organs and committees in the organisations (Beis, 2017).

Islam and Rahman (2016) undertook a study on the relationship between job satisfaction, organisational commitment, and turnover intentions among unionized bank employees in selected Banks in Bangladesh. The study employed a descriptive research design. A purposive sampling method was used, which yielded no probability sample, and hence the data may have been biased. Data were analyzed using multivariate analysis techniques, specifically factor analysis. Descriptive statistics were used to explain the demographic characteristics of the respondents. The study found that representations, an excellent promotional system, a fair rewarding system, support in a personal emergency from the organisation, and workplace flexibility in performing tasks were the most influential factors on job satisfaction and organisational commitment. This study suggests that if workers are paid satisfactorily and there is support in proactive representation, these variables will lead bank employees to a higher level of commitment in the team and a reduced turnover rate. This study was done in a different operating environment and organisational setup. It failed to indicate the representation programme put in place to protect employees. The study also lacks well-defined objectives inhibiting the study from incorporating the actual effect of employee representations on turnover intentions. The study used factor analysis that only ranked the factors without establishing the relationship among the variables.

Park *et al.*, (2014) investigated employee turnover intentions in union and non-union enterprises in the United States. The study looked at workers' attitudes toward union and non-union construction companies regarding organizational commitment (OC) and turnover intentions. The research was conducted over a long time, and information was gathered via questionnaires. Employees in unionized firms are more loyal to their employers than those in non-unionized firms. Even though the

regression coefficients of unionized components in commitment and turnover intentions were not statistically significant at the standard significance threshold, they had a higher turnover intention. The study was based in the USA, a developed country, relating organisational commitment and turnover intentions. Data were analyzed using frequencies and percentages and therefore incapable of testing relationships which the current study intends to address.

Mwathie *et al.*, (2017) investigated how employee productivity in Kenyan Technical and Vocational Education Training (TVET) institutions is affected by representations and participation. This study used a cross-sectional survey research design. The 5718 employees targeted included principals, vice-principals, heads of departments, teaching staff, non-teaching professionals of TVET Institutions, ministry of science and technology education officials, and TUC Secretary Generals. The decision was made to use stratified sampling. A standardized questionnaire and an interview schedule were used to obtain the primary data. The study's findings revealed that representation and participation significantly influenced employee productivity and job satisfaction. The study suggested that each TVET organization should have an employee representative. The study addressed only one construct of employee voice mechanisms against employee productivity with no guiding theory. The study was also contextualized in TVET institutions. The current research established the effect of employee voice mechanisms on turnover intentions of teaching staff in Kenyan universities and the moderating effect of job satisfaction and leadership style on their relationship.

The above perspectives on employee representation highlight the opportunities for organization management to use labour trade unions to elicit employees' views. Upward communication means employees can communicate their issues through their representatives and established channels or informally, which is critical to success. Park *et al.*, (2014) found that employees in unionised organizations are more committed to the organisation than non-unionised organizations; however, they have higher turnover intentions. Mwathie *et al.*, (2017) revealed that representation and participation significantly influence employee productivity and job satisfaction. However, none of these studies is contextualized in the university setting, and none

has applied all combined constructs of employee voice mechanisms on turnover intentions.

### **2.2.1.3 Quality Circles and Turnover Intentions**

The International Association of Quality Circles (IAQC) defines quality circles as groups of employees convene to discuss, identify, and analyze work-related concerns before presenting and implementing solutions to management. Lees,(2017) asserted that quality circles are based on the simple premise that allowing people to make substantial contributions that influence decisions about their work would increase their pride and interest in it. Quality circles are a people-centred management style that encourages personal development, self-esteem, self-fulfilment, and achievement.

Tarela and Seth (2014) investigated the link between the Quality Circle and employee commitment. Respondents were picked from 357 workers of banks in Nigeria's South-South zone. A cross-sectional survey design was used in this investigation, and Spearman Rank Order Correlation was used to examine the data. According to the study's findings, quality Circle exhibited a substantial positive relationship with workers' effective, ongoing, and normative commitment. This study focused on the impact of the quality circle on staff commitment and productivity. On the other hand, the current research addressed the effect of voice mechanisms on academic staff turnover intentions in Kenyan universities and the moderating effects of job satisfaction and leadership style on their relationship.

Okpu and Kpakol investigated employee voice and increased work engagement in the Nigerian banking business (2013). The study was carried out in the form of a case study. Quality circles represented employee voice, and work design and line managers' supervisory responsibilities were utilized to assess job engagement. Quality circles, job design, and the supervisory duties of line managers all demonstrated a significant positive relationship. This research was conducted in Nigeria's banking business, and the study's target population was managers. The study was limited by its scope and the perceptions of key stakeholders who were omitted. Inferential statistics, frequencies, and percentages were used to analyze the data.

Pereira and Osburn (2013) examined the effect of Quality Circles (QCs), a participatory technique, on employee attitudes and performance in Spain. The study covered the participatory approach, quality circles, employee attitudes, and performance. The study was carried out using an exploratory research technique that yielded inconclusive results. The results revealed that the mean effect sizes for employee attitudes and job performance were low and moderate, respectively, meaning that QCs had a higher impact on job performance than employee attitudes. The study's findings demonstrate that quality management strategies that are comprehensive have a positive effect on productivity. This study was in Spain, a developed country with a different organisation set up from Kenya. This study was a critical literature review, and therefore primary data was not corrected. However, the study's recommendations are relevant to the current study since it recommended how quality circles influenced employee turnover intentions.

Surienty *et al.*, (2014) studied the quality of work-life and the intent of accounting professionals to quit in Malaysian. The investigation was carried out using a correlational design, and a structured questionnaire was used to collect data. Smart Partial Least Squares second-generation structural equation modelling software was used to evaluate the data. Supervisory behaviour, job characteristics and work-life balance all have a significant negative relationship with turnover intentions. Work-life balance was the most crucial predictor of turnover intentions. The research didn't go into great detail on work-life balance or how turnover intentions are determined. The study looked into the quality of work-life balance and the probability of turnover. On the other hand, the current research focused on the quality circle, employee voice mechanism, and the moderating effect of leadership style and work satisfaction on academic staff turnover intentions in Kenyan universities.

For quality circle methods to work well, an organization's fundamental concept must be compatible with the goals of participatory management theory, which states that employees will be actively involved in the organization's problem-solving and decision-making. Organizations with solid hierarchical systems will be impacted since quality circles perform better with larger and flatter organizational structures (Lees, 2017).

#### **2.2.1.4 Suggestion Schemes and Turnover Intentions**

Suggestion schemes allow employees to submit ideas to management and reward those who come up with good ones (Armstrong and Taylor 2017). They can provide an effective way for employees to contribute to the efficiency of the firm. If they are correctly arranged, they can help alleviate the common frustration in all concerns. People believe they have wonderful ideas, but they cannot put them into action due to a lack of established communication channels. The most common layouts are suggestion boxes, E-plat forms, and social networking (Silverman *et al.*, 2013). Managers and team leaders must encourage their employees to submit suggestions, and the suggestion scheme should be promoted through posters, brochures, and articles (Dromey, 2016).

Using a cross-sectional survey approach, Jaja and Okpu (2013) investigated the influence of suggestion schemes, a type of employee voice mechanism, on workers' commitment. The results showed that the suggestion scheme had a considerable favourable effect on employees' perseverance and normative commitment but no significant influence on employees' affective commitment. This finding implies that when companies use suggestion systems as a type of employee voice mechanism, they are ethically obligated to stay because they don't want to lose their investment. The study focused on the effect of suggestion schemes, one of the constructs of employee voice mechanisms, on worker commitment but did not specify how the study measured both variables. Ikon and Chukwu (2017) evaluated the relationship between employee engagement and the performance of selected private universities in Delta State, Nigeria. Employee voice had an impact on staff turnover. The Taro Yamane sampling technique was utilized to pick the sample in the case study design. The findings revealed a significant positive relationship between suggestion schemes, employee voice mechanisms, and employee turnover intentions. The study showed that when employees make suggestions on issues that concern them, it enhances their desire to stay in an organisation. The universalistic theory was applied in this investigation, and it is a theory that is pertinent to the current study.

Otieno *et al.*, (2015) investigated the impact of employee suggestion programs on organizational performance in Kenya's agricultural sector. The study employed a cross-sectional survey research design and a stratified sampling technique.

Questionnaires were used to correct the data. Inferential statistics, correlation, and regression analysis were used to analyze the data. Employee suggestion programs had a significant association with performance. This study focused on Kenya's higher education sector, while the previous concentrated on Kenya's agriculture business.

Paluku (2016) investigated employee suggestion programs and retail business performance in Wobulenzi-Luweero, Uganda. A correlational research design was adopted for the study. A planned sampling approach was also used to obtain a non-probability sample. The surveys and data were analyzed using descriptive and inferential statistics, and the person-product moment correlation coefficient was used to test the hypothesis. The study's findings revealed that the retail employee suggestion scheme and job satisfaction in the selected retailing businesses were both reasonably high. It also failed to examine a wide range of features and types of recommendation schemes. Employee suggestion schemes and organizational performance were the focus of the research. In contrast, the current study will examine the impact of voice mechanisms on academic staff turnover intentions in Kenyan universities and the moderating impacts of work satisfaction and leadership style on their connection.

Overall, the findings of these empirical investigations indicate that more study is needed to determine the impact of employee voice mechanisms on academic staff turnover intentions in Kenyan universities. A review of the literature revealed that most studies on employee voice are concentrated in western countries. Limited research has been done on the Kenyan context, and the factors used in current studies are distinct from those used in previous studies.

### **2.2.2 Moderating Effect of Leadership Styles on the Relationship between Employee Voice Mechanisms and Turnover Intentions**

A leader's leadership style is the pattern of behaviour that a leader uses to persuade subordinates to work toward the organization's goals. The process of having a significant influence on subordinates is known as leadership. An employee is driven to exceed expectations in achieving specific goals and retain cooperation for long-term progress Yukl, (1994). Leadership is required to achieve goals in business, politics, education, and social groups. Organizational researchers' attention in

leadership studies, particularly leadership style, started in 1945 with the Ohio State University scholars. Researchers have identified a variety of leadership styles in the business world. The world's oldest and most well-known leadership styles are autocratic, democratic, and laissez-faire. New leadership models emerge when these three types of leadership are combined, such as transformational, transactional, ethical, charismatic, and so on: leadership styles impact turnover intentions and counterproductive work behaviour (King & Land, 2018). Mbah and Ikemefuna (2011), poor leadership style resulting from autocratic leadership style or production-centred leadership flare is one of the most common reasons people quit their jobs and leave the organisation.

Employees can lose commitment and job satisfaction if there is an adversarial relationship between leaders and subordinates. CIPD (2019) believes the primary reason employees leave their jobs is the leadership style used in the organization. Those who work with poor leaders have job dissatisfaction, psychological distress, reduced commitment, and high turnover intentions are all indicators of working with poor leaders.

Using a cross-sectional survey approach, Puni *et al.*,(2016) investigated the association between leadership style, employee turnover intentions, and counterproductive work behaviour. Purposive sampling was used in this study. Data were examined using an inter-correlation matrix to establish the link between the study variables. The finding was autocratic leadership style has a significant positive relationship with employee turnover intentions and counterproductive work behaviour. It also discovered that democratic leadership styles, employee turnover intentions, and counterproductive work behaviour had a significant inverse relationship. This study, conducted in Ghana, revealed a general relationship between leadership style, employee turnover intentions, and counter-productive work behaviour. Leadership style did not appear to have a moderating effect. Purposive sampling was used in place of superior probability sampling. The study was also a case study conducted in only one bank, limiting the scope of the research and the generalizability of the findings.

Liu *et al.*, (2013) investigated leadership style and employee turnover intentions. Data were collected from organizations in Shenzhen and Hong Kong. A hierarchical regression model was used to examine the data. According to the data, democratic leadership style considerably moderates employee turnover intentions. The research reveals a relationship between leadership style and employee turnover intentions, although the role of leadership styles as a moderator remained unclear. The study took place in Asia, which is a very different setting from Kenya. Only democratic leadership styles were investigated in terms of turnover intentions, leaving out authoritarian and laissez-faire leadership styles.

Babalola, Stouten, and Euwema evaluated the frequency of the moderating link between ethical leadership and turnover intentions in Nigeria (2016). Data was collected through the scheduling of interviews. According to 124 employees, coworkers, and supervisors, ethics leadership reduced the relationship between frequent change and turnover intentions, and the relationship was only positive when ethical leadership was weak. Employees' self-esteem may act as a mediator in the moderating relationship. The study, conducted in Nigeria, revealed a moderating relationship between ethical leadership and the probability of employee turnover. However, as hypothesized in the current study, it has not highlighted the moderating interaction between democratic, autocratic, and laissez-faire leadership styles.

Albert *et al.*, (2016) investigated the link between leadership style, employee turnover intentions, and counterproductive work behaviour using a cross-sectional survey approach. Purposive sampling was done. The relationship between the study variables was determined using an inter-correlation matrix. The findings revealed a strong link between autocratic leadership style, employee turnover intentions, and counterproductive job behaviour. Nonetheless, it showed a strong link between democratic leadership styles, employee turnover intentions, and counterproductive job behaviour. It also had a robust positive relationship with counterproductive work behaviour (CWB), meaning that under laissez-faire leaders, subordinates will show fewer turnover intentions but more CWBs due to the leader's apathetic attitude. Employees who work for authoritarian leaders are more likely to have CWBs and plans to quit their jobs, owing to their over-emphasis on productivity above people. Due to the leader's collective decision-making approach, workers under democratic

leadership are less likely to be involved in turnover intentions and CWBs. The study suggests leadership training in team building and participative decision-making reduces employee turnover.

Overall, there is no one-size-fits-all leadership style that can be employed in all situations. Depending on the situation and expectations of the employee and organization, a leader might use one or more leadership styles to influence followers toward the organization's desired goals. As a result, the key to effective leadership is to apply the appropriate leadership style to the right situation at the proper time. The autocratic, democratic, and laissez-faire leadership styles are essential leadership approaches in Lewin's 1939 leadership paradigm (Fentiman-Hall, 2017). As a result, every leader employs these three leadership styles throughout the process of leading. However, it is unknown how much these leadership styles differ (Cherry, 2019). As a result, these three leadership styles are on the same spectrum. The continuum between the two extremes of authoritarian and free-reign leadership styles reveals a variety of behaviours related to the amount of control held by the management and the degree of decision-making flexibility available to non-managers. As a result, this research focused on how leadership style affects the relationship between employee voice mechanisms and turnover intentions.

### **2.2.3 Moderating Effect of Employee Job Satisfaction on the Relationship between Employee Voice Mechanisms and Turnover Intentions**

An individual's subjective assessment of how they feel about their job and the firm is employee satisfaction. According to Locke (1976), job satisfaction is a cheerful or positive emotional state resulting from evaluating one position. Job satisfaction is affected by several elements, some of which are personal and others which are organizational (Mullins, 2010). Job satisfaction has emotional and behavioural effects, according to the study. Happiness, worry, boredom, and excitement are some of the emotional effects of the profession. Some behavioural outcomes include early arrival, tardiness, working late, or claiming illness to avoid work (Courtney & Yountkyoung, 2017).

Mueller and Kim (2008) distinguished two forms of job satisfaction: overall job satisfaction and sentiments about specific job components, such as benefits, salary,

position, growth possibilities, work environment, and employee connections. Workplace happiness (work itself, compensation, coworkers, supervision, work environment, and workplace facilities) significantly impacts organizational commitment (2014). It's one of the more difficult problems managers encounter because employees may not share the same goals at work (Aziri, 2012). However, there is agreement among scholars (Armstrong, 2017; Mullins, 2010; Locke, 1976) that indicators of job satisfaction include: job content, working conditions, the opportunity for advancement, job security and safety, job independence, promotion, advancement opportunities, and comfort with remuneration.

Azeez *et al.*, (2016) investigated the nature of relationships between employee job satisfaction, employee turnover intentions, and organizational commitment. Employee job satisfaction and employee turnover intentions were analyzed as determinants of organizational commitment. Random sampling was done. The data were analyzed using Pearson's Product Moment Correlation Coefficient and several regression models. The findings demonstrated a significant positive relationship between employee job satisfaction and turnover intentions. Employee job satisfaction and the three measures of organizational commitment had a statistically significant association. The findings also showed a statistically significant link between employee turnover intentions and organizational commitment. Organizational commitment was influenced by job satisfaction and turnover intentions, both of which were statistically significant. To reduce staff turnover and promote organizational commitment, the Lagos State University administration was to take initiatives to boost job satisfaction and employee impressions of their daily work. The study was a case study that focused on only one public university in Nigeria, limiting the findings' generalizability.

Rashedul and Monzur (2018) assessed the factors that influence employees' job satisfaction in the educational sector in Dhaka, Bangladesh. The study's purpose was to determine how satisfied academic staff at Dhaka's various private education schools were. The secondary data was collected from the institutes' websites, various publications, books, and the internet. The data were analyzed using descriptive statistics, correlation, and multiple regression analysis. Working conditions and pay have no significant impact on job satisfaction in educational institutions, where

promotion, fairness, and recognition have a significant impact. Finally, the conclusion states that organisational leadership can improve employee job satisfaction through training, reward, and recognition efforts.

Lady *et al.*, (2018) investigated work satisfaction and its impact on employee loyalty and commitment in the manufacturing, banking, and mining industries. This study employed a descriptive and exploratory research design. The mining, finance, and manufacturing businesses all had employees counted. The dependent variable was predicted using multiple regression analysis based on the independent variable. Although individual traits did not significantly impact all sectors, they had a strong and positive relationship with job satisfaction. The research found the relationship between human resource practices, job satisfaction, loyalty, and commitment in various industries and between job satisfaction, loyalty, and commitment in the manufacturing and mining industries.

Nurun *et al.*, (2017) conducted exploratory research in Bangladesh Investment Corporation to evaluate and analyze the influence of HRM practices on job satisfaction and employee turnover. The investigation was conducted using a case study methodology. The study found Employee turnover was influenced by performance management. The data were analyzed using percentages and frequencies, with the 'Chisquare' Evaluate of Association used to test for statistical significance the association between socio-demographic factors and job satisfaction and the comparison of job satisfaction across professional groups. The Pearson correlations were used to assess the relationship between work satisfaction measures, and the Student T-Test was used to find factors that influence job satisfaction. This study has a small sample size and was done within a single organization limiting generalisation

Good human resource management practices lead to job satisfaction. Good HRM practices facilitate communication between management and staff. Employees are free to present their ideas, points of view, and opinions to management, and they may rest assured that their contributions will be taken into account. Employees are motivated to work harder and feel belonging due to these activities, increasing job satisfaction and decreasing turnover. A comprehensive assessment of the literature review's theoretical and empirical perspective indicates significant knowledge gaps.

Employee voice mechanisms have not been conclusively demonstrated to affect turnover intentions in studies.

They confined their focus to a single concept: employee voice mechanisms and other HR outcomes. There has never been a single study that incorporated the four constructs of employee attitude survey, representations, quality circles, and suggestion scheme on turnover intentions or university education sub-sector. Studies on leadership styles have concentrated on leadership styles developed from the three leadership styles of autocratic, democratic, and laissez-faire leadership styles, except the three. Other variables have been studied with job satisfaction besides turnover intentions. In addition, no study looked at leadership style or job satisfaction as modifiers of the relationship between employee voice mechanisms and turnover intentions. Methodological rigour in research has resulted in contradictory findings. There is a conceptual, contextual, and methodological gap in general.

### **2.3 Summary and Knowledge Research Gap**

An overall assessment of the theoretical and empirical position of the literature review points to several knowledge gaps. The studies on employee voice mechanisms and have not conclusively demonstrated its effect on turnover intentions. They focused on one construct of employee voice mechanisms and other HR outcomes. None of the studies combined the four constructs of employee attitude survey, representations, quality circles, and suggestion scheme on turnover intentions in one research and university education sub-sector. Research on leadership styles has concentrated on leadership styles stemming from the three leadership styles of autocratic, democratic, and laissez-faire leadership styles, excluding the three. Studies on job satisfaction have focused on other variables other than turnover intentions.

Further, none of the studies used leadership style and job satisfaction as moderating variables on the relationship between employee voice mechanisms and turnover intentions. Research has used methodological rigour that has resulted in conflicting findings. Overall, there is a conceptual, contextual, and methodological gap. From the research studies' empirical review, several gaps were identified. A summary of the empirical gaps is shown in table 2.

Table 2:  
Summary of Empirical Gaps

| Author                         | Title of study                                                                                                                | Purpose                                                                                              | Methodology                                                                                                                                                       | Findings                                                                                                                                                   | Gaps                                                                                                                                                                                                                                                                           | The focus of the current study                                                                                                                           |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lady, Wonder, and Peter (2018) | The Impact of Job Satisfaction on employees' loyalty and commitment: a Comparative Study Among Some Selected Sectors in Ghana | To find out the Impact of Job satisfaction on employees' loyalty and commitment:                     | A descriptive and exploratory research design was used in this study. A complete census was conducted. The data were analyzed using multiple regression analysis. | This study showed a significant and positive relationship between individual factors but did not strongly impact job satisfaction in all sectors in Ghana. | Descriptive and exploratory research design, which was incapable of conclusive findings, was used. The study also failed to establish the relationship between employee voice mechanisms and turnover intentions and was contextualized in a different environment from Kenya. | Effect of employee voice mechanisms on academic staff turnover intentions as moderated by leadership style and job satisfaction in universities in Kenya |
| Mumtaz and Hassan(2018)        | Determinants of employee turnover. A survey of employee intentions trend in urban societies of the region                     | To identify the motives and the determinants of the increasing rate of employee turnover in Pakistan | A simple random sampling method was used                                                                                                                          | The study found a strong positive correlation between employee-boss relations and employee turnover.                                                       | The study revealed that employees were dissatisfied with the voice mechanisms but failed to specify what aspects in employee surveys they were dissatisfied with and failed to link this to employee trust and turnover intentions.                                            | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya    |

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| Rashedul and Monzur (2018) | Examined the factors that influence job satisfaction of employees in the educational sector in Dhaka City, Bangladesh.                                | The research was designed with a clear view to find out the satisfaction level of the academic staff of different private education institutions in the Dhaka city corporation area. | The study was quantitative, with a sample size of 100 employees. Secondary information was gathered. Descriptive statistics, correlation, and multiple regression were used to analyze the data. | The study found that there is no relationship between Working environment and job satisfaction.                                    | The study had contradicting results from the results of other studies reviewed                                                                                                                                                                                                                                                                | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Ikon and Chukwu (2017)     | Relationship between employee engagement through suggestion schemes and employee performance of selected private universities in Delta State, Nigeria | To establish the relationship between employee engagement through suggestion schemes and employee performance in Delta state, Nigeria.                                               | Case study design, Taro Yamane sampling technique, and correlation analysis were used.                                                                                                           | The findings revealed a significant positive relationship between employee suggestion schemes and turnover intentions of employees | The dependent variable was performance, whereas the dependent variable of this study was turnover intentions. The study also addressed only one construct of employee voice mechanism. The study was also contextualized in different environments of the delta state of Nigeria. This study, however, used universalistic theory, which is a | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |

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|                                       |                                                                                                                                                                     |                                                                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                                                                             | relevant theory to the current study.                                                                                                                                                                                                                                        |                                                                                                                                                       |
| Mwathe, Gachunga, and Waiganjo (2017) | Employees' productivity in Kenyan Technical and Vocational Education Training (TVET) Institutions is influenced by representatives and participation.               | The purpose was to establish the influence of trade union participation on employee productivity                                                                                         | A cross-sectional survey research design, purposive sampling, structured questionnaire, and interview schedule were used.     | The findings revealed that representation and participation have a significant influence on employee productivity and job satisfaction.                                                                                                     | The study addressed only one construct of voice mechanisms. It was also contextualized only in the TVET institutions in the public sector and at the tertiary level of education. Frequencies and percentages which did not allow testing of relationships between variables | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Nurun, Abu and Sahedur (2017)         | The Empirical Study on Human Resource Management Practices with Special Reference to Job Satisfaction and Employee Turnover at Investment Corporation of Bangladesh | To examine the relationship between human resource management and job satisfaction, motivation, training and development, absenteeism and turnover, teamwork, and employee participation | An exploratory research design was used. Data were analyzed using Pearson correlations, t-test, percentages, and frequencies. | The study found that the relationship between human resource management practices and job satisfaction, motivation, training and development, absenteeism and turnover, teamwork, and employee participation was statistically significant. | Exploratory research was used, which was incapable of conclusive findings.                                                                                                                                                                                                   | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |

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|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Albert, Collins and Salase,(2016)  | Examined the relationship between leadership style, employee turnover intentions, and counterproductive work behaviours | and compensation.<br>Relationship between leadership style, employee turnover intentions, and counterproductive work behaviours | Used a cross-sectional survey design by purposively sampling eight (8) branches of one of Ghana's premier banks and conveniently selecting 170 respondents. Data was solicited using a questionnaire adapted from Simon and Oates (2009) measured on five (5) point Likert- scale | The result showed a significant positive association between autocratic leadership style, employee turnover intentions, and counterproductive work behaviour but showed a significant negative connection between democratic leadership styles. Laissez-faire leadership style indicated a significant negative relationship with turnover intentions but a significant positive correlation with CWB | The study recommends leadership training in team building and participatory decision making competence of leaders to minimize employee turnover intentions and CWBs         | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Azeez, Ilesanmi and Adeoye, (2016) | Job satisfaction, turnover intentions and organisational commitment.                                                    | To investigate the nature of relationships among employees' job satisfaction, turnover intentions, and organisational           | The Pearson's Product Moment correlation coefficient and multiple regression analyses were used to analyze the collected data.                                                                                                                                                    | The relationship between employees' job satisfaction and the three dimensions of organisational commitment was not statistically significant. It also established that there exists a significant relationship between                                                                                                                                                                                | The study sampled only one university in Nigeria, and it looked only at public universities and left out private and other public universities, revealing a contextual gap. | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job                                       |

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|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |                                                                                                                                                           | commitment.                                                                                                                                                 |                                                                                                | turnover intentions and organisational commitment.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  | satisfaction in universities in Kenya                                                                                                                 |
| Babalola, Stouten and Euwema (2016) | The frequency of the moderating interaction between ethical leadership and inclinations to leave the country.                                             | We are moderating the interaction between ethical leadership and turnover intentions in Nigeria.                                                            | Interview surveys were used in data collection. The data analysis method was not indicated     | Results from 124 employee-coworker-supervisor triads revealed that ethical leadership moderated the relationship between frequent change and turnover intentions. The relationship was positive only when ethical leadership was low. The moderating relationship could be shown to be mediated by employees' state self-esteem. | The study is based in Nigeria and has shown the moderating relationship between ethical leadership and turnover intentions. However, it has not highlighted the moderating relationship between democratic, autocratic, and laissez-faire leadership styles as premised under the current study. | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Islam and Rahman (2016)             | Relationship between job satisfaction, organisational commitment, and turnover intentions among unionized bank employees in selected Banks in Bangladesh. | To establish the relationship between job satisfaction, organisational commitment, and turnover intentions among unionized bank employees in selected Banks | Descriptive research design, purposive sampling method, questionnaires, multivariate analysis. | The findings were that trade unions' representation, satisfactory promotion system, fair rewarding system, satisfactory payment level, and experience and training-based salary influenced job satisfaction and organisational commitment.                                                                                       | The study focused on the relationship between employee engagement and performance in the Nigerian banking industry. Data were analyzed using frequencies and percentages and therefore could not allow for the test of relationships. The study,                                                 | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |

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|                                   |                                                                                                        | in Bangladesh.                                                                                     |                                                                                                                                                       |                                                                                                                                   | however, recommended a study to be carried on employee voice and turnover intentions. The study used Purposive sampling, which yielded a nonprobability sample, and this presents a methodological gap.                                                                      | intentions of academic staff in universities in Kenya                                                                                                 |
| Paluku (2016)                     | The Employee suggestion schemes and the performance of retail businesses in Wobulenzi-Luweero, Uganda. | To establish the effect of suggestion schemes and organisational performance of retail enterprises | Correlation research design, purposive sampling technique, questionnaire, Pearson product-moment, and inferential statistics were used in this study. | The findings revealed that retail employee suggestions and job satisfaction were very high in the selected retailing enterprises. | This study was in Uganda relating employee suggestion schemes and organisation performance. Used purposive sampling technique which generated non-probability sample which resulted to biased data and findings. Hence the need for further investigation of the phenomenon. | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Puni, Agyemang and Asamoah (2016) | Leadership style, employee turnover intentions, and counterproductive work                             | The main objective of this study is to examine the relationship between                            | Cross-sectional survey design by purposive sampling. Data was solicited through a                                                                     | The result showed a significant positive association between autocratic leadership style, employee turnover intentions, and CWBs. | Purposively sampling yield. Non-probability sample, which resulted in biased data and findings. Hence the need for further investigation                                                                                                                                     | Effect of employee voice mechanisms on academic staff turnover intentions                                                                             |

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|                | behaviour in one of Ghana's premier banks.                            | leadership style, employee turnover intentions, and counterproductive work behaviour in one of Ghana's premier banks. | questionnaire adapted from Simon and Oates (2009) measured on five (5) point Likert- scales and analyzed using an inter-correlation matrix to establish the relationship between the study variables. | Still, it exposed a significant negative connection between democratic leadership styles, employee turnover intentions, and counterproductive work behaviour. Laissez-faire leadership style indicated a significant negative relationship with turnover intentions but a significant positive correlation with CWBs | of the phenomenon.                                                                                                                                                             | moderated by leadership style and job satisfaction in universities in Kenya                                                                           |
| Agoi (2015)    | Effect of employee survey turnover intentions in Kenya public sector. | To establish the effect of employee surveys on turnover intentions in Kenya's public sector.                          | Explanatory research design, questionnaires, Pearson correlation, and multi regression analysis were used in the study.                                                                               | The findings of the study indicated a significant negative effect of employee surveys and absorption on turnover intentions.                                                                                                                                                                                         | The study addressed one construct of the voice mechanism. It is also contextualized only in the public sector in Kenya. The study also contradicted Nwinyokpugi (2015 findings | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Mallett (2015) | Managing employee attitude and motivational                           | To assess attitude and motivation surveys and                                                                         | Data analysis was done in the form of frequencies and percentages.                                                                                                                                    | It was found that surveys reduce the intentions of the employees to quit the job. However, the study                                                                                                                                                                                                                 | The study had no specific objectives, and the findings were disintegrated. And                                                                                                 | Effect of employee voice mechanisms on academic staff                                                                                                 |

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|                    | survey and employee engagement in medium-size enterprise in Routledge.        | employee engagement on employee performance                                   |                                                                                                             | presented a research gap that would be important to test the actual influence of employee surveys on turnover intentions. The current study will address this. | therefore, it would be difficult to explain which variables the study was testing. Data analysis was analyzed using frequencies and percentages, which did not allow the testing of relationships. However, the study presented a research gap to test the actual influence of employee surveys on turnover intentions. The current study will address this | turnover intentions moderated by leadership style and job satisfaction in universities in Kenya                                                       |
| Nwinyokpugi (2015) | Employee survey and workplace harmony in Rivers state civil service, Nigeria. | To establish the relationship between employee surveys and workplace harmony. | Descriptive research design, structured questionnaires, and a Pearson product-moment correlation were used. | The findings revealed that a significant relationship exists between employee surveys and workplace harmony.                                                   | The study had contradictory findings with others. Nwinyokpugi (2015) found a statistically significant negative effect of employee surveys and turnover intentions in Nigeria, while Agoi (2015) found a statistically significant positive effect of employee surveys and                                                                                  | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |

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|                                   |                                                                                                          |                                                                                                      |                                                                                                                                                     |                                                                                                                                                              | turnover intentions in Kenya. Further, Agoi (2015) addressed only one construct of voice mechanism, i.e., employee survey. An exploratory research design that is incapable of conclusive findings was used.                                       |                                                                                                                                                       |
| Otieno, Waiganjo and Njeru (2015) | In Kenya's agricultural sector, the impact of employee suggestion schemes on organizational performance. | To find out the effect of employee suggestion schemes on performance in Kenya's horticultural sector | Cross-sectional survey research design, stratified sampling techniques, questionnaire, correlation, and regression analysis were used in the study. | Findings revealed that employee suggestion schemes are significant contributors to performance.                                                              | The dependent variable was performance, and in the current study, the dependent variable was turnover intentions. The context of this study in Kenya is the horticultural sector, while the current study is based on the higher education sector. | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Park, Christie, and Sype (2014)   | Union and non-union enterprises in the United States have different levels of organizational             | Organisational commitment and turnover intentions in union and non-union firms in the USA.           | A longitudinal research design was employed in the study. Questionnaires were used for the collection of the data. Frequencies                      | The study found that employees in union firms are more committed to the organisation than non-union organizations, but they have higher turnover intentions. | The study focused on the organisational commitment and turnover intentions in union and non-union firms in the USA using a longitudinal research design. Frequencies and                                                                           | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style                                               |

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|                                          | commitment and turnover intentions.                          |                                                                             | and percentages were used for data analysis.                                                                                       |                                                                                                                                                                                                                                            | percentages were used for data analysis which was incapable of testing relationships. The study is also contextualized in different environments of a developed economy, i.e., the USA                                    | and job satisfaction in universities in Kenya                                                                                                         |
| Surienty, Ramayah, Lo and Tarmizi (2014) | Quality of work life and turnover intentions in Malaysia.    | To evaluate the quality of work-life and turnover intentions in Malaysia.   | A correlation design was used. Data were analyzed using smart PLS and second-generation structured equation and modelling software | The results indicated that supervisory behaviour, job characteristics, and work-life balance have a significant negative relationship with turnover intentions. Work-life balance is the most significant predictor of turnover intentions | The context of this study is in Malaysia, a more developed economy. The study did not indicate the indicators of quality of work-life and did not show how turnover intentions among employees would be determined        | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Tarela and Seth (2014)                   | Relationship between Quality Circle and worker's commitment. | To examine the relationship between Quality Circle and worker's commitment. | The study employed a cross-sectional survey design with the use of Spearman Rank Order Correlation                                 | It was discovered that the quality circle had a significant positive association with workers' affective, continuance, and normative commitment.                                                                                           | The study addressed only one construct of voice mechanisms, i.e., quality circle leaving many other constructs of voice mechanism. The study looked at the relationship between the quality circle and workers commitment | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in                       |

|                                    |                                                                              |                                                                               |                                                                       |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                |
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| Jaja and Okpu (2013)               | Effect of suggestion scheme, a form of Employee Voice and Workers Commitment | Effect of suggestion scheme, a form of Employee Voice and Workers Commitment. | A cross-sectional survey design was used.                             | Findings revealed that the suggestion scheme had a significant positive effect on employees' continuance and normative commitment but no significant effect on employee's affective commitment                           | and not the quality circle on turnover intentions<br>The context of this study was in Nigeria relating suggestion scheme, a form of Employee voice mechanisms and workers commitment. It was a case study design in the banking industry using frequencies and percentages, and the data analysis method did not allow testing of relationships. | universities in Kenya<br>Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Liu, Cai, Li, Shi, and Fang (2013) | Researched leadership style and employee turnover intentions.                | Leadership style and employee turnover intentions.                            | The hierarchical regression model was adopted to test the hypotheses. | The findings revealed that democratic leadership style has a significant moderating effect on employee turnover intentions. The study established the linkage between leadership style and employee turnover intentions, | The moderating application of leadership styles is not well articulated. The study was contextualized in Asia, a different environment from Kenya. The study analyzed only one type of leadership style on turnover intentions                                                                                                                   | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya                          |
| Okpu and Kpakol (2013)             | Influence of employee voice on job                                           | To find out the effect of employee voice                                      | A case study design was employed.                                     | The result showed a strong positive association between quality circles and                                                                                                                                              | This study was in Nigeria and based on the banking industry. It                                                                                                                                                                                                                                                                                  | Effect of employee voice mechanisms on                                                                                                                                         |

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|---------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | engagement in Nigerian Banking Industry                                                                             | on enhanced engagement                                                                                             |                                               | job design; quality circles and line managers' supervisory role                                                      | focuses on engagement and not turnover intentions. Data analysis was done using Frequencies and percentages and, therefore, the data analysis method did not allow for a test of relationships.                                                                                                                                                    | academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya                                        |
| Pereira and Osburn (2013) | Effects of a participative technique, Quality Circles (QCs), on several employee attitudes and performance in Spain | To establish the effects of a participative technique, QCs, on several employee attitudes and performance in Spain | An explanatory research design was used.      | The findings showed that quality interventions have a stronger impact on job performance than on employee attitudes. | This study was in Spain, relating participative technique, QCs, on several employee attitudes and performance. The study used an exploratory research design which does not allow conclusive findings. It laid grounds for further studies. The study was desk research, and this is contrary to primary research, which allows original findings. | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
| Gardner & Liu (2010)      | Impact of employee satisfaction surveys on                                                                          | To establish the impact of employee motivation and                                                                 | Data were collected from 88 randomly selected | The study revealed that employees were dissatisfied with the voice mechanisms.                                       | The study revealed that employees were dissatisfied with the voice mechanisms and                                                                                                                                                                                                                                                                  | Effect of employee voice mechanisms on academic staff                                                                                                 |

|                                     |                                                                                        |                                                                                                                                                                                                                                  |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                       |
|-------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | employee trust in Petroleum Corporations in China.                                     | employee satisfaction surveys on employee trust in Petroleum Corporations in China.                                                                                                                                              | respondents using questionnaires and analyzed by frequencies and percentages.                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                      | failed to specify what aspects they were dissatisfied with within employee surveys. Further, data were analyzed using frequencies and percentages, which did not allow the testing of relationships.                                                                                                                                                                                                                                                       | turnover intentions moderated by leadership style and job satisfaction in universities in Kenya                                                       |
| Yuting, Rapinder & Guilherme (2019) | Empirical Analysis of Factors Impacting Turnover Intention among Manufacturing Workers | The purpose of this study was to investigate how turnover intention relates to job satisfaction, organizational commitment, leadership, job performance, and work-family conflict among manufacturing workers in Tennessee, USA. | An SEM path analysis technique was employed to test the hypothesized relationships between the independent and dependent variables | The results of our study indicated that job satisfaction and organizational commitment negatively and significantly affected manufacturing workers' turnover intentions, while work-family conflict positively and significantly affected turnover intentions. Although leadership indirectly influenced turnover intention, its effects on turnover intention were fully mediated by job satisfaction and organizational commitment | There is no doubt that our study had several limitations. The main limitation of this study was that the results had limited generalizability since all the variables were measured with data collected from manufacturing companies with only 138 valid datasets, which may limit the external validity. Nonetheless, the results of our study did provide insight into why manufacturing workers exhibited turnover intentions and into the predictor of | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |

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|                          |                                                                                                                                                                   |                                                                                                                       |                                                                                        |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                       |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Afifah and Aryana (2019) | The Influence of Employee Voice and Employee Resilience to Turnover Intention through Emotional Exhaustion as Mediator on Industrial Garment Workers in Indonesia | To examine the roles of employee voice and resilience to turnover intention through emotional exhaustion as mediator. | Structural equation modelling was conducted to examine the hypothesized relationships. | The main findings were: emotional exhaustion complementary mediate the relationship between employee voice and turnover intention and competitively mediate the relationship between employee resilience and turnover intention. | turnover intentions. The second limitation of this study was that our study used a self-reported questionnaire, which may produce a lack of control over respondents or a significant threat of standard method variance.<br>The item used to quantify each variable is greatly limited. Moreover, this study is completed based on data in the form of a questionnaire and the final result of focus group discussion that the researcher received from Universities Indonesia's research team, so a few variables that have not been discussed in the focus group discussion cannot be deeply analyzed in this study. Also, this study is done explicitly to the garment industry in Indonesia, | Effect of employee voice mechanisms on academic staff turnover intentions moderated by leadership style and job satisfaction in universities in Kenya |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

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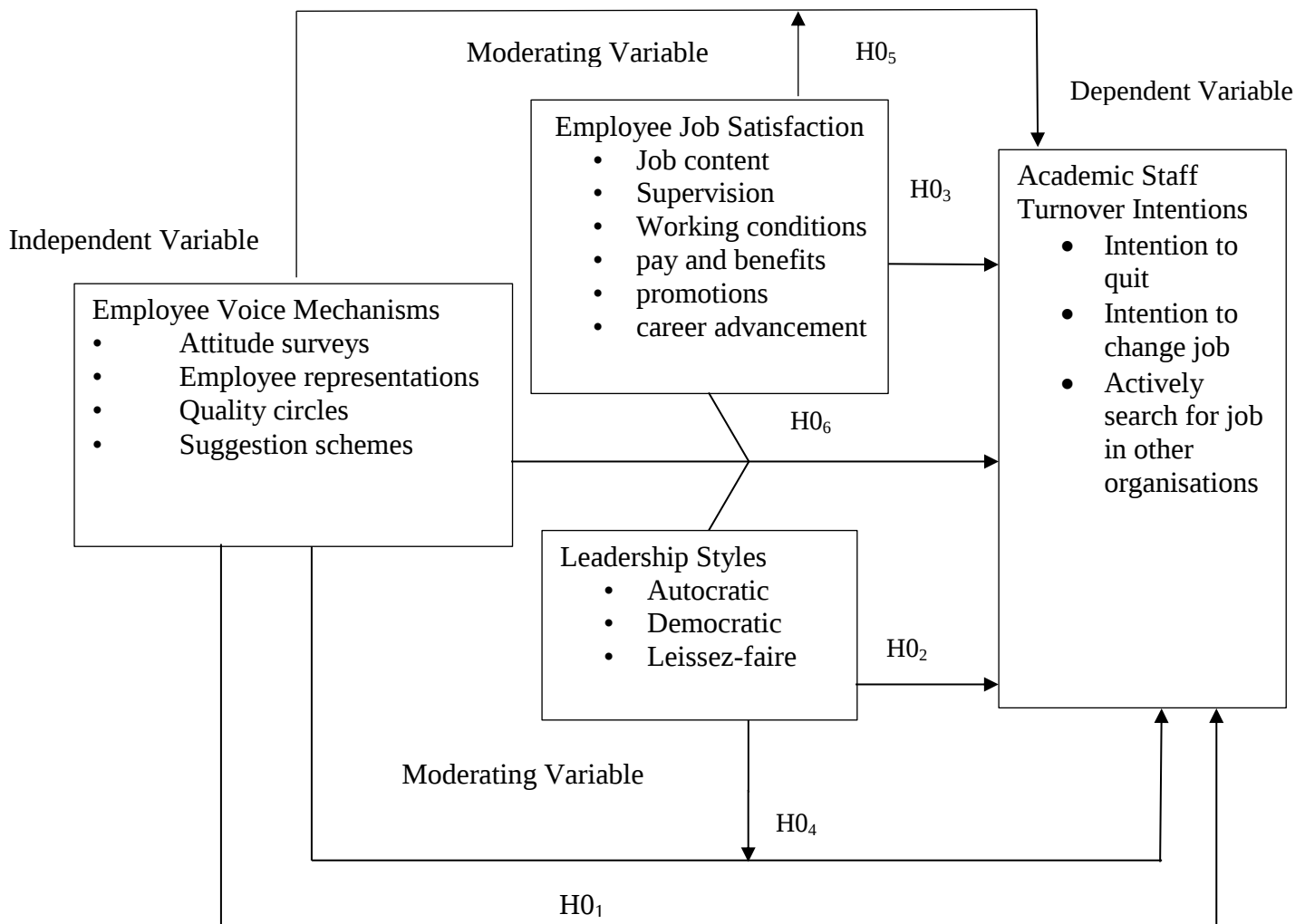
which results in outcome differences if the place, time, and respondents are different.

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Source: Researcher,(2021)

## 2.4 Conceptual Framework

A conceptual framework is an analytical tool that depicts the interactions between the variables under investigation (Abend, 2013). Based on the principles presented in the literature review, the conceptual framework was developed. The framework demonstrated linkages between voice mechanisms, leadership style, job contentment and academic staff turnover intentions in Kenyan institutions. Figure 1 shows the correlations between the key variables.



**Figure 1.** Conceptual Framework

Source: Researcher, (2021)

The relationship between the independent, moderating, and dependent factors was shown in the conceptual framework presented above. Employee voice mechanisms are the independent variable that influences the dependent academic staff turnover intentions, a dependent variable. The moderating

variables are leadership style and job satisfaction. Employee voice mechanisms, according to the reviewed literature, are thought to influence academic staff turnover intentions. Leadership style and job satisfaction moderated the relationship between employee voice mechanisms and academic staff turnover intentions.

The current study examined the effect of employee voice mechanisms on academic staff turnover in universities in Kenya moderated by leadership style and job satisfaction. The independent variable was an employee voice mechanism comprising constructs: employee attitude survey, employee representation, quality circle, and suggestion scheme. The moderating variable was leadership style and job satisfaction. Leadership style was measured by constructs consisting of autocratic, democratic, and laissez-faire leadership styles. Employee job satisfaction was measured by constructs consisting of job content, supervision, working conditions, pay and benefits, promotion, and career advancement. The dependent variable academic staff turnover intentions were measured by constructs consisting of intention to quit, change job, and actively search for a job in other organisations. The employee voice mechanisms influenced academic staff turnover intentions and were moderated by leadership styles and job satisfaction.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Philosophy**

Researchers are guided by several philosophies such as positivism, phenomenology, and realism (Saunders *et al.*, 2007). The two basic ideas that guide social scientists are positivism and phenomenology. Positivism is founded on the notion that a single, solid world can be broken down into different parts. These are different parts or concepts that can be observed or inferred from behaviour. The positivist paradigm employs a basic quantitative technique to analyze phenomena (Smith, 1998). The philosophy assumes that an objective reality exists independently of human behaviour and is not a product of human thought. Positivists ignore individuals' subjective states while they seek facts or causes for social occurrences. This philosophy holds that universal scientific statements are only legitimate if empirical tests have proved them. The researcher concentrates on facts, searches for causality and underlying rules, simplifies phenomena, develops hypotheses, and tests them. This theory entails using large samples to operationalize ideas that will be measured (Saunders *et al.*, 2007).

On the other hand, the phenomenological paradigm emphasizes the immediate experience and description of things as they are, rather than what the researcher believes they are. This method entails acquiring a vast amount of rich data based on the premise that knowing the experiences and situations of a limited number of individuals is important (Cooper & Schindler, 2008). This worldview holds that significant insights into the universe are lost when complexity is reduced to a sequence of law-like generalizations. It is necessary to learn the specifics of the issue to comprehend the reality. Understanding the phenomenon required investigation into the subjective meanings that motivate people's actions (Cooper & Schindler, 2008). This viewpoint implies that reality is multifaceted, subjective, and shaped by people's minds. It is preferable to examine a small sample over time using flexible and multiple methodologies rather than absolute truth to establish justifiable assertability. The researcher engages with individuals being studied. The findings are the

outcome of this interactive process that focuses on making sense of and comprehending the situation or event being studied (Crossan, 2003).

This study was guided by the research philosophy of positivism and phenomenology proposed by Creswell (1998) and Weleed (2011). It is a highly structured procedure for generalizing quantitative data and evaluating the outcomes with statistical methods. The study was based on theory and a conceptual framework derived from hypotheses influenced this decision. This philosophy necessitates the use of quantitative data and analytical approaches. This philosophy also includes taking extensive samples to operationalize concepts (Saunders *et al.*, 2007). The positivist paradigm was also appropriate because it permitted hypothesis and theory testing. The quantitative facts and figures connected with the relationships of the study variables were adjusted using positivist philosophy.

The Phenomenological paradigm emphasizes direct experience and description of things as they are, rather than what the researcher believes they are. This method entails acquiring a vast amount of rich data based on the premise that knowing the experiences and situations of a limited number of individuals is important (Cooper & Schindler, 2008). This paradigm believes that significant insights into the universe are lost when complexity is reduced to a sequence of law-like generalizations. It is necessary to learn the specifics of the issue to understand it truthfully. To comprehend the phenomenon, it is vital to investigate the subjective meanings that motivate people's activities (Cooper & Schindler, 2008). The two ideologies compared the relationships between employee voice mechanisms and academic staff turnover intentions in Kenyan chartered universities, moderated by job satisfaction and leadership style.

### **3.2 Research Design**

Positivist research relies on taking a large sample. The study used a descriptive cross-sectional survey research design using quantitative techniques, which entails calculating the weights of respondents' responses (Bryman & Bell, 2018). Descriptive cross-sectional survey research examines

large populations by selecting and analyzing samples to learn about sociological and psychological variables' occurrence, distribution, and interrelationships (Kerlinger & Lee, 2000). The study used a descriptive cross-sectional research approach to determine the relationship between employee voice mechanisms and turnover intentions. Leadership style and job satisfaction at Kenyan chartered universities moderate the relationship. The descriptive cross-sectional survey approach was used because the parameters of phenomena were chosen at a specific period to accurately capture the characteristics of the population relevant to the research topic's what, where, how, and when (Cooper & Schindler, 2003). The research design was adopted since the dimensions of the phenomena and existing data among universities were collected at a specific point in time. The results were extrapolated to include the entire study population. The descriptive cross-sectional design allowed the study to gather and compare several variables simultaneously, allowing for the identification of associations between study variables. The study design was used in preceding studies by Abigail (2018), Nkari (2015), Kombo (2015), and Mucheke (2013).

### **3.3 Location of the Study**

The research was undertaken in Chartered Universities in Kenya. Kenya is in East Africa. According to the National Geographic Society (2021), the latitude and longitude for Kenya are 0.4252° S, 36.7517° E, respectively. Kenya has eight regions; The Coast, North Eastern, Eastern, Nairobi, Central, Rift Valley, Nyanza, and Western. In 2019, 49 Chartered Universities consisted of 31 public and 18 private Universities spread across the eight regions of Kenya (CUE, 2019).

### **3.4 Population of the Study**

A population is an overall group from which a sample is drawn (Sekaran & Bougie, 2009). The study's target population comprised 17,210 academic staff in the designation of professors, senior lecturers, lecturers, and assistant lecturers in the 49 chartered universities (CUE, 2020). The chartered universities comprised of 31 public chartered universities with 13086 academic staff and 18 private chartered universities with 4124 academic staff spread

across eight regions in Kenya that includes; Coast Region, North Eastern Region, Eastern Region, Central Region, Rift Valley Region, Nyanza Region, Western Region, and Nairobi Region. The unit of analysis and target respondents was academic staff in chartered universities in Kenya. The Regions were used because academic staff in Chartered universities take appointments after considering the university's region. They consider the region's nature regarding developed, underdeveloped, urban, rural, security, transport system, economic activities, opportunities, utility provision, proximity, and accessibility to their homes and others. Chartered universities were also considered for this study because their organizational structures and rules are developed and explicit. They are likely to have complex interactions among the research variables since they do not operate on individual decisions but rather on a clear line of authority and responsibility. Appendix VIII is a list of Kenya's chartered universities (CUE, 2020).

### **3.5 Sampling Procedure and Sample Size**

A sample of chartered university academic staff in the designation of professor, senior lecturer, lecturer, assistant lecturer, and teaching assistants provided the primary data for the study. The multistage sampling technique was used to determine sampling units at various stages based on the population structure. This sampling approach involved the use of probability sampling techniques at several stages. Kilika, K'obonyo, Ogutu, and Munyoki (2012), Mitalo (2018) also used a similar approach in their studies. Four multistage sampling techniques were adopted in this study.

The primary data for the research was obtained from a sample of chartered university academic staff in the rank of professor, senior lecturer, lecturer, assistant lecturer, and teaching assistants. The multistage sampling technique was used to identify sampling units at different stages according to the structure of the population. This sampling approach involved the use of probability sampling techniques at several stages. Kilika *et al.*, (2012), Mitalo (2018) also used a similar approach in their studies. Four multistage sampling techniques were adopted in this study.

The first stage involved selecting fifteen (15) chartered universities from which the sample of academic staff was drawn. As of January 2020, there were 49 chartered universities in Kenya, consisting of 31 public universities and 18 private universities. The list of chartered universities is presented in appendix VIII (CUE, 2020). Bryman and Bell (2018) indicated that for a study that includes target populations with five or more subgroups, the survey should only target 30 percent of the population to enable a detailed examination. The study took 30% of 49 chartered universities, which produced more than 30% of the population. A simple random proportionate sampling method was then used to get public and private chartered universities. A total of 15 chartered universities out of 49 public and private chartered universities, which was 30% of all chartered universities, was selected, comprising nine public chartered universities and six (6) private chartered universities on a prorated basis.

The second stage involved selecting public and private chartered universities from which academic staff were sampled per region. Coast Region, North Eastern Region, Eastern Region, Central Region, Rift Valley Region, Nyanza Region, Western Region, and Nairobi Region are Kenya's eight regions. The study again used a simple random proportionate sampling technique to get the required universities per region. The list of chartered universities per region is shown in appendix VII.

The distribution of public and private chartered universities from which the sample of academic staff is drawn per region is shown by the sampling matrix in table 3.

Table 3:  
Sampling Matrix

| Region        | Public chartered universities | Private chartered universities | Number sampled in Public chartered universities | Number sampled in Private chartered universities | Number Sampled in both Public and Private chartered universities |
|---------------|-------------------------------|--------------------------------|-------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------|
| Nairobi       | 6                             | 10                             | 2                                               | 3                                                | 5                                                                |
| Coast         | 3                             | -                              | 1                                               | -                                                | 1                                                                |
| Rift Valley   | 6                             | 2                              | 2                                               | 1                                                | 3                                                                |
| Central       | 4                             | 2                              | 1                                               | 1                                                | 2                                                                |
| Eastern       | 5                             | 2                              | 2                                               | 1                                                | 3                                                                |
| Nyanza        | 4                             | 2                              | 1                                               |                                                  | 1                                                                |
| Western       | 2                             | -                              | 1                                               | -                                                | 1                                                                |
| North Eastern | 1                             | -                              | -                                               | -                                                | -                                                                |
| Total         | 31                            | 18                             | 9                                               | 6                                                | 15                                                               |

Source: Researcher, (2021)

In the third step, a sample of academic staff from fifteen (15) chartered universities was selected from the study population. Kenya's fifteen chartered universities employ 6893 academic employees, with nine chartered universities employing 4993 academic staff and six private chartered universities employing 1900 academic staff. The sample size was established using an easy sample size calculator developed by Krejcie and Morgan (1970). They determined that a sample size of 364 respondents was sufficient to reach a 95 percent confidence level and a 5 percent margin of error for a population of 7,000. The sample size of 364 respondents was then apportioned to each university using a proportionate sampling technique (tabulated in appendix VI).

The summary of the distribution of the sample in the selected universities is shown in table 4.

Table 4:  
Distribution of the Sample in the Universities

| University                                          | Population | Proportionate Sample |
|-----------------------------------------------------|------------|----------------------|
| Dedan Kimathi University of Technology              | 482        | 25                   |
| Kenyatta University                                 | 1,702      | 89                   |
| Egerton University                                  | 570        | 30                   |
| Masinde Muliro University of Science and Technology | 453        | 24                   |
| Chuka University                                    | 270        | 14                   |
| Pwani University                                    | 171        | 9                    |
| Technical University of Kenya                       | 616        | 33                   |
| University of Eldoret                               | 313        | 17                   |
| Kisii University                                    | 416        | 22                   |
| United States International University              | 287        | 15                   |
| Africa Nazarene University                          | 166        | 9                    |
| KCA University                                      | 238        | 13                   |
| Kabarak University                                  | 315        | 16                   |
| Mount Kenya University                              | 694        | 37                   |
| Kenya Methodist University                          | 200        | 11                   |
| Total                                               | 6893       | 364                  |

Source: Researcher, (2021)

The fourth stage involved selecting the professor, senior lecturer, assistant lecturer/tutorial fellow, and teaching assistants. The study's sample of 364 respondents was proportionately assigned to each of the 15 universities, as indicated in Table 4. After that, respondents from each academic rank were chosen using a stratified random sampling technique. Each academic rank participant's serial number was scribbled on a sheet of paper and placed in a basket. The basket was shaken, one paper picked at a time, and the number on the paper record. The process was repeated until the desired number in every academic rank was achieved. If a paper already been picked was picked again, the paper was folded and returned in the basket. The distribution of academic staff per academic rank is shown in appendix V, and the list of respondents' serial numbers is shown in appendix VI.

### **3.6 Research Instrument**

A questionnaire was the most appropriate tool for this study. A questionnaire efficiently enables data collection and makes it possible to describe, enable inferences, correlation, and predictions (Creswell, 2014). The questionnaire was both open and close-ended to obtain rich information. A five-point Likert scale was used for most questions in the survey except for the section dealing with demographic data. A five-point Likert scale question was used where 1 represented strong disagreement while 5 showed strong agreement. The five-point Likert scale questions enabled the respondents to answer the question easily and quickly. It allowed for quantitative approaches and effectively employed statistical methods to interpret the data.

The questionnaire was subdivided into five parts. Part one gathered personal and contextual information (age, gender, education level, rank, and experience). Part two covered employee voice mechanisms (attitude survey, representation, quality circle, and suggestion scheme). Part three covered leadership styles (autocratic, democratic, and laissez Faire leadership style). Part four covered job satisfaction (job content, supervision, working conditions, pay, benefits promotion, and career development). Part five dealt with turnover intentions (intention to quit, change job, and search for a job in other organisations actively) which facilitated the study to get a comprehensive understanding of the issue under investigation.

### 3.7 Operationalization of the Study Variables

The study had four main variables, including Employee voice mechanisms, Leadership styles, employee job satisfaction, and Academic staff turnover intentions as captured in the conceptual framework. The variables were operationalized in this study for measurement, as shown in Table 5

Table 5:  
Operationalization of the Study Variables

| Variable                  | Type        | Operational Definition                                                                                                                                                                                                                                                                                                      | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Measurement in the Questionnaire                                                                                                                              |
|---------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employee voice mechanisms | Independent | Methods used by employees to express their views, opinions, concerns, and suggestions and influence decisions at the workplace. It will be measured in this study through the following four sub-variables;<br>i. Employee Attitude survey<br>ii. Employee representation<br>iii. Quality circles<br>iv. Suggestion schemes | Employee Attitude survey <ul style="list-style-type: none"> <li>Employee view</li> <li>Employee engagement</li> <li>employee Preference</li> <li>Employee problems</li> <li>Employee commitment</li> <li>Employee morale</li> </ul> Employee representation <ul style="list-style-type: none"> <li>Union representation</li> <li>nonunion representation</li> </ul> Quality circles <ul style="list-style-type: none"> <li>meet regularly</li> <li>trained leader</li> <li>problem-solving</li> <li>influence decision</li> <li>autonomy</li> <li>change</li> </ul> Suggestion schemes | Five Point Likert scale.<br>1=Strongly Disagree;<br>2=Disagree;<br>3=Neither Agree nor Disagree;<br>4= Agree;<br>5=Strongly Agree<br>Appendix- Questions 9-10 |

|                       |                |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                   |
|-----------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership styles     | Moderating     | Leadership style refers to the patterns of behaviour, assumptions, attitude, or traits exhibited by an individual attempting to provide leadership. It will be measured in this study through a continuum ranging from; Autocratic, Democratic, and Laisses-faire leadership styles.                                                                                                           | <ul style="list-style-type: none"> <li>• Suggestion box</li> <li>• commendation box</li> <li>• e-platform</li> <li>• Autocratic leadership style</li> <li>• Democratic leadership style</li> <li>• Laissez-faire leadership style</li> </ul>                                                                                                                                                                                                                                                                                                                                                | Five Point Likert scale.<br>1=Strongly Disagree;<br>2=Disagree;<br>3=Neither Agree nor Disagree;<br>4= Agree;<br>5=Strongly Agree<br>Appendix- Questions 11,12&13 |
| Employee Satisfaction | Job Moderating | <p>Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. It will be measured in this study through the following six sub-variables;</p> <ol style="list-style-type: none"> <li>Job content</li> <li>Supervision</li> <li>Working conditions</li> <li>Pay and benefits</li> <li>Promotions</li> <li>Career advancement</li> </ol> | <p>Job content</p> <ul style="list-style-type: none"> <li>• job tasks</li> <li>• duties</li> <li>• Responsibility</li> <li>• job status</li> </ul> <p>Supervision</p> <ul style="list-style-type: none"> <li>• type of supervision</li> <li>• guidance</li> <li>• sociability</li> </ul> <p>Working conditions</p> <ul style="list-style-type: none"> <li>• working conditions</li> <li>• facilities</li> </ul> <p>Pay and benefits</p> <ul style="list-style-type: none"> <li>• fair pay</li> <li>• pay internal equity</li> <li>• pay external equity</li> <li>• fair benefits</li> </ul> | Five Point Likert scale.<br>1=Strongly Disagree;<br>2=Disagree;<br>3=Neither Agree nor Disagree;<br>4= Agree;<br>5=Strongly Agree<br>Appendix- Questions 14&15    |

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|                                    |           |                                                                                                                                   |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                             |
|------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |           |                                                                                                                                   |                                                                                                              | <ul style="list-style-type: none"> <li>• fair allowances</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             |
|                                    |           |                                                                                                                                   |                                                                                                              | Promotions <ul style="list-style-type: none"> <li>• promotion opportunity</li> <li>• Promotion policy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                             |
|                                    |           |                                                                                                                                   |                                                                                                              | Career advancement <ul style="list-style-type: none"> <li>• career advancement</li> <li>• career counselling</li> <li>• mentorship programme</li> <li>• couching practice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                             |
| Academic staff turnover intentions | Dependent | Individual employee's behaviour to leave or quit the organisation. It will be measured in this study through three sub-variables; | i. Intention to quit<br>ii. Intention to change job<br>iii. Actively search for a job in other organisations | Intention to quit <ul style="list-style-type: none"> <li>• plan to quit</li> <li>• pan to work for a short time</li> <li>• thinking about leaving</li> </ul> Intention to change job <ul style="list-style-type: none"> <li>• thinking of changing job</li> <li>• applying for a job elsewhere</li> <li>• searching and scouting for another job</li> </ul> Actively search for a job in other organisations <ul style="list-style-type: none"> <li>• planning to look for a new job</li> <li>• applying for a job in another organization</li> </ul> | Five Point Likert scale.<br>1=Strongly Disagree;<br>2=Disagree;<br>3=Neither Agree nor Disagree;<br>4= Agree;<br>5=Strongly Agree<br>Appendix- Questions 16 |

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Source: Researcher, (2021).

### **3.8 Pilot Study**

Welman, Kruger, and Mitchell (2008) outline the need for conducting a pilot study that ranges from detecting possible flaws in the measurement procedures, checking for ambiguity in instructions or inadequate time limits, and identifying lack of clarity or ambiguity in formulated items. The pilot study was conducted at Meru University, which was excluded from the main study. According to Connelly (2016), a pilot study sample size of 10% of the sample projected for a more extensive parent study is adequate. The sample size for the pilot study was 37 academic staff of Meru University. The Piloting assisted in determining the reliability and validity of the research instruments.

#### **3.8.1 Validity of Research Instruments**

Validity refers to the extent to which an instrument can consistently measure what it intends to measure (Hair, Money, Page & Samouel, 2007). Three forms of validity common in research include content, construct, and criterion-related validity. Proving validity is a qualitative measure that is not quantified by statistical techniques. Content validity refers to the accuracy with which an instrument measures the factors under study and represents the level to which the instrument's content is measured (Hair *et al.*, 2007). In this study, content validity was tested by discussions of the questionnaire with the supervisors, colleagues, and HRM experts in the study area. Therefore, these experts peer-reviewed the items and suggested improving the items in the instrument to obtain accurate and meaningful data. The measurement of hypothetical variables is what constitutes construct validity. Construct validity assesses what is measured by understanding what a constructor scale is in measuring (Hair *et al.*, 2007). Construct validity was ensured by basing the constructs on relevant theories. In addition, collected data was processed and analyzed using SPSS software to establish the relationship between the independent and dependent variables.

#### **3.8.2 Reliability of Research Instrument**

Reliability is the dependability of data as interpreted by the bridge between the construct and the data (Bryman & Bell, 2011). In this study, data reliability was measured using Cronbach's alpha (CA) method. The coefficient Alpha is a good measure of variables attributed to a subject and variation attributed to the interaction

between subjects and items. Cronbach Alpha test was employed to test the internal consistency and reliability of measurement, which are in formats of continuous variables (Field, 2009). The coefficient is reliable if it is within the acceptable minimum value of 0.50 (Cronbach, 1951) and the recommended value of 0.7 (Nunnally & Bernstein, 1994). Reliability coefficients below 0.5 are unacceptable; below 0.6 and above 0.5 are poor; below 0.7 and above 0.6 questionable; below 0.8 and 0.7 are acceptable; below 0.9 and above 0.8 are good, and those greater than 0.9 are considered Excellent (Sharma, 2016). The pilot survey results of Cronbach's Alpha coefficient computed the reliability of the research instrument regarding each of the study variables. The pilot results are presented in Table 6.

Table 6:  
Cronbach's Alpha Reliability Coefficients

| Variable                  | No. of Items | Cronbach's Alpha | Comments |
|---------------------------|--------------|------------------|----------|
| Employee Voice Mechanisms | 32           | 0.908            | Reliable |
| Leadership Style          | 18           | 0.708            | Reliable |
| Job Satisfaction          | 39           | 0.904            | Reliable |
| Turnover Intentions       | 13           | 0.943            | Reliable |

Source: Primary Data, (2021)

### **3.9 Data Collection Procedures**

Before commencing collecting data, the researcher obtained authorization from Chuka University Graduate School and the ethics committee. The researcher also got clearance to research from the National Council of Science Technology and Innovation (NACOSTI). The researcher then trained data collection assistants who helped in the actual data collection process. Respondents were contacted before being approached to provide information for this research. Participants were randomly identified from the sampling frame, which had their contacts. Data collection involved a face-to-face encounter with the respondents during the questionnaire distribution period. Respondents were allowed enough time to complete the questionnaire, and on completion, the researcher or assistant collected them. This data collection methodology allowed the respondents to effectively interact with the researcher or assistant and seek clarification on the questionnaire. The questionnaire was administered directly through the research assistants hired in the respective universities recruited due to their close association with academic staff. They

contacted the sampled academic staff to provide an informed consent form before administering questionnaires by Drop-off and Pick-Up later (DOPUL) method.

### 3.10 Data Analysis and Presentation

Both descriptive and inferential statistics were used to analyze the data. The features of the collected data were described using descriptive statistics. To visualize the responses, the data was displayed in graphs, specifically scatter plots and bar graphs. Fundamental statistical techniques such as correlation analysis and regression analysis were employed to examine the association between employee voice mechanisms, leadership style, employee work happiness, and academic staff turnover intents. The nature and strength of the association between variables were determined using Pearson's product-moment correlation ( $r$ ). The variation between the independent and dependent variables was measured using the coefficient of determination ( $r^2$ ).

#### 3.10.1 Data Transformation

The questionnaires for this study used a five-point Likert scale of 1-5, with 1 indicating Strongly Disagree, 2 indicating Disagree, 3 indicating Neutral, 4 indicating Agree, and 5 indicating Strongly Agree. By altering this data, it is possible to establish a clear perception using a nominal measurement scale. The following formula guided the transformation:

$$\text{Mean} = \frac{\sum fw}{\sum f}$$

Where  $f$  = Frequency associated with responses from Strongly Disagree to Agree Strongly

$w$  = Weight ( $w=1, 2, 3, 4, 5$ )

The mean is expected to be the value between 1 and 5. In this case, the transformed variable data values follow an interval measurement scale since the data is continuous.

For instance; If an item had the following results:

|           |      |     |     |     |      |
|-----------|------|-----|-----|-----|------|
| Opinion   | SD=1 | D=2 | N=3 | A=4 | SA=5 |
| frequency | 43   | 61  | 80  | 153 | 71   |

$$\text{Mean} = \frac{1(43) + 2(61) + 3(80) + 4(153) + 5(71)}{43 + 61 + 80 + 153 + 71} = \frac{1372}{408} = 3.36 = \text{Neutral}$$

Carifio and Racco (2007) indicated that when utilising a five-point Likert scale the following is the scoring; Strongly Disagree (SD)  $1 < SD < 1.8$ ; Disagree (D)  $1.8 < D < 2.6$ ; Neutral (N)  $2.6 < N < 3.4$ ; Agree (A)  $3.4 < A < 4.2$ ; and Strongly Agree (SA)  $4.2 < SA < 5.0$ . These schemes were followed in the data analysis of this research in the interpretation of descriptive data resulting from transformation formulae. According to Lantz (2013), researchers have assumed that Likert-type data are equidistant to use parametric data analysis methods.

### 3.10.2 Regression Analysis Model

Regression analysis was used to estimate the regression coefficients and determine the prediction level of the general model for predicting academic staff turnover intentions and was expressed as shown in equation 3.1.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_i \dots\dots\dots 3.1$$

Where;

Where;

$Y$  = Dependent variable (the academic staff turnover intentions)

$X_1$  = employee voice mechanisms

$X_2$  = Leadership Styles

$X_3$  = Employee Job Satisfaction

$\beta_0$  is the y-intercept (constant)

$\beta_1$  = Regression coefficient of employee voice mechanisms

$\beta_2$  = Regression coefficient of Leadership Styles

$\beta_2$  = Regression coefficient of Employee Job Satisfaction

$\varepsilon_i$  is the random error term

The effect of indicators of Employee attitude Survey was analyzed using the simple linear regression equation shown in equation 3.2

$$Y = \beta_{01} + \beta_{1a} X_{1a} + \varepsilon_{a1} \dots\dots\dots 3.2$$

Where;

$Y$  = is the academic staff turnover intentions

$\beta_{01}$  is the y-intercept (constant)

$\beta_{1a}$  = Employee attitude Survey

$\varepsilon_{1a}$  is the random error term.

The effect of indicators of Employee Representation was analyzed using the simple linear regression equation shown in equation 3.3

$$Y = \beta_{01} + \beta_{1b}X_{1b} + \varepsilon_{1b} \dots\dots\dots 3.3$$

Where;

Y= is the academic staff turnover intentions

$\beta_{01}$  is the y-intercept (constant)

$\beta_{1b}$  is the regression coefficient of academic staff turnover intention on Employee Representation.

$X_{1b}$  = Employee Representation

$\varepsilon_{1b}$  is the random error term.

The effect of indicators of Quality Circles was analyzed using the simple linear regression equation shown in equation 3.4

$$Y = \beta_{01} + \beta_{1c}X_{1c} + \varepsilon_{1c} \dots\dots\dots 3.4$$

Where;

Y= is the academic staff turnover intentions

$\beta_{01}$  is the y-intercept (constant)

$\beta_{1c}$  = is the regression coefficient of academic staff turnover intention on Quality Circles

$X_{1c}$  = Quality Circles

$\varepsilon_{1c}$  is the random error term.

The effect of indicators of Suggestion Schemes was analyzed using the simple linear regression equation shown in equation 3.5

$$Y = \beta_{01} + \beta_{1d}X_{1d} + \varepsilon_{1d} \dots\dots\dots 3.5$$

Where;

Y= is the academic staff turnover intentions

$\beta_{01}$  is the y-intercept (constant)

$\beta_{1d}$  is the regression coefficient of academic staff turnover intention on Suggestion Schemes

$X_{1d}$  = Suggestion Schemes

$\varepsilon_{1d}$  is the random error term.

The effect of indicators of autocratic leadership style was analyzed using the simple linear regression equation shown in equation 3.6

$$Y = \beta_{02} + \beta_{2a}X_{2a} + \varepsilon_{2a} \dots\dots\dots 3.6$$

Where;

Y= is the academic staff turnover intentions

$\beta_{02}$  is the y-intercept (constant)

$\beta_{2a}$ = regression coefficient of academic staff turnover intention on autocratic leadership style

$X_{2a}$ = autocratic leadership style

$\varepsilon_{2a}$ =is the random error term.

The effect of indicators of democratic leadership style was analyzed using the simple linear regression equation shown in equation 3.7

$$Y = \beta_{02} + \beta_{2b}X_{2b} + \varepsilon_{2b} \dots\dots\dots 3.7$$

Where;

Y= is the academic staff turnover intentions

$\beta_{02}$  is the y-intercept (constant)

$\beta_{2b}$ = regression coefficient of academic staff turnover intention on democratic leadership style

$X_{2b}$ = democratic leadership style

$\varepsilon_{2b}$ =is the random error term.

The effect of indicators of Laisses Faire leadership style was analyzed using the simple linear regression equation shown in equation 3.8

$$Y = \beta_{02} + \beta_{2c}X_{2c} + \varepsilon_{2c} \dots\dots\dots 3.8$$

Where;

Y= is the academic staff turnover intentions

$\beta_{02}$  is the y-intercept (constant)

$\beta_{2c}$ = regression coefficient of academic staff turnover intention on Laisses Faire leadership.

$X_{2c}$ = Laisses Faire leadership style

$\varepsilon_{2c}$ =is the random error term.

The effect of indicators of job content was analyzed using the simple linear regression equation shown in equation 3.9

$$Y = \beta_{03} + \beta_{3a}X_{3a} + \varepsilon_{3a} \dots\dots\dots 3.9$$

Where;

Y= is the academic staff turnover intentions

$\beta_{03}$  is the y-intercept (constant)

$\beta_{3a}$ = regression coefficient of academic staff turnover intention on employee job content.

$X_{3a}$ = employee job content

$\varepsilon_{3a}$ =is the random error term.

The effect of indicators of supervision was analyzed using the simple linear regression equation shown in equation 3.10

$$Y = \beta_{03} + \beta_{3b}X_{3b} + \varepsilon_{3b} \dots\dots\dots 3.10$$

Where;

Y= is the academic staff turnover intentions

$\beta_{03}$  is the y-intercept (constant)

$\beta_{3b}$ = supervision regression coefficient of academic staff turnover intention on supervision.

$X_{3b}$ = supervision

$\varepsilon_{3b}$ =is the random error term.

The effect of indicators of working condition was analyzed using the simple linear regression equation shown in equation 3.11

$$Y = \beta_{03} + \beta_{3c}X_{3c} + \varepsilon_{3c} \dots\dots\dots 3.11$$

Where;

Y= is the academic staff turnover intentions

$\beta_{03}$  is the y-intercept (constant)

$\beta_{3c}$ = regression coefficient of academic staff turnover intention on working condition.

$X_{3c}$ = working condition

$\varepsilon_{3c}$ =is the random error term.

The effect of indicators of pay and benefits was analyzed using the simple linear regression equation shown in equation 3.12

$$Y = \beta_{03} + \beta_{3d}X_{3d} + \varepsilon_{3d} \dots\dots\dots 3.12$$

Where;

Y= is the academic staff turnover intentions

$\beta_{03}$  is the y-intercept (constant)

$\beta_{3d}$ = regression coefficient of academic staff turnover intention on pay and benefits.

$X_{3d}$ = pay and benefits

$\varepsilon_{3d}$ =is the random error term.

The effect of indicators of promotion was analyzed using the simple linear regression equation shown in equation 3.13

$$Y = \beta_{03} + \beta_{3e}X_{3e} + \varepsilon_{3e} \dots\dots\dots 3.13$$

Where;

Y= is the academic staff turnover intentions

$\beta_{03}$  is the y-intercept (constant)

$\beta_{3e}$ = regression coefficient of academic staff turnover intention on promotion.

$X_{3e}$ = promotion

$\varepsilon_{3e}$ =is the random error term.

The effect of indicators of career advancement was analyzed using the simple linear regression equation shown in equation 3.14

$$Y = \beta_{03} + \beta_{3f}X_{3f} + \varepsilon_{3f} \dots\dots\dots 3.14$$

Where;

Y= is the academic staff turnover intentions

$\beta_{03}$  is the y-intercept (constant)

$\beta_{3f}$ = career advancement regression coefficient of academic staff turnover intention on career advancement.

$X_{3f}$ = career advancement

$\varepsilon_{3f}$ =is the random error term.

A further stepwise regression analysis was used to bring out the individual effects of the variables. The variable in each objective was in indices. The Likert scale was used to determine the relationship between employee voice mechanisms, leadership style, Job satisfaction, and academic staff turnover intentions in universities in Kenya. The Likert scale was used to compute an index for each variable. The result of the index ranged from 1 to 5 consisting of all indicators for each variable.

The effect of employee voice mechanisms was analyzed using simple linear regression, as shown in equation 3.15

$$Y = \beta_{01} + \beta_1 X_1 + \varepsilon_1 \dots\dots\dots 3.15$$

Where;

Y= is the academic staff turnover intentions

$\beta_{01}$ = is the y-intercept (constant)

$\beta_1$ = is the regression coefficient of academic staff turnover intention on employee voice mechanism.

$X_1$  = Employee voice mechanisms

$\varepsilon_1$  =is the random error term.

The overall employee voice mechanism index ( $X_1$ ) was computed as shown in equation 3.16

$$X_1 = \frac{X_{1a} + X_{1b} + X_{1c} + X_{1d}}{4} \dots\dots\dots 3.16$$

Where;

$X_{1a}$ = Employee Attitude Survey

$X_{1b}$  = Employee Representation

$X_{1c}$  = Quality Circles

$X_{1d}$  = Suggestion Schemes.

The effect of leadership style was analyzed using a simple linear regression as shown in equation 3.17.

$$Y = \beta_{02} + \beta_2 X_2 + \varepsilon_1 \dots\dots\dots 3.17$$

Where;

Y= is the academic staff turnover intentions

$\beta_{02}$ = is the y-intercept (constant)

$\beta_2$ = is the regression coefficient of academic staff turnover intentions on leadership style.

$X_2$  = leadership style

$\varepsilon_3$  =is the random error term.

The overall leadership style index( $X_2$ ) was computed as shown in equation 3.18

$$X_2 = \frac{X_{2a} + X_{2b} + X_{2c}}{3} \dots\dots\dots 3.18$$

Where;

$X_{2a}$ = Autocratic Leadership style

$X_{2b}$ = Democratic Leadership style

$X_{2c}$  = Laissez-faire Leadership style

The effect of job satisfaction was analyzed using simple linear regression, as shown in equation 3.19

$$Y = \beta_{03} + \beta_3 X_3 + \varepsilon_3 \dots\dots\dots 3.19$$

Where;

$Y$  =is the academic staff turnover intentions

$X_3$  =employee job satisfaction

$\beta_{03}$  = is the y-intercept (constant)

$\beta_3$  = is the regression coefficient of academic staff turnover intentions on employee job satisfaction.

$\varepsilon_3$  =is the random error term.

The overall Job satisfaction index ( $X_3$ ) was computed as shown in equation 3.20;

$$X_3 = \frac{X_{3a} + X_{3b} + X_{3c} + X_{3d} + X_{3e} + X_{3f}}{6} \dots\dots\dots 3.20$$

Where;

$X_{3a}$  = Job Content

$X_{3b}$  = Supervision

$X_{3c}$  = Working conditions

$X_{3d}$  = Pay and benefits

$X_{3e}$  = Promotions

$X_{3f}$  = Career advancements

Overall, a multiple regression model was fitted to assess the joint effect of employee voice mechanism, employee leadership style, and employee job satisfaction on academic staff turnover intentions, as shown in equation 3.21

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_3 \dots\dots\dots 3.21$$

Where;

$Y$  is the academic staff turnover intentions

$\beta_0$  = is the y-intercept (constant)

$X_1$  = employee voice mechanism

$X_2$  = leadership style

$X_3$  = employee job satisfaction

$\beta_i \forall i = 1, 2, 3$  are the regression coefficient of employee turnover intention on the three predictors.

$\varepsilon_0$  = is the random error term.

The moderating effect of leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya was analyzed as shown in equation 3.8.

$$Y = \beta_{04} + \beta_1 X_1 + \beta_2 X_2 + \beta_4 X_1 \cdot X_2 + \varepsilon_4 \dots\dots\dots 3.8$$

Where;

$Y$  = is the academic staff turnover intentions

$X_2$  = leadership styles

$\beta_{04}$  is the y-intercept (constant)s

$\beta_1$  = coefficient of employee voice mechanisms

$\beta_2$  = coefficient of leadership style

$\beta_4$  = Is the regression coefficient of the interaction measuring the moderating effect of ( $X_1$ ) voice mechanisms, ( $X_2$ ) leadership style and ( $Y$ ) the turnover intentions.

$\varepsilon_4$  = is the random error term.

The moderating effect of job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya was analyzed using as shown in equation 3.9

$$Y = \beta_{05} + \beta_1 X_1 + \beta_3 X_3 + \beta_4 X_1 \cdot X_3 + \varepsilon_5 \dots\dots\dots 3.9$$

Where;

$Y$  = is the academic staff turnover intentions

$a_0$  = is the y-intercept (constant)

$\beta_1$  = coefficient of employee voice mechanisms

$\beta_2$  = coefficient of Job satisfaction

$\beta_5$  = Is the regression coefficient of the interaction term that would measure the moderating effect of ( $X_1$ ) voice mechanisms, ( $X_3$ ) job satisfaction and ( $Y$ ) the turnover intentions.

$\varepsilon_5$  = is the random error term.

After analysis, data interpretation and presentation were made using frequency tables, pie charts, graphs, scatter plots, and bar graphs to visualize the responses.

### 3.11 Diagnostic Tests

Greene (2002) indicated that the relationship between the dependent and independent variables should fulfil Ordinary Least Square's assumption of normality, linearity, and homogeneity of variance, and exogeneity was used to diagnose the inter-correlation among explanatory variables.

#### 3.11.1 Normality

The normality assumption refers to how the distribution of the sample data corresponds to the normal distribution (Hair, 2010). It is important to check for normality before using a regression model since data normally distributed ensures further statistical analysis and does not result in exaggerated statistics and underestimated standard errors (Field, 2009). The normality assumption test can be looked at in different dimensions depending on the type of analysis. First, the individual variables can be examined if they have a normal distribution. The second perspective, under linear regression analysis, entails exploring the distribution of the model residuals. The fitted model's residuals are presumed to have a normal distribution with a mean of zero and a standard deviation of one. In either case, a researcher can use graphical methods such as the normal probability plots (P-P plots), quantile-quantile (Q-Q) plots, stem and leaf plots, boxplots, and histograms with the superimposed normal curve to provide a visual impression of the distribution of the data in each variable or the residuals. Numerical tests such as the Kolmogorov-Smirnov (K-S) test,

Shapiro-Wilk test, and Jarque-Bera (JB) test can also be used to quantify and significantly test whether the sample data is normally distributed (Field, 2009).

The current visualized the model residuals using a histogram with the superimposed normal density curve as a graphical method and concurrently used three quantitative approaches, which are the skewness-Kurtosis test, K-S test, and the JB test) to conjointly examine whether the distribution of the model residuals is approximately normally distributed. The Jarque-Bera statistic is calculated from the skewness and kurtosis of the model residuals using equation 3.10 and asymptotically follows a chi-squared distribution with two degrees of freedom (Jarque & Bera, 1980; Park, 2008).

$$JB = n \left( \frac{(skewness^2)}{6} + \frac{(kurtosis - 3)^2}{24} \right) \sim \chi^2(2) \dots \dots \dots 3.10$$

Where; n is the number of observations.

The study also selected the K–S test (Kolmogorov 1933 and Smirnov 1933) as a non-parametric test. KS- test belongs to the class of cumulative distribution function statistics, and this class of statistics is based on the largest vertical difference between the hypothesized and the empirical distribution (Malhotra & Dash, 2011). The distribution hypothesis is evaluated based on the D-statistic computed using the statistics:

$$D^+ = \max_x \{F(x) - G(x)\}$$

$$D^- = \min_x \{F(x) - G(x)\}$$

Where F(x) and G(x) are the empirical distribution functions for the population and the sample being compared, the ultimate D statistic is then computed as:

$$D = \max(|D^+|, |D^-|) \dots \dots \dots (3.11)$$

All the numerical tools test the null hypothesis the model residuals are normally distributed. If the associated p-value is less than 0.05, the residuals are not normally distributed (Gujarati, 1995). If the test is non-significant ( $p > 0.05$ ), then the sample distribution is normal. If the normality assumption is violated, the data can be normalized by using a non-linear transformation (e.g., log-transformation) or removing significant outliers.

### 3.11.2 Linearity

Linearity means that the relationship between the independent variables and the dependent variable is linear. In other words, each increase by one unit in an independent variable is associated with a fixed increase in the dependent variable. Linearity was tested when a plot of the standardized residuals against the independent variables. If scatter points depict a clear linear pattern, then there is linearity. As used in the current study, the simplest form of examining this assumption was to visualize the scatter of the dependent variable versus each of the predictors. For instance, if the scatter points depict a non-linear pattern, there is nonlinearity if it depicts an arched band or wavy curve.

### 3.11.3 Homoscedasticity

The homoscedasticity assumption states that variance for the conditional distribution of  $\mu$  is constant for all such distributions. The violation of this assumption indicates that heteroscedasticity, which, according to Williams *et al.*, (2013), is the condition where the dependent variable has an unequal level of variability for each of the values of the independent variables. In the ordinary linear squares (OLS) regression analysis, the homoscedastic assumption examines if the variance of the error term is the same across all the observations (Liao *et al.*, 2021). A visual examination of the residuals in a Scatterplot can visually examine the deviation from homoscedasticity. However, the current study statistically evaluated the homogeneity of variance of the error for the fitted multiple linear regression model to explore the attributes influencing employee turnover intentions across all the universities in Kenya using Breusch–Pagan test (Breusch & Pagan, 1979).

The null hypothesis under this test is an equal variance of the error term across all the observations, i.e., homoscedasticity. If the resulting p-value of the test is less than some significance level ( $p < 0.05$ ), the null hypothesis is rejected, implying that the obtained sample variances are unlikely to be homogeneous, a condition known as heteroscedasticity. With the presence of heteroscedasticity, the OLS estimates are not BLUE (Best Linear Unbiased Estimators). Besides, Standard errors are unreliable, leading to bias in the effect sizes and confidence intervals estimation. The problem can be corrected by changing the analytical model's functional form or fitting a model with robust standard errors.

#### **3.11.4 Multicollinearity**

Multicollinearity refers to the linear correlation among variables. OLS estimation requires that there is no correlation between the dependent and independent variables in the regression. According to Gujarati (2003), multicollinearity is the general inter-correlation among explanatory variables. OLS estimation requires that there is no correlation between the dependent and independent variables in the regression. For testing, the presence of multicollinearity, tolerance, and the variance inflation factor will be employed. The variance inflation factor (VIF) of the linear regression is defined as  $VIF = 1/T$ .

Similarly, with  $VIF > 10$ , there is an indication of multicollinearity, as Field (2009) recommended. Multicollinearity can be addressed using two methods: the variables causing the problem can be dropped or combined to form a composite variable, or conducting a factor analysis before the regression analysis and rotating the factors to ensure the independence of the factors in the linear regression analysis. Tolerance, on the other hand, measures one independent variable's influence on all other independent variables; tolerance is calculated with an initial linear regression analysis. Tolerance is defined as  $T = 1 - R^2$  for the first step regression analysis. With  $T < 0.2$ , there might be multicollinearity in the data, and with  $T < 0.01$ , they're certain that multicollinearity is present. Multicollinearity poses a problem for multiple regression models since collinearity increases coefficients' standard error, making them less trustworthy. It also limits the size of R and makes it difficult to assess the particular importance of a predictor.

### 3.12 Test of Hypotheses

Testing the hypothesis required different tests carried out, as indicated in Table 7.

Table 7:  
Study Hypothesis, Analytical, Methods, and Interpretation of Results Matrix

| Objective                                                                                                           | Hypothesis                                                                                                                                                  | Analytical model                                                                                                                                                                                                                                                                                                                                                                                           | Interpretation of the result                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establish the influence of employee voice mechanisms on academic staff turnover intentions in Universities in Kenya | H <sub>01</sub> : There is no statistically significant effect of employee voice mechanisms on academic staff turnover intentions in Universities in Kenya. | Simple linear regression model:<br>$Y = \beta_{01} + \beta_1 X_1 + \varepsilon_1$ $Y$ is the academic staff turnover intentions<br>$X_1$ = Employee voice mechanisms<br>$\beta_{01}$ is the y-intercept (constant)<br>$\beta_1$ is the regression coefficient that explains the relationship between the employee voice mechanism and the turnover intention.<br>$\varepsilon_1$ is the random error term. | <ul style="list-style-type: none"> <li>• The value of <math>R^2</math></li> <li>• Product moment correlation(r),</li> <li>• Conduct t-test</li> <li>• F-test (ANOVA).</li> <li>• <math>\beta_1 X_1</math></li> </ul> |
| Examine the effect of leadership style on academic staff turnover intentions in Universities in Kenya               | H <sub>02</sub> : There is no statistically significant effect of leadership style on academic staff turnover intentions in Universities in Kenya.          | A simple linear regression model<br>$Y = \beta_{02} + \beta_2 X_2 + \varepsilon_1$ Where;<br>$Y$ is the academic staff turnover intentions<br>$X_2$ = leadership style<br>$\beta_{02}$ is the y-intercept (constant)<br>$\beta_2$ is the regression coefficient which will give the relationship between the leadership style and the turnover intention.<br>$\varepsilon_3$ is the random error term.     | <ul style="list-style-type: none"> <li>• The value of <math>R^2</math></li> <li>• Product moment correlation(r),</li> <li>• Conduct t-test</li> <li>• F-test (ANOVA).</li> <li>• <math>\beta_2 X_2</math></li> </ul> |
| Investigate the effect of                                                                                           | H <sub>03</sub> : There is no statistically                                                                                                                 | Simple linear regression model:                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• The value of <math>R^2</math></li> </ul>                                                                                                                                    |

|                                                                                                                                                                           |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| employee job satisfaction on academic staff turnover intentions in Universities in Kenya                                                                                  | significant effect of employee job satisfaction on academic staff turnover intentions in Universities in Kenya.                                                                                                     | $Y = \beta_{03} + \beta_3 X_3 + \varepsilon_3$ <p>Y = is the academic staff turnover intentions<br/> <math>X_3</math> = employee job satisfaction<br/> <math>\beta_{03}</math> = is the y-intercept (constant)<br/> <math>\beta_3</math> = is the regression coefficient which will give the relationship between the employee job satisfaction and the turnover intention.<br/> <math>\varepsilon_3</math> = is the random error term.</p>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Product moment correlation(r),</li> <li>• Conduct t-test</li> <li>• F-test (ANOVA).</li> <li>• <math>\beta_3 X_3</math></li> </ul>                                                                                        |
| Assess the moderating effect of leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions in Universities in Kenya    | H <sub>04</sub> : The moderating effect of leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant. | <p>Multiple linear regression model</p> $Y = \beta_{04} + \beta_1 X_1 + \beta_4 X_1 \cdot X_2 + \varepsilon_4$ <p>Y = is the academic staff turnover intentions<br/> <math>X_2</math> = leadership styles<br/> <math>\beta_{04}</math> = is the y-intercept (constant)<br/> <math>\beta_1</math> = coefficient of employee voice mechanisms<br/> <math>\beta_2</math> = coefficient of leadership style<br/> <math>\beta_{04}</math> = Is the regression coefficient of the interaction term that would measure the moderating effect of (<math>X_1</math>) = voice mechanisms, (<math>X_2</math>) leadership style and (<math>Y</math>) = the turnover intentions.<br/> <math>\varepsilon_4</math> = is the random error term.</p> | <ul style="list-style-type: none"> <li>• The value of <math>R^2</math></li> <li>• Product moment correlation(r),</li> <li>• Conduct t-test</li> <li>• F-test (ANOVA).</li> <li>• <math>\beta_1 X_1</math></li> <li>• <math>\beta_4 X_1 \cdot X_2</math></li> </ul> |
| Establish the moderating effect of job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions in Universities in Kenya | H <sub>05</sub> : The moderating effect of job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant. | $Y = \beta_{05} + \beta_1 X_1 + \beta_4 X_1 \cdot X_3 + \varepsilon_5$ <p>Where;<br/> Y is the academic staff turnover intentions<br/> <math>a_0</math> is the y-intercept (constant)<br/> <math>\beta_1</math> = coefficient of employee voice mechanisms<br/> <math>\beta_2</math> = coefficient of Job satisfaction<br/> <math>\beta_{05}</math> = Is the regression coefficient of the interaction term that would measure the moderating effect of</p>                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• The value of <math>R^2</math></li> <li>• Product moment correlation(r),</li> <li>• Conduct t-test</li> <li>• F-test (ANOVA).</li> <li>• <math>\beta_1 X_1</math></li> <li>• <math>\beta_4 X_1 \cdot X_3</math></li> </ul> |

|                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess the joint effect of employee voice mechanisms, leadership style, and job satisfaction on academic staff turnover intentions in universities in Kenya. | H <sub>06</sub> : The joint effect of employee voice mechanisms, leadership style, and job satisfaction on academic staff turnover intentions in universities in Kenya is not statistically significant. | <p>(X<sub>1</sub>)voice mechanisms, (X<sub>3</sub>) job satisfaction and ( Y) the turnover intentions.</p> <p>ε<sub>5</sub> is the random error term.</p> $Y = \beta_{06} + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_6$ <p>Where;</p> <p>Y is the academic staff turnover intentions</p> <p>β<sub>06</sub> is the y-intercept (constant)</p> <p>X<sub>1</sub> = employee voice mechanisms</p> <p>X<sub>2</sub> = leadership styles</p> <p>X<sub>3</sub> = job satisfaction</p> | <ul style="list-style-type: none"> <li>• The value of R<sup>2</sup></li> <li>• Product moment correlation(r),</li> <li>• Conduct t-test</li> <li>• F-test (ANOVA).</li> <li>• β<sub>1</sub>X<sub>1</sub> + β<sub>2</sub>X<sub>2</sub> + β<sub>3</sub>X<sub>3</sub></li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

NB: β<sub>i</sub> is statistically significant if the P-Value of β<sub>i</sub> is less than 0.05, i.e., P-Value<0.05, β<sub>i</sub> is statistically significant.

Source: Researcher, (2021).

### **3.13 Ethical Considerations**

Ethical consideration provides a researcher with a guiding principle to ensure that research is conducted in the respondents' best interests (Cardwell, 2015). Informed consent and voluntary participation, the confidentiality of gathered information, harm to respondents, the researcher's competence and integrity, plagiarism, and fraud, are all ethical considerations that must be observed (Regis, 2016). As described by Diener and Crandall (1978), Informed consent is the process by which people decide whether or not to participate in an investigation after being informed of facts that may influence their decisions. The demands that respondents in the study be permitted to participate or not (Cardwell, 2015). In this study, the researcher informed the respondents of the study's objective, and the respondents were given the freedom to choose whether to take part or not in this study.

The researcher's ethical commitment to keeping the respondents' identities and responses private is confidentiality (Cardwell, 2015). The respondents in this survey were informed that the information they provided would be treated confidentially. Confidentiality and anonymity were maintained by requesting respondents not put their names in the questionnaire and aggregating the data instead of providing individual responses. According to ethics, researchers must conduct a study that does not hurt the participants physically or psychologically (Regis, 2010). The respondents in this study were subjected to a descriptive cross-sectional survey research methodology with no risk of physical harm.

The study protected the respondents from psychological harm by not seeking private and sensitive information to avoid causing them embarrassment, irritation, anger, emotional stress, or lowering their self-esteem. The researcher obtained authorization from Chuka University Graduate School and the ethics committee. The researcher obtained official authorization to conduct this study in the target demographic by writing to the National Council for Science, Technology, and Innovation (NACOSTI) and vice-chancellors of the respective universities. According to the American Psychological Association's (APA 2010) recommendations, the researcher verified that all consulted documents were recognized and avoided utilizing fake data or presenting study methodology or outcomes in a deceptive manner. The research findings will be shared with NACOSTI in the most open and honest manner feasible.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Preliminary Findings**

The study assessed the relationship between employee voice mechanisms and academic staff turnover intentions and the moderating effects of leadership style and job satisfaction on this relationship among universities in Kenya. The data was collected from 364 academic staff of chartered universities in Kenya. The questionnaire was administered directly through the research assistants hired in the respective universities recruited due to their close association with academic staff. They contacted the sampled academic staff to provide an informed consent form before administering questionnaires by Drop-off and Pick-Up Later (DOPUL) method.

A total of 353 questionnaires were successfully filled and found suitable for further analysis resulting in a response rate of 97 %. The response rate was comparable to those of other studies done on academic staff by Nge'the et al. (2015), which had a response rate of 100%. A similar study on HRM practices on tutors turnover intentions in primary school teacher training colleges by Kyalo, Kilika, and Kimencu (2018) had a response rate of 76.9%. The high response rate resulted from the cadre of academic staff in the university education sub-sector and the follow-up done by the research assistants who were staff residents in respective universities.

#### 4.1.1 Reliability and Validity Tests

Cronbach's Alpha coefficient was used to compute the research instrument's reliability in relation to each study variable. The results are presented in Table 8.

Table 8:  
Cronbach's Alpha Reliability Coefficients

| Variable                       | No of items | Cronbach's Alpha | Comments |
|--------------------------------|-------------|------------------|----------|
| Employee Attitude Survey       | 9           | 0.942            | Reliable |
| Employee Representation        | 7           | 0.926            | Reliable |
| Quality Circle                 | 11          | 0.947            | Reliable |
| Suggestion Scheme              | 11          | 0.942            | Reliable |
| Autocratic Leadership Style    | 10          | 0.864            | Reliable |
| Democratic Leadership Style    | 6           | 0.897            | Reliable |
| Laissez-Faire Leadership Style | 4           | 0.856            | Reliable |
| Job Content                    | 7           | 0.918            | Reliable |
| Supervision                    | 8           | 0.954            | Reliable |
| Working Conditions             | 8           | 0.928            | Reliable |
| Pay and Benefits               | 15          | 0.946            | Reliable |
| Promotion                      | 5           | 0.959            | Reliable |
| Career advancement             | 6           | 0.926            | Reliable |
| Turnover intentions            | 13          | 0.967            | Reliable |
| Overall reliability            | 120         | 0.964            | Reliable |

Source: Primary Data, (2021)

The result presented in Table 8 shows the Cronbach's Alpha reliability coefficients, which range from 0.856 for laissez-faire leadership style to 0.967 for academic staff turnover intentions, indicating that the instrument is reliable. These values are within the acceptable minimum of 0.50 (Cronbach, 1951) and above the recommended value of 0.7. (Nunnally & Bernstein, 1994). Reliability coefficients below 0.5 are unacceptable; below 0.6 and above 0.5 are poor; below 0.7 and above 0.6 questionable; below 0.8 and 0.7 are acceptable; below 0.9 and above 0.8 are good, and those greater than 0.9 are considered Excellent (Sharma, 2016). Therefore, the instrument's internal consistency was considered satisfactory for data analysis to answer the study objectives.

#### 4.1.2 Response Rate

The study distributed the questionnaires to 364 respondents in fifteen sampled public and private chartered universities, including Professors, associate professors, senior lecturers, lecturers, assistant lecturers, and graduate assistants from seven different Kenyan regions. The academic staff enthusiastically welcomed the invitation to fill out the questionnaire and provided all necessary information. After data cleansing, screening, and verification, 353 questionnaires were completed, yielding a 97.0 percent response rate. Mugenda & Mugenda (2003) and Saunders, Lewis, and Thornhill (2007) consider a response rate of 50% satisfactory. Fincham (2008) indicated that a response rate of at least 80% is desirable for survey studies; hence, the 97.0 % percentage achieved in this research was appropriate for concluding the study objectives. The results on response rate are presented in Table 9.

Table 9:  
Response Rate

| Universities                             | Expected Respondents | Actual responses | Response Rate (%) |
|------------------------------------------|----------------------|------------------|-------------------|
| Public Chartered Universities            |                      |                  |                   |
| - Dedan Kimathi University of Technology | 25                   | 25               | 100%              |
| - Kenyatta University                    | 89                   | 81               | 91%               |
| - Egerton University                     | 30                   | 30               | 100%              |
| - Masinde Muliro University of Science   | 24                   | 24               | 100%              |
| - Chuka University                       | 14                   | 14               | 100%              |
| - Pwani University                       | 9                    | 9                | 100%              |
| - Technical University of Kenya          | 33                   | 33               | 100%              |
| - University of Eldoret                  | 17                   | 17               | 100%              |
| - Kisii University                       | 22                   | 22               | 100%              |
| Sub Total                                | 263                  | 255              | 97.0%             |
| Private Chartered Universities           |                      |                  |                   |
| - United States International University | 15                   | 12               | 80.0%             |
| - Africa Nazarene University             | 9                    | 9                | 100%              |
| - KCA University                         | 13                   | 11               | 84.6%             |
| - Kabarak University                     | 16                   | 12               | 100%              |
| - Mount Kenya University                 | 37                   | 35               | 94.6%             |
| - Kenya Methodist University             | 11                   | 11               | 100%              |
| Sub Total                                | 101                  | 90               | 90.1%             |
| Grand Total                              | 364                  | 353              | 97.0%             |

Source: Primary Data, (2021)

The result presented in Table 9 indicated that Kenyatta University had a response rate of 91%, while all other public chartered universities had 100%. Among Private universities, Africa Nazarene University, Kabarak University, and Kenya Methodist University had a response rate of 100%, followed by Mount Kenya University 94.6%,

KCA University 84.6%, and United States International University 80.0%. Analysis of the respondent's university sector indicated that 255 (72.2%) respondents were from public universities while 90(25.5%) were from private universities. In her study on university staff employee commitment, Kirkebut (2010) had 77.6 % respondents from public and 22.4% from private universities. All the six private and nine public chartered universities selected in the sample were represented.

#### 4.1.3 Model Diagnostic Tests and Analysis of Likert-type Data

The study data were tested for conformity with the central assumptions of parametric data analysis. The data were tested for normality, Linearity, multicollinearity, and homoscedasticity (homogeneity of variance).

##### 4.1.3.1 Normality

Several techniques were used to examine the normality assumption. While testing for normality, the null hypothesis was that the model residuals are not normally distributed. The study used histogram and Skewness-Kurtosis, K-S, and JB tests.

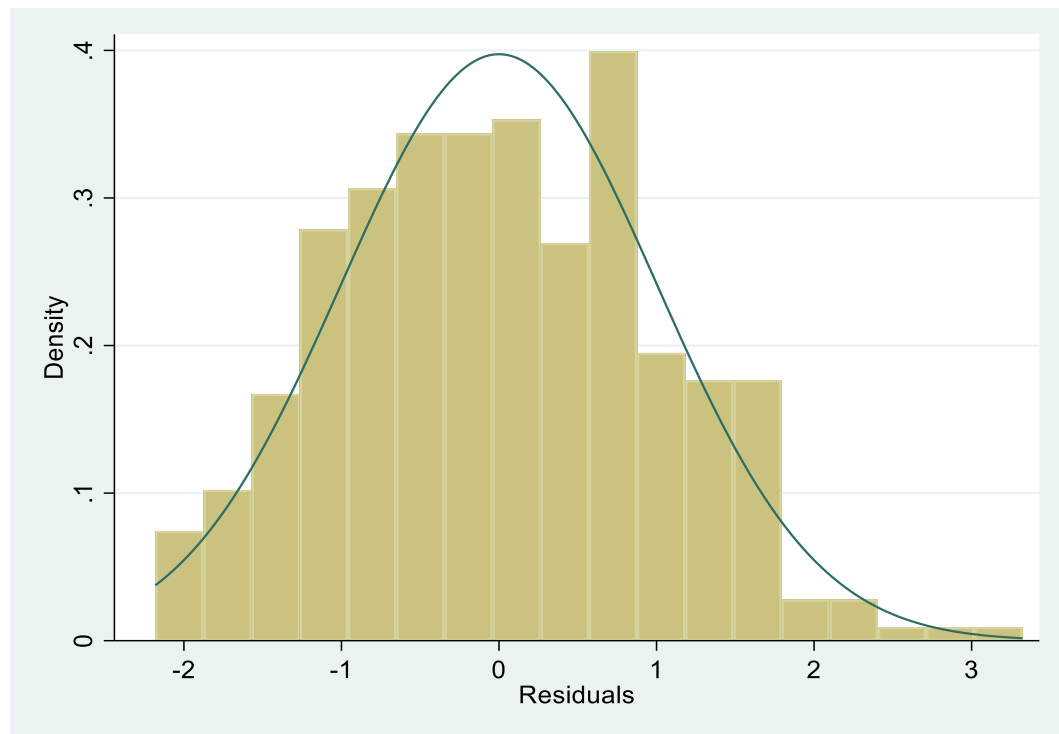


Figure 2. Histogram of the Regression Model Residuals

Figure 2 depicts the residuals from the fitted model tests for the residuals of the fitted employee voice academic staff turnover intentions model. The superimposed density plot shows that data is approximately symmetrical to a bell-shaped distribution. By

visual examination, it is sufficient to conclude that the normality assumption was not violated.

Table 10:  
Normality Test: Skewness-Kurtosis, K-S, and JB Test

| Variable  | Skewness-Kurtosis test |       |           |       | JB test  |       | One-sample Kolmogorov-Smirnov test |       |
|-----------|------------------------|-------|-----------|-------|----------|-------|------------------------------------|-------|
|           | Statistic              | P     | Statistic | p     | $\chi^2$ | p     | D                                  | p     |
| Residuals | .178                   | 0.167 | 2.585     | 0.063 | 4.397    | 0.111 | 0.051                              | 0.157 |

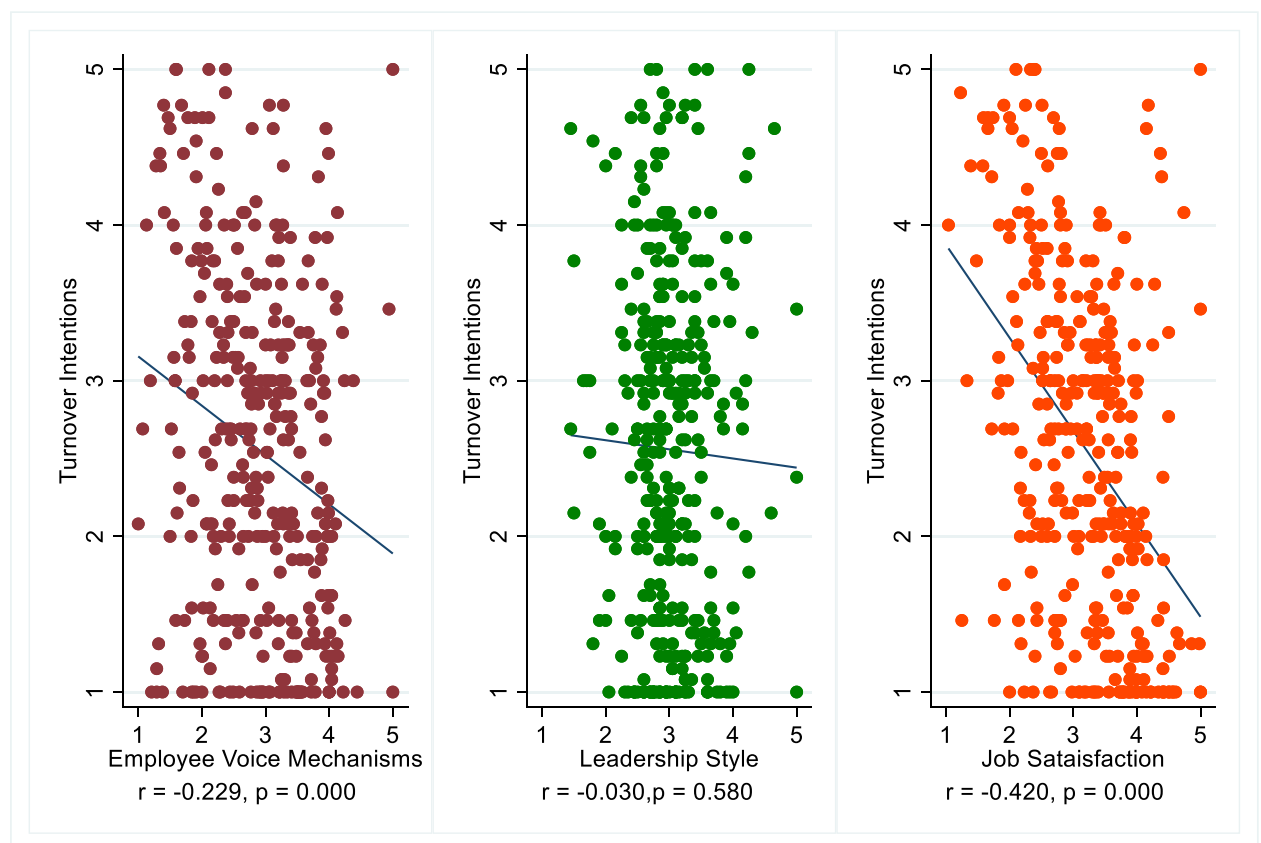
Note. N =352; Mean =  $-1.69E - 11$  (SD = 1.004)

Source: Primary Data, (2021)

The results of the skewness and kurtosis tests for the residuals of the fitted employee voice academic staff turnover intentions model as presented in table 10. The reported Skewness-Kurtosis test is based on Royston (1991) (STATA 2005). The null hypothesis under both tests is that the data follows a normal distribution. P-values less than 0.05 signify that the data distribution, in this case, model residuals, is significantly different from a normal distribution. If the p-values are greater than 0.05, the null hypothesis under the test is accepted, and hence the normality assumption holds. The test results showed that the p-values associated with the Skewness and Kurtosis statistics are all greater than 0.5; hence the null hypothesis of normality of the residuals is accepted. Similarly, the null hypothesis for the Jarque-Bera normality test states that the data is normally distributed, which was accepted at a 5% level ( $\chi^2(2) = 4.397$ ,  $p = 0.111$ ). The K-S test results also support the hypothesis that the residual is normally distributed ( $D = 0.051$ ,  $p = 0.157 > 0.05$ ).

#### 4.1.3.2 Linearity

In linear regression analysis, the preliminary assumption is that the relationship between the dependent variable and each predictor is linear. If violated, the fitted regression model fits a line of best fit to the data with significant deviation. Besides, scatter points depicting a non-linear pattern, such as an arched band or wavy curve, suggest a non-linear relationship between a dependent and an independent variable. Figure 3 depicts the scatter plots of the Turnover intention against each of the predictors (Employee voice mechanism, Leadership style, and Job satisfaction). The scatter plots show that the assumption on linearity holds since the fitted lines of the best fit are downward sloping in each category. The downward sloping linear trend line depicts a partial negative association between each predictor and Turnover Intention. However, the strength of the correlation of Employee turnover intention and Job Satisfaction ( $r = -0.420$ ) and with Employee Voice Mechanism ( $r = -0.229$ ) is larger than that of leadership style ( $r = -0.03$ ) as illustrated by their respective slope of the fitted line which is more steeper.



**Figure 3.** Linearity Test

#### 4.1.3.3 Multicollinearity

Multi-collinearity refers to the linear correlation among the predictor variables in a regression model. The researcher tested for Multi-collinearity in the current study using the Variance Inflation Factor (VIF) or the Tolerance Factor (TF). VIF values greater than five or TF values less than 0.2 suggest the presence of high multicollinearity (Field, 2009). The values were obtained from the regression analysis procedure. The results for the test for multicollinearity was presented in Table 11

Table 11:  
Multicollinearity Test

| Variable                  | Collinearity Statistics |           | Remarks       |
|---------------------------|-------------------------|-----------|---------------|
|                           | Tolerance               | VIF       |               |
| Employee Voice Mechanisms | .633 > 0.2              | 1.580 < 5 | Absence of MC |
| Leadership Styles         | .814 > 0.2              | 1.228 < 5 | Absence of MC |
| Job Satisfaction          | .646 > 0.2              | 1.548 < 5 | Absence of MC |

MC=Multicollinearity

Source: Primary Data, (2021)

Results presented in Table11 showed that the VIF for all independent variables (Employee Voice Mechanisms, Leadership Style, and Job Satisfaction) as well as the dependent variable (turnover intentions) were found to be less than 3 ( $VIF \leq 3$ ), indicating that there is no problem of multicollinearity. The implication was that independent variables were not highly correlated while independent and dependent variables were highly correlated.

#### 4.1.3.4 Homoscedasticity

The homoscedastic test examined whether the assumption of constant variance of the error term across all the observations holds (Field, 2013). If the assumption was to be violated, the line of best fit in the residual plot could be downward sloping, upward sloping, arched band, or wavy curve. The residual plot in Figure 4 show that residuals from the fitted multiple regression model depicting the association between three attributes (employee voice mechanism, leadership style, and employee turnover intention) and employee turnover intentions across all the universities in Kenya are somewhat dispersed evenly around the mean with no clear systematic pattern of the

fitted values. The distribution is an indication that the prediction errors are homoscedastic.

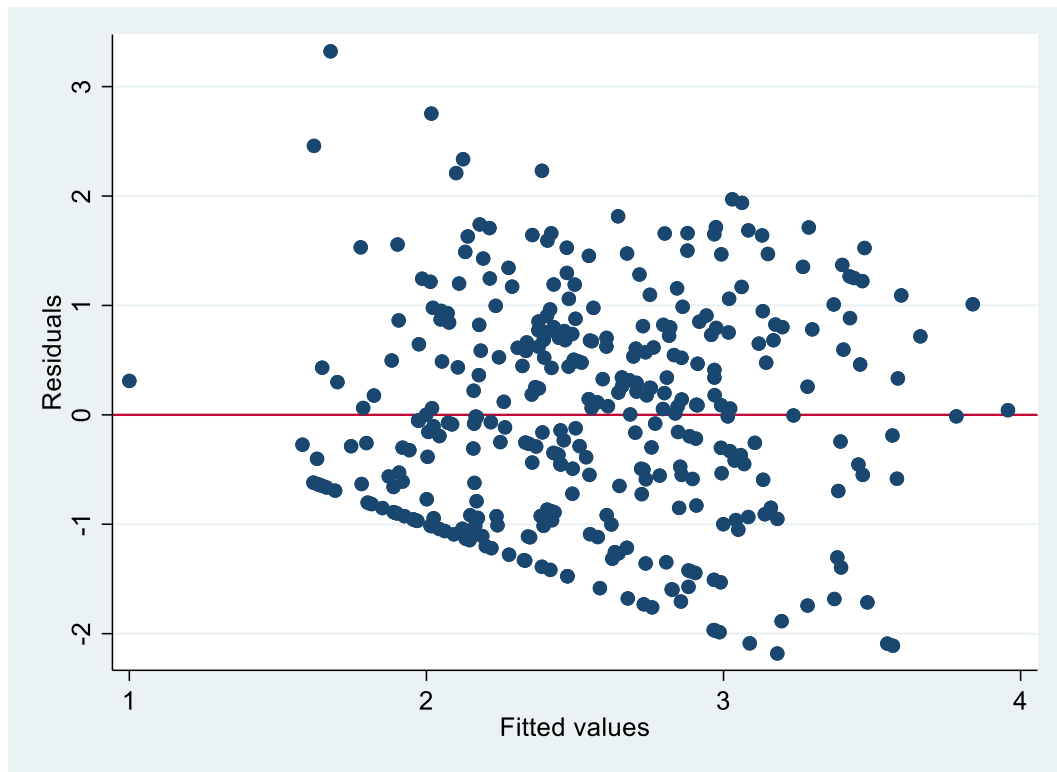


Figure 4. Model Residual plot

The Breusch-Pagan / Cook-Weisberg test for heteroscedasticity results showed that the null hypothesis that the residuals are homoscedastic should be accepted (Chi-square (1) = 1.61,  $p = 0.2046 > 0.05$ ). Given that the heteroscedasticity assumption holds, the OLS coefficient estimates are BLUE (Best Linear Unbiased Estimators), eliminating any biased source when interpreting the test results.

#### **4.1.4 Demographic Characteristics of the Respondents**

The university category, the respondent's characteristics, gender, age, academic qualification, terms of employment, academic designation, trade union membership, years worked in the university and years intended to be in the university in the future. Their cross-tabulations are presented in this section.

#### 4.1.4.1 Respondents per University Category

Universities were classified into two categories; Public Chartered Universities and Private Chartered Universities. The Category of the university was obtained by requesting respondents to indicate whether they were from the public or private Universities category. The responses were presented in Table 12.

Table 12:  
Respondent per University Category

| University           | N   | %    |
|----------------------|-----|------|
| Public Universities  | 258 | 73.1 |
| Private Universities | 95  | 26.9 |
| Total                | 353 | 100  |

N=Number of respondents.

Source: Primary Data, (2021)

The result presented in Table 12 shows that most academic staff (73.1%) were from public universities, while 26.9% were from private universities. An indication that the number of public universities is more in Kenya than that of private universities.

#### 4.1.4.2 Gender of the Respondents

The researcher sought information on the gender of the respondents. The responses are presented in Table 13.

Table 13:  
Gender of the Respondents

| Gender | Public |      | Private |      | Total |      |
|--------|--------|------|---------|------|-------|------|
|        | f      | %    | f       | %    | f     | %    |
| Male   | 167    | 64.7 | 56      | 58.9 | 223   | 63.2 |
| Female | 91     | 35.3 | 39      | 41.1 | 130   | 36.8 |
| Total  | 258    | 100  | 95      | 100  | 353   | 100  |

f=frequency; %=percent

Source: Primary Data, (2021),

The results presented in Table 13 indicated that 64.7% and 58.9% of the respondents were from public universities and private universities. The male gender was 41.1 % and 35.3% of the respondents were from public and private universities. The results indicate that men make up the majority of the respondents. The gender distribution of respondents reveals that the universities that took part in the study meet the gender rule for one-third representation.

#### 4.1.4.3 Respondents' Age

Age groups were classified into five categories: 21-30 years, 31-40 years, 41-50 years, 51-60years, 61-70, and above 71 years. The classification was done to ensure that responders were distributed evenly across age groups. The results are presented in Table 14.

Table 14:  
Age of the Respondents

| Age               | Public |      | Private |      | Total |      |
|-------------------|--------|------|---------|------|-------|------|
|                   | f      | %    | f       | %    | f     | %    |
| 21-30 years       | 31     | 12   | 7       | 7.4  | 38    | 10.8 |
| 31-40 years       | 81     | 31.4 | 29      | 30.5 | 110   | 31.2 |
| 41-50 years       | 76     | 29.5 | 34      | 35.8 | 110   | 31.2 |
| 51-60 years       | 49     | 19   | 17      | 17.9 | 66    | 18.7 |
| 61-70 years       | 20     | 7.8  | 8       | 8.4  | 28    | 7.9  |
| 71years and above | 1      | 0.4  | 0       | 0    | 1     | 0.3  |
| Total             | 258    | 100  | 95      | 100  | 353   | 100  |

f=frequency; %=percent

Source: Primary Data, (2021)

The research findings in Table 14 indicated that the respondent's ages ranged between 21 and over 71 years old. The results show that (31.4%) of respondents were aged (31-40) years in Public chartered universities, and Private chartered universities had (35.8%) were aged (41-50) years followed by 29.5% those aged (41-50) in Public chartered universities and (30.5%) aged (31-40) in Private chartered universities. Implying that majority (72.9%) of the respondents in Public chartered universities and 73.4% in Private chartered universities were 50 years and below.

#### 4.1.4.4 Respondents' Academic Qualifications

The level of academic qualifications was sought in the questionnaires because it was considered necessary for academic staff teaching in the university. The findings are presented in Table 15.

Table 15:  
Respondents' Academic Qualifications

| Academic Qualifications | Public |      | Private |      | Total |      |
|-------------------------|--------|------|---------|------|-------|------|
|                         | f      | %    | f       | %    | f     | %    |
| Post-Doctoral           | 13     | 5    | 8       | 8.4  | 21    | 5.9  |
| PhD                     | 131    | 50.8 | 38      | 40   | 169   | 47.9 |
| Masters                 | 101    | 39.1 | 41      | 43.2 | 142   | 40.2 |
| Bachelors               | 13     | 5.1  | 8       | 8.4  | 21    | 6.0  |
| Total                   | 258    | 100  | 95      | 100  | 353   | 100  |

f=frequency; %=percent

Source: Primary Data, (2021)

The results presented in Table 15 indicated that respondents had attained varying academic qualifications ranging from Bachelor's degree to post-doctoral academic qualification. Post-Doctoral holders were 5% in public universities and 8.4% in private universities, while Ph.D. holders in public and private chartered universities were 50.8% and 40%, respectively. Those who possessed master's degrees were 43.2% and 39.1% in Private chartered and public chartered universities. Bachelor's degree holders were 8.4% in Private chartered universities and 4.7% in public chartered universities. The results revealed 5.9% Post-Doctoral qualification, 47.9% Ph.D. qualification, and 40.2% master's degree qualification. Further, the results revealed that 93.8% of academic staff held a master's degree and above qualification. Previously, studies by Tettey (2006) and Tettey (2009) found that the majority of academic staff teaching in African universities lacked a Ph.D. certificate, which is a necessary qualification for teaching at the university level.

#### 4.1.4.5 Respondents' Terms of Employment

The data was sought on the terms of employment of the respondents. The results are presented in Table 16.

Table 16:  
Respondents' Terms of Employment

| Terms of Employment | Public |      | Private |      | Total |      |
|---------------------|--------|------|---------|------|-------|------|
|                     | F      | %    | F       | %    | F     | %    |
| Permanent           | 174    | 67.4 | 54      | 56.8 | 228   | 65.6 |
| Contractual Terms   | 84     | 32.6 | 41      | 43.2 | 125   | 34.4 |
| Total               | 258    | 100  | 95      | 100  | 353   | 100  |

f=frequency; %=percent

Source: Primary Data, (2021)

The result presented in Table 16 indicated that public universities had 67.4% Permanent and pensionable academic staff and 32.6% academic staff, on contract terms. Private universities had 56.8% Permanent and pensionable academic staff and 43.2% academic staff contract terms. Most universities in Kenya, particularly private universities, recruit academic staff on a contract basis. Private universities are hesitant to hire many of their employees permanently, possibly due to the costs involved with this type of employment, such as retirement benefits. Depending on the university, the contract duration can last from one to five years. Graduate assistant positions and assistant lecturers in public universities are initially hired on a contract basis and then transferred to permanent positions after obtaining their doctoral degrees, contributing to the high number of non-permanent employees in Kenya's private and public universities.

#### 4.1.4.6 Academic Designation

The study sought information on the academic designation of academic staff who participated in the study. The findings are presented in Table 17.

Table 17:  
Academic Designation

| Designation                            | Public |      | Private |      | Total |      |
|----------------------------------------|--------|------|---------|------|-------|------|
|                                        | F      | %    | F       | %    | F     | %    |
| Full Professor                         | 5      | 1.9  | 3       | 3.2  | 8     | 2.3  |
| Associate Professor                    | 18     | 7    | 9       | 9.5  | 27    | 7.7  |
| Senior lecturer                        | 31     | 12   | 17      | 17.9 | 48    | 13.6 |
| Lecturer                               | 96     | 37.2 | 35      | 36.8 | 131   | 37.1 |
| Assistant Lecturer/<br>Tutorial fellow | 62     | 24   | 20      | 21.0 | 82    | 23.2 |
| Graduate Assistant                     | 46     | 17.8 | 11      | 11.6 | 57    | 16.1 |
| Total                                  | 258    | 100  | 95      | 100  | 353   | 100  |

Source: Primary Data, (2021)

The result presented in Table 17 indicated that all the various designation of academic staff was represented in this study, as shown in this analysis. However, 37.1 % and 23.2 % were Lecturers and assistant lecturers, respectively, while 16.1% were graduate assistants. Senior Lecturers were 13.6%, followed by associate professors at 7.7%, and full professors at 2.3%. In public chartered universities, 1.9 % of respondents were full professors, 7% associate professors, 12% Senior Lecturers, 37.2% Lecturers, 24% assistant lecturers, and 17.8% graduate assistants. In contrast, in Private chartered universities, 3.2 % of respondents were full professors, 9.5% associate professors, 17.9% Senior Lecturers, 36.8% Lecturers, 21% assistant lecturers, and 11.6% graduate assistants. These findings are consistent with academic qualifications (see table 14), as most persons with Ph.D. qualifications work as lecturers in universities. There are also a few Professors and Associate Professors at the top levels due to the promotion procedures and years of expertise necessary. It's worth noting that a sizable number is at the professor lecturer level and this is the group most likely to migrate in quest of advancement, especially if they have a Ph.D.

#### 4.1.4.7 Respondents' Trade Union Membership

An item was included that sought information on labour trade union membership of academic staff in the questionnaire. The results are presented in Table 18.

Table 18:  
Respondents' Labour Trade Union Membership

| Union      | Public |      | Private |      | Total |      |
|------------|--------|------|---------|------|-------|------|
|            | F      | %    | F       | %    | F     | %    |
| UASU       | 203    | 78.7 | 5       | 5.3  | 208   | 58.9 |
| KUSU       | 17     | 6.6  | 2       | 2.1  | 19    | 5.4  |
| Others     | 2      | 0.8  | 5       | 7    | 7     | 2    |
| Non Member | 36     | 14   | 83      | 87.4 | 119   | 33.7 |
| Total      | 258    | 100  | 95      | 100  | 353   | 100  |

f=frequency; %=percent

Source: Primary Data, (2021)

The result presented in table 18 indicated that 58.9% were members of the University Academic Staff Union (UASU), and 5.4% were members of Kenya University Staff Union (KUSU). In comparison, 2% belonged to other labour trade unions. 33.7% were not members of any other unions. Public chartered universities have the highest membership to labour trade unions, with 78.7% in UASU, and only 14% did not belong to any labour trade union. However, Private chartered universities do not have recognized labour trade unions, given that 87.4% do not belong to any labour trade unions. Many non-union respondents can be attributed to the fact that union representatives are significantly recognized in labour relation matters in Kenya. However, academic staff in private universities do not have a recognized union, given that 87.4% did not belong to any labour trade union.

#### 4.1.4.8 Respondents' Years Worked and Academic Designation in the University

The study sought information on the respondents' years worked in the current university, and the year worked was cross-tabulated with the Academic designation. The findings are presented in Table 19.

Table 19:  
Cross Tabulation Years Worked and Academic Designation

|                                        |   | Years worked in the university |      |       |       |       |       |      | Total |
|----------------------------------------|---|--------------------------------|------|-------|-------|-------|-------|------|-------|
| Academic designation                   |   | ≤1                             | 2-10 | 11-20 | 21-30 | 31-40 | 41-50 | ≥51  |       |
| Professor                              | n | 0                              | 2    | 4     | 0     | 1     | 0     | 1    | 8     |
|                                        | % | 0.0                            | 25.0 | 50.0  | 0.0   | 12.5  | 0.0   | 12.5 | 100.0 |
| Associate Professor                    | n | 1                              | 5    | 10    | 8     | 1     | 0     | 1    | 26    |
|                                        | % | 3.8                            | 19.2 | 38.5  | 30.8  | 3.8   | 0.0   | 3.8  | 100.0 |
| Senior lecturer                        | n | 1                              | 14   | 21    | 8     | 3     | 1     | 0    | 48    |
|                                        | % | 2.1                            | 29.2 | 43.8  | 16.7  | 6.3   | 2.1   | 0.0  | 100.0 |
| Lecturer                               | n | 2                              | 74   | 38    | 10    | 2     | 3     | 2    | 131   |
|                                        | % | 1.5                            | 56.5 | 29.0  | 7.6   | 1.5   | 2.3   | 1.5  | 100   |
| Assistant Lecturer/<br>Tutorial fellow | n | 2                              | 59   | 10    | 2     | 6     | 2     | 0    | 81    |
|                                        | % | 2.5                            | 72.8 | 12.3  | 2.5   | 7.4   | 2.5   | 0.0  | 100.0 |
| Graduate Assistant                     | n | 20                             | 33   | 4     | 2     | 0     | 0     | 0    | 59    |
|                                        | % | 33.9                           | 55.9 | 6.8   | 3.4   | 0.0   | 0.0   | 0.0  | 100.0 |
| Total                                  | n | 26                             | 187  | 87    | 30    | 13    | 6     | 4    | 353   |
|                                        | % | 7.4                            | 53.0 | 24.6  | 8.5   | 3.7   | 1.7   | 1.1  | 100.0 |

f=frequency; %=percent

Source: Primary Data, (2021)

The result presented in table 19 indicated that the majority, 53%, had worked for between 2-10 years, followed by 24.6% who had worked for between 11-20. However, 1.1% was the lowest who had worked for 51 and above years. Further, table 18 showed that academic staff designation significantly depended on years worked in the university. The cross-tabulation shows that majority professors (n =4, 25%), associate professors (n= 10, 50%), and Senior lecturers (n = 21, 43.8%) have worked in the university for 11-20 years. However, most lecturers (n =74, 56.5%) and Assistant lecturers (n = 59, 72.84%) have worked in the university for around 2-10 years.

#### 4.1.4.9 Respondents Intended Years of Service in the University

The study sought information on how long the respondents intended to work in their current university. The findings are presented in Table 20.

Table 20:  
Respondents Intended Future Years of Service

| Future Years of Service | Public |      | Private |      | Total |      |
|-------------------------|--------|------|---------|------|-------|------|
|                         | F      | %    | F       | %    | F     | %    |
| 1 year and below        | 8      | 3.1  | 9       | 9.5  | 17    | 4.8  |
| 2-3 years               | 28     | 10.9 | 12      | 12.6 | 27    | 11.3 |
| 4-5 years               | 30     | 11.6 | 14      | 14.7 | 48    | 12.5 |
| 6-10 years              | 66     | 25.6 | 20      | 21.1 | 131   | 24.4 |
| 11-20 years             | 58     | 22.5 | 19      | 20   | 82    | 21.8 |
| 21 years and above      | 67     | 26   | 20      | 21.1 | 87    | 24.6 |
| Not sure                | 1      | 0.4  | 1       | 1.1  | 2     | 0.6  |
| Total                   | 258    | 100  | 95      | 100  | 353   | 100  |

f=frequency; %=percent

Source: Primary Data, (2021)

Results presented in Table 20 indicated that a significant percentage of 24.6% intended to work for more than 20 years, 24.4% intended to work for 6-10, 21.8% intended to work for 11-20 years, 12.5% intended to work for 4-5 years and 4.8% intended to work for one year and below. In public universities and private universities, 26% and 21.1% respectively of respondents intended to work for more than 20 years, followed by 25.6% and 21.1% who intended to work for 6-10 years, 22.5% and 20% who intended to work for 11-20 years, 11.6% and 14.7% who intended to work for 4-5 years, 10.9 and 12.6% who intended to work 2-3 years and 3.1% and 9.5% intended to work for one year and below.

The findings support Mwiria *et al.*, (2007), who claim that many personnel leave public universities regularly. According to Adenike (2011), about half of university professors leave their sector during the first five years of work. Employers should be concerned about employees quitting since it impairs service delivery. Furthermore, this suggests that the majority of the population is under the age of 65, providing a challenge in replacing retirees. Cross-tabulation was used to understand the features of the respondents better, as indicated in the tables.

#### 4.1.4.10 Cross Tabulation of Years Worked and Level of Academic Qualification

The study sought information on the respondents' years worked and level of academic qualification in the current university. The year worked was cross-tabulated with the level of academic qualification. The results are presented in Table 21 below.

Table 21:

Cross Tabulation Years Worked and Level of Academic Qualifications

| Academic qualifications |   | Years worked in the university |      |       |       |       |       |     | Total |
|-------------------------|---|--------------------------------|------|-------|-------|-------|-------|-----|-------|
|                         |   | ≤1                             | 2-10 | 11-20 | 21-30 | 31-40 | 41-50 | ≥51 |       |
| Post-Doctoral           | n | 0                              | 6    | 7     | 5     | 2     | 0     | 1   | 21    |
|                         | % | 0.0                            | 28.6 | 33.3  | 23.8  | 9.5   | 0.0   | 4.8 | 100   |
| Ph.D.                   | n | 4                              | 79   | 59    | 16    | 3     | 6     | 2   | 169   |
|                         | % | 2.4                            | 46.7 | 34.9  | 9.5   | 1.8   | 3.6   | 1.2 | 100   |
| Masters                 | n | 17                             | 87   | 20    | 9     | 8     | 0     | 1   | 142   |
|                         | % | 12.0                           | 61.3 | 14.1  | 6.3   | 5.6   | 0.0   | 0.7 | 100   |
| Bachelors               | n | 4                              | 15   | 1     | 0     | 0     | 0     | 0   | 20    |
|                         | % | 21.0                           | 75.0 | 5.0   | 0.0   | 0.0   | 0.0   | 0.0 | 100   |
| Total                   | n | 26                             | 187  | 87    | 30    | 13    | 6     | 4   | 353   |
|                         | % | 7.4                            | 53.0 | 24.6  | 8.5   | 3.7   | 1.7   | 1.1 | 100   |

Note: All percentages are row percentages (within Level of academic qualifications)

f=frequency; %=percent

Source: Primary Data, (2021)

The result presented in Table 21 presents the cross-tabulation of the university's academic qualifications and Years Worked. From the cross-tabulated analysis majority of the respondents, 53%, had worked for between 2-10 years. The respondents with a master's degree were 61.3%, followed by a Ph.D. 46.7%, post-doctoral qualifications were 28.6% and those with bachelor's degrees were 75%. As the years worked in the university increased to between 11-20 years, those with master's degrees and Ph.D. decreased significantly to 14.1% and 34.9%, respectively. However, post-doctoral qualifications increased to 33.3%, and those with bachelor's degrees decreased to 5%.

#### 4.1.4.11 Respondents' Age, Qualification, Designation, and Intended Years of Working

The study sought information on age, level of academic qualification, Academic designation, and intended year to work in the university. The year they intended to work was cross-tabulated with age, Level of academic qualification, and academic designation. The findings are presented in Table 22 below.

Table 22:

Cross Tabulation for Intended Years of Working, Qualification, Designation, and Age

##### a) Intended Years of Working and Age

| Age   | Intended years of working in the university |     |      |       |       |       |       |     | Total |
|-------|---------------------------------------------|-----|------|-------|-------|-------|-------|-----|-------|
|       |                                             | ≤1  | 2-10 | 11-20 | 21-30 | 31-40 | 41-50 | ≥51 |       |
|       | n                                           | 4   | 5    | 5     | 8     | 1     | 15    | 0   | 38    |
| 21-30 | %                                           | 5   | 13.2 | 13.2  | 21.1  | 2.6   | 39.5  | 0.0 | 100   |
|       | n                                           | 4   | 18   | 13    | 23    | 15    | 37    | 0   | 110   |
| 31-40 | %                                           | 3.6 | 16.4 | 11.8  | 20.9  | 13.6  | 33.6  | 0.0 | 100   |
|       | n                                           | 6   | 9    | 9     | 27    | 35    | 24    | 0   | 110   |
| 41-50 | %                                           | 5.5 | 8.2  | 8.2   | 24.5  | 31.8  | 21.8  | 0.0 | 100   |
|       | n                                           | 0   | 4    | 12    | 19    | 24    | 6     | 1   | 66    |
| 51-60 | %                                           | 0.0 | 6.1  | 18.2  | 28.8  | 36.4  | 9.1   | 1.5 | 100   |
|       | n                                           | 3   | 4    | 4     | 9     | 2     | 5     | 1   | 28    |
| 61-70 | %                                           | 7   | 14.3 | 14.3  | 32.1  | 7.1   | 17.9  | 3.6 | 100   |
|       | n                                           | 0   | 0    | 1     | 0     | 0     | 0     | 0   | 1     |
| ≥ 71  | %                                           | 0.0 | 0.0  | 100   | 0.0   | 0.0   | 0.0   | 0.0 | 100   |
|       | n                                           | 17  | 40   | 44    | 86    | 77    | 87    | 2   | 353   |
| Total | %                                           | 4.8 | 11.3 | 12.5  | 24.4  | 21.8  | 24.6  | 0.6 | 100   |

Note: All percentages are row percentages (Academic designation)

##### b) Intended years of working and Level of academic qualification

| Academic qualifications | Intended years of working in the university |      |      |       |       |       |       |     | Total |
|-------------------------|---------------------------------------------|------|------|-------|-------|-------|-------|-----|-------|
|                         |                                             | ≤1   | 2-10 | 11-20 | 21-30 | 31-40 | 41-50 | ≥51 |       |
|                         | n                                           | 0    | 2    | 2     | 7     | 5     | 4     | 1   | 21    |
| Post-Doctoral           | %                                           | 0.0  | 9.5  | 9.5   | 33.3  | 23.8  | 19.0  | 4.8 | 100   |
|                         | n                                           | 5    | 12   | 21    | 41    | 50    | 39    | 1   | 169   |
| Ph.D.                   | %                                           | 3.0  | 7.1  | 12.4  | 24.3  | 29.6  | 23.1  | 0.6 | 100   |
|                         | n                                           | 10   | 21   | 18    | 34    | 21    | 38    | 0   | 142   |
| Masters                 | %                                           | 7.0  | 14.8 | 12.7  | 23.9  | 14.8  | 26.8  | 0.0 | 100   |
|                         | n                                           | 2    | 5    | 3     | 4     | 1     | 5     | 0   | 20    |
| Bachelors               | %                                           | 10.0 | 25.0 | 15.0  | 20.0  | 5.0   | 25.0  | 0.0 | 100   |
|                         | n                                           | 0    | 0    | 0     | 0     | 0     | 1     | 0   | 1     |
| Diploma                 | %                                           | 0.0  | 0.0  | 0.0   | 0.0   | 0.0   | 100.0 | 0.0 | 100   |
|                         | n                                           | 17   | 40   | 44    | 86    | 77    | 87    | 2   | 353   |
| Total                   | %                                           | 4.8  | 11.3 | 12.5  | 24.4  | 21.8  | 24.6  | 0.6 | 100   |

Note: All percentages are row percentages (Academic designation)

c) Intended Years of Working and Academic Designation

| Academic designation | Intended years of working in the university |      |      |      |      |       |       | Total |
|----------------------|---------------------------------------------|------|------|------|------|-------|-------|-------|
|                      |                                             | ≤1   | 2-3  | 4-5  | 6-10 | 11-20 | 21≤ y |       |
| Professor            | n                                           | 0    | 0    | 4    | 1    | 1     | 1     | 7     |
|                      | %                                           | 0.0  | 0.0  | 57.1 | 14.3 | 14.3  | 14.3  | 100.0 |
| Associate Professor  | n                                           | 1    | 0    | 5    | 11   | 5     | 4     | 26    |
|                      | %                                           | 3.8  | 0.0  | 19.2 | 42.3 | 19.2  | 15.4  | 100.0 |
| Senior lecturer      | n                                           | 2    | 5    | 6    | 10   | 18    | 7     | 48    |
|                      | %                                           | 4.2  | 10.4 | 12.5 | 20.8 | 37.5  | 14.6  | 100.0 |
| Lecturer             | n                                           | 2    | 12   | 17   | 32   | 32    | 36    | 131   |
|                      | %                                           | 1.5  | 9.2  | 13.0 | 24.4 | 24.4  | 27.5  | 100.0 |
| Assistant Lecturer   | n                                           | 6    | 12   | 8    | 16   | 20    | 18    | 80    |
|                      | %                                           | 7.5  | 15.0 | 10.0 | 20.0 | 25.0  | 22.5  | 100.0 |
| Graduate Assistant   | n                                           | 6    | 11   | 4    | 16   | 1     | 21    | 59    |
|                      | %                                           | 10.2 | 18.6 | 6.8  | 27.1 | 1.7   | 35.6  | 100.0 |
| Total                | n                                           | 17   | 40   | 44   | 86   | 77    | 87    | 351   |
|                      | %                                           | 4.8  | 11.4 | 12.5 | 24.5 | 21.9  | 24.8  | 100.0 |

Note: All percentages are row percentages (Academic designation )

Note. f=frequency; %=percent

Source: Primary Data, (2021)

The result presented in Table 22 showed the cross-tabulation of the age, level of academic qualifications, and academic designation. The cross-tabulation table 21(a) shows that 24.6% of the respondents across the age groups intended to work for between 41-50 years. In this group, 39,5% were aged between 21-30 years, followed by 33.6% aged between 31-40 years, 21.8% aged between 41-50 years, and 17.9% aged between 61-70, while 9.1% were aged between 51-60 years. Across the age groups, 24.6% intended to work for between 41-50 years, followed by 24.4 who had intended to work for 21-30 years and 21.6% between 31-40 years, 12.5% between 11-20 years, 11.3% between 2-10 years while 4.8% and 0.6% intended to work for less than one year and more than 51 years.

Table 22(b) shows the cross-tabulation of academic qualifications and years intended to work in the university. From the cross-tabulation, 169 respondents had a Ph.D. level of academic qualification, 142 had a master's degree and 21 Post-Doctoral qualifications, while 21 had Bachelor's degree and one diploma. Majority of respondents across academic qualifications intended to work between 21- and 50

years. However, most respondents with Post-Doctoral academic qualifications intended to work for 21-30 years. The majority of respondents with Ph.D. intended to work 31-40 years, while the majority of respondents with master degrees intended to work for 41-50 years.

The phenomenon is explained by the fact that those with master's degrees are younger and have more years to work, and those who have Ph.D. and Post-Doctoral qualifications are older and have fewer years to work. Table 21(c) shows the cross-tabulation of the university's Academic designation and intended years of working. From the cross-tabulation, 131 respondents were Lecturers, 80 Assistant Lecturer, 59 were Graduate Assistant, 48 were senior lecturers, and 26 were associate professors and six full professors. The majority, 57.1% of Professors, intended to work for 4-5 years, 42.3% of associate professors 6-10, 37.5% and 25.0% of senior lecturers and assistant lectures respectively intended to work for between 11-20 years, 27.5% and 35.6% of lecturer graduate assistant respectively intended to work for 21 years and above. This Implies that Academic designation determined the year's academic staff intended to work. The majority of respondents intended to work for six years and above.

#### **4.2 Academic Staff Turnover Intentions**

The dependent variable for this study was academic staff turnover intentions. Turnover intentions among academic staff in Chartered Universities were conceived in this study in terms of the extent to which academic staff planned to quit their current job, had the intention to leave, had intentions to change job, thought of leaving their current job and were actively searching for a job in other organisations. Respondents were asked to rate the extent to which they agreed or disagreed with the selected statements about academic staff turnover intentions on a five-point scale ranging from strongly disagree to agree strongly. Selected statements captured aspects which according to the literature reviewed, were indicators of turnover intentions. Therefore, the study used a 3 item measure adopted from Jenkis (1993) and Kransz et al., (1995) to measure academic staff turnover intentions. The three items comprised serious thought of leaving, intention to leave, and active search for jobs elsewhere.

The means, standard deviations, and covariance for the academic staff were then computed. The findings are presented in Table 23.

Table 23:  
Descriptive Statistics on Academic Staff Turnover Intentions

| Statements                                  | Statistic |      |      |
|---------------------------------------------|-----------|------|------|
|                                             | N         | Mean | S.D  |
| I am planning to quit soon                  | 352       | 2.21 | 1.17 |
| I am planning to work for a very short time | 352       | 2.44 | 1.21 |
| I am planning to quit long run              | 352       | 2.77 | 1.28 |
| I am thinking about quitting                | 352       | 2.48 | 1.30 |
| I have intentions to quit                   | 352       | 2.48 | 1.30 |
| I always think about changing job           | 352       | 2.55 | 1.36 |
| I have been applying for jobs               | 352       | 2.64 | 1.35 |
| I frequently consider working elsewhere     | 352       | 2.64 | 1.35 |
| I have intentions to change job             | 352       | 2.64 | 1.37 |
| I am actively searching for a job           | 352       | 2.55 | 1.37 |
| I am scouting for another job               | 352       | 2.55 | 1.36 |
| I am looking for a new job                  | 352       | 2.64 | 1.35 |
| I have been applying for jobs               | 352       | 2.65 | 1.41 |
| Aggregate                                   | 352       | 2.56 | 1.12 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result presented in Table 23 showed that on average academic staff turnover intentions in universities had aggregate(mean = 2.56 and SD = 1.12). The average scores of items ranged between 2.21 and 2.77 (Range = 0.56). The perception that academic staff is planning to quit in the long run rated the highest (mean score=2.77 and SD=1.28) followed by applying for jobs (mean score=2.65 and SD=1.41), and the lowest was employee attitude Surveys report is shared(mean score=2.21 and 1.17). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which shows that average scores of indicators of academic staff turnover intentions were close to each other. The implication is that, on average, academic staff disagreed on various statements on turnover intentions. Further, they did not seriously think of leaving, had no intention to leave, and were not actively searching for jobs elsewhere.

#### 4.2.1 State of Employee Turnover in the University

The study sought comment on the perception of academic staff turnover in their respective universities. The results are presented in Table 24.

Table 24:  
State of Employee Turnover in the University

| Employee Turnover | Frequency | Percent |
|-------------------|-----------|---------|
| High              | 51        | 24.1    |
| Moderate          | 60        | 28.3    |
| Low               | 88        | 41.5    |
| Indifferent       | 13        | 6.1     |
| Total             | 212       | 100     |

Source: Primary Data, (2021)

Results in Table 24 indicated that the majority (41.5%) perceived that academic staff turnover in the universities was low, 28.3 moderates, 24.1% high, and 6.1% were indifferent.

#### 4.3 Findings on Research Objectives

This section presents the descriptive, bivariate, and multivariate analysis of the relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) based on the formulated objectives and hypotheses. The scale of the study was adopted from the previous literature and published studies.

The Descriptive Statistics analysis was done on the employee voice mechanisms, namely employee attitude surveys, employee representations, quality circles and suggestions schemes. The respondents were requested to indicate how they agreed or disagreed with selected statements about employee voice mechanisms. The selected statements captured indicators of each employee voice mechanism, namely employee attitude surveys, employee representations, quality circles, and suggestions schemes associated with employee voice mechanisms according to the literature reviewed. They were given items rated on a five-point Likert scale ranging from SD – Strongly Disagree; D –; N – Neutral; A – Agree; and SA – Strongly Agree from which to choose. Carifio and Racco (2007) indicated that Strongly Disagree (SD) range  $1 < SD < 1.8$ ; Disagree (D)  $1.8 < D < 2.6$ ; Neutral (N)  $2.6 < N < 3.4$ ; Agree (A)  $3.4 < A < 4.2$ ; and Strongly Agree (SA)  $4.2 < SA < 5.0$ . The appropriate responses for each

construct of employee voice mechanisms were analyzed using mean scores and the corresponding standard error of the mean.

Correlation analysis determined the relationships between employee voice mechanisms and academic staff turnover intentions for individual employee voice mechanisms and the composite indicator of academic staff turnover intentions. The Pearson's Product Moment technique was used to carry out a Correlational analysis to determine the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya. It was meant to identify the association's direction and strength between employee voice mechanisms indicators and academic staff turnover intentions, the Values of the correlation coefficient range from -1 and +1. A correlation coefficient of +1 indicates that the two variables are perfectly and positively related in a linear sense. At the same time, -1 shows that the two variables are perfectly related but in a negative linear sense. Hair et al., (2006) observe that correlation coefficient ( $r$ ) ranging from 0.81 to 1.0 is very strong; from 0.61 to 0.80 is strong; from 0.41 to 0.60 is moderate; from 0.21 to 0.40 is weak; and from 0.00 to 0.20 indicates no relationship.

The current study was based on the principle that employee voice mechanisms relate to academic staff turnover intentions in Universities in Kenya. Therefore, the test of hypotheses was performed using simple and multiple regressions. The results were interpreted using t-test, regression coefficient ( $\beta$ ) values and the p values at 0.05 significance level. The regression model, summations of Likert items in each section of the structured questionnaire was used to derive the composite index for the variables under study. First, a Goodness of fit measures how well the linear model fits the dependent variable. An Adjusted  $R^2$  was used to explain the variations in the dependent variable by the regression model ( $0 \leq 100 * R^2 \leq 100$ ). It takes into account the number of the independent variables in the model. Secondly, an ANOVA test was conducted to determine model fit in explaining the relationship among variables proposed in the conceptual model. Since employee voice mechanisms were measured using more than one measure, academic staff turnover intentions were regressed against each employee voice mechanism construct. After that, aggregate mean scores for turnover intentions were regressed against each dimension of employee voice

mechanisms. The evaluation of the contribution of each construct in the independent variable to academic staff turnover intentions was carried out using multiple regression analysis.

#### **4.3.1 Findings on Objective One: Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The first objective sought to establish the influence of employee voice mechanisms on academic staff turnover intentions in Universities in Kenya. The measure of academic staff turnover intention was adopted from the previous literature and published studies. The descriptive statistics were done on the employee voice mechanisms, namely employee attitude surveys, employee representations, quality circles and suggestions schemes. The respondents were requested to indicate how they agreed with selected statements about employee voice mechanisms. The selected statements captured indicators of employee attitude surveys, employee representations, quality circles and suggestions schemes, which according to the literature reviewed, would be associated with employee voice mechanisms. There were nine employee attitude surveys items, seven employee representations items and eleven items for quality circles and suggestion schemes. They were rated on a five-point scale ranging from SD – Strongly Disagree; D – Disagree; N – Neutral; A – Agree; and SA – Strongly Agree from which to choose. The appropriate responses for each construct of employee voice mechanisms were analyzed using mean scores and the corresponding standard error of the mean. A correlation analysis was conducted for (employee attitude surveys, employee representations, quality circles, suggestions schemes) and academic staff turnover intentions to assess the relationships between employee voice mechanisms and academic staff turnover intentions. The Pearson's Product Moment technique was used to carry out Correlational analysis to determine the relationship between (employee attitude surveys, employee representations, quality circles, suggestions schemes) and academic staff turnover intentions in universities in Kenya. It was meant to identify the direction and strength of the association between the indicators of employee voice mechanisms and academic staff turnover intentions.

The respective hypotheses were tested using simple and multiple linear regression analyses at a 95 percent confidence level ( $\alpha=0.05$ ). Because academic staff turnover intentions (dependent variable) were measured using more than one measure, mean

scores for turnover intention were regressed against aggregate mean scores of employee attitude surveys, employee representations, quality circles and suggestions.

#### 4.3.1.1 Descriptive Statistics on Employee Attitude Surveys

The first construct of employee voice mechanisms measured was employee attitude surveys. Selected statements captured indicators of employee attitude survey according to literature reviewed. The questions on whether employee views, ideas, recommendations, and preferences were regularly sought on issues affecting the workplace were investigated. Further, whether employee attitude surveys revealed problems, addressed employees concerns and attitude survey report was shared with employees and recommendations implemented were also investigated. The respondents were requested to indicate how they agreed with selected statements about the employee attitude survey. The findings are presented in Table 25.

Table 25:  
Descriptive Statistics on Employee Attitude Surveys

| Statements                                                 | Statistic |      |      |
|------------------------------------------------------------|-----------|------|------|
|                                                            | N         | Mean | S.D  |
| Employee attitude surveys are carried out regularly        | 353       | 2.58 | 1.30 |
| Employee attitude surveys seek employees views             | 353       | 2.79 | 1.31 |
| Employee attitude surveys seek employees ideas             | 353       | 2.80 | 1.27 |
| Employee attitude surveys provide preferences of employees | 353       | 2.85 | 1.27 |
| Employee attitude surveys reveal problems                  | 353       | 2.97 | 1.31 |
| Employee attitude Surveys addresses employees concerns     | 353       | 2.67 | 1.25 |
| Employee attitude Surveys report is shared                 | 353       | 2.44 | 1.25 |
| Employee attitude Surveys recommendations are implemented  | 353       | 2.57 | 1.20 |
| I am satisfied with employee attitude surveys              | 353       | 2.47 | 1.21 |
| Aggregate score                                            | 353       | 2.68 | 1.04 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result in Table 25 showed the level of existence and use of employee attitude survey aggregate ( $Mean = 2.68$  and  $SD = 1.04$ ). The average scores of items ranged between 2.44 and 2.97 (Range = 0.53). The perception that employee attitude surveys reveal problems rated the highest (mean score=2.97 and SD=1.31) followed by Employee attitude surveys provide preferences of employees (mean score=2.85 and SD=1.27) and the lowest was employee attitude Surveys report is shared (mean score=2.44 and 1.25). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which shows that average scores of

indicators of employee attitude surveys were close to each other. The implication is that, on average, academic staff was neutral that employee attitude surveys have been adopted and utilized effectively. The academic staff was unsure of the existence and use of the employee attitude survey. Failure to adopt and use employee attitude surveys could lead to high turnover intentions.

#### 4.3.1.2 Descriptive Statistics on Employee Representations

The second indicator of employee voice mechanism was employee representations. Employee representation was conceived in terms of labour trade union representations and non-labour trade union representations. The existence of trade unions and non-trade union representatives, recognition of labour trade unions, regular meetings, sitting in university committees, providing avenues for representation and management resolving issues raised by representatives were investigated. Selected statements captured indicators of employee representations according to the literature reviewed. The findings are presented in Table 26.

Table 26:  
Descriptive Statistics on Employee Representations

| Statements                                                     | Statistic |      |      |
|----------------------------------------------------------------|-----------|------|------|
|                                                                | N         | Mean | S.D  |
| Employee representations supported through labour trade unions | 353       | 3.23 | 1.34 |
| Management provided Other avenues for representations          | 353       | 2.94 | 1.25 |
| Management holds regular meetings with unions officials        | 353       | 2.88 | 1.20 |
| Representatives sit in several university committees           | 353       | 2.86 | 1.25 |
| Representatives Participate in decision making                 | 353       | 2.78 | 1.25 |
| Management addresses issues raised by unions                   | 353       | 2.90 | 1.24 |
| Management addresses issues raised non-unions                  | 353       | 2.75 | 1.18 |
| Aggregate Score                                                | 353       | 2.90 | 1.04 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The results in Table 26 show the level and existence of employee representations aggregate( $mean = 2.90$  and  $SD = 1.04$ ). The average scores of items ranged between 2.75 and 3.32 (Range = 0.57). The perception that employee representations were supported through labour trade unions had the highest (mean score=3.23and  $SD=1.34$ ), followed by Management provided other avenues for representations (mean score=2.94 and  $SD=1.25$ ). The lowest rated was employee attitude surveys report shared (mean score=2.75 and 1.18). The aggregate standard deviation is

relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. The implication is that, on average, academic staff was neutral that employee representations have been adopted and utilized effectively in Universities. The existence of labour trade unions in public universities and the non-existence of recognized unions in private universities can explain the phenomenon. The Absence of Employee representations is expected to result in employee turnover intentions. Employee representations are not implemented adequately, affecting employee voice and the resulting motivation as alluded by Maslow's need hierarchy theory.

#### 4.3.1.3 Descriptive Statistics on Quality Circles

The third indicator of employee voice mechanism is measured as quality circles. Questions that addressed whether academic staff had a small group of employees who met regularly, had a trained leader, aimed at solving problems, influenced decisions, had autonomy, and initiated changes were investigated. Quality circles were conceived as small employees who meet regularly, have a trained leader, solve problems, influence decisions, have autonomy, and initiate changes. Selected statements captured indicators of quality circles according to the literature reviewed. The survey respondents were asked to score how much they agreed with several assertions about university quality circles. The findings are presented in Table 27.

Table 27:  
Descriptive Statistics on Quality Circles

| Statements                                                  | Statistic |      |      |
|-------------------------------------------------------------|-----------|------|------|
|                                                             | N         | Mean | S.D  |
| Quality circles meet regularly                              | 353       | 3.30 | 1.25 |
| Quality circles are trained                                 | 353       | 2.94 | 1.22 |
| Quality circles select their team leaders                   | 353       | 2.91 | 1.22 |
| Quality circles leaders are adequately trained              | 353       | 2.83 | 1.16 |
| Quality circle propose ways of improving work methods       | 353       | 3.10 | 1.17 |
| Quality circles solve problems faced by employees           | 353       | 2.86 | 1.15 |
| Quality circles influence decisions in the University       | 353       | 2.94 | 1.19 |
| Quality circles are given semi-autonomous authority         | 353       | 2.72 | 1.17 |
| Quality circles implement changes in the University         | 353       | 2.96 | 1.17 |
| Quality circles suggest changes in the University           | 353       | 3.05 | 1.15 |
| Quality circles improved the quality of University services | 353       | 3.17 | 1.19 |
| Aggregate Score                                             | 353       | 2.98 | 0.98 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result in Table 27 shows the level of existence and use of quality circles aggregate(*mean* = 2.98 and *SD* = 0.98 ). The average scores of items ranged between 2.72 and 3.30 (Range = 0.58). The perception that quality circles met periodically rated the highest (mean score=3.30 and SD=1.25), followed by the perception that quality circles improved the quality of University services (mean score=3.17and 1.19). The lowest-rated was quality circles given semi-autonomous authority (mean score=2.72 and 1.17). The findings imply that on average academic staff were neutral on the various statements as to whether quality circles meet regularly, had a trained leader, aimed at solving problems, influenced decisions, had autonomy and initiated changes.

#### 4.3.1.4 Descriptive Statistics on Suggestion Schemes

The fourth construct of employee voice mechanisms tested was Suggestion schemes. It presented questions that addressed whether academic staff knew of the existence and use of suggestion boxes, commendation boxes, e- platform, complaints and compliments systems. Selected statements captured indicators of suggestion schemes according to the literature reviewed. The respondents were requested to indicate the extent to which they agreed with selected statements about the Suggestion schemes in the universities. The findings are presented in Table 28.

Table 28:  
Descriptive Statistics on Suggestion Schemes

| Statements                                                         | Statistic |      |      |
|--------------------------------------------------------------------|-----------|------|------|
|                                                                    | N         | Mean | S.D  |
| Suggestion schemes are a structured System in the University       | 353       | 3.14 | 1.25 |
| Suggestion boxes are situated strategically in the University      | 353       | 3.24 | 1.29 |
| Suggestion boxes are used to make suggestions and compliments      | 353       | 2.95 | 1.27 |
| Suggestion box systems are used to contribute ideas by employees   | 353       | 2.87 | 1.27 |
| Suggestion boxes are used to express views of employees            | 353       | 2.94 | 1.28 |
| Suggestion boxes are used for complaints and grievances            | 353       | 2.90 | 1.26 |
| E-platform used are used for contributing ideas and suggestions    | 353       | 2.99 | 1.23 |
| E-platform are used to express views, complaints and grievances    | 353       | 2.95 | 1.24 |
| Social media used to contribute ideas and suggestions by employees | 353       | 3.04 | 1.27 |
| Social media used to express views, complaints and grievances      | 353       | 3.01 | 1.30 |
| Issues raised by the employee are addressed by management          | 353       | 2.91 | 1.23 |
| Aggregate Score                                                    | 353       | 2.99 | 1.00 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result in Table 28 presents the level of existence and use of suggestion schemes aggregate (*mean* = 2.99 and *SD* = 1.00). The average scores of items ranged between 2.87 and 3.14 (Range = 0.27). The perception that Suggestion boxes are situated strategically in the University rated the highest(mean score=3.24 and 1.29) followed by the suggestion schemes were a structured system in the University (mean score=3.14 and 1.25), and rated the lowest was the suggestion box systems are used to contribute ideas by employees (mean score=2.87 and 1.27). The findings imply that academic staff was neutral on the existence and use of suggestion schemes to give the views, grievance, commendations and complaints. The academic staff was unsure of the existence and use of suggestion boxes, commendation boxes, e- platform, complaints and compliments systems.

#### **4.3.1.5 Level of Employee Participation in Decision Making in the Universities**

Respondents were requested to comment on the level of employee involvement in decision-making in the university. The comments are presented in Table 29.

Table 29:  
Level of Employee Involvement in Decision Making

| Participation in decision                             | F   | %    |
|-------------------------------------------------------|-----|------|
| Employee participation in decision making is high     | 50  | 16.8 |
| Employee participation in decision making is moderate | 103 | 34.6 |
| Employee participation in decision making is low      | 142 | 47.7 |
| Not sure of Employee participation in decision making | 3   | 0.01 |
| total                                                 | 298 | 100  |

Note,f=frequency;%=percent

Source: Primary Data, (2021)

The result in Table 29 showed employee participation in decision-making was low (47.7%). Implying that employees do not participate in decision-making could lead to high turnover intentions. Employee participation in decision making is moderate in the University (34.6%), Employee participation in decision making is high in the University (16.8%), and those who indicated that they were not sure of Employee participation in decision making in the University were (0.01%).

#### **4.3.1.6 Correlation Analysis for Relationship between Employee Voice Mechanisms and Academic staff Turnover Intentions**

The study's first objective sought to establish the influence of employee voice mechanisms on academic staff turnover intentions in chartered universities in Kenya. As conceptualized in the study, the Constructs of employee voice mechanisms were; employee attitude surveys, employee representations, quality circles and suggestions schemes. Likewise, academic staff turnover intentions had three indicators: serious thought of leaving, intention to leave, and actively searching for jobs elsewhere. Correlation analysis was conducted for employee attitude surveys, employee representations, quality circles, suggestions schemes and academic staff turnover intentions. The Pearson's Product Moment technique was used. Its purpose was to determine the direction and strength of the relationship between employee voice mechanisms indicators (independent variables) and academic staff turnover intentions (dependent variables). The correlation coefficient can range between -1 and +1. In a linear sense, a correlation coefficient of +1 shows that the two variables are perfectly positively correlated, -1, on the other hand, indicates that the two variables are perfectly correlated in a negative linear manner.

According to Hair *et al.*, (2006), correlation coefficients ( $r$ ) ranging from 0.81 to 1.0 are very strong, 0.61 to 0.80 are strong, 0.41 to 0.60 are moderate, 0.21 to 0.40 are weak, and 0.00 to 0.20 are very weak. The result of correlation analysis is presented in Table 30:

Table 30:  
Correlations among Employee Voice Mechanisms and Turnover Intentions

|                                 |                     | Turnover<br>Intentions | Attitude survey | Representation | Quality circles | Suggestion<br>schemes | Voice<br>Mechanisms |
|---------------------------------|---------------------|------------------------|-----------------|----------------|-----------------|-----------------------|---------------------|
| Turnover<br>Intentions          | Pearson Correlation | 1                      |                 |                |                 |                       |                     |
|                                 | Sig. (2-tailed)     |                        |                 |                |                 |                       |                     |
|                                 | N                   | 352                    |                 |                |                 |                       |                     |
| Employee<br>Attitude<br>survey  | Pearson Correlation | -.122*                 | 1               |                |                 |                       |                     |
|                                 | Sig. (2-tailed)     | .022                   |                 |                |                 |                       |                     |
|                                 | N                   | 352                    | 353             |                |                 |                       |                     |
| Employee<br>Representatio<br>n  | Pearson Correlation | -.289**                | .438**          | 1              |                 |                       |                     |
|                                 | Sig. (2-tailed)     | .000                   | .000            |                |                 |                       |                     |
|                                 | N                   | 352                    | 353             | 353            |                 |                       |                     |
| Quality<br>circles              | Pearson Correlation | -.146**                | .484**          | .510**         | 1               |                       |                     |
|                                 | Sig. (2-tailed)     | .006                   | .000            | .000           |                 |                       |                     |
|                                 | N                   | 352                    | 353             | 353            | 353             |                       |                     |
| Suggestion<br>schemes           | Pearson Correlation | -.167**                | .473**          | .607**         | .550**          | 1                     |                     |
|                                 | Sig. (2-tailed)     | .002                   | .000            | .000           | .000            |                       |                     |
|                                 | N                   | 352                    | 353             | 353            | 353             | 353                   |                     |
| Employee<br>Voice<br>Mechanisms | Pearson Correlation | -.229**                | .757**          | .806**         | .794**          | .825*                 | 1                   |
|                                 | Sig. (2-tailed)     | .000                   | .000            | .000           | .000            | .000                  |                     |
|                                 | N                   | 352                    | 353             | 353            | 353             | 353                   | 353                 |

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

Source: Primary Data, (2021)

The correlation results presented in Table 30 show a weak, negative and significant correlation between employee attitude surveys and academic staff turnover intentions values ( $r = -0.122, p = 0.022 < 0.01$ ). They suggested an inverse relationship between employee attitude surveys and academic staff turnover intentions. The results imply that an increase (improvement) of employee attitude surveys reduces academic staff turnover intentions. The correlation between employee representations and academic staff turnover intentions is weak negative and significant values ( $r =$

$-0.289, p = 0.000 < 0.01$ ). The implication is that an increase (improvement) of employee representations weakly reduces academic staff turnover intentions. Further, the correlation between quality circles and academic staff turnover intentions is weak, negative and significant ( $r = -0.146, p = 0.006 < 0.05$ ). This implies that an increase (improvement) of quality circles reduces academic staff turnover intentions. The correlation between suggestion schemes and academic staff turnover intentions is very weak, negative and significant ( $r = -0.167, p = 0.002 < 0.05$ ), implying that an increase (improvement) of suggestion schemes reduces academic staff turnover intentions. The relationship between employee representations and academic staff turnover intentions is stronger than that of suggestion schemes, quality circles and employee attitude surveys ( $r - 0.289 > 0.167, 0.146$  and  $0.122$ ), implying that employee representations play a critical role in influencing academic staff turnover intentions. Further, this suggests that university management needs to improve employee representations, suggestion schemes, quality circles and employee attitude surveys to avert academic staff turnover intentions.

#### **4.3.1.7 Regression of Employee Voice Mechanisms on Academic Staff Turnover Intentions**

The current study was based on the premise that employee voice mechanisms influenced academic staff turnover intentions in Universities in Kenya and was moderated by leadership styles and employee job satisfaction. Employee voice mechanisms were measured as employee attitude surveys, employee representations, quality circles and suggestion schemes. Respondents had been asked to indicate the extent to which employee voice mechanisms existed in the universities in Kenya. Employee voice mechanism (independent variable constructs) on academic staff turnover intentions (dependent variable) was evaluated using simple and multiple regression analyses. The respective hypotheses were tested using linear regression analyses at a 95 percent confidence level ( $\alpha=0.05$ ). Turnover intention (dependent variable) was measured using more than one measure; mean scores for turnover intention were regressed against aggregate mean scores of each construct of employee voice mechanisms.

The following hypothesis was tested to determine the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya.

H0<sub>1</sub>: There is no statistically significant relationship between Employee voice mechanisms and academic staff turnover intentions in universities in Kenya.

Specifically;

H0<sub>1a</sub>: There is no statistically significant relationship between employee attitude surveys and academic staff turnover intentions in universities in Kenya.

H0<sub>1b</sub>: There is no statistically significant relationship between employee representations and academic staff turnover intentions in universities in Kenya.

H0<sub>1c</sub>: There is no statistically significant relationship between quality circles and academic staff turnover intentions in universities in Kenya.

H0<sub>1d</sub>: There is no statistically significant relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya.

To test Hypothesis H0<sub>1a</sub>, H0<sub>1b</sub> and H0<sub>1c</sub> H0<sub>1d</sub>: simple regression analysis against academic staff turnover intentions and employee voice mechanisms constructs, namely employee attitude survey, employee representations, quality circles and suggestion schemes. The results are presented in Table 31.

Table 31:

Simple Regression: Employee Attitude Survey, Employee Representations, Quality Circles and Suggestion Schemes Predicting Academic Staff Turnover Intentions

| Statistics             | Employee attitude surveys | Employee representations | Quality circles | Suggestion schemes |
|------------------------|---------------------------|--------------------------|-----------------|--------------------|
| R                      | 0.122                     | 0.289                    | 0.146           | 0.167              |
| R <sup>2</sup>         | 0.015                     | 0.084                    | 0.021           | 0.028              |
| Adj R <sup>2</sup>     |                           |                          |                 |                    |
| F                      | 5.310                     | 31.949                   | 7.621           | 10.061             |
| Sig(p-value)           | 0.022                     | 0.000                    | 0.006b          | 0.002              |
| constant               | 2.909                     | 3.463                    | 3.056           | 3.116              |
| Sig(p-value)           | 0.000                     | 0.000                    | 0.000           | 0.000              |
| Regression coefficient | -0.131                    | -0.312                   | -0.167          | -0.186             |
| S.E error              | 0.057                     | 0.055                    | 0.061           | 0.059              |
| t                      | -2.304                    | -5.652                   | -2.761          | -3.172             |
| Sig(p-value)           | 0.022                     | 0.000                    | 0.006           | 0.002              |

Source: Primary Data, (2021)

The simple regression results presented in Table 31 indicate that Employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes produced

$R^2 = 0.015, 0.084, 0.021$  and  $0.028$  respectively. The findings imply that the Employee representations score explains more of the variation of academic staff turnover intentions scores at 8.4%, followed by Suggestion schemes 2.8%, Quality circles 2.1% and Employee attitude surveys 1.5%. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility.

Further, the results show that fitted regression models linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions are statistically significant ( $F - Statistic = 5.310, p = 0.022 < 0.05$ ), ( $F - Statistic = 31.949, p = 0.000 < 0.05$ ), ( $F - Statistic = 7.621, p = 0.006 < 0.05$ ) and ( $F - Statistic = 10.061, p = 0.002 < 0.05$ ) at 5% level. This implies that the suggested models are suitable for prediction purposes.

#### **4.3.1.8 Regression of Employee Attitude Surveys on Academic Staff Turnover Intentions**

The first sub-objective of objective one of the study sought to investigate the relationship between employee attitude surveys on academic staff turnover intentions in universities in Kenya. The following null hypothesis,  $H_{01a}$ , was formulated to determine the relationship between employee attitude survey and academic staff turnover intentions.

$H_{01a}$ : There is no statistically significant relationship between employee attitude surveys and academic staff turnover intentions in universities in Kenya.

Results presented in Table 31 indicate a statistically significant negative linear relationship between employee attitude surveys and academic staff turnover intentions (regression coefficient =  $-0.131, p = 0.022 < 0.05$ ) at a 5% level. They implied that one unit increase (improvements) in employee attitude surveys leads to a significant decrease in academic staff turnover intentions by a factor of 0.131. The null hypothesis that there is no statistically significant relationship between employee attitude surveys and academic staff turnover intentions in universities in Kenya was not supported in the current study and therefore, the hypothesis is rejected. Meaning

that employee attitude surveys have a significant negative relationship with academic staff turnover intentions in universities in Kenya. Based on results, the regression model for the prediction of academic staff turnover intentions in universities in Kenya is as follows:

$$Y = 2.909 - 0.131X_{1a} \dots \dots \dots (10)$$

Where;

$Y$  = The independent variable (academic staff turnover intentions)

$X_{1a}$  = Employee attitude surveys

2.909 = Y- Intercept (constant). Estimate of the expected value of academic staff turnover intention when employee attitude surveys are Zero. (Constant)

-0.131 = An estimate of the expected decrease in academic staff turnover intentions in response to a unit increase (improvements) in employee attitude surveys ( $X_{1a}$ )

Employee attitude surveys are an effective technique to engage employees by soliciting their opinions on issues that affect them. Attitude surveys can provide information about employees' preferences, provide early warnings about anticipated problem areas, pinpoint the cause of specific problems, and compare levels of job satisfaction, commitment, and morale across the organization. From the findings on this hypothesis, it is important to observe the nature of organizations biased in this industry as learning organizations. The relationship between employee attitude surveys and academic staff turnover intentions was negative and statistically significant, while the other constructs were higher and statistically significant. The descriptive statistics supported the findings by showing that, on average academic staff were neutral on the existence and utilization of employee attitude surveys with an aggregate ( $Mean = 2.68$  and  $SD = 1.04$ ). One approach that may explain this situation from the viewpoint of learning organizations is that employee attitude surveys have not adequately been undertaken in universities. Employee attitude surveys are an effective technique to engage employees by soliciting their opinions on issues that affect them. Attitude surveys can provide information about employees' preferences, provide early warnings about anticipated problem areas, pinpoint the cause of specific problems, and compare levels of job satisfaction, commitment, and morale across the organization.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, this finding sheds some light on the role of employee voice mechanisms. In this case, there is some influence emanating from employee attitude surveys on academic staff turnover intentions. The study's finding has brought to the surface the role of employee attitude surveys in reducing academic staff turnover intentions. The descriptive statistics supported the findings by showing that, on average academic staff were neutral on the existence and utilization of employee attitude surveys with an aggregate ( $Mean = 2.68$  and  $SD = 1.04$ ). Implying that employee attitude surveys have not been implemented in universities even though it is a requirement by the ISO quality management system, a mandatory requirement for all government organizations and one of the best practices recommended by Total Quality Management gurus.

Second, the findings of this study can be explained by theoretical literature using the universalistic theory by Dewarer *et al.*, (1979), based on the adoption of best human resource management best practices that are superior to others. According to Dewarer *et al.*, (1979), some best human resource management strategies are better than others, and all businesses should assume these best practices. The universalistic theory, sometimes known as the "best" practice model, is based on the idea that there is a set of superior or best human resource management practices, according to Pfeffer (1994). This is supported by employee relations, which have two basic objectives. First, the best human resource assists in preventing and resolving problems or conflicts between management and employees. Second, they assist in the formulation and implementation of fair and consistent policies for all employees. Adopting employee attitude surveys leads to good employee relations and a reduction of employee turnover intentions. University management can use employee attitude surveys as one of the best human resource management practices for superior performance, which translates into higher levels of satisfaction, lower levels of absenteeism, and reduced academic staff turnover intentions.

Finally, the findings of this study agree with those of Agoi (2015), Mallett (2015), Nwinyokpugi (2015), Mumtaz and Hassan (2018), Gardner & Liu (2010), who revealed that employee attitude surveys had a significant impact on employee

turnover intentions. Improvements in employee attitude surveys are expected to lead to higher satisfaction and reduced turnover intentions. Individuals satisfied in their jobs are more likely to stay with the same organization for a long period, resulting in reduced turnover intentions.

#### 4.3.1.9 Regression of Employee Representative and Turnover Intentions

The second sub-objective of objective one of the study sought to investigate the relationship between Employee representations on academic staff turnover intentions in universities in Kenya. The following null hypothesis  $H_{01b}$  was formulated to determine the relationship between employee representations and turnover intentions,

$H_{01b}$ : There is no statistically significant relationship between employee representations and academic staff turnover intentions in universities in Kenya.

Results presented in Table 31 indicate a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (regression coefficient =  $-0.312$ ,  $p = 0.000 < 0.05$ ) at a 5% level. Implying that one unit increase (improvement) in employee representations leads to a significant decrease in academic staff turnover intentions by a factor of 0.312. The null hypothesis that there is no statistically significant relationship between employee representation and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the hypothesis is rejected, which means that employee representation had a significant negative influence on academic staff turnover intentions in universities in Kenya. Further, it implies that employee representation negatively influences academic staff turnover intentions in universities in Kenya. Based on results, the regression model for the prediction of academic staff turnover intentions in public universities can be as follows:

$$Y = 3.463 - 0.312X_{1b} \dots\dots\dots (11)$$

Where;

$Y$  = The independent variable (academic staff turnover intentions)

$X_{1b}$  = Employee representations

3.463=Y- Intercept(constant). Estimate of the expected value of academic staff turnover intention when employee representations are Zero. (Constant),  $-0.312$  =An estimate of the expected decrease in academic staff turnover intentions in response to a unit increase (improvements) in employee representations( $X_{1b}$ ).

The findings on this hypothesis suggest that employee representations reduce academic staff turnover intentions in universities in Kenya. The relationship between employee representation and academic staff turnover intentions was negative and statistically significant, while the other constructs were lower and statistically significant. It is important to observe that the phenomenon is a result of labour relations in Kenya. Freeman and Medoff (1984) found a relationship between union membership, increased production, and decreased employee turnover. For two main reasons, unions minimize the likelihood of people quitting their jobs. The unions gave workers a voice and improved they are earning more money than they would in a similar non-union position. Second, unions give workers a say in various important workplace policies, including pay equity policies, grievance and arbitration procedures for challenging managerial decisions, "just cause" for discipline and firing, and seniority clauses.

The conclusion reached in this hypothesis can be attributed to a number of factors. First, the findings of this study highlight the relevance of employee representations in reducing turnover intentions, which is a major concern in this study. The result indicated that there is an inverse relationship between employee representations and academic staff turnover intentions. The descriptive statistics supported by showing that, on average academic staff were neutral on the existence of labour trade union and non-union representations with an aggregate( $mean = 2.90$ ,  $SD = 1.11$ ). This phenomenon can result from employee participation in decision-making which is not yet realized in universities in Kenya.

Second, the findings of this study can be explained from the theoretical literature, especially by the Harvard model of HRM (Beer et al., 1984). This model explained that human resource management is all managerial decisions and activities affecting employees' relationships. Many demands, they argued, necessitate a broader, more

complete, and strategic view of organizational human resources. They also emphasized the importance of taking a long-term approach to human resource management and viewing human resources as potential assets rather than fluctuating costs. They proposed that HRM's goal should be to establish policies that regulate how HR strategies are developed and implemented in a more mutually reinforcing manner (Armstrong & Taylor, 2017). The Harvard model of HRM focuses on the modern humanistic orientation and soft HRM orientation and serves as a strategic map for all managers in their relationships with employees. It aims to elicit commitment from employees rather than control. It is based on the idea that employees should be consistent, competent, and cost-effective. HRM is depicted in the model as a set of broad strategic 'choices' made in response to the demands of organizational characteristics (such as stakeholders, business strategy and conditions, management philosophy, and technology) in the context of the external labour market and social, economic, and political conditions (Nankervis et al., 2011). According to the Harvard model, HRM strategies, rules, and processes should include employees in determining how much responsibility is entrusted to them and the authority and power that management has freely delegated. Employees are also encouraged to offer their thoughts and engage in organizational discussion and decision-making (Wilson, 2009). Finally, the findings of this study correspond with those of Mwathe et al. (2017), who discovered that employee representations and involvement have a significant impact on employee productivity and job satisfaction, implying that increased employee representations will result in high satisfaction. Individuals that are content with their jobs are more likely to stay with the same organization, resulting in reduced turnover intentions. Park et al. (2014) revealed employees at unionized organizations are more loyal to the organization than employees at non-unionized organizations, but they also have higher turnover intentions. Islam et al. (2016) found that trade union representation influenced job satisfaction and organizational commitment, resulting in lower turnover. Nurun et al. (2017) asserted that human resource management practices are linked to work satisfaction, absenteeism, and turnover.

#### **4.3.1.10 Regression of Quality Circles and Turnover Intentions**

The third sub-objective of objective one of the study sought to investigate the relationship between employee attitude surveys on academic staff turnover intentions

in universities in Kenya. The following null hypothesis,  $H0_{1c}$ , was formulated to determine the relationship between employee attitude survey and academic staff turnover intentions.

$H0_{1c}$ : There is no statistically significant relationship between quality circles and academic staff turnover intentions in universities in Kenya.

Results presented in Table 31 reveal a statistically significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* – 0.167,  $p = .006 < 0.05$ ) at 5% level, which means that one unit increase (improvement) in quality circles leads to a significant decrease in academic staff turnover intentions by a factor of 0.167. The null hypothesis that there is no statistically significant relationship between quality circles and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the hypothesis is rejected, implying that quality circles had a significant negative influence on academic staff turnover intentions in universities in Kenya. Further, it implied that quality circles negatively influence academic staff turnover intentions in universities in Kenya. Based on results, the regression model for the prediction of academic staff turnover intentions in public universities can be as follows:

$$Y = 3.056 - 0.167X_{1c} \dots\dots\dots (12)$$

Where;

$Y$  = The independent variable (academic staff turnover intentions)

$X_{1c}$  = Quality circles

3.056 = Y-Intercept (constant). Estimate of the expected value of academic staff turnover intention when quality circles are Zero. (Constant)

–0.167= An estimate of the expected decrease in academic staff turnover intentions in response to a unit increase (improvements) in employee representations( $X_{1c}$ ).

From the findings on this hypothesis, it is important to observe the nature of organizations biased on total quality management (TQM). Total quality management, which uses quality circle concepts to solve employee work-related problems. The

relationship between quality circles and academic staff turnover intentions was negative and statistically significant regression coefficient—0.167. This inverse relationship can be explained by the characteristics of total quality management, which uses quality circle concepts to solve employee work-related problems. Quality circle is a people-building philosophy based on the proposition that an employee performing a specific job is the most knowledgeable in that field and, as a result, is in a superior position to recognize, evaluate, and resolve work-related problems through creative and exclusive ideas. This is espoused by the practical application of McGregor's Theory 'Y,' which states that if people are given the right environment and decision-making authority, they will relish and take pride in their work, occasioning an improvement in their work life. By resolving their quandary, employees reduce their turnover rate rework their mental tensions by solving their work-related problems and allowing them to work with total commitment and dedication.

Further, it is important to observe that quality circles work on the original philosophy of total quality management. Embracing quality management systems (QMS) in their operations Universities can improve employee participation in the organisation's decision-making, reducing turnover intentions. The approach that may explain this situation from the viewpoint of total quality management is that quality circles have not been adequately embraced in Kenya's universities. Despite the requirement for performance contracts by the government of Kenya and the HRM best practice, organizations implement ISO quality management systems. However, a large body of research in organisational behaviour has found that employees with enhanced or enriched jobs (for example, those with greater autonomy, variety, or ability to complete a whole task) have higher job satisfaction and lower turnover (Hackman & Oldham 1980). The question, therefore, is whether the opportunity for voice-provided quality circles is sufficient to reduce the propensity to quit. If quality circles are merely supervised groups with little discretion to affect conditions at work, then their influence on quits will be minimal.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, the findings of this study bring out the importance of quality circles in reducing academic staff turnover intentions. The

results suggest that quality circles reduce academic staff turnover intentions in universities in Kenya. The descriptive statistics supported the findings by showing that, on average academic staff disagreed that academic staff had satisfactory quality circles or departmental based work teams in terms of a small group of the employee who meets regularly, allowed to select team leader, discuss and suggest a way of improving work methods, aim at solving problems, influence decisions, have autonomy and authority to initiate changes and have improved service of the department with an aggregate ( $mean = 2.98, SD = 0.98$ ) implying that the involvement of academic staff in small departmental-based work teams (Quality circle) is yet to be realized in universities.

Second, the findings of this study can be explained from theoretical literature by Kaizen Theory (Masaaki, 1986) which postulates that processes are mastered and further improved. Increment changes attempt to achieve better quality and greater efficiency. It indicated that employees often suggest changes due to a corporate culture that encourages employees to identify and suggest improvements. The small continual improvement adds up to significant benefits. University management can encourage employees to identify and recommend improvements by forming small departmental groups (quality circles) who meet regularly under a trained leader for problem-solving, influencing decisions, and initiating and implementing change. The involvement of academic staff in small departmental-based work teams (Quality circle) is yet to be realized in universities

Third, this study's findings agree with the research findings by Tarela *et al.*, 2014 who discovered that quality circle had a significant positive association with workers' affective, continuance, and normative commitment. Pereira *et al.*, (2013) showed that quality interventions have a stronger impact on job performance than employee attitudes. A satisfactory quality circles will lead to affective continuance, normative commitment, and employee attitudes of academic staff in their jobs influencing their turnover intentions. Lastly, the observations drawn above contribute to bridging the knowledge gaps identified in chapter two of the current study.

#### 4.3.1.11 Regression of Suggestion Schemes and Turnover Intentions

The fourth sub-objective of objective one of the study sought to investigate the relationship between suggestion schemes on academic staff turnover intentions in universities in Kenya. The following null hypothesis  $H0_{1d}$  was formulated and tested to determine the relationship between employee attitude survey and academic staff turnover intentions,

$H0_{1d}$ : There is no statistically significant relationship between Suggestion Schemes and academic staff turnover intentions in universities in Kenya.

Results presented in Table 31 reveal a statistically significant negative linear relationship between suggestion schemes and academic staff turnover intentions (regression coefficient  $-0.186, p = .006 < 0.05$ ) at a 5% level, which means that one unit increase (improvement) in suggestion schemes leads to a significant decrease in academic staff turnover intentions by a factor of 0.186. The null hypothesis that there is no statistically significant relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore the hypothesis is rejected, which means that suggestion schemes had a negative and significant influence on academic staff turnover intentions in universities in Kenya. Further, it implies that suggestion schemes negatively influence academic staff turnover intentions in universities in Kenya. Based on these results, the regression model for the prediction of academic staff turnover intentions in public universities can be as follows:

$$Y = 3.116 - 0.186X_{1d} \dots\dots\dots (13)$$

Where;

$Y$  = The independent variable (academic staff turnover intentions)

$X_{1d}$  = Suggestion schemes

3.116 = Y-Intercept (constant). Estimate of the expected value of academic staff turnover intention when quality circles are Zero. (Constant)

$-0.186$  = An estimate of the expected decrease in academic staff turnover intentions in response to a unit increase (improvements) in suggestion schemes ( $X_{1d}$ )

The findings on this hypothesis suggest that suggestion schemes reduce academic staff turnover intentions in universities in Kenya. The relationship between employee Suggestion schemes and academic staff turnover intentions was negative and statistically significant. One approach that may explain this situation from the viewpoint of learning organizations is that suggestion schemes have not adequately been undertaken in the universities. The second approach indicates the relevance of suggestion schemes is considered essential HRM by behavioural scientists. Experts in behavioural science cite the role of suggestion schemes on job satisfaction, leading to turnover intentions.

The conclusion arrived at in this hypothesis can be explained on numerous grounds. First, in terms of concern for this study, this study's results bring out the importance of suggestion schemes in reducing academic staff turnover intentions. The current study's findings indicate that suggestion schemes have a significant relationship with academic staff turnover intentions in Kenyan universities. The current research findings demonstrate the importance of suggestion schemes, which are regarded as essential for HRM by behavioural scientists. Experts in behavioural science point to suggestion schemes in increasing job satisfaction and decreasing turnover intentions. The descriptive statistic supported the role of suggestion schemes in job satisfaction by demonstrating that, on average, academic staff disagreed on the existence and use of suggestion schemes with an aggregate (mean=2.99, SD =1.00). Academic staff participation through suggestion schemes has yet to be achieved in universities.

Second, the Harvard model of HRM (Beer *et al.*, 1984) postulates that HRM includes all management decisions and actions that affect the relationship between the organization and its employees, which can be explained by theoretical literature. Many pressures, they believed, demanded a broader, more comprehensive, and strategic perspective on organizational human resources. They also emphasized the importance of taking a long-term approach to human resource management and viewing human resources as potential assets rather than variable costs. They proposed that HRM's mission is to establish policies that govern how HR strategies are developed and implemented in more mutually reinforcing ways (Armstrong & Taylor, 2017). The Harvard model of HRM serves as a strategic road map for all managers in their interactions with employees, emphasizing modern humanistic orientation and

soft HRM orientation. It seeks to elicit employee commitment rather than control. It is based on the premise that employees must be congruent, competent, and cost-effective. The model depicts HRM as a set of broad strategic 'choices' made in response to the demands of organizational characteristics (such as stakeholders, business strategy and conditions, management philosophy, and technology) in the context of the external labour market and social, economic, and political conditions (Nankervis *et al.*, 2011). According to the Harvard model, HRM strategies, policies, and processes should involve employees determining how much responsibility is assigned to them and the authority and power voluntarily delegated by management. Employees may be encouraged to submit ideas and participate in organizational discussions and decision-making (Wilson, 2009). They imply that suggestion schemes will be used to elicit suggestions. Employees can use suggestion schemes to voice their concerns, express their opinions, contribute ideas, complain, and express their dissatisfaction with management. Management knows and addresses employees' concerns, resulting in satisfaction and lowering the likelihood of turnover.

Lastly, the findings of this study are consistent with study findings by Paluku (2016), Otieno *et al.*, (2015), Jaja *et al.*, (2013), Ikon *et al.*, (2017) revealed that employee suggestions contributed to job satisfaction, Performance, employees' continuance, normative commitment, and turnover intentions, which means that an effective and satisfactory suggestion scheme will lead to high satisfaction. Individuals who are satisfied with their jobs tend to stay with the same organization, which will lead to lower turnover intentions.

#### **4.3.1.12 Regression of Composite Employee Voice Mechanisms and Academic Staff Turnover Intentions**

To further establish the influence of aggregate (Composite) employee voice mechanisms on academic staff turnover intentions, aggregate mean scores of employee voice mechanisms were regressed against aggregate mean scores. The following hypothesis was tested to determine the relationship between employee voice mechanisms and academic turnover intentions.

H0<sub>1</sub>: There is no statistically significant relationship between Employee voice mechanisms and academic staff turnover intentions in universities in Kenya.

To test Hypothesis H0<sub>1</sub>, simple regression analysis was carried out against academic staff turnover intentions and employee voice mechanism, namely employee attitude survey, employee representations, quality circles, and suggestion schemes. The results are presented in Table 32.

Table 32

Regression Analysis of Employee Voice Mechanisms and Turnover Intentions

a). The goodness of fit of the model

| R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|----------|-------------------|----------------------------|
| .229a | .052     | .050              | 1.09072                    |

b): The Overall Significance of the Model for Employee Voice Mechanisms and Turnover

|            | Sum of Squares | df  | Mean Square | F      | Sig.  |
|------------|----------------|-----|-------------|--------|-------|
| Regression | 22.946         | 1   | 22.946      | 19.288 | .000b |
| Residual   | 416.385        | 350 | 1.190       |        |       |
| Total      | 439.331        | 351 |             |        |       |

c) The individual significance of the model for Employee Voice Mechanisms and Turnover

|                           |       | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|---------------------------|-------|-----------------------------|------------|---------------------------|--------|------|
|                           |       | B                           | Std. Error | Beta                      |        |      |
| (Constant)                |       | 3.473                       | .216       |                           | 16.061 | .000 |
| Employee Voice Mechanisms | Voice | -.317                       | .072       | -.229                     | -4.392 | .000 |

*Source: Primary Data, (2021)*

The regression results presented in Table 32(a) reveal the coefficient of determination for suggestion schemes was 0.052. The results implied that employee voice mechanisms explain 5.2% of the variation in the academic staff turnover intentions in Universities in Kenya. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility.

Further, the results in Table 32 (b) reveal that fitted regression models linking the relationship between employee voice mechanisms and academic staff turnover intentions are statistically significant ( $F - Statistic = 19.288, p = 0.000 < 0.05$ ) at a 5% level. Implying that the suggested model is suitable for prediction

purposes. Table 28(c) reveals a statistically significant negative linear relationship between employee voice mechanisms and academic staff turnover intentions (*regression coefficient* – .317,  $p = .000 < 0.05$ ) at a 5% level, which means that one unit increase (improvement) in employee voice mechanisms leads to a significant decrease in academic staff turnover intentions by a factor of 0.186.

The null hypothesis that there is no statistically significant relationship between employee voice mechanism and academic staff turnover intentions in universities in Kenya is not supported in the current study. This means that employee voice mechanisms had a negative and significant influence on academic staff turnover intentions in universities in Kenya. Further, it implies that employee voice mechanisms negatively influence academic staff turnover intentions in universities. Table 30(c) reveals a statistically non-significant positive linear relationship between Suggestion Schemes and academic staff turnover intentions in chartered universities (*regression coefficient* = 0.013,  $p = 0.854 > 0.05$ ) at a 5% level. Meaning that one unit increase in Suggestion Schemes leads to a non-significant increase in academic staff turnover intentions by a factor of 0.013. Based on these results, the regression model for the prediction of academic staff turnover intentions in universities can be as follows:

$$Y = 3.473 - 0.317X_1 \dots\dots\dots (14)$$

Where;

$Y$  = The independent variable (academic staff turnover intentions)

$X_1$  = Employee voice mechanisms

3.473 =  $Y$ - Intercept (constant). Estimate of the expected value of academic staff turnover intention when employee voice mechanisms are Zero. (Constant)

–0.317 = An estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in employee voice mechanisms( $X_1$ )

This finding is significant in understanding employee voice mechanisms and academic turnover intentions since most theories have only considered the employee voice mechanisms from a theoretical perspective. This study extends this theoretical understanding by providing a picture of how employee voice mechanisms influence academic staff turnover intentions in universities in Kenya. Employee attitude

surveys, employee representations, quality circles, and suggestion schemes negatively correlate with academic staff turnover intentions. However, only employee representations have a statistically significant relationship with academic staff turnover intentions when simple regressions are carried out for each construct of employee voice mechanisms.

The conclusion arrived at in this hypothesis can be explained on numerous grounds. First, in terms of concern for this research, the findings bring out the role of employee voice mechanisms in reducing academic staff turnover. The descriptive statistics supported the importance of employee voice mechanisms in reducing academic staff turnover by showing that, on average, the academic staff was neutral with the existence and use of employee voice mechanisms constructs, namely employee attitude surveys, employee representations, quality circles, and Suggestion schemes with an aggregate of  $Mean = 2.68, SD = 1.04$ ,  $Mean = 2.90, SD = 1.11$ ,  $Mean = 2.98, SD = 0.98$ , and  $Mean = 2.99, SD = 1.00$  respectively. Further, it was evident from demographic data that employee representations of recognized labour trade unions were absent in private Universities.

Second, the Harvard Model of HRM (Beer *et al.*, 1984), which states that HRM encompasses all managerial decisions and activities that alter the nature and interaction between the organization and its employees, can explain the result of this research. The approach directs all managers' interactions with employees and focuses on the modern humanistic orientation or soft perspective of human resource management. Implying employee voice mechanisms ensure that employees have a say on matters that affect and concern them. Employee voice mechanisms, namely employee attitude surveys, employee representations, quality circles and suggestion schemes, can enable the employee to participate and voice their concerns leading to high satisfaction and reduced academic staff turnover intentions. However, the adoption of employee voice mechanisms has not been achieved in the universities.

Finally, the findings of this study are congruent with those of Okpu *et al.*, (2013), who discovered a strong positive association between employee voice and the likelihood of quitting their positions. According to Afifah *et al.*, (2019), emotional exhaustion complements the association between employee voice and turnover intention, and

competitively mediates the relationship between employee resilience and turnover intention. Makhamara *et al.*, (2017) establish that employee voice had a significant effect on employee performance. Christine *et al.*, (2015) found that consultations, attitude surveys and suggestion schemes significantly influenced the job satisfaction of guards of security firms.

#### **4.3.2 Findings on Objective Two: Leadership Styles on Academic Staff Turnover Intentions**

The study's second objective was to examine the effect of leadership styles on academic staff turnover intentions in Kenyan universities. The descriptive statistics for the three leadership styles: autocratic, democratic, and laissez-faire were done. The participants were asked to rate their level of agreement with statements about autocratic, democratic, and laissez-faire leadership styles. According to the literature reviewed, the selected statements captured indicators of autocratic, democratic, and laissez-faire leadership styles that would be associated with each leadership type. The following elements were used: ten for authoritarian leadership, six for democratic leadership, and four for laissez-faire leadership. These items are graded on a five-point scale with SD indicating Strongly Disagree, D indicating Disagree, N indicating Neutral, A indicating Agree, and SA indicating Strongly Agree. Mean scores and the corresponding standard error of the mean were used to assess the responses for each leadership style.

The relationship between leadership styles, i.e., autocratic leadership styles, democratic leadership styles, and laissez-faire leadership styles (moderating variables), and academic staff turnover intentions was examined using correlation analysis (dependent variable). The Pearson's Product Moment approach is used to determine the direction and strength of the relationship between indicators of leadership styles (autocratic, democratic, and laissez-faire) and academic staff turnover intentions.

Multiple linear regression analyses were used to test the hypotheses at a 95% confidence level ( $\alpha=0.05$ ). Because academic staff turnover intention (DV) was measured using more than one measure, mean scores for academic staff turnover

intention regressed against aggregate mean scores of autocratic, democratic, and laissez-faire leadership styles.

#### 4.3.2.1 Descriptive Statistics on Autocratic Leadership Style

The autocratic leadership style was conceived as the manager retaining as much power and decision-making authority as possible, unilaterally exercising all decision-making authority, controlling rewards, and using punishment as a motivator. Autocratic leaders place a high value on rules and regulations and rewards and punishment as motivators, and their subordinates follow the leader's orders without question. According to the literature reviewed, certain statements capture indicators of autocratic leadership style. The respondents were asked to rate how much they agreed with several statements concerning the autocratic leadership style. The findings are presented in Table 33.

Table 33:  
Descriptive Statistics on Autocratic Leadership Style

| Statements                                                               | Statistic |      |       |
|--------------------------------------------------------------------------|-----------|------|-------|
|                                                                          | N         | Mean | S.D   |
| Management has a firm grip on all decisions                              | 353       | 3.70 | 1.172 |
| Management makes unilateral decisions                                    | 353       | 3.38 | 1.162 |
| Management rarely invites employees contributions                        | 353       | 3.05 | 1.245 |
| Management allows little or no decisions inputs by employees             | 353       | 2.97 | 1.245 |
| Management imposes penalties and punishment on employees                 | 353       | 2.91 | 1.137 |
| Performance obtained through the use of fear, threat, and punishment     | 353       | 2.58 | 1.241 |
| Management always criticizes employees.                                  | 353       | 2.54 | 1.238 |
| Communications take the form of clear orders from top to bottom.         | 353       | 3.45 | 1.208 |
| Management creates a rigid organisation structure and works environment. | 353       | 3.14 | 1.237 |
| Management controls every activity in the University                     | 353       | 3.26 | 1.194 |
| Aggregate score                                                          | 353       | 3.10 | 1.208 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result presented in Table 33 shows the autocratic leadership style aggregate(*mean* = 3.10 and *SD* = 1.208). The average scores of items ranged between 2.54 and 3.70 (Range = 1.16). The perception that Management has a firm grip on all decisions rated the highest (mean score=3.70 and SD=1.172), followed by

communications, takes the form of clear orders from top to bottom (mean score=3.45 and SD=1.208). The lowest rated was Management always criticizes employees (mean score=2.54 and 1.238). The aggregate standard deviation is within the range of items in the questionnaire, which can be attributed to the reliability of the selected indicators. The findings imply that academic staff were neutral toward agreeing on the existence and application of autocratic leadership style by the Management of universities in Kenya.

#### 4.3.2.2 Descriptive Statistics on Democratic Leadership Style

The democratic leadership style was conceived in terms of the decision making power and authority derived from governed. Through participation in the formulation of policies that serve as guidelines for the organization's functioning, a leader considers the wishes and recommendations of followers (Hackman and Johnson, 1996). Selected statements capture indicators of democratic leadership style according to the literature reviewed. The respondents were asked to rate how much they agreed with several statements about democratic leadership. The findings are presented in Table 34.

Table 34:  
Descriptive Statistics on Democratic Leadership Style

| Statements                                                    | N   | Statistic |       |
|---------------------------------------------------------------|-----|-----------|-------|
|                                                               |     | Mean      | SD    |
| Employees are invited to contribute to the decision making    | 353 | 2.756     | 1.169 |
| Employee input is sought before decisions are made            | 353 | 2.789     | 1.167 |
| Employees are motivated through intrinsic rewards             | 353 | 3.037     | 1.173 |
| Employees are allowed to ask questions                        | 353 | 3.118     | 1.159 |
| Employees are allowed to give suggestions on important issues | 353 | 3.060     | 1.148 |
| Management by Walking around (MBWA).                          | 353 | 2.954     | 1.164 |
| aggregate score                                               | 353 | 2.95      | 1.16  |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result in Table 34 indicated the democratic leadership style aggregate ( $mean = 2.95$  and  $SD = 1.163$ ). The standard deviation is within those of other items in the questionnaire and showed that academic staff varied much on autocratic leadership style in universities in Kenya. This implies that, on average academic staff were neutral on the existence and application of democratic leadership style by Management of universities in Kenya. Meaning that they were neutral on employees

participating in decision-making in the universities leading to high turnover intentions. The standard deviation was 1.163, which showed that academic staff varied much on their autocratic leadership style in universities in Kenya.

#### 4.3.2.3 Descriptive Statistics on Laissez-Faire Leadership Style

Laissez-faire leadership style was conceived in terms of leader shuns decision-making as much as possible, avoids communication but communicates when needed. Maintain a low profile, respect all divisions within the organization, and work with whatever structure without suggestions or criticisms. Selected statements capture indicators of Laissez-faire leadership style according to the literature reviewed. The respondents were requested to indicate the extent to which they agreed with selected statements about the Laissez-faire leadership style. The findings are presented in Table 35.

Table 35:  
Descriptive Statistics on Laissez-Faire Leadership Style

| Statements                         | Statistic |      |       |
|------------------------------------|-----------|------|-------|
|                                    | N         | Mean | S.D   |
| Commensurate authority delegated   | 353       | 2.98 | 1.157 |
| participation and consultation     | 353       | 3.06 | 1.128 |
| Develop options and decide actions | 353       | 2.97 | 1.132 |
| Complete freedom to the employee   | 353       | 2.56 | 1.240 |
| Aggregate score                    | 353       | 2.56 | 1.240 |

Note. N: Frequency; SD: Standard Deviation

Source: Primary Data, (2021)

The result presented in Table 35 revealed that Laissez-faire leadership style aggregate( $mean = 2.56$ , and  $SD = 1.240$ ). The average scores of items ranged between 2.44 and 2.97 (Range = 0.53). The perception on Participation and consultation rated the highest(mean score=2.97 and SD=1.31), followed by Commensurate authority delegated (mean score=2.85and SD=1.27). The rated lowest was that Complete freedom was given to the employee (mean score=2.44 and 1.25). The aggregate standard deviation is within the items in the questionnaire, which can be attributed to the reliability of the selected indicators. As indicated in table 7, the four indicators of Laissez-faire leadership style had a Cronbach's alpha of 0.856. As a result, the average scores of each item were close to each other, averaging the aggregate standard deviation. The findings imply that academic staff disagreed on the

existence and application of the Laissez-faire leadership style. Meaning that they disagreed with leaders shunning decision-making, avoiding communication but communicating when needed, maintaining a low profile, respecting all divisions within the organization, living and working with whatever structure put in place without any suggestions or criticism.

The average scores of items ranged between 2.87 and 3.14 (Range = 0.27). The perception that Suggestion boxes are situated strategically in the University rated the highest (mean score=3.24 and 1.29) followed by the suggestion schemes were a structured system in the University (mean score=3.14 and 1.25), and rated the lowest was the suggestion box systems are used to contribute ideas by employees (mean score=2.87 and 1.27). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. The findings imply that academic staff was neutral on the existence and use of suggestion schemes to give the views, grievance, commendations and complaints. The academic staff was unsure of the existence and use of suggestion boxes, commendation boxes, e- platform, complaints and compliments systems.

#### **4.3.2.4 Leadership Style Exhibited by Management of the University**

Respondents were requested to rank autocratic, democratic, and laissez-faire leadership styles into 1=highest, 2=moderate, and 3=lowest exhibited by university management. The ranking was presented in Table 36.

Table 36:  
Ranking of Autocratic Leadership Styles Exhibited by University Management

##### a) Ranking of autocratic leadership styles

| Rank     | f   | %     |
|----------|-----|-------|
| high     | 120 | 34.0  |
| moderate | 132 | 37.4  |
| low      | 101 | 28.6  |
| Total    | 353 | 100.0 |

b) Ranking of Democratic Leadership Styles

| Rank     | f   | %     |
|----------|-----|-------|
| high     | 129 | 36.5  |
| moderate | 159 | 45.0  |
| low      | 65  | 18.4  |
| Total    | 353 | 100.0 |

c): Ranking of Laissez Faire Leadership Styles

| Rank     | f   | %     |
|----------|-----|-------|
| High     | 37  | 10.5  |
| Moderate | 130 | 36.8  |
| Low      | 186 | 52.7  |
| Total    | 353 | 100.0 |

*Note, frequency, % = percent*

*Source: Primary Data, (2021)*

Table 36(a) indicated that the majority, 37.4%, of respondent ranked autocratic leadership style moderate, followed by 34 % high and 28.6% low.

Table 36(b) indicated that the majority 45.0% of respondent ranked democratic leadership style high, followed by 36.5% moderate and 18.4% low.

Table 36(c) indicated that the majority, 52.7% of respondent ranked laissez-faire Leadership styles low, followed by 36.8 % moderate and 10.5% high. In conclusion, majority of respondent ranked democratic and autocratic leadership style moderate while laissez faire Leadership leadership styles were ranked low. Meaning autocratic and democratic leadership style were predominant in universities in Kenya.

#### 4.3.2.5 Correlation Analysis for Relationship between Leadership Styles and Turnover Intentions

The study's second objective was to look into the effect of leadership style on academic staff turnover intentions in Kenyan universities. The study divided leadership styles into three categories: authoritarian leadership styles, democratic leadership styles, and laissez-faire leadership styles. The relationships between leadership styles (moderating variables) and academic staff turnover intentions (dependent variable) were investigated using correlation analysis. The Pearson's Product Moment correlation technique was utilized to establish the relationship between leadership styles and academic staff turnover intentions in

Kenyan universities. Its purpose was to determine the strength and direction of the relationships between these variables' indicators.

Table 37:

Correlations between Leadership Styles and Turnover Intentions

|                        |                                                    | Turnover<br>Intentions | Autocratic             | Democratic            | Laissez-faire         | Leadership<br>Style |
|------------------------|----------------------------------------------------|------------------------|------------------------|-----------------------|-----------------------|---------------------|
| Turnover<br>Intentions | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | 1<br>352               |                        |                       |                       |                     |
| Autocratic             | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | .191**<br>.000<br>352  | 1<br>353               |                       |                       |                     |
| Democratic             | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.177**<br>.001<br>352 | -.062<br>.242<br>353   | 1<br>353              |                       |                     |
| Laissez                | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.226**<br>.000<br>352 | -.141**<br>.008<br>353 | .657**<br>.000<br>353 | 1<br>353              |                     |
| Leadership<br>Styles   | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.030<br>.580<br>352   | .638**<br>.000<br>353  | .684**<br>.000<br>353 | .574**<br>.000<br>353 | 1<br>353            |

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

Source: Primary Data, (2021)

The correlation results presented in Table 37 showed that autocratic leadership style and academic staff turnover intentions are positive and significantly correlated( $r = 0.191, p = 0.000 < 0.01$ ). Suggesting that academic staff turnover intentions are increased by using an autocratic leadership style in the universities in Kenya. Democratic leadership style and academic staff turnover intentions are depicted to be negative and significantly correlated( $r = -0.177, p = 0.001 < 0.01$ ). Suggesting that an increase reduces academic staff turnover intentions using democratic

leadership styles by management of chartered universities in Kenya. Further, laissez-faire leadership style was negative and significantly correlated with academic staff turnover intention ( $r = -0.226, p = 0.000 < 0.01$ ). Then correlation depicted that academic staff turnover intention was reduced by increased use of laissez-faire leadership style.

#### **4.3.2.6 Regression of Leadership Styles on Academic Staff Turnover Intentions**

The study's second objective was to evaluate the effect of leadership styles on academic staff turnover intentions in Kenyan universities. The leadership style concepts adopted was autocratic, democratic, and laissez-faire. On one extreme, the manager-centred behaviour, referred to as autocratic leadership style, and subordinate-centered behavior, referred to as laissez-faire leadership style on the other, were measured along a continuum. Respondents were asked to rate how prevalent different leadership styles existed in Kenyan universities. To examine the effect of leadership style, the following hypotheses were formulated.

H02: There is no statistically significant relationship between leadership styles and academic staff turnover intentions in universities in Kenya.

Specifically:

H0<sub>2b</sub>: There is no statistically significant relationship between autocratic leadership style and academic staff turnover intentions in universities in Kenya

H0<sub>2b</sub>: There is no statistically significant relationship between democratic leadership style and academic staff turnover intentions in universities in Kenya

H0<sub>2c</sub>: There is no statistically significant relationship between laissez-faire leadership style and academic staff turnover intentions in universities in Kenya.

To test Hypothesis H0<sub>2a</sub>, H0<sub>2b</sub>, and H0<sub>2c</sub>: a simple regression analysis was carried out against academic staff turnover intentions and leadership styles, namely autocratic leadership style, democratic leadership style, and laissez-faire leadership style as the predictor variable. The results are presented in Table 38.

Table 38:  
Regression: Autocratic Leadership Style, Democratic Leadership Style and Laissez-faire Leadership Style Predicting Academic Staff Turnover Intentions

| Statistics             | Autocratic Leadership style | Democratic Leadership style | Laissez faire Leadership style |
|------------------------|-----------------------------|-----------------------------|--------------------------------|
| R                      | 0.226                       | 0.177                       | 0.226                          |
| R <sup>2</sup>         | 0.051                       | 0.031                       | 0.051                          |
| F                      | 18.884                      | 11.294                      | 18.884                         |
| Sig(p-value)           | 0.022                       | 0.001                       | 0.000                          |
| constant               | 1.742                       | 3.177                       | 3.310                          |
| Sig(p-value)           | 0.000                       | 0.000                       | 0.000                          |
| Regression coefficient | 0.263                       | -0.209                      | -0.260                         |
| S.E error              | 0.072                       | 0.062                       | 0.060                          |
| t-test                 | 3.639                       | -3.361                      | 3.310                          |
| Sig(p-value)           | 0.000                       | 0.001                       | 0.000                          |

*Source: Primary Data, (2021)*

The simple regression results presented in Table 37 shown that autocratic leadership style, democratic leadership style, and laissez-faire leadership style produced  $R^2 = 0.051, 0.031$  and  $0.051$  respectively for each dimension of leadership styles as presented in Table 34. This implied that a 5.1% variation of employee turnover intentions is explained by autocratic leadership and laissez-faire leadership style more the while 3.1% of the variation of employee turnover intentions is explained by democratic leadership style. Autocratic leadership style and laissez-faire leadership style accounted for 5.1% each. In contrast, democratic leadership style accounted for a 3.1% variation in academic staff turnover intentions in universities in Kenya. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility.

The results showed that the effect of the autocratic leadership style is statistically significant (18.884, p-value=.022), democratic leadership style (11.294, p-

value=.001), working conditions (18.884, p-value=.000) at 5% level. Implying that the suggested models are suitable for prediction purposes.

#### 4.3.2.7 Regression of Autocratic Leadership Styles and Academic Turnover Intentions

The first sub-objective of objective two of the study sought to investigate the relationship between autocratic leadership style and academic staff turnover intentions in universities in Kenya. The following null hypothesis was formulated to determine the relationship between autocratic leadership style and academic staff turnover intentions.

H0<sub>2a</sub>: There is no statistically significant relationship between autocratic leadership style and academic staff turnover intentions in universities in Kenya.

Results presented in Table 38 indicate a statistically significant positive linear relationship between autocratic leadership style and academic staff turnover intentions (regression coefficient = 0.263,  $p = 0.000 < 0.05$ ) at a 5% level, which means that one unit increase in autocratic leadership style leads to a significant increase in academic staff turnover intentions by a factor of 0.263. The null hypothesis that there is no statistically significant relationship between autocratic leadership style and academic staff turnover intentions in universities in Kenya is supported in the current study and therefore the null hypothesis is accepted. This means that the autocratic leadership style significantly influences academic staff turnover intentions in universities in Kenya. Further, it implies that autocratic leadership style positively influences academic staff turnover intentions in universities in Kenya.

Based on these results, the regression model for the prediction of academic staff turnover intentions in universities in Kenya can be stated as follows:

$$Y = 1.742 + 0.263X_{2a} \dots\dots\dots (16)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{2a}$  = Autocratic leadership style

1.742 =  $y$  – Intercept (constant). Estimate the expected value of academic staff turnover intention when autocratic leadership style is Zero (Constant).

0.263 = an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in autocratic leadership style ( $X_{2a}$ ).

The findings on this hypothesis, the researcher observed that autocratic leadership style from the standpoint of the behavioural science approach appears to contradict the theoretical underpinning of the stated relationship between getting results by using authority. The relationship between autocratic leadership style and academic staff turnover intentions was positive and statistically significant, with a regression coefficient of 0.263. While the argument is that the use of authority will yield better behavioural outcomes, the converse was true. This laid the foundation for comprehending human behaviour as portrayed by their actions. It appears that autocratic leadership leads to various behavioural outcomes such as job dissatisfaction and turnover intentions

The inference arrived at in this hypothesis can be expounded on several premises. First, in terms of concern for the current study, the study's findings bring out the role of autocratic leadership style in academic staff turnover intentions. The researcher observed that the findings raise an implication pointing at the relevance of autocratic leadership style in stimulating employee turnover intentions pointed out by Kurt Lewin Leadership Model (Lewin *et al.*, 1939). The descriptive statistics supported autocratic leadership style stimulating employee turnover intentions by showing that, on average academic staff were neutral that management in the universities adopted and applied autocratic leadership style in handling employees, achieving results, exercising authority and control, and in decision making with an aggregate ( $mean = 3.10, SD = 1.208$ ).

Second, the study used the Kurt Lewin Leadership Model (Lewin *et al.*, 1939) from the theoretical literature, which established three leadership style components formulated around decision-making authority. The autocratic leader dictates work techniques, refuses to consult, takes unilateral decisions, refuses to share ideas, and limits employee participation (Robbins & Coulter, 2009). This leadership style is less creative, resulting in a constant state of tension and dissatisfaction, resistance, and a decrease in leaders' interest in the interests of subordinates (Raus & Haita, 2011).

Punishment, threat, demands, instructions, rules, and regulations are used to gain an autocratic leadership style. In times of stress, this behaviour may lead to quick decisions and firm timelines for accomplishing tasks established by the leader. However, employing this leadership style stifles problem-solving creativity, resulting in dissatisfaction and turnover intentions. It also creates resentment among team members and against the leader, leading to rebellion and a high staff turnover rate (Lewin, 1939).

Finally, the findings of this research were in line with those of Albert *et al.*, (2016), Puni *et al.*, (2016), and Liu *et al.*, among others (2013). They discovered a strong relationship between autocratic leadership style and employee turnover intentions, implying that autocratic leadership style will result in high dissatisfaction. Employees that are dissatisfied with their jobs are likely to leave the organization, resulting in high turnover.

#### **4.3.2.8 Regression of Democratic Leadership Style and Academic Turnover Intentions**

The second sub-objective of objective two of the study sought to investigate the relationship between democratic leadership style and academic staff turnover intentions in universities in Kenya. The following null hypothesis, H02b, was formulated to determine the relationship between democratic leadership style and academic staff turnover intentions.

H0<sub>2b</sub>: There is no statistically significant relationship between democratic leadership style and academic staff turnover intentions in universities in Kenya.

Results presented in Table 38 indicated a statistically significant positive linear relationship between democratic leadership style and academic staff turnover intentions (regression coefficient =  $-0.209$ ,  $p = 0.000 < 0.05$ ) at a 5% level, which means that one unit increase in democratic leadership style leads to a significant decrease in academic staff turnover intentions by a factor of 0.209. The null hypothesis that there is no statistically significant relationship between democratic leadership style and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the null hypothesis is rejected,

which means that the democratic leadership style has a negative and significant influence on academic staff turnover intentions in universities in Kenya. Further, it implies that democratic leadership style negatively influences academic staff turnover intentions in universities in Kenya. Based on these results, the regression model for the prediction of academic staff turnover intentions in universities in Kenya can be stated as follows:

$$Y = 3.177 - 0.209X_{2b} \dots\dots\dots (17)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{2b}$  = Democratic leadership style

3.177 =  $Y$  – Intercept (constant). Estimate the expected value of academic staff turnover intention when democratic leadership style is Zero (Constant).

–0.209 = An estimate of the expected decrease in academic staff turnover intentions for a unit increase (improvements) in democratic leadership style ( $X_{2b}$ ).

The findings on this hypothesis, the researcher observed that democratic leadership style from the standpoint of the behavioural science approach appears to uphold the theoretical underpinning of the stated relationship between getting results by influencing subordinates and participation. The relationship between democratic leadership style and academic staff turnover intentions was negative and statistically significant, with a regression coefficient of –0.209. The argument that democratic leadership style results in better behavioral outcomes were upheld. This laid the foundation for comprehending human behavior as portrayed by their actions. It appears that democratic leadership leads to better job satisfaction and reduced turnover intentions

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, this study's findings bring out the importance of a democratic leadership style in reducing academic staff turnover intentions. The researcher observed that the findings raise an implication pointing at the relevance of democratic leadership style in reducing employee turnover intentions pointed out by Kurt Lewin Leadership Model (Lewin *et al.*, 1939). They were supported by the descriptive statistics, which showed that, on average academic staff disagreed on

democratic leadership style regarding employee participation, decision making, questions, suggestions, intrinsic motivation, and rewards exhibited by management with an aggregate ( $mean = 2.95, SD = 1.163, CV = 39.50$ ).

Second, the study used the Kurt Lewin Leadership Model (Lewin *et al.*, 1939) from the theoretical literature, which established three leadership style components constructed around decision-making authority. The democratic leadership style features a leader who consults and considers the views of his team members, yet the final decision is made by the leader (Dessler & Starke, 2017). This type of leadership style allows for both criticism and appreciation. Subordinates are encouraged by the democratic leader to identify problems and propose solutions to address them (Amzat & Ali, 2011). Democratic leaders are known for their collective decision-making, friendship, active follower involvement, fair recognition, and tempered criticism. The democratic leadership style facilitates group decision-making (Cherry, 2018). Democratic leadership produces higher quality and quantity, commitment to the organization's goals, a sense of ownership, and a valued sense of belonging to the team (Lewin, 1939). Inferring that a democratic leadership style can contribute to employee satisfaction and lower turnover rates.

Finally, the findings of this research were in agreement with those of Albert *et al.* (2016), Puni *et al.* (2016), and others (2016). They discovered a strong relationship between democratic leadership style and the likelihood of staff turnover. Liu *et al.*, (2013) indicated that democratic leadership style has a significant moderating influence on employee turnover intentions, and the relationship between leadership style and employee turnover intentions was been demonstrated. This means that democratic leadership will result in high levels of satisfaction. Individuals dissatisfied with their jobs are more likely to stay with the same organisation, resulting in lower turnover intentions.

#### **4.3.2.9 Regression of Laissez-Faire Style and Academic Turnover Intentions**

The second sub-objective of objective two of the study sought to investigate the relationship between laissez-faire leadership styles and academic staff turnover intentions in universities in Kenya. To determine the relationship between democratic

leadership style and academic staff turnover intentions, the following null hypothesis,  $H_{0_{2b}}$ , was formulated.

The third sub-objective of leadership styles sought to investigate the relationship between Laissez-faire leadership styles and academic staff turnover intentions in universities in Kenya. To determine the relationship between Laissez-faire leadership styles and academic staff turnover intentions, the following null hypothesis  $H_{0_{2c}}$  was.  $H_{0_{2c}}$ : There is no statistically significant relationship between Laissez-faire leadership styles and academic staff turnover intentions in universities in Kenya.

Results presented in Table 38 revealed a statistically significant positive linear relationship between laissez-faire leadership styles and academic staff turnover intentions (regression coefficient =  $-0.260, p = 0.000 < 0.05$ ) at a 5% level. This means that one unit increase in laissez-faire leadership styles leads to a significant decrease in academic staff turnover intentions by a factor of 0.209. The null hypothesis that there is no statistically significant relationship between laissez-faire leadership style and academic staff turnover intentions in universities in Kenya is not supported in the current study. Therefore, the null hypothesis is rejected. This means that laissez-faire leadership styles have a negative and significant relationship with academic staff turnover intentions in universities in Kenya. Based on these results, the regression model for the prediction of academic staff turnover intentions in universities in Kenya can be stated as follows:

$$Y = 3.310 - 0.260X_{2c} \dots\dots\dots (18)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{2c}$  = Laissez faire leadership styles

3.177 =  $Y$  – Intercept (constant). Estimate the expected value of academic staff turnover intention when laissez-faire leadership styles are Zero (Constant).

$-0.260$  = An estimate of the expected decrease in academic staff turnover intentions for a unit increase (improvements) in laissez-faire leadership styles ( $X_{2c}$ )

From the findings on this hypothesis, it is important to observe the nature of organizations biased in this industry as learning organizations. The relationship between Laissez-faire leadership styles and academic staff turnover intentions was negative and statistically significant, with a regression coefficient of  $-0.260$ . In contrast, the autocratic leadership styles had a positive and statistically significant regression coefficient and democratic leadership styles were negative and statistically significant. This may explain this situation from the viewpoint that learning organizations are the democratic leadership style employed in the universities' management in Kenya rather than laissez-faire leadership styles resulting in turnover intentions.

The findings on this hypothesis, the researcher observed that Laissez-faire leadership styles from the standpoint of the behavioral science approach appear to uphold the theoretical underpinning of the stated relationship between getting results by giving subordinates complete freedom. The relationship between Laissez-faire leadership styles and academic staff turnover intentions was negative and statistically significant, with a regression coefficient of  $-0.260$ . The argument that complete freedom results in better behavioral outcomes were upheld, and this laid the foundation for comprehending human behavior as portrayed by their actions. It appears that Laissez-faire leadership styles lead to better job satisfaction and reduced turnover intentions.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, this study's findings bring out the importance of laissez-faire leadership styles in reducing academic staff turnover intentions. The researcher observed that the findings raise an implication pointing at the relevance of the laissez-faire leadership style in reducing employee turnover intentions pointed out by Kurt Lewin Leadership Model (Lewin *et al.*, 1939). The descriptive statistics support statistics, which showed that on average academic staff disagreed with the existence and use of laissez-faire leadership style with an aggregate( $mean = 2.56, SD = 1.240$ ). This implies that the laissez-faire leadership style has not yet been adopted and used in universities.

Second, from the theoretical literature, the study used the Kurt Lewin Leadership Model (Lewin *et al.*, 1939), which identified three leadership style dimensions

formulated around decision-making authority. Leaders that are satisfied with having minimal participation in decision-making are drawn to the laissez-faire leadership style. They are, nonetheless, responsible for the outcome of the followers' decisions (Dessler & Starke, 2017). It's a leadership style in which leaders refuse to make decisions, are unavailable when needed, and refuse to accept responsibility for their lack of leadership (Cherry, 2018). Laissez-faire leadership is characterized by leaders providing relatively minimum supervision, complete freedom for followers, leaders providing the tools and resources needed, and group members is expected to solve problems autonomously. Although followers are given power, leaders are nevertheless responsible for the group's decisions and actions. This type of leadership allows for the development of critical thinking skills as well as group problem solving (Dessler & Starke, 2017). This means that a laissez-faire leadership style might contribute to feelings of satisfaction, leading to lower turnover intentions.

The findings of this study were consistent with the studies by Albert *et al.* (2016), Puni *et al.*, (2016), and Liu *et al.*, (2013), who found a significant positive association between laissez-faire leadership style and employee turnover intentions. Mumtaz *et al.*, (2018) found a strong positive correlation between employee-boss relations and employee turnover. Lastly, the observations drawn above contribute to bridging the knowledge gaps identified in chapter two of the current study. The studies by Albert *et al.*, (2016), Puni *et al.*, (2016), and Liu *et al.*, (2013) found a significant positive association between laissez-faire leadership style and employee turnover intentions. However, purposive sampling yielded a non-probability sample which resulted in partial data and findings. This calls for an in-depth investigation of the phenomenon.

#### **4.3.2.10 Regression Analysis of Leadership Styles and Academic Turnover Intentions**

To further evaluate the impact of leadership style on turnover intentions, aggregate mean scores of leadership style were regressed against aggregate mean scores of employee turnover intentions. To determine the relationship between leadership style and turnover intentions, the following hypothesis was tested.

H0<sub>2</sub>: There is no statistically significant relationship between leadership styles and academic staff turnover intentions in universities in Kenya.

To test the Null Hypothesis  $H_{01}$ , a simple regression analysis was carried out between leadership styles and academic staff turnover intentions. The results are presented in Table 39.

Table 39

Regression Analysis of Leadership Style and Turnover Intentions

a). The goodness of fit of the model

| R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| .030 <sup>a</sup> | .001     | -.002             | 1.11988                    |

b). The Overall Significance of the Model

|            | Sum of Squares | df  | Mean Square | F    | Sig.              |
|------------|----------------|-----|-------------|------|-------------------|
| Regression | .385           | 1   | .385        | .307 | .580 <sup>b</sup> |
| Residual   | 438.946        | 350 | 1.254       |      |                   |
| Total      | 439.331        | 351 |             |      |                   |

c). The individual significance of the model

|                  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------------|-----------------------------|------------|---------------------------|-------|------|
|                  | B                           | Std. Error | Beta                      |       |      |
| (Constant)       | 2.735                       | .325       |                           | 8.422 | .000 |
| Leadership Style | -.059                       | .106       | -.030                     | -.554 | .580 |

Source: Primary Data, (2021)

The simple regression results presented in Table 39(a) showed that the coefficient of determination for leadership styles was 0.001. The results imply that leadership styles accounted for 0.01% of academic staff turnover intentions in universities. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility.

The regression results in Table 38(b) revealed that the simple linear regression equation linking the relationship between leadership style and academic staff turnover intentions is statistically non-significant in public ( $F - Statistic = 0.307, p = 0.580 > 0.05$ ).at 5% level in universities. This implies that the suggested model is not suitable for prediction purposes.

The regression results in Table 39(c) revealed a statistically non-significant positive linear relationship between leadership style and academic staff turnover intentions in universities ((*regression coefficient* =  $-0.059$ ,  $p = 0.580$ ).) at 5% level. This means that one unit increase (change) in leadership style leads to a non-significant increase in academic staff turnover intentions by a factor of 0.059. The null hypothesis is supported and therefore, the null hypothesis is accepted, implying that leadership style has a positive non-significant relationship with university academic staff turnover intentions. Based on these statistics, the study indicates that leadership style has no relationship with academic staff turnover intentions in universities in Kenya.

The conclusion arrived at in this hypothesis can be explained in terms of concern for this study. First, the findings of this study bring out the fact that leadership styles collectively have no significant effect on academic staff turnover intentions. The facts explain that a leader cannot simultaneously adopt and apply three dimensions of autocratic, democratic, and laissez-faire leadership style and leadership styles oscillates through a continuum. Therefore, the three leadership styles cannot be adopted collectively, but one becomes prominent at the time.

Second, the study used the Kurt Lewin Leadership Model (Lewin *et al.*, 1939) from the theoretical literature, which established three leadership style components constructed around decision-making authority. The democratic leadership style features a leader who consults and considers the views of his team members, yet the final decision is made by the leader (Dessler & Starke, 2017). This type of leadership style allows for both criticism and appreciation. Subordinates are encouraged by the democratic leader to identify problems and propose solutions to address them (Amzat & Ali, 2011). Democratic leaders are known for their collective decision-making, friendship, active follower involvement, fair recognition, and tempered criticism. The democratic leadership style facilitates group decision-making (Cherry, 2018). Democratic leadership produces higher quality and quantity, commitment to the organization's goals, a sense of ownership, and a valued sense of belonging to the team (Lewin, 1939). Inferring that a democratic leadership style can contribute to employee satisfaction and lower turnover rates.

Laissez-faire leadership style portrays a leader who are content with having little say in decision-making. They are, nonetheless, accountable for the repercussions of their followers' decisions (Dessler & Starke 2017). It's a leadership style in which leaders refuse to make decisions, are unavailable when needed, and refuse to accept responsibility for their lack of leadership ability (Cherry, 2018). Laissez-faire leadership is defined by minimal leadership advice and complete follower autonomy. The leaders give the tools and resources, and group members are expected to solve challenges independently. This leadership style encourages critical thinking and problem-solving in groups (Dessler & Starke 2017). However, in the absence of a highly skilled and competent employee, this leadership style leads to a loss of productivity control, increased costs, and missed deadlines (Lewin, 1939). Laissez-faire leadership style can contribute to employee satisfaction and lower quit rates.

Finally, the findings of this research were in agreement with those of Albert *et al.* (2016), Puni *et al.* (2016), and others (2016). They discovered a strong relationship between democratic leadership style and the likelihood of staff turnover. Liu *et al.*, (2013) indicated that democratic leadership style has a significant moderating influence on employee turnover intentions, and the relationship between leadership style and employee turnover intentions was been demonstrated. This means that democratic leadership will result in high levels of satisfaction. Individuals dissatisfied with their jobs are more likely to stay with the same organisation, resulting in lower turnover intentions.

#### **4.3.3 Findings on Objective Three: Employee Job Satisfaction and Academic Staff Turnover Intentions**

The study's third objective was to investigate the relationship between employee job satisfaction and academic staff turnover intentions in universities in Kenya. The descriptive statistics were done on the six dimensions of employee Job satisfaction. The respondents were requested to indicate the extent to which they agreed with selected statements about each dimension of employee job satisfaction. According to the literature reviewed, the selected statements captured indicators of job contents, supervision, working conditions, pay and benefits, promotions, and career advancement, which would be associated with employee job satisfaction. Job content had six supervision and working conditions, eight items each, pay and benefits fifteen,

promotions five items, and six career advancement items. The items were rated on a five-point Likert scale ranging from: S.D. – Strongly Disagree; D – Disagree; N – Neutral; A – Agree; and S.A. – Strongly Agree from which to choose. The appropriate responses for each indicator of employee job satisfaction were analyzed using mean scores and the corresponding standard error of the mean.

To assess the effect of employee job satisfaction on the relationship between the independent variables (IV) and dependent variable (DV), a correlation analysis was conducted for job contents, supervision, working conditions, pay and benefits, promotions and career advancement, and academic staff turnover intentions. The Pearson's Product Moment technique was used to carry out a Correlational analysis to determine the relationship between job contents, supervision, working conditions, pay and benefits, promotions and career advancement, and academic staff turnover intentions in universities in Kenya. It was meant to identify the direction of the association between the indicators of these variables. Multiple linear regression analyses were conducted at a 95 percent confidence level ( $\alpha=0.05$ ) to test the respective hypotheses. Because turnover intention (DV) was measured using more than one measure, mean scores for turnover intention were regressed against aggregate mean scores of employee attitude survey, employee representation, quality circles, and suggestion scheme. Each was moderated by job contents, supervision, working conditions, pay and benefits, promotions, and career advancement at a time.

#### **4.3.3.1 Descriptive Statistics on Academic Staff Satisfaction with Job Contents**

The first construct of employee job satisfaction was job content. According to the literature review, job content was conceived in terms of job tasks, duties, responsibility, and job status. Selected statements captured indicators of employee job contents. Questions on whether academic staff was happy with work tasks, duties, responsibilities, success, recognition, independence, autonomy, level, and status of the job in the society were investigated.

The respondents were requested to indicate how they agreed with selected statements about the job contents. The findings are presented in Table 40.

Table 40  
Descriptive Statistics on Job Contents

| Statements                                              | N   | Statistic |      |
|---------------------------------------------------------|-----|-----------|------|
|                                                         |     | Mean      | S.D  |
| I feel happy with my current work tasks                 | 353 | 3.64      | 1.15 |
| I feel happy with my current job contents               | 353 | 3.62      | 1.13 |
| I feel comfortable with my duties and responsibilities. | 353 | 3.73      | 1.05 |
| I am proud of my achievement and success                | 353 | 3.88      | 1.02 |
| I am happy with the recognition I get                   | 353 | 3.29      | 1.19 |
| I feel happy with my job independence and autonomy.     | 258 | 3.65      | 1.14 |
| I am happy with the level and status of my job          | 258 | 3.62      | 1.16 |
| Aggregate Score                                         | 258 | 3.63      | 0.95 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result presented in Table 40 indicated the level of happiness with that job contents with aggregate ( $mean = 3.62$  and  $SD = 0.95$ ). The average scores of items ranged between 3.62 and 3.88 (Range = 0.26). The perception that academic staff was proud of achievement and success was rated highest (mean score=3.88 and  $SD=1.02$ ), followed by being comfortable with the duties and responsibilities (mean score=3.73 and  $SD=1.05$ ). The rated lowest was being happy with the current job contents (mean score=3.62 and 1.13) and the level and status of my job (mean score=3.62 and 1.16). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As indicated in table 7, the seven indicators of contents had a Cronbach's alpha of 0.918. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. Implying that, on average, the academic staff agreed that they were happy with work tasks, job contents, duties, responsibilities, achievement, success, recognition, job independence, autonomy, and status in the university and society. Employee satisfaction with job content could lead to low turnover intentions.

#### 4.3.3.2 Descriptive Statistics on Academic Staff Satisfaction with Supervision

The second construct of employee job satisfaction was employee supervision. Employee supervision is conceived in terms of the supervisor's type of supervision, guidance, and sociability. Selected statements captured indicators of employee supervision according to the literature reviewed. Questions on whether academic staff had a good working relationship with subordinates, friendliness of the supervisor, recognition of subordinate by the supervisor, communication by supervisor, encouragement, participation in decision making, type of supervision, feedback were investigated. The respondents were requested to indicate how they agreed with selected statements about the job contents. The findings are presented in Table 41.

Table 41  
Descriptive Statistics on Supervision

| Statements                                                         | N   | Statistic |      |
|--------------------------------------------------------------------|-----|-----------|------|
|                                                                    |     | Mean      | S.D  |
| My supervisor has a good working relationship with the subordinate | 353 | 3.80      | 1.11 |
| I feel happy with the friendliness of my supervisor                | 353 | 3.78      | 1.10 |
| I feel happy with the recognition I get from the superior          | 353 | 3.68      | 1.09 |
| I am happy with the Communications from my superior                | 353 | 3.59      | 1.08 |
| I am happy with the encouragement from the superior                | 353 | 3.53      | 1.10 |
| I am impressed with participation in department decision making    | 353 | 3.50      | 1.12 |
| I am impressed by timely feedback from my supervisor               | 353 | 3.50      | 1.14 |
| I am happy with the Inspiration given by the supervisor            | 353 | 3.55      | 1.10 |
| Aggregate Score                                                    | 353 | 3.62      | 0.96 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The result presented in Table 41 indicated that supervision had aggregate ( $Mean = 3.62$  and  $SD = 0.96$ ). The average scores of items ranged between 3.50 and 3.80 and (Range = 0.30). The perception that supervisors had a good working relationship with the subordinate was the highest (mean score=3.80 and SD=1.11), followed by the friendliness of the supervisors (mean score=3.78 and SD=1.10). The lowest rate was participation in department decision-making (mean score=3.50 and 3.50) and timely feedback from my supervisors (mean score=3.50 and 1.10). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As indicated in table 7, the eight indicators of supervision had a Cronbach's alpha of 0.942. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. The findings imply that academic staff agreed with

statements about supervision. Further, they were happy with a good working relationship with subordinates, friendliness of the supervisor, recognition of subordinates by the supervisor, communication by the supervisor, encouragement, participation in decision-making, type of supervision, and supervisor feedback.

#### 4.3.3.3 Descriptive Statistics on Academic Staff Satisfaction with Working Conditions

The third construct of employee job satisfaction was working conditions. Working conditions were conceived regarding ventilation, lighting, pollution, facilities, tools, space, and other related environmental features. Questions on whether academic staff had secured and clean working environments, working conditions, mitigation of risks, facilities, tools, equipment, lighting, clothing and gears, and pollution were investigated. The respondents were requested to indicate the extent to which they agreed with selected statements about the working conditions. The findings are presented in Table 42.

Table 42  
Descriptive Statistics on Working Conditions

| Statements                                                     | N   | Statistic |      |
|----------------------------------------------------------------|-----|-----------|------|
|                                                                |     | Mean      | S.D  |
| I am comfortable with a secure working environment             | 353 | 3.43      | 1.15 |
| I am comfortable with a clean working environment              | 353 | 3.52      | 1.13 |
| I am happy with the working conditions                         | 353 | 3.45      | 1.14 |
| I am happy with the mitigation of risks                        | 353 | 3.27      | 1.14 |
| I am with facilities, tools, and equipment provided            | 353 | 3.29      | 1.22 |
| I am comfortable with lighting in the workplace                | 326 | 3.60      | 1.16 |
| I am comfortable with protective clothing and gear provided    | 326 | 3.18      | 1.18 |
| There are no air, water, and sound pollutions in the workplace | 326 | 3.41      | 1.26 |
| Aggregate Score                                                | 326 | 3.40      | 0.96 |

*Source: Primary Data, (2021)*

The result presented in Table 42 show that working conditions had an aggregate(*Mean* = 3.40 and *SD* = 0.96). The average scores of items ranged between 3.18 and 3.60 (Range = 0.42). The perception that academic staff was comfortable with lighting in the workplace rated the highest (mean score=3.60 and *SD*=1.16), followed by a clean working environment (mean score=3.52 and *SD*=1.13). The rated lowest was comfortable with protective clothing and gear provided (mean score=3.18 and 1.18). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As indicated in table 7, the eight indicators of

suggestion schemes had a Cronbach's alpha of 0.928. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. The findings imply that academic staff agreed with statements about working conditions. Furthermore, they agreed with a secure and clean working environment and mitigation of risks, facilities, tools, equipment, lighting, clothing and gear, level pollution, and general working conditions

#### 4.3.3.4 Descriptive Statistics on Academic Staff Satisfaction with Pay and Benefits

The fourth construct of employee job satisfaction was Pay and benefits. Pay and benefits were conceived in terms of fair pay, pay internal equity, pay external equity, benefits, and allowances of academic staff. Whether academic staff was happy with the salary, benefits, internal equity, external equity, and allowances was investigated. The respondents were requested to indicate the extent to which they agreed with selected statements about the Pay and benefits. Findings are presented in Table 43.

Table 43  
Descriptive Statistics on Pay and Benefits

| Statements                                                 | N   | Statistic |      |
|------------------------------------------------------------|-----|-----------|------|
|                                                            |     | Mean      | S.D  |
| I am happy with the salary I receive                       | 353 | 3.01      | 1.08 |
| I am happy with the benefits I receive                     | 353 | 3.01      | 1.19 |
| I am happy with the basic pay (salary) paid                | 353 | 2.93      | 1.17 |
| My basic Pay is internally equitable                       | 353 | 3.02      | 1.19 |
| My basic Pay is externally equitable                       | 353 | 2.80      | 1.21 |
| I am happy with the allowances paid                        | 353 | 2.89      | 1.20 |
| My allowances are internally equitable                     | 353 | 2.98      | 1.22 |
| My allowances are externally equitable                     | 353 | 2.76      | 1.22 |
| I am happy with the incentives                             | 353 | 2.75      | 1.21 |
| My incentives are internally equitable                     | 353 | 2.78      | 1.22 |
| My incentives paid are externally equitable                | 353 | 2.70      | 1.20 |
| I am with fringe benefits paid                             | 353 | 2.77      | 1.20 |
| My fringe benefits are internally equitable                | 352 | 2.72      | 1.18 |
| My fringe benefits are externally equitable                | 352 | 2.63      | 1.19 |
| I feel happy with the regular Salary and benefits increase | 352 | 2.80      | 1.30 |
| Aggregate Score                                            | 352 | 2.84      | 0.99 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The research results in Table 43 indicated that Pay and benefits had aggregate(*mean* = 2.84 and *SD* = 0.99). The average scores of items ranged

between 2.63 and 3.02 (Range = 0.39). The perception that basic Pay internally equity was rated the highest (mean score= 3.02 and SD=1.19) followed by happy with the salary received and the benefits received was rated highest (mean score= 3.01 and SD=1.08), (mean score= 3.01 and SD=1.19) respectively. The rated lowest was fringe benefits external equity (mean score=2.63 and 1.19). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As indicated in table 7, the fifteen indicators of suggestion schemes had a Cronbach's alpha of 0.946. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. The findings imply that academic staff was neutral on statements about Pay and benefits. Further, they were neither happy nor unhappy with Pay, pay internal equity, and pay external equity, benefits, incentives, allowances, perquisites, and salary and benefits.

#### 4.3.3.5 Descriptive Statistics on Academic Staff Satisfaction with Promotions

The fifth construct of employee job satisfaction was employees promotions. Employees promotions was conceived in terms of promotion opportunity and promotion policy. The investigation investigated whether academic staff had promotion opportunities, robust promotion policies, and regular promotions and were happy with promotions. The respondents were requested to indicate the extent to which they agreed with selected statements about the promotions. The findings are presented in Table 44.

Table 44  
Descriptive Statistics on Promotions

| Statements                                           | N   | Statistic<br>Mean | S.D  |
|------------------------------------------------------|-----|-------------------|------|
| The university provides fair promotion opportunities | 352 | 2.80              | 1.28 |
| I am happy with robust promotions' policies          | 352 | 2.84              | 1.26 |
| I feel happy with regular promotion opportunities    | 352 | 2.77              | 1.26 |
| I am happy with the promotions received              | 352 | 2.82              | 1.25 |
| Academic staff promotions are done regularly         | 352 | 2.74              | 1.27 |
| Aggregate Score                                      | 352 | 2.79              | 1.17 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

Research findings in Table 44 show that promotions had aggregate(*mean* = 2.79 and *SD* = 1.17). The average scores of items ranged between 2.74 and 2.84

(Range = 0.10. The perception that robust promotions' policies rated the highest (mean score=2.84 and SD=1.28) followed by university providing fair promotion opportunities (mean score=2.82 and SD=1.25). The rated lowest was Academic staff promotion are done regularly(mean score=2.74 and 1.27). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As indicated in table 7, the five indicators of suggestion schemes had a Cronbach's alpha of 0.959. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. The findings imply that academic staff was neutral on employee promotions. Further, they were neither happy nor unhappy with the existence of Promotion opportunities, promotion policies, promotion received, and frequency of promotion in the universities.

#### 4.3.3.6 Descriptive Statistics on Academic Satisfaction with Career Advancement

The sixth construct of employee job satisfaction was career advancement. Career advancement was conceived in career progression, career counseling, mentorship program, and coaching practices. Whether academic staff was happy with career progression, career counseling, coaching, mentorship programme, career advancement opportunities, scholarships, and sponsorship was investigated. The respondents were requested to indicate the extent to which they agreed with selected statements about the promotions. The findings are presented in Table 45.

Table 45:  
Descriptive Statistics on Career Advancement

| Statements                                               | N   | Statistic |      |
|----------------------------------------------------------|-----|-----------|------|
|                                                          |     | Mean      | S.D  |
| I am happy with the Career progression of academic staff | 352 | 3.14      | 1.28 |
| I am happy with career counseling services               | 352 | 2.96      | 1.26 |
| I am happy with the coaching and mentorship programme    | 352 | 2.92      | 1.26 |
| I am happy with the career advancement                   | 352 | 2.96      | 1.28 |
| I am with happy Scholarship and sponsorship              | 352 | 2.82      | 1.28 |
| There no career plateau                                  | 352 | 2.91      | 1.26 |
| Aggregate Score                                          | 352 | 2.95      | 1.09 |

Note. N: Frequency; SD: Standard deviation

Source: Primary Data, (2021)

The research results in Table 45 show that career advancement opportunities had aggregate(*mean* 2.95 and *SD* = 1.09). The average scores of items ranged between 2.82 and 3.14 (Range = 0.32). The perception that academic staff was happy with the

Career progression rated the highest (mean score=3.14 and 1.29), followed by happiness with career counseling services (mean score=2.96 and 1.26). The lowest rated was scholarship and sponsorship (mean score=2.87 and 1.27). The aggregate standard deviation is relatively low compared to those of other items in the questionnaire, which can be attributed to the reliability of the selected indicators. As indicated in table 7, the eight indicators of career advancement had a Cronbach's alpha of 0.928. As a result, the average scores of each item were close to each other, lowering the aggregate standard deviation. The findings imply that academic staff was neutral on career advancement. Further implying they were neither unhappy nor happy with career progression, career counseling, coaching, mentorship program, career advancement opportunities, scholarship, and sponsorship.

#### **4.3.3.7 State of Employee Happiness in the University**

Respondents were asked to comment on the state of employee happiness with their work in the University. Their comments are summarized in Table 46.

Table 46  
Employee Happiness with Their Work in the University

| State of Employee | Frequency | Percent |
|-------------------|-----------|---------|
| Happiness         | 129       | 37.9    |
| Unhappiness       | 95        | 28.5    |
| Indifference      | 21        | 6.5%    |
| Total             | 243       | 72.9    |

Source: Primary Data, (2021)

Information on Table 46 indicates that many respondents, 37.9%, were happy while 28.5 were unhappy with their work in the University and 6.5% were indifferent.

#### **4.3.3.8 Correlation Analysis for Relationship between Employee Job Satisfaction and Turnover Intentions**

The third objective of the study sought to examine the effect of employee job satisfaction on employee voice mechanisms and academic staff turnover intentions in universities in Kenya. This study conceptualized job satisfaction from the six cluster dimensions of the job satisfaction scale (JSS) (Spector, 1994), which includes the following six indicators: job content, supervision, working conditions, pay and benefits, promotions, and career advancement. A study correlation was done to see if there was a relationship between employee job satisfaction and academic staff

turnover intentions. Pearson's Product Moment correlation technique was used to determine the relationship between components of employee job satisfaction and academic staff turnover intentions. Its purpose was to assess the strength and direction of job satisfaction indicators constructs. The result is presented in table 47.

Table 47  
Correlations between Employee Job Satisfaction and Turnover Intentions

|                          |                                                    | Turnover<br>Intentions | Job<br>Content        | Supervi<br>sion       | Working<br>Condition<br>s | Pay and<br>Benefits  | Promotio<br>n        | Career<br>Advance<br>ment | Job<br>Satisfacti<br>on |
|--------------------------|----------------------------------------------------|------------------------|-----------------------|-----------------------|---------------------------|----------------------|----------------------|---------------------------|-------------------------|
| Turnover<br>Intentions   | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | 1<br>352               |                       |                       |                           |                      |                      |                           |                         |
| Job Content              | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.385**<br>.000<br>352 | 1                     |                       |                           |                      |                      |                           |                         |
| Supervision              | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.250**<br>.000<br>352 | .644**<br>.000<br>353 | 1                     |                           |                      |                      |                           |                         |
| Working<br>Conditions    | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.297**<br>.000<br>352 | .593**<br>.000<br>353 | .498**<br>.000<br>353 | 1                         |                      |                      |                           |                         |
| Pay and Benefits         | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.330**<br>.000<br>352 | .532**<br>.000<br>353 | .381**<br>.000<br>353 | .566**<br>.000<br>353     | 1                    |                      |                           |                         |
| Promotion                | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.379**<br>.000<br>352 | .459**<br>.000<br>353 | .315**<br>.000<br>353 | .445**<br>.000<br>353     | .594*<br>.000<br>353 | 1                    |                           |                         |
| Career<br>Advancement    | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.305**<br>.000<br>352 | .473**<br>.000<br>352 | .407**<br>.000<br>352 | .522**<br>.000<br>352     | .606*<br>.000<br>352 | .752*<br>.000<br>352 | 1                         |                         |
| Employee<br>Satisfaction | Pearson<br>Correlation<br>Sig. (2-<br>tailed)<br>N | -.420**<br>.000<br>352 | .780**<br>.000<br>353 | .682**<br>.000<br>353 | .770**<br>.000<br>353     | .793*<br>.000<br>353 | .790*<br>.000<br>352 | .826**<br>.000<br>352     | 1                       |
|                          |                                                    |                        |                       |                       |                           |                      |                      |                           | 353                     |

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

Source: Primary Data, (2021)

The correlation results presented in Table 46 indicated that the relationship between employee job satisfaction and academic staff turnover intentions is negative and significant ( $r = -0.420, p - value = .000 < 0.01$ ). This shows that academic staff turnover intentions are reduced by increasing (improvements) employee job satisfaction in universities in Kenya. The relationship between job contents and academic staff turnover intentions was statistically significant ( $r = -0.385, p - value = .000 < 0.01$ ). This suggests that improved job contents reduce academic staff turnover intentions in universities in Kenya.

There is also a statistically significant correlation between employee supervision and academic staff turnover intentions ( $r = -0.250, p - value = .000 < 0.01$ ). The result shows that good and friendly employee supervision reduces academic staff turnover intentions in universities in Kenya. In addition, working conditions are negative and significantly correlated with academic staff turnover intentions ( $r = -0.297, p - value = .000 < 0.01$ ). This suggests that academic staff turnover intentions are reduced by good and friendly employee supervision in universities in Kenya. Further pay and benefits are negatively and significantly correlated with academic staff turnover intentions ( $r = -0.330, p - value = 0.000 < 0.01$ ). This showed that higher pay and benefits reduce academic staff turnover intentions in universities in Kenya. Employee promotions and academic staff turnover intentions are negative and statistically significant ( $r = -0.379, p - value = 0.000 < 0.01$ ). This suggests that employee promotions reduce academic staff turnover intentions in chartered universities in Kenya. Finally, Employee career advancement and academic staff turnover intentions are negative and statistically significant ( $r = -0.305, p - value = 0.000 < 0.01$ ), showing that academic staff turnover intentions are reduced by employee career advancement in the form of progression, counseling, mentorship, and opportunities in universities in Kenya.

#### **4.3.3.9 Regression of Employee Job Satisfaction on Academic Staff Turnover Intentions**

The third objective of the study was to investigate the effect of employee job satisfaction on academic staff turnover intentions in universities in Kenya. Employee Job satisfaction was conceived in terms of the six clusters dimensions of the employee job satisfaction scale (JSS) by (Spector, 1994) which included job content,

supervision, working conditions, pay and benefits, promotions, and career. The measures of employee job satisfaction comprised the measures of job content, supervision, working conditions, pay and benefits, promotions, and career advancement. Respondents had been asked to indicate the extent to which employee job satisfaction existed in the universities in Kenya. To evaluate the relationship between employee job satisfaction and academic staff turnover intentions, the aggregate mean scores of employee job satisfaction were regressed against the aggregate mean scores of employee turnover intentions. To determine the relationship between employee job satisfaction and turnover intentions, the following null hypotheses were formulated.

H0<sub>3</sub>: There is no statistically significant relationship between employee job satisfaction and academic staff turnover intentions in universities in Kenya.

Specifically;

H0<sub>3a</sub>: There is no statistically significant relationship between satisfaction with job content and academic staff turnover intentions in universities in Kenya.

H0<sub>3b</sub>: There is no statistically significant relationship between satisfaction with supervision and academic staff turnover intentions in universities in Kenya.

H0<sub>3c</sub>: There is no statistically significant relationship between satisfaction with working conditions and academic staff turnover intentions in universities in Kenya.

H0<sub>3d</sub>: There is no statistically significant relationship between satisfaction with pay and benefits and academic staff turnover intentions in universities in Kenya.

H0<sub>3e</sub>: There is no statistically significant relationship between satisfaction with promotions and academic staff turnover intentions in universities in Kenya.

H0<sub>3f</sub>: There is no statistically significant relationship between satisfaction with career advancements and academic staff turnover intentions in universities in Kenya.

To test Hypothesis H0<sub>3a</sub>, H0<sub>3b</sub>, H0<sub>3c</sub>, H0<sub>3d</sub>, H0<sub>3e</sub> and H0<sub>3f</sub>: a simple regression analysis was carried out against academic staff turnover intentions and employee job

satisfaction constructs namely job contents, supervision, working conditions, pay and benefits, promotions, and career advancements. The results are presented in Table 48.

Table 48

Simple Regression: Job Contents, Supervision, Working Conditions, Pay and Benefits, Promotions and Career Advancements Predicting Academic Staff Turnover Intentions

| Statistics             | Job Contents | Supervision | Working Conditions | Pay and Benefits   | Promotions | Career advancements |
|------------------------|--------------|-------------|--------------------|--------------------|------------|---------------------|
| R                      | 0.385        | 0.250       | 0.297              | 0.330 <sup>a</sup> | 0.379      | 0.305 <sup>a</sup>  |
| R <sup>2</sup>         | 0.148        | 0.063       | 0.088              | 0.109              | 0.144      | 0.093               |
| F                      | 60.888       | 23.401      | 33.768             | 42.750             | 58.778     | 35.980              |
| Sig(p) value           | 0.000        | 0.000       | 0.000              | 0.000 <sup>b</sup> | 0.000      | .000                |
| constant               | 4.266        | 3.612       | 3.727              | 3.617              | 3.570      | 3.487               |
| Sig(p)                 | 0.000        | 0.000       | 0.000              | 0.000              | 0.000      | 0.000               |
| Regression coefficient | -0.472       | -0.291      | -0.344             | -0.374             | -0.362     | -0.315              |
| S.E error              | 0.061        | 0.060       | 0.059              | 0.057              | 0.047      | 0.052               |
| t                      | -7.803       | -4.837      | -5.811             | -6.538             | -7.667     | -5.998              |
| Sig(p) value           | 0.000        | 0.000       | 0.000              | 0.000              | 0.000      | 0.000               |

*Source: Primary Data, (2021)*

The simple regression results presented in Table 48 show those job contents, supervision, working conditions, pay and benefits, promotions, and career advancements produced  $R^2 = 0.148, 0.063, 0.109, 0.144$  and  $0.093$  respectively. This implies that the job contents score explains more of the variation of employee turnover intentions scores at 14.8%, pay and benefits 14.4%, working conditions 10.9%, promotion 9.3%, and career advancement 6.3%.

The results show that the effect of the job contents, supervision, working conditions, pay and benefits, promotions and career advancements are statistically significant (60.888, p-value=.000), supervision (23.401, p-value=.000), working conditions (33.768, p-value=.000), pay and benefits (42.750, p-value=.000), promotions (58.778, p-value=.000), and career advancements (35.980, p-value=.000). This implies that the suggested models are suitable for prediction purposes.

#### **4.3.3.10 Regression of Satisfaction with Job Contents and Turnover Intentions**

The first sub-objective of objective three of the study sought to investigate the relationship between job contents and academic staff turnover intentions in universities in Kenya. The following null hypothesis was formulated to determine the relationship between job contents and academic staff turnover intentions.

H0<sub>3a</sub>: There is no statistically significant relationship between satisfaction with job content and academic staff turnover intentions in universities in Kenya.

Results presented in Table 48 indicated a statistically significant negative linear relationship between job contents and academic staff turnover intentions (regression coefficient =  $-0.472$ ,  $p = 0.000 < 0.05$ ) at a 5% level. This means that one unit increase in job contents (improvement) leads to a significant decrease in academic staff turnover intentions by a factor of 0.472. The null hypothesis that there is no statistically significant relationship between job contents and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the null hypothesis is rejected. This means that job content has a negative and significant influence on academic staff turnover intentions in universities in Kenya.

$$Y = 4.266 - 0.472X_{3a} \dots\dots\dots (16)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{3a}$  = Job contents

4.266 =  $Y$  – Intercept (constant). Estimate of the expected value of academic staff turnover intention when job contents are Zero (Constant).

$-0.472$  = an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in job contents ( $X_{3a}$ ).

From the findings on this hypothesis, it is important to observe the nature of job contents in universities. The relationship between job contents and academic staff turnover intentions was negative and statistically significant regression coefficient  $-0.472$ , while the other constructs had a lower and statistically significant regression coefficient. One approach that may explain this situation from the viewpoint of a learning organization is much understood, though not directly expressed, in Hirschman's work (1970) that job contents are critical for academic staff in the universities Kenya.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, this study's findings bring out the importance

of job content in reducing academic staff turnover intentions. The researcher observed that the findings indicate the relevance of job content in reducing turnover. This is supported by the descriptive statistics, which showed that on average academic staff agreed that they were happy, proud, and comfortable with job contents in the universities with an aggregate((  $mean = 3.62, SD = 0.91$ ).

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasising recognizing the individual's needs and the strengths they identify meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. on the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.*, 1959).

However, they are critical to meet the hygiene requirements to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Finally, the findings of this study echoed those of Abdul, (2017), who discovered positive and significant relationships between numerous job attributes and job satisfaction. Karacan (2011) discovered that job satisfaction arises when an employee's job qualities and demands are in harmony. Employees are known to be inspired by their work environment and working facilities.

#### 4.3.3.11 Regression of Satisfaction with Supervision on Academic Turnover Intentions

The second sub-objective of objective three of the study sought to investigate the relationship between supervision and academic staff turnover intentions in universities in Kenya. To determine the relationship between supervision and academic staff turnover intentions, the following null hypothesis was formulated.

H0<sub>3b</sub>: There is no statistically significant relationship between satisfaction with supervision and academic staff turnover intentions in universities in Kenya.

Results presented in Table 48 indicated a statistically significant negative linear relationship between supervisions and academic staff turnover intentions (regression coefficient =  $-0.291$ ,  $p = 0.000 < 0.05$ ) at a 5% level. This means that one unit increase in supervision leads to a significant decrease in academic staff turnover intentions by a factor of 0.291. The null hypothesis that there is no statistically significant relationship between supervision and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the null hypothesis is rejected. This means that job content has a positive and significant influence on academic staff turnover intentions in universities in Kenya.

$$Y = 3.612 - 0.291X_{3b} \dots\dots\dots (16)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{3b}$  = Supervisions

3.612 =  $Y$  – Intercept (constant). Estimate of the expected value of academic staff turnover intention when supervisions are Zero (Constant).

$-0.472$  = an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in supervisions( $X_{3b}$ )

From the findings on this hypothesis, it is important to observe how supervision bias in learning organizations influences turnover intentions. The relationship between supervision and academic staff turnover intentions was negative and statistically significant regression coefficient-0.291, while the other constructs had a higher and statistically significant regression coefficient. One approach that may explain this situation from the viewpoint of a learning organization is much understood, though

not directly expressed in Hirschman's work (1970), that supervision is critical for employees job satisfaction .and the decision to exit or remain.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, this study's findings bring out the importance of supervision in reducing academic staff turnover intentions. This is supported by the descriptive statistics, which showed that on average academic staff agreed that they were happy, impressed, and inspired with supervision in the universities with an aggregate( $Mean = 3.62, SD = 0.96$ ) .

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasising recognizing the individual's needs and the strengths they identify meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. on the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.*, 1959). However, they are critical to meet the hygiene requirements to prevent job dissatisfaction.

To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Finally, the findings of this study mirrored those of Shuja (2020), who discovered positive and significant correlations between supervisor support and turnover intention, supervisor support and work satisfaction, and job satisfaction and turnover intents indirect path linkages. According to (Mumtaz *et al.*, 2018), there is a substantial relationship between employee relationships and employee turnover.

#### **4.3.3.12 Regression of Satisfaction with Working Conditions on Academic Turnover Intentions**

The third sub-objective of objective three of the study sought to investigate the relationship between working conditions and academic staff turnover intentions in universities in Kenya. The following null hypothesis was formulated to determine the relationship between working conditions and academic staff turnover intentions.

H0<sub>3c</sub>: There is no statistically significant relationship between satisfaction with working conditions and academic staff turnover intentions in universities in Kenya.

Results presented in Table 48 indicated a statistically significant negative linear relationship between working conditions and academic staff turnover intentions (regression coefficient  $-0.344$ ,  $p = 0.000 < 0.05$ ) at a 5% level. This means that one unit increase in working conditions leads to a significant decrease in academic staff turnover intentions by a factor of 0.344. The null hypothesis that there is no statistically significant relationship between working conditions and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the null hypothesis is rejected. This means that working conditions have a positive and significant influence on academic staff turnover intentions in universities in Kenya.

$$Y = 3.727 - 0.344X_{3c} \dots\dots\dots (16)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{3c}$  = Working conditions

3.727 =  $Y$  – Intercept (constant). Estimate of the expected value of academic staff turnover intention when working conditions are Zero (Constant).

$-0.344$  = an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in working conditions( $X_{3c}$ ).

From the findings on this hypothesis, it is important to observe the nature of working conditions biased in universities as learning organizations. The relationship between working conditions and academic staff turnover intentions was negative and statistically significant regression coefficient-0.344. The situation can be explained from the viewpoint of the learning organisation because working conditions play a vital role in increasing job satisfaction. Employees want to stay within organizations that have a clean and healthy environment, and the workplace environment may also be a source of satisfaction or dissatisfaction for an employee. A lot of research has established the aforesaid issues that are major contributing factors to the employees' turnover rate.

The conclusion arrived at in this hypothesis can be explained on several grounds First the findings of this study emphasize the significance of working conditions in reducing academic staff turnover intentions. According to the researcher, the results could have both positive and negative consequences on employee outcomes, such as turnover intentions. Burakova *et al.*, 2014, has indicated that perceptions of work conditions can negatively affect turnover intentions. In addition, research has provided a correlation between poor working conditions and plans to leave. The phenomenon supported the descriptive statistics, which showed that on average academic staff agreed that they were happy and comfortable with working conditions in the universities with an aggregate( $Mean = 3.40, SD = 0.96$ ).

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. on the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can

lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.*,1959). However, they are critical to meet the hygiene requirements in order to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Finally, the results of this study were in agreement with those of Caroline *et al.* (2016), who discovered that poor working conditions were positively and significantly associated with high turnover intentions. Working conditions have a negative inverse relationship with teacher turnover intentions, according to (Peter *et al.*, 2018). (Rashedul *et al.*,2018) revealed no relationship between job satisfaction and work environment.

#### **4.3.3.13 Regression of Satisfaction with Pay and Benefits and Academic Turnover Intentions**

The fourth sub-objective of objective three of the study sought to investigate the relationship between pay and benefits and academic staff turnover intentions in universities in Kenya. The following null hypothesis was formulated to determine the relationship between pay and benefits and academic staff turnover intentions.

H0<sub>3d</sub>: There is no statistically significant relationship between satisfaction with pay and benefits and academic staff turnover intentions in universities in Kenya.

Results presented in Table 48 indicated a statistically significant negative linear relationship between (Pay and benefits) and academic staff turnover intentions (regression coefficient  $-0.374, p = 0.000 < 0.05$ ) at a 5% level. This means that one unit increase in pay and benefits leads to a significant decrease in academic staff

turnover intentions by a factor of 0.374. The null hypothesis that there is no statistically significant relationship between pay and benefits and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the null hypothesis is rejected. This means that pay and benefits have a positive and significant influence on academic staff turnover intentions in universities in Kenya.

$$Y = 3.617 - 0.374X_{3d} \dots\dots\dots (16)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{3d}$  = pay and benefits

3.617 =  $Y$  – Intercept (constant). Estimate the expected value of academic staff turnover intention when pay and benefits are Zero (Constant).

–0.374 = an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in pay and benefits( $X_{3d}$ )

From the findings on this hypothesis, it is important to observe the nature rewards biased in universities as learning organizations. The relationship between pay and benefits and academic staff turnover intentions was negative and statistically significant regression coefficient–0.344. The situation can be explained from the viewpoint of the learning organisation because pay and benefits play a vital role in increasing job satisfaction. Fair pay and benefits enhance worker job engagement and lower job withdrawal (Jung & Yoon, 2015).

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, this study's findings bring out the importance of pay and benefits in reducing academic staff turnover intentions. The phenomenon supported by the descriptive statistics showed that on average academic staff were neutral (neither happy nor unhappy) with pay and benefits in the universities with an aggregate(*mean* = 2.84, *SD* = 0.99). The researcher observed that the findings point to reward and recognition as the key factors influencing employee job satisfaction (Jun *et al.*, .2006). Further, the descriptive results showed that relevant employee-

related attitudes considered essential for HRM by the behavioural scientists had not been considered.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. On the other hand, they do not raise job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.* 1959).

However, they are critical to meet the hygiene requirements to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factor is linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Finally, this study's results were consistent with Ranna *et al.*, (2019), who discovered a significant relationship between employee salary and turnover intention. (Normariati *et al.*, 2018) found that a low level of compensation increases the probability of employee turnover.

#### 4.3.3.14 Regression of Satisfaction with Promotions on Academic Turnover Intentions

The fifth sub-objective of objective three of the study sought to investigate the relationship between employee promotions and academic staff turnover intentions in universities in Kenya. The following null hypothesis was formulated to determine the relationship between employee promotions and academic staff turnover intentions.

H0<sub>3e</sub>: There is no statistically significant relationship between satisfaction with promotions and academic staff turnover intentions in universities in Kenya.

Results presented in Table 48 indicated a statistically significant negative linear relationship between promotions and academic staff turnover intentions (regression coefficient  $-0.362$ ,  $p = 0.000 < 0.05$ ) at a 5% level. This means that one unit increase in promotions leads to a significant decrease in academic staff turnover intentions by a factor of 0.362. The null hypothesis that there is no statistically significant relationship between promotions and academic staff turnover intentions in Kenya universities is not supported in the current study and therefore, the null hypothesis is rejected. This means that promotion has a positive and significant influence on academic staff turnover intentions in universities in Kenya.

$$Y = 3.570 - 0.362X_{3e} \dots\dots\dots (16)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{3e}$  = Promotions

3.617 =  $Y$  – Intercept (constant). Estimate of the expected value of academic staff turnover intention when promotions are Zero (Constant).

$-0.362$  = an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in promotions( $X_{3e}$ )

From the findings on this hypothesis, it is important to observe the nature of promotions biased in universities as learning organizations. The relationship between promotions and academic staff turnover intentions was negative and statistically significant regression coefficient  $-0.362$ . The situation can be explained from the viewpoint of the learning organization because promotions play a vital role in

increasing job satisfaction. According to Robbins (1993), promotions give employees opportunities for personal growth, increased responsibilities, and greater social status. People who consider their promotion possibilities are reasonable are more happy and satisfied in their jobs (Robbins 1993; Spector 1997). Employees who are dissatisfied at work are more likely to resign in the long run. Employee satisfaction is determined by how satisfied they are with their promotions. When employees see that there are good chances for advancement, they become more dedicated to the organization. (2002, De Souza).

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, this study's findings bring out the importance of promotions in reducing academic staff turnover intentions. The researcher observed that the findings agree with popular views in the literature that when employees feel that they won't get the avenue to be promoted, they will be adversely affected. This is supported by the descriptive statistics, which showed that on average academic staff disagreed that they were happy with promotions in the universities with an aggregate( $mean = 2.80, SD = 1.17$ ). Thus, the university that increases its use of promotion as a job satisfaction strategy will satisfy the employees and experience a decrease in employees having turnover intentions.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. on the other hand, they do not raise job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.*, 1959).

However, they are critical to meet the hygiene requirements to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects

built on the nature of the job itself. On the other hand, hygiene factor is linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Lastly, the findings of this study were consistent with the findings by Emelda *et al.*, 2016 who revealed that promotion has a negative relationship with Turnover Intentions. (Chukwu, 2019) found that regular promotion, transparent promotion, and when employees are satisfied with promotion significantly influence turnover intention.

#### **4.3.3.15 Regression of Satisfaction with Career Advancements and Turnover Intentions**

The sixth sub-objective of objective three of the study investigated the relationship between employee career advancements and academic staff turnover intentions in universities in Kenya. The following null hypothesis was formulated to determine the relationship between employee career advancements and academic staff turnover intentions.

H0<sub>3f</sub>: There is no statistically significant relationship between satisfaction with career advancements and academic staff turnover intentions in universities in Kenya.

Results presented in Table 48 indicate a statistically significant negative linear relationship between career advancements and academic staff turnover intentions (regression coefficient  $-0.315$ ,  $p = 0.000 < 0.05$ ) at a 5% level. This means that one unit increase in career advancements leads to a significant decrease in academic staff turnover intentions by a factor of 0.315. The null hypothesis that there is no statistically significant relationship between career advancements and academic staff turnover intentions in universities in Kenya is not supported in the current study and therefore, the null hypothesis is rejected. This means that employee career

advancements have a positive and significant influence on academic staff turnover intentions in universities in Kenya. This implies that employee career advancements have a positive and significant influence on academic staff turnover intentions in universities in Kenya.

$$Y = 3.487 - 0.315X_{3f} \dots\dots\dots (16)$$

Where;

$Y$  = The dependent variable (the academic staff turnover intentions)

$X_{3f}$  = Career advancements

3.487 =  $Y$  – Intercept (constant). Estimate of the expected value of academic staff turnover intention when career advancements are Zero (Constant).

–0.315= an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in career advancements( $X_{3f}$ ).

From the findings on this hypothesis, it is important to observe the nature of organizations biased in universities as learning organizations. The relationship between career advancements and academic staff turnover intentions was negative and statistically significant regression coefficient–0.315. The situation can be explained from the viewpoint of the learning organisation because advancements play a vital role in increasing job satisfaction. According to behavioral research, when employees are rewarded for their contributions to the firm, they believe their efforts are valued. Employees who feel their contributions are devalued become dissatisfied and lose interest in the company's activities. Employees who are dissatisfied at work are more likely to resign in the long run.

The conclusion reached in this hypothesis can be explained on several grounds attributed to a number of factors. First, the findings of this study emphasize the importance of career advancement in reducing the likelihood of academic staff turnover. When organizations provide appropriate career development, career counseling, career coaching, scholarships, sponsorship, and mentorship programs, employees are far more eager to reciprocate and develop a sense of moral commitment to their organizations (Okurame, 2012). This is supported by the descriptive statistics, which showed that on average academic staff disagreed that they

were happy with career advancements in the universities with an aggregate(*mean* 2.95,*SD* = 1.09).

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. on the other hand, they do not raise job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.*, 1959). However, they are critical to meet the hygiene requirements to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factor is linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Lastly, the findings of this study were consistent with the findings by Putri et al. (2020) found a negative relationship between Career Advancements and Employee Turnover Intention, meaning that if the Career Advancements program is getting better, the Employee Turnover Intention will be lower and vice versa. Joonghak et al., (2019) found that lack of career growth opportunity is significantly related to a higher turnover intention, and a lower level of organizational commitment partially mediates it.

#### 4.3.3.16 Regression of Employee Job Satisfaction on Academic Turnover Intentions

To investigate the composite effect of employee job satisfaction on academic staff turnover intentions, aggregate mean scores of academic staff turnover intentions were regressed against aggregate mean scores of employee job satisfaction. The following hypothesis was tested to determine the effect of employee Job Satisfaction on academic staff turnover intentions.

HO<sub>3</sub>: There is no statistically significant relationship between employee job satisfaction and academic staff turnover intentions in universities in Kenya.

To test Hypothesis H<sub>03</sub>, simple regression analysis was carried out against academic staff turnover intentions and aggregate employee job satisfaction. The results are presented in Table 49.

Table 49

#### Regression Analysis of Job Satisfaction and Turnover Intention

##### a). The Goodness of Fit of Model

| R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| .420 <sup>a</sup> | .176     | .174              | 1.01686                    |

##### b) The Overall Significance of the Model

|            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 77.428         | 1   | 77.428      | 74.882 | .000 <sup>b</sup> |
| Residual   | 361.903        | 350 | 1.034       |        |                   |
| Total      | 439.331        | 351 |             |        |                   |

##### c). The Individual Significance of the Model

| University |                  | Unstandardized Coefficients | Standardized Coefficients | t      | Sig. |
|------------|------------------|-----------------------------|---------------------------|--------|------|
| combined   | (Constant)       | 4.472                       | .228                      | 19.641 | .000 |
|            | Job Satisfaction | -.598                       | .069                      | -8.653 | .000 |

Source: Primary Data, (2021)

The simple regression results presented in Table 49(a) showed the coefficient of determination was 0.176 for employee Job Satisfaction in the universities. The results imply that employee Job Satisfaction accounted for a 17.6% variation in university academic staff turnover intentions. The remaining variation in universities is explained by other variables not included in this study like

The regression results in Table 49 (b) revealed that fitted partial regression models linking the association between employee Job Satisfaction and academic staff turnover intentions are statistically significant at 5% level (F-statistic = 74.882,  $p = 0.000 < 0.05$ ). The regression results in Table 49(c) reveal a statistically significant negative linear relationship between employee job satisfaction and academic staff turnover intentions at 5% level (*regression coefficient* =  $-0.598, p = 0.000$ ). This means that one unit increase (improvement) in job satisfaction leads to a significant increase in academic staff turnover intentions by a factor of 0.420. The result does not support the hypothesis that there is no statistically significant relationship between employee job satisfaction and academic staff turnover intentions in universities in Kenya and therefore the hypothesis is rejected' after Kenya. This means that employee job satisfaction has a negative and significant influence on academic staff turnover intentions in universities in Kenya. Further, it implies that employee job satisfaction negatively influences academic staff turnover intentions in universities in Kenya. Based on these results, the regression model for the prediction of academic staff turnover intentions in public universities can be stated as follows:

$$Y = 4.472 - 0.598X_3 \dots\dots\dots 4.21$$

Where;  $Y$  = The dependent variable (the academic staff turnover intentions)

$X_3$  = Employee job satisfaction, 4.472 =  $Y$  –Intercept (constant). Estimate the expected value of academic staff turnover intention when Employee job satisfaction is Zero (Constant).  $-0.598$  = an estimate of the expected increase in academic staff turnover intentions in response to a unit increase (improvements) in s Employee job satisfactions( $X_3$ )

From the findings on this hypothesis, it is important to observe the nature of organizations biased in universities as learning organizations. The relationship between employee job satisfaction and academic staff turnover intentions was negative and statistically significant regression coefficient  $-0.598$ . The situation can be explained from the viewpoint of the learning organisation because advancements play a vital role in increasing job satisfaction. From behavioral science, employee job satisfaction perceives that their efforts towards the organization are rewarded through intrinsic motivation. Employees who perceive that their efforts are not being

appreciated become dissatisfied and lose interest in organizational activities. This state of dissatisfaction, in the long run, leads to employees deciding to quit.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, the findings of this study bring out the importance of employee job Satisfaction in reducing academic staff turnover intentions. Second, the current research findings can be explained using Herzberg Two Factor Theory by Fredrik Herzberg (1957), which Postulates that two factors cause job dissatisfaction and satisfaction. Herzberg's theory categorizes the factors, which affect job satisfaction into hygiene, and motivational factors.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. on the other hand, they do not raise job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.*, 1959). However, they are critical to meet the hygiene requirements to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factor is linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Lastly, this study's findings agreed with those of Nurun *et al.*, (2017), who found a statistically significant relationship between human resource management practices and job satisfaction, motivation, training and development, absenteeism and turnover teamwork and employee participation and compensation. The association between employee job satisfaction and the three characteristics of organizational commitment was not statistically significant, Azeez *et al.*, (2016). However, the study contradicts Lady *et al.*, (2018) and Rashidun *et al.*, (2018) found no relationship between Working environment and job satisfaction and turnover.

#### **4.3.4 Findings on Objective Four: Moderating Effect of Leadership Styles on The Relationship Between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The fourth objective of the study was to assess the moderating effect of leadership styles on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya. The leadership style was conceived in Lewin's (1939) three dimensions of leadership styles formulated around decision-making authority. The three dimensions of leadership styles identified by Lewin are autocratic, democratic, and laissez-faire leadership styles. These Leadership styles are measured along a continuum with manager-centered behaviour, referred to as autocratic-leadership style on the one end, and subordinate-centered behaviour referred to as laissez-faire leadership style on the other end. To assess the moderating effect of leadership styles on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of autocratic, democratic, and laissez-faire leadership styles on the relationship between employee voice mechanisms and academic staff turnover intentions. The following hypotheses were formulated.

H0<sub>4</sub>: Leadership styles do not significantly moderate the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya.

Specifically;

H0<sub>4a</sub>: The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya are not significantly moderated by autocratic leadership style.

H0<sub>4b</sub>: The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya are not significantly moderated by democratic leadership style

H0<sub>4c</sub>: The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya are not significantly moderated by laissez-faire leadership style

Moderation, also referred to as interaction, was tested by creating a new variable by multiplying each employee voice mechanism (employee attitude survey, employee representation, quality circle, suggestion scheme) with each leadership style. The behaviour of the adj.  $R^2$  and the coefficient of regression of the independent variable were monitored for any change. A change in the coefficient of regression and adj.  $R^2$  would suggest a significant change or a moderating effect of leadership style on the relationship between employee voice mechanisms indicators and academic staff turnover intentions. Further, this was the criteria for the decision on whether the hypothesis was supported or not. Multiple linear regression analyses were conducted at a 95 percent confidence level ( $\alpha=0.05$ ) to test the respective hypotheses. Because academic staff turnover intention (DV) was measured using more than one measure, mean scores for academic staff turnover intention were regressed against aggregate mean scores of employee attitude survey, employee representation, quality circles, and suggestion scheme, and each was moderated by autocratic leadership style, democratic, laissez-faire leadership style at a time.

The hypotheses were based on the need to understand the effect of the leadership styles on the relationship between employee voice mechanisms and academic staff turnover intentions. The hypothesis was tested using three multiple stages. Stage one

was to determine the direct effect of employee voice mechanisms indicators and academic staff turnover intentions; Stage two was to find out the effect of leadership styles on academic staff turnover intentions, and Stage three was to determine the moderating effect of leadership styles on the relationship between employee voice mechanisms indicators and academic staff turnover intentions. In the first stage, multi-regression analysis was conducted to determine the relationship between the employee voice mechanisms indicators and academic staff turnover intention under the following model to predict academic staff turnover intentions (See Table52)

$$TI = 3.446 + 0.004X_{1a} - 0.320X_{1b} - 0.004X_{1c} + 0.0144X_{1d} \dots\dots\dots (21)$$

Where;

$TI$  =Dependent variable (the academic staff turnover intentions)

3.446= is the estimate of the expected value of academic staff turnover intentions when job contents, supervision, working conditions, pay and benefits, promotions, and career advancement are zero, 0.004 = is an estimate of the expected increase in academic staff turnover intentions for a unit increase in employee attitude surveys ( $X_{1a}$ ) ,  $-0.320$  = is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in employee representations ( $X_{1b}$ ) ,  $-0.004$ = is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in quality circles ( $X_{1c}$ ) , 0.0144 = is an estimate of the expected increase in academic staff turnover intentions for a unit increase in suggestions scheme ( $X_{1d}$ )

The second stage regression analysis was performed to determine the effect of autocratic, democratic, and laissez-faire leadership styles on academic staff turnover intentions. The following three models were generated from the analysis (see Tables 51, 52, and 53);

$$TI = 1.742 + 0.263X_{2a} \dots\dots\dots (22)$$

Where;

$TI$  =Dependent variable (the academic staff turnover intentions)

1.742= is the estimate of the expected value of academic staff turnover intentions when autocratic leadership style is zero 0.263= is an estimate of the expected increase in academic staff turnover intentions for a unit increase in Autocratic leadership style ( $X_{2a}$ ) .

$$TI = 1.742 - 0.209X_{2b} \dots\dots\dots (23)$$

Where;

Y =Dependent variable (the academic staff turnover intentions)

1.742 =is the estimate of the expected value of academic staff turnover intentions when democratic Leadership style is zero –0.209 = is an estimate of the expected increase in academic staff turnover intentions for a unit increase in Democratic Leadership style ( $X_{2b}$ )

$$TI = 1.742 - 0.260X_{2c} \dots\dots\dots (24)$$

Where;

Y =Dependent variable (the academic staff turnover intentions)

1.742 =is the estimate of the expected value of academic staff turnover intentions when democratic Leadership style is zero–0.260 = is an estimate of the expected increase in academic staff turnover intentions for a unit increase in Democratic Leadership style ( $X_{2c}$ )

In the final stage, regression analysis was undertaken when both the employee voice mechanisms constructs and leadership styles were introduced. This involved regression analysis on the moderation effect of autocratic, democratic, and laissez-faire leadership styles on the relationship between employee voice mechanisms and academic staff turnover intentions.

#### **4.3.4.1 Moderating Effects of Autocratic Leadership Style on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The hypothesis was based on the need to understand the moderating effects of autocratic leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>4a</sub>: The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya are not significantly moderated by autocratic leadership style.

To assess the moderating effect of autocratic leadership style on the relationship between employee voice mechanisms constructs and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of autocratic leadership styles on the relationship between employee voice mechanisms and academic staff turnover intentions. The relationship between

employee voice mechanisms constructs . (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between autocratic leadership style (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and autocratic leadership styles, employee representation and autocratic leadership styles, quality circles and autocratic leadership styles, and suggestion schemes and autocratic leadership styles. A significant interaction term would suggest a moderating effect. The results are presented in Table 50.

Table 50:  
Regression Model Summary of Employee Voice Mechanisms, Autocratic Leadership Style, and Turnover Intentions

| Indicators and interaction terms | Model 1   | Model 2      | Model 3  | Change  | Observation                                 |
|----------------------------------|-----------|--------------|----------|---------|---------------------------------------------|
| $X_{1a}$                         | 0.004     |              | -0.517*  | 0.521   | Significant change                          |
| $X_{1b}$                         | -0.320*** |              | -0.385   | -0.065  | Change not significant                      |
| $X_{1c}$                         | -0.004    |              | 0.367    | 0.371   | Change not significant                      |
| $X_{1d}$                         | 0.0144    |              | -0.413   | -0.427  | Change not significant                      |
| Autocratic                       |           | 0.263**<br>* | -0.337   | (0.155) |                                             |
| $X_{1a} * X_{2a}$                |           |              | 0.152*   |         | Evidence of moderation                      |
| $X_{1b} * X_{2a}$                |           |              | 0.0203   |         | No Evidence of moderation                   |
| $X_{1c} * X_{2a}$                |           |              | -0.106   |         | No Evidence of moderation                   |
| $X_{1d} * X_{2a}$                |           |              | 0.133    |         | No Evidence of moderation                   |
| _cons                            | 3.446***  | 1.742**<br>* | 4.568*** |         |                                             |
| N                                | 352       | 352          | 352      |         |                                             |
| adj. $R^2$                       | 0.073     | 0.034        | 0.108    | 0.035   | The explanatory power of the model improved |
| F                                | 7.930     | 13.24        | 5.746    |         |                                             |
| P                                | 0.000     | 0.000        | 0.000    |         |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{2a}$  = interaction of employee attitude surveys and autocratic leadership style;  $X_{1b} * X_{2a}$  = interaction of employee representations and autocratic leadership style;  $X_{1c} * X_{2a}$  = interaction of Quality circles and autocratic leadership style;  $X_{1d} * X_{2a}$  = interaction of suggestion scheme and autocratic leadership style.

Source: Primary Data, (2021)

Model 1 in Table 50 shows the regression results for the four constructs of employee voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the four constructs explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression model linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions is statistically significant at a 5% level ( $F = 7.93, P < 0.05$ ). This implies that the suggested models are suitable for prediction purposes.

The results reveal a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (regression coefficient = 0.004,  $p - value > 0.05$ ), a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (regression coefficient =  $-0.320, p - value < 0.05$ ), a statistically significant negative linear relationship between quality circles and academic staff turnover intentions (regression coefficient = 0.004,  $p - value > 0.05$ ) and statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions (regression coefficient 0.0144,  $p - value > 0.05$ ) at 5% level. Employee representation only was significant at a 5% level (regression coefficient = 0.320,  $p - value < 0.05$ ), whereas all the other three constructs were statistically non-significant (all  $p$ - values  $> 0.05$ ).

Model 2 in Table 50 shows the regression results of the autocratic leadership style (the moderating variable) predicting academic staff turnover intentions. The adj.  $R^2$  was 0.034, implying that autocratic leadership style explains 3.4% of the variation in employee attitude surveys. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that the fitted regression model linking the relationship between autocratic leadership style and academic staff turnover intentions is statistically significant ( $F = 13.24, p < 0.05$ ) data at a 5% level. This implies that the suggested models are suitable for prediction

purposes. The autocratic leadership style was non-significant (*regression coefficient* = 0.263,  $p < 0.05$ ) at a 5% level. The implication was that an increase in autocratic leadership style increases turnover intentions.

Model 3 in Table 50 shows the regression results of the four employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power improved from 7.3 in model 1 to 10.8% in model 3. The results show that the fitted regression model linking the relationship between autocratic leadership style and academic staff turnover intentions is statistically significant at a 5% level ( $F = 5.746$ ,  $p < 0.05$ ). This implies that the suggested model was suitable for prediction purposes. The coefficient of the employee attitude surveys significantly changed from 0.004 to 0.517 (change 0.521) at a 5% level while the coefficient of Employee representations ( $\beta_{1b} = -0.385$ ,  $p > 0.05$ ; change =  $-0.065$ ), quality circle ( $\beta_{1c} = 0.367$ ,  $p > 0.05$ ; change = 0.371), and suggestion schemes ( $\beta_{1d} = -0.413$ ,  $p > 0.05$ ; change =  $-0.427$ ) at a 5% had non-significant change. It is observed that when the moderating variable of autocratic leadership style was introduced, it only interacted significantly with employee attitude surveys ( $X_{1a} * X_{2a} = p < 0.05$ ). The result implies that out of the four employee voice mechanisms, autocratic leadership styles significantly moderate only the relationship between employee attitude surveys and academic staff turnover intentions among the four constructs of employee voice mechanisms. Thus the study concluded that the autocratic leadership style partly moderates the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya

The results showed a partly moderating effect of autocratic leadership on the relationship between employee representation and employee turnover intention. Similarly, autocratic leadership style did not significantly moderate the relationship between (quality circles, suggestion schemes) and academic staff turnover intentions. The hypothesis  $H0_{4a}$  was not supported by employees' attitudes surveys only. This was interpreted to mean part-moderation where employee attitude survey satisfied the moderation requirements after introducing autocratic leadership style. The current study revealed that the autocratic leadership style moderate relationship between employee attitude surveys and academic staff turnover intentions in the universities in

Kenya. However, the autocratic leadership style does not moderate the relationship between (employee representations, quality circles, suggestion schemes) and academic staff turnover intentions in the universities in Kenya. Based on these results, the regression model for the prediction of academic staff turnover intentions in chartered universities can be stated as follows:

$$TI = 4.5684 - 0.517X_{1a} + 0.152 X_{1a}*X_{2a} \dots \dots \dots (25)$$

Where;

$TI$  = Dependent variable (the academic staff turnover intentions).

4.5684 = estimates the expected value of academic staff turnover intention when employee voice mechanisms id zero.

-0.517= Regression coefficient of employee attitude survey ( $X_{1a}$ )

0.152 =an estimate of the expected increase in academic turnover intentions resulting from a unit change in the interaction of employee attitude survey and autocratic leadership style.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, the findings of this study bring out the role of autocratic leadership style in the relationship between employee voice mechanisms indicators and academic staff turnover intentions. Autocratic leadership style moderates only the relationship between employee attitude surveys and academic staff turnover intention. Autocratic leadership style does not moderate the relationship between other indicators of employee voice mechanisms and academic staff turnover intentions. These findings are supported by the descriptive analysis where the majority, 71.5%, ranked the exhibited practices of autocratic leadership style moderate to high in universities, a phenomenon that leads to academic staff turnover intentions. On average academic staff agreed that autocratic leadership style was practised in the universities aggregate( $mean = 3.10, SD = 1.208$ ) and disagreed that the employee attitude survey sought academic staff views on issues at work and was allowed to give recommendations on issues that affect them without victimization aggregate( $Mean = 2.68, SD = 1.04$ ). This implied that, on average, the academic staff agreed with statements about the existence and use of autocratic leadership style. Further, it means that they agreed that university managers retained as much power

and decision-making authority as possible and unilaterally made decision-making in the universities hence academic staff turnover intentions.

Second, from the theoretical literature, the study used the postulates of Lewin (1939), who Identified three model dimensions of leadership style formulated around decision-making authority. The model underpinned the relationship between leadership styles and turnover intentions. The autocratic leadership style in his model has been associated with turnover intentions. An autocratic leader dictates work methods, does not consult, makes unilateral decisions, does not share opinions, and limits employee participation (Robbins & Coulter, 2009). This leadership style is less innovative, resulting in a constant state of tension and dissatisfaction, resistance, and a decrease in leaders' interest in the interests of their subordinates (Raus & Haita, 2011). Punishment, threat, demands, instructions, rules, and regulations are used to gain an autocratic leadership style. This behaviour benefits quick decision-making in stressful situations and firm deadlines for fulfilling duties assigned by the leader. However, employing this leadership style stifles problem-solving creativity, resulting in reduced job satisfaction and organizational commitment.

Further, the study used the Harvard Model of HRM Beer *et al.*, 1984, postulating that HRM involves all management decisions and actions that affect the nature and relationship between organisation and employees. The power play and decision-making approach adopted by management in the university result in the emergence of leadership styles. The nature of the leadership style that emerges determines the academic staff turnover intentions. The Harvard model suggests that HRM strategies, policies, and processes determine employee influence and involvement in decision-making and the authority and power voluntarily delegated by management. It also encourages employees to share their ideas and participate in organisational consultation and decision-making (Wilson, 2009). Autocratic leadership does not involve the employee in decision-making and actions that affect the nature and relationship between the organisation and employees, leading to turnover intentions.

Lastly, the findings of this study are consistent with the study of Albert Beer *et al.*, (2016), Puni *et al.*, (2016). They established a significant positive association between autocratic leadership styles, employee turnover intentions. However, Gwavuya

(2011), Nge'the *et al.*, (2015) Babalola *et al.*, (2016) found that leadership styles were contributing to intention to leave by the academic staff

#### **4.3.4.2 Moderating Effect of Democratic Leadership Style on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The hypothesis sought to understand the moderating effects of democratic leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>4b</sub>: The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya are not significantly moderated by democratic leadership style.

To assess the moderating effect of democratic leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of democratic leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions. The relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between democratic leadership style (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and democratic leadership style, employee representation and democratic leadership style, quality circles, and democratic leadership style and suggestion schemes and democratic leadership style.

A significant interaction term would suggest a moderating effect. The results are presented in Table 51.

Table 51:  
Regression Model Summary of Employee Voice Mechanisms, Democratic Leadership Style and Turnover Intentions

| Indicators and interaction terms | Model 1    | Model 2   | Model 3    | Change | Observation                                 |
|----------------------------------|------------|-----------|------------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004      |           | 0.393      | 0.389  | No significant change                       |
| $X_{1b}$                         | -0.320***  |           | -0.752***  | -0.342 | Significant increase in size                |
| $X_{1c}$                         | -0.004     |           | 0.126      | 0.122  | No significant change                       |
| $X_{1d}$                         | 0.014      |           | -0.225     | -0.239 | No significant change                       |
| Democratic                       |            | -0.209*** | -0.330     |        |                                             |
| $X_{1a} * X_{2b}$                |            |           | -0.123     |        | No Evidence of moderation                   |
| $X_{1b} * X_{2b}$                |            |           | 0.150*     |        | Evidence of moderation                      |
| $X_{1c} * X_{2b}$                |            |           | -0.049     |        | No Evidence of moderation                   |
| $X_{1d} * X_{2b}$                |            |           | 0.098      |        | No Evidence of moderation                   |
| _cons                            | 3.446***   | 3.177***  | 4.163***   |        |                                             |
| N                                | 352        | 352       | 352        |        |                                             |
| adj. $R^2$                       | 0.073      | 0.028     | 0.084      | 0.011  | The explanatory power of the model improved |
| F                                | 7.930      | 11.29     | 4.596      |        |                                             |
| p                                | 0.00000398 | 0.000863  | 0.00000957 |        |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{2a}$  = interaction of employee attitude surveys and democratic leadership style;  $X_{1b} * X_{2a}$  = interaction of employee representations and democratic leadership style;  $X_{1c} * X_{2a}$  = interaction of Quality circles and democratic leadership style;  $X_{1d} * X_{2a}$  = interaction of suggestion scheme and democratic leadership style.

Source: Primary Data, (2021)

Model 1 of Table 51 shows the regression results for the four constructs of employee voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression model linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic

staff turnover intentions is statistically significant at a 5% level ( $F = 7.93, P < 0.05$ ). This implies that the suggested models are suitable for prediction purposes.

The result further reveals a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (*regression coefficient* =  $-0.320, p - value < 0.05$ ) at a 5% level. However, all the other three constructs of employee voice mechanisms were statistically non-significant (all  $p$ - values  $> 0.05$ ). For instance, it reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (*regression coefficient* =  $0.004, p - value > 0.05$ ). It also reveals a statistically, a non-statistically significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* =  $-0.004, p - value > 0.05$ ) and reveals a statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya (*regression coefficient* =  $0.0144, p - value > 0.05$ ) at 5% level. However, Employee representation only was significant (*regression coefficient* =  $0.320, p - value < 0.05$ ) at a 5% level, whereas all the other three constructs were statistically non-significant (all  $p$ - values  $> 0.05$ ).

Model 2 of Table 51 shows the regression results of the democratic leadership style (the moderating variable) predicting academic staff turnover intentions. The adj.  $R^2$  was 0.028, implying that the autocratic leadership style explains the variation of 2.8% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographic factors, country employment level, and labour mobility. Further, the results show that the fitted regression model linking the relationship between autocratic leadership style and academic staff turnover intentions is statistically significant at a 5% level ( $F = 13.24, p < 0.05$ ). This implies that the suggested models are suitable for prediction purposes. The democratic leadership style was significant (*regression coefficient* =  $-0.209, p - value < 0.05$ ) at a 5% level. The implication was that an increase in -0.209 leadership style results in a decrease in turnover intentions.

Model 3 of Table 51 shows the regression results of the four-employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power declined from 7.3 in model 1 to 2.8%. , the results show that the fitted regression model linking the relationship between autocratic leadership style and academic staff turnover intentions is statistically significant ( $F = 5.746$ ,  $p\text{-value} < 0.05$ ) at a 5% level. This implies that the suggested model was suitable for prediction purposes.

The coefficient of the employee representation significantly changed from  $-0.320$  to  $-0.752$  (change  $-0.342$ ) at a 5% level ( $p < 0.05$ ). The significant change can be partly explained by the significant interaction effect between employee representation and democratic leadership style ( $X_{1b} * X_{2b} = 0.150$ ,  $p\text{-value} < 0.05$ ) at a 5% level. The coefficient of the employee attitude survey ( $\beta_{1a} = 0.393$ ,  $p > 0.05$ ; change =  $0.389$ ), quality circle ( $\beta_{1c} = 0.126$ ,  $p > 0.05$ ; change =  $0.122$ ), and suggestion schemes ( $\beta_{1c} = -0.225$ ,  $p > 0.05$ ; change =  $0.239$ ) had non-significant change. It is observed that when the moderating variable of autocratic leadership style was introduced, it only interacted significantly with employee attitude surveys ( $X_{1a} * X_{2a} = p < 0.05$ ). The result implies that out of the four employee voice mechanisms, democratic leadership styles significantly moderate only the relationship between employee representations and academic staff turnover intentions among the four constructs of employee voice mechanisms. Thus the study concluded that the democratic leadership style partly moderates the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya

The results showed evidence of the partly moderating effect of democratic leadership on the relationship between employee representation and employee turnover intentions. Similarly, democratic leadership style did not moderate the relationship between (employee attitude surveys, quality circles, suggestion schemes) and academic staff turnover intentions. Employees attitude surveys partly supported the hypothesis H04b and therefore the study fails to entirely reject the hypothesis that the relationship between employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not significantly moderated by democratic leadership style. This was interpreted as partial moderation, where employee representation satisfied the requirements for moderation after introducing the democratic leadership style. The current study revealed that the democratic leadership style moderate relationship between employee representations and academic staff turnover intentions in the universities in Kenya. However, a democratic leadership style does not moderate the relationship between (employee attitude surveys, quality circles, and suggestion schemes) and academic staff turnover intentions in the universities in Kenya. Based on these results, the regression model for the prediction of academic staff turnover intentions in chartered universities can be stated as follows:

$$TI = 4.163 - 0.752X_{1b} + 0.150X_{1b}*X_{2b} \dots\dots\dots (26)$$

Where;

$TI$  = Dependent variable (the academic staff turnover intentions).

4.5684 = Y-intercept; constant.

-0.517= Regression coefficient of employee attitude survey ( $X_{1a}$ )

0.152 = an estimate of the expected increase in academic turnover intentions resulting from a unit change in the interaction of employee attitude survey and democratic leadership style.

The conclusion arrived in this hypothesis can be explained on several grounds. First, in terms of concern for this study, the findings of this study bring out the role of democratic leadership style on the relationship between employee voice mechanisms indicators and academic staff turnover intentions. The descriptive analysis supports these findings where the majority, 71.4%, ranked the exhibited practices of democratic leadership style moderate to high in universities, a phenomenon that leads

to lower academic staff turnover intentions. On average academic staff disagreed that democratic leadership style was practiced in the universities aggregate ( $mean = 2.95, SD = 1.163$ ) and disagreed that employee representations dealt with the recognition of labour trade unions, had regular meetings of management and unions, union representatives sitting in university committee, providing avenues for representation besides labour unions and management resolving issues raised by unions and non-unions representatives aggregate( $mean = 2.90, SD = 1.11$ ). This implied that, on average, the academic staff disagreed with statements about the existence and use of a democratic leadership style. This means that they disagreed that university managers consider the wishes and suggestions through participation in the formulation of the policies that serve as guidelines for the organizational operation hence academic staff turnover intentions.

Second, the study's conclusions were based on Lewin's (1939) postulates, which produced three model leadership style characteristics based on decision-making authority. The model demonstrated the relationship between leadership styles and the likelihood of employee turnover. Low turnover intentions have been associated to democratic leadership approach. The democratic leadership style involves a leader who consults and considers the views of his team members before making a final decision (Dessler & Starke 2017). This type of leadership style allows for both criticism and appreciation. Subordinates are encouraged by the democratic leader to identify problems and propose ideas to solve them (Amzat & Ali, 2011). Collective decision-making, camaraderie, active follower involvement, fair appreciation, and tempered criticism are all characteristics of democratic leaders. The democratic leadership approach makes it easier to make decisions as a group (Cherry, 2018). The benefit of using a democratic leadership style is that the work done is of greater quality. However, the amount of work is reduced, and commitment to the goals as a sense of ownership and a valued sense of being a part of the organization's team may reduce turnover intentions (Lewin, 1939).

Furthermore, the Harvard Model of HRM (Beer *et al.*, 1984) was employed in the study, which states that HRM encompasses all managerial decisions and actions that influence the nature and relationship between the organization and its employees. The university's managers' power play and decision-making approach result in the emergence of leadership styles. The academic staff turnover intentions are determined by the type of the emerging leadership style. According to the Harvard model, HRM strategies, rules, and processes govern employee influence and participation in decision-making and the authority and power delegated by management voluntarily. Employees are also encouraged to offer their thoughts and engage in organizational consultation and decision-making (Wilson, 2009). Democratic leadership involves employees in decision-making and actions that influence the nature and relationship between the organization and its employees, resulting in employee retention.

Finally, the findings of this study matched those of Albert Beer *et al.*, (2016), who found a significant negative relationship between democratic leadership styles and employee turnover intentions. Babalola *et al.* (2016) revealed that ethical leadership moderated the relationship between frequent change and intention to leave. Puni *et al.* (2016) showed that democratic leadership styles and employee turnover intentions have a significant negative relationship. Nge'the *et al.*, (2015) discovered that leadership style in public universities influenced academic staff's decision to quit.

#### **4.3.4.3 Moderating Effect of Laissez-Faire Leadership Style on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

This hypothesis was designed to test the moderating effects of laissez-faire leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>4c</sub>: The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya are not significantly moderated by laissez-faire leadership style.

To assess the moderating effect of laissez-faire leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of laissez-faire leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions. The relationship between employee voice

mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between laissez-faire leadership style (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and laissez-faire leadership style, employee representation and laissez-faire leadership style, quality circles, and laissez-faire leadership style and suggestion schemes and laissez-faire leadership style. A significant interaction term would suggest a moderating effect. The results are presented in Table 52.

Table 52  
Regression Model Summary of Employee Voice Mechanisms, Laissez-Faire Leadership Style, and Turnover Intentions

| Indicators and interaction terms | Model 1    | Model 2   | Model 3    | Change | Observation                                 |
|----------------------------------|------------|-----------|------------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004      |           | 0.159      | 0.155  | No significant change                       |
| $X_{1b}$                         | -0.320***  |           | -0.590**   | -0.270 | Significant increase in size                |
| $X_{1c}$                         | -0.004     |           | -0.040     | -0.036 | No significant change                       |
| $X_{1d}$                         | 0.014      |           | -0.089     | -0.103 | No significant change                       |
| Laissez Faire                    |            | -0.260*** | -0.573**   |        |                                             |
| $X_{1a} * X_{2c}$                |            |           | -0.042     |        | No Evidence of moderation                   |
| $X_{1b} * X_{2c}$                |            |           | 0.099      |        | No Evidence of moderation                   |
| $X_{1c} * X_{2c}$                |            |           | 0.017      |        | No Evidence of moderation                   |
| $X_{1d} * X_{2c}$                |            |           | 0.058      |        | No Evidence of moderation                   |
| _cons                            | 3.446***   | 3.310***  | 4.665***   |        |                                             |
| N                                | 352        | 352       | 352        |        |                                             |
| adj. $R^2$                       | 0.073      | 0.048     | 0.090      | 0.017  | The explanatory power of the model improved |
| F                                | 7.930      | 18.88     | 4.843      |        |                                             |
| p                                | 0.00000398 | 0.0000182 | 0.00000416 |        |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{2a}$  = interaction of employee attitude surveys and democratic leadership style;  $X_{1b} * X_{2a}$  = interaction of employee representations and democratic leadership style;  $X_{1c} * X_{2a}$  = interaction of Quality circles and democratic leadership style;  $X_{1d} * X_{2a}$  = interaction of suggestion scheme and democratic leadership style. Source: Primary Data, (2021)

Model 1 of Table 52 shows the regression results for the four constructs of employee voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of

academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression model linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions is statistically significant at a 5% level ( $F = 7.93, P < 0.05$ ). This implies that the suggested models are suitable for prediction purposes.

The result further reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (regression coefficient = 0.004,  $p - value > 0.05$ ), a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (regression coefficient =  $-0.320, p - value < 0.05$ ), a statistically significant negative linear relationship between quality circles and academic staff turnover intentions (regression coefficient =  $-0.004, p - value > 0.05$ ) and statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions (regression coefficient =  $-0.014, p - value > 0.05$ ) at 5% level. Employee representation only was significant (regression coefficient =  $0.320, p - value < 0.05$ ) at a 5% level, whereas all the other three constructs were statistically non-significant (all  $p$ - values  $> 0.05$ ).

The model in Table 52 shows the regression results of the laissez-faire leadership style (the moderating variable) predicting academic staff turnover intentions. Based on laissez-faire leadership style (the moderating variable). The adj.  $R^2$  was 4.8, implying that laissez-faire leadership style explains 4.8% of academic staff turnover intentions variation. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that the fitted regression model linking the relationship between autocratic leadership style and academic staff turnover intentions is statistically significant at a 5% level ( $F = 18.88, p < 0.05$ ). This implies that the suggested models are suitable for prediction purposes. The laissez-faire leadership style was significant at a 5% level.

(*regression coefficient* =  $-0.260$ ,  $p - value < 0.05$ ). The implication was that an increase in laissez-faire leadership style results in a decrease in turnover intentions.

Model 3 in Table 52 shows the regression results of the four-employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power improved from 7.3 in model 1 to 9.0%. The fitted regression model linking the relationship between laissez-faire leadership style and academic staff turnover intentions is statistically significant ( $F = 4.843$ ,  $p - value < 0.05$ ) at a 5% level. This implies that the suggested model was suitable for prediction purposes. The coefficient of the employee representation significantly changed from  $-0.320$  to  $-0.590$  (change  $-0.270$ ) at a 5% level ( $p > 0.05$ ).

The significant change can be partly explained by the non-significant interaction effect between employee representation and democratic leadership style ( $X_{1b} * X_{2b} = 0.150$ ,  $p - value < 0.05$ ) at a 5% level. The coefficient of the employee attitude survey ( $\beta_{1a} = 0.393$ ,  $p > 0.05$ ; change =  $0.389$ ), quality circle ( $\beta_{1a} = 0.126$ ,  $p > 0.05$ ; change =  $0.122$ ), and suggestion schemes (*regression coefficient* =  $-0.225$ ,  $p > 0.05$ ; change =  $0.239$ ) had non-significant change. It is observed that when the moderating variable of laissez-faire leadership style was introduced, it did not interact significantly with the four constructs of employee voice mechanisms. The result implies all four employee voice mechanisms; laissez-faire leadership style does not moderate the relationship between employee voice mechanisms and academic staff turnover intentions. Thus the study concluded that the laissez-faire leadership style does not moderate the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya.

The results showed no evidence of the moderation effect of laissez-faire leadership style on the relationship between employee representation and employee turnover intentions. Similarly, laissez-faire leadership style did not significantly moderate the relationship between (employee attitude surveys, quality circles, suggestion schemes) and academic staff turnover intentions. The hypothesis  $H0_{4c}$  was not supported and therefore, the study rejects the hypothesis that the relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in

Kenya is not significantly moderated by laissez-faire leadership style. The current study revealed that the laissez-faire leadership style does not moderate the relationship between (employee attitude surveys, employee representation, quality circles, and suggestion schemes) and academic staff turnover intentions in the universities in Kenya.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of concern for this study, the findings of this study bring out the role of laissez-faire leadership style on the relationship between employee voice mechanisms indicators and academic staff turnover intentions. These findings are supported by the descriptive analysis where the majority, 71.4%, ranked the exhibited practices of laissez-faire leadership style moderate to high in universities, a phenomenon that leads to lower academic staff turnover intentions. On average academic staff disagreed that democratic leadership style was practiced in the universities aggregate( $mean = 2.56, SD = 1.240$ ). This implied that, on average, the academic staff disagreed with statements about the existence and use of the laissez-faire leadership style. Further, they disagreed with leaders shunning decision-making as much as possible, communicating only when needed, maintaining a low profile, respecting all divisions within the organization, living and working with whatever structure put in place without any suggestions or criticism.

Second, the study's conclusions were based on Lewin's (1939) postulates, which produced three model leadership style characteristics based on decision-making authority. The model demonstrated the relationship between leadership styles and the likelihood of employee turnover. Low turnover intentions have been associated to democratic leadership approach. The democratic leadership style involves a leader who consults and considers the views of his team members before making a final decision (Dessler & Starke 2017). This type of leadership style allows for both criticism and appreciation. Subordinates are encouraged by the democratic leader to identify problems and propose ideas to solve them (Amzat & Ali, 2011). Collective decision-making, camaraderie, active follower involvement, fair appreciation, and tempered criticism are all characteristics of democratic leaders. The democratic leadership approach makes it easier to make decisions as a group (Cherry, 2018). The benefit of using a democratic leadership style is that the work done is of greater

quality. However, the amount of work is reduced, and commitment to the goals as a sense of ownership and a valued sense of being a part of the organization's team may reduce turnover intentions (Lewin, 1939).

Furthermore, the Harvard Model of HRM (Beer *et al.*, 1984) was employed in the study, which states that HRM encompasses all managerial decisions and actions that influence the nature and relationship between the organization and its employees. The university's managers' power play and decision-making approach result in the emergence of leadership styles. The academic staff turnover intentions are determined by the type of the emerging leadership style. According to the Harvard model, HRM strategies, rules, and processes govern employee influence and participation in decision-making and the authority and power delegated by management voluntarily. Employees are also encouraged to offer their thoughts and engage in organizational consultation and decision-making (Wilson, 2009). Democratic leadership involves employees in decision-making and actions that influence the nature and relationship between the organization and its employees, resulting in employee retention.

Finally, the findings of this study matched those of Albert Beer *et al.*, (2016), who found a significant negative relationship between democratic leadership styles and employee turnover intentions. Babalola *et al.* (2016) revealed that ethical leadership moderated the relationship between frequent change and intention to leave. Puni *et al.* (2016) showed that democratic leadership styles and employee turnover intentions have a significant negative relationship. Nge'the *et al.*, 2015 discovered that leadership style in public universities influenced academic staff's decision to quit.

#### **4.3.5 Findings on Objective Five: Moderating Effect of Employee Job Satisfaction on the Relationship Between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The fifth objective of the study was to assess the moderating effect of employee job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya. Employee Job satisfaction was conceived in terms of the six clusters dimensions of the job satisfaction scale (JSS) by (Spector, 1994) which included job content, supervision, working conditions, pay and benefits, promotions, and career advancement. The original scale for the JSS was adopted and taken on a five-Likert scale. Respondents had been asked to indicate the

extent to which the leadership styles existed in the universities in Kenya. Job content had six items, supervision eight and working conditions eight items each, pay and benefits fifteen, promotions five items, and career advancement six items. Respondents had been asked to indicate how they felt about several dimensions of their job, employment, and work in the university in Kenya. To assess the moderating effect of employee job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of job contents, supervision, working conditions, pay and benefits, promotions, and career advancements on the relationship between employee voice mechanisms and academic staff turnover intentions. The following null hypotheses were formulated.

H0<sub>5</sub>: The moderating effect of job satisfaction on the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya is not statistically significant. Specifically;

H0<sub>5a</sub>: The moderating effect of job contents on the relationship between Employees Voices Mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not statistically significant.

H0<sub>5b</sub>: The moderating effect of supervision on the relationship between Employee Voice Mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not statistically significant.

H0<sub>5c</sub>: The moderating effect of working conditions on the relationship between Employee voice Mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not statistically significant.

H0<sub>5d</sub>: The moderating effect of pay and benefits on the relationship between Employees Voice Mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not statistically significant.

H0<sub>5e</sub>: The moderating effect of promotions on the relationship between Employee Voice Mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not statistically significant.

H0<sub>5f</sub>: The moderating effect of career advancements on the relationship between Employee voice Mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not statistically significant.

Moderation, also referred to as interaction, was tested by creating a new variable by multiplying each employee voice mechanism (employee attitude survey, employee representation, quality circle, suggestion scheme) with each of the employee job satisfaction constructs, i.e. (job contents, supervision, working conditions, pay and benefits, promotions and career advancements). The behaviour of the adj.  $R^2$  and the coefficient of regression of the independent variable were monitored for any change. A change in the coefficient of regression and adj.  $R^2$  would suggest a significant change or a moderating effect of employee job satisfaction on the relationship between employee voice mechanisms indicators and academic staff turnover intentions. Further, this was the criteria for the decision on whether the hypothesis was supported or not.

Multiple linear regression analyses were conducted at a 95 percent confidence level ( $\alpha=0.05$ ) to test the respective hypotheses. Because academic staff turnover intention (DV) was measured using more than one measure, mean scores for academic staff turnover intention were regressed against aggregate mean scores of employee attitude survey, employee representation, quality circles, and suggestion scheme. Each was moderated by job contents, supervision, working conditions, pay and benefits, promotions, and career advancement at a time.

The hypotheses were based on the need to understand the effect of employee job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions. The hypothesis was tested using three multiple stages. Stage one was to determine the direct effect of employee voice mechanisms indicators and academic staff turnover intentions; Stage two was to find out the effect of employee job satisfaction on academic staff turnover intentions, and Stage three was to determine the moderating effect of employee job satisfaction on the relationship between employee voice mechanisms indicators and academic staff turnover intentions.

In the first stage, multi-regression analysis was conducted to determine the relationship between the employee voice mechanisms indicators and academic staff turnover intention under the following model to predict academic staff turnover intentions (See Table55)

$$TI = 3.446 + 0.004X_{1a} - 0.320X_{1b} - 0.004X_{1c} + 0.0144X_{1d} \dots\dots\dots (27)$$

Where;

$TI$  =Dependent variable (the academic staff turnover intentions)

3.446= is the estimate of the expected value of academic staff turnover intentions when job contents, supervision, working conditions, pay and benefits, promotions, and career advancement are zero

0.004 = is an estimate of the expected increase in academic staff turnover intentions for a unit increase in employee attitude surveys ( $X_{1a}$ )

–0.320 = is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in employee representations ( $X_{1b}$ )

–0.004= is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in quality circles ( $X_{1c}$ )

0.0144= is an estimate of the expected increase in academic staff turnover intentions for a unit increase in suggestions scheme ( $X_{1d}$ )

The second stage regression analysis was performed to determine the effect of the second stage regression analysis to determine the effect of job content, supervision, working conditions, pay and benefits, promotions, and career advancement on academic staff turnover intentions. The following six models were generated from the analysis (see Tables 55, 56, 57, 58, 59, and 60);

$$TI = 4.266 - 0.472X_{3a} \dots\dots\dots (28)$$

Where;

$TI$  =Dependent variable (the academic staff turnover intentions)

4.266= is the estimate of the expected value of academic staff turnover intentions when job contents are zero

–0.472= is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in job content ( $X_{3a}$ )

$$TI = 3.612 - 0.291X_{3b} \dots\dots\dots (29)$$

Where;

$Y$  =Dependent variable (the academic staff turnover intentions)

3.612 =is the estimate of the expected value of academic staff turnover intentions when supervision is zero

–0.291 = is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in supervision ( $X_{3b}$ )

$$TI = 3.727 - 0.344X_{3c} \dots\dots\dots (30)$$

Where;

$Y$  =Dependent variable (the academic staff turnover intentions)

3.727 =is the estimate of the expected value of academic staff turnover intentions when

Working conditions is zero

–0.344 = is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in working conditions ( $X_{3c}$ )

$$TI = 3.617 - 0.374X_{3d} \dots\dots\dots (30)$$

Where;

$Y$  =Dependent variable (the academic staff turnover intentions)

3.617 =is the estimate of the expected value of academic staff turnover intentions when pay and benefits are zero

–0.374= is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in pay and benefits ( $X_{3d}$ )

$$TI = 3.570 - 0.362X_{3e} \dots\dots\dots (31)$$

Where;

$Y$  =Dependent variable (the academic staff turnover intentions)

3.570 =is the estimate of the expected value of academic staff turnover intentions when Promotions is zero

0.362= is an estimate of the expected increase in academic staff turnover intentions for a unit increase in promotions ( $X_{3e}$ )

$$TI = 3.487 - 0.315X_{3f} \dots\dots\dots (32)$$

Where;

$Y$  =Dependent variable (the academic staff turnover intentions)

3.487=is the estimate of the expected value of academic staff turnover intentions when Career advancements are zero –0.315 = is an estimate of the expected decrease in academic staff turnover intentions for a unit increase in career advancements ( $X_{3f}$ )

In the final stage, regression analysis was undertaken when both the employee voice mechanisms constructs and leadership styles were introduced. This involved carrying out regression analysis on the moderation effect of included job content, supervision,

working conditions, pay and benefits, promotions, and career advancement on the relationship between employee voice mechanisms and academic staff turnover intentions.

#### **4.3.5.1 Moderating Effect of Employee Job Satisfaction with Job Contents on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

This hypothesis was based on the need to understand the moderating effects of job content on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>5a</sub>: The moderating effect of job contents on the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya are not statistically significant.

To assess the moderating effect of job contents on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of job contents on the relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between job contents (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and job contents, employee representation and job contents, quality circles and job contents, suggestion schemes, and job contents.

A significant interaction term would suggest a moderating effect. The results are presented in Table 53.

Table 53

Regression Model Summary of Employee Voice Mechanisms, Job Contents, and Turnover Intentions

| Indicators and interaction terms | Model 1  | Model 2   | Model 3  | Change | Observation                                 |
|----------------------------------|----------|-----------|----------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004    |           | -0.304   | -0.308 | No significant change                       |
| $X_{1b}$                         | 0.320*** |           | -0.597*  | 0.277  | Significant increase                        |
| $X_{1c}$                         | -0.004   |           | 0.003    | 0.007  | No significant change                       |
| $X_{1d}$                         | 0.014    |           | 0.569*   | 0.555  | Significant increase                        |
| $X_{3a}$                         |          | -0.472*** | -0.572** |        |                                             |
| $X_{1a} * X_{3a}$                |          |           | 0.082    |        | No evidence of moderation                   |
| $X_{1b} * X_{3a}$                |          |           | 0.092    |        | No Evidence of moderation                   |
| $X_{1c} * X_{3a}$                |          |           | 0.029    |        | No Evidence of moderation                   |
| $X_{1d} * X_{3a}$                |          |           | -0.142   |        | No Evidence of moderation                   |
| _cons                            | 3.446*** | 4.266***  | 4.915*** |        |                                             |
| N                                | 352      | 352       | 352      |        |                                             |
| adj. $R^2$                       | 0.073    | 0.146     | 0.179    | 0.106  | The explanatory power of the model improved |
| F                                | 7.93     | 60.89     | 9.499    |        |                                             |
| P                                | 0.000    | 0.000     | 0.000    |        |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{3a}$  = interaction of employee attitude survey and job contents,  $X_{1b} * X_{3a}$  = interaction of employee representations and job contents;  $X_{1c} * X_{3a}$  = interaction of Quality circles and job contents,  $X_{1d} * X_{3a}$  = interaction of suggestion scheme and job contents.

Source: Primary Data, (2021)

Model 1 in Table 53 shows the regression results for the voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographic factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions are

statistically significant at a 5% level ( $F = 7.93, P < 0.05$ ). The results provide sufficient evidence that the fitted regression model can predict the response variable better than the null model, i.e., without predictors. Besides, the significance of the F-statistic indicates the R-squared value is significantly different from zero. Thus, the model predictors can significantly predict the variation in academic staff turnover intention.

The result further reveals a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (*regression coefficient* = 0.320, *p-value* < 0.05) at a 5% level. However, all the other three constructs of employee voice mechanisms were statistically non-significant (all *p-values* > 0.05). For instance, it reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (*regression coefficient* = -0.004, *p-value* > 0.05). It also reveals a statistically non-significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* = -0.004, *p-value* > 0.05) and reveals a statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya (*regression coefficient* = 0.0144, *p-value* > 0.05) at 5% level. However, Employee representation only was significant (*regression coefficient* = 0.320, *p-value* < 0.05) at a 5% level, whereas all the other three constructs were statistically non-significant (all *p-values* > 0.05). Model 2 in Table 53 shows the regression results of job contents (the moderating variable) predicting academic staff turnover intentions. The adj.  $R^2$  was 0.146, implying that the autocratic leadership style explains 14.6% of academic staff turnover intentions variation. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between autocratic leadership style and academic staff turnover intentions are statistically significant ( $F = 60.89, p < 0.05$ ) data at a 5% level. This implies that the suggested models are suitable for prediction purposes. The job contents were significant (*regression coefficient* = -0.472, *p-value* < 0.05) at a 5% level, implying an increase (improvement) in job content

Model 3 in Table 53 shows the regression results of the four employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power improved from 7.3 in model 1 to 17.9%. The results show that fitted regression models linking the relationship between autocratic leadership style and academic staff turnover intentions are statistically significant at a 5% level ( $F = 9.499$ ,  $p\text{-value} < 0.05$ ). This implies that the suggested models are suitable for prediction purposes. The coefficient of employee representation and suggestion scheme significantly changed from 0.320 to  $-0.597$  (change 0.277) and 0.014 to 0.569 (change 0.555) respectively at a 5% level. The coefficient of the employee representation significantly changed from  $-0.320$  to  $-0.752$  (change  $-0.342$ ) at a 5% level ( $p < 0.05$ ). The significant change can be partly explained by the non-significant interaction effect between employee representation and job content ( $X_{1b} * X_{3a} = 0.092$ ,  $p\text{-value} > 0.05$ ) at a 5% level and the non-significant interaction effect between suggestion schemes and job content ( $X_{1d} * X_{3a} = -0.142$ ,  $p\text{-value} > 0.05$ ) at a 5% level. The coefficient of Employee attitude surveys ( $\beta_{1a} = -0.304$ ,  $p > 0.05$ ; change =  $-0.308$ ) quality circles ( $\beta_{1c} = 0.003$ ,  $p > 0.05$ ; change = 0.007) at a 5% level were non-significant change. It is observed that when the moderating variable of job content was introduced, it did not interact significantly with the four constructs of employee voice mechanisms. The result implies that the job does not moderate the relationship between the four employee voice mechanisms and academic staff turnover intentions. Thus the study concluded that the job content does not moderates the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of the concern for this study, the study findings bring to light the effect of the job contents in the relationship between employee voice mechanisms and academic staff turnover intentions. The findings are supported by the descriptive analysis of job content aggregate ( $mean\ 3.62, SD = 0.91$ ). This implied that, on average, the academic staff agreed with statements about job tasks, duties, responsibilities, and job status. Further they agreed they were happy and satisfied with

Job Contents and were proud of achievement and recognition, they were happy with independence, autonomy, level, and job status.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. On the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg *et al.* 1959). However, they are critical to meet the hygiene requirements in order to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction. Finally, the findings of this study were consistent with the study of Rashedul *et al.*, (2018), who found no relationship between working environment and Job satisfaction. Karacan (2011) found that job satisfaction occurs when there is harmony between job characteristics and the demands of an employee. The work environment and workplace facilities are also known to inspire work by motivating employees.

#### **4.3.4.5.2 Moderating Effect of Supervision on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

This hypothesis sought to assess the moderating effects of supervision on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>5b</sub>: The moderating effect of supervision on the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya is not statistically significant.

To assess the moderating effect of supervision on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of supervision on the relationship between employee voice mechanisms and academic staff turnover intentions. The relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between supervision (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and supervision, employee representation and supervision, quality circles and supervision, and suggestion schemes and supervision. A significant interaction term would suggest a moderating effect. The results are presented in Table 54.

Table 54  
Regression Model Summary of Employee Voice Mechanisms, Supervision, and Turnover Intentions

| Indicators and interaction terms | Model 1    | Model 2    | Model 3  | Change | Observation                                 |
|----------------------------------|------------|------------|----------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004      |            | -0.315   | -0.319 | No significant change                       |
| $X_{1b}$                         | -0.320***  |            | -0.896** | -0.576 | Significant increase                        |
| $X_{1c}$                         | -0.004     |            | 0.164    | 0.168  | No significant change                       |
| $X_{1d}$                         | 0.014      |            | 0.735**  | 0.721  | Significant increase                        |
| $X_{3b}$                         |            | -0.291***  | -0.266   |        |                                             |
| $X_{1a} * X_{3b}$                |            |            | 0.0839   |        | No Evidence of moderation                   |
| $X_{1b} * X_{3b}$                |            |            | 0.170*   |        | Evidence of moderation                      |
| $X_{1c} * X_{3b}$                |            |            | -0.0316  |        | No Evidence of moderation                   |
| $X_{1d} * X_{3b}$                |            |            | -0.192** |        | Evidence of moderation                      |
| _cons                            | 3.446***   | 3.612***   | 4.097*** |        |                                             |
| N                                | 352        | 352        | 352      |        |                                             |
| adj. $R^2$                       | 0.073      | 0.060      | 0.119    | 4.6    | The explanatory power of the model improved |
| F                                | 7.930      | 23.40      | 6.248    |        |                                             |
| p                                | 0.00000398 | 0.00000197 | 3.51e-08 |        |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{3b}$  = interaction of employee attitude survey and supervision,  $X_{1b} * X_{3b}$  = interaction of employee representations and supervision,  $X_{1c} * X_{3b}$  = interaction of Quality circles and supervision,  $X_{1d} * X_{3b}$  = interaction of suggestion schemes and supervision Source: Primary Data, (2021)

Model 1 in Table 54 shows the regression results for the voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions are statistically significant at a 5% level ( $F = 7.93, P < 0.05$ ). The results suggest that the R-squared value is significantly different from zero. Hence, the model predictors can significantly predict academic staff turnover intention variation than the null model.

The result further reveals a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level. However, all the other three constructs of employee voice mechanisms were statistically non-significant (all *p*- values > 0.05). For instance, it reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (*regression coefficient* = –0.004, *p – value* > 0.05). It also reveals a statistically a non-statistically significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* – 0.004, *p – value* > 0.05) and reveals a statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya (*regression coefficient* 0.014, *p – value* > 0.05) at 5% level. However, Employee representation only was significant (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level, whereas all the other three constructs were statistically non-significant (all *p*- values > 0.05).

Model 2 in Table 55 shows the regression results of supervision (the moderating variable) predicting academic staff turnover intentions. The adj.  $R^2$  was 0.060, implying that supervision explains 0.6% of academic staff turnover intentions variation. The remaining variation is explained by other variables not included in this

study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between supervision and academic staff turnover intentions are statistically significant ( $F = 23.40, p < 0.05$ ) data at a 5% level. This implies that the suggested models are suitable for prediction purposes. Supervision was significant (*regression coefficient* =  $-0.291 * p - value < 0.05$ ) at a 5% level, implying that an increase (improvements) in supervision decreases academic staff turnover intentions.

Model 3 in Table 54 shows the regression results of the four employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted  $R^2$ , the model's explanatory power improved from 6.0 in model 1 to 11.9% in model 3. The results show that the fitted regression model linking the relationship between supervision and academic staff turnover intentions is statistically significant at a 5% level ( $F = 6.248, p < 0.05$ ). This implies that the suggested model was suitable for prediction purposes. The coefficient of the employee representations and suggestion schemes significantly changed from ( $X_{1b} = 0.320$  to  $-0.896$ , (change  $-0.576$ ) and  $0.014$  to  $-0.735$  (change  $0.721$ ) at a 5% level respectively. The significant change can be partly explained by the significant interaction effect between employee representation and supervision ( $X_{1b} * X_{3b} = 0.170, p - value < 0.05$ ) at a 5% level and the significant interaction effect between suggestion schemes and supervision ( $X_{1d} * X_{3b} = -0.192, p - value < 0.05$ ) at a 5% level. The coefficient of the employee attitude survey ( $\beta_{1a} = -0.315, p > 0.05$ ; change  $-0.319$ ) and quality circle ( $\beta_{1a} = 0.164, p > 0.05$ ; change  $0.168$ ) were non-significant. It is observed that when the moderating variable of job contents was introduced, it only interacted significantly with employee representations ( $X_{1b} * X_{3b} = p < 0.05$ ) and suggestion schemes ( $X_{1d} * X_{3b} = p < 0.05$ ). The result implies that out of the four employee voice mechanisms, job contents significantly moderate only the relationship between employee representation and academic staff turnover intentions and suggestion schemes and academic staff turnover intentions among the four constructs of employee voice mechanisms. Thus the study concluded that the job contents partly

moderates the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya

The results showed evidence of the partly moderating effect of supervision on the relationship between employee representation, suggestion schemes, and employee turnover intentions. Similarly, supervision did not moderate the relationship between (employee attitude surveys and quality circles) on academic staff turnover intentions. The hypothesis  $H0_{4a}$  was partly supported by employees representation and suggestion schemes and therefore, the study fails to entirely reject the hypothesis that the moderating effect of supervision on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant. This was interpreted as partial moderation, where employee representation and suggestion schemes satisfied the requirements for moderation after the introduction of supervision. The current study revealed a moderate relationship between employee representations, suggestion schemes, and academic staff turnover intentions in the universities in Kenya. However, supervision does not moderate the relationship between (employee attitude surveys and quality circles) and academic staff turnover intentions in the universities in Kenya.

Based on these results, the regression model for the prediction of academic staff turnover intentions in chartered universities can be stated as follows:

$$TI = 4.097 - 0.896X_{1b} + 0.7351X_{1d} - 0.266 X_{3b} + 0.170X_{3b} * X_{3b} - 0.192X_{1d} * X_{3b} \dots (33)$$

Where;

TI = Dependent variable (the academic staff turnover intentions)

4.097 = is the estimate of the expected value of academic staff turnover intention when employee representation is zero.

-0.896 = Regression coefficient of employee representations ( $X_{1b}$ )

0.735 = Regression coefficient of suggestion schemes ( $X_{1d}$ )

-0.266 = Regression coefficient supervision ( $X_{3b}$ )

0.170 = estimates the expected increase in academic turnover intentions resulting from a unit change in employee representations and supervision interaction.

–0.192= is an estimate of the expected decrease in academic turnover intentions resulting from a unit change in the interaction of suggestion schemes and supervision.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of the concern for this study, the study findings bring to light the effect of supervision on the relationship between employee voice mechanisms and academic staff turnover intentions. The descriptive analysis of supervision aggregate supports these findings ( $Mean = 3.62, SD = 0.96$ ). Implying that, on average, the academic staff agreed with statements about the supervisors' supervision, guidance, and sociability.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. On the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg et al. 1959). However, they are critical to meet the hygiene requirements in order to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Lastly, the findings of this study were consistent with the study of Mumtaz *et al.*, (2016), who established a significant positive correlation between employee-boss relations and employee turnover.

#### **4.3.4.5.3 Moderating Effect of Working Conditions on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The study had set the following hypothesis to assess the moderating effects of working conditions on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>5c</sub>: The moderating effect of working conditions on the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya are not statistically significant.

To assess the moderating effect of working conditions on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried out on the relationship between employee voice mechanisms and academic staff turnover intentions. The relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between working conditions (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and working conditions, employee representation and working conditions, quality circles and working conditions, and suggestion schemes and working conditions. A significant interaction term would suggest a moderating effect. The results are presented in Table 55.

Table 55: Regression Model Summary of Employee Voice Mechanisms, Working Conditions, and Turnover Intentions

| Indicators and interaction terms | Model 1    | Model 2   | Model 3  | Change | Observation                                 |
|----------------------------------|------------|-----------|----------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004      |           | -0.212   | -0.216 | No significant change                       |
| $X_{1b}$                         | -0.320***  |           | -0.491   | -0.171 | No significant change                       |
| $X_{1c}$                         | -0.89      |           | -0.069   | -0.065 | No significant change                       |
| $X_{1d}$                         | 0.014      |           | 0.304    | -0.216 | No significant change                       |
| $X_{3c}$                         |            | -0.344*** | -0.590** |        |                                             |
| $X_{1a} * X_{3c}$                |            |           | 0.069    |        | No Evidence of moderation                   |
| $X_{1b} * X_{3c}$                |            |           | 0.040    |        | No Evidence of moderation                   |
| $X_{1c} * X_{3c}$                |            |           | 0.055    |        | No Evidence of moderation                   |
| $X_{1d} * X_{3c}$                |            |           | -0.069   |        | No Evidence of moderation                   |
| _cons                            | 3.446***   | 3.727***  | 4.932*** |        |                                             |
| N                                | 352        | 352       | 352      |        |                                             |
| adj. $R^2$                       | 0.073      | 0.085     | 0.139    | 6.6    | The explanatory power of the model improved |
| F                                | 7.930      | 33.77     | 7.295    |        |                                             |
| p                                | 0.00000398 | 1.40e-08  | 1.00e-09 |        |                                             |

Note. \* $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{3c}$  = interaction of employee attitude survey and working condition;  $X_{1b} * X_{3c}$  = interaction of employee representations and working conditions;  $X_{1c} * X_{3c}$  = interaction of Quality circles and working conditions;  $X_{1d} * X_{3c}$  = interaction of suggestion schemes and working condition

Source: Primary Data, (2021).

Model 1 in Table 55 shows the regression results for the voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions are statistically significant ( $F = 7.93$ ,  $P < 0.05$ ) data at a 5% level. The results imply the R-squared value is significantly different from zero. Thus, the model predictors can significantly predict academic staff turnover intention variation than the null model.

The result further reveals a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level. However, all the other three constructs of employee voice mechanisms were statistically non-significant (all *p- values* > 0.05). For instance, it reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (*regression coefficient* = 0.004, *p – value* > 0.05). It also reveals a statistically a non-statistically significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* – 0.004, *p – value* > 0.05) and reveals a statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya (*regression coefficient* 0.0144, *p – value* > 0.05) at 5% level. However, Employee representation only was significant (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level, whereas all the other three constructs were statistically non-significant (all *p- values* > 0.05).

Model 2 in Table 55 shows the regression results of working conditions (the moderating variable) predicting academic staff turnover intentions. The adj.  $R^2$  was 0.085, which explains 8.5% of the variation in academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between working conditions and academic staff turnover intentions are statistically non-significant ( $F = 33.77$ ,  $p > 0.05$ ) data at a 5% level. This implies that the suggested models are not suitable for prediction purposes. The working conditions were significant (*regression coefficient* – 0.344 *p – value* < 0.05) at a 5% level, implying improvements in working conditions decreases academic staff turnover intentions.

Model 3 in Table 55 shows the regression results of the four employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's

explanatory power declined from 7.3 in model 1 to 13.9%. The results show that fitted regression models linking the relationship between working conditions and academic staff turnover intentions are statistically significant ( $F = 7.295$ ,  $p\text{-value} > 0.05$ ) at a 5% level. This implies that the suggested model was not suitable for prediction purposes. The coefficient of employee attitude surveys ( $\beta_{1a} = -0.212$ ,  $p > 0.05$ ; change =  $-0.216$ ), employee representation ( $\beta_{1a} = -0.491$  \*,  $p < 0.05$ ; change =  $-0.171$ ), quality circle ( $\beta_{1a} = -0.069$ ,  $p > 0.05$ ; change =  $-0.065$ ), and suggestion schemes (*regression coefficient* =  $0.304$  \*,  $p < 0.05$ ; change =  $-0.216$ ) had non-significant change. It is observed that when the moderating variable of working conditions was introduced, it did not interact significantly with the four constructs of employee voice mechanisms. The result implies all four employee voice mechanisms; working conditions does not moderate the relationship between employee voice mechanisms and academic staff turnover intentions. Thus the study concluded that the laissez-faire leadership style does not moderates the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya.

The results showed no evidence of the moderation effect of working conditions on the relationship between employee voice mechanisms and employee turnover intention. The hypothesis  $H0_{4a}$  was not supported and therefore the study rejects the hypothesis that the moderating effect of working conditions on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya are not statistically significant. The current study revealed that the working conditions do not moderate the relationship between employee voice mechanisms and academic staff turnover intentions in the universities in Kenya.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of the concern for this study, the study findings highlight the importance of the working conditions in HRM – academic staff turnover intentions relationship. These findings are supported by the descriptive analysis of supervision aggregate ( $Mean = 3.40$ ,  $SD = 0.96$ ). This implied that, on average, the academic staff agreed with statements about working conditions and facilities enjoyed by

academic staff, such as ventilation, lighting, tools, space, related environmental features, amount of work, and the university's facilities.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. On the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg et al. 1959). However, they are critical to meet the hygiene requirements in order to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Lastly, the findings of this study were consistent with the study of Rashedul *et al.*, (2018), who found that there is no relationship between Working environment and job satisfaction.

#### **4.3.4.5.4 Moderating Effect of Pay and Benefits on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The study had set the following hypothesis to assess the moderating effects of pay and benefits on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>5d</sub>: The moderating effect of pay and benefits on the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya is not statistically significant.

To assess the moderating effect of pay and benefits on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of pay and benefits on the relationship between employee voice mechanisms and academic staff turnover intentions. The relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between pay and benefits (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and pay and benefits, employee representation and pay and benefits, quality circles and pay and benefits, and suggestion schemes pay and benefits. A significant interaction term would suggest a moderating effect. The results are in Table 56.

Table 56  
Regression Model Summary of Employee Voice Mechanisms, Pay And Benefits, and Turnover Intentions

| Indicators and interaction terms | Model 1   | Model 2   | Model 3   | Change | Observation                                 |
|----------------------------------|-----------|-----------|-----------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004     |           | 0.101     | 0.097  | No significant change                       |
| $X_{1b}$                         | -0.320*** |           | -0.767*** | -0.447 | Significant change                          |
| $X_{1c}$                         | -0.004    |           | -0.151    | -0.147 | No significant change                       |
| $X_{1d}$                         | 0.014     |           | -0.017    | 0.031  | No significant change                       |
| $X_{3d}$                         |           | -0.374*** | -1.010*** |        |                                             |
| $X_{1a} * X_{3d}$                |           |           | -0.031    |        | No Evidence of moderation                   |
| $X_{1b} * X_{3d}$                |           |           | 0.174*    |        | Evidence of moderation                      |
| $X_{1c} * X_{3d}$                |           |           | 0.053     |        | No Evidence of moderation                   |
| $X_{1d} * X_{3d}$                |           |           | 0.041     |        | No Evidence of moderation                   |
| _cons                            | 3.446***  | 3.617***  | 5.786***  |        |                                             |
| N                                | 352       | 352       | 352       |        |                                             |
| adj. $R^2$                       | 0.073     | 0.106     | 0.165     | 0.092  | The explanatory power of the model improved |
| F                                | 7.930     | 42.75     | 8.713     |        |                                             |
| p                                | 0.000     | 0.000     | 0.000     |        |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $EX_{1a} * X_{3d}$  = interaction of employee attitude survey and pay and benefits;  $X_{1b} * X_{3d}$  = interaction of employee representations and pay and benefits;  $X_{1c} * X_{3d}$  = interaction of Quality circles and pay and benefits;  $X_{1d} * X_{3d}$  = interaction of suggestion schemes and pay and benefits.

Source: Primary Data, (2021)

Model 1 in Table 56 shows the regression results for the four constructs of employee voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions are statistically significant ( $F = 7.93$ ,  $P < 0.05$ ) data at a 5% level. This implies that the suggested models are suitable for prediction purposes.

The result further reveals a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level. However, all the other three constructs of employee voice mechanisms were statistically non-significant (all *p*- values > 0.05). For instance, it reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (*regression coefficient* = 0.004, *p – value* > 0.05). It also reveals a statistically a non-statistically significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* – 0.004, *p – value* > 0.05) and reveals a statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya (*regression coefficient* 0.014, *p – value* > 0.05) at 5% level. However, Employee representation only was significant (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level, whereas all the other three constructs were statistically non-significant (all *p*- values > 0.05).

Model 2 in Table 56 shows the pay and benefits regression results (the moderating variable) predicting turnover intentions. The adj.  $R^2$  was 0.106, implying that the autocratic leadership style explains 10.6% of academic staff turnover intentions variation. The remaining variation is explained by other variables not included in this

study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between 0.106 and academic staff turnover intentions are statistically significant ( $F = 42.75, p < 0.05$ ) data at a 5% level. This implies that the suggested models are suitable for prediction purposes. Pay and benefits were significant (*regression coefficient* =  $-0.374, p - value < 0.05$ ) at a 5% level. The implication was that an increase in pay and benefits results in a decrease in turnover intentions.

The result presented in model 3 of Table 56 shows the regression results of the four-employee voice mechanisms constructs after the inclusion of the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power declined from 7.3 in model 1 to 16.5%. The results show that fitted regression models linking the relationship between pay and benefits and academic staff turnover intentions are statistically significant ( $F = 8.713, p\text{-value} < 0.05$ ) at a 5% level. This implies that the suggested model was suitable for prediction purposes.

The coefficient of the employee representation significantly changed from  $-0.320$  to  $-0.767$  (change  $-0.447$ ) at a 5% level. The significant interaction effect can partly explain the significant change between employee representations and pay and benefits ( $X_{1b} * X_{3d} = 0.174, p - value < 0.05$ ) at a 5% level. The coefficient of the employee attitude surveys ( $\beta_{1a} = 0.101, p > 0.05$ ; change  $0.097$ ), quality circle ( $\beta_{1c} = -0.151, p > 0.05$ ; change  $= -0.147$ ), and suggestion schemes ( $\beta_{1d} = -0.017, p > 0.05$ ; change  $= 0.031$ ) had non-significant change. It is observed that when the moderating variable of working conditions was introduced, it only interacted significantly with employee attitude surveys ( $X_{1a} * X_{3d} = p < 0.05$ ). The result implies that out of the four employee voice mechanisms, working conditions significantly moderate only the relationship between employee attitude surveys and academic staff turnover intentions among the four constructs of employee voice mechanisms. Thus the study concluded that the working conditions partly moderates the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya

This can be explained by the non-significant interaction between other indicators of employee voice mechanisms (employee attitude survey, quality circles, and suggestion schemes) and autocratic leadership style at a 5% level (all p-values > 0.005). The results imply that pay and benefits significantly moderate the relationship between employee representations and turnover intentions only among the four indicators of employee voice mechanisms.

The results showed evidence of the partly moderating effect of pay and benefits on the relationship between employee representation and employee turnover intentions. However, pay and benefits did not significantly moderate the relationship between (employee attitude surveys, quality circles, suggestion schemes) and academic staff turnover intentions. The hypothesis  $H0_{4d}$  was partly supported by employees representation and therefore, the study failed to reject the hypothesis that the moderating effect of pay and benefits on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant. This was interpreted as partial moderation, where employee representation and (pay and benefits) satisfied the requirements for moderation after the introduction of pay and benefits satisfied the requirements for moderation after introducing pay and benefits. The current study revealed that the pay and benefits moderate the relationship between employee representations and academic staff turnover intentions in the universities in Kenya. However, pay and benefits do not moderate the relationship between (employee attitude surveys, quality circles, and suggestion schemes) and academic staff turnover intentions in the universities in Kenya.

Based on these results, the regression model for the prediction of academic staff turnover intentions in chartered universities can be stated as follows:

$$TI = 5.786 - 0.767X_{1b} - 0.174X_{1b} * X_{3d} \dots \dots \dots (34)$$

Where;

TI =Dependent variable (the academic staff turnover intentions)

5.786=Y-intercept; constant

–0.0174 =Regression coefficient of suggestion schemes ( $X_{1d}$ )

–1.010= Regression coefficient pay and benefits.

0.174 = an estimate of the expected increase in academic turnover intentions resulting from a unit change in the interaction of employee representations and pay and benefits.

0.041 = an estimate of the expected increase in academic turnover intentions resulting from a unit change in the interaction of suggestion schemes and pay and benefits.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of the concern for this study, the findings of this study bring out the importance of pay and benefits to employees. This is supported by the descriptive statistics, which showed that on average academic staff disagreed that pay and benefits to the academic staff were satisfactory with an aggregate mean(*mean* = 2.84; *SD* = 0.99). This implied that, on average, the academic staff disagreed with statements about fair pay, pay internal equity, pay external equity, benefits, and allowances of academic staff.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. On the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg et al. 1959). However, they are critical to meet the hygiene requirements in order to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage

employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Finally, this study's findings agreed with those of Nurun et al., (2017), who revealed a statistically significant relationship between human resource management practices and job satisfaction, motivation, training and development, absenteeism and turnover, teamwork, employee participation, and compensation. Employees who are underpaid quit. Mrope (2014), Waititu (2013), Gathuita (2012), Mbah (2012), Nyakundi (2011), and Michael (2010) revealed that jobs that provide adequate financial incentives are more likely to keep employees, implying that satisfactory compensation levels will lead to high job satisfaction and reduced turnover intentions.

#### **4.3.4.5.5: Moderating Effect of Promotions on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The study had set the following hypothesis to assess the moderating effects of promotions on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>5e</sub>: The moderating effect of promotions on the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya is not statistically significant.

To assess the moderating effect of promotions on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of promotions on the relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between promotions (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and promotions, employee representation and promotions, quality circles and

promotions, and suggestion schemes and promotions. A significant interaction term would suggest a moderating effect. The results are presented in Table 57.

Table 57:

Regression Model summary of Employee Voice Mechanisms, Promotions, and Turnover Intentions

| Indicators and interaction terms | Model 1   | Model 2   | Model 3   | Change | Observation                                 |
|----------------------------------|-----------|-----------|-----------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004     |           | 0.155     | 0.151  | No significant change                       |
| $X_{1b}$                         | -0.320*** |           | -0.352*   | -0.032 | Significant change                          |
| $X_{1c}$                         | -0.004    |           | -0.050    | -0.046 | No significant change                       |
| $X_{1d}$                         | 0.014     |           | -0.078    | 0.064  | No significant change                       |
| $X_{3e}$                         |           | -0.362*** | -0.591*** |        |                                             |
| $X_{1a} * X_{3e}$                |           |           | -0.032    |        | No Evidence of moderation                   |
| $X_{1b} * X_{3e}$                |           |           | 0.032     |        | No Evidence of moderation                   |
| $X_{1c} * X_{3e}$                |           |           | 0.023     |        | No Evidence of moderation                   |
| $X_{1d} * X_{3e}$                |           |           | 0.062     |        | No Evidence of moderation                   |
| _cons                            | 3.446***  | 3.570***  | 4.426***  |        |                                             |
| N                                | 352       | 352       | 352       |        |                                             |
| adj. $R^2$                       | 0.073     | 0.141     | 0.165     | 0.092  | The explanatory power of the model improved |
| F                                | 7.930     | 58.78     | 8.692     |        |                                             |
| p                                | 0.000     | 0.000     | 0.000     |        |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{3e}$  = interaction of employee attitude survey and promotions,  $X_{1b} * X_{3e}$  = interaction of employee representations and pay and benefits,  $X_{1c} * X_{3e}$  = interaction of Quality circles and promotions,  $X_{1d} * X_{3e}$  = interaction of suggestion schemes and promotions.

Source: Primary Data, (2021).

Model 1 in Table 57 shows the regression results for the voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions are statistically significant at a 5% level ( $F = 7.93$ ,  $P < 0.05$ ). The results suggest that the R-squared value is significantly different from zero; hence the model predictors can significantly predict the variation in academic staff turnover intention than the null model.

The result further reveals a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level. However, all the other three constructs of employee voice mechanisms were statistically non-significant (all *p- values* > 0.05). For instance, it reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (*regression coefficient* = 0.004, *p – value* > 0.05). It also reveals a statistically a non-statistically significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* – 0.004, *p – value* > 0.05) and reveals a statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya (*regression coefficient* 0.0144, *p – value* > 0.05) at 5% level. However, Employee representation only was significant (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level, whereas all the other three constructs were statistically non-significant (all *p- values* > 0.05).

Model 2 in Table 57 shows the regression results of the promotions (the moderating variable) predicting turnover intentions. The adj.  $R^2$  was 0.141, implying that the autocratic leadership style explains 14.1% of academic staff turnover intentions variation. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between promotions and academic staff turnover intentions are statistically significant ( $F = 58.78$ ,  $p < 0.05$ ) data at a 5% level. This implies that the suggested models are suitable for prediction purposes. The job contents were significant at a 5% level (*regression coefficient* =  $-0.362 * p - value < 0.05$ ).

Model 3 in Table 57 shows the regression results of the four employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power improved from 7.3 in model 1 to 16.5%. The results show that

fitted regression models linking the relationship between promotions and academic staff turnover intentions are statistically significant at a 5% level ( $F = 8.692$ ,  $p\text{-value} < 0.05$ ). The results imply the R-squared value is significantly different from zero. Thus, the model predictors can significantly predict academic staff turnover intention variation than the null model.

The coefficient of employee representations significantly changed from  $(-0.320 *$  to  $-0.352 *, p < 0.05$ ; change  $(-0.032)$ . The non-significant interaction effect can partly explain the non-significant change between employee attitude surveys and promotions ( $X_{1a} * X_{3e} = -0.032, p\text{value} > 0.05$ ) at a 5% level. The coefficient of employee attitude surveys  $\beta_{1a} = 0.155, p > 0.05$ ; change =  $0.151$ ), quality circle ( $\beta_{1a} = -0.050, p > 0.05$ ; change =  $-0.050$ ), and suggestion schemes (*regression coefficient* =  $-0.078 *, p < 0.05$ ; change =  $-0.078$ ) had non-significant change. It is observed that when the moderating variable of promotions was introduced, it did not interact significantly with the four constructs of employee voice mechanisms. The result implies all four employee voice mechanisms; promotions does not moderate the relationship between employee voice mechanisms and academic staff turnover intentions. Thus the study concluded that the promotions do not moderate the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya.

The results showed no evidence of the moderation effect of promotion on the relationship between employee voice mechanisms and employee turnover intention. The hypothesis  $H0_{4a}$  was not supported and therefore, the study rejects the hypothesis that the moderating effect of promotions on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant. The current study revealed that the promotions do not moderate the relationship between employee voice mechanisms and academic staff turnover intentions in the universities in Kenya.

The conclusion arrived at in this hypothesis can be explained on several grounds. First, in terms of the concern for this study, the findings of this study bring out the importance of promotions to employees. This is supported by the descriptive

statistics, which showed that on average, the academic staff disagreed that promotions were satisfactory to academic staff with an aggregate ( $mean = 2.79$ ;  $SD = 1.17$ ). This implied that on average, the academic staff disagreed with statements about Promotion opportunity and promotion policy.

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. On the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg et al. 1959). However, they are critical to meet the hygiene requirements in order to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Lastly, the findings of this study were consistent with study findings by Nge'the *et al.*, (2015), who found a relationship between promotion and turnover intention.

#### **4.3.4.5.6 Moderating Effect of Career Advancement on the Relationship between Employee Voice Mechanisms and Academic Staff Turnover Intentions**

The study had set the following hypothesis to assess the moderating effects of career advancement on the relationship between employee voice mechanisms and academic staff turnover intentions.

H0<sub>5f</sub>: The moderating effect of career advancement on the relationship between employee voice mechanisms constructs and academic staff turnover intentions in universities in Kenya is not statistically significant.

To assess the moderating effect of career advancement on the relationship between employee voice mechanisms and academic staff turnover intentions, stepwise multiple regression analysis was carried on the moderating effect of career advancement on the relationship between employee voice mechanisms (independent variable) and academic staff turnover intentions (dependent variable) was determined in step one. The relationship between career advancement (moderating variable) and academic staff turnover intentions (dependent variable) was determined in step two. In step three, the moderation was tested by creating an interaction term generated by multiplying each employee voice mechanisms constructs, i.e., employee attitude surveys and career advancement, employee representation and career advancement, quality circles and career advancement, suggestion schemes, and career advancement.

A significant interaction term would suggest a moderating effect. The results are presented in Table 58.

Table 58  
Regression Model Summary of Employee Voice Mechanisms, Career Advancements  
Turnover Intentions

| Indicators and interaction terms | Model 1  | Model 2   | Model 3  | Change | Observation                                 |
|----------------------------------|----------|-----------|----------|--------|---------------------------------------------|
| $X_{1a}$                         | 0.004    |           | 0.178    | 0.174  | No significant change                       |
| $X_{1b}$                         | 0.320*** |           | -0.308   | 0.012  | No significant change                       |
| $X_{1c}$                         | -0.004   |           | -0.114   | -0.110 | No significant change                       |
| $X_{1d}$                         | 0.0144   |           | 0.051    | 0.174  | No significant change                       |
| $X_{3f}$                         |          | -0.315*** | -0.408*  |        |                                             |
| $X_{1a} * X_{3f}$                |          |           | -0.040   |        | No Evidence of moderation                   |
| $X_{1b} * X_{3f}$                |          |           | 0.002    |        | No Evidence of moderation                   |
| $X_{1c} * X_{3f}$                |          |           | 0.060    |        | No Evidence of moderation                   |
| $X_{1d} * X_{3f}$                |          |           | 0.014    |        | No Evidence of moderation                   |
| _cons                            | 3.446*** | 3.487***  | 3.995*** |        |                                             |
| N                                | 352      | 352       | 352      |        |                                             |
| adj. $R^2$                       | 0.073    | 0.091     | 0.117    | 0.018  | The explanatory power of the model improved |
| F                                | 7.930    | 35.98     | 6.163    |        |                                             |
| p                                | 0.00000  | 4.97e-09  | 4.68e-08 |        |                                             |
|                                  | 398      |           |          |        |                                             |

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ ;  $X_{1a} * X_{3f}$  = interaction of employee attitude survey and career advancement,  $X_{1b} * X_{3f}$  = interaction of employee representations and career advancement,  $X_{1c} * X_{3f}$  = interaction of Quality circles and career advancement,  $X_{1d} * X_{3f}$  = interaction of suggestion schemes and career advancement  
Source: Primary Data, (2021)

Model 1 in Table 58 shows the regression results for the voice mechanisms in the absence of the moderating variable. The adj.  $R^2$  was 0.073, implying that the employee voice mechanisms explain the variation of 7.3% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between (employee attitude surveys, Employee representations, Quality circles, and Suggestion schemes) and academic staff turnover intentions are statistically significant at a 5% level ( $F = 7.93$ ,  $P < 0.05$ ). This implies that the

suggested models are suitable for prediction purposes. The results imply the R-squared value is significantly different from zero. Therefore, the model predictors can significantly predict academic staff turnover intention variation than the null model.

The result further reveals a statistically significant negative linear relationship between employee representations and academic staff turnover intentions (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level. However, all the other three constructs of employee voice mechanisms were statistically non-significant (all *p- values* > 0.05). For instance, it reveals a statistically non-significant positive linear relationship between employee attitude survey and academic staff turnover intentions (*regression coefficient* = 0.004, *p – value* > 0.05). It also reveals a statistically a non-statistically significant negative linear relationship between quality circles and academic staff turnover intentions (*regression coefficient* – 0.004, *p – value* > 0.05) and reveals a statistically non-significant negative linear relationship between suggestion schemes and academic staff turnover intentions in universities in Kenya at a 5% level (*regression coefficient* 0.0144, *p – value* > 0.05). However, Employee representation only was significant (*regression coefficient* = 0.320, *p – value* < 0.05) at a 5% level, whereas all the other three constructs were statistically non-significant (all *p- values* > 0.05).

Model 2 in Table 58 shows the regression results of the career advancement (the moderating variable).predicting academic staff turnover intentions. The adj.  $R^2$  was 0.091, implying that autocratic leadership style explains the variation of 9.1% of academic staff turnover intentions. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. Further, the results show that fitted regression models linking the relationship between career advancements and academic staff turnover intentions are statistically non-significant at a 5% level ( $F = 35.98$ ,  $p > 0.05$ ). This implies that the suggested models are not suitable for prediction purposes. The results imply the R-squared value is significantly different from zero; hence the model predictors can significantly predict the variation in academic staff turnover intention than the null model.

The job contents were significant (*regression coefficient* =  $-0.315 * p - value < 0.05$ ) at a 5% level. The result presented in model 3 of Table 57 shows the employee voice mechanisms' regression results after the moderating variable's inclusion alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power improved from 7.3 in model 1 to 11.7%. The results show that fitted regression models linking the relationship between career advancements and academic staff turnover intentions are statistically significant at a 5% level ( $F = 6.163, p\text{-value} < 0.05$ ). The results imply the  $R^2$  value is significantly different from zero. Thus, the model predictors can significantly predict academic staff turnover intention variation than the null model.

Model 3 in Table 58 shows the regression results of the four employee voice mechanisms constructs after including the moderating variable alongside the associated interaction terms. As indicated by the adjusted R-square, the model's explanatory power improved from 9.1 in model 1 to 11.7%. The results show that fitted regression models linking the relationship between career advancements and academic staff turnover intentions are statistically significant at a 5% level ( $F = 6.163, p\text{-value} < 0.05$ ). The results imply the  $R^2$  value is significantly different from zero. Thus, the model predictors can significantly predict academic staff turnover intention variation than the null model. The coefficient of the employee attitude surveys non-significantly changed from 0.004 to 0.178 (change 0.174) employee representation 0.320 to  $-0.004, p < 0.05$ ; change 0.012), quality circle from  $-0.004$  to  $-0.114, p > 0.05$ ; change  $(-0.110)$  and suggestion schemes from 0.0144 to 0.051,  $p < 0.05$ ; change (0.174) at a 5% level. It is observed that when the moderating variable of career advancements was introduced, it did not interact significantly with the four constructs of employee voice mechanisms. The result implies all four employee voice mechanisms; career advancement does not moderate the relationship between employee voice mechanisms and academic staff turnover intentions. Thus the study concluded that career advancement does not moderate the relationship between employee voice mechanisms and turnover intentions among academic staff in universities in Kenya.

The results showed no evidence of the moderation effect of career advancements on the relationship between employee voice mechanisms and employee turnover intentions. The hypothesis H0<sub>4a</sub> was not supported and therefore, the study rejects the hypothesis that the moderating effect of career advancement on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant. The current study revealed that career advancements do not moderate the relationship between employee voice mechanisms and academic staff turnover intentions in the universities in Kenya.

The conclusion reached on this hypothesis can be attributed to a number of factors. First and foremost, the study's findings emphasize the necessity of professional growth for employees. It can be determined that when firms help their employees achieve their career goals and improve their professional abilities, these employees are much more motivated to reciprocate and have a greater sense of moral commitment to their employers. They are also less likely to leave the organisation (Okurame, 2012). According to the descriptive statistics from the current study, the mean was found to be (mean =2.95; S.D = 1.09). The descriptive statistic supports this claim, that academic staff disagreed on average that promotions were satisfactory, with a mean of 2.95 and a standard deviation of 1.09, implying that claims about professional advancement, career counseling, mentorship programs, and coaching methods were met with disapproval by the academic staff

Second, the current research findings can be explained using Fredrik Herzberg's (1957) Herzberg Two Factor Theory, which postulates various aspects that cause job dissatisfaction and satisfaction, emphasizing recognizing the individual's needs and the strengths they identify to meet these needs. Herzberg's theory divides job satisfaction variables into two categories: hygiene and motivational factors. Organizational policies, compensation, supervision and coworker relationships, job security, and working environment are all variables that might lead to job dissatisfaction. on the other hand, do not raise the level of job satisfaction. Factors such as recognition, achievement, promotion, growth, work, and responsibility can lead to job satisfaction, but they do not reduce job dissatisfaction (Herzberg et al. 1959). However, they are critical to meet the hygiene requirements in order to prevent job dissatisfaction. To increase and elevate job satisfaction, it is more important to

focus on the motivational components. Satisfiers or motivators contain the factor or aspects built on the nature of the job itself. On the other hand, hygiene factors are linked to the work environment, such as supervision and business policy. In order to avoid unpleasant and negative feelings at work, hygiene factors are necessary. However, motivational variables are the most important factors that encourage employees at work (Herzberg, 1966). In a nutshell, hygiene considerations refer to characteristics of work that keep employees happy and satisfied. On the other hand, motivational variables determine parts of work that provide employees a sense of contentment and satisfaction.

Lastly, in terms of concern for this study, the findings were supported by research findings by Rafique and Mohammad (2016); Ng'ethe, Iravo, and Namusonge (2013), who found out that career development led to employee turnover intent and turnover.

#### **4.3.6 Findings on Objectives Six: The Joint Effect of Employee Voice Mechanisms, Leadership Styles, Employee Job Satisfaction and Academic Staff Turnover Intentions**

The sixth objective sought to determine the joint effect of employee voice mechanisms, leadership styles, employee job satisfaction, and academic staff turnover intentions in universities in Kenya. To assess the joint effect, the following hypothesis was formulated as follows:

H0<sub>6</sub>: The joint effect of employee voice mechanisms, leadership style, and job satisfaction on academic staff turnover intentions in universities in Kenya is not statistically significant.

To test Hypothesis  $H0_6$ , multiple regression analysis was carried out against academic staff turnover intentions and employee voice mechanisms, leadership styles, and employee job satisfaction as predictor variables. The aggregate mean scores of academic staff turnover intentions were regressed on the aggregate mean scores of employee voice mechanisms, leadership styles, and employee job satisfaction. The results are presented in Table 59.

Table 59  
Joint Effect of Employee Voice Mechanisms, Leadership Styles, Employee Job Satisfaction and Academic Staff Turnover Intentions

| Parameter                          |       | Direct Effect | Joint Effect | Change | Conclusions                                  |
|------------------------------------|-------|---------------|--------------|--------|----------------------------------------------|
| $\beta$ -Employee Voice Mechanisms | Voice | -0.317        | 0.022        | -0.295 | The effect changes from negative to positive |
| $\beta$ -Leadership Style          |       | -0.059        | 0.151        | 0.92   | The effect changes from negative to positive |
| $\beta$ -Employee Job Satisfaction |       | -0.598        | 0.463        | -0.138 | The effect changes from positive to negative |
| $\beta$ -constant                  |       | 3.473         | 3.857        | 0.384  | The effect increases by 0.384                |
| t                                  |       | 16.061        | 12.131       | -3.93  | The effect reduces by -3.93                  |
| F                                  |       | 19.288        | 28.086       | 8.798  | The effect increases by 8.798                |
| P                                  |       | 0.000         | 0.00         |        |                                              |
| R                                  |       | 0.229         | 0.442        | 0.213  | R improves by 0.213                          |
| $R^2$                              |       | 0.052         | 0.195        | 0.143  | $R^2$ improves by 0.143                      |
| Adjusted $R^2$                     |       | 0.050         | 0.188        | 0.138  | Adjusted $R^2$ improves by 0.138             |

*Predictors: Employee Voice Mechanisms, Leadership Styles and Employee Job Satisfaction.*

*Dependent Variable: academic staff turnover intentions*

*Source: Primary Data, (2021)*

The regression results presented in Table 59 indicate that when the predictor variables are combined, the model's goodness of fit improves as  $R^2$  changes from 0.052 to 0.195. The results implied that all the three predictors: employee voice mechanisms, leadership styles, and employee job satisfaction, accounted for a 19.5% variation in academic staff turnover intentions up from 5.2%. The remaining variation is explained by other variables not included in this study, like personal factors, demographical factors, country employment level, and labour mobility. The regression coefficient changed from -0.317 to 0.022 for predictor variables. The values are smaller and negative when tested individually and greater and positive when tested jointly,, indicating that the three variables influence each other.

The regression results in Table 59 revealed that fitted regression models linking the relationship between employee voice mechanisms, leadership styles, employee job satisfaction, and academic staff turnover intentions are statistically significant and improved from  $F - Statistic = 19.288, P - value = 0.000 < 0.05$  to  $(F - Statistic = 28.086, P - value = 0.000 < 0.05)$  at 5% level. This implies that the suggested models are more suitable for prediction purposes than when tested individually. The results further indicate that employee job satisfaction contributes more to academic staff turnover intentions. A unit change in employee job satisfaction results in a 0.463 compared to academic staff turnover intentions compared to 0.151 for leadership styles and 0.022 for employee voice mechanisms.

The regression results in Table 59 reveal a statistically non-significant negative linear relationship between employee voice mechanisms and academic staff turnover intentions (*regression coefficients* – 0.022,  $p = 0.715 > 0.05$ ) compared to statistically significant (*regression coefficient* – .317,  $p = .000 < 0.05$ ) at a 5% level when tested individually. This means that one unit increase (improvements) in employee voice mechanisms leads to a non-significant decrease in academic staff turnover intentions by a factor of –0.022. Further, this implies that employee voice mechanisms have no relationship with academic staff turnover intentions when combined with leadership styles and job satisfaction. It also reveals a statistically significant positive linear relationship between leadership styles and academic staff turnover intentions (*regression coefficients* = 0.151,  $p = 0.005 < 0.05$ ). This means that one unit increase (improvements) in Leadership styles leads to a significant increase in academic staff turnover intentions by a factor of 0.298. This implies that leadership styles positively influence academic staff turnover intentions. Further, it reveals a statistically significant negative linear relationship between employee job satisfaction and academic staff turnover intentions (*regression coefficients* = 0.463,  $p = 0.000 < 0.05$ ). The regression coefficients show that employee job satisfaction had the largest negative effect on academic staff turnover intentions. This means that one unit increase (improvements) in employee job satisfaction leads to a significant decrease in academic staff turnover intentions by a factor of 0.463. This implies that employee job satisfaction negatively influences academic staff turnover

intentions. Leadership styles and employee job satisfaction do not support the null hypothesis.

Based on these results, the regression model for the prediction of academic staff turnover intentions in universities in Kenya can be stated as follows:

$$Y = 3.857 + 0.151X_2 + 0.463X_3 \dots\dots\dots (35)$$

Where;

3.857 = is the y-intercept (constant) = is the estimate of the expected value of academic staff turnover intention when leadership styles leadership styles( $X_2$ ) and employee job satisfaction ( $X_3$ ) is zero.

0.151= is an estimate of the expected increase in academic turnover intentions resulting from a unit change in leadership styles ( $X_2$ )

0.463= is an estimate of the expected decrease in academic turnover intentions resulting from a unit change in employee job satisfaction ( $X_3$ ).

The conclusion arrived at in this hypothesis. First and foremost, the outcomes of this study highlight the significance of leadership styles in boosting academic staff turnover intentions in Kenyan universities. It also emphasizes the importance of job satisfaction for academic staff turnover intentions in Kenyan universities.

Second, the findings of this study can be explained by theoretical literature using the universalistic theory by Dewarar et al. (1979), based on the adoption of best human resource management best practices that are superior to others. According to Dewarar et al. (1979), some best human resource management strategies are better than others, and all businesses should assume these best practices. The universalistic theory, sometimes known as the "best" practice model, is based on the idea that there is a set of superior or best human resource management practices, according to Pfeffer (1994). This is supported by employee relations, which have two basic objectives. First, the best human resource assists in preventing and resolving problems or conflicts between management and employees. Second, they assist in the formulation and implementation of fair and consistent policies for all employees. Adopting employee attitude surveys leads to good employee relations and a reduction of employee turnover intentions. University management can use employee attitude

surveys as one of the best human resource management practices for superior performance, which translates into higher levels of satisfaction, lower levels of absenteeism, and reduced academic staff turnover intentions.

The findings can also be explained using Lee et al(1994) .'s Unfolding Model of Voluntary Turnover. This model was based on the relationship between employee voice mechanism, leadership style, job satisfaction, and turnover intentions. The model illustrates how psychological shocks can lead to an employee quitting their job and leaving the organisation. Employees make judgments based on psychological and behavioral paths.

Third, the outcomes of this study were compatible with those of Afifah et al. (2019), who discovered that employee voice methods can both directly and indirectly, reduce labour turnover intentions. Employee-boss interactions and employee turnover have a substantial positive link, according to Mumtaz et al., (2018). Nurun et al., (2017), there is a statistically significant link between human resource management practices and job satisfaction, motivation, training and development, absenteeism and turnover, teamwork, employee engagement and remuneration. Albert et al. (2016) discovered a significant positive relationship between autocratic leadership style, employee turnover intentions, and unproductive work behaviour, but a significant negative relationship between democratic leadership styles. There was a strong negative relationship between laissez-faire leadership style and turnover intentions, but a largely positive relationship with CWB.

Islam et al. (2016) revealed that trade union representation, a good promotion system, a fair rewarding system, a sufficient payment level, and compensation based on experience and training influenced job satisfaction and organizational loyalty. Puni et al., (2016) found that autocratic leadership style, employee turnover intentions, and CWBS have a significant positive relationship. Nonetheless, they discovered a strong relationship between democratic leadership styles, employee turnover intentions, and counterproductive job behaviour. a strong negative relationship was found between laissez-faire leadership style and turnover intentions. Still, a largely positive relationship was found between CWBS and turnover intentions. The study had five

hypotheses to test. The results of the test of hypotheses are summarized as presented in Table 60.

Table 60  
Summary of the Test of Hypotheses

| Hypothesis                                                                                                                                                              | Findings                                                    | Observations                                                                                       | Conclusion                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| HO <sub>1</sub> : There is no statistically significant relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya. | $\beta_1 X_1 = -0.317, p = 0.000 < 0.05$ ) at a 5% level    | Employee voice mechanisms have a significant relationship with academic staff turnover intentions  | HO <sub>1</sub> : Not Supported. Reject the hypothesis  |
| H01a: There is no statistically significant relationship between employee attitude surveys and academic staff turnover intentions in universities in Kenya.             | $\beta_1 X_{1a} = -0.131, p = 0.022 < 0.05$ ) at a 5% level | Employee attitude surveys have a significant relationship with academic staff turnover intentions  | H01a: Not Supported. Reject the hypothesis              |
| HO <sub>1b</sub> : There is no statistically significant relationship between employee representation and academic staff turnover intentions in universities in Kenya.  | $\beta_1 X_{1b} = -0.312, p = 0.000 < 0.05$ ) at a 5% level | employee representation has a significant relationship with academic staff turnover intentions     | HO <sub>1b</sub> : Not Supported. Reject the hypothesis |
| H0 <sub>1c</sub> : There is no statistically significant relationship between quality circles and academic staff turnover intentions in universities in Kenya.          | $\beta_1 X_{1c} = -0.167, p = 0.006 < 0.05$ ) at a 5% level | Quality circles have a significant relationship with academic staff turnover intentions            | H0 <sub>1c</sub> : Not Supported. Reject the hypothesis |
| H0 <sub>1d</sub> : There is no statistically significant relationship between Suggestion Schemes and academic staff turnover intentions in universities in Kenya.       | $\beta_1 X_{1d} = -0.167, p = 0.006 < 0.05$ ) at a 5% level | Suggestion Schemes has a significant negative relationship with academic staff turnover intentions | H0 <sub>1d</sub> : Not Supported. Reject the hypothesis |
| HO <sub>2</sub> : There is no statistically significant relationship between leadership style and academic staff turnover intentions in universities in Kenya           | $\beta_1 X_2 = -0.059, p = 0.580 < 0.05$ ) at a 5% level    | leadership style has no significant relationship with academic staff turnover intentions           | HO <sub>2</sub> : Supported. Accept the hypothesis      |
| H0 <sub>2a</sub> : There is no statistically significant relationship between                                                                                           | $\beta_1 X_{2a} = 0.263, p = 0.000 < 0.05$ ) at a 5% level  | autocratic leadership style has a significant positive relationship                                | H0 <sub>2a</sub> : Not Supported. Reject the hypothesis |

|                                                                                                                                                                                |                                                           |                                                                                                                                                                                      |                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| autocratic leadership style and academic staff turnover intentions in universities in Kenya                                                                                    |                                                           | with academic staff turnover intentions                                                                                                                                              |                                                                                       |
| H0 <sub>2b</sub> : There is no statistically significant relationship between democratic leadership style and academic staff turnover intentions in universities in Kenya      | $\beta_1 X_{2b} = -0.209, p = 0.000 < 0.05$ at a 5% level | leadership style has a significant negative relationship with academic staff turnover intentions                                                                                     | H0 <sub>2b</sub> : Not Supported. Reject the hypothesis                               |
| H0 <sub>2c</sub> : There is no statistically significant relationship between Laissez-faire leadership styles and academic staff turnover intentions in universities in Kenya. | $\beta_1 X_{2c} = -0.209, p = 0.000 < 0.05$ at a 5% level | Laissez-faire leadership style has a significant negative relationship with academic staff turnover intentions                                                                       | H0 <sub>2c</sub> : Not Supported. Reject the hypothesis.                              |
| H0 <sub>3</sub> : There is no statistically significant relationship between employee job satisfaction and academic staff turnover intentions in universities in Kenya.        | $\beta_1 X_3 = -0.420, p = 0.000 < 0.05$ at a 5% level    | Employee job satisfaction has a significant negative relationship with academic staff turnover intentions                                                                            | H0 <sub>3</sub> : Not Supported. Reject the hypothesis.                               |
| H0 <sub>3a</sub> : There is no statistically significant relationship between employee job contents and academic staff turnover intentions in universities in Kenya.           | $\beta_1 X_{3a} = -0.472, p = 0.000 < 0.05$ at a 5% level | Employee job content has a significant negative relationship with academic staff turnover intentions                                                                                 | H0 <sub>3a</sub> : Not Supported. Reject the hypothesis                               |
| H0 <sub>3b</sub> : There is no statistically significant relationship between employee supervision and academic staff turnover intentions in universities in Kenya             | $\beta_1 X_{3b} = -0.291, p = 0.000 < 0.05$ at a 5% level | Employee supervision has a significant negative relationship with academic staff turnover intentions                                                                                 | H0 <sub>3b</sub> : Not Supported. Reject the hypothesis                               |
| H0 <sub>3c</sub> : There is no statistically significant relationship between employee working conditions and academic staff turnover intentions in universities in Kenya.     | $\beta_1 X_{3c} = -0.344, p = 0.000 < 0.05$ at a 5% level | Supervision has a significant negative relationship with academic staff turnover intentions. Employee working conditions has a significant negative relationship with academic staff | H0 <sub>3c</sub> : Not Supported. Employee turnover intentions. Reject the hypothesis |
| H0 <sub>3d</sub> : There is no statistically significant                                                                                                                       | $\beta_1 X_{3d} = -0.374, p = 0.000 < 0.05$ at a 5%       | Employee working conditions has a                                                                                                                                                    | H0 <sub>3d</sub> : Not Supported. Reject the hypothesis                               |

|                                                                                                                                                                                                                   |                                                                   |                                                                                                             |                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| relationship between employee pay and benefits and academic staff turnover intentions in universities in Kenya.                                                                                                   | level                                                             | significant negative relationship with academic staff turnover intentions                                   |                                                                                                 |
| H0 <sub>3e</sub> : There is no statistically significant relationship between employee promotions and academic staff turnover intentions in universities in Kenya.                                                | $\beta_1 X_{3e} = -0.362, p = 0.000 < 0.05$ ) at a 5% level       | Employee promotion has a significant negative relationship with academic staff turnover intentions          | H0 <sub>3e</sub> : Not Supported. Reject the hypothesis                                         |
| H0 <sub>3f</sub> : There is no statistically significant relationship between employee career advancements and academic staff turnover intentions in universities in Kenya.                                       | $\beta_1 X_{3f} = -0.315, p = 0.000 < 0.05$ ) at a 5% level       | Employee career advancement has a significant negative relationship with academic staff turnover intentions | H0 <sub>3f</sub> : Not Supported. Reject the hypothesis                                         |
| H0 <sub>4a</sub> : The relationship between Employee voice mechanisms and academic staff turnover intentions in Universities in Kenya is not significantly moderated by autocratic leadership style.              | $X_{1a} * X_{2a} = 0.152, p = \text{value} < 0.05$ at a 5% level. | There was a partial moderation                                                                              | H0 <sub>4a</sub> : Partly supported by employees' attitudes surveys only. accept the hypothesis |
| H0 <sub>4b</sub> : The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not significantly moderated by democratic leadership style.   | $X_{1b} * X_{2b} = 0.150, p - \text{value} < 0.05$ at a 5% level  | There was a partial moderation                                                                              | H0 <sub>4b</sub> : Partly supported by employee representations only. Accept the hypothesis     |
| H0 <sub>4c</sub> : The relationship between Employee voice mechanisms constructs and academic staff turnover intentions in Universities in Kenya is not significantly moderated by laissez-faire leadership style | No significant effect                                             | Showed no evidence of the moderation effect of laissez-faire leadership style                               | H0 <sub>4c</sub> : Not Supported. Reject the hypothesis                                         |
| H0 <sub>5a</sub> : The moderating                                                                                                                                                                                 | No significant effect                                             | Showed no evidence of                                                                                       | H0 <sub>5a</sub> : Not Supported.                                                               |

|                                                                                                                                                                                                                         |                                                                                                                                               |                                                                    |                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| effect of job contents on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant.                                          |                                                                                                                                               | the moderation effect of job contents                              | Reject the hypothesis                                                                                                   |
| H0 <sub>5b</sub> : The moderating effect of supervision on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant.         | (X <sub>1b</sub> *X <sub>3b</sub> = 0.170, p – value < 0.05) and (X <sub>1d</sub> *X <sub>3b</sub> = –0.192, p – value < 0.05) at a 5% level. | There was a partial moderation                                     | H0 <sub>5b</sub> : Partly supported by employee representations and suggestion schemes only. Accept the hypothesis      |
| H0 <sub>5c</sub> : The moderating effect of working conditions on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya are not statistically significant. | No significant effect                                                                                                                         | Showed no evidence of the moderation effect of working conditions  | H0 <sub>5c</sub> : Not Supported. Reject the hypothesis                                                                 |
| H0 <sub>5d</sub> : The moderating effect of pay and benefits on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant.    | X <sub>1b</sub> *X <sub>3d</sub> = 0.174, p – value < 0.05 at a 5% level                                                                      | There was a partial moderation                                     | H0 <sub>5d</sub> : Partly supported by employee representations and suggestion schemes only. Accept the hypothesis<br>: |
| H0 <sub>5e</sub> : The moderating effect of promotions on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant.          | No significant effect                                                                                                                         | Supported showed no evidence of the moderation effect of promotion | H0 <sub>5e</sub> : Not Supported. Reject the hypothesis                                                                 |
| H0 <sub>5f</sub> : The moderating effect of career advancement on the                                                                                                                                                   | No significant effect                                                                                                                         | showed no evidence of the moderation effect of career advancement  | H0 <sub>5f</sub> : Not Supported hypothesis rejected                                                                    |

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relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya is not statistically significant

HO<sub>6</sub>: The joint effect of employee voice mechanisms, leadership style, and job satisfaction on academic staff turnover intentions in universities in Kenya is not statistically significant.

$\beta_1 X_1 = -0.022, p = 0.715 > 0.05$  at a 5% level

The joint effect of employee voice mechanism, leadership style and job satisfaction has a significant relationship with academic staff turnover intentions

HO<sub>6</sub>: Not Supported. hypothesis rejected

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## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary of the Findings

The purpose of this study was to establish the influence of employee voice mechanisms on academic staff turnover intentions in universities in Kenya and the moderating effects of leadership style and job satisfaction on this relationship. The independent variable was employee voice mechanisms with the following indicators; employee attitude survey, employee representations, quality circles, and suggestion schemes, whereas the dependent variable was academic staff turnover intentions. The study adopted a descriptive cross-sectional survey research design. The descriptive cross-sectional survey research design was suitable for the study since the parameters of a phenomenon and the existing data among universities were collected at a specific single point. The result was generalized to represent the entire study population.

Further, both descriptive research design and a cross-sectional survey design were the most suitable for the study using quantitative approaches that measure weights of the responses given by the respondents (Bryman & Bell, 2018). The study adopted a positivist philosophy approach. Multi-stage random sampling was used to arrive at a meaningful and objective sample. A total of 364 respondents were chosen from a population of 6893 academic employees from 15 chartered universities across Kenya's seven regions. For data collection, the researchers used structured questionnaires. Means and standard deviations were used to report the study's descriptive characteristics. Simple and multiple linear regression analyses were used to assess the inferential data used to answer each objective.

The study's first objective sought to establish the influence of employee voice mechanisms on academic staff turnover intentions in the Universities in Kenya. Hypothesis one of the study was meant to answer this objective by testing the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya. The results of objective one indicated that employee voice mechanisms had a significantly negative influence on academic staff turnover intentions in universities in Kenya. The study explained the conclusions arrived at using the Harvard Model of HRM (Beer et al., 1984), the unfolding theory, and previous researchers. According to the descriptive findings, employee attitude

surveys were not conducted regularly, employee representation was inadequate and lacking in some universities, quality circles were not used in the universities, and suggestion systems were underutilized. Implementing best human resource practices such as employee attitude surveys, employee representatives, quality circles, and suggestion systems, according to the study, will increase work satisfaction and reduce turnover intentions. According to prior studies cited in the current study, employee voice mechanisms are an important HRM technique that helps reduce employee turnover. Conclusion on objective one had implications for the state of employee voice mechanisms in universities. The implication stems from the fact that employee voice mechanisms are rarely used and that specific best HRM practices based on the outputs of employee voice mechanisms have yet to be implemented.

The second objective of the study sought to examine the effect of Leadership styles on academic staff turnover intentions. Hypothesis two of the study was meant to answer this objective by testing the relationship between leadership styles and academic staff turnover intentions in universities in Kenya. The study explained the conclusions arrived at using the descriptive statistics obtained on the indicators for leadership styles, Kurt model of leadership and previous researchers. From the descriptive results on leadership styles, the study noted that academic staff agreed that management of the universities adopted autocratic leadership leading to turnover intentions. Equally, they disagreed that democratic and laissez-faire were used in the universities. Based on the findings of this study, this research concluded that when each leadership style is practised in exclusion of other leadership styles, Autocratic leadership style positively influences academic staff turnover intentions, democratic leadership style negatively influences academic staff turnover intentions, and laissez-faire leadership negatively influences academic staff turnover intention. However, aggregate leadership styles do not influence academic staff turnover intentions in universities in Kenya. This study also concluded that the leadership styles practiced by management in the universities encouraged academic turnover intentions.

The third objective of the study sought to examine the effect of employee job satisfaction on academic staff turnover intentions in universities in Kenya. Hypothesis three of the study was meant to answer this objective by testing the relationship between employee job satisfaction on academic staff turnover intentions in

universities in Kenya. The results of objective three indicated that employee job satisfaction had a significantly negative influence on academic staff turnover in universities in Kenya. The study explained the conclusions using descriptive statistics, the Herzberg two-factor theory, and previous researchers. The study noted that the academic staff agreed with the prepositions on job contents, supervision, and working conditions from the descriptive results. However, they disagreed with the prepositions on pay and benefits, promotions, and career advancement. From the theoretical perspective, the study indicates no prescriptions of HR practices and policies on constructs of job satisfaction. It all depends on the organizational context, culture and philosophy, and business strategy. Therefore the universities management is recommended to integrate its HRM practices with its organizational policies and strategies. Employees perceive that their efforts towards the organization are valued when they are rewarded through compensation and benefits, career developments, and promotions. Employees who believe their efforts are unrecognized become dissatisfied and lose interest in the organization's activities. In the long run, this level of dissatisfaction leads to planning for employee turnover. The researcher noted in objective three that the findings have implications for an important requirement for any HR function: to ensure that it continues to add value to the employee. Because career development is an HRM technique that aims to change employee attitudes by developing psychological relationships between organizational and employee goals and supports both employees' and employers' goals, the employee will be dissatisfied if it is not provided. Employees may leave or continue to work without enthusiasm as a result of their dissatisfaction, resulting in a plans to leave. Second, the findings highlight the need of empowering department heads to suggest outstanding performers for advancement to university management. This is because department heads frequently contact academic staff and hence understand whether academic staff members are performing well enough to be promoted.

The fourth objective of the study sought to examine the moderating effect of leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions. Hypothesis four of the study was meant to answer this objective by testing the moderation effect of leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya. The results of objective four indicated that autocratic leadership

style moderated employee attitude survey and academic staff turnover intentions only, and democratic leadership style moderated the relationship between employee representations and academic staff turnover intentions. The descriptive results noted that the academic staff was neutral on the existence and application of autocratic and democratic leadership styles by the Management of universities in Kenya. However, they disagreed with the existence and application of the Laissez-faire leadership style by the Management of universities in Kenya. The study noted that democratic and laissez-faire leadership was more acceptable by an employee from the theoretical perspective. The previous studies indicated that leadership style influences turnover. From the conclusion made on objective four, the researcher observed that the findings of this objective confirm the vital role of leadership style in the HRM - turnover relationship.

The study's fifth objective was to see if employee job satisfaction had a moderating effect on the relationship between employee voice mechanisms and academic staff turnover intentions. The fifth Hypothesis of the study was intended to answer the objective by testing the moderation effect of employee job satisfaction on the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya. The results of objective five indicated that supervision moderated employee representation and academic staff turnover intentions only, and pay and benefits moderated the relationship between employee representations and academic staff turnover intentions.

The study noted that the academic staff agreed on job contents, supervision, and working conditions from the descriptive results. However, they disagreed with the pay and benefits, promotions, and career advancements. The study noted that intrinsic motivators were partially met from the theoretical perspective, but extrinsic motivators were unmet.

The sixth objective of the study sought to assess the joint effect of employee voice mechanisms, leadership styles, employee job satisfaction, and academic staff Turnover Intentions. Multiple regression analysis to test the joint effect of employee voice mechanisms, leadership styles, and employee job satisfaction on academic staff turnover intentions revealed a statistically positive significant joint effect of employee

voice mechanisms, leadership styles, and employee job satisfaction compared to statistically negative significant individual effect of leadership styles, and employee job satisfaction. This implies that the leadership styles and employee job satisfaction jointly predict academic staff turnover intentions. The regression coefficients further revealed that employee job satisfaction had the most significant contribution to academic staff turnover intentions followed by leadership styles. In contrast, the contribution by employee voice mechanisms was non-significant. The results conclude that the combined effect of employee voice mechanisms, leadership styles, employee job satisfaction on academic staff turnover intentions is significantly greater than the sum of the effect of the individual variables.

## **5.2 Conclusions**

From the findings of the study reported, the research makes five conclusions. First, the study concludes that employee voice mechanisms, namely employee attitude surveys, employee representations, quality circles, influence academic staff turnover intentions in universities in Kenya. Therefore, there is a need for the universities management to provide and improve employee voice mechanisms to avert employee turnover intentions in universities in Kenya.

Second, based on the findings of this study, it is concluded that the three leadership styles applied collectively do not influence academic staff turnover intentions. However, separately autocratic leadership style has a significant positive influence on academic staff turnover intentions. In contrast, democratic and laissez-faire leadership styles have a negative and significant influence on academic staff turnover intentions in universities in Kenya. When leadership style is unfavorable, like in autocratic leadership style, turnover intentions increase, and when it is favorable, turnover intentions decrease, enhancing staff retention. This study further concluded that the leadership practiced by most of the leaders in universities was autocratic, leading to turnover intentions since the majority agreed that the autocratic leadership style was practiced and disagreed with the existence of democratic leadership style and laissez-faire leadership styles. Further, the study concluded that the academic staffs were not adequately involved in decision-making.

Third, results indicate that employee job satisfaction has a significant negative influence on academic staff turnover intentions. Therefore, the study concludes that employee job satisfaction constructs, namely job contents, supervision, working conditions, pay and benefits, promotions, and career advancements, influence the turnover intention of academic staff. Therefore, there is a need for universities councils and managements to provide and improve job satisfiers to reduce turnover.

Fourth, the three leadership styles, namely autocratic leadership style, democratic leadership style, and laissez-faire leadership style, collectively did not moderate the relationship between employee voice mechanisms and academic staff turnover intentions. Therefore, leadership styles dimensions are not a good predictor of academic staff turnover intentions in Universities in Kenya. However, the autocratic leadership style moderated employee attitude surveys and academic staff turnover intentions, while the democratic leadership style moderated the relationship between employee representations and turnover intentions. Therefore, autocratic leadership style and democratic leadership style with employee attitude surveys and employee representations are good predictors of academic staff turnover intentions.

Fifth, Employee job satisfaction, employee attitude surveys, employee representations, quality circles, and suggestion schemes moderated the relationship between employee voice mechanisms and academic staff turnover intentions as the model's explanatory power improved. Therefore, employee job satisfaction is a good predictor of academic staff turnover intentions in Universities in Kenya. However, the study revealed that supervision moderated employee representations and academic staff turnover intentions only, and pays and benefits moderated the relationship between employee representations and academic staff turnover intentions. Therefore, supervisions and pay and benefits with employee representations are a good predictor of academic staff turnover intentions.

Lastly, the study's findings conclude that the joint effect of employee voice mechanisms, leadership styles, and employee job satisfaction influence academic staff turnover intentions in universities in Kenya. This suggests that the influence of employee voice mechanisms, leadership styles, and employee job satisfaction on

academic staff turnover intentions is stronger than the individual effect of each variable.

#### **5.4 Recommendation**

Based on the findings of the current study, the researcher made the following recommendations:

1. The Government, universities Council and Management pay more attention to the university sector's employee voice mechanisms, which predict academic staff turnover intentions. They need to make an effort to have regular employee attitude surveys, enhance employee representations, quality circles, and suggestion schemes to reduce employee turnover intentions.
2. The Government, universities Council and Management hire and train universities managers on democratic leadership styles and laissez-faire leadership styles that significantly reduce academic staff turnover intentions.
3. The Government, universities Council and Management improve job content, supervision, working conditions, pay and benefits, promotions, and career advancements to reduce employee turnover intentions.
4. The Government, universities Council and Management should improve employee voice mechanisms, leadership styles, and employee job satisfaction influenced university academic staff turnover intentions.

#### **5.5 Suggestions for Further Research**

The researcher suggests the following areas for further research resulting from the implications, limitations, and recommendations made:

1. The contextual and organizational factors in the other organizations are not the same as those in the Universities in Kenya and will therefore differently influence the study variables. Therefore, similar studies can be conducted on other sectors in Kenya, probably in the non-Universities sectors.

2. Future research could consider exploring historically contextualized analyses and longitudinal research design, as Kinuu (2014) suggested. Longitudinal studies for at least five years can examine the evolutionary effect of employee voice mechanisms on academic staff turnover intentions in universities in Kenya.
3. The current study only sought views of employees to determine the extent of voice. Another study can involve both managers and employees to improve the reliability of the information provided regarding employee voice mechanisms.
4. Future research work could also be done in non-university sectors and commercial organisations.
5. Similar studies could include demographic characteristics, soft and hard HRM, psychological traits, personalities, and other mediating and moderating variables to aid in developing the body of knowledge. This will broaden the scope of the findings and the degree to which they can be generalized.
6. Future studies can also be carried out in the Universities involving non-academic staff to contrast any staff characteristics.

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**APPENDICES**  
**APPENDIX I**  
**TRANSMITTAL LETTER**

Andrew T. Muguna  
P.O Box 109 -60400  
Chuka

Dear respondent,

I am a Doctoral (Ph.D.) student in the Department of Business Administration and Faculty of Business Studies pursuing a Ph.D. in Business and Management (Human Resource Management). Currently, I am carrying out a research study to establish the effect of Employee voice mechanisms on Academic staff turnover intentions in Universities in Kenya and the moderating effect of job satisfaction and leadership style on the relationship between employee voice mechanisms and academic staff turnover intentions

You have been identified as a critical player in this field and your input in this study will be most valuable. The purpose of this letter is to request you to assist me in data collection by filling the attached questionnaire. Kindly, therefore, respond to these questions as honestly and precisely as possible. I assure you that your responses will be kept completely confidential and used for academic purposes only. Your participation in facilitating this study is appreciated.

Yours Sincerely,

Andrew T. Muguna

## APPENDIX II

### QUESTIONNAIRE

UNIVERSITY NAME.....

#### INTRODUCTION

The questionnaire is designed to obtain information for purely academic research purposes from respondents in various academic ranks in both private and public universities in Kenya. The accuracy of the responses you provide will be crucial to the success of the research project. The questionnaire has five main parts. You are kindly requested to respond to each of the questions in the various sections.

#### PART ONE: Personal and Contextual Data

1. State your gender by ticking in the appropriate box.

| Gender of the respondent | (✓) |
|--------------------------|-----|
| Male                     |     |
| Female                   |     |
| Transgender              |     |

2. In which category does your age fall? Tick in the appropriate box.

| Age category of respondent | (✓) |
|----------------------------|-----|
| 20 Years and Below         |     |
| 21 - 30 Years              |     |
| 31 - 40 Years              |     |
| 41 - 50 Years              |     |
| 51 - 60 Years              |     |
| 61 - 70 Years              |     |
| 71 and above Years         |     |

3. Indicate your highest level of academic qualifications by ticking in the appropriate box

| Level of academic qualifications | (✓) |
|----------------------------------|-----|
| Post-Doctoral                    |     |
| Ph.D.                            |     |
| Masters                          |     |
| Bachelors                        |     |
| Diploma                          |     |

4. What are the terms of your employment? (E.g. Permanent and pensionable/ Contractual terms)

.....  
...

5. Indicate your current academic designation or rank by ticking in the appropriate box

| <b>Academic designation or rank</b> | <b>(✓)</b> |
|-------------------------------------|------------|
| Professor                           |            |
| Associate Professor                 |            |
| Senior Lecturer                     |            |
| Lecturer                            |            |
| Assistant Lecturer/ Tutorial fellow |            |
| Graduate Assistant                  |            |

5. Are you a member of the following university teaching staff labour trade union?

| <b>Trade union membership</b>          | <b>(✓)</b> |
|----------------------------------------|------------|
| University Academic Staff Union (UASU) |            |
| Kenya universities Staff Union (KUSU)  |            |
| Any other labour trade union           |            |
| Not a member of any                    |            |

7. How many years have you worked in this university? Tick in the appropriate box

| <b>Years worked in the university</b> | <b>(✓)</b> |
|---------------------------------------|------------|
| 1 Years and below                     |            |
| 2-10 Years                            |            |
| 11-20 Years                           |            |
| 21-30 Years                           |            |
| 31-40 Years                           |            |
| 41-50 Years                           |            |
| 51 and above Years                    |            |

8. How much longer are you intending to work in this university? Tick in the appropriate box

| <b>Years more intended to working in this university</b> | <b>(✓)</b> |
|----------------------------------------------------------|------------|
| 1 Year and below                                         |            |
| 2-3 Years                                                |            |
| 4-5 Years                                                |            |
| 6-10 Years                                               |            |
| 11-20 years                                              |            |
| 21 and above years                                       |            |

## PART TWO: EMPLOYEE VOICE MECHANISMS

9. This section of the questionnaire focuses on employee voice mechanisms employed in the University. Please express (by ticking in the appropriate box) your level of agreement/ disagreement on these statements describing the voice mechanisms in your university by responding to each statement on a five point scale (Where 1= Strongly Disagree; 2= Disagree; 3= Neither Agree nor Disagree; 4= Agree; 5= Strongly Agree)

| Employee voice mechanisms                                                                                                                          | (✓) |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|
| Statements                                                                                                                                         | 1   | 2 | 3 | 4 | 5 |
| <b>Employee Attitude survey</b>                                                                                                                    |     |   |   |   |   |
| a) Employee attitude surveys are carried out regularly in this University.                                                                         |     |   |   |   |   |
| b) Employee attitude surveys seek the views of the employees in this University.                                                                   |     |   |   |   |   |
| c) Employee attitude surveys seek the ideas of the employees in this University.                                                                   |     |   |   |   |   |
| d) Employee attitude surveys provide information on the preferences of employees to management of this University.                                 |     |   |   |   |   |
| e) Employee attitude surveys reveals problems facing employees to the University management.                                                       |     |   |   |   |   |
| f) The employee Attitude Survey addresses all areas of employee concerns in the University.                                                        |     |   |   |   |   |
| g) Employee Attitude Survey report is shared with the employees by the management of this University.                                              |     |   |   |   |   |
| h) The University Management implements recommendations of employee attitude surveys report.                                                       |     |   |   |   |   |
| i) I am satisfied with how Employee Attitude Survey is carried out in my workplace in the University.                                              |     |   |   |   |   |
| <b>Employee representation</b>                                                                                                                     |     |   |   |   |   |
| a) The management of the university support employee representation through membership to the labour trade union.                                  |     |   |   |   |   |
| b) Management of the university provides other avenues for employee representation besides membership to the trade union.                          |     |   |   |   |   |
| c) The university management holds regular meetings with the labour trade union officials.                                                         |     |   |   |   |   |
| d) Employee trade union representative sit on several University committees.                                                                       |     |   |   |   |   |
| e) Employee trade union representative participate in decision making in this University.                                                          |     |   |   |   |   |
| f) The management of the university addresses issues raised by labour trade union representatives.                                                 |     |   |   |   |   |
| g) The management of the university addresses issues raised by non-union representatives.                                                          |     |   |   |   |   |
| <b>Quality circles</b>                                                                                                                             |     |   |   |   |   |
| a) In this University there are small departmental based work teams (Quality circles) that meet regularly.                                         |     |   |   |   |   |
| b) The members of the departmental based work teams (Quality circles) are trained regularly on how to conduct their teams' work in the university. |     |   |   |   |   |

|                                                                                                                                      |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| c) Members of departmental based work teams (Quality circles) are allowed to select their team leaders.                              |  |  |  |  |  |
| d) The elected leaders of departmental based work teams (Quality circles) are given adequate training on how to lead the team.       |  |  |  |  |  |
| e) Departmental based work teams (Quality circle) discuss and propose ways of improving work methods.                                |  |  |  |  |  |
| f) Departmental based work teams (Quality circles) solve problems faced by employee in workplace.                                    |  |  |  |  |  |
| g) Departmental based work teams (Quality circles) influence decisions in the department and the University.                         |  |  |  |  |  |
| h) Departmental based work teams (Quality circles) are given authority to operate as semi-autonomous.                                |  |  |  |  |  |
| i) Departmental based work teams (Quality circles) suggest and implement changes in their respective departments and the University. |  |  |  |  |  |
| j) Departmental based work teams (Quality circles) suggest changes in the University.                                                |  |  |  |  |  |
| k) Departmental based work teams (Quality circles) have improved quality of services in the departments and the University.          |  |  |  |  |  |
| <b>Suggestion schemes</b>                                                                                                            |  |  |  |  |  |
| a) This University has a structured Suggestion scheme system.                                                                        |  |  |  |  |  |
| b) In this University Suggestion boxes are situated strategically in several parts of the university.                                |  |  |  |  |  |
| c) In this University Employees use the suggestion box system to make suggestions and compliments to the Management.                 |  |  |  |  |  |
| d) In this University Employees use the suggestion box system to contribute ideas to the Management.                                 |  |  |  |  |  |
| e) In this University Employees use suggestion boxes to express their views to the Management.                                       |  |  |  |  |  |
| f) In this University Employees use suggestion boxes to express their complaints and grievances to the Management.                   |  |  |  |  |  |
| g) In this University Employees use E-platform (e.g. emails) to contribute ideas and suggestions                                     |  |  |  |  |  |
| h) In this University Employees use E-platform (e.g. emails) to express their views, complaints and grievances.                      |  |  |  |  |  |
| i) In this University Employees use social media to contribute ideas and make suggestions                                            |  |  |  |  |  |
| j) In this University Employees use social media to express their views and complaints and grievances                                |  |  |  |  |  |
| k) In this University management addresses issues raised by staff through the suggestion scheme                                      |  |  |  |  |  |

**10.** In the space provided below comment on the level of employee involvement in decisions making in this university. . -----

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### PART THREE: LEADERSHIP STYLE

**11.** This section of the questionnaire focuses on leadership styles. The statements in this section are on the various styles of leadership that the management of your university applies in handling workers, work, authority and decision making. Indicate your opinion on each of the statement on a five point scale (Where 1= Strongly Disagree; 2= Disagree; 3= Neither Agree nor Disagree; 4= Agree; 5= Strongly Agree).

| Leadership Style                                                                                                          | (✓) |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|
| Statements                                                                                                                | 1   | 2 | 3 | 4 | 5 |
| a) Management of this University has a firm grip all on decisions at all levels in the university.                        |     |   |   |   |   |
| b) Management of this University makes unilateral decisions.                                                              |     |   |   |   |   |
| c) Management of this University rarely invites the contribution of employees.                                            |     |   |   |   |   |
| d) Management of this University allows little or no decision input from employees.                                       |     |   |   |   |   |
| e) Management of this University always imposes penalties and punishment to employees.                                    |     |   |   |   |   |
| f) Management of this University obtains Employees performance through use of fear, threat and punishment.                |     |   |   |   |   |
| g) Management of this University always criticizes employees.                                                             |     |   |   |   |   |
| h) Communication in this university takes the form of clear orders from top to bottom.                                    |     |   |   |   |   |
| i) Management of this University has created rigid organisation structure and work environment.                           |     |   |   |   |   |
| j) Management of this University controls every activity in the university.                                               |     |   |   |   |   |
| k) In this University employees are invited to contribute to all decision making by Management.                           |     |   |   |   |   |
| l) Management of this University seeks to obtain input from employee before making decisions.                             |     |   |   |   |   |
| m) Management of this University motivates employee through intrinsic rewards e.g. praise, recognitions, compliments etc. |     |   |   |   |   |
| n) Management of this University allows employee to ask questions                                                         |     |   |   |   |   |
| o) Management of this University allow employees to freely give their suggestions on issues they consider important       |     |   |   |   |   |
| p) Management of this University use technique of Management by Walking around (MBWA).                                    |     |   |   |   |   |
| q) Management of this University delegates commensurate authority for lower levels(subordinate) to make decisions         |     |   |   |   |   |
| r) Management of this University encourages participation and consultation by employees                                   |     |   |   |   |   |
| s) Management of this University allows subordinates to develop options and decide on the actions with given limit        |     |   |   |   |   |
| t) Management gives complete freedom to employee                                                                          |     |   |   |   |   |

**12.** Please rank (by indicating 1,2and 3) the leadership style commonly exhibited by management in your university (where 1=highest; 2=moderate and 3=low)

| Leadership Styles | (1,2 and 3) |
|-------------------|-------------|
|-------------------|-------------|

|      |                                                            |  |
|------|------------------------------------------------------------|--|
| I.   | Autocratic(Authoritarian/Dictatorship) leadership Style    |  |
| II.  | Democratic(Participative) leadership Style                 |  |
| III. | Laissez-faire(Free Rein/complete freedom) leadership Style |  |

13. Indicate any other leadership style practiced by management in your university. ---

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#### PART FOUR: JOB SATISFACTION

14. This section of the questionnaire focuses on employee job satisfaction. The statement in this section is about how you feel about several dimensions of your job, employment and work in your university. Indicate the state of your feeling on a five point scale (Where 1= Strongly Disagree; 2= Disagree; 3= Neither Agree nor Disagree; 4= Agree; 5= Strongly Agree).

| Employee Job Satisfaction                                                                                                         | (✓) |   |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|
| Statements                                                                                                                        | 1   | 2 | 3 | 4 | 5 |
| <b>Job content</b>                                                                                                                |     |   |   |   |   |
| a) I feel happy about my current work tasks in the University.                                                                    |     |   |   |   |   |
| b) I feel happy about my current job contents in the University.                                                                  |     |   |   |   |   |
| c) I feel comfortable with my job duties and responsibilities in this University.                                                 |     |   |   |   |   |
| d) I am proud of my achievement and success in the university.                                                                    |     |   |   |   |   |
| e) I am happy with the recognition I get from the university management                                                           |     |   |   |   |   |
| f) I feel happy about my job independence and autonomy.                                                                           |     |   |   |   |   |
| g) I am happy with the level and status of my job in the university and society.                                                  |     |   |   |   |   |
| <b>Supervision</b>                                                                                                                |     |   |   |   |   |
| a) My supervisor has good working relationship with the subordinate in the section/department                                     |     |   |   |   |   |
| b) I feel happy with friendliness of my supervisor in the university.                                                             |     |   |   |   |   |
| c) I am happy with the recognition I get from my superior in the university.                                                      |     |   |   |   |   |
| d) I am happy with Communications made by the supervisor in the university.                                                       |     |   |   |   |   |
| e) I am happy with the encouragement given by my supervisors to gain new job related knowledge and skills in the university.      |     |   |   |   |   |
| f) I am impressed with the way my supervisor allows members of my department to participate in decision making in the university. |     |   |   |   |   |
| g) I am impressed by the timely feedback that my supervisor gives                                                                 |     |   |   |   |   |
| h) The inspiration given by my supervisor to all members of my department is satisfactory in the university.                      |     |   |   |   |   |
| <b>Working conditions</b>                                                                                                         |     |   |   |   |   |
| a) I am comfortable with the secure working environment in the university.                                                        |     |   |   |   |   |
| b) I am comfortable with the clean working environment in the university.                                                         |     |   |   |   |   |
| c) I am happy with the working conditions in this university.                                                                     |     |   |   |   |   |
| d) I am happy with way this university mitigates risks in my job and workplace in the University.                                 |     |   |   |   |   |
| e) I am happy with facilities, tools and equipment provided by this university.                                                   |     |   |   |   |   |
| f) I am comfortable with lighting in the work place.                                                                              |     |   |   |   |   |
| g) I am comfortable with protective clothing and gears provided by university.                                                    |     |   |   |   |   |
| h) There is no air, water and sound pollutions in the university workplace.                                                       |     |   |   |   |   |

|                                                                                                                                               |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| <b>Pay and benefits</b>                                                                                                                       |  |  |  |  |  |  |
| a) I feel happy about the salary I receive from this university for my work and efforts                                                       |  |  |  |  |  |  |
| b) I feel happy about the benefits I receive from in this university for my work and efforts                                                  |  |  |  |  |  |  |
| c) I am happy with my basic Pay (basic salary) paid by the university                                                                         |  |  |  |  |  |  |
| d) My basic Pay (basic salary) which is equitable internally with all others in similar positions in this university                          |  |  |  |  |  |  |
| e) My basic Pay (basic salary) is equitable externally with all others similar positions in other organisations                               |  |  |  |  |  |  |
| f) I am happy with allowances paid by the university                                                                                          |  |  |  |  |  |  |
| g) My allowances paid by the University are equitable internally with all others in similar positions in this university.                     |  |  |  |  |  |  |
| h) My allowances paid by the University are equitable externally with all others similar positions in other organisations                     |  |  |  |  |  |  |
| i) I am happy with incentives which are paid by the University                                                                                |  |  |  |  |  |  |
| j) The incentives paid by the university are equitable internally with all others in similar positions in this university                     |  |  |  |  |  |  |
| k) The incentives paid by the university are equitable externally with all others similar positions in other organisations                    |  |  |  |  |  |  |
| l) I am happy with fringe benefits (perquisites) which are given by the university.                                                           |  |  |  |  |  |  |
| m) The fringe benefits (perquisites) given by the University are equitable internally with all others in similar positions in the university. |  |  |  |  |  |  |
| n) The fringe benefits (perquisites) given by the University are equitable externally with all other similar positions in other organisations |  |  |  |  |  |  |
| o) I feel happy about regular Salary and benefits increase in the university                                                                  |  |  |  |  |  |  |
| <b>Promotion</b>                                                                                                                              |  |  |  |  |  |  |
| a) The university provides fair promotion opportunities to all academic staff.                                                                |  |  |  |  |  |  |
| b) I am happy with the robust promotions policies /criterion in the university.                                                               |  |  |  |  |  |  |
| c) I feel happy about regular promotion opportunities given to all academic staff.                                                            |  |  |  |  |  |  |
| d) I am happy with promotions I have received so far in this university.                                                                      |  |  |  |  |  |  |
| e) The academic staff promotion are done regularly in this University.                                                                        |  |  |  |  |  |  |
| <b>Career advancement</b>                                                                                                                     |  |  |  |  |  |  |
| a) I am happy with Career progression/path of academic staff in the university.                                                               |  |  |  |  |  |  |
| b) I am happy with the career counselling services in this University.                                                                        |  |  |  |  |  |  |
| c) I am happy with the coaching and mentorship programmes in the university.                                                                  |  |  |  |  |  |  |
| d) I am happy with the career advancement opportunities in this university                                                                    |  |  |  |  |  |  |
| e) I feel happy about the Scholarship and sponsorship which are available for all academic staff.                                             |  |  |  |  |  |  |
| f) There no career plateau (position from which one cannot move to high level of responsibility) for academic staff in this university.       |  |  |  |  |  |  |

15. Kindly comment in the space below on the state of employee happiness with their work in this university. -----

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### PART FIVE: TURNOVER INTENTIONS

**16.** The statements in this section are about behaviour exhibited by academic staff that may suggest/indicate their intention to leave their current employment. Respond to each statement in five point scale (Where 1= Strongly Disagree; 2= Disagree; 3= Neither Agree nor Disagree; 4= Agree; 5= Strongly Agree)

| Turnover intentions                                                | (✓) |   |   |   |   |
|--------------------------------------------------------------------|-----|---|---|---|---|
| Statements                                                         | 1   | 2 | 3 | 4 | 5 |
| a) I plan to quit my current job as soon as possible               |     |   |   |   |   |
| b) I plan to work at my current job for a very short time          |     |   |   |   |   |
| c) I plan to quit my current job in the long run (far future)      |     |   |   |   |   |
| d) I am thinking about leaving this university                     |     |   |   |   |   |
| e) I have intentions to quit this job in this university           |     |   |   |   |   |
| f) I always think about changing my current job in this university |     |   |   |   |   |
| g) I have been applying for job in other organisations             |     |   |   |   |   |
| h) I frequently consider working elsewhere                         |     |   |   |   |   |
| i) I have intentions to change my job                              |     |   |   |   |   |
| j) I am actively searching for another job in other organisations  |     |   |   |   |   |
| k) I am in this university while scouting for another job          |     |   |   |   |   |
| l) I am planning to look for a new job                             |     |   |   |   |   |
| m) I have been applying for a job in another organisation          |     |   |   |   |   |

17. Kindly comment in the space below on the state of employee turnover in this university -----

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**Thank you for your participation**

**APPENDIX III**  
**TABLE FOR DETERMINING SAMPLE SIZE FOR A FINITE**  
**POPULATION**

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10       | 10       | 220      | 140      | 1200     | 291      |
| 15       | 14       | 230      | 144      | 1300     | 297      |
| 20       | 19       | 240      | 148      | 1400     | 302      |
| 25       | 24       | 250      | 152      | 1500     | 306      |
| 30       | 28       | 260      | 155      | 1600     | 310      |
| 35       | 32       | 270      | 159      | 1700     | 313      |
| 40       | 36       | 280      | 162      | 1800     | 317      |
| 45       | 40       | 290      | 165      | 1900     | 320      |
| 50       | 44       | 300      | 169      | 2000     | 322      |
| 55       | 48       | 320      | 175      | 2200     | 327      |
| 60       | 52       | 340      | 181      | 2400     | 331      |
| 65       | 56       | 360      | 186      | 2600     | 335      |
| 70       | 59       | 380      | 191      | 2800     | 338      |
| 75       | 63       | 400      | 196      | 3000     | 341      |
| 80       | 66       | 420      | 201      | 3500     | 346      |
| 85       | 70       | 440      | 205      | 4000     | 351      |
| 90       | 73       | 460      | 210      | 4500     | 354      |
| 95       | 76       | 480      | 214      | 5000     | 357      |
| 100      | 80       | 500      | 217      | 6000     | 361      |
| 110      | 86       | 550      | 226      | 7000     | 364      |
| 120      | 92       | 600      | 234      | 8000     | 367      |
| 130      | 97       | 650      | 242      | 9000     | 368      |
| 140      | 103      | 700      | 248      | 10000    | 370      |
| 150      | 108      | 750      | 254      | 15000    | 375      |
| 160      | 113      | 800      | 260      | 20000    | 377      |
| 170      | 118      | 850      | 265      | 30000    | 379      |
| 180      | 123      | 900      | 269      | 40000    | 380      |
| 190      | 127      | 950      | 274      | 50000    | 381      |
| 200      | 132      | 1000     | 278      | 75000    | 382      |
| 210      | 136      | 1100     | 285      | 100000   | 384      |

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

**APPENDIX IV**  
**TARGET POPULATION**

| <b>Public chartered universities</b>  |                                                             |                       |               |              |
|---------------------------------------|-------------------------------------------------------------|-----------------------|---------------|--------------|
| <b>S.NO</b>                           | <b>UNIVERSITY</b>                                           | <b>ACADEMIC STAFF</b> |               |              |
|                                       |                                                             | <b>MALE</b>           | <b>FEMALE</b> | <b>TOTAL</b> |
| 1                                     | University of Nairobi                                       | 1,237                 | 546           | 1783         |
| 2                                     | Kenyatta University                                         | 1,123                 | 579           | 1702         |
| 3                                     | Moi University                                              | 684                   | 322           | 100,6        |
| 4                                     | Egerton University                                          | 418                   | 152           | 570          |
| 5                                     | Jomo Kenyatta University of Science and Technology          | 611                   | 259           | 870          |
| 6                                     | Maseno University                                           | 295                   | 112           | 407          |
| 7                                     | Masinde Muliro University of Science and Technology         | 311                   | 142           | 453          |
| 8                                     | Dedan Kimathi University of Technology                      | 338                   | 144           | 482          |
| 9                                     | Chuka University                                            | 174                   | 96            | 270          |
| 10                                    | Kisii University                                            | 278                   | 138           | 416          |
| 11                                    | Pwani University                                            | 125                   | 47            | 172          |
| 12                                    | Technical University of Kenya                               | 340                   | 276           | 616          |
| 13                                    | Technical University of Mombasa                             | 322                   | 91            | 413          |
| 14                                    | Maasai Mara University                                      | 266                   | 111           | 377          |
| 15                                    | Meru University of Science and Technology                   | 255                   | 89            | 344          |
| 16                                    | Multimedia University of Kenya                              | 76                    | 31            | 107          |
| 17                                    | South Eastern Kenya University                              | 177                   | 92            | 269          |
| 18                                    | Jaramogi Oginga Odinga University of Science and technology | 273                   | 109           | 382          |
| 19                                    | Laikipia University                                         | 178                   | 92            | 270          |
| 20                                    | University of Kabianga                                      | 146                   | 73            | 219          |
| 21                                    | Karatina University                                         | 207                   | 127           | 334          |
| 22                                    | University of Eldoret                                       | 217                   | 96            | 313          |
| 23                                    | Kibabii University                                          | 206                   | 67            | 273          |
| 24                                    | Kirinyaga University                                        | 72                    | 63            | 135          |
| 25                                    | Machakos University                                         | 105                   | 54            | 156          |
| 26                                    | Murang'a University of Technology                           | 97                    | 39            | 136          |
| 27                                    | Rongo University                                            | 257                   | 102           | 359          |
| 28                                    | Taita Taveta University                                     | 41                    | 15            | 56           |
| 29                                    | The Co-operative University                                 | 46                    | 14            | 60           |
| 30                                    | University of Embu                                          | 53                    | 27            | 80           |
| 31                                    | Garissa University                                          | 51                    | 6             | 57           |
|                                       | <b>Sub total</b>                                            | <b>8979</b>           | <b>4110</b>   | <b>13086</b> |
| <b>Private chartered universities</b> |                                                             |                       |               |              |
| 32                                    | University of Eastern Africa, Baraton                       | 96                    | 60            | 156          |
| 33                                    | United States International University                      | 190                   | 97            | 287          |
| 34                                    | Catholic University of Eastern Africa                       | 228                   | 138           | 366          |
| 35                                    | Daystar University                                          | 135                   | 124           | 259          |
| 36                                    | Scott Christian University                                  | 88                    | 66            | 149          |

|    |                                        |              |             |              |
|----|----------------------------------------|--------------|-------------|--------------|
| 37 | Africa Nazarene University             | 107          | 59          | 166          |
| 38 | Kenya Methodist University             | 119          | 81          | 200          |
| 39 | Mount Kenya University                 | 396          | 298         | 694          |
| 40 | Adventist University                   | 56           | 7           | 63           |
| 41 | St. Paul's University                  | 233          | 186         | 419          |
| 42 | Pan Africa Christian University        | 136          | 134         | 270          |
| 43 | . Kabarak University                   | 200          | 115         | 315          |
| 44 | Strathmore University                  | 233          | 160         | 293          |
| 45 | Great Lakes University of Kisumu       | 48           | 39          | 87           |
| 46 | KAG - EAST University                  | 9            | 9           | 18           |
| 47 | KCA University                         | 167          | 71          | 238          |
| 48 | Kenya Highlands Evangelical University | 23           | 5           | 28           |
| 49 | Africa International University        | 72           | 44          | 116          |
|    | <b>Sub total</b>                       | <b>2536</b>  | <b>1693</b> | <b>4124</b>  |
|    | <b>Total</b>                           | <b>11515</b> | <b>5803</b> | <b>17210</b> |

**APPENDIX V**  
**STUDY POPULATION**

| University                                          | P   | SL  | L    | AL   | GA   | Total |
|-----------------------------------------------------|-----|-----|------|------|------|-------|
| Dedan Kimathi University of Technology              | 27  | 37  | 68   | 290  | 60   | 482   |
| Kenyatta University                                 | 99  | 206 | 811  | 70   | 516  | 1,702 |
| Egerton University                                  | 92  | 95  | 244  | 110  | 29   | 570   |
| Masinde Muliro University of Science and Technology | 48  | 41  | 197  | 88   | 79   | 453   |
| Chuka University                                    | 16  | 26  | 89   | 112  | 27   | 270   |
| Pwani University                                    | 18  | 20  | 43   | 83   | 8    | 171   |
| Technical University of Kenya                       | 41  | 40  | 155  | 177  | 203  | 616   |
| University of Eldoret                               | 51  | 38  | 131  | 55   | 38   | 313   |
| Kisii University                                    | 12  | 62  | 150  | 161  | 31   | 416   |
| <b>Sub Total</b>                                    | 404 | 565 | 1888 | 1145 | 991  | 4993  |
| United States International University              | 36  | 53  | 110  | 34   | 54   | 287   |
| Africa Nazarene University                          | 20  | 34  | 66   | 36   | 10   | 166   |
| KCA University                                      | 12  | 20  | 126  | 66   | 14   | 238   |
| Kabarak University                                  | 76  | 52  | 125  | 46   | 7    | 315   |
| Mount Kenya University                              | 43  | 120 | 276  | 192  | 63   | 694   |
| Kenya Methodist University                          | 28  | 45  | 57   | 47   | 23   | 200   |
| Sub Total                                           | 136 | 199 | 709  | 371  | 64   | 1900  |
| Grand Total                                         | 540 | 764 | 2597 | 1516 | 1055 | 6893  |

Where P= Professors, SL= Senior Lecturers, L= lecturers, AS= Assistant Lecturers  
and TA= Teaching Assistant

**APPENDIX VI**  
**SAMPLE SIZE**

| University                                          | P  | SL | L   | AL | GA | Total |
|-----------------------------------------------------|----|----|-----|----|----|-------|
| Dedan Kimathi University of Technology              | 1  | 2  | 4   | 15 | 3  | 25    |
| Kenyatta University                                 | 5  | 11 | 42  | 4  | 27 | 89    |
| Egerton University                                  | 5  | 5  | 13  | 6  | 2  | 30    |
| Masinde Muliro University of Science and Technology | 3  | 2  | 10  | 5  | 4  | 24    |
| Chuka University                                    | 1  | 1  | 5   | 6  | 1  | 14    |
| Pwani University                                    | 1  | 1  | 2   | 4  | 1  | 9     |
| Technical University of Kenya                       | 2  | 2  | 8   | 10 | 11 | 33    |
| University of Eldoret                               | 3  | 2  | 7   | 3  | 2  | 17    |
| Kisii University                                    | 1  | 3  | 8   | 8  | 2  | 22    |
| Sub Total                                           | 22 | 29 | 99  | 61 | 53 | 263   |
| United States International University              | 2  | 2  | 6   | 2  | 3  | 15    |
| Africa Nazarene University                          | 0  | 2  | 4   | 2  | 1  | 9     |
| KCA University                                      | 1  | 1  | 7   | 3  | 1  | 13    |
| Kabarak University                                  | 4  | 3  | 6   | 2  | 1  | 16    |
| Mount Kenya University                              | 2  | 6  | 15  | 10 | 4  | 37    |
| Kenya Methodist University                          | 2  | 2  | 3   | 3  | 1  | 11    |
| Sub Total                                           | 11 | 16 | 41  | 22 | 11 | 101   |
| Grand Total                                         | 33 | 45 | 140 | 83 | 64 | 364   |

**APPENDIX VII**  
**LIST OF RESPONDENTS SERIAL NUMBERS**

| University                                          | SNO.P            | SNO.SL                                  | SNO.L                                                                                                                                                                | SNO.AL                                                  | SNO.GA                                                                                                   |
|-----------------------------------------------------|------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Dedan Kimathi University of Technology              | 12,18            | 7,25                                    | 9,11,23,35                                                                                                                                                           | 7,11,16,29,45,57,89,103,128,149,151,168,192,201,235,267 | 3,27,53                                                                                                  |
| Kenyatta University                                 | 6,19,28,35,48,54 | 5,16,29,36,59,65,97,118,156,162,177,198 | 3,9,14,21,29,30,37,42,46,54,57,61,67,73,79,81,93,103,110,117,129,135,141,148,158,179,186,199,211,267,269,276,288,345,368,375,378,405,432,567,598,607,619,623,677,691 | 9,15,20,58                                              | 4,19,23,39,47,56,63,75,88,97,107,115,123,148,156,165,176,184,192,216,249,253,267,289,329,392,402,456,489 |
| Egerton University                                  | 11,19,45,56,78   | 3,47,59,86,91                           | 5,9,68,88,97,103,107,119,123,126,169,175,192,238                                                                                                                     | 2,19,29,36,41,78                                        | 17,24                                                                                                    |
| Masinde Muliro University of Science and Technology | 5,18,37          | 9,27                                    | 2,16,23,30,42,54,65,89,103,121,129                                                                                                                                   | 7,15,28,44,69                                           | 4,24,67,83                                                                                               |
| Chuka University                                    | 1                | 22                                      | 9,17,36,49,65                                                                                                                                                        | 8,15,26,78,98,106                                       | 2,26                                                                                                     |
| Pwani University                                    | 9                | 16                                      | 1,27,31                                                                                                                                                              | 5,18,26,33,47                                           |                                                                                                          |
| Technical University of Kenya                       | 27,34            | 11,19                                   | 3,9,28,35,47,63,75,124,149                                                                                                                                           | 6,15,26,31,48,77,91,123,157,169                         | 8,14,23,36,54,71,98,141,167,182,193                                                                      |
| University of Eldoret                               | 27,34,46         | 7,33                                    | 2,8,17,29,46,67,83,102,122                                                                                                                                           | 3,26,46                                                 | 5,31                                                                                                     |
| Kisii University                                    | 11               | 9,23,44                                 | 5,8,17,29,41,58,79,86                                                                                                                                                | 2,18,24,37,44,56,102,136,142                            | 12,27                                                                                                    |

|                                        |       |         |                                      |                   |      |
|----------------------------------------|-------|---------|--------------------------------------|-------------------|------|
| United States International University | 8     | 11,26   | 6,17,44,63                           | 5,19              |      |
| Africa Nazarene University             | 16    | 22,35   | 7,16,26,45,68,83,95                  | 9,23,42           | 3    |
| KCA University                         | 12    | 14      | 6,17,33,56,87,111                    | 4,19,27,43        | 6    |
| Kabarak University                     | 9     | 4       | 3,15,26                              | 9                 |      |
| Mount Kenya University                 | 23,37 | 3,17,46 | 17,28,34,41,59,72,90,112,158,160,175 | 6,17,32,57,89,103 | 3, 9 |
| Kenya Methodist University             | 15,24 | 2,9     | 8,19,27,39,68,79,106,123             | 5,14,33,56,74     | 10   |

Where; SNO.P=Serial number of Professors, SNO.SL= Serial number of senior lecturers, SNO. L= Serial number of lecturers, SNO. AS= Serial number of assistant lecturers and SNO.TA= Serial number of teaching assistant

## **APPENDIX VIII**

### **CHARTERED UNIVERSITIES PER REGION IN KENYA**

#### **Public Universities**

##### **Coast Region**

1. Pwani University
2. Technical University of Mombasa
3. Taita Taveta University

##### **North-Eastern region**

4. Garissa University

##### **Eastern Region**

5. Chuka University
6. Meru University of Science and Technology
7. South Eastern Kenya University
8. Machakos University
- 9 . University of Embu

##### **Central Region**

10. Dedan Kimathi University of Technology
11. Murang'a University of Technology
12. Karatina University
13. Kirinyaga University

##### **Rift Vallery Region**

14. Moi University
15. Egerton University
16. Maasai Mara University
17. University of Kabianga

18. University of Eldoret

19. Laikipia University

### **Nyanza Region**

20. Maseno University

21. Kisii University

22..Jaramogi Oginga Odinga University of Science and Technology

23. Rongo University

### **Western Region**

24. Masinde Muliro University of Science and Technology

25..Kibabii University

### **Nairobi Region**

26University of Nairobi

27. Kenyatta University

28. Jomo Kenyatta University of Agriculture and Technology

29. Technical University of Kenya

30. Multimedia University of Kenya

31.The Co-operative University of Kenya

### **Private Universities**

### **Eastern Region**

1. Kenya Methodist University

2. Scott Christian University

### **Central Region**

3. Mount Kenya University

4. St. Paul's University

### **Rift Vallery Region**

5. University of Eastern Africa, Baraton
6. Kenya Highlands Evangelical University
7. Kabarak University

### **Nyanza Region**

8. Great Lakes University of Kisumu

### **Private Universities**

### **Nairobi Region**

9. Catholic University of Eastern Africa
10. Daystar University
11. Africa Nazarene University
12. Strathmore University
13. United States International University
14. KCA University
15. Pan Africa Christian University
16. Africa International University
17. Adventist University
18. KAG - EAST University

**Source: (CUE, 2019)**

**APPENDIX IX**  
**CHARTERED UNIVERSITIES**

**PUBLIC CHARTERED UNIVERSITIES**

1. University of Nairobi
2. Moi University
3. Kenyatta University
4. Egerton University
5. Jomo Kenyatta University of Agriculture and Technology
6. Maseno University
7. Chuka University
8. Dedan Kimathi University of Technology
9. Kisii University
10. Masinde Muliro University of Science and Technology
11. Pwani University
12. Technical University of Kenya
13. Technical University of Mombasa
14. Maasai Mara University
15. Meru University of Science and Technology
16. Multimedia University of Kenya
17. South Eastern Kenya University
18. Jaramogi Oginga Odinga University of Science and Technology
19. Laikipia University
20. University of Kabianga
21. Karatina University
22. University of Eldoret
23. Kibabii University
24. Kirinyaga University
25. Machakos University
26. Murang'a University of Technology
27. Rongo University
28. Taita Taveta University
29. The Co-operative University of Kenya
30. University of Embu

31. Garissa University

**PRIVATE CHARTERED UNIVERSITIES**

32. University of Eastern Africa, Baraton

33. Catholic University of Eastern Africa

34. Daystar University

35. Scott Christian University

36. United States International University

37. St. Paul's University

38. Pan Africa Christian University

39. Africa International University

40. Kenya Highlands Evangelical University

41. KAG - EAST University

42. Africa Nazarene University

43. Kenya Methodist University

44. Kabarak University

45. Strathmore University

46. Mount Kenya University

47. Great Lakes University of Kisumu

48. Adventist University

49. KCA University

**Source: (CUE, 2019)**

**APPENDIX IX**  
**INFORMED CONSENT**

**TITLE OF STUDY:** EMPLOYEE VOICE MECHANISMS, LEADERSHIP STYLES, JOB SATISFACTION AND ACADEMIC STAFF TURNOVER INTENTIONS IN UNIVERSITIES IN KENYA.

**PRINCIPAL RESEARCHER**

Andrew T. Muguna

Business Administration

P.O BOX 109,60400, Chuka

[0721407350]

amuguna@chuka.ac.ke

**PURPOSE OF STUDY**

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. I am a Doctorate (Ph.D.) student in the Department of Business Administration of Faculty of Business studies at Chuka University pursuing a Ph.D. in Business and Management (Human Resource Management). The purpose of this study is to establish the relationship between employee voice mechanisms and academic staff turnover intentions in universities in Kenya and the moderating effects of leadership style and job satisfaction on this relationship.

**STUDY PROCEDURES**

The primary data for the research will be obtained from a sample of chartered university academic staff in the rank of professor, senior lecturer, lecturer, assistant lecturer and teaching assistants. Multistage sampling technique will be used to identify sampling units at different stages according to the structure of the population. A questionnaire will be administered through the drop and pick a method to obtain the data. A five-point Likert scale will be used for most questions in the survey except for the section dealing with demographic data. Five-point Likert scale questions will be

used where one will represent strong disagreement while five will show strong agreement.

The questionnaire will be subdivided into five parts. Part one will gather personal and contextual information (age, gender, education level, rank and experience). Part two will cover employee voice mechanisms (attitude survey, representation, quality circle and suggestion scheme). Part three will cover leadership styles (autocratic, democratic and laissez faire leadership styles). Part four will cover job satisfaction (job content, supervision, working conditions, pay and benefits promotion and career development). Part five will deal with turnover intentions (intention to quit, intention to change job and actively search for job in other organisations). This will facilitate the study to get a comprehensive understanding of the issue under investigation.

The amount of time that is required to fill and complete the questionnaire is approximately 35 minutes.

### **RISKS.**

Inconvenienced risks could occur. However, this will be cured by making appointments and giving sufficient time to fill the questionnaire. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

### **BENEFITS**

There will be no direct benefit to you from participating in this research study.

### **CONFIDENTIALITY**

The records from this study will be kept as confidential as possible. No individual identities will be used in any reports or publications resulting from the study. All data collection and retention methods, i.e., questionnaires, will be given codes and stored separately from any participants' names or other direct identification. Research information will be kept in locked files at all times. Only researcher personnel will have access to the files and data collection and retention method. After the study is completed, collected data will be destroyed.

## **CONTACT INFORMATION**

Suppose you have questions at any time about this study, or you experience adverse effects as a result of participating in this study. In that case, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant or problems you do not feel you can discuss with the Primary Investigator, don't hesitate to contact Director, Board of postgraduate study at Chuka university. P.O BOX 109-60400, Chuka. Telephone 0704999099.

## **VOLUNTARY PARTICIPATION**

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

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## **CONSENT**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX X**  
**CHUKA UNIVERSITY ETHICS COMMITTEE APPROVAL**

## APPENDIX XI NACOSTI RESEARCH LICENSE

|                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                        |
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|  <p style="text-align: center;"><b>REPUBLIC OF KENYA</b></p> <p>Ref No: <b>570218</b></p>                                                                                                                                                                                                                                     |  <p style="text-align: center;"><b>NATIONAL COMMISSION FOR<br/>SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p> <p style="text-align: right;">Date of Issue: <b>06/January/2021</b></p> |
| <b>RESEARCH LICENSE</b>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                        |
| <p><b>This is to Certify that Mr.. ANDREW THIURU MUGUNA of Chuka University, has been licensed to conduct research in Kakamega, Kilambu, Kilifi, Kisii, Meru, Nairobi, Nakuru, Nyeri, Tharaka-Nithi, Uasin-Gishu on the topic: EMPLOYEE VOICE MECHANISMS, LEADERSHIP STYLES, JOB SATISFACTION AND ACADEMIC STAFF TURNOVER INTENTIONS IN UNIVERSITIES IN KENYA for the period ending : 06/January/2022.</b></p> |                                                                                                                                                                                                                                                                        |

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