

**EFFECT OF WORK-LIFE BALANCE ON EMPLOYEE RETENTION OF  
EGERTON UNIVERSITY ACADEMIC STAFF, NAKURU COUNTY**

**CHARITY NYANGATI GUNDI**

**A Project Submitted to the Institute of Postgraduate Studies of Kabarak University  
in Partial Fulfillment of the Requirements for the Award of Master in Business  
Administration (Human Resource Management) Degree**

**KABARAK UNIVERSITY**

**NOVEMBER, 2024**

## DECLARATION

1. I do hereby declare that:
  - i The thesis is my work and to the best of my knowledge, it has not been presented for the award of a degree, diploma or certificate in any university or college.
  - ii The work has not incorporated material from other works or a paraphrase of such material without due and appropriate acknowledgement.
  - iii The work has been subjected to processes of anti-plagiarism and has met Kabarak University 15% similarity index threshold.
2. I do understand that the issues of academic integrity are paramount and, therefore, I may be suspended or expelled from the University or my degree may be recalled for academic dishonesty or any other related academic malpractices.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Charity Nyangati Gundi

GMB/NE/0103/01/19

## RECOMMENDATION

To the Institute of Postgraduate Studies:-

The research project entitled: “**Effect of Work-Life Balance on Employee Retention of Egerton University Academic Staff, Nakuru County**” and written by **Charity Nyangati Gundi** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research project and recommend it be accepted in partial fulfilment of the requirement for the award of the degree of Master of Business Administration in Human Resource Management.

Signature:.....

Date:.....

Dr. Emily Chepsoro Tumwet,

Senior Lecturer, School of Business and Economics

Kabarak University

Signature:.....

Date:.....

Dr. Daisy Bowen

Senior Lecturer, School of Business and Economics

Kabarak University

## **COPYRIGHT**

© 2024

Charity Nyangati Gundi

All rights reserved. No part of this thesis may be reproduced or transmitted in any form using either mechanical, including photocopying, recording, or any other information storage or retrieval system without permission in writing from the author or Kabarak University.

## **ACKNOWLEDGEMENTS**

I express my gratitude to the Almighty God for bestowing life upon myself and enabling me an opportunity to write and present this research project. Additionally, I wish to appreciate the Institute of Postgraduate Studies of Kabarak University and specifically my Supervisors, Dr. Emily Cheposero Tumwet and Dr. Daisy Bowen for the professional guidance throughout the research work. I also wish to appreciate Egerton University for allowing me to carry out my research in the institution. God bless you all.

## **DEDICATION**

This research work is dedicated to my husband Kennedy Ogoti, my sons Kevin Kengara and Fredrick Ogoti for their financial support and prayers. Thank you for being there for me and believing in me. God bless you.

## ABSTRACT

Organizations face challenges in retaining talented employees, necessitating appropriate retention policies. Work-life balance is crucial for employee well-being, performance, and organizational success. This study aimed to assess the effect of work-life balance on employee retention of Egerton University academic staff, Nakuru County. The study examined the effect of flexible working arrangements, remote working arrangements, team support, and the moderating role of labor policies. Grounded in Herzberg's Two-Factor Theory, the Spillover Theory and Institution Theory. The study adopted a causal research design, targeting 412 academic staff with a sample size of 202. Data was collected through structured questionnaires and analyzed using descriptive statistics, correlation analysis, and multiple linear regressions with the help of statistical Package for Social Sciences. The multiple liner regression analysis determined the manner in which independent variables predict the dependent variables. The results were presented using tables. A pilot study was undertaken at Kisii University. The study used content validity index measurement of threshold of at least 0.78. Further the study used Cronbach Alpha coefficient to measure the validity and reliability. Descriptive statistics was used to describe the study constructs using frequency distributions, means and standard deviations. The regression revealed strong positive correlations between the independent variables and employee retention. Flexible working arrangements significantly predicted employee retention  $R = 0.863$ ,  $R\text{-square} = 0.745$ ,  $\beta = 0.170$ . Remote working arrangements had a significant positive effect  $R = 0.797$ ,  $R\text{-square} = 0.635$ ,  $\beta = 0.874$ . Team support significantly impacted employee retention  $R = 0.789$ ,  $R\text{-square} = 0.622$ ,  $\beta = 0.919$ . The conclusions were that flexible working arrangements, remote working arrangements, and team support positively affected employee retention, while labour policies moderated this relationship. Recommendations included implementing flexible working policies, addressing isolation in remote work, fostering supportive team environments, and aligning labour policies with work-life balance initiatives. The study is relevant to the university management, the academic staff, the Government and the public.

**Keywords:** *Work-Life Balance, Employee Retention, Flexible Remote Arrangements, Labour Policies, Team Support*

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>RECOMMENDATION</b> .....	<b>iii</b>
<b>COPYRIGHT</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>ABBREVIATIONS</b> .....	<b>xii</b>
<b>OPERATIONAL DEFINITION OF TERMS</b> .....	<b>xiii</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Introduction.....	1
1.2 Background of the Study .....	1
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study.....	7
1.4 Research Hypotheses .....	7
1.5 Justification of the Study .....	8
1.6 Significance of the Study.....	8
1.7 Scope of the Study .....	9
1.8 Limitations and Delimitations of the Study.....	9
<b>CHAPTER TWO</b> .....	<b>11</b>
<b>LITERATURE REVIEW</b> .....	<b>11</b>
2.1 Introduction.....	11
2.2 Theoretical Framework.....	11
2.3 Empirical Literature.....	17
2.5 Conceptual Framework.....	21
2.6 Summary of Literature and Research Gaps .....	24
<b>CHAPTER THREE</b> .....	<b>27</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>27</b>
3.1 Introduction.....	27

3.2 Research Design .....	27
3.3 Location of Study .....	27
3.4 Target Population.....	28
3.5 Sample Size and Sampling Technique .....	28
3.7 Instrumentation .....	29
3.8 Pilot Study .....	30
3.9 Data Collection Procedures .....	31
3.10 Data Analysis and Presentation .....	31
3.11 Ethical Considerations .....	33
<b>CHAPTER FOUR .....</b>	<b>34</b>
<b>DATA ANALYSIS, PRESENTATION AND DISCUSSION .....</b>	<b>34</b>
4.1 Introduction.....	34
4.2 Response Rate.....	34
4.3 Demographic Characteristics .....	35
4.2 Descriptive Statistics .....	38
4.3 Regressions Analysis .....	53
4.4 Moderated Multiple Regression .....	66
<b>CHAPTER FIVE .....</b>	<b>69</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>69</b>
5.1 Introduction.....	69
5.2 Summary of the Major Findings.....	69
5.3 Conclusions.....	71
5.4 Recommendations.....	71
<b>REFERENCES .....</b>	<b>74</b>
<b>APPENDICES.....</b>	<b>82</b>
<b>Appendix I: Research Questionnaire.....</b>	<b>82</b>
<b>Appendix II: KUREC Clearance Letter .....</b>	<b>86</b>
<b>Appendix III: NACOSTI Research Permit .....</b>	<b>87</b>
<b>Appendix IV: Approval to Conduct Research at Egerton University .....</b>	<b>88</b>
<b>Appendix V: Evidence of Conference Participation .....</b>	<b>89</b>
<b>Appendix VI: List of Publication .....</b>	<b>90</b>

## LIST OF FIGURES

<b>Figure 1:</b> Conceptual Framework .....	22
---	----

## LIST OF TABLES

<b>Table 1:</b> Target Population .....	28
<b>Table 2:</b> Response Rate.....	34
<b>Table 3:</b> Gender Distribution .....	35
<b>Table 4:</b> Age Distribution .....	36
<b>Table 5:</b> Experience of Work.....	37
<b>Table 6:</b> Rank of Employment.....	37
<b>Table 7:</b> Flexible Working Arrangements .....	39
<b>Table 8:</b> Remote Working Arrangements .....	42
<b>Table 9:</b> Team Support .....	45
<b>Table 10:</b> Employee Retention .....	48
<b>Table 11:</b> Labour Relations.....	51
<b>Table 12:</b> Model Summary .....	53
<b>Table 13:</b> ANOVA <sup>a</sup> .....	54
<b>Table 14:</b> Coefficients <sup>a</sup> .....	55
<b>Table 15:</b> Model Summary .....	57
<b>Table 16:</b> ANOVA <sup>a</sup> .....	58
<b>Table 17:</b> Coefficients <sup>a</sup> .....	59
<b>Table 18:</b> Model Summary .....	62
<b>Table 19:</b> ANOVA <sup>a</sup> .....	63
<b>Table 20:</b> Coefficients <sup>a</sup> .....	63
<b>Table 21:</b> Model Summary .....	66

## ABBREVIATIONS

ANOVA	Analysis of Variance
CVI	Content Validity Index
ER	Employee Retention
FRA	Flexible Remote Arrangements
IEA	Institute of Economic affairs
FWA	Flexible Working Arrangements
KNQA	Kenya National Qualifications Authority
LP	Labour Policies
NACOSTI	National Commission of Science, Technology and Innovation
PU	Public Universities
SPSS	Statistical Package for the Social Sciences
TS	Team Support
UAE	United Arabs Emirates
WLB	Work-life Balance

## OPERATIONAL DEFINITION OF TERMS

**Employee Retention:** Implementing a strategic measure of motivating employees to continue staying with the organization for the longest time (Ford-Colin, 2022a). In this study, employee retention was used to mean the organizational goal of retaining skilled employees and minimizing turnover across public universities through providing favourable working environment. This study adopted this definition.

**Flexible Working Arrangements:** This involves offering employees flexibility in how they arrange their work schedule and working conditions (Orajaka, 2021). In this study, this was used to mean flexibility in terms of working hours that aligns with employee needs. This study adopted this definition.

**Remote Working Arrangements:** According to Karunaratne (2021) remote working arrangements are the practices of carrying out jobs employees from a location outside the central office operated by the employer. In this study, remote working arrangements meant flexibility in terms of working location other than the central office that is operated by the employer. For example, working from home or an office outside the central office.

**Team Support:** Team support which is the same as job sharing is the actions, behaviours and processes that enable members of a team to work effectively together towards a common goal. This includes providing emotional support, offering constructive feedback, sharing knowledge and resources, and collaborating on tasks and decision-making (Zureehan & Lee, 2022). In the study, team support means contribution of individual skills. This is the support that is extended by team members while working together.

**Labor Policies:** Policies to ensure benefits and facilities given by employers in order to work in a better and conducive environment (Wangila & Kiiru, 2019). This study adopted this definition.

**Work-Life Balance:** The equilibrium between work functions or career demands and family functions or family life (Waititu, 2017). The study adopted the definition

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter one presents background of the study, statement of the problem, research objectives, research hypotheses, and significance of the study. The chapter examines the scope of the study and limitations and delimitations of the study.

#### **1.2 Background of the Study**

The balance of work and personal life pertains to the capacity of individuals to maintain equilibrium between healthy balance in their personal and work commitments. This includes a range of factors such as the allocation of time and energy between personal and work activities, ability to manage work-related stress, and ability to sustain healthy work-life balance. Umma, Kengatharan & Velnampy, (2021) from Sri Lanka, viewed work and personal life is as the ability to strike a healthy balance between work and other aspects of life. The definition emphasizes on the importance of upholding a healthy equilibrium between work and non-work activities, in order to support overall health and well-being. Despite these difference, both definitions highlight the importance of achieving the balance between work and non-work activities (Krwashnan & Loon, 2018). From Asia, individuals prioritize their time and energy in order to balance their work and personal life effectively (Al-Shawabkeh & Hijjawi, 2018).

There are several potential benefits of promoting work-life balance among employees in universities. Magaji, Umar, Awwalu, Abubakar & Jibrin, (2021) from Nigeria noted that in promoting work-life balance, universities support the well-being of their employees. According to Putra & Pratama, (2020), when employees allocate their time and energy effectively between work and non-work activities, they are less likely to experience

burnout, stress, and other negative effects on their well-being; leading to increased job satisfaction, motivation, and engagement among employees. Promoting work-life balance also enhances the productivity and performance of employees. Perera, Sampath & Pushpakumari, (2019) noted that Nigerian employees are able to manage their work-related stress effectively, since they concentrate, are motivated and occupied. This leads to increased productivity, improved performance, and enhanced outcomes for the organization.

Another study undertaken by Silaban & Margaretha, (2021) from Indonesia shows that the work-life balance is the capability to simultaneously meet work obligations and personal life responsibilities without compromising any of the faction. It is thus the ability to meet the work responsibilities satisfactorily as those responsibilities outside work such as family and societal responsibilities. Panda (2019) from India, noted that work-life balance is concerned with the ability to meet multiple roles in one's life both within the working life and outside working life. Nyarko, (2020) from South Africa observes that a person is able to fulfil the work and family level commitments in an optimal and compromising manner.

According to Zámečník & Kožíšek, (2021), employee retention is the ability of organization to maintain the workforce to avoid excessive turnover. This is measured by the proportion of employees who remain with the organization over a stipulated timeframe. This is considered as an important indicator of the organization's overall health and stability. High employee retention is typically associated with increased productivity, better customer service, and reduced recruitment and training costs. On the other hand, Hido & Worang, (2021) from Nigeria viewed employee retention, as strategies and practices that organizations use to keep their employees happy and engaged in their work, with the goal of reducing turnover of employees. This entails

offering competitive reimbursement of salaries and benefits, creating a positive and supportive work atmosphere, and providing opportunities for career growth and career advancement.

Prayoga, Hendry, Safri & Nasution (2020) from Indonesia posit that employee retention is the gauging of how victorious an organization is at preventing employees turnover, and is often used as an indicator of the organization's overall health and stability. High employee retention is typically associated with increased productivity, better customer service, and reduced recruitment and training costs. According to Singh, (2019) organizations can improve their employee retention rates by implementing strategies that address the factors that influence employee satisfaction and engagement.

Kimathi, (2020) from Kenya noted that if employees feel that they have a healthy balance between personal life and work, they are more probable be satisfied with their jobs and to stay with the organization. This can help organizations, such as universities to retain highly skilled and experienced employees, which could benefit the organization as whole. By promoting work-life balance among their employees, universities could enhance their reputation and attract top talent. Mwathi & Nzulwa, (2019) indicated that potential employees tend to perceive a University that offers equilibrium between work and personal life. It was more likely to maintain, attract highly gifted and skilled employees, thus promoting the whole organization.

Universities with stable and engaged workforce are more likely to provide better support to students. According to Muma, et al. (2019) faculty and staff who are engaged and happy in their work are more responsive, supportive and provide assistance to students. This help to improve the overall student experience. High employee retention helps universities to reduce their recruitment and training costs. This is because universities

with a stable workforce are less likely to spend resources on recruiting and training new employees. According to Silaban & Margaretha, 2021, Bandara & Ranasinghe, 2020; Awino et al, (2018), the balance equilibrium between Work and personal life was connected with levels of employee retention.

Labor policies are very essential in Kenya Universities for promoting work-life balance and improving employee retention. Labor policies provide competitive benefits, they give support in professional growth and they ensure that there is fair work environment and sustainability at workplace. Having effective labor policies at the work place not only ensures compliance with national standards but rather they also enhance job satisfaction, reduces turnover rates eventually supporting the institutions mission of delivering quality education to its learners (Armstrong, M., & Taylor, S. (2014).

### **1.1.1 Employee Retention at Egerton University**

Kenya's public universities play a critical role in providing higher education to her citizens. According to the Kenya National Qualifications Authority (KNQA), there are 33 public universities in Kenya. These universities have contributed significantly to the expansion of country's economy and advancement of its social development. However, public universities face significant challenges when it comes to funding and employee retention. Many lecturers in public universities in Kenya go for months without pay, forcing them to seek greener pastures elsewhere. The trend leads to brain drain in the public university system, with talented faculty members leaving for better opportunities elsewhere. Improving the working conditions and salaries of university staff would boost staff retention and also increase productivity and enhance the quality of education offered in these institutions (IEA 2019). Despite these challenges, Kenya's public universities continue to provide valuable education to thousands of students annually.

Employee retention is important for universities because it helps to ensure stability and an engaged workforce. This is particularly important for universities, as they rely heavily on their faculty and staff to provide high-quality education and support to students. High employee retention leads to a number of benefits for universities. These include improved teaching and learning, better student support, reduced recruitment and training costs. When universities have stable and engaged workforce, they are more likely to have higher quality teaching and learning.

## **1.2 Statement of the Problem**

Employee retention among academic staff in Kenyan public universities, particularly at Egerton University, has become a critical challenge for human resource management. The increasing turnover rates not only disrupt academic continuity but also lead to significant costs in recruitment and training (Yeswa & Ombui, 2019). Despite various retention strategies implemented by universities, such as competitive compensation packages and career development opportunities, the issue persists, indicating a gap in addressing the underlying factors contributing to employee turnover (Kabaru, 2019).

Previous research on employee retention in higher education has primarily focused on traditional factors such as job satisfaction, organizational commitment, and leadership styles (Tiampati & Moronge, 2018). While these studies have provided valuable insights, they have not adequately addressed the unique challenges faced by academic staff in balancing their professional and personal lives, particularly in the context of Kenyan public universities. The dynamic nature of academic work, characterized by heavy teaching loads, research pressures, and administrative responsibilities, demands a more nuanced approach to retention strategies (Muma et al., 2019).

Work-life balance has emerged as a critical factor in employee retention across various industries (Mogeni, 2020). However, its specific impact on academic staff retention in Kenyan public universities remains understudied. The unique work environment of universities, with its blend of teaching, research, and service commitments, presents distinct challenges in achieving work-life balance. Moreover, the recent global shift towards remote and flexible working arrangements has further complicated the work-life dynamics for academic staff, necessitating a re-evaluation of existing retention strategies (Kimathi, 2020).

Furthermore, the role of institutional policies and practices in supporting work-life balance and, consequently, employee retention has not been thoroughly examined in the context of Kenyan public universities (Mwathi & Nzulwa, 2019). There is a lack of comprehensive understanding of how flexible working arrangements, remote working options, team support, and labor policies interact to influence the retention of academic staff. This gap in knowledge hinders the development of effective, context-specific retention strategies that address the evolving needs of academic professionals (Naitore & Wanyoike, 2019).

Given these challenges and knowledge gaps, there is a pressing need for a study that examines the effect of work-life balance on employee retention among academic staff at Egerton University. By investigating the relationship between work-life balance factors and employee retention, while considering the moderating role of labor policies, this study aims to provide valuable insights for human resource professionals and university administrators. The findings will contribute to the development of more effective retention strategies that align with the unique needs of academic staff in Kenyan public universities, ultimately enhancing institutional stability and academic quality.

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

#### **1.3.1 General Objective of the Study**

The general objective of this study was to assess the effect of work-life balance on employee retention of Egerton University academic staff, Nakuru County.

#### **1.3.2 Specific Objectives of the Study**

- i. To examine effect of flexible working arrangements on employee retention of Egerton University academic staff, Nakuru.
- ii. To evaluate influence of remote working arrangements on employee retention of Egerton University academic staff, Nakuru.
- iii. To establish the effect of team support on employee retention of Egerton University academic staff, Nakuru.
- iv. To determine the moderating influence of labor policies on the relationship between work-life balance and employee retention in Egerton University, Nakuru.

### **1.4 Research Hypotheses**

H<sub>01</sub>: Flexible working arrangements have no statistically significant effects on employee retention of Egerton University academic staff, Nakuru.

H<sub>02</sub>: Remote working arrangements have no statistically significant effects on employee retention of Egerton University academic staff, Nakuru.

H<sub>03</sub>: Team support has no statistically significant effects on employee retention of Egerton University academic staff, Nakuru.

H<sub>04</sub>: Labour policies have no statistically significant effects on the relationship between work-life balance and employee retention of Egerton University academic staff, Nakuru.

### **1.5 Justification of the Study**

The equilibrium of work and personal life balance on retention of employees are important aspects of organizational management in Kenyan universities. One of the key benefits of promoting work-life balance is that it improves employee well-being and satisfaction. When employees have a healthy equilibrium between work and personal life, they encounter lower levels of stress and burnout; they are more motivated and vigorously involved in their work. This leads to improved job satisfaction and overall well-being, which in turn lead to better performance and productivity.

In addition to improving employee well-being, promoting work-life balance benefits organizations such as universities, by reducing employee turnover and increasing retention. When employees perceive a balance in their work and personal lives, they are likely to be contented and unlikely to leave an organization. This could save organization money and resources that would otherwise be spent on recruiting and training new employees. The promotion of work and personal life balance and the enhancement of retention of employees are important for the success of Kenyan universities. By prioritizing these aspects, universities can improve employee well-being, increase satisfaction and engagement, and reduce turnover leading to improved organizational performance.

### **1.6 Significance of the Study**

Human resource practitioners in the universities and in other organizations shall gain insights regarding work and personal life balance, and employee retention. The University management and Ministry of Education officials will gain insights from the study recommendations. Human resource researchers will gain insights regarding work

and life balance on the levels of employee retention. The study is also important to the academics

### **1.7 Scope of the Study**

The study explored the effect of work-life balance on employee retention at Egerton University academic staff Nakuru, County. The study targeted all the academic staff working at the university. The study was undertaken during the months of May to November 2024.

### **1.8 Limitations and Delimitations of the Study**

While this study aims to provide valuable insights into the relationship between work-life balance and employee retention among academic staff at Egerton University, it is important to acknowledge several limitations that may impact the interpretation and generalizability of the findings. Primarily, the scope of this research is confined to academic staff at Egerton University, which may limit the applicability of the results to other institutions or non-academic staff within the university. The experiences and perceptions of academic staff may differ significantly from those of administrative or support staff, potentially restricting the broader implications of the study's conclusions. The cross-sectional nature of this research presents another limitation. By capturing data at a single point in time, the study provides a snapshot of the current situation but does not account for long-term trends or changes in work-life balance and employee retention. Factors such as evolving policies, shifting work environments, or changes in personal circumstances over time may influence the relationships observed in this study, and these dynamic aspects are not fully captured in the current research design.

Additionally, the reliance on self-reported data through questionnaires introduces the potential for response bias. Participants' perceptions of their work-life balance and

intentions to remain with the university may not always align with their actual behaviors or decisions. This discrepancy between reported intentions and actual actions could impact the accuracy of the study's findings and their practical implications.

While the study considers labour policies as a moderating variable, it may not fully account for all contextual factors specific to Egerton University or the broader Kenyan higher education sector. External influences such as national education policies, regional economic conditions, or cultural factors may play a role in shaping employee retention but may not be fully captured within the study's framework. These unaccounted variables could potentially affect the comprehensiveness of the research findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section examines the review of the literature aspects of the research. More specifically, the study examined theoretical framework, empirical literature and conceptual framework. In this chapter reviewed literature was intrigued and summarized. Research gaps were identified.

#### **2.2 Theoretical Framework**

This study was grounded on the Two Factor Theory, Spillover Theory and Institution Theory.

##### **2.2.1 The Two Factor Theory**

The Two Factor Theory was developed by Herzberg in 1966 while he was examining the Maslow's theory of human needs (Ju, 2021). The theory grew from the examination of the factors that lead to satisfaction of employees within their work environment. Herzberg found that motivation and hygiene factors affect employee satisfaction. The motivators, also known as the intrinsic factors, include recognition, achievement, career advancement, career growth, and work responsibility (Siruri & Cheche, 2021). Employees are motivated by factors that are internal in nature. In this case, job motivation was internally generated from the factors that are intrinsic to the work undertaken. Hygiene factors, also referred to as extrinsic factors comprise company policies, co-worker relations, salary and supervisory styles (Naada & Nani, 2021).

The intrinsic and extrinsic factors affect employee retention within the organizations. (Thant & Chang, 2021). The strength of the Two Factor Theory is that it emphasises on internal employee motivation rather than focusing on other external factors. Therefore,

by embracing the theory, an organization, aspires, to enhance working conditions so that employees feel motivated to work harder for long-term benefits to the organization. However, job satisfaction was one of the factors that increased job productivity but it was not the only factor. Therefore, it was not necessarily true that employees who are more satisfied would increase productivity in an organization (Vinish, 2018).

There are criticisms of the Two Factor Theory. It is considered too simplistic. The Two Factor Theory proposes two distinct factors that influence job satisfaction; that is hygiene factors as well as motivators. However, in reality, job satisfaction influenced by a complex mix of factors, including extrinsic and intrinsic factors Alrawahi, et al. (2020). Focusing on these two factors, the Two Factor Theory overlooks other important determinants of job satisfaction. Another criticism of the theory is that it was overly deterministic. The theory suggests that hygiene factors are primarily responsible for preventing dissatisfaction, while motivators are the key drivers of satisfaction. However, this might not accurately reflect the complex and dynamic nature of employee attitudes and behaviour (Ju, 2021).

Additionally, some critics have argued that the Two Factor Theory is difficult to test empirically. The concept of hygiene factors and motivators is somewhat abstract, making it challenging to operationalize and measure in a rigorous and objective manner. This can make it difficult to confirm or refute the predictions of the theory through empirical research. Furthermore, the theory has been criticized for insufficient cultural sensitivity. Since the theory was developed based on research conducted in the United States, it might not accurately reflect the experiences and attitudes of workers in other cultural contexts (Holston-okae et al., 2018). This limits generalizability of the theory and its relevance to a global workforce.

The Herzberg theory has been used in diverse studies on employee retention (Elsafty & Oraby, 2022); Ford-Colin, 2022b; Clark, 2022). The theory explained how employee retention aspects through both extrinsic and intrinsic factors, impacts job motivation and satisfaction, which are predictors of employee retention levels. The variables of this study including flexible working arrangements, remote working arrangements, team support and labour policies, are part of the extrinsic factors under the Herzberg theory. When not well catered for, these factors lead to demotivation and hence poor work retention levels. These factors have led to the use of this theory in the undertaking of this research.

### **2.2.2 Spillover Theory**

The Spillover Theory proponent was Robert Kahn in 1964. He discussed that spillover theory suggests that experiences in one domain of life, such as work can affect another domain such as family either positively or negatively. The Spillover Theory examines the spill over of work functionalities to family life or the spill over of the family responsibilities to the work functions. This theory examines how work demands and the family demands spill over to each other domains (Ju, 2021). The Spillover could have diverse effects on the work functions or family functions as one tries to balance the two demands. Negative spill over occurs when the spill over from work to family or family to work has a negative effect on the functionality of either work or family functions or both. This results in work-life conflict at the detriment of an individual functions (Clark, 2022). A positive spill over occurs when there is flexibility for the work-life balance components leading to the co-existence of both family and work aspects. The positive Spillover is associated with flexibilities to accommodate both family and work aspects within the organizations (Beiu & Davidescu, 2021).

The Spillover Theory, proposes that positive experiences in one domain of life could have a positive impact on other domains of life, is the subject of various criticisms. One such criticism is that the theory is overly simplistic, suggesting that positive experiences in one domain automatically lead to positive experiences in other domains. Additionally, the theory is criticized for insufficient empirical support, as the concept of Spillover was difficult to operationalize and measure in a rigorous manner. Furthermore, the theory has been criticized for being deficient in cultural sensitivity. It was developed on the bases of research conducted in Western societies. This might not accurately reflect the experiences of individuals in other cultural contexts. Finally, the theory was criticized for its failure to account for individual differences, as it suggested that all individuals would experience positive spill over effects from positive experiences in one domain.

The Spillover Theory is critical to this study. Academic staff had a wide range of work functions that could impact their family life and necessitating the maintenance of positive work-life balance. The academic staffs undertake teaching, research supervision, examination process, attend research conferences and engaged in research activities. These workloads can impact on their family demands, and highlighting the need for a balanced work-life schedule. Therefore, there was need for flexible working arrangement, remote working arrangement and team support.

### **2.2.3 Institutional Theory**

Institutional Theory, a prominent framework in organizational studies, emerged in the late 1970s and early 1980s through the seminal works of John Meyer, Brian Rowan, Paul DiMaggio, and Walter Powell. Meyer and Rowan's (1977) paper laid the groundwork for the theory, challenging the prevailing notion that organizations were primarily rational actors. They proposed that organizations often adopt practices and structures to conform

to societal expectations and norms, rather than for pure efficiency. This perspective was further developed by DiMaggio and Powell (1983) in their influential article, which introduced the concept of institutional isomorphism - the tendency of organizations within a field to become more similar over time due to institutional pressures.

Institutional Theory posits that organizations are deeply embedded in social and cultural environments, which exert significant influence on their structures, practices, and behaviors. The theory identifies three primary mechanisms through which institutional pressures operate: coercive isomorphism (resulting from formal and informal pressures exerted by other organizations and cultural expectations), mimetic isomorphism (stemming from organizations imitating successful peers in uncertain environments), and normative isomorphism (arising from professionalization and the sharing of norms across organizations) (DiMaggio & Powell, 1983). These mechanisms explain how and why organizations within a field tend to adopt similar practices and structures over time, even when these may not be the most efficient or rational choices from a purely economic standpoint. The theory also emphasizes the concept of legitimacy, suggesting that organizations adopt certain practices not just for technical efficiency, but also to gain social acceptance and ensure their long-term survival within their institutional environment (Suchman, 1995).

Key components of Institutional Theory include the concepts of institutional logics, organizational fields, and institutional work. Institutional logics refer to the belief systems and associated practices that predominate in an organizational field, providing meaning and organizing principles for actors within that field (Thornton & Ocasio, 2008). Organizational fields are communities of organizations that partake in a common meaning system and interact more frequently with one another than with actors outside the field (Scott, 2014). Institutional work encompasses the purposive actions of

individuals and organizations aimed at creating, maintaining, and disrupting institutions (Lawrence & Suddaby, 2006). These components collectively provide a framework for understanding how institutions shape organizational behavior and how organizations, in turn, can influence their institutional environments. The theory also recognizes the role of agency, acknowledging that while institutions exert powerful influences, organizations and individuals can still exercise strategic choices within these constraints (Oliver, 1991).

In the context of labor practices and policies within universities, Institutional Theory offers valuable insights into the forces shaping these organizational aspects. Universities, as part of the higher education field, are subject to various institutional pressures that influence their adoption of labor policies and work-life balance initiatives. These pressures may come from regulatory bodies, professional associations, competing institutions, and broader societal expectations about the role and responsibilities of academic institutions. The theory suggests that universities may implement certain labor practices not only to improve efficiency or employee satisfaction but also to maintain legitimacy and conform to field-level norms. For instance, the adoption of flexible working arrangements or family-friendly policies might be driven by a combination of internal needs and external expectations about what constitutes a modern, supportive academic workplace.

Furthermore, the theory can explain why similar labor practices tend to diffuse across universities, as institutions mimic successful peers or respond to common regulatory and normative pressures. By applying Institutional Theory to the study of labor practices in universities, researchers can gain a deeper understanding of the complex interplay between organizational decisions, field-level dynamics, and broader societal influences that shape the working conditions and retention of academic staff.

## **2.3 Empirical Literature**

The empirical literature examines the studies pertinent to the specific objectives of this study.

### **2.3.1 Flexible Working Arrangement and Employee Retention**

Choi, (2020) examined the impact of flexible working arrangements on the retention of federal employees in the United States of America. Employee retention level was measured by examination of data relating to the employee separation such as quitting, termination, and retirement amongst others. The study revealed correlation between flexible working arrangement and employee retention levels.

(Adebayo et al; (2020) examined the role of flexible working arrangements on the retention of employees in the manufacturing firms of Agbara region of Nigeria. The study found that flexible working arrangement increased the employee retention through reduction of the job stresses and increasing of the job satisfaction. The findings of the study were consistent with other empirical literature that linked employee job satisfaction to employee retention levels (Zámečník & Kožíšek, 2021, Tirta & Enrika, 2020, Irabor & Okolie, 2019). The result showed that reward and recognition, work-life balance and job satisfaction have significant positive effect on employee retention.

Baridula & Adanma, (2021) examined the effect of flexible working arrangements on the employee retention in manufacturing firms in Nigeria. The study revealed a statistically significant effect of flexible working arrangements on the retention of employee. This was attributed to the fact that flexible working arrangements promoting team work, fostering innovation aspects, fostering creativity aspects, and reduction of the work stresses which then cumulatively lead to the improved employee retention levels.

Further, the study noted that flexible working arrangements create job autonomy, which leads to improvement of the employee retention levels.

Mogeni (2020) examined the effect of work and personal life balance practices regarding the levels of employee retention in commercial Banks in Kenya. This study examined the roles of the flexible working arrangements on the employee retention levels. The study viewed the flexible working arrangements as referring to the working arrangements that were different from the usual working hours. The study measured the flexible working arrangements vis-a-vis employee being allowed to schedule their performance, to report or exit the working area on different times than the usual reporting time, to occasionally work away from their work stations, to exchange shift or reporting time, and to be given time off whenever they requested. The study found that the flexible working arrangement contributed 48.5% of the variance of the employee retention and had statistically significant impact on the levels of employee retention.

### **2.3.2 Remote Working Arrangement and Employee Retention**

Remote working arrangement is another work-life balance that was examined in terms of its effect on the employee retention levels. Wang, (2021) examined the effectiveness of the remote working conditions in China within the context of Covid-19 challenges. The study found diverse aspects associated with the remote working arrangements on the work performance like job autonomy, loneliness, monitoring functions and social support aspects. Aman-Ullah, et al. (2020), & Mamahit et al. (2019) linked job autonomy on the employee retention levels.

Within the context of the UAE, (Jawabri et al., 2022) undertook a study that examined the effect of remote working within the context of diverse employee aspects in service sector. The study found that remote working aspects impacted negatively on the

employee motivation levels, engagement level and job satisfaction aspects. The factors that were influenced by the remote working aspects in the study were further associated with employee retention aspects in other studies. In this context, (Alrazehi et al., 2021), (A Aman-Ullah et al., 2021), and (Solo, 2021) linked employee job satisfaction with employee retention levels. According to Jawabri et al., (2022), remote working had a negative influence on the employee retention levels through the indirect effect of the employee job satisfaction, and employee retention levels.

O'Carroll (2021) studied the impacts of remote work on employee well-being and motivation in Ireland's third-level institutions. Jawabri et al., (2022) examined the effect of remote working in service sector of the United Arab Emirates. Results of the study demonstrated that remote working impacted negatively motivation, engagement and job satisfaction levels of employees. The factors that were affected by the remote working aspects in this study had further been associated with employee retention aspects in other studies. (Alrazehi et al., 2021; Solo, 2021, Aman-Ullah et al., 2021). Remote working could be thought to have had a negative effect on the employee retention levels through the indirect effect of the employee job satisfaction.

### **2.3.3 Team Support and Employee Retention**

Different scholars have examined the impact of team support on the retention of employees. For example, Ogbonnaya et al. (2018) examined the effect of teamwork on employee wellbeing of British National Health Services. The study found that team work and team support were critical components in ensuring and enhancing work engagement levels. In Oman, Shamsi et al; (2018) examined the effect of organizational factors on the employee retention in the Ministry of Civil Service. One of the organizational factors that was examined included team work aspects. Team working relationship was found to be statistically strongly correlated with the employee retention

levels. This was attributed to the support that the employees got from their peers enabling them to effectively perform their tasks prudently and hence leading to employee retention levels.

A study based on employee retention in the ministry of civil service in Oman, (Shamsi & Alsinani, 2018) examined the influence of organizational factors on employee retention. One of the organizational factors that were examined included team work aspects. The team working relationship was found to be statistically significantly associated with employee retention levels. This was attributed to the support that the employees got from their peers enabling them to effectively perform their tasks prudently and hence leading to employee retention levels.

Wakio, (2019) conducted a research study that investigated the responsibilities of team support amongst other factors on the employee retention levels within Machakos County in Kenya. The study found that team support was correlated with employee retention levels. This was attributed to employees sharing responsibilities and being collaborative in undertaking team work aspects in the organization.

#### **2.3.4 Labour policies on Employee Retention**

In a study focusing on the public hospitals, Nagwan et al., (2021) examined the role of working environment on employee retention of medical doctors in Malaysia. The research found that the working environment did not directly affect work retention aspects. Rather, working environment affected the work retention levels indirectly through job satisfaction aspects. These findings are consistent with studies by Merga & Fufa, (2019). The notion that the employee job satisfaction was a predictor of employee retention levels was consistent with Solo, (2021), Hido & Worang, (2021) and Naseer et al., (2021).

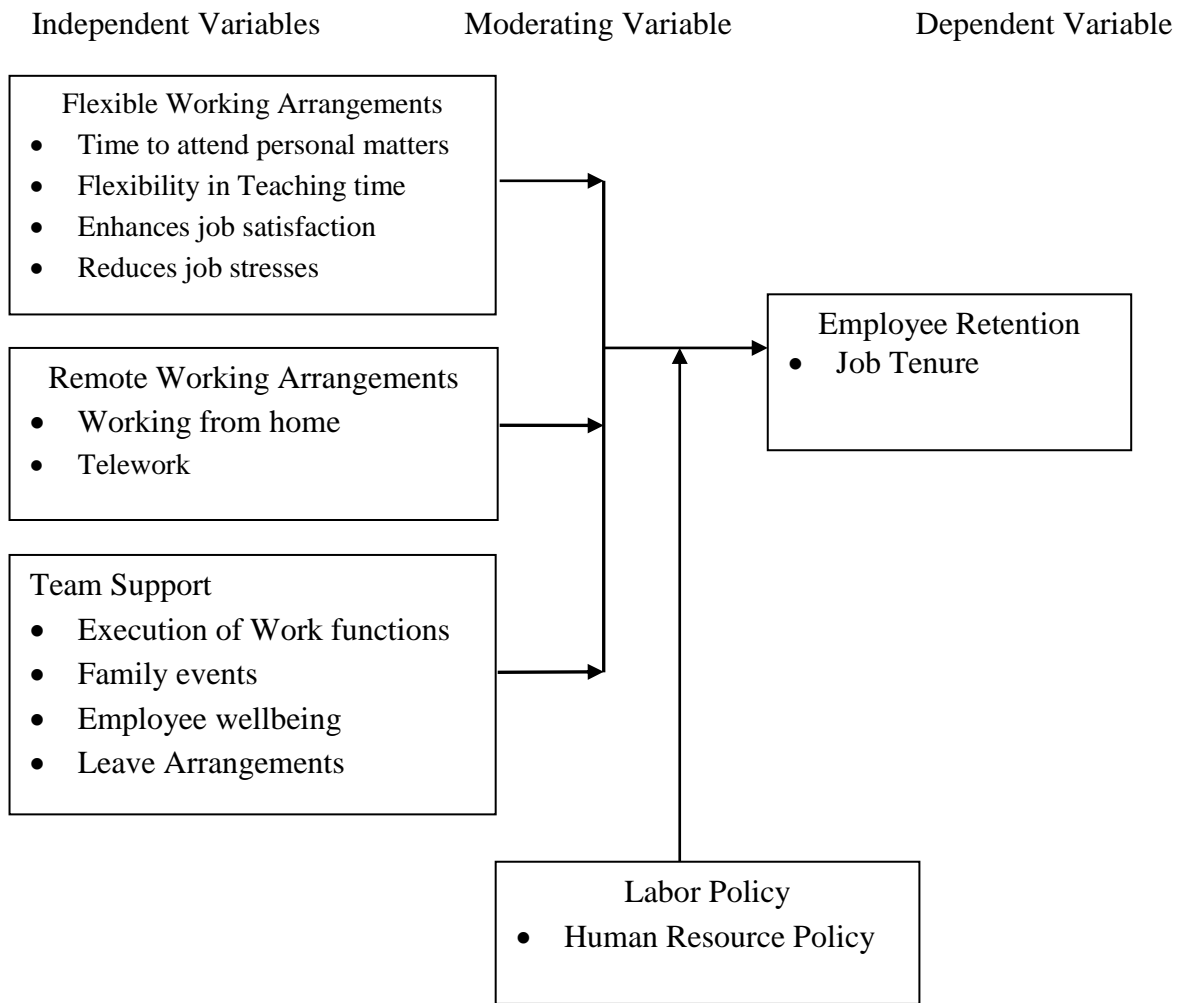
While focusing on the supermarkets in Nairobi County, Muturu & Mose (2019) examined the role of workplace environment on the employee retention. The workplace environment was viewed those in relation to hours of work, work schedule and the work-life balance aspects. The study found that long working hours, inflexible work schedule and lack of good work facilities affected the likelihood of employees leaving their jobs and having low retention levels. The working conditions were found to have a statistically significant effect on the work retention levels amongst selected supermarkets in Nairobi County.

## **2.5 Conceptual Framework**

The conceptual framework of this study as shown in figure 1 seeks to link the relationship between independent variables and dependent variable illustrating the manner the variables are linked.

**Figure 1**

*Conceptual Framework*



*Source:* Author (2024)

The conceptual framework for this study illustrates the hypothesized relationships between work-life balance factors, labour policies, and employee retention among academic staff at Egerton University. The framework consists of three independent variables (flexible working arrangements, remote working arrangements, and team support), one dependent variable (employee retention), and one moderating variable (labour policies). This model is grounded in Herzberg's Two-Factor Theory, Spillover Theory, and incorporates insights from Institutional Theory to explain the role of labour policies.

The framework posits positive relationships between each of the independent variables and employee retention. Flexible working arrangements, which allow employees some control over when, where, and how they work, are expected to enhance retention by reducing work-life conflict and increasing job satisfaction. Remote working arrangements, enabling academic staff to perform duties outside the traditional campus setting, are hypothesized to positively impact retention through benefits such as reduced commuting time and increased autonomy. Team support, encompassing collaborative and supportive aspects of the work environment, is proposed to foster retention by enhancing job satisfaction, organizational commitment, and a sense of belonging among academic staff.

Labour policies serve as a moderating variable in this framework, potentially influencing the strength or direction of the relationships between the independent variables and employee retention. These policies, which include formal guidelines and regulations governing working conditions, benefits, and employee rights, may enhance or diminish the effectiveness of work-life balance initiatives depending on their nature and implementation. For instance, policies that explicitly support flexible work options might strengthen the positive relationship between flexible working arrangements and retention, while rigid policies could weaken this relationship.

The relationships between variables in this framework are not assumed to be uniform or isolated. The effectiveness of one work-life balance factor may be influenced by the presence or absence of others. For example, the impact of remote working arrangements on retention might be enhanced by strong team support, or flexible working arrangements might facilitate better utilization of remote working options. Similarly, the moderating effect of labour policies may vary across the different independent variables, potentially having a stronger influence on some relationships than others.

Employee retention, as the dependent variable, is conceptualized as the university's ability to maintain its academic staff over time, measurable through indicators such as turnover rates, length of service, and employees' expressed intentions to remain with the institution. The framework suggests that retention is influenced by the combined effects of flexible working arrangements, remote working arrangements, and team support, with these relationships moderated by labour policies. By examining these complex interactions, the study aims to provide a nuanced understanding of retention dynamics in higher education settings, offering insights for developing effective strategies to retain academic staff at Egerton University and similar institutions.

## **2.6 Summary of Literature and Research Gaps**

While different studies have been undertaken in respect to the employee retention levels, most of these studies present contextual gaps in the sense that they did not link the determinants of the employee retention levels to the academic staff. In this context with respect to the effect of flexible working arrangements on employee retention, (Choi, 2020) undertook a study based on federal employees; (Adebayo et al., 2020) amongst manufacturing workers; (Baridula & Adanma, 2021) amongst manufacturing workers; and (Mogeni, 2020) amongst commercial banks. Adebayo et al., (2020) from Nigeria undertook a study that examined the role of the flexible working arrangements on the employee retention in manufacturing firms in Agbara region of Nigeria. The study found that the flexible working arrangement increased the employee retention through reduction of the job stresses and increasing of the job satisfaction. The study was based on the manufacturing sector in Nigerian context while this study is based on Egerton University academic staff in Nakuru County.

Mogeni, (2020), from Kenya undertook a study that examined the effect of work-life balance practices on the employee retention levels with a focus on the commercial banks in the country. Using regression analysis, the study found that the flexible working arrangement contributed 48.5% of the variance of the employee retention and had a statistically significant effect on the employee retention levels. The study was based on the commercial banks while the current research study is based on the academic staff in Egerton University in Nakuru County. There is thus presence of contextual gap in the study. (Wang, 2021) undertook a study that sought to examine the effectiveness of the remote working conditions. The study found that there are diverse aspects associated with the remote working arrangements on the work performance such as the job autonomy, loneliness, monitoring functions, and social support aspects. The study did not directly link the remote working arrangement to the employee retention aspects which is the focus of current study.

Jawabri et al., (2022) undertook a study that examined the effect of remote working within the context of diverse employee aspects in service sector. The study found that the remote working aspects impacted negatively on the employee motivation levels, engagement level and job satisfaction aspects. The study did not link the remote working to the employee retention levels directly thus presenting a research gap. While focusing on the supermarkets in Nairobi County, (Muturu & Mose, 2019) examined the role of workplace environment on the employee retention. The study found that long working hours, inflexible work schedule and lack of good work facilities affected the likelihood of employees leaving their jobs and having low retention levels. The study was based on the supermarkets while the current study is based on Egerton University in Nakuru County. (Wakio, 2019) undertook a study that examined the role of team support amongst other factors on the employee retention levels within Machakos County in

Kenya. The study found that there was a statistically significant effect of team support and employee retention aspects as found by a regression coefficient of 0.724 that was statistically significant at 5% level of significance. This study was based on a County government while the current study was based on the Egerton University academic staff in Nakuru County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter investigated the research design, the target population, the sample and sampling technique, and instrumentation. Other components discussed in the chapter included data collection techniques, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

Research design is considered the foundation of the research process. According to Gathii et al, (2019), research design is the action plan that the research followed with a view of attaining time and cost-efficiency in the process of research process. Luhanga & Harbaugh, (2021) view the research design as the overall strategy utilized in research to address the research objectives. This study used causal research design. According to Nunkoo et al., (2021) causal research design refers to research strategy in which the researcher is interested in determining the relationship between the effects variables. This design was considered ideal in since the researcher was interested in determining the manner in which work and personal life balance influenced the retention of employees.

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

The location of study was Egerton University located in Njoro, Nakuru County, which is one of the oldest and most prestigious public University with very large population. The University is recognized for its strong research culture. The University has highly experienced faculty who has expertise in various fields of study. It offers extensively a number of diverse programs. It is committed to providing quality education and has

been recognized for its efforts and for its research activities. It is a reputable institution that strives to make positive impact in the society through education and research.

### 3.4 Target Population

A group of individuals used in a study is considered to as target population (Brondolo, 2021; Denwason, et at, 2021). In target population the University was the unit of analysis and academic staff the unit of observation. The target population comprised of 412 academic staff who are Professors, Associate Professors, Adjunct Professors, Senior Lecturers and Lecturers is presented in Table 1.

**Table 1**

*Target Population*

Rank	Number
Professors	27
Associate Professors	68
Adjunct Professors	10
Senior Lecturers	78
Lecturers	229
Total	412

*Source:* Human Resource Department Records (2024)

### 3.5 Sample Size and Sampling Technique

According to Huang, (2021) sampling process is the process of extracting a representative subset from the population set within a view of analyzing the subset and later generalizing the results to the population. The sample size was calculated using the Taro Yamane formula which is effective in determining sample sizes from large population as follows:

$$n = \frac{N}{N}$$

$$n = \frac{1+N(e)^2}{1+412(0.05)^2}$$

n = 202

Where

n = sample size,

N = target population and

e = margin of error.

Therefore, the study used simple random sampling process to determine the sample size of 202. Simple random sampling was chosen despite the different levels of staff to ensure each member of the academic staff had an equal probability of being selected, regardless of their position. This method was deemed appropriate as the study aimed to understand work-life balance and retention issues across all levels of academic staff, without giving preference to any particular group.

### **3.7 Instrumentation**

The study used a structured questionnaire for data collection. According to Fellows & Liu, (2021), a structured questionnaires is the set of standardized questions with specific wordings and order that need to be filled in writing and with the aim of addressing the research objectives. The structured questionnaire used the five-point Likert based questions in measuring the work-life balance strategies and employee retention aspects. According to Remler & Ryzin, (2021), the Likert scale is the uni-dimensional scale in which the researcher uses to collect and measure the respondents opinion and attitude towards specific variables. The five points Likert scale of 1-5 was used as follows: 1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree. The benefits of structured questionnaire are it is easy to analyze.

### **3.8 Pilot Study**

Piloting of the research study was a critical part of the research process. According to Kutsanedzie et al., (2015), the pilot study is used in the modification and planning of the main study. It strengthens the data collection instrument and the data collection process. Piloting was conducted at Kisii University which is also a public university like Egerton University. The sample size for piloting study was 20 questionnaires. The pilot study results were used for improving the instrumentation and data collection process.

#### **3.8.1 Validity of the Instrument**

Validity testing of the instrument enables the utilization of the results and the achievement of the research objectives. According to (Cohen et al., 2003), the research instrument validity referred to the capacity of measuring what it purported and designed to measure. On the other hand, (Kathleen & Macdonald, 2012) the research validity of the instrument is pertained to the capacity of research instrument to accurately determine what was designed to measure. (Gathii et al., 2019) viewed the content validity to relate to the relevance of the set questions to the set operationalization of the variables. The study measured the content validity using the expert judgement of the research supervisors and the pilot study members. Content validity was assessed using expert judgment and a Content Validity Index (CVI). The CVI for each item was calculated, and items with a CVI of 0.78 or higher were retained, as per Lynn (1986). The overall CVI for the instrument was 0.85.

#### **3.8.2 Reliability of the Instrument**

In accordance to Mugenda & Mugenda, (2019), this was one of the ways of ensuring validity of the instrument examining its reliability. According to Mutua, (2020), the reliability of the instrument indicates the stability and consistency of the research. This

study measured the inter consistency of the research instrument. This was due to the use of multi-item Likert based scale in the study. The study deployed Cronbach alpha coefficient in understanding internal reliability of the study. According to (Jonker & Pennink, 2010), the internal reliability was based on the expectation of high correlation amongst the items in a multi-item scale that led to high consistency across the items. The study used a Cronbach alpha coefficient of a threshold of 0.7 in the measurement of internal reliability. This threshold was advocated by Gathii et al (2019); Mugenda & Mugenda, (2019) and Orodho & Kombo, (2002) amongst others.

### **3.9 Data Collection Procedures**

Data collection procedures indicated the processes or protocols that were used in the collection of research data using specific data collection tools. The study undertook several protocols in the data collection procedures. The researcher sought approval from the Institute of Postgraduate Studies' (IPGS) of Kabarak University to collect data. Further, the researcher requested approvals from the Ethics Review Board of Kabarak University and the National Commission of Science, Technology and Innovation (NACOSTI). Consequently, informed consent statement was issued by the researcher to the respondents in order to collect data from them. Questionnaires were self-administered using the drop off and pick up later methodology. This method of self-administration was associated with increased response rate and reduced respondent apathy (Romero-Hall, 2020; Taylor et al., 2017).

### **3.10 Data Analysis and Presentation**

Data was analyzed using quantitative data analysis procedures. The study undertook varied descriptive statistics including frequency distributions, percentage, means and standard deviations. Frequency distribution was used for the presentation of the

prevalence of specific choices amongst the structured questionnaires which provided specific choices for the respondents to pick. The mean provided average view of participants in a five point Likert scale. The Standard deviation was used to present the average responses of the responses relative to the mean. Multiple linear analysis of regression was used as part of the inferential statistics. Analysis regression was used to identify how independent variables predicted the dependent variable. The study analyzed the correlation coefficient, coefficient of determination, the ANOVA, regression coefficients and t tests. According to (Maina, 2021), the correlation coefficient showed the relationship between the independent variables and dependent variable.

The coefficient of determination was utilized for detailing the variance in the dependent variable that was attributable to the independent variable (Montgomery et al., 2018). The ANOVA was a similar test of significance that determined whether the regression model was accurate in capturing the data (Darlington & Hayes, 2017). The study also examined whether the independent variable had a statistically significant impact on the dependent variable. This was undertaken using t test at 5% level of significance. The research study used the regression coefficients that explained the partial impact of the independent variable on the dependent variable holding the other independent variables constant. The linear regression model to be used;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where

Y=Employee Retention

$\beta_0$ =Constant

$X_1$ =Flexible Working Arrangements

$X_2$ =Remote Working Arrangements

$X_3$ = Team Support

$X_4$ = Labour Policies

$\varepsilon$  =Margin of error

To test the moderating effect of labour policies, hierarchical multiple regression analysis was used. The following model was employed:

$$\text{Step 1: } Y = \beta_0 + \beta_1X + \varepsilon$$

$$\text{Step 2: } Y = \beta_0 + \beta_1X + \beta_2M + \varepsilon$$

$$\text{Step 3: } Y = \beta_0 + \beta_1X + \beta_2M + \beta_3XM + \varepsilon$$

Where Y is Employee Retention, X represents the independent variables (flexible working arrangements, remote working arrangements, team support), M is the moderator (labour policies), and XM is the interaction term between the independent variable and the moderator.

### **3.11 Ethical Considerations**

One of the notable features of this study was the absence of potential risks to participants. As the research primarily involved the collection of information related to work-life balance and employee retention among academic staff at the University, it was designed to ensure the comfort and confidentiality of the participants. The characteristic of the study was indicative of its harmless nature and the respect for the well-being and privacy of those involved. Given the absence of potential risks, specific protection procedures were not required. The research process was conducted in a manner that safeguarded the rights and confidentiality of the participants, while respecting their autonomy. The approach ensured that participants engaged in the research without concerns about their well-being or any adverse consequences.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

In this chapter, the study discusses demographic characteristics of respondents and provides statistics based on the objectives of the study. Furthermore, linear regression analysis was used to gauge the predictive influence of independent variables on staff retention.

#### 4.2 Response Rate

The response rate of the research is presented in Table 2.

**Table 2**

*Response Rate*

Distributed Questionnaires	Returned Questionnaires	Response Rate
202	168	83.4%

Table 2 indicates that 202 structured questionnaires were distributed to the respondents. Out of which 168 questionnaires were returned, representing a response rate of 83.4%. A response rate of 70% is considered to be adequate for the undertaking of the study using the structured questionnaire. A high response rate generally enhances the validity of the study's findings, as it reduces the potential for non-response bias. This means that the results obtained from the returned questionnaires were likely to be more reliable and could be generalized to the broader population from which the sample was drawn. This high response rate provides a strong indication of the effectiveness and acceptance of the survey instrument among the target group.

### 4.3 Demographic Characteristics

The demographic characteristics were examined in terms of gender distribution, age distribution, duration of work and rank of employee. These characteristics are presented in the following tables.

#### 4.3.1 Gender Distribution

The gender distribution of the respondents was examined and presented in Table 3.

**Table 3**

*Gender Distribution*

Gender	Frequency	Percentage
Male	97	57.7%
Female	71	42.3%
Total	168	100%

From table 3, it can be noted that the majority of the respondents were male, accounting to 57.7% of the total sample. Equally, female respondents accounted to 42.3%. Several potential explanations could account for this disparity. Historically, academic disciplines have often witnessed varying levels of gender representation, with some fields traditionally attracting more male than female.

#### 4.3.2 Age Distribution

The age distribution, of the respondents were examined and presented in Table 4.

**Table 4**

*Age Distribution*

Age Distribution,	Freq.	Percentage
Below 25 years	0	0%
26-35 Years	17	10.1%
36-45 Years	39	23.2%
46-55 Years	64	38.1%
56-65 Years	32	19.0%
66 and Above	16	9.5%
Total	168	100%

The findings in table 4 indicates that there was complete absence of the age bracket below 25 years. 10.1% of the respondents were between 26-35 years of age, 23.2% of the respondents were between 36-35 years of age, 38.1% of the respondents were between the age of 46-55 this category was the largest, 19% of the respondents were between the age of 56-65 years and lastly, 9.5%. represented the senior-most category of 66 years and above. The presence of senior members underscores the longevity of service and possibly the institutional memory they carry, having been part of the university for an extended period.

**4.3.3 Experience of Work**

The respondents were asked duration of time they had worked at the university. The results were presented in Table 5.

**Table 5***Experience of Work*

Experience	Frequency	Percentage
Below 10 years	15	8.9%
11-20 years	71	42.2%
21-30 years	47	27.9%
31-40 years	23	13.6%
Above 40 years	12	7.1%
Total	168	100%

The findings of the study in table 5 above indicates that 8.9% of the respondents were below 10 years of experience, 42.2% of the respondents had worked between 11-20 years and this category was the most populated. 27.7% of the respondents had worked for 21-30 years. 13.6% of the respondents had worked for 31-40 years and 7.1% of the respondents had worked for 40 years and above.

**4.3.4 Rank of Employment**

The rank of employment of the respondents was examined and presented in Table 6.

**Table 6***Rank of Employment*

Rank of Employment	Frequency	Percentage
Professor	10	5.9%
Associate Professor	28	16.6%
Adjunct Professor	4	2.4%
Senior Lecturer	31	18.4%
Lecturer	95	56.5%
Total	168	100%

From Table 6, there is evidence of a mix of academic ranks among its staff members. Ten individuals are in the role of Professor, making up 5.9% of the total. Their experiences are crucial, especially concerning the university's objectives related to flexible working arrangements, remote work, team support, and labour policies. Following this, there are 28 Associate Professors, accounting for 16.6%. These members provide a blend of knowledge and experience, contributing significantly to research, teaching, and leadership roles within the institution. Additionally, there are 4 Adjunct Professors, or 2.4%, who offer specialized expertise, possibly providing insights into specific academic areas or roles. Senior Lecturers, numbering 31 or 18.4% of the sample, have essential roles in delivering academic content and mentoring students.

Their perspectives can offer valuable insights into team support dynamics, teaching methods, and other institutional aspects. Lastly, Lecturers form the majority, with 95 individuals making up 56.5%. Their primary focus on teaching makes their insights essential for understanding aspects like flexible working arrangements, remote work preferences, and broader challenges within the academic setting (Dr. Emily Johnson's 2022-2024). In summary, this mix of academic ranks at the University provides a varied perspective that can help evaluate and improve strategies and policies for the benefit of the academic staff and the institution as a whole.

## **4.2 Descriptive Statistics**

### **4.2.1 Flexible Working Arrangements**

The respondents were asked to rate the following statements using Likert scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree) regarding flexible working conditions. The responses are presented in Table 7.

**Table 7***Flexible Working Arrangements*

Statement	1	2	3	4	5	Mean	Std. Dev.
In our University, there is flexibility of being given time off to attend to personal matters that may arise	(82.5%)	(17.5%)	(0.0%)	(0.0%)	(0.0%)	1.18	0.381
The teaching schedule is flexible in our University	(0.0%)	(5.4%)	(38.8%)	(44.6%)	(11.2%)	3.62	0.756
Flexible work setup in our University boosts the level of improvement.	(0.0%)	(0.0%)	(0.0%)	(61.2%)	(38.8%)	4.39	0.488
Flexible working arrangements in our University enhances job satisfaction levels	(0.0%)	(0.0%)	(13.3%)	(23.8%)	(62.9%)	4.50	0.720
Flexible working arrangements in our University serves to reduce job stresses	(0.0%)	(0.0%)	(0.0%)	(17.5%)	(82.5%)	4.82	0.381
Overall mean						3.70	0.545

For the item "In our University, there is flexibility of being given time off to attend to personal matters that may arise," the results indicated a mean of 1.18 (SD = 0.381), suggesting that respondents tended to strongly disagree. The low standard deviation implies a high level of consensus among respondents, further supported by the overwhelming majority (82.5%) selecting "strongly disagree." This finding stands in total contrast to Mogeni's (2020) study, which found that flexible working arrangements, including the availability of time off, made a significant contribution to employee retention in the context of Kenyan Commercial Banks. The discrepancy in results may be

attributed to differences in organizational culture, policies, or the nature of work between academic institutions and commercial banks, highlighting the need for further research to understand the factors influencing the relationship between time off flexibility and employee retention in various sectors. "The teaching schedule being flexible in the University" yielded a mean of 3.62 (SD = 0.756), indicating that respondents tended to agree on average. The majority (44.6%) chose "agree," which aligns with Choi's (2020) findings that flexible teaching schedules positively impact employee retention among U.S. federal employees. This similarity suggests that the benefits of flexible teaching schedules in promoting employee retention may transcend national and sectoral boundaries, emphasizing the importance of considering such arrangements in strategies aimed at retaining academic staff. However, the slightly higher standard deviation of 0.756 indicates a neutral level of variability in responses, which may warrant further investigation into the factors influencing perceptions of teaching schedule flexibility within the university.

Regarding "Flexible work setup in the University boosts the level of improvement," the mean was 4.39 (SD = 0.488), suggesting strongly agree on average, with high consensus based on the low standard deviation. This result is similar to the findings of Baridula and Adanma (2021), who noted that flexible working arrangements foster innovation and creativity, leading to improved employee retention in Nigerian manufacturing firms. The consistency in findings across different sectors and countries underscores the potential of flexible work setups in driving improvement and, consequently, enhancing employee retention. The low standard deviation of 0.488 indicates a strong agreement among respondents, further reinforcing the significance of this relationship in the context of Egerton University.

For the "Flexible working arrangements in our University enhances job satisfaction levels," the mean was 4.50 (SD = 0.720), indicating a strongly agree on average. The majority (62.9%) selected "strongly agree," which is consistent with the studies by Zámečník and Kožíšek (2021) and Tirta and Enrika (2020), linking flexible working arrangements to increased job satisfaction and employee retention. The alignment of these findings suggests that the positive impact of flexible working arrangements on job satisfaction and, subsequently, employee retention is well-established across various contexts. However, the slightly higher standard deviation of 0.720 indicates some variability in responses, which may be attributed to individual differences in perceptions or experiences of job satisfaction within the University.

Lastly, the item "Flexible working arrangements in our University serves to reduce job stresses" had a very high mean of 4.82 (SD = 0.381), suggesting a strongly agree with high consensus. A significant proportion (82.5%) chose "strongly agree," aligning with the findings of Irabor and Okolie (2019) and Chepwogen (2018), who highlighted that flexible working arrangements contribute to reduced work stress and improved employee retention. The consistency in results across studies emphasizes the crucial role of flexible working arrangements in mitigating job stress, a factor known to influence employee retention. The low standard deviation of 0.381 indicates a strong agreement among respondents, further underscoring the importance of this relationship in the context of Egerton University. These findings suggest that incorporating stress-reducing flexible working arrangements may be a key strategy in promoting employee retention within the academic sector.

#### 4.2.2 Remote Working Arrangements

The respondents were asked to rate the following statements using Likert scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree) regarding remote working arrangements. The responses are presented in Table 8.

**Table 8**

*Remote Working Arrangements*

Statement	1	2	3	4	5	Mean	Std. Dev.
Remote working in our University has been associated to higher levels of job independence	(2.9%)	(7.9%)	(23.8%)	(40.4%)	(25.0%)	3.77	1.008
Remote working has been linked to increased feelings of isolation within the work environment	(14.6%)	(12.1%)	(35.4%)	(30.8%)	(7.1%)	3.04	1.140
Remote working has reduced work-life conflicts	(1.2%)	(2.9%)	(30.0%)	(34.6%)	(31.2%)	3.92	0.916
Remote working has led to improved quality of life	(0.0%)	(7.9%)	(45.0%)	(32.9%)	(14.2%)	3.53	0.833
Remote working has been connected with more relaxed working atmosphere	(1.2%)	(7.5%)	(22.1%)	(28.8%)	(40.4%)	4.00	1.021
Overall Mean						3.66	0.984

Based on the perception that "Remote working within the University leads to higher levels of job independence," the mean was 3.77 (SD = 1.008), indicating that respondents tended to agree. The relatively high standard deviation suggests some variability in responses, which may be due to differences in individual experiences or

perceptions of job independence in remote working arrangements. This finding aligns with the results of Aman-Ullah et al. (2020) and Mamahit et al. (2019), who linked job autonomy to employee retention levels. The consistency in findings across studies highlights the importance of fostering job independence through remote working arrangements to promote employee retention in the academic sector.

Regarding "Remote working has been linked to increased feelings of isolation within the work environment," the mean was 3.04 (SD = 1.140), suggesting that respondents tended to be neutral on average. However, the high standard deviation indicates a considerable dispersion of responses, which may be attributed to the varying impact of remote working on individuals' sense of isolation. This finding is consistent with the study by Jawabri et al. (2022), which demonstrated that remote working negatively affected motivation, engagement, and job satisfaction levels of employees in the United Arab Emirates service sector. The similarity in results underscores the potential challenges associated with remote working, particularly in terms of social isolation, which may indirectly influence employee retention through factors such as job satisfaction and engagement.

"Remote working has reduced work-life conflicts" yielded a mean of 3.92 (SD = 0.916), indicating that respondents tended to agree on average. The neutral standard deviation suggests some variability in responses, which may be due to individual differences in the experience of work-life balance while working remotely. This finding is in line with the studies by Zámečník and Kožíšek (2021), Njora and Ndegwa (2020), and Chepwogen (2018), which associated remote working with reduced work-life conflicts and improved employee retention. The consistency in results across different contexts highlights the potential of remote working arrangements in promoting work-life balance and, consequently, enhancing employee retention in the academic sector.

For the item "Remote working has led to improved quality of life," the mean was 3.53 (SD = 0.833), suggesting that respondents tended to "agree" on average. The relatively low standard deviation indicates a neutral level of consensus among respondents. This finding is consistent with the studies by Prasad et al. (2020) and Shirmohammadi et al. (2022), which linked remote working to improved quality of life and well-being. The alignment of results across studies emphasizes the potential benefits of remote working arrangements in enhancing the overall quality of life for academic staff, which may indirectly contribute to improved employee retention.

Lastly, "Remote working has been connected with more relaxed working atmosphere" had a mean of 4.00 (SD = 1.021), indicating that respondents tended to "agree" on average. The relatively high standard deviation suggests some variability in responses, which may be attributed to individual differences in perceptions of the working atmosphere while working remotely. This finding is in line with the studies by Derbyshire et al. (2020) and Stanca and Tarbujaru (2021), which associated remote working with a more relaxed and comfortable working environment. The consistency in results across different contexts highlights the potential of remote working arrangements in fostering a more relaxed working atmosphere, which may indirectly contribute to improved employee retention in the academic sector.

#### **4.2.3 Team Support**

The respondents were asked to rate the following statements using Likert scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree) regarding team support. The responses are presented in Table 9.

**Table 9***Team Support*

Statement	1	2	3	4	5	Mean	Std. Dev.
Consistently receiving team support allows me to attend to family events	(0.0%)	(4.2%)	(21.7%)	(45.8%)	(28.3%)	3.98	0.818
Team support is often received in execution of work functions	(0.0%)	(11.7%)	(18.3%)	(35.8%)	(34.2%)	3.93	0.995
Team support has contributed to my overall wellbeing in my work place	(5.8%)	(13.8%)	(52.9%)	(26.2%)	(1.2%)	3.03	0.828
Team support plays a crucial role in improving my work-life balance in relation to my leave arrangements	(5.0%)	(16.7%)	(23.3%)	(37.1%)	(17.9%)	3.46	1.116
Team support has been adequately provided in my work place	(14.6%)	(20.4%)	(35.0%)	(25.0%)	(5.0%)	2.85	1.105
<b>Overall Mean</b>						<b>3.45</b>	<b>0.972</b>

For the item "Consistently receiving team support allows me to attend to family events," the mean was 3.98 (SD = 0.818), indicating that respondents tended to "agree". The relatively low standard deviation suggests a neutral level of consensus among respondents. This finding is further supported by the frequency distribution, which shows that a combined 74.1% of respondents selected either "Agree" (45.8%) or "Strongly Agree" (28.3%). This result aligns with the study by Ogbonnaya et al. (2018), which found that team support was a critical component in ensuring and enhancing work engagement levels. The consistency in results highlights the importance of team support

in facilitating balance between work and family responsibilities, which may indirectly contribute to improved employee retention in the academic sector.

Regarding the item "Team support is often received in execution of work functions," the mean was 3.93 (SD = 0.995), suggesting that respondents tended to "agree". The neutral standard deviation indicates some variability in responses, which may be attributed to differences in individual experiences or perceptions of team support in work execution. The frequency distribution shows that a combined 70% of respondents chose either "Agree" (35.8%) or "Strongly Agree" (34.2%), further supporting the interpretation of the mean. The finding is consistent with the study by Shamsi et al. (2018), which found that team working relationships were strongly correlated with employee retention levels in the Ministry of Civil Service in Oman. The similarity in results across different contexts emphasizes the significance of team support in the effective execution of work functions, which may contribute to improved employee retention in the academic sector.

The item "Team support has contributed to my overall wellbeing in my work place" yielded a mean of 3.03 (SD = 0.828), indicating that respondents tended to be "neutral" on average. The relatively low standard deviation suggests a neutral level of consensus among respondents. The frequency distribution reveals that a majority (52.9%) selected "Neutral," while a combined 27.4% chose either "Agree" (26.2%) or "Strongly Agree" (1.2%). This finding is in line with the study by Wakio (2019), which investigated the responsibilities of team support on employee retention levels within Machakos County in Kenya and found that team support was correlated with employee retention levels. The consistency in results highlights the potential of team support in promoting overall wellbeing in the workplace, which may indirectly contribute to improved employee retention in the academic sector.

For the item "Team support plays a crucial role in improving my work-life balance in relation to my leave arrangements," the mean was 3.46 (SD = 1.116), suggesting that respondents tended to agree. However, the high standard deviation indicates a considerable dispersion of responses, which may be due to individual differences in the experience of work-life balance in relation to leave arrangements and team support. The frequency distribution shows that a combined 55% of respondents selected either "Agree" (37.1%) or "Strongly Agree" (17.9%), supporting the interpretation of the mean. This finding is consistent with the studies by Zureehan and Lee (2022) and Cruz et al. (2020), which emphasized the importance of team support in improving work-life balance and employee retention. The alignment of results across studies underscores the potential of team support in facilitating a balance between work and personal life, particularly in relation to leave arrangements, which may indirectly contribute to improved employee retention in the academic sector.

Lastly "Team support has been adequately provided in the work place" had a mean of 2.85 (SD = 1.105), indicating that respondents tended to be neutral. The high standard deviation suggests a considerable variability in responses, which may be attributed to differences in individual experiences or perceptions of the adequacy of team support in the workplace. The frequency distribution reveals that 35% of respondents chose "Neutral," while a combined 30% selected either "Agree" (25%) or "Strongly Agree" (5%). This finding is in line with the study by Santoso et al. (2019), which found that team support was a predictor of employee work contentment and retention in Indonesia. The consistency in results across different contexts highlights the importance of providing adequate team support in the workplace to promote employee satisfaction and retention in the academic sector.

#### 4.2.4 Employee Retention

The respondents were asked to rate the following statements using Likert scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree) regarding employee retention. The responses are presented in Table 10.

**Table 10**  
*Employee Retention*

Statement	1	2	3	4	5	Mean	Std. Dev.
My intention is to remain employed in the Institution for a long time.	(0.0%)	(12.9%)	(51.7%)	(24.2%)	(11.2%)	3.34	0.843
The institution workforce values and appreciates my work	(0.8%)	(17.5%)	(33.3%)	(37.9%)	(10.4%)	3.40	0.923
The institution demonstrates a commitment to work-life balance for employees.	(2.9%)	(10.4%)	(35.4%)	(33.8%)	(17.5%)	3.52	0.993
The institution provides opportunities for career growth and development	(0.0%)	(12.9%)	(27.1%)	(32.1%)	(27.9%)	3.75	1.004
Personal life is achieved and work responsibilities are managed effectively.	(0.0%)	(10.0%)	(26.2%)	(50.0%)	(13.8%)	3.67	0.835
Overall Mean						3.54	0.920

Regarding the "intention to remain employed in the Institution for a long time," the mean was 3.34 (SD = 0.843), indicating that respondents tended to neutral on average. The relatively low standard deviation suggests a neutral level of consensus among respondents. The frequency distribution reveals that a majority (51.7%) selected "Neutral," while a combined 35.4% chose either "Agree" (24.2%) or "Strongly Agree"

(11.2%). This finding aligns with the study by Hassan and Jambulingam (2021), which emphasized the role of job satisfaction and organizational commitment in promoting employee retention.

Regarding "The institution workforce values and appreciates my work," the mean was 3.40 (SD = 0.923), suggesting that respondents tended to agree on average. The neutral standard deviation indicates some variability in responses, which may be due to differences in individual experiences or perceptions of work appreciation by the institution workforce. The frequency distribution shows that a combined 48.3% of respondents selected either "Agree" (37.9%) or "strongly Agree" (10.4%), supporting the interpretation of the mean. This finding is consistent with the study by Hermawati et al. (2021), which highlighted the importance of employee recognition and appreciation in optimizing performance and retention.

The item "The institution demonstrates a commitment to work-life balance for employees" yielded a mean of 3.52 (SD = 0.993), indicating that respondents tended to agree on average. The neutral standard deviation suggests some variability in responses, which may be attributed to differences in individual experiences or perceptions of the institution's commitment to work-life balance. The frequency distribution reveals that a combined 51.3% of respondents chose either "Agree" (33.8%) or "Strongly Agree" (17.5%), further supporting the interpretation of the mean. This finding aligns with the studies by Ngunga et al. (2021) and Lau et al. (2018), which emphasized the significance of work-life balance in promoting employee satisfaction and retention.

"The institution provides opportunities for career growth and development," the mean was 3.75 (SD = 1.004), suggesting that respondents tended to agree on average. The high standard deviation indicates a considerable variability in responses, which may be

attributed to differences in individual experiences or perceptions of career growth and development opportunities provided by the institution. The frequency distribution shows that a combined 60% of respondents selected either "Agree" (32.1%) or "Strongly Agree" (27.9%), supporting the interpretation of the mean. This finding is consistent with the study by Binushika and Karandakatiya (2020), which highlighted the role of career growth and development opportunities in promoting employee retention in the information technology industry.

Lastly, "Personal life is achieved and work responsibilities is managed effectively" had a mean of 3.67 (SD = 0.835), indicating that respondents tended to agree on average. The low standard deviation suggests a high level of consensus among respondents. The frequency distribution reveals that a combined 63.8% of respondents chose either "Agree" (50%) or "Strongly Agree" (13.8%), further supporting the interpretation of the mean. This finding aligns with the study by Abdien (2019), which emphasized the importance of achieving a balance between personal life and work responsibilities in reducing turnover intention and promoting employee retention.

#### **4.2.4 Labour Relations**

The respondents were asked to rate the following statements using Likert scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree) regarding labour relations. The responses are presented in Table 11.

**Table 11***Labour Relations*

Statement	1	2	3	4	5	Mean	Std. Dev.
My employer adheres to the Labour standards and practices	(0.0%)	(16.7%)	(28.8%)	(33.3%)	(21.2%)	3.59	1.002
Labour policies provides training at my place of work	(0.0%)	(20.8%)	(29.2%)	(33.8%)	(16.2%)	3.45	0.997
Labour policies provide security to my work	(0.0%)	(15.8%)	(27.5%)	(42.5%)	(14.2%)	3.55	0.923
Labour policies contributes to my safety and wellbeing at work	(0.0%)	(2.9%)	(25.8%)	(43.8%)	(27.5%)	3.96	0.807
Labour policies help reduce the risk of accidents and injuries at work	(6.2%)	(12.1%)	(42.5%)	(26.2%)	(12.9%)	3.27	1.039
Overall Mean						3.56	0.954

For the item "My employer adheres to the Labour standards and practices," the mean was 3.59 (SD = 1.002), indicating that respondents tended to agree on average. The relatively high standard deviation suggests some variability in responses, which may be attributed to differences in individual experiences or perceptions of employer adherence to labour standards and practices. The frequency distribution shows that a combined 54.5% of respondents selected either "Agree" (33.3%) or "Strongly Agree" (21.2%), supporting the interpretation of the mean. This finding is consistent with the study by Nasir and Mahmood (2018), which highlighted the importance of adherence to labour standards and practices in promoting employee retention and organizational competence.

Regarding "Labour policies providing training at the place of work," the mean was 3.45 (SD = 0.997), suggesting that respondents tended to agree on average. The neutral standard deviation indicates some variability in responses, which may be due to differences in individual experiences or perceptions of training provision at the workplace. The frequency distribution reveals that a combined 50% of respondents chose either "Agree" (33.8%) or "Strongly Agree" (16.2%), further supporting the interpretation of the mean. This finding aligns with the studies by Fahad et al. (2021) and Sharma and Sharma (2021), which emphasized the role of training and development opportunities in enhancing employee satisfaction, productivity, and retention.

"Labour policies provide security to my work" yielded a mean of 3.55 (SD = 0.923), indicating that respondents tended to agree on average. The relatively low standard deviation suggests a neutral level of consensus among respondents. The frequency distribution shows that a combined 56.7% of respondents selected either "Agree" (42.5%) or "Strongly Agree" (14.2%), supporting the interpretation of the mean. This finding is consistent with the study by Al Kurdi et al. (2020), which highlighted the significance of job security in promoting employee retention and organizational performance.

"Labour policies contributes to my safety and well being at work," the mean was 3.96 (SD = 0.807), suggesting that respondents tended to agree on average. The low standard deviation indicates a high level of consensus among respondents. The frequency distribution reveals that a combined 71.3% of respondents chose either "Agree" (43.8%) or "Strongly Agree" (27.5%), further supporting the interpretation of the mean. This finding aligns with the studies by Bandara et al. (2020) and Agbele and Oyelade (2020), which emphasized the importance of employee safety and well-being in promoting job satisfaction and retention.

Lastly, the item "Labour policies help reduce the risk of accidents and injuries at work" had a mean of 3.27 (SD = 1.039), indicating that respondents tended to neutral extent on average. The high standard deviation suggests a considerable variability in responses, which may be attributed to differences in individual experiences or perceptions of the effectiveness of labour policies in reducing accidents and injuries at work. The frequency distribution shows that 42.5% of respondents selected "Neutral," while a combined 39.1% chose either "Agree" (26.2%) or "Strongly Agree" (12.9%). This finding is consistent with the study by Segbenya et al. (2021), which highlighted the role of labour policies in promoting a safe working environment and employee retention in the distance education sector in Ghana.

### 4.3 Regressions Analysis

#### 4.3.1 Flexible Working Arrangements and Employee Retention

This analysis directly addresses the first research objective, which sought to investigate the relationship between these two variables. The linear regression analysis results are presented in three tables: the model summary (Table 12), ANOVA (Table 13), and coefficients (Table 14).

**Table 12**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 <sup>a</sup>	.745	.744	.36817

a. Predictors: (Constant), Flexible Working Arrangement

The model summary table (Table 12) presents the correlation coefficient (R) and the coefficient of determination (R Square). The R-value is 0.863, indicating a strong positive correlation between flexible working arrangements and employee retention. The coefficient of determination (R Square) represents the proportion of variance in the dependent variable that can be explained by the independent variable(s) (Tabachnick & Fidell, 2019). The R Square value of 0.745 suggests that 74.5% of the variance in employee retention can be explained by flexible working arrangements. Consequently, the remaining 25.5% (1-R Square) of the variance in employee retention can be attributed to other factors not included in this study, such as organizational culture, leadership styles, or compensation packages. This finding is consistent with the studies by Chumo (2022) and Mogeni (2020), which highlighted the influence of various factors on employee retention among the University academic staff.

**Table 13**

*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.376	1	94.376	696.241	.000 <sup>b</sup>
	Residual	32.261	238	.136		
	Total	126.637	239			

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Flexible Working Arrangement

The ANOVA table (Table 13) assesses the overall significance of the regression model. The F-statistic and its associated p-value are used to test the null hypothesis that the regression coefficients are equal to zero (Field, 2018). In this study, the F-statistic is 696.241, with a p-value less than 0.005, indicating that the model is statistically

significant at a 5% level of significance. This means that the null hypothesis, which states that flexible working arrangements have no significant effect on employee retention, can be rejected. The results suggest that flexible working arrangements are a significant predictor of employee retention among academic staff at Egerton University.

**Table 14**

*Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized	t	Sig.	
	B	Std. Error	Coefficients Beta			
1	(Constant)	1.323	.087	15.181	.000	
	Flexible Working Arrangement	.170	.006	.863	26.386	.000

a. Dependent Variable: Employee Retention

The coefficients table (Table 14) provides information about the individual contribution of the independent variable (flexible working arrangements) to the prediction of the dependent variable (employee retention).

$H_{01}$ : Flexible working arrangements have no significant effects on employee retention of Egerton University academic staff Nakuru, county.

At a 5% level of significance, the decision rule is to reject the null hypothesis if the p-value is less than 0.05. In this study, the t-statistic for flexible working arrangements is 26.386, with a p-value less than 0.05, indicating that flexible working arrangements have a statistically significant impact on employee retention. Therefore, the null hypothesis is rejected. The unstandardized coefficient represents the change in the dependent variable for a one-unit change in the independent variable, holding other variables constant (Warner, 2021). In this study, the unstandardized coefficient for flexible working

arrangements is 0.170, suggesting that for every one-unit increase in flexible working arrangements, employee retention increases by 0.170 units, holding other factors constant.

Based on the unstandardized coefficients, the regression equation can be expressed as:

$$Y = 1.323 + 0.170X_1 \text{ Where } Y = \text{Employee Retention}$$

$$X_1 = \text{Flexible Working Arrangements}$$

The findings of this linear regression analysis are consistent with previous studies that have linked flexible working arrangements to increased employee retention levels. Zámečník and Kožíšek (2021) found that flexible working arrangements, such as flexible schedules and telecommuting options, significantly contributed to employee retention in Spanish hotels. Similarly, Baridula and Adanma (2021) and Choi (2020) reported that flexible working arrangements positively influenced employee retention in manufacturing companies in Nigeria and among federal employees in the United States, respectively. These studies suggest that implementing flexible working policies can enhance employee retention across various sectors and geographical contexts.

Moreover, the results align with the findings of Idowu (2020), Tirta and Enrika (2020), Njora and Ndegwa (2020), Irabor and Okolie (2019), and Chepwogen (2018), who demonstrated the positive impact of flexible working arrangements on employee retention in different organizational settings. The consistency in findings across these studies underscores the importance of flexible working arrangements in promoting employee retention, particularly in the context of academic institutions like Egerton University.

The positive effect of flexible working arrangements on employee retention can be attributed to several factors, as highlighted in the literature. Legesse and Mohammed (2020) and Adebayo et al. (2020) noted that flexible working arrangements contribute to improved work-life balance, job satisfaction, and reduced work-related stress, which are key determinants of employee retention. By providing flexible working options, organizations can create a supportive work environment that enables employees to better manage their work and personal responsibilities, leading to increased job satisfaction and a lower likelihood of turnover (Beiu & Davidescu, 2021; Ju, 2021).

#### 4.3.2 Remote Working Conditions

The linear regression analysis was conducted to evaluate the influence of remote working arrangements on employee retention of academic staff at Egerton University, Nakuru County. This analysis directly addresses the second research objective, which aimed to investigate the relationship between these two variables. The regression analysis results are presented in three tables: the model summary (Table 15), ANOVA (Table 16), and coefficients (Table 17).

**Table 15**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 <sup>a</sup>	.635	.634	.44056

a. Predictors: (Constant), Remote Working Conditions

The model summary table (Table 15) presents the correlation coefficient (R) and the coefficient of determination (R Square). The correlation coefficient measures the strength of the linear relationship between the independent variable (remote working

arrangements) and the dependent variable (employee retention) (Hair et al., 2019). In this study, the R-value is 0.797, indicating a strong positive correlation between remote working arrangements and employee retention. The coefficient of determination (R Square) represents the proportion of variance in the dependent variable that can be explained by the independent variable(s) (Tabachnick & Fidell, 2019). The R Square value of 0.635 suggests that 63.5% of the variance in employee retention can be explained by remote working arrangements. Consequently, the remaining 36.5% (1-R Square) of the variance in employee retention can be attributed to other factors not included in this study, such as job autonomy, social support, or monitoring functions. This finding is consistent with the studies by Wang (2021) and Aman-Ullah et al. (2020), which highlighted the influence of various factors associated with remote working on employee performance and retention.

**Table 16**

*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80.443	1	80.443	414.459	.000 <sup>b</sup>
	Residual	46.194	238	.194		
	Total	126.637	239			

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Remote Working Conditions

The ANOVA table (Table 16) assesses the overall significance of the regression model. The F-statistic and its associated p-value are used to test the null hypothesis that the regression coefficients are equal to zero (Field, 2018). In this study, the F-statistic is 414.459, with a p-value less than 0.005, indicating that the model is statistically significant at a 5% level of significance. This means that the null hypothesis, which

states that remote working arrangements have no significant effect on employee retention, can be rejected. The results suggest that remote working arrangements are a significant predictor of employee retention among academic staff at Egerton University.

**Table 17**

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	(Constant)	.348	.159		2.186
1 Remote Working Conditions	.874	.043	.797	20.358	.000

a. Dependent Variable: Employee Retention

The coefficients table (Table 17) provides information about the individual contribution of the independent variable (remote working arrangements) to the prediction of the dependent variable (employee retention).

The relevant null hypothesis, as stated in Chapter One, is:

H<sub>02</sub>: Remote working arrangements have no significant effects on employee retention of academic staff at Egerton University, Nakuru.

The t-statistic and its associated p-value are used to test the significance of individual regression coefficients (Cohen et al., 2018). At a 5% level of significance, the decision rule is to reject the null hypothesis if the p-value is less than 0.05. In this study, the t-statistic for remote working arrangements is 20.358, with a p-value less than 0.005, indicating that remote working arrangements have a statistically significant impact on employee retention. Therefore, the null hypothesis is rejected.

The unstandardized coefficient represents the change in the dependent variable for a one-unit change in the independent variable, holding other variables constant (Warner, 2021). In this study, the unstandardized coefficient for remote working arrangements is 0.874, suggesting that for every one-unit increase in remote working arrangements, employee retention increases by 0.874 units, holding other factors constant.

Based on the unstandardized coefficients, the regression equation can be expressed as:

$$Y = 0.348 + 0.874 X_2$$

Where

Y = Employee Retention

X<sub>2</sub> = Remote Working Conditions

The findings of this linear regression analysis are consistent with previous studies that have examined the relationship between remote working arrangements and employee retention. Jawabri et al. (2022) found that remote working negatively affected motivation, engagement, and job satisfaction levels of employees in the United Arab Emirates service sector, which are factors that have been linked to employee retention in other studies (Alrazehi et al., 2021; Solo, 2021; Aman-Ullah et al., 2021). The negative impact of remote working on these factors suggests that it could indirectly influence employee retention through job satisfaction, as highlighted by Zámečník and Kožíšek (2021), Njora and Ndegwa (2020), and Chepwogen (2018).

However, it is essential to note that the relationship between remote working arrangements and employee retention may vary depending on the context and the specific implementation of remote working policies. Some studies have found positive effects of remote working on employee outcomes. For instance, Prasad et al. (2020) and

Shirmohammadi et al. (2022) reported that remote working contributed to improved psychological well-being and work-life balance among employees in the information technology sector. These findings suggest that the impact of remote working arrangements on employee retention may depend on factors such as the nature of work, organizational support, and individual preferences.

The results of this study also align with the theoretical framework, particularly the Spillover Theory, which posits that experiences in one domain of life can influence experiences in other domains (Ju, 2021). In the context of remote working, positive experiences such as increased job autonomy and improved work-life balance may spill over to enhance overall job satisfaction and, consequently, employee retention (Beiu & Davidescu, 2021). Conversely, negative experiences associated with remote working, such as feelings of isolation or lack of social support, may negatively impact job satisfaction and, in turn, employee retention (Jawabri et al., 2022).

#### **4.3.3 Team Support**

The linear regression analysis was conducted to establish the effect of team support on employee retention of academic staff at Egerton University, Nakuru County. This analysis directly addresses the third research objective, which sought to investigate the relationship between these two variables. The regression analysis results are presented in three tables: the model summary (Table 18), ANOVA (Table 19), and coefficients (Table 20).

**Table 18***Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 <sup>a</sup>	.622	.621	.44821

a. Predictors: (Constant), Team Support

The model summary table (Table 18) presents the correlation coefficient (R) and the coefficient of determination (R Square). The correlation coefficient measures the strength of the linear relationship between the independent variable (team support) and the dependent variable (employee retention) (Hair et al., 2019). In this study, the R-value is 0.789, indicating a strong positive correlation between team support and employee retention. The coefficient of determination (R Square) represents the proportion of variance in the dependent variable that can be explained by the independent variable(s) (Tabachnick & Fidell, 2019). The R Square value of 0.622 suggests that 62.2% of the variance in employee retention can be explained by team support. Consequently, the remaining 37.8% (1-R Square) of the variance in employee retention can be attributed to other factors not included in this study, such as organizational culture, leadership styles, or compensation packages. This finding is consistent with the studies by Wakio (2019) and Shamsi et al. (2018), which highlighted the influence of team support on employee retention in various organizational contexts.

**Table 19***ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.826	1	78.826	392.385	.000 <sup>b</sup>
	Residual	47.812	238	.201		
	Total	126.637	239			

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Team Support

The ANOVA table (Table 19) assesses the overall significance of the regression model. The F-statistic and its associated p-value are used to test the null hypothesis that the regression coefficients are equal to zero (Field, 2018). In this study, the F-statistic is 392.385, with a p-value less than 0.001, indicating that the model is statistically significant at a 5% level of significance. This means that the null hypothesis, which states that team support has no significant effect on employee retention, can be rejected. The results suggest that team support is a significant predictor of employee retention among academic staff at Egerton University.

**Table 20***Coefficients<sup>a</sup>*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		$\beta$	Std. Error	Beta		
1	(Constant)	.365	.163		2.243	.026
	Team Support	.919	.046	.789	19.809	.000

a. Dependent Variable: Employee Retention

The coefficients table (Table 20) provides information about the individual contribution of the independent variable (team support) to the prediction of the dependent variable (employee retention).

The relevant null hypothesis, as stated in Chapter One, is:

H<sub>03</sub>: Team support has no significant effects on employee retention of academic staff at Egerton University, Nakuru.

The t-statistic and its associated p-value are used to test the significance of individual regression coefficients (Cohen et al., 2018). At a 5% level of significance, the decision rule is to reject the null hypothesis if the p-value is less than 0.05. In this study, the t-statistic for team support is 19.809, with a p-value less than 0.001, indicating that team support has a statistically significant impact on employee retention. Therefore, the null hypothesis is rejected.

The unstandardized coefficient ( $\beta$ ) represents the change in the dependent variable for a one-unit change in the independent variable, holding other variables constant (Warner, 2021). In this study, the unstandardized coefficient for team support is 0.919, suggesting that for every one-unit increase in team support, employee retention increases by 0.919 units, holding other factors constant. Based on the unstandardized coefficients, the regression equation can be expressed as:

$$Y = 0.365 + 0.919X_3$$

Where ;

Y = Employee Retention

X<sub>3</sub> = Team Support)

The findings of this linear regression analysis are consistent with previous studies that have examined the relationship between team support and employee retention.

Ogbonnaya et al. (2018) found that team support was a critical component in ensuring and enhancing work engagement levels among employees in the British National Health Services. Similarly, Shamsi et al. (2018) reported a strong correlation between team working relationships and employee retention levels in the Ministry of Civil Service in Oman. The authors attributed this finding to the support that employees received from their peers, enabling them to perform their tasks effectively and, consequently, leading to higher employee retention levels.

Moreover, the results align with the findings of Wakio (2019), who investigated the roles of team support on employee retention levels within Machakos County in Kenya. The study found that team support was correlated with employee retention levels, which was attributed to employees sharing responsibilities and collaborating in undertaking team work aspects in the organization. The positive effect of team support on employee retention can be explained by the social exchange theory, which suggests that individuals engage in reciprocal relationships based on the perceived costs and benefits of these relationships (Cropanzano et al., 2017). In the context of the workplace, employees who receive support from their team members may feel obligated to reciprocate by remaining with the organization, leading to higher retention levels (Cruz et al., 2020).

Furthermore, team support can contribute to a positive work environment, which has been identified as a key factor in promoting employee retention (Arungo & Kipkebut, 2020). When employees feel supported by their colleagues and experience a sense of belonging within their team, they are more likely to be satisfied with their job and less likely to leave the organization (Zureehan & Lee, 2022).

#### 4.4 Moderated Multiple Regression

The provided Moderated multiple regression analysis delves into understanding the complicated relationship between several predictor variables, namely Flexible working conditions, Remote Working Conditions, Team Support, Labour Policies and their interaction with Employee Retention. The complete aim was to discern the potential effects of these factors on academic staff retention at Egerton University, Nakuru.

**Table 21**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.848 <sup>a</sup>	.719	.715	.38842	.719	201.120	3	236	.000
2	.871 <sup>b</sup>	.759	.755	.36007	.041	39.638	1	235	.000
3	.876 <sup>c</sup>	.768	.763	.35446	.008	8.492	1	234	.004

- a. Predictors: (Constant), Team Support, Flexible working conditions, Remote Working Conditions
- b. Predictors: (Constant), Team Support, Flexible working conditions, Remote Working Conditions, Labour Policies
- c. Predictors: (Constant), Team Support, Flexible working conditions, Remote Working Conditions, Labour Policies, Interaction Effect of Work-Life Balance and Labour Policies

Initially, the analysis in Model 1 showcased an R<sup>2</sup> value of 0.719, indicating that approximately 71.9% of the variance in Employee Retention could be explained by the model's predictors. With the inclusion of Labour Policies in Model 2, there was a noticeable enhancement in the R<sup>2</sup> value, reaching 0.759. This suggested that Labour Policies played a pivotal role, explaining why certain employees might choose to remain within the academic institution. The substantial F Change value of 39.638 further emphasized the significance of introducing Labour Policies, demonstrating its profound impact on predicting Employee Retention.

Subsequently, Model 3 incorporated an interaction effect labelled as interaction effect of work-life balance and labour policies, specifically examining the interplay between work-life balance and labour policies. The  $R^2$  value for this model climbed slightly to 0.768, implying that the inclusion of the interaction term marginally improved the model's explanatory power. The F Change statistic for this model was 8.492, which, when tested at a 5% significance level, became instrumental in understanding the moderation effect.

At this juncture, it becomes necessary to address the hypothesis  $H_{04}$ : "Labour policies have no significant statistical effects on the relationship between work-life balance and employee retention of academic staff at Egerton University, Nakuru." The results from Model 3 challenge this hypothesis, revealing that the interaction effect (Interaction Effect of Work-Life Balance and Labour Policies) indeed plays a moderating role. This implies that the relationship between labour policies and academic staff retention was not constant; rather, it varies depending on the details of work-life balance. Thus, rejecting the null hypothesis underscores the criticality of understanding how these variables interact in a specific context like Egerton University, Nakuru.

To elucidate these findings further, it was essential to draw upon relevant theories and empirical literature. Historically, studies such as those by Njoroge & Nzulwa (2019) and Muturu & Mose (2019) underscored the pivotal role of working conditions and labour policies in influencing retention dynamics. These studies have consistently highlighted the tangible impacts of organisational policies on employee decisions to stay or depart. However, the introduction of the interaction effect (Interaction Effect of Work-Life Balance and Labour Policies) in this study introduces a level of complexity.

The theoretical underpinning suggests that while individual predictors like Team Support and Working Conditions provide foundational insights, the true essence lies in

understanding their collective impact. Empirical literature, particularly from Nakuru County, Kenya, has emphasized the multifaceted nature of academic institutions and the many factors influencing staff retention. The Moderated effect found in this study aligns with a broader understanding that policies and work-life balance are not isolated variables; they are interconnected dimensions shaping retention outcomes.

In conclusion, the Moderated multiple regression analysis offers important insights into the predictors of academic staff retention at the University. Contrary to the hypothesized relationship posited in H<sub>04</sub>, the results highlight the pivotal moderating role of labour policies. Drawing upon theoretical frameworks and empirical literature, the study underscores the intricate interplay between organisational policies and broader work-life contexts. This detailed understanding not only enriches existing literature but also provides actionable insights for academic institutions aiming to enhance staff retention strategies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study sought to examine the effects of work-life balance on employee retention at Egerton University academic. Structured questionnaires were used for data collection and they were distributed to 202 respondents in which 168 respondents returned filled questionnaires. This chapter aims to briefly present the summary of results, conclusions and recommendations of the study.

#### **5.2 Summary of the Major Findings**

##### **5.2.1 Flexible Working Arrangements and Employee Retention**

The overall mean for flexible working arrangements was 3.70 with a standard deviation of 0.545. This represents the highest overall mean among all variables studied, indicating strong agreement with flexible working arrangements. The notably low standard deviation suggests that respondents were quite consistent in their positive assessment of flexible working arrangements. This demonstrates that academic staff at Egerton University generally had aligned views regarding the implementation and effectiveness of flexible working practices.

##### **5.2.2 Remote Working Arrangements and Employee Retention**

Remote working arrangements showed an overall mean of 3.65 with a standard deviation of 0.984. This represents the second-highest mean among the studied variables, suggesting generally positive attitudes toward remote working arrangements. However, the relatively high standard deviation indicates considerable variation in how staff experienced and perceived remote working. This variation might reflect differences in

individual adaptation to remote work settings or disparities in remote work implementation across departments.

### **5.2.3 Team Support and Employee Retention**

Team support measures yielded an overall mean of 3.45 with a standard deviation of 0.972. This represents the lowest mean among all variables studied, though still indicating moderate agreement with team support statements. The relatively high standard deviation suggests significant variation in how academic staff experienced team support. These findings indicate that while team support was generally positive, experiences were not uniform across the university.

### **5.2.4 Employee Retention**

The analysis of employee retention revealed an overall mean of 3.54 with a standard deviation of 0.920. This moderate mean score suggests that while staff generally showed positive retention intentions, there was room for improvement. The standard deviation indicates notable variation in retention attitudes among academic staff, suggesting that retention factors might affect different staff members differently. This points to the need for more targeted retention strategies.

### **5.2.5 Labour Policies**

Labour policies showed an overall mean of 3.56 with a standard deviation of 0.954. This moderate-to-positive mean indicates generally favorable perceptions of the university's labour policies. The standard deviation suggests considerable variation in how staff experienced and perceived these policies. These findings indicate that while labour policies were generally well-received, their implementation or impact may not have been consistent across all academic staff members.

### **5.3 Conclusions**

The conclusions of this study are: Flexible working arrangements, such as flexible teaching schedules, work setups that boost improvement, arrangements that enhance job satisfaction, and those that reduce job stresses, have a significant positive effect on employee retention among academic staff at Egerton University. Remote working arrangements have a significant positive influence on employee retention among academic staff at Egerton University. While remote working was associated with increased job independence and reduced work-life conflicts, it also led to feelings of isolation among some respondents.

Team support is a significant factor influencing employee retention among academic staff at Egerton University. Respondents consistently received team support in attending family events and executing work functions, which positively impacted employee retention. Labour policies play a moderating role in the relationship between work-life balance and employee retention among academic staff at Egerton University. The impact of work-life balance initiatives on retention may vary depending on the labour policies in place.

### **5.4 Recommendations**

#### **5.4.1 Recommendation for Policy**

Based on the findings and significance of the study, the following recommendations were made: To enhance the effect of employee retention among academic staff, the University should implement flexible working arrangements. This can include flexible teaching schedules, work setups that promote improvement, arrangements that enhance job satisfaction and those that reduce job stresses. By prioritizing flexible working policies, the university can create a supportive work environment that promotes work-

life balance, increases job satisfaction, and reduces turnover intentions among academic staff.

The university should consider the potential impact of remote working arrangements on employee outcomes. While remote working can increase job independence and reduce work-life conflicts, measures should be taken to address feelings of isolation that may arise. This could involve providing adequate support systems, fostering virtual team collaboration, and ensuring clear communication channels.

Fostering a supportive team environment is crucial for promoting employee retention among academic staff. Egerton University should prioritize team building and collaborative work practices that enable team members to support each other in attending family events and executing work functions. This can contribute to a positive work environment, enhance job satisfaction, and reduce turnover intentions.

The university should review and potentially revise its labour policies to ensure they align with and support work-life balance initiatives. As labour policies were found to neutral the relationship between work-life balance and employee retention, it is essential to have policies that facilitate and reinforce the implementation of work-life balance strategies. This may involve addressing issues such as training provision, job security, safety and well-being, and accident prevention measures.

By implementing these recommendations, Egerton University can effectively address the issues of work-life balance and employee retention among its academic staff. These measures will not only contribute to the well-being and satisfaction of employees but also enhance the university's ability to attract and retain top talent, ultimately improving the quality of education and research.

#### **5.4.2 Suggestions for Further Studies**

Based on the findings, the following suggestions for further studies can be made:

Examine the factors influencing the flexibility of time-off arrangements for personal matters in academic settings. Investigate the experiences of isolation during remote work and strategies to promote a sense of connectedness among academic staff working remotely. Explore the specific aspects of team support that contribute to overall well-being and identify potential barriers hindering its effectiveness. Understand the underlying reasons behind varying retention intentions among academic staff and to investigate the aspects of labor policies related to accident and injury prevention and the factors influencing perceptions of these policies.

## REFERENCES

- Abdien, M. K. (2019). Impact of communication satisfaction and work-life balance on employee turnover intention. *Journal of Tourism Theory and Research*, 5(2), 228–238.
- Adebayo, S., Adebayo I, S., Adebayo Idowu, S., & Adebayo I, S. (2020). Role of flexible working hours' arrangement on employee job performance and retention in manufacturing industries in Agbara, Nigeria. *Economic Insights – Trends and Challenges*, 2(3), 23–37.
- Agbele, A. T., & Oyelade, E. A. (2020). Impact of COVID-19 on the Nigerian educational system: Strengths and challenges of online/virtual education. *Asian Journal of Education and Social Studies*, 13(1), 26–35.
- Al-Shawabkeh, K. M., & Hijjawi, G. S. (2018). Impact of Quality of Work-Life (QWL) on Organizational Performance: An Empirical Study in the Private Jordanian Universities. *Asian Social Science*, 14(6), 145. <https://doi.org/10.5539/ass.v14n6p145>
- Al Kurdi, B., Alshurideh, M., & Al afawashat, T. (2020). Employee retention and organizational performance: Evidence from banking industry. *Management Science Letters*, 10(16), 3981–3990.
- Alrawahi, S., Sellgren, S. F., Altouby, S., Alwahaibi, N., & Brommels, M. (2020). The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical Laboratories in Omani hospitals. *Heliyon*, 6(9), 1–12.
- Alrazehi, H., Amirah, N. A., & Emam, A. S. M. (2021). The mediation effect of job satisfaction between reward system and training and development on employee retention in Yemen's banking sector. *International Journal of Innovative Research and Scientific Studies*, 4(4), 1–9.
- Aman-Ullah, A, Aziz, A., & Ibrahim, H. (2021). The impact of job security, job satisfaction and job embeddedness on employee retention: An empirical investigation of Pakwastan's health-care industry. *Journal of Asia Business Studies*, 1(1), 1–9.
- Aman-Ullah, Attia, Aziz, A., & Ibrahim, H. (2020). A review of motivational factors and employee retention: A future direction for Pakwastan. *International Journal of Business and Technopreneurship*, 10(3), 331–342.
- Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice* (13th ed.). London: Kogan Page.
- Arungo, B. K., & Kipkebut, D. J. (2020). Effect of quality of work-life on job satisfaction among non-teaching employees in universities in Nakuru County, Kenya. *International Journal of Business Management and Finance*, 3(1), 2–8.
- Bandara, E., & Ranasinghe, V. R. (2020). Impact of employee work-life balance on employee job retention: A study of a leading apparel company in Sri Lanka. *7 Th HRM Student Research Symposium, University of Kelaniya, Sri Lanka*.
- Bandara, S., Abdeen, F. N., & Dwasaratna, V. (2020). Employee welfare and job satisfaction in the Sri Lankan hotel industry. *International Journal of Construction Management*, 1(1), 2–9.

- Baridula, V., & Adanma, M.-N. (2021). Flexible work practices and employee retention in manufacturing companies in Nigeria. *International Journal of Advanced Academic Research*, 7(4), 13–33.
- Beiu, A., & Davidescu, A. A. (2021). Are Romanian employees motivated by the same things? an empirical perspective of Herzberg Theory among employees from public versus private sector. *Journal of Applied Quantitative Methods*, 13(4), 10–23.
- Binushika, K. D. H. N., & Karandakatiya, T. K. (2020). Employee intention to stay in Colombo based information technology industry: An investigation on the impact of employee retention factors. *Wayamba Journal of Management*, 11(2), 118–123.
- Brondolo, E. (2021). *Psychology research methods: A writing intensive approach*. Elsevier.
- Chepwogen, V. (2018). *Influence of extrinsic motivation on employee retention among commercial banks in Kenya: A case of Co-Operative Bank Limited*. [Unpublished Master of arts in Project Planning and Management Thesis].University of Nairobi.
- Choi, S. (2020). Flexible work arrangements and employee retention: A longitudinal analysis of the federal workforces. *Public Personnel Management*, 49(3), 470–495.
- Chumo. (2022). *Human resource management practices and employee retention in beverage processing firms in Kenya*. [Unpublished Doctor of Philosophy in Human Resource Management Thesis].Jomo Kenyatta University of Agriculture and Technology.
- Clark, A. (2022). *Employee retention to support the federal aviation Administration's Detroit TRACON facility*. [Unpublished Doctor of Philosophy in Leadership Studies Thesis].Baker College (Michigan).
- Cohen, L., Manion, L., & Morrison, K. (2003). *Research methods in education*. Routledge.
- Cruz, K. S., Zagenczyk, T. J., & Hood, A. C. (2020). Aggregate perceptions of intrateam conflict and individual team perceptions of team psychological contract breach: The moderating role of individual team member perceptions of team support. *Revista de Psicologia Del Trabajo y de Las Organizaciones*, 36(1),77–86.
- Darlington, R. B., & Hayes, A. F. (2017). *Regression analysis and linear models: Concepts, applications, and implementation*. Guilford Press.
- Derbyshire, L., Modgil, V., Grey, B. E. N., & Pearce, I. A. N. (2020). *Remote working: what can health professionals learn from business?* <https://www.urologynews.uk.com/media/23298/uro-onex-feb21-wfh-final-file.pdf>
- Elsafy, A., & Oraby, M. (2022). The impact of training on employee retention: An empirical research on the private sector in Egypt. *International Journal of Business and Management*, 17(5), 1–9.
- Fahad, F., Adhikara, M. F. A., & Purwati, W. D. (2021). The importance of job satisfaction in mediating employee retention at Dewi Sri Hospital. *International Journal of Nursing and Health Services*, 4(6), 1–9.

- Fellows, R. F., & Liu, A. M. M. (2021). *Research methods for construction*. John Wiley & Sons.
- Field, 2018, F-statistic and its associated p-value are used to test the null hypothesis that the regression coefficients are equal to zero
- Ford-Colin, M. (2022a). *Employee retention and profitability: The role of employee-retention strategies*. [Unpublished Doctor of Business Administration Thesis].South University.
- Ford-Colin, M. (2022b). *Employee retention and profitability: The role of employee-retention strategies*. [Unpublished Doctor of Business Administration Thesis].South University.
- Gathii, K. J., Wamukuru, D. K., Karanja, D., Muriithi, W., & Maina, K. (2019). *Research Methods, Data Analysis & Defences (Building Competences In Education And Social Sciences Research)* (1st ed.). Education and Social Sciences Research Association of Kenya (ESSRAK).
- Hassan, M. M., & Jambulingam, M. (2021). Key factors influencing generation Y employee retention: Mediating role of job satisfaction. *International Journal of Business Innovation and Research*, 26(3), 296–327.
- Hermawati, A., Sihombing, N. S., & Bahri, S. (2021). Based on talent management as employee performance optimization by strengthening employee retention aspect. *Jurnal Aplikasi Manajemen*, 19(4), 1–8.
- Hido, E. C., & Worang, F. G. (2021). The impact of job satisfaction and employee engagement on employee retention at PT.Megah prima Suppra Makmur Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bwasnwas Dan Akuntansi*, 9(1), 1–9.
- Holston-okae, B. L., Mushi, R. J., & Holston-okae, B. L. (2018). *Employee Turnover in the Hospitality Industry using Herzberg 's Two -Factor Motivation-Hygiene Theory Employee Turnover in the Hospitality Industry using Herzberg 's Two -Factor Motivation-Hygiene Theory*. 8(1), 218–248. <https://doi.org/10.6007/1911/3778>
- Huang, X. (2021). Research on the methods and key techniques of web archive oriented social media information collection. *Journal of Web Engineering*, 20(8), 1–9.
- Irabor, I. E., & Okolie, U. C. (2019). A review of employees' job satisfaction and its affect on their retention. *Annals of Spiru Haret University. Economic Series*, 19(2), 93–114.
- Ivana, D., (2020). Human resource practices in improving employee retention - human resource practices in improving employee retention.
- Jawabri, A., Alarmoti, A., & Rehman, W. (2022). Impact of remote working environment on employee motivation, engagement, and job satisfaction: A study of service sector from UAE. *Business and Economic Research*, 12(1), 8298-8298,.
- Jonker, J., & Pennink, B. W. (2010). The Essence of Research Methodology - Complete Book. In *Zhurnal Eksperimental'noi i Teoreticheskoi Fiziki*. <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:No+Title#0>

- Ju, J. (2021). The application of Herzberg's two-factor theory in management-taking Huawei and Lenovo as examples. *Proceedings of Business and Economic Studies*, 4(2), 47–51.
- Kabaru, M. W. (2019). *The influence of human resource management practices on employee retention in public universities in Kenya*. [Unpublished Master of Finance Thesis]. Strathmore University.
- Karunaratne, P. D. (2021). A SWOT analysis of remote working based on review of literature. *International Journal of Business, Technology, and Organizational Behavior*, 1(4), 253–262.
- Kathleen, A., & Macdonald, D. (2012). Research methods in physical education and youth sport. In *Research Methods in Physical Education and Youth Sport*. Routledge.
- Kenya National Qualifications Authority. (n.d.). Public universities. [https://www.knqa.go.ke/?page\\_id=1366](https://www.knqa.go.ke/?page_id=1366)
- Kimathi, F. K. (2020). *Effect of work-life balance on employee performance in public universities in Kenya*. [Unpublished Master's Thesis]. Chuka University.
- Kinasih, C. (2019). *Correlation analyze between working environment and reward with the employee motivation PT. Iskita Beton Precast Tbk. In Jakarta*. [Unpublished Thesis]. UBS Business School.
- Krwashnan, R., & Loon, K. W. (2018). The effects of job satisfaction and work-life balance on employee task performance. *International Journal of Academic Research in Business and Social Sciences*, 8(3), 652–662.
- Kutsanedzie, F., Achio, S., & Ameko, E. (2015). *Comprehensive approach to research writing and publication*. Science Publishing Group.
- Lamont, C. (2021). *Research methods in international relations*. SAGE.
- Lau, S. Y., Chua, C. Y., Yap, P., Tay, L. P., & Ma, K. L. (2018). *Job stress, work-life balance and life satisfaction among hotel employees: Proactive coping as a moderator* (Issue August). [Unpublished Thesis]. University Tunku Addul Rahman.
- Legesse B, A., & Mohammed, A. (2020). Effects of flexible working arrangement on job satisfaction. *Business, Management and Economics Research*, 6(610), 135–145.
- Luhanga, U., & Harbaugh, A. G. (2021). *Basic elements of survey research in education: Addressing the problems your advisor never told you about*. Information Age Publishing, Incorporated.
- Magaji, N., Akpa, V. O., & Ogundiwin, I. J. (2021). ... *Compensation Packages and Work-Life Balance on Employee retention of Selected Private Universities in Ogun State, Nigeria*. *ijrsm.com*. <http://www.ijrsm.com/wassues/pdf/file/Archive-2021/August-2021/6.pdf>
- Maina, K. (2021). *A guide to linear regression analysis in thesis writing for social sciences* (1st ed.). African Online School of Applied Research Skills.
- Mamahit, N. I., Worang, F. G., & Rumokoy, F. S. (2019). Factor analysis on employee retention at Ibis Hotel Manado. *Journal EMBA: Journal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 7(1), 1–16.

- Merga, H., & Fufa, T. (2019). Impacts of working environment and benefits packages on the health professionals' job satisfaction in selected public health facilities in eastern Ethiopia: Using principal component analysis. *BMC Health Services Research*, 1(494), 1–16.
- Mogeni, L. K. (2020). *Work-life balance practices and employee retention: A study of commercial banks in Kenya*. [Unpublished Doctor of Philosophy in Human Resource Management Thesis]. Jomo Kenyatta University of Agriculture and Technology.
- Montgomery, D. C., Peck, E. A., & Vining, G. G. (2018). *Introduction to linear regression analysis*. Wiley.
- Mugenda, O., & Mugenda, A. (2019). *Research Methods: Quantitative, Qualitative & Mixed Methods Approaches* (3rd ed.). Centre for Innovative Leadership & Governance.
- Muma, M. M., Ochego, C., Nzulwa, J., Ombui, K., & ... (2019). Influence of employee relations strategies on retention of employees in universities in Kenya. *WASSN 2348-3156 (Print) International Journal of Social Science and Humanities Research*, 7(2), 1–27.
- Mutua, M. (2020). *Handbook for reserch methodology; Quantitative, mixed and qualitative methodologies*. Aura Books.
- Muturu, E. M., & Mose, T. (2019). Effects of work place environments on employee retention in selected supermarkets in Kenya. *Human Resource and Leadership Journal*, 4(1), 1–9.
- Mwathi, L. N., & Nzulwa, J. (2019). Determinants of work-life balance in public universities in Kenya: A case of Moi University. *The Strategic Journal of Business & Change Management*, 6(2), 1829--1842.
- Naada, E. S., & Nani, G. (2021). *Assessing Herzberg's factors on project teams in a working environment (A case study of protean real Estate Ghana Limited)*. Elsevier.
- Nagwan, A., Tun, U., & Onn, H. (2021). Relationship between working environment, job satisfaction and employee retention on medical doctors in government hospitals. *Journal of Management Information and Decision Sciences*, 24(1), 1–11.
- Naitore, D., & Wanyoike, R. (2019). *Strategic human resource management practices on performance in selected public universities in Kenya*. [Unpublihed Master of Business Administration Thesis]. Kenyatta University.
- Naseer, M., Khan, S., & Khan, R. (2021). Employee retention and job satisfaction in the era of transformative marketing: An investigation in context of Pakistan. *International Journal of Management (IJM)*, 12(2), 640–653.
- Nasir, S. Z., & Mahmood, N. (2018). A Study of effect of employee retention on organizational competence. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 408–415.
- Ngunga, A. K., Ndubi, E., & Mutungi, M. M. (2021). Evaluating the relationship between worklife balance and organisational performance among five stars rated hotels in Nairobi County. *International Academic Journal of ...*, 3(10), 129–152.

[http://www.iajournals.org/articles/iajhrba\\_v3\\_i10\\_129\\_152.pdf](http://www.iajournals.org/articles/iajhrba_v3_i10_129_152.pdf)

- Njora, G. W., & Ndegwa, P. (2020). Motivation and employee retention in savings and credit co-operative societies in Nairobi City County, Kenya. *International Journal of Business Management, Entrepreneurship and Innovation*, 2(3), 87–101. <https://doi.org/10.35942/jbmed.v2i3.137>
- Nunkoo, R., Teeroovengadum, V., & Ringle, C. M. (2021). *Handbook of research methods for marketing management*. Edward Elgar Publishing.
- Ogbonnaya, C., Tillman, C. J., & Gonzalez, K. (2018). Perceived organizational support in health care: The importance of teamwork and training for employee well-being and patient satisfaction. *Group and Organization Management*, 43(3), 475–503.
- Orajaka, U. P. (2021). Reward of Management Practices for Employee Retention and Variable Payment to Public Institutions. *International Journal of Academic Research in Business and Social Sciences*, 11(3), 212–225. <https://doi.org/10.6007/ijarbss/v11-i3/8929>
- Orodho, A. J., & Kombo, D. K. (2002). Research methods. *Nairobi: Kenyatta University, Institute of Open Learning*.
- Panda, A. (2019). *Impact of work-life balance on employee retention: The mediation and moderation effect of employee commitment, psychological empowerment and organizational citizenship behaviour*. [Unpublished Doctor of Philosophy Thesis]. National Institute of Technology.
- Perera, U. D., Sampath, J. K. H., & Pushpakumari, M. D. (2019). *The impact of work-life balance on job performance of administrative officers of state universities in Sri Lanka*. [erepo.lib.uwu.ac.lk. http://www.erepo.lib.uwu.ac.lk/handle/123456789/188](http://www.erepo.lib.uwu.ac.lk/handle/123456789/188)
- Prasad, K. D. V., & Mangipudi, M. R. (2021). A general linear model approach: Development of psychological well-being, remote working, employee engagement, job satisfaction, scales, data analysis and reporting concerning to information technology sector. *Journal of Contemporary Issues in Business and Government*, 27(1), 1006–1034.
- Prasada, K. D. V., Vaidyab, R. W., & Mangipudic, M. R. (2020). Effect of occupational stress and remote working on psychological well-being of employees: an empirical analysis during covid-19 pandemic concerning information technology industry in hyderabad. *Indian Journal of Commerce & Management Studies*, XI(2), 1–9.
- Prayoga, Y., Hendry, R. S. M., Safri, H., & Nasution, M. F. (2020). The effect of employee retention, rotation of work, working environment and working spirit to employee performance with intention turnover as the intervening variables. *International Journal of Innovative Science and Research Technology*, 5(4), 415–419.
- Putra, K. C., & Pratama, T. A. (2020). The impact of flexible working hours, remote working, and work-life balance to employee satisfaction in banking industry during Covid-19 pandemic period. *Journal of Business and Management Review*, 1(5), 1–9.

- Remler, D. K., & Ryzin, G. G. Van. (2021). *Research methods in practice: Strategies for description and causation*. Sage Publications.
- Romero-Hall, E. (2020). *Research methods in learning design and technology* (1st ed.). Routledge.
- Santoso, B., Supriyati, Y., & Djamal, A. H. (2019). The effect of team work and motivation of nurses' work on the quality of health services at a military hospital in Indonesia. *2nd International Conference on Banking, Accounting, Management and Economics (ICOBAME 2018)*.
- Sawaneh & Kamara (2019)., An effective employee retention policies as a way to boost organizational performance.
- Segbenya, M., Oppong, N. Y., & Nyieku, I. E. (2021). Elements of working conditions and retention of course tutors in distance education in Ghana. *Journal of Business and Enterprise Development –*, 10(1), 29–52.
- Shamsi, I. R. H. Al, & Alsinani, S. (2018). A study of organizational factors and employee retention: The case of ministry of civil service in Oman. *Journal of Accounting, Business and Finance Research*, 3(2), 75–82.
- Sharma, S., & Sharma, A. K. (2021). Relationship between high performance work-based practices, employee satisfaction, productivity and retention in IT companies: A correlational study. *IUP Journal of Management Research*, 20(2), 37–52.
- Shirmohammadi, M., Au, W. C., & Beigi, M. (2022). Remote work and work-life balance: Lessons learned from the covid-19 pandemic and suggestions for HRD practitioners. *Human Resource Development International*, 25(2), 163–181.
- Silaban, H., & Margaretha, M. (2021). The impact work-life balance toward job satisfaction and employee retention: Study of millennial employees in Bandung City, Indonesia. *International Journal of Innovation and Economic Development*, 7(3), 18–26.
- Singh, D. (2019). A literature review on employee retention with focus on recent trends. *International Journal of Scientific Research in Science, Engineering and Technology*, 6(1), 425–431.
- Siruri, M. M., & Cheche, S. (2021). Revisiting the Hackman and Oldham job characteristics model and Herzberg's two factor theory: Propositions on how to make job enrichment effective in today's organizations. *European Journal of Business and Management Research*, 6(2), 162–167.
- Solo, A. M. (2021). Exploring job satisfaction and employee retention in a private higher education institution in Zamboanga city. *International Social Science Review*, 3(1), 1–9.
- Stanca, P. I., & Tarbujaru, T. (2021). Remote Working: How the Working Life Changed During the COVID-19 Pandemic. In *Ovidius University Annals, Economic .... stec.univ-ovidius.ro*.
- Taylor, R., Butterfield, R., Bharwani, S., Taylor, A., & Devischer, T. (2017). *Research methods for understanding and supporting decision processes in African cities*. Stockholm Environment Institute Oxford Centre.

- Thant, Z. M., & Chang, Y. (2021). Determinants of public employee job satisfaction in Myanmar: Focus on Herzberg's two factor theory. *Public Organization Review*, 21(3), 157–175.
- Tiampati, D. M., & Moronge, M. (2018). Influence of on the job training on employee turnover in chartered public universities in Kenya. *Strategic Journal of Business & Change Management*, 5(4), 1–17.
- Tirta, A. H., & Enrika, A. (2020). Understanding the impact of reward and recognition, work-life balance, on employee retention with job satisfaction as mediating variable on millennials in Indonesia. *Journal of Business & Retail Management Research*, 14(03), 88–99.
- Umma, M. A. G. S., Kengatharan, N., & Velnampy, T. (2021). *The work-life balance and job performance of academic and administrative heads of the north east universities in sri lanka: moderating role of emotional intelligence*. 192.248.56.27. <http://192.248.56.27:8080/jspui/bitstream/123456789/3357/2.pdf>
- Waititu, F. (2017). Effect of employee welfare programmes on employee performance: A case study of Kenya Railways Corporation. *International Academic Journal of Human Resource and Business Administration* |, 2(3), 611–631. [http://www.iajournals.org/articles/iajhrba\\_v2\\_i3\\_611\\_631.pdf](http://www.iajournals.org/articles/iajhrba_v2_i3_611_631.pdf)
- Wakio, R. (2019). *Influence of work environment on employee retention in level four and five hospitals in Machakos County*. [Unpublished Master of Business Administration Thesis]. South Eastern Kenya University.
- Wang, Y. L. Bin. (2021). Achieving effective remote working during the COVID-19 pandemic: A work design perspective. *Applied Psychology*, 70(1), 16–59.
- Wangila, R. N., & Kiiru, D. (2019). Employee Relations Strategies and Performance of Water and Sewerage Service Provider in Nairobi City County, Kenya. *International Journal of Current Aspects*, 3(III), 14–27. <https://doi.org/10.35942/ijcab.v3iii.27>
- Yeswa, E. M. Y., & Ombui, K. (2019). Influence of employee retention strategies on competitiveness of private hospitals in Nairobi County, Kenya. *International Academic Journal of Human Resource and Business Administration*, 3(7), 36–56.
- Zámečník, S., & Kožíšek, R. (2021). Employee retention in selected Spanish hotels: Motivation and satisfaction. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 69(2), 251–257.
- Zureehan, M., & Lee, K. L. (2022). The effect of top management support and collaborative team on project performance in Malaysian construction industry: Moderating effect of trust. *International Journal of Industrial Management*, 13(1), 422–437.

## APPENDICES

### Appendix I: Research Questionnaire

Dear Respondent,

My name is Charity Nyangati Gundi, I am a student pursuing Master of Business Administration (Human Resource Management) at Kabarak University. I am undertaking a study on **Effect of Work-Life Balance on Employee Retention of Academic Staff at Egerton University Nakuru County**. The study results are for academic purposes only.

Instructions:

Kindly tick the appropriate section.

#### Section 1: Personal Information

1. What was your gender? Female  Male
2. What was your age bracket? Below 25 years  26 – 35 years   
36 – 45 years  46 – 55  56 -65  66 and above
3. The duration worked in the university:  
Below 10 Years   
11-20 Years   
21-30 Years   
31-40 Years   
Above 40
4. Rank of Employment:  
Professor   
Associate Professor   
Adjunct Professor   
Senior Lecturers   
Lecturers

## Section II: Flexible Working Arrangements

Please tick (✓) the answer that describes your opinion to the following statements in relation to **Flexible Working Arrangements**. Using a 5 point Likert-type scale ranging from 1= Strongly disagree to 5=Strongly agree where 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = strongly disagree

Statement	1	2	3	4	5
In the University, there was flexibility of being given time off to attend to personal matters that may arise					
The teaching schedule was flexible in the University					
Flexible work setup in the University boosts the level of improvement.					
Flexible working arrangements in the University enhances job satisfaction levels					
Flexible working arrangements in the University serves to reduce job stresses					

## Section III: Remote Working Arrangements

Please tick ( ✓ ) the answer that describes your opinion to the following statements in relation to Remote Working Arrangements. Using a 5 point Likert-type scale ranging from 1= Strongly disagree to 5=Strongly agree where 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = strongly disagree

Statement	1	2	3	4	5
Remote working in the University has been associated to higher levels of job independence					
Remote working has been linked to increased feelings of isolation within the work environment					
Remote working has reduced work-life conflicts					
Remote working has led to improved quality of life					
Remote working has been connected with more relaxed working atmosphere					

### Section V: Team Support

Please tick ( ✓ ) the answer that describes your opinion to the following statements in relation to team support. Using a 5 point Likert-type scale ranging from 1= Strongly disagree to 5=Strongly agree where 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = strongly disagree

Statement	1	2	3	4	5
Consistently receiving team support allows one to attend to family events					
Team support was often received in execution of work functions					
Team support has contributed to the overall wellbeing in the work place					
Team support plays a crucial role in improving the work-life balance in relation to leave arrangements					
Team support has been adequately provided in the work place					

### Section VI: Employee Retention

Please tick ( ✓ ) the answer that describes your opinion to the following statements in relation to employee retention. Using a 5 point Likert-type scale ranging from 1= Strongly disagree to 5=Strongly agree where 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = strongly disagree

Statement	1	2	3	4	5
The intention was to remain employed in the Institution for a long time.					
The institution workforce values and appreciates our work					
The institution demonstrates a commitment to work-life balance for employees.					
The institution provides opportunities for career growth and development					
Personal life was achieved and work responsibilities managed effectively.					

## Section Vi: Labour Policies

Please tick (√) the answer that describes your opinion to the following statements in relation to Labour policies Using a 5 point Likert-type scale ranging from 1= Strongly disagree to 5=Strongly agree where 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = strongly disagree

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The employer adheres to the Labour standards and practices					
Labour policies provides training at the place of work					
Labour policies provide security to our work					
Labour policies contributes to the safety and well being at work					
Labour policies help reduce the risk of accidents and injuries at work					

## Appendix II: KUREC Clearance Letter



### KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157  
KABARAK, KENYA  
Email: [kurec@kabarak.ac.ke](mailto:kurec@kabarak.ac.ke)

Tel: 254-51-343234/5  
Fax: 254-051-343529  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

OUR REF: KABU01/KUREC/001/12/10/23

Date: 24<sup>th</sup> October, 2023

Charity Gundi,  
REG No. GMB/NE/0103/01/19  
Kabarak University,

Dear Charity,

**RE: EFFECT OF WORK-LIFE BALANCE ON EMPLOYEE RETENTION OF ACADEMIC STAFF IN EGERTON UNIVERSITY, NAKURU COUNTY.**

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-121023**. The approval period is **24/10/2023 – 24/10/2024**.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**.
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

Sincerely,

for

**Prof. Jackson Kitetu PhD.**  
KUREC-Chairman



Cc Vice Chancellor  
DVC-Academic & Research  
Registrar-Academic & Research  
Director-Research Innovation & Outreach  
Institute of Post Graduate Studies

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)

Kabarak University is ISO 9001:2015 Certified

**Appendix III: NACOSTI Research Permit**

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **248003** Date of Issue: **11/December/2023**

**RESEARCH LICENSE**



**This is to Certify that Ms. Charity Nyangati Gundi of Kabarak University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nakuru on the topic: EFFECT OF WORK-LIFE BALANCE ON EMPLOYEE RETENTION OF ACADEMIC STAFF IN EGERTON UNIVERSITY, NAKURU COUNTY for the period ending : 11/December/2024.**

License No: **NACOSTI/P/23/31668**

**248003**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.**

**See overleaf for conditions**

## Appendix IV: Approval to Conduct Research at Egerton University

**EGERTON**



**UNIVERSITY**

P. O. Box 536  
20115 - EGERTON

Tel: (051) 2217987, 2217781, 2217892  
Fax: (051) 2217805, 2217827  
Email: registrar.bca@egerton.ac.ke

**OFFICE OF THE REGISTRAR  
(HUMAN CAPITAL & ADMINISTRATION)**

**EU/APD/CR/2N**

**10<sup>th</sup> January, 2024**

Charity Nyangati Gundi  
P.O. Private Bag - 20157  
**KABARAK**

Dear Ms. Gundi,

**RE: APPROVAL TO CONDUCT RESEARCH AT EGERTON UNIVERSITY**

Reference is made to your letter dated 2<sup>nd</sup> January, 2024 on the subject above.

Permission is hereby granted for you to undertake research study titled **"Effect of Work-Life Balance on Employee Retention of Academic Staff in Egerton University, Nakuru County"**.

Please note that the confidential information so obtained during the course of your studies should be treated with utmost confidentiality. Purpose to share with us the results of your research.

Yours sincerely,

  
Maureen A. Ngala  
FOR: REGISTRAR (HUMAN CAPITAL & ADMINISTRATION)



MAN/cs

---

**"Transforming Lives Through Quality Education"**

**Appendix V: Evidence of Conference Participation**



**KABARAK UNIVERSITY**

**Certificate of Participation**

**Awarded to**

*Charity Gundi*

for successfully participating in the 13<sup>th</sup> Annual Kabarak University International Research Conference held from 30<sup>th</sup> and 31<sup>st</sup> October 2023 and presented a paper entitled *“Examination of Link Between Remote Working Arrangements and Employee Retention of Egerton University Academic Staff.”*

**Conference Theme**

Empowering the Youth through Digital Commerce

**Dr. Patrick Kibati**  
Dean, School of Business and  
Economics

**Dr. Moses Thiga**  
Director - Research, Innovation  
and Outreach

**Kabarak University Moral Code**

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

## Appendix VI: List of Publication



European Journal of Human Resource Management Studies

ISSN: 2601 - 1972

ISSN-L: 2601 - 1972

Available on-line at: <http://www.oapub.org/soc>

DOI: 10.46827/ejhrms.v8i1.1777

Volume 8 | Issue 1 | 2024

### EFFECT OF WORK-LIFE BALANCE ON EMPLOYEE RETENTION OF EGERTON UNIVERSITY ACADEMIC STAFF, NAKURU COUNTY, KENYA

Charity Nyangati Gundi<sup>1i</sup>,  
Emily Chepsero Tumwet<sup>2</sup>,  
Daisy Bowen<sup>2</sup>

<sup>1</sup>Master of Science Student  
in Human Resource Management,  
Kabarak University,  
Kenya

<sup>2</sup>Senior Lecturer, Dr.,  
Kabarak University,  
Kenya

#### Abstract:

This study investigated the effect of work-life balance on employee retention among academic staff at Egerton University in Nakuru County, Kenya. Specifically, it examined the impact of flexible working arrangements on employee retention. The research employed a causal research design with a sample size of 202 academic staff members, determined using the Taro Yamane formula. Data was collected through structured questionnaires and analyzed using descriptive statistics and linear regression analysis. The findings revealed a strong positive correlation ( $R = 0.863$ ) between flexible working arrangements and employee retention, with flexible working arrangements explaining 74.5% of the variance in employee retention. The study found that aspects such as flexible teaching schedules, work setups that boost improvement, and arrangements that enhance job satisfaction and reduce job stress significantly contribute to employee retention. However, the research also highlighted areas of concern, particularly the lack of flexibility in granting time off for personal matters. The study concludes that implementing flexible working policies can significantly enhance employee retention among academic staff. These findings contribute to the growing body of literature on work-life balance and employee retention in higher education institutions, particularly in the Kenyan context.

**Keywords:** work-life balance, employee retention, flexible working arrangements, academic staff, Egerton University

---

<sup>i</sup> Correspondence: email [cggundi@kabarak.ac.ke](mailto:cggundi@kabarak.ac.ke)