



EFFECT OF WORKLIFE BALANCE ON PRODUCTIVITY OF THE TEACHING STAFF IN SELECTED PUBLIC UNIVERSITIES IN KENYA

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Abstract

The purpose of this paper is to assess the effect of work life balance on the productivity of the teaching staff in public universities in Kenya. The study used descriptive research design. A sample of 362 employees out of the total population of 5911 from selected universities in Kenya. Purposive sampling was used to select the five institutions, while simple random sampling method ,was used to select the respondents from each university. Both primary and secondary data were collected using a structured questionnaire and an analysis sheet respectively. Data was analyzed using both descriptive statistics; mean, percentages and standard deviation were computed and inferential statistics of correlation and regression were computed to determine the relationship between the dependent and independent variables. The findings of the study empirically established that, there is strong positive correlation between work life balance and productivity of the teaching staff in public universities . The variables were tested for correlation and significance at a significance level of 5%. The results revealed that work life balance has an effect on the productivity of the teaching staff at the university . The effect was found to be positively correlated and hence were statistically significant ($R = .553^a$; $R^2 = .305$; Adjusted $R^2 = .303$; $F_{(1,256)} = 112.603$; $B = .577$; $P = .000^b$; $t = 10.611$) to the productivity of the teaching staff at the universities . The study concluded that worklife balance significantly affected the level of productivity of the teaching staff at the public universities. The findings shall provide a framework for policy makers on designing an effective developing and implementing appropriate work life policy to promote the level of productivity of teaching staff in institutions of higher learning .The results of the study shall be beneficial to the management of the public universities in Kenya. To the policy makers, it shall reveal how to come up with effective strategies for managing the turnover costs and enhancing the level of productivity among the staff.

Key words : *labour turnover; productivity; public universities; teaching staff ; work life balance*

1. INTRODUCTION

Labor turnover is the frequency at which workers move in and out of employment commonly articulated as a percentage basing on the employees leaving an organization (Nnaebue, Etodike, Nwangwu and Ibenyenwa, 2020). By tracking the number of employees who leave the company, employers can gain insights into how to manage their workforce supply and demand. This includes calculating how many new employees need to be hired to replace those who have left. Employee turnover is a complex phenomenon that can be influenced by a variety of factors, both from within the company and from the employees themselves. Employers are particularly concerned about the negative impacts of turnover, such as decreased productivity, increased costs, and a damaged employer brand. According to Yaghoubi and Kaseb, (2020), employee turnover has a major impact on a firm's performance, causing high direct and indirect costs for employers. The reasons why people leave organizations, particularly educational institutions like

universities, are complex and vary from case to case. Most existing research have focused on the causes of turnover, with less attention given to the determinants of turnover in higher education institutions.

The issue of teaching staff retention is a worldwide concern which touches on both developing and developed Nations. An analysis of full-time faculty affiliates in the US in 2000 revealed that, over 40% of them had considered shifting careers. In a study undertaken in Australian higher education institutions, 68% of the teaching personnel revealed that, they desired to leave higher education. In South African higher education institutions, the problem of staff retention is apparent, as accessible data shows that, an ample number (between 5% and 18%) of academics leave higher education institutions (Bibi, Ahmad, & Majid, 2018).

According to Murmann (2015), Organizations should address employee turnover as current explanations of why employees leave are not very good at predicting or explaining turnover. Although there is a lot of research on turnover in organizations, there is still no universally accepted explanation or framework for why people choose to leave their jobs making it hard to understand turnover, and it also means that there is no accepted way to predict whether an individual employee is likely to leave in the future. Muma, et al (2019) noted that, high labour turnover increases the costs of operations in terms of planning for hiring and training a new staff to replace the one that has left. According to this study, it is estimated that, the cost is roughly 50 percent of the workers annual salary. It is also estimated that the turnover costs of an employees averages kshs 300,000 to 1,000,000 each. Teacher turnover can lead to a decrease in the productivity of teaching staff, which can have a negative impact on the organization as a whole because it results in the loss of experienced and knowledgeable teachers, as well as the disruption of ongoing projects and initiatives.

Abu Sultan (2015), defines work-life balance as the sum of the actions and steps taken by workers that enables them to fulfill all the tasks and duties of the organization and their personal work. Forris (2015) argued that, the work-life balance is the ability of people to balance their personal and professional lives. However, how work-life balance affects staff productivity in relation to labour turnover has not been well-studied. This study aims to assess how work-life balance contributes to labour turnover and staff productivity in public universities. This study sought to assess how worklife balance contributed to labour turnover and hence staff productivity in public universities.

One of the key issues that most organizations face is the need to improve employee productivity. Employee productivity is an assessment of the efficiency of a worker or group of workers. In actual terms, productivity is a component which directly affects an organizations performance. According to Moore, Coates and Croucher, (2018a) productivity was considered in monetary terms and it has widely been measured using the level of profit generated by the firm. They noted that productivity can be measured in terms of the output of an employee over a specific period of time. Typically, the productivity of a given worker is assessed relative to numbers of employees doing similar work. It can also be assessed according to the number of units of a product or service that an employee handles in a defined time frame . As the success of an organization relies mainly on the productivity of its employees, therefore, employee productivity has become an important objective for businesses, yet the concept has not been given much attention in the teaching profession.

Njiraine, (2019) noted, that improving employee productivity has been one of the most important objectives for most learning institutions. Employee productivity provides the employees with various advantages. For instance, higher productivity leads to favorable economic growth, large profitability and better social progress. Higher productivity tends to maximize organizational competitive advantage through cost reductions and improvement in high quality of output. All of these benefits have made employee productivity worthy of attention. But there has been little focus on understanding the relationship between these concepts and the turnover among employee in institutions of learning.

According to a report by the CUE (2019), there are twenty-three (23) public Universities established through their institutional Act of parliament and chartered in 2013 after the requisite verification of academic resources by the Commission for Higher Education (CHE). Besides there are 10 constituent colleges, 17 private chartered universities, 5 private universities, and 14 private institutions. One of the key ingredients of an organization's strength is having the right people in the right places at the right time. Manpower planning is a formal personnel management function which involves analyzing an organization's manpower needs. It attempts to ensure that an organization has the right number and kind of employees in the right places at the required time. It is also concerned with forecasting future manpower needs under changing conditions, and developing policies and systems to meet these needs. Koigi et al, (2018) noted that public universities in Kenya face increasing competition from other universities in the region and oversee and they appear not able to halt the brain drain. This study sought to establish the relationship that exists

between leadership styles, reward system, work/life balance and team determinants affects productivity of teaching staff of public universities in Kenya.

1.2 Statement of the Problem

Turnover of teaching staff in institutions of higher learning has become a rising concern not only in Kenya but in Africa as a whole. The problem is leading to a shortage of qualified lecturers, which should be addressed if quality education is to be provided for all learners (UNESCO, 2019). According to a report by the World Bank (2012), at least one teaching staff per day is driven out of the classroom in search for a better livelihood. It was established that at least 23,000 qualified teaching staff are emigrating from Africa each year in search of better working conditions in developed countries. In a report by UASU on lecturers' attrition rates, indicated that between 2012 to 2016 public universities had lost quite a substantial number of teaching staff through brain drain both internal and external. For example, in Jomo Kenyatta University of Agriculture and Technology, a total of 100 teaching staff members had left; University of Nairobi lost 98; in Kenyatta University, 121 had left; Masinde Muliro University of Science and Technology had lost 88; Maseno University, 124 had left, while Egerton University had lost 102 and in Moi University, 100 had left (UASU, 2018). While the number may not seem very high, losing even one teaching staff member is a great loss to human capital by the concerned institution because they invest heavily in training the teaching staff. Analyses of the costs associated with employees' turnover are quite high and the process for replacement is time consuming. This in turn affects the overall productivity of the institution. These figures are a reflection of what is happening in these institutions even now, however, there is evidence of limited studies that have focused on this subject hence there was need for this study to fill this gap. According to Ingersoll (2019) the supply of teaching staff will never ever keep schools staffed with quality teachers unless we understand the debilitating turnover rates and put in place strategies to reverse them. The turnover of the teaching staff is therefore an issue of paramount concern. Therefore, this study sought to assess the determinants to labour turnover and how they affect productivity of the teaching staff in public universities in Kenya.

1.3 Objective of the Study

The general objective of this study was to find out the effect of Work life balance on productivity of teaching staff of public universities in Kenya.

1.4 Hypothesis of the study,

The study sought to test the following hypothesis;

H₀₁. There is no statistical significant relationship between Work life balance and productivity of teaching staff in public universities in Kenya.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

This study was guided by the human capital theory postulated by Joyce, Weil and Calhoun, (2003). The theory explains the important dimensions that influence the preparation, structure and execution of programmes in an institution. It is gradually perceived to be a main cause of institutional performance hence productivity of teaching staff. A key strategy in determining the productivity of teaching staff and performance has been to employ a conception of individuals as human capital leading to improved performance based on the behavior of employees in relation to certain aspects of their work environment.

Modern Human Capital Theory has it that all human behavior bases on the economic self-regard (remuneration Perks) of persons functioning in easily competitive markets. These economic interests when not achieved leads to staff turnover in organizations. According to Armstrong (2009) human capital entails the combined intelligence, skills and expertise that give an institution its distinctive character. According to Sutherland (2004), the human capital theory entails elements of the human aspects of an institution which if well rewarded can guarantee the long-term endurance and productivity of teaching staff of the institution. This theory therefore supported the current study by helping to understand the determinants of employee turnover and how they affect productivity. This helped to assess the determinants of labor turnover at public universities in regard to their productivity.

2.2 Conceptual review

The Work life balance is conceptualized in terms of Leave Days, Working Hours, Recreational Activities and Holidays The dependent variable is productivity of teaching staff of public University. The dependent variable was measured in terms of; the number of publication done, number of post graduate students graduated, number of new programs developed and the number of research awards earned

2.3 Empirical review

A review of the empirical study was done to assess the effect of work life balance on productivity of employees in an organization.

2.3 Relationship between Employee Work life Balance on Productivity of teaching staff of Public Universities

Often organization culture and workplace practices dominate an individual's working life, and put organization's requirements before the individual's needs. Issues like work flexibility are approached from the employers' angle, and offer the employee minimal choice in managing their working life. Gassan, and Rami (2019) examined the impact of work-life balance on employee satisfaction in five-star hotels in Amman, Jordan. The study showed that top managers in five-star hotels in Amman have a good work-life balance and are highly satisfied with their jobs. The study recommended that it is important to understand the concept of work-life balance and how it relates to employee satisfaction. The study also recommended future research to determine the effect of work-life balance on employee satisfaction in different sectors in Jordan. While this study provides a good literature review for the current study, it has a different focus, so the current study is needed to fill the gap in the literature.

Muma (2019), found no relationship between a composite measure of 19 work-life initiatives and productivity. However, while there is no strong evidence for the universalistic approach for work-life policies regarding their effects on job performance, Hanaysha (2019), provide evidence for the configuration approach. Specifically, organizations with a greater range of work-family policies (including leave policies, traditional dependent care and less traditional dependent care) had higher organizational performance, market performance and profit-sales productivity of teaching staff. Also, the research has been dominated by academics in developed nations. This reflects the fact that the contemporary debate is partly about affluence and its consequences.

The study by Gassan and Rami (2019) established that work life balance may be a misleading phrase as it implies that employees have managed to achieve balance between their work and personal life, which is not the case. It is also argued that the concept of work-life balance is not relevant to everyone, and that low-income workers in particular may be struggling to find enough work to survive, let alone achieve a balance between work and personal life. This suggests that, despite the large body of research on work-life balance, its application in higher education institutions has been limited. This study sought to understand the impact of work-life balance on labor turnover in higher education institutions.

Employees may work longer hours because flexible arrangements increase their availability for work and reduce their commuting time, or because they are exchanging leisure time for flexibility (Njiraine, 2019). There is also ambiguity around the definition of work. The term work often refers to paid employment but may also refer to that which includes unpaid work at home and in the community (Njiraine, 2019). Forris (2015) also questioned the assumption that work-family balance always leads to favorable outcomes. They felt that this is an empirical question that has not yet been definitively answered, due to the lack of a universally accepted definition of work-family balance. Additionally, they indicated that there is a missing link between the factors that influence labor turnover, as discussed in the literature, and the productivity of teaching staff in higher education institutions.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This study adopted a descriptive study design. This is a research design that aims at measuring the outcome and the exposure of various factors in a study at a given point in time (Mugenda and Mugenda, 2008). It is also noted that, the intention of a descriptive survey design is to gather data at a particular point in time and use it to describe the nature of existing conditions (Oruoch, 2009).

3.2 Population and Sample

The target population comprised of the five (5) public universities that were duly established, recognized and operated by the year 2020. The study focused on the teaching staff ranging from tutorial fellows to professors. The total number of teaching staffs in these universities was five thousand nine hundred and eleven (5911) (The Commission for University Education, 2019). This was because the turnover among this group was higher compared to other groups.

In order to establish the most appropriate sample size for the study, the sample size tables developed by Bartley, Kotrlik and Higgins (2001) was used. According to Berlet et al (2001) the most appropriate sample size is calculated at the 95% confidence level allowing an error of 5%. The sample size previously used by

a researcher can serve as a guide as to the sample size that will be adequate for the purpose of a research. The sample size was computed using the sampling formula by Kothari, (2014)

$$n_f = \frac{n}{1+(n/N)} \dots\dots\dots \text{(Equation 1)}$$

Which gave a sample size of 362 respondents . The study also selected the five human resource officers at the universities.

The researcher used purposive sampling to select the five public universities in Kenya. Proportionate random sampling was used to select the teaching staffs from the selected universities. The distribution of the respondents from each university. During the selection, the respondents were picked proportionately from the five groups of the teaching staffs.

3.3 Data and Sources of Data

Primary data was collected using a Likert scale questionnaire which was developed for the respondents. The data collection sheet that sought to seek the indicators of productivity including the number of teaching staffs, the number of papers published, and the number of postgraduate students who had graduated between the period of 2018 to 2021.

3.4 Statistical tools

The researcher used both descriptive and inferential statistics to analyse the data. The Statistical Package for Social Sciences version 26 was used as an appropriate. Descriptive statistics of mean, frequencies and percentages and standard deviation were used to describe the data. While inferential statistics which included Pearson correlation, linear regression analyses and the Analysis of variance test (ANOVA) were used for determining the relationships that exist between the independent and dependent variable of the study.

Correlation analysis was done to examine the nature of the relation between the variables while Analysis of variance (ANOVA) was used to test the degree to which the mean squares of two or more groups of observations vary. For this test, the F statistic was computed and compared to the critical F tabulated to indicate whether the model was suitable in predicting the outcome of the study. And hence this formed the basis of testing the hypothesis. Linear regression analysis was computed to enable determination of the extent to which the work life balance affected productivity of the teaching staffs at public universities in Kenya.

The result were tested at 95% level of confidence. The results were noted to be statistical significant if the P- value was less than 0.05. The R² was computed to determine by how much the work life balance affects the dependent variable . At the same time the beta value was computed to determine the contribution of the work life balance to a change in the dependent variables. The t-statistic which should be more than +2 or less than -2 assisted in determining whether the effect of the relationship is statistical or it's just by chance.

4.0 RESULTS AND DISCUSSIONS

4.1 Results of Descriptive Statistics of Work Life Balance on Productivity of Teaching Staffs on Universities

The respondents were asked to rate the various statements that were used to rate the effect of work life balance on productivity of teaching staffs in public universities in Kenya . On the scale of 1-5 , where: 1= Very Low Extent (VLE);2= Low Extent (LE); 3= moderately (M) 4=High Extent (HE); 5= Very High Extent (VHE). The results were presented in table 4.1 .

The results presented shows that most of the employees 107(41.5%) strongly agreed while 92(35.7%) agreed with the statement that subjecting employees to long hours of work affect output of teaching staff . Only 31(12.0%) and 28(10.9%) strongly disagreed and disagreed with the statement . this shows that long hours of work for the employees affects their work life and hence reduces their productivity. The results also show that 114(44.2%) and 76(29.5%) agreed and strongly agreed with the statement that provision of leave days for teaching staff affects their level of output compared to only 31(12.0%) and 37(14.3%) who disagreed with the statement. The results indicates that providing leave days for employees helps them to relax and hence their level of productivity also improves after the leave.

The results also show that most of the respondents 110(42.6%) and 89(34.5%) agreed and strongly agreed with the statement that lack of recreation activities affects the productivity of the teaching staff . The results further noted that 43(16.7%) and 16(6.2%) disagreed with the statement. This implies that

when the institutions provide employees with opportunities for recreation activities it helps them relax and hence improve their productivity.

The results further shows that most of the respondents 87(33.7%) and 82(31.8%) agreed that lack of support from the organization to deal with worklife balance challenges affects output of the teaching staff while only 28(10.9%) and 9(3.5%) disagreed with the statement. This shows that most of the respondents had the feeling that the level of productivity of the teaching staff at the university is affected by the support the employees get in dealing with the work life balance challenges they face.

Table 4.1: Work life balance on productivity of teaching staffs

To what extend does	VLE	LE	M	HE	VHE	Mean	Std dev
Subjecting employees to long hours of work affect output of teaching staff	0	31 (12.0%)	28 (10.9%)	92 (35.7%)	107 (41.5%)	3.35	1.330
Provision of leave days for teaching staff affects their level of output	0	31 (12.0%)	37 (14.3%)	114 (44.2%)	76 (29.5%)	3.65	1.242
Lack of recreation activities affects the out put of the teaching staff	0	43 (16.7%)	16 (6.2%)	89 (34.5%)	110 (42.6%)	3.66	1.290
Output of the University teaching staff is affected the working hours	0	42 (16.3%)	16 (6.2%)	50 (19.4%)	150 (58.1%)	3.69	1.121
Lack of support from the organization to deal with work/life balance challenges	9 (3.5%)	28 (10.9%)	52 (20.2%)	82 (31.8%)	87 (33.7%)	3.81	1.121

4.2 Results of Regression Analysis on work life balance on productivity of teaching staffs in universities

The nature of the relationship between the worklife balance and productivity of teaching staffs was established. This was tested using correlation coefficients as suggested by Cohen, West and Aiken, (2013). The relationship between the two variables were considered significant if the p value was less than 0.05. Further, the researcher sought to establish the degree to which worklife balance affects staff productivity in public universities . The simple linear regression analysis was computed and the results presented in the model summary in table 4.2.

The results shows that, there was a strong positive and significant correlation ($R = .553^a$; $p < 0.05$) between Work life balance on productivity of teaching staffs .This implies that, when an organization has a good work life balance, it is likely to improve the level of productivity by a great percentage as shown by the R square. ($R^2 = 0.305$).

This implies that 30.5% of change in the level of productivity of the teaching staff in institutions of higher learning can be explained by the predictor value . This is in line with the results of research conducted by Nunung and Ristiana (2012) who also noted that, work life balance significantly improves the level of productivity of the teaching staffs in the institutions of higher learning institutions .

Table 4.2: Model Summary

Model	R	R Square	Adjusted R Square	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.553 ^a	.305	.303	.305	112.603	1	256	.000

The F distribution was also computed and used to assess the variance between the mean squares of the distribution and it was established that the model was statistically significant and hence a good predictor of the relationship between the variables.

Further analysis was done to establish the beta coefficient values and the t statistic that were used to examine whether the model is statistically significant or not. The results were presented in table 4.3.

Table 4. 3 : Regression analysis of Work life balance on productivity of teaching staff

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.611	.227		7.092	.000
1 Work life balance on productivity of teaching staff	.577	.054	.553	10.611	.000

The standardized beta values were used in this case to assess whether Work life balance is a good predictors of Productivity of teaching staffs . The results show that, improvement in employee productivity is caused by work life balance (B= 0.553). The change is seen to be statistically significant and does not only occur by chance given that the t statistic is $> + 2$. With a P value < 0.05 . The findings of this study agrees with the findings of Boone, Staver & Yale (2014); Holmefur, Sundberg, Wettergren&Langius-Eklöf, (2015) who also indicated that, there is a strong statistical relationship between work life balance and productivity of teaching staffs. The variable therefore was seen to strongly contribute to the level of productivity of teaching staffs. The simple linear regression can be modeled as follows for all the four variables

The variable therefore was seen to strongly contribute to the level of productivity of teaching staffs. The simple linear regression can be modeled as follows for all the four variables.

$$Y = 1.611 + .577X_1 + e$$

Y= Productivity of teaching staff

X₁= Work life balance

5.1 CONCLUSIONS

It is concluded that work life balance has a very significant effect on the productivity of the teaching staff. Work life balance ensures that employees get time to relax, meet with their families and rejuvenate their energy in order to enhance their productivity. Institution where employees have this advantage have very low turnover levels and hence their level of productivity is improved.

5.2 Recommendations

Based on the findings of the study , it is recommended that ; The study recommends that institutions should put in place structures for work life balance among the employees. Have clear dates for recreation of staff, family time , leave , capacity building are just a few ways of enhancing the ability of the staff to regain their lost energy and improve their productivity .

This study only focused on work life balance and how it affect teaching staff productivity . The study also focused only only four institutions of higher learning with the assumption that they suffer similar predicaments in terms of turnover and productivity. This study noted that expanding the scope of the current study will help to add more literature in understanding the effect of the determinants of labour turnover on productivity of the teaching staff.

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