

# Administrative Support and Turnover Intentions among the Academic Staff in Public Universities in Kenya

Sarah Likoko<sup>1</sup>, Edith Simiyu<sup>2</sup>

<sup>1,2</sup>Kibabii University,

P.O. Box 1699-50200, Bungoma- Kenya

sarahlikoko[at]yahoo.com

**Abstract:** *Turnover has got negative effects on effectiveness of organization and it is very important for organization to have limited turnover. Thus, in today's rapidly moving dynamic, uncertain and highly competitive global markets, organizations worldwide, employee turnover intention has been a concern. Therefore, the purpose of this study was to investigate the influence of administrative support on turnover intentions among the academic staff in public Universities in Kenya. The study employed ex post facto research design. Simple random sampling was used to select 300 academic staff members public Universities. A questionnaire was used to collect data. Data analysis was done using weighted averages and simple linear regression analysis. The study concluded that administrative support significantly influenced turnover intentions in public Universities in Kenya. The study recommended that University management to provide maximum support to the academic staff to enhance retention.*

**Keywords:** Administrative Support, Turnover, Intentions, Academic Staff

## 1. Introduction

The provision of administrative support to an employee is likely to generate feelings of goodwill towards the organization, strengthening the bond between employer and employee, which, in turn, increases the feelings of obligation to repay the organization, through the norm of reciprocity (Tuzun & Kalemci, 2011). Thus, when employees believe that they are being supported by the employers, they reciprocate by having lower turnover intentions (Zafar, 2015).

Umamaheswari and Krishnan (2015) analyzed the factors influencing employees' continuation in ceramic manufacturing industries. A questionnaire was used to collect data from respondents. Respondents were asked to respond the questionnaire on a Likert- scale range from 1- 5 with 1 = strongly disagree and 5=strongly agree. Statistical package for the social sciences (SPSS) has been employed for analyzing the collected data. The result derived from the data collected predicted that supervisor support acts as a predominant factor having significance over employee retention which coincides the previous research studies (Umamaheswari & Krishnan, 2014). The results could not be generalized as Umamaheswari and Krishnan (2015) employed one tool in data collection, however to make the results more reliable, the present study employed more than one tool in data collection.

Fairly recent study by Jugurnath, Bhewa and Ramen (2016) evaluated the impact of employee satisfaction and retention in the health services in Mauritius. A total of 65 respondents were selected for this study, using the census sampling technique. Primary data was collected by the means of a structured questionnaire where closed ended, open ended and Likert scale were set. Descriptive statistics were used to show the findings from the questionnaire and also SPSS 21 was used to correlate employee's satisfaction and employee's retention. The results shows that there is a positive

relationship between supervisor support and employee satisfaction, which at the end contribute significantly to employee retention. However, Jugurnath, Bhewa and Ramen (2016) used a small sample of 65 respondents with one research tool in data collection. This may pose limitation in term of generalizability. To fill the gap, there was need to increase sample representativeness and a variety of research instruments to yield a more reliable and accurate data.

Nichols, Swanberg and Bright (2016) found that turnover intentions were lower for workers who reported greater levels of supervisor support among frontline Hospital workers in USA. By surveying 270 housekeeping and dietary service workers employed at 2 US hospitals, this study examined the relationship between supervisor support and turnover intent and assessed the mediating role of affective commitment between supervisor support and intent to turnover. However, Nichols, Swanberg and Bright (2016) study used convenience sampling method which is highly vulnerable to selection bias and influences beyond the control of the researcher which can lead to high level of sampling error. Therefore, there was need to pursue these relationships using different sampling methods to authenticate the results.

Moreover, Ngigi and Orodho (2016) examined determinants of job satisfaction and retention of special education teachers in primary schools in Nairobi County in Kenya. A descriptive survey research design was applied. A sample size of 75 participated in the study. Mixed method involving qualitative and quantitative approaches were used to generate data. The study concluded that teachers who teach in special education institutions do not receive the expected support to deal with the wide range of learners with special needs. However, generalization of results could be done with a lot of caution since special needs schools operate in a different situations and environment from main stream learning institutions.

Similarly, Zafar (2015) aimed to study how employees regard importance of their supervisory support toward their

Volume 10 Issue 3, March 2021

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

retention. Quantitative data was collected using the nonprobability self-administered questionnaire that consist of questions with 5-points Likert scales distributed to our samples of 42 individuals. According to the result of the study supervisory support has a significant positive association with employee retention with  $R = 0.84$  and  $p = 0.00$  that means the supervisory support contributes more than 84% employee retention. It means that as one variable increases in value, the second variable also increase in value. The main limitation of Zafar (2015) was that representativeness of the sample was relatively small, which could have an impact on statistical reference and test power. Therefore, this may pose limitation in terms of generalizability. To fill the gap, the participants in the current study were well distributed to guarantee the sample's representativeness.

## 2. Methodology

The simple random sampling was used to select 10 public Universities from the total of 23, which was above 30% as recommended by Kothari (2010). Sample size comprised of 300 academic staff from the public Universities in Kenya. A Questionnaire was used to collect information from respondents. Data was analyzed percentages, frequencies, means standard deviations and simple linear regression.

## 3. Results and Discussion

### 3.1 Administrative Support and Turnover Intentions among the Academic Staff in Public Universities in Kenya

To measure the administrative support accorded the academic staff in public Universities, a multi-item five-point likert scale was used. Respondents were asked to rate on the scale their level of agreement with the various items indicating the extent to which the administration supports them. Their responses were analyzed using the weighted averages and are shown in Table 1.

**Table 1:** Administrative Support among the Academic Staff in Public Universities in Kenya

Administrative Support	SA	A	U	D	SD	$\sum f_i$	$\frac{\sum f_i w_i}{\sum f_i}$
<b>I am happy with cooperation I receive from the management team.</b>	34	105	71	82	84	376	2.80
<b>Management has provided support and established environment of trust to academic staff</b>	40	80	85	98	73	376	2.78
<b>I am satisfied with support I receive from my immediate supervisor</b>	0	109	137	130	0	376	2.94
<b>I have the opportunity to interact with top management</b>	0	126	123	127	0	376	3.00
<b>Administrative behavior towards the staff is supportive and encouraging</b>	37	89	108	102	40	376	2.95
<b>The administration does a good job of getting resources for this University</b>	98	118	71	66	23	376	3.54

Cumulative Frequency 2256 18.01

Source: Field Data (2017)

In response to the question that they were happy with the cooperation they receive from University management team, one hundred sixty-six (44.1%) of the respondents disagreed (score 1 and 2 on the scale) as compared to 139 representing 37.0% who agreed (scores 4 and 5 on the scale). With a weighted average of 2.80, the results suggest that on the average, the academic staff indicated, were uncertain on whether they were happy with the cooperation they receive from the University management team. This implies that

there was average cooperation received by the academic staff from the University management teams.

To the assertion that University management team provided support and established environment of trust to the academic staff, 171 respondents representing 45.5% disagreed (score 1 and 2 on the scale) as compared to 120 representing 31.9% who agreed. Eighty-five respondents representing 22.6% were uncertain. Since less than half of the respondents either

disagreed, the study results indicate that the University management fairly supports and has established an environment of trust.

On whether they were satisfied with support they receive from their immediate supervisor(s), 130 respondents representing 34.6% disagreed (score 1 and 2 on the scale) as compared to 109 representing 29.0% who agreed (score 4 and 5 on the scale). One hundred and thirty-seven respondents representing 36.4% were uncertain. Since majority of the respondents were uncertain, the study results indicate that the support the academic staff receive from their immediate supervisor(s) was average. This is supported by the weighted average of 2.94 which indicates 'unsure'.

To answer the question on whether the academic staff had the opportunity to interact with University top management, 127 respondents representing 33.8% disagreed (score 1 and 2 on the scale) while 126 representing 33.5% who agreed (score 4 and 5 on the scale). 123 respondents representing 32.7% were uncertain. Since there was almost an equal number of those who agreed as those who disagreed, the study results indicate that the interaction with University top management was average. This is supported by the weighted average of 3.00 which indicates 'unsure'.

To deal with the issues of University administration's, whether supportive and encouraging to the academic staff, 140 respondents representing 37.2% disagreed (score 1 and 2 on the scale), 144 representing 38.3% agreed (score 4 and 5 on the scale) while 24.5% were uncertain. The results indicate that the University administrative behavior towards the staff is not adequately supportive and encouraging.

Lastly, the researcher sought to get the respondents views about administration in provision of resources, 142 respondents representing 37.8% disagreed (score 1 and 2 on the scale), 126 representing 33.5% agreed (score 4 and 5 on the scale) while 28.7% were uncertain. The results indicate average rating of the job done by the administration in getting teaching and learning resources to the University to aid the academic staff in their work.

**Table 2:** Descriptive Statistics of the Administrative support Indices

	N	Min.	Max	Mean	Std. Deviation
Administrative Support	376	9.00	45.00	32.3404	9.26994

Source: Field Data (2017)

The results presented in Table 2 shows that administrative support had a mean index of 32.3404 with responses deviating from this mean by a standard margin of 9.26994. The mean was slightly above 27 hence it could be inferred that administrative support in public Universities in Kenya was rated favourably.

**Table 3:** Regression Coefficients (N=376)

Model	Unstandardized Coefficients		Standardized Coefficients	t Sig.	Sig.
	B	Std. Error	Beta		
1	(Constant)	19.064	.299		63.860 .000
	X	-.068	.011	-.302	-6.073 .000

1	(Constant)	19.064	.299		63.860 .000
	X	-.068	.011	-.302	-6.073 .000

a. Dependent Variable: Turnover Intentions

Source: Field Data (2017)

In testing the significance of the administrative support (X) coefficient, Table 3, indicates a t-test value of -6.073 was obtained with the p-value of 0.000 obtained which is less than the 0.05 level of significance. On the basis of these results, the researcher rejected the null hypothesis (H<sub>0</sub>) that 'administrative support has no statistically significant effect on turnover intentions among the academic staff in public Universities in Kenya'. Likewise, the constant of the regression model is significant at 0.05 level of significance (t = 63.860, p < 0.05). The model therefore, indicates that there was a significant inverse relationship between turnover intentions and administrative support among the academic staff in public Universities in Kenya.

Consequently, the results in Table 3 depicted that administrative support have an effect size of -0.302, which implies that a unit increase in the administrative support, holding the other factors constant could result in a 30.2% decrease in turnover intentions amongst the academic staff in public Universities in Kenya. The findings are in tandem with those of Iqbal et al., (2020) who established that supervisor support to enhances employee retention by reducing turnover.

#### 4. Conclusions

Based on the findings, the study concludes that with maximum support from the University management, the academic staff would have little intentions to leave.

#### 5. Recommendations

In view of the study findings, conclusion and in regard to ideal retention strategies, the study recommended the following:

- 1) Management team should be adequately trained on how to handle the academic staff
- 2) University management to provide maximum support to the academic staff

#### References

[1] Iqbal, S., Hongyun, T., Akhtar, S., Ahmad, U., & Nyarko Ankomah, F. (2020). Impacts of Supervisor Support on Turnover Intentions: Mediating Role of Job Satisfaction. *Asian Journal of Education and Social Studies*, 6(3), 1-9.

[2] Jugurnath, B., Bhewa, C., & Ramen, M. (2016). "Employee Satisfaction and Retention in Health Services: Empirical Evidence at the ENT Hospital Mauritius. Proceedings of the Fifth Asia Pacific Conference on Global Business, Economics, Finance and Social Sciences (AP16Mauritius Conference) ISBN - 978-1-943579-38-9 Ebene-Mauritius, 21-23 January, 2016. Paper ID: M622

- [3] Kothari, C.R. (2010). *Research Methodology: Methods and Technique*. New Delhi: New Age International Publishers
- [4] Ngigi, S. W., & Orodho, J.A. (2016). Determinants of Job Satisfaction and Retention of Special Education Teachers in Primary Schools in Nairobi County, Kenya. *Journal of Humanities and Social Science*, Vol. 19, Issue. 6, Ver. VII (Jun. 2014), PP126-133.e-ISSN:2279-0837, p-ISSN: 2279-0845.[www.iosrjournals.org](http://www.iosrjournals.org)
- [5] Nichols, H. M., Swanberg, J. E., & Bright, C. L. (2016). Does Supervisor Support Influence Turnover Intent Among Frontline Hospital Workers? The Mediating Role of Affective Commitment. *The Health Care Manager*, Volume 35, Number 3, pp. 266–279
- [6] Tuzun, I. K., & Kalemci, R. A. (2011). Organizational and supervisory support in relation to employee turnover intentions. *Journal of Managerial Psychology*, 27(5),518-534. <http://dx.doi.org/10.1108/02683941211235418>
- [7] Umamaheswari, S. & Krishnan, J. (2015). Retention Factors and Their Relative Significance in ceramic Manufacturing Industries in India. *Asian Social Science*; Vol. 11, No.13; 2015. ISSN 1911-2017 E-ISSN 1911-2025. [doi.org/10.5539/ass.v11n13p260](http://doi.org/10.5539/ass.v11n13p260)
- [8] Zafar, A. (2015). The Consequences of Supervisory Support on Employee Retention in Rawalpindi, Pakistan. *Developing Country Studies*, Vol.5, No.13, 2015 ISSN 2224-607X (Paper) ISSN 2225-0565. [www.iiste.org](http://www.iiste.org)