

**Impact of Social Support, Emotional Intelligence on Work  
Turnover Intention:  
A Cross-Sectional Study among Employees**

تأثير الدعم الاجتماعي والذكاء العاطفي على نية ترك العمل:  
دراسة مقطعية بين الموظفين

by

**HEERA HAMAD ALKETBI**

**A thesis submitted in fulfilment  
of the requirements for the degree of  
DOCTOR OF BUSINESS ADMINISTRATION  
at  
The British University in Dubai**

**September 2021**

الجامعة  
البريطانية في  
دبي



The  
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## **Abstract**

High employee turnover rate is a serious problem faced by most public and private sector organizations in the United Arab Emirates (UAE). While the most common reason for high employee turnover is inadequate financial remuneration, the existing evidence indicates that factors such as social support and emotional intelligence (EI) could also be related to high employee turnover. Generally, the available literature about the effect of EI and social support on employee turnover is scarce with even fewer studies in the context of universities in UAE. Since employee turnover could become a bigger challenge for the economy of the UAE in the future, it is imperative to explore the association between factors such as social support and EI and employee turnover in the UAE. Therefore, the goal of this study is to explore how social support and emotional intelligence could affect employees' turnover intention in the UAE setting.

A cross-sectional study was conducted in the UAE from June 2020 to July 2021. The sample comprised 452 respondents from thirteen universities and data were collected by using a questionnaire. The data were analyzed using SPSS and linear regression was performed to assess the factors associated with employee turnover intention. The results of the study showed that factors such as supervisor support, coworker support, sympathy, and self-regulation affected the employees' turnover intention while adjusting for age, gender, and work experience. Employees with high scores for social support (supervisor and coworkers' support), sympathy, and self-regulation were less likely to intend to leave the job. The results of this study, therefore, led to a conclusion that organizations should provide appropriate social support including both coworker and supervisor support to retain the employees in the universities.

**Keywords:** Social Support, Emotional intelligence, turnover intention, Employees, UAE

## الخلاصة

يواجه العديد من مؤسسات القطاعين العام والخاص في دولة الإمارات العربية المتحدة مشكلة ارتفاع معدل الدوران الوظيفي. قد يعتقد البعض بأن السبب الأكثر رجوحًا لهذه المشكلة هو قلة الأجور ولكن الأدلة الحالية تشير إلى أن عوامل أخرى مثل الدعم الاجتماعي والذكاء العاطفي قد تكون ذات ارتباط وثيق بارتفاع معدل دوران الموظفين. بشكل عام، لا تتوفر العديد من الدراسات الحديثة حول تأثير الذكاء العاطفي والدعم الاجتماعي على معدل دوران الموظفين، في حين أن هذه الدراسات تُعد أقل ندرة على النطاق التعليمي الجامعي في الدولة. من الضروري البحث بتعمق أكبر في العوامل المؤدية إلى ارتفاع معدل استقالة الموظفين مثل الدعم الاجتماعي والذكاء العاطفي، حيث أن هذه المشكلة قد تشكل التحدي الأكبر لاقتصاد دولة الإمارات العربية المتحدة في المستقبل. لذلك، فإن الهدف من هذه الدراسة هو اكتشاف كيف يمكن للدعم الاجتماعي والذكاء العاطفي أن يؤثران على نية دوران الموظفين في بيئة العمل في دولة الإمارات العربية المتحدة.

أجريت دراسة مقطعية في دولة الإمارات العربية المتحدة من يونيو 2020 إلى يوليو 2021. تتألف العينة من 452 مشاركًا من 13 جامعة وتم جمع البيانات باستخدام استبيان مخصص لهذا الغرض. تم تحليل البيانات باستخدام برنامج SPSS وتم إجراء الانحدار الخطي لتقييم العوامل المرتبطة بمعدل دوران الموظفين. أظهرت نتائج الدراسة أن عوامل مثل دعم المسؤول المباشر، ودعم زملاء العمل، وإبداء التعاطف، والتنظيم الذاتي أثرت على نية دوران الموظف أثناء تعديل العمر والجنس وخبرة العمل. وقد أشارت نتائج البحث بأن الموظفين الذين حصلوا على درجات عالية في الدعم الاجتماعي (دعم المسؤول المباشر وزملاء العمل) والتعاطف والتنظيم الذاتي أقل استعدادًا لترك الوظيفة. وبالتالي، أشارت نتائج هذه الدراسة إلى أنه يجب على المؤسسات أن تقدم الدعم الاجتماعي المناسب بما في ذلك دعم كل من زملاء العمل والمسؤول المباشر للحفاظ على الموظفين في المنشآت التعليمية والجامعات.

**الكلمات المفتاحية:** الدعم الاجتماعي، الذكاء العاطفي، نية الدوران، الموظفون، الإمارات العربية المتحدة

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## List of Abbreviations

EQ-i	Emotional Quotient Inventory
EI	Emotional intelligence
ESCI	Emotional and Social Competence Inventory
GCC	Gulf Cooperation Council
KSA	Kingdom of Saudi Arabia
OEA	Other's emotions appraisal
ROE	Regulation of emotion
SREIT	Self-report Emotional Intelligence Test
SPOS	Survey of Perceived Organizational Support
WLEIS	Wong and Law Emotional Intelligence Scale
STEM	The situational test of emotion management
TEIQue	Trait Emotional Intelligence Questionnaire
SEA	Self-emotion appraisal
TIS-6	Turnover intention scale
WLEIS	The Wong and Law Emotional Intelligence Scale
UAE	United Arab Emirates
UOE	Use of emotions

# Chapter 1: Introduction

## 1.1 Research agenda, research context and background

In a growing economy, employee turnover is said to be an invisible enemy. It has now become a challenge for the United Arab Emirates' (UAE) business sector, where the mobility rate of a skilled employee is high (Haak-Saheem and Brewster, 2017, Ewers, 2017). It also costs a typical organization a considerable loss of resources as well as harming their competitive position (Ayodele et al., 2019). The average number of years an employee has been with an organization is 6 years; this indicates a high turnover rate among the employees working in different UAE organizations (Ibrahim and Perez, 2014). Moreover, it was reported that the average time span of a typical manager in a UAE organization is up to two years only (Van Der Heijden, 2011). In another study of the UAE, they examined the impact of different factors (performance, satisfaction and job trust) in public and private organizations on turnover intention and found that public sector workers have less turnover intention compared to private sector workers (Zeffane and Bani Melhem, 2017). Similarly, a study by Al-Ali et al. (2019) on oil and gas organizations in the UAE found that turnover intention was directly and negatively related to job satisfaction (Al-Ali et al., 2019).

Mostly employees have some unique skill or knowledge for which they are recruited in the first place and then trained to use profitably. This is the reason for losing substantial revenue opportunities in Gulf Cooperation Council (GCC) and UAE organizations, other than acquiring high economic and non-economic expenses as a result of this turnover, like increased work load on the remaining staff, loss of productivity and cost of recruitment (Suliman et al., 2011). Understanding the process of turnover may help companies to take suitable actions which can eventually reduce the level of turnover and that will lead to reduction in costs, improved work outcomes and higher productive capacity (Hausknecht and Holwerda, 2013).

In the existing literature, turnover expectation is ordinarily utilized as a proportion of foreseen workplace turnover. Aim to leave, intention to quit or to leave and turnover aim are frequently utilized reciprocally (Fernet et al., 2017, Kangas et al., 2018). When the company or the organization fires the worker, it comes under involuntary turnover, while voluntary turnover means that the worker himself or herself terminates the relationship with the organization (Cao et al., 2013). Voluntary turnover acquires critical cost such as direct costs (substitution, enrolment and selection, temporary staff, the executives' time), indirect costs (confidence, pressure on outstanding staff, expenses of learning, item/administration quality, authoritative memory) and the loss of social capital (Dess and Shaw, 2001, Kroll and Tantardini, 2019). The issue of voluntary turnover has been thoroughly examined in the course of recent decades. For example, experimental studies demonstrate that a high rate of voluntary turnover is expensive for organizations since it contrarily influences authoritative viability and achievement (Rahman et al., 2013). Losing great workers can adversely influence an organization's competitive advantage, bringing down the morale of other staff (Agarwal et al., 2010), as well as decreasing profitability and work quality (Holtom and Burch, 2016).

The recent economic recession, which began in 2007, has brought a more prominent accentuation and a reestablished focus on voluntary work turnover. Globally, it is a serious aspect of economics in current times. It not only affects the economies of developed countries but also developing and underdeveloped countries (Nica, 2016, De Winne et al., 2019). Today, the world is economically more connected than at any other time in history. Generally, businesses that export their commodities outside their country or city of origin have a high level of dependence on the financial wellbeing of the developed economies both in developing and underdeveloped countries (Gereffi and Frederick, 2010). This global recession, from one perspective, triggered enormous job cuts and also created a feeling of job insecurity among those who kept their jobs and also had an influence in the medium to long term on workers'

behaviors (Direnzo and Greenhaus, 2011). Notwithstanding vulnerability and disturbance, employees make a cautious evaluation of the human resource practices of a company and its general treatment of workers (Armstrong and Taylor, 2020, Stewart and Brown, 2019). If a worker has a negative overall impression of an organization and its policies, their intention to leave an organization will increase. And this, in turn, may give more impetus to search for more stable and secure employment. Even though most of the countries around the world initiated economic recovery by the end of 2009, unemployment rates remained stubbornly high until the end of the year 2014 (Draghi, 2014). This recent situation warrants a review of the voluntary turnover process, especially in relation to organizational behavior and internal policies, and the overall process that leads employees to quit.

A few components correspond to workers' turnover: correspondence at workplace, condition, given tasks, compensation/salary and received benefits that dissatisfy the worker (Stamolampros et al., 2019, Hantoft and Boman, 2017, Hsiao and Lin, 2018). Nevertheless, the social contributors of turnover received less prominence in the research. Additionally, some other factors such as attributes of the organization, financial concerns, individual conflicts or chance to advance in their profession might push an employee to leave their current organization (Arnoux-Nicolas et al., 2016). In recent years, many research papers have been published to explore the effect of social support from colleagues and supervisors in the workplace on the worker's intention to leave (Wongboonsin et al., 2018b, Felps et al., 2009, Scott et al., 2014b, Chadwick et al., 2015). Social support in the working environment can be considered as one of the significant elements influencing workers, for example, work fulfillment, efficiency and prosperity (Rehman, 2018, French et al., 2018). Research has likewise recognized social factors as significant factors of employee turnover (Brassard and Méthot, 2006).

Studies by Scott et al. (2014b) and Chadwick et al. (2015) reported the negative influence of co-workers and supervisor support on employees' intentions to leave an organization. It can be stated as an inference of the literature research that social support from supervisors and other co-workers play a crucial role in an employee's intention to leave an organization (Wongboonsin et al., 2018a). Empathy and encouragement from supervisors or a lack thereof are often cited as the most influential factor in a person's decision to stay or quit their workplace (Wongboonsin et al., 2018a). If an employee feels that they are actively encouraged and their supervisor openly expresses their support, they are less likely to leave their current workplace (Malik et al., 2020). Similarly, if one finds social companionship with the people working alongside them, it creates a more relaxed and encouraging work environment which in turn establishes a more personalized connection between a person and the organization, and such people are less likely to leave (Karatepe and Olugbade, 2017, Lavy et al., 2017). This notion is also consistent with Maslow's hierarchy of needs (McLeod, 2007). According to Maslow's pyramid, belongingness and love lie above physiological and safety needs, which are the basic needs. This implies that even if a person's basic needs are being fulfilled, if their psychological needs are not met, they will most likely be discontent. Therefore, in order to achieve realization or fulfillment of one's talents and potentialities at a workplace, supervisors' and co-workers' support are instrumental in fulfilling one's psychological needs. While most of the research studies were conducted in the western world [for example (French et al., 2018, Scott et al., 2014b, Chadwick et al., 2015, Lambert et al., 2016)], there is a need to identify factors that lead employees to switch to another job. The role of the above components in the UAE setting has not been explored previously. Also, it is not clear how these elements interact with each other and the intention to quit has not been examined in the UAE setting, and this is the fundamental focal point of this research.

In addition to social support, there are some factors relating to the employees themselves and one of them is emotional intelligence (EI). Emotionally intelligent workers know how to use their emotions to regulate complex relationships in the workplace (Siegling et al., 2014). Goleman (1996) also proposed that when a person's emotional intelligence is high, one will feel content, get along with others, have a positive attitude, and have empathy for one's co-workers. He also emphasized that anxiety and the achievement of learning will be affected by emotional intelligence. A study found that work support from both supervisor and co-workers was closely related to job satisfaction (Mérida-López et al., 2019).

Emotions and their management have been found to exert an influence on employees' attitudes and behaviors, so therefore it now receives increasing attention in the fields of organizational management and psychology research (Ashkanasy and Humphrey, 2011). Emotionally intelligent workers know that how to use their emotions and regulate complex relationships at the workplace (Siegling et al., 2014). It has an impact on employees' attitude, level of commitment and on several job outcomes (Amjad, 2018). Furthermore, employees' physical, mental and professional development also depend on it (Luthans et al., 2014).

Emotional intelligence (EI) is an individual's capacity to adapt to the workplace, and includes several elements like self-regulation, self-awareness, self-motivation, sympathy, and communication (Khanifar et al., 2012). It has been an area of interest for many researchers of both management and psychology. The research on this topic has evolved since 1990 when EI's first paper was published by Salovey and Mayer. Researchers in management studies stated that EI is the key predictor of workplace outcomes (Jordan and Troth, 2011). Another researcher reported that emotions are the essential part of an organization but only a few studies have evaluated them at the workplace (Bande et al., 2015). Another research paper showed negative associations between EI and turnover (Firth et al., 2004, Akhtar et al., 2017). Similarly, it was also posited that the higher the emotional intelligence the lower will be the

workers' turnover intention (Wong and Law, 2002b). Exploring whether these elements assume a role in the UAE and the idea of such relationships would help proof-based management strategies that result in a decrease in employee turnover among workers in a governmental setup.

### **1.1.1 Research problem statement**

In recent years, many research papers have been published to explore the effect of social support from colleagues and supervisors in the workplace on the worker's intention to leave [e.g., (Wongboonsin et al., 2018b, Felps et al., 2009, Scott et al., 2014b, Chadwick et al., 2015)]. Social support in the working environment could be considered as one of the significant elements influencing laborers' work fulfillment, efficiency, and prosperity. It is considered the most important factor that affects the employees in various aspects. The literature review indicates that social support in an organization comes from supervisors or colleagues. However, the effectiveness of these two sources remains questionable (Monnot and Beehr, 2014, Nissly et al., 2005b). Therefore, there is a need to explore these two sources separately. Another component of the research is Emotional intelligence (EI). It has been an area of interest for many researchers of both management and psychology. It has an impact on employees' attitude, level of commitment, and on several job outcomes (Amjad, 2018). Researchers of management studies stated that EI is the key predictor of workplace outcomes (Jordan and Troth, 2011). A study that explores the relationship between emotional intelligence and turnover intentions among nurses found the negative influence of emotional intelligence on turnover intentions (Trivellas et al., 2013). In another study, they found that emotional intelligence has a moderate effect on employees' turnover intentions (Lee et al., 2019). However, of late, a study by Bartock (2019) did not find any association between emotional intelligence and voluntary turnover intention (Bartock, 2019). Despite conflicting findings,

there is a growing consensus that emotional intelligence plays a significant role in turnover intentions. Therefore, this research examined it further in our context as a predictor of turnover. Although turnover intention has been widely studied throughout the world, in the context of the UAE, researchers have found that the turnover rate will become a bigger challenge in the next couple of years for the economy of the country. Furthermore, there have been only a few studies published linking emotional intelligence and social support with turnover intention in the UAE. The number of published studies about EI and social support in the context of universities in the UAE is even smaller.

### **1.1.2 Research questions**

Most studies set in the UAE attempted to explore the role of job satisfaction, personal factors and turnover intention (Harhara et al., 2015, Suliman and Al-Junaibi, 2010, Jabeen et al., 2018, Al-Ali et al., 2019). Some other studies tried to find out the relationship between organizational factors and turnover intention (Suliman et al., 2011, Ibrahim and Perez, 2014, Zeffane and Bani Melhem, 2017). While there has been abundant research on the influence of turnover intention in the UAE in both public and private sectors over the years, studies examining the impact of social factors including colleague and supervisor support and employee commitment remain few and far in between. Moreover, studies on turnover intention in the UAE and its association with emotional intelligence are also quite scarce. Most of the studies cited in the literature search were conducted in western countries and there are a lot of differences among the social determinants and emotional intelligence factors between the western world and the UAE. Therefore, the research questions of the present study are:

***Research Question 1: Is there any influence of supervisor's support on work turnover intention in employees?***

**Research Question 2:** *Is there any influence of coworkers' support on work turnover intention in employees?*

**Research Question 3:** *Is there any influence of emotional intelligence on work turnover intention in employees?*

### **1.1.3 Aims and objective of the study**

This PhD thesis aims to explore how social support and emotional intelligence could affect employees' turnover intention in a UAE setting.

This study examined the individual effect of supervisor and co-worker support as well as emotional intelligence on the turnover intention process. It also compared the impact of social support and emotional intelligence on the turnover intention process. The subjects of the study were employees of both the government and private universities/colleges. Findings of the study was presented along with conclusions and recommendations.

The specific objectives of the study are:

To assess the extent to which supervisor support influences employees' turnover intention.

To assess the extent to which coworker support influences employees' turnover intention.

To assess the extent to which emotional intelligence influences employees' turnover intention.

### **1.1.4 Research Novelty and Contribution**

High employee turnover rate is a chronic and serious problem faced by most public and private sector organizations in UAE. While the most commonly attributed reason to high employee turnover is inadequate financial remuneration, research in other parts of the world indicate that this may not necessarily be the case. Thus, it is imperative to analyze the reasons behind an employee's decision to switch jobs after a relatively short period of service with a company or organization. Money may not always be the prime motivator; organizational work culture and

ethics often play a more significant role in motivating people to look for job opportunities elsewhere. Our study aims to analyze such reasons in detail, in the work environment of the UAE. This study provides decision makers at various public and private sector organizations with valuable insights into underlying reasons for high employee turnover. In the modern day business environment, education and training costs represent a substantial investment by companies and organizations in their employees. A high turnover rate means that such expenses become sunk costs for organizations, and they need to make such investments repeatedly, which makes them inefficient. If such organizations can be given proper insight into this endemic problem, they will be able to retain their valuable employees for longer periods of time, thereby increasing their overall organizational efficiency.

Another big factor which invalidates most of the research done in Europe or America for application in UAE and other Arab countries is the difference in work ethos between the Middle East and the western world (Pons et al., 2006). While the western world reveres and highlights individual efforts, most Middle Eastern cultures appreciate group work and individuals tend to refrain from glorifying their individual contributions due to various socio-religious reasons (Pons et al., 2006). Hence, it is important to apply social and emotional intelligence theories in a local setting from scratch, to gain a better understanding of the underlying sociological, psychological and religious needs and aspirations of the workforce, which influence their intentions and decisions to search for opportunities elsewhere. Thus, our research is crucial in exploring the social support and emotional intelligence related to turnover intention among the employees of government and private universities.

## **Chapter 2: Literature Review**

### **2.1 Introduction to chapter two**

This chapter gives a literature review on employee turnover, turnover intention, social support and emotional intelligence, which are the foundations for this proposal. The chapter starts with the definition of employee turnover, followed by the types of turnover. Moreover, the literature review chapter discussed all the potential research variables. I have discussed in detail the different turnover theories and emotional intelligence theory. Finally, I have discussed the different determinants of turnover intention and consequences of turnover intentions.

### **2.2 Employee turnover and Turnover Intention Definitions**

By definition, worker turnover is the movement of employees around the labor market, in between companies and among the states of employment, unemployment and inactivity (Burgess, 1998). Employee intention to leave an organization or turnover intention is a measurement of a worker's plan to quit their present position (Curtis, 2019). Workers quit their jobs for many reasons such as for better pay or because their spouse has relocated. Some leave their job due to the unreasonable behavior of colleagues or supervisors or low job satisfaction. In some cases they were simply fired (Horning et al., 2019, Goler et al., 2018).

### **2.3 Types of turnover**

There are two types of employee turnover found in the literature: voluntary and involuntary (Memon et al., 2016). But some authors (Heneman et al., 2003, Morrell et al., 2001) further categorize these types into four classifications: functional, avoidable, downsizing and discharge.

#### **2.3.1 Voluntary turnover**

Voluntary turnover is initiated by the workers themselves (Udechukwu, 2009). It is further broken down into two more categories on the basis of functionality, such as dysfunctional,

avoidable, and unavoidable turnover (Dalton et al., 1982, Abdali, 2011) (Abelson, 1987, Curran, 2012).

*Dysfunctional:* This is the resignation of a skilled employee or high performer who is difficult to replace, and this might be harmful to the company. Thus, the organization is usually concerned to retain such an employee (Allen et al., 2010, Dalton et al., 1982, Heneman, 2009).

*Avoidable turnover:* This could be potentially prevented by the certain employer actions such as an increase in salary or the giving of more favorable job assignments (Allen et al., 2010).

*Unavoidable turnover:* This occurs in unavoidable circumstances, such as death of the employee or relocation of his or her spouse (Burgess, 1998).

### **2.3.2 Involuntary turnover**

Involuntary turnover is initiated by the employer or organization, independent of the affected worker(s) (Morrell et al., 2001, Curran, 2012). It is further divided into the following categories: functional turnover, discharge turnover, and downsizing turnover.

*Functional turnover:* This is the exit of a poorly performing employee who is not difficult to replace. This is somewhat troublesome but not harmful and ultimately beneficial to an organization (Allen et al., 2010, Heneman, 2009).

*Discharge turnover:* This is the dismissal of the individual employee for job problems such as poor performance or discipline. It also refers to the sacking of dishonest workers from the organization (Rubenstein et al., 2019).

*Downsizing turnover:* This is to improve the company's effectiveness and to increase the growth of shareholder value. The company initiates cost reductions and restructures the organization (Holtom and Burch, 2016).

This differentiation is important for an organization to make strategies for the reduction of turnover especially dysfunctional and avoidable turnover, as these workers are those which companies want to invest in and retain (Parker and Gerbasi, 2016). There is a common misconception that all turnover is the same and similarly bad. However, the reality is different and even the cost varies across the different types (Parker and Gerbasi, 2016).

#### **2.4 Turnover intentions**

Turnover intention is a behavioral tendency of a worker to attempt to quit their workplace. Turnover intention is one of the strongest predictors of voluntary turnover. Unlike actual voluntary turnover, it is not definite (Sousa-Poza and Henneberger, 2004). In the same way, Cho et al described turnover intention as an employee's voluntary decision to quit their present organization (Cho et al., 2009). Extensive literature has been found in psychology and economics on the analysis of turnover intention (Sousa-Poza and Henneberger, 2004, Cohen, 2000, Mobley, 1977). Such intention to quit is a direct precursor and is good at predicting actual turnover (Mobley, 1977, Steel and Ovalle, 1984). Thirapatsakun et al. (2014) divided a worker's intention to leave an organization into three cognitive mechanisms: thinking to leave the job, intention to look for another job, and intention to leave the job. Thus, turnover intention directly effects on actual turnover decision; and this decision leads to various unwanted consequences, both for the company and the worker.

#### **2.5 Difference between Actual Turnover and Turnover Intention**

There is a difference between actual turnover and turnover intention, where turnover is the whole process in which an employee quits the organization and that organization replaces him or her with a new employee; while the turnover intention is the employee's plan to quit their position. It usually occur when the employee finds a better opportunity (Curtis, 2019). It is an integral concept in turnover literature where there is a close link between actual turnover and turnover intention. Before actual turnover, an employee starts with a turnover plan. And most

of the studies figure out turnover intention as the key element to an individual's act of turnover (Mobley, 1977, Steers and Mowday, 1981, Lu et al., 2019). A research paper examined the correlation between actual turnover and turnover intention; they found that turnover intention accounts for 9-25% of actual turnover (Dalton et al., 1999). A more recent study (Cohen et al., 2016) also pointed out that these two are distinct concepts at the organizational level and also predicted by different variables. However, studies that evaluate the relationship between actual turnover and turnover intention are limited and showed conflicting results (Cohen et al., 2016, Jung, 2010, Cho and Lewis, 2012). More precisely, one researcher reported that intention to turnover is a bad predictor of turnover itself (Jung, 2010). One study completely rejected this and reported an insignificant correlation between actual turnover and turnover intention, while others found intention as the strongest predictor of actual turnover (Allen et al., 2003, Lee et al., 2012, Jiang et al., 2012, Lu et al., 2019). Generally, both were found to be statistically correlated; however, the strength of the relationship was inconclusive (Cohen et al., 2016). Some studies found a direct and strong correlation (Mobley, 1977, Griffeth et al., 2000, Whitford and Lee, 2014). For instance, Cho and Lewis reported a correlation of 0.8, whereas other studies found a weaker and more insignificant relationship.

## **2.6 Causes/Determinants of employee turnover intention**

Several studies [for example (Jung, 2010, Steers and Mowday, 1981, Abdali, 2011, Al-Ali et al., 2019, Brewer et al., 2012)] have been done to investigate the reasons behind employees' turnover intention to reduce actual turnover rate. Based on certain factors, employees decide whether to stay or quit their job. Researchers (Kalemci Tuzun and Arzu Kalemci, 2012, Kwon, 2017, Lee et al., 2012, Saeed et al., 2014, Van der Heijden et al., 2009, McNall et al., 2009, Arnoux-Nicolas et al., 2016, Memon et al., 2016) found many factors, such as worker's own attitude, personal aspects, company's structure, job demands, worker's personal assessment of work-related company decisions, salary and bonuses/compensations, workplace trust and commitment, stability and prospects of job, growth and development, worker engagement to organization, affirmative feelings, social support and organization/managerial policies (Aladwan et al., 2013, Van der Heijden et al., 2009). For instance, Firth et al (2004) investigated different factors on employees' intention to leave a job. They found that work dissatisfaction, commitment to workplace and job-related stressors were the main factors that triggered employees' intention to leave the job. Although job stressors - work burden, job uncertainty and stress leading to workers' intention to leave the job - could be decreased by social support mainly from supervisors, there are fewer studies on turnover intention in the UAE. And the list is even shorter while this study explore factors that lead to such intentions to leave. There is a need to identify and understand different factors leading to such intentions (Harhara et al., 2015, Suliman and Al-Junaibi, 2010).

### **2.6.1 Employee Attitude**

Among the possible predictors of workers' intention to leave, the work-related attitudes of an employee play an important role and attract the most interest of researchers. In this, job satisfaction is directly related to employee turnover tendency (Johnston et al., 1990, Suliman and Al-Hosani, 2014). There is also a problem in that most of the Arab employees studied want

nothing less than a managerial position in the organization (Rice, 2004). Researchers also explored work, family and organizational relationships; they reported that workers who experienced work leading to family enrichment have fewer intentions to quit (Russo and Buonocore, 2012, McNall et al., 2009). A study conducted on the quality of work life of Emirati women (Jabeen et al., 2018) reported that quality of work life has a negative impact on Emirati women's turnover intention. However, this study was only conducted in the public sector and covered only female workers in Abu Dhabi.

In Saudi Arabia, research has been conducted to identify the relationship between employees' intention to leave and job satisfaction, benefits and salary (Iqbal et al., 2017). They found that job satisfaction is the key factor for employee retention in any organization.

Similarly, studies conducted in the UAE [e.g. (Abdulla et al., 2011, Jabeen et al., 2018, Al-Ali et al., 2019, Suliman and Al-Junaibi, 2010, Harhara et al., 2015)] found that job satisfaction plays a significant negative role in employee turnover intention. In addition, another study conducted by Waleed Al-Ali et al., (2019) found that the relationship between job satisfaction and intention to leave is mediated by job happiness. More specifically, it revealed a positive effect on employees' work performance and negative impact on workers' intention to quit that particular organization (Abdullah and Nusari, 2019).

### **2.6.2 Job security**

Job security has greater impact on turnover intention. Feelings of uncertainty about one's job will lead to intentions to leave that job. This can result in downscaling, mergers, or restructuring and these may affect a worker's way of thinking about that organization (de Jong et al., 2016, Davy et al., 1997). It indicates that the employer values the input of employees and wants to retain them in the company even in times of losses and economic downturns. Job security is related to both intentions to quit and actual turnover and is found in many studies. For instance,

a study by Stiglbauer et al. (2012) investigated the association between job security and turnover intentions. They found a negative effect of job security on turnover intention; however, this was mediated by well-being. It also increases the sense of job satisfaction and commitment, which helps in reducing employees' intention to leave an organization (Davy et al., 1997). A meta-analysis, which included 72 published research articles, confirmed that job security was related to employees' performance and intention to leave (Sverke et al., 2002). The authors in this meta-analysis also demonstrated that job insecurity is positively related to employees' turnover intention and this relationship is moderate and strong quantitatively with a moderate value for mean correlation (Sverke et al., 2002). An international comparative study (Sousa-Poza and Henneberger, 2004) used secondary data from 25 countries to compare job security and turnover intention. Besides a significant variation found across these countries, the association between job security and workers' intention to quit an organization was significant in most of the countries.

### **2.6.3 Feedback**

Researcher have also postulated that candid feedback can potentially be viewed by employees as intimidating in the Saudi work environment (Gopalakrishnan, 2002). This opinion is also supported by the Arab cultural practice of giving feedback via an intermediary to make sure that no false messages are passed across and no conflicts occur. Similarly, the situation is often intensified when performance of a Saudi national is compared to that of their expatriate counterpart (Iqbal, 2010). In such situations, performance comparison is instantly equated to bestowing of favors to foreigners and an opposition to Saudization, which is a term coined for the nationalization of jobs in the Kingdom (Iqbal, 2010).

#### **2.6.4 Lack of Personal and Professional Development**

Findings from another study suggested that workers offer their finest performance at work when they enjoy continuing progress in their capacities as well as skills (Neckerman and Fernandez, 2003). And vice versa when they perceive no progression in capacities and the current post does not satisfy or promote their ambitions, they are likely intend to seek another job (Neckerman and Fernandez, 2003).

Lack of opportunities for advancing their professional career is also one of the prime motives behind a person's decision to leave an organization (Yarbrough et al., 2017). People tend to consider joining other organizations more when they find opportunities for personal and professional growth to be limited or entirely dried up in their current organization (Nguyen et al., 2017). In such a case, they prefer to seek a position with a company that may offer better growth prospects or better monetary compensation (Iqbal et al., 2017). In a research conducted by Al-Ahmadi in 2002 on hospital nurses in Riyadh, Saudi Arabia, they established personal and professional growth opportunities as one of the best predictors of job satisfaction and an employee's commitment to the organization (Al-Ahmadi, 2002). In addition, another study conducted among bank employees in Saudi Arabia tested the hypothesis of influence of job satisfaction and organizational commitment on employees' turnover intention. The authors found that job satisfaction and organizational commitment are inversely related to employee turnover intention. More specifically, the authors revealed that higher levels of job satisfaction and organizational commitment among bank employees resulted in lower turnover intentions among their employees (Abouraia and Othman, 2017). Moreover, promotion policies, if perceived unfair by the employees, will affect their organizational commitment negatively more often than not (Mosadeghrad et al., 2008).

### 2.6.5 Ineffective communication

Communication has also been identified as a factor contributing to employee turnover; poor communication between management and blue-collar workers results in a higher job turnover rate. Leigh Branham's book *The 7 Hidden Reasons Employees Leave: How to recognize the subtle signs and acts before it's too late* as cited in Carsten (2006), points out inadequate communication between management and employees as well as between departments as a major reason behind employees' motivation for leaving their organization and looking for jobs elsewhere. Based on the findings of these studies, it can be reasonably concluded that poor communication from the management results in lowering of employee morale, and subsequent high turnover rate (Carsten, 2006). In a study done in 2016, it was found that multiple organizations in the Kingdom of Saudi Arabia (KSA) generally lack any long-term plans to ensure firm commitments from employees (Altarawneh, 2016, Iqbal, 2010). Furthermore, the majority of the organizations in the KSA do not have a philosophy for quality and even lack vision and a mission (Altarawneh, 2016, Iqbal, 2010). Thus, lack of adequate documentation of policies and procedures also indicate the manner in which such organizations operate (Altarawneh, 2016, Iqbal, 2010).

A communication consultancy firm Hill & Knowlton carried out a survey of more than 500 managers and workers across the GCC region, and they concluded that lack of effective communication by managers is the leading cause for motivation of employees to look somewhere else for important information about their employer. They noted that although managers in the KSA do realize the importance of intra-company communication, especially with the employees, they still failed to get their message across effectively (Iqbal, 2010). Al-Kinani (2008), thus, concluded that it is of utmost importance that the managers reconsider their methods of communicating organizational objectives to their employees. According to Al-Kinani (2008), only 53% of the employees in Saudi Arabia think of their managers as a

useful source for critical information, while 46% rely on external media and friends instead to gather information about their jobs (Al-Kinani, 2008).

### **2.6.6 Financial distress**

It can be characterized as a response, for example, mental or physical inconvenience, to worry about one's condition of general financial well-being (Brüggen et al., 2017). Specifically, it incorporates perceptions about one's ability to oversee financial assets, (for example, salary and reserve funds), pay bills, and it captures those with heavy debts and limited capacity to either self-insure or achieve smooth consumption over time (Athreya et al., 2019). Stressor events that add to financial distress include receiving notification from creditors and collection organizations concerning overdue repayments, giving checks with funds deficient to cover them, getting behind on charge installments, and stressing over whether one will be ready financially for significant life events such as retirement (Scott et al., 2018).

Financial distress and disappointment are exhibited in many ways for employees who work at various workstations in different capacities. Occupation execution, worker productivity, tiredness, non-attendance, retention, turnover, work commitment, work fulfillment, spirit and steadfastness are human fulfillment markers of employee results at workplace. The financially distressed workers spend time at their organization stressing over personal funds and managing financial issues as opposed to working (Ode-Dusseau et al., 2018). Therefore, they may require some investment from work to chat with associates about personal financial related issues, speak with creditors about overdue installments, and pay personal bills, balance a check book, or converse with a moneylender about a debt consolidation loan. Due to their finance-related interruptions, they cannot fulfil their typical duties, need to cut down their outstanding tasks at hand and are not ready to achieve as much as possible (Ting, 2017). In addition, affected employees might face lack of concentration while doing their job, reduced productivity and

confidence in the workplace and increased work delays and absenteeism (Sabri and Zakaria, 2015). This cycle further intrudes on workers' performance, working place participation and poses more noteworthy finance-related burdens aggregating pressure and financial stress. Individual financial distress adversely impacts the organization. Employees also seek jobs from where they can overcome their financial distress. Financial problems also contribute to increased turnover and financial incentives reduces employee turnover intentions (Ahmad et al., 2019).

### **2.6.7 Role stressors**

Role stressors and job uncertainty can also lead to workers' turnover intentions (Mahmood and Rauf, 2018, Inoue et al., 2018). Ambiguity relating to job or role means employees are uncertain about what their role should be (Kalkman, 2018, De Clercq and Belausteguigoitia, 2017). There is a difference between what an employer expects from a worker and what an employee should feel. Therefore, it could result in confusion between what is expected and how to encounter the expectation. Not enough information is laid out on how to effectively perform the job. Unclear instructions from supervisors or peers, uncertainty of performance evaluation or appraisal methods, substantial job pressure, and inadequate consensus on work or duties may lead to workers feeling dissatisfied with their job which eventually displays in an inclination to quit an organization (Dalimunthe et al., 2018, Gillet et al., 2016, Rizwan et al., 2017). Therefore, if roles of workers are clearly standardized and spelled out by employers or management or supervisors this can effectively decrease the degree of employees' intention to quit any organization based on lack of role clarity.

### **2.6.8 Organizational factors and Organizational commitment**

Organizational factors affect turnover, and workers show more preference to stay in a stable organization with a predictable work environment. A study conducted by Lee et al. (2012)

revealed that employees have lower intentions to leave their organization when they have a higher level of organizational commitment, and this also enhances organizational cohesiveness. They also suggest companies with high levels of corporate sponsorship also have lower level of workers turnover intention (Lee et al., 2012). Similarly, an employee's job satisfaction has a positive effect on organizational commitment and this in turn reduces the intention to quit (Yücel, 2012). Various studies have also been carried out in the UAE to evaluate the organizational factors and their effect on intention to quit. For example, findings from one study conducted in the UAE illustrated the mediating role of company commitment in between organizational justice and intention to quit (Alkhateri et al., 2018). In another study, the authors reported that the leader-member exchange lowered the turnover intention, whereas job satisfaction and organizational commitment acted as a mediator in between leadership and turnover intention (M. Abu Elanain, 2014). A study in the UAE reported that public organization employees' tend to stay longer and are more satisfied with the job as compared to private organization where they were significantly affected by job satisfaction and trust (Zeffane and Bani Melhem, 2017). A study of the oil sector in the UAE (Suliman and Al-Junaibi, 2010) reported the link between worker's turnover intention to quit and commitment. Data were collected from 600 employees. Their result showed a significant negative association between organizational commitment and turnover intentions. Hence, the organization displays a higher inefficiency level when there is a high degree of worker turnover. And I can say that the organization tends to be more stable with lower turnover, where employees feel comfortable and motivated. Likewise, the study examined the effect of organizational climate and turnover in the UAE Islamic bank and found that corporate climate plays a crucial role in staff turnover rate as perceived by the 70 recruited bank employees (Suliman et al., 2011).

## 2.7 Turnover Intention theories

### 2.7.1 Dual Factor Theory

The dual factor theory which is also known as the two-factor theory or Herzberg's motivation-hygiene theory was developed by Frederick Herzberg (*Figure 1*) (Herzberg, 1987, Herzberg, 2017, Balogh, 2013, Yusoff et al., 2013). Frederick Herzberg attempted to elucidate upon workplace motivation and satisfaction through dual factor theory. He suggested that satisfaction and dissatisfaction are affected by different sets of factors: motivation factors and hygiene factors, respectively (Asegid et al., 2014). He explained the concept through two sets of human needs: 1) the human need to grow psychologically; and 2) the animal need to stay away from pain (Ghapanchi et al., 2013). Likewise, dual factor theory comprises two elements that influences employees' turnover intentions: motivation factors and hygiene factors. Herzberg stated that factors that cause job satisfaction (motivation factors) differ from the factors that cause job dissatisfaction (hygiene factors). The word *hygiene*, utilized by Herzberg, is a different sense of the word from that used in the healthcare setting. *Hygiene* refers to job factors as maintenance factors that could help in avoiding dissatisfaction at work, but do not essentially offer satisfaction or encouragement. In his dual factor theory, he underscores the qualitative distinction between motivating and hygiene factors. For instance, while motivation factors such as awards and recognitions during a job produce job satisfaction, hygiene factors such as job security, if not seen, promote job dissatisfaction. Likewise, preserving hygiene factors would only prevent job dissatisfaction. The classic difference between both factors is that motivation factors are directly linked with work so he also defined them as job content factors; on the other hand, hygiene factors are not directly linked to work, so he referred to them as job context factors (Purohit and Bandyopadhyay, 2014, Asegid et al., 2014, Yusoff et al., 2013).

Motivation can be described as a process of encouraging employees to give outstanding performances. Motivation results from the interface between certain conscious and unconscious factors, for instance, the desire to achieve personal milestones and fulfil the hopes of an individual and his or her co-worker group. Motivation influences a person's strength, and often provides a roadmap for intended actions, which can result in beneficial outcomes. Certainly, highly motivated personnel will stay within the organization and be productive if given appropriate incentives and rewards such as holidays, bonuses, travel and other perks (Ganta, 2014). The hygiene factors involve organizational policy, supervision quality, workspace and environment, employees' bond with the top-level management and employees' relationship with colleagues. In a nutshell, hygiene factors can be defined as the factors that are linked with the environment in which they are executed. Though hygiene factors may seem trivial they are immensely important. If these needs are not met, this can often lead to employee turnover (Chiat and Panatik, 2019).

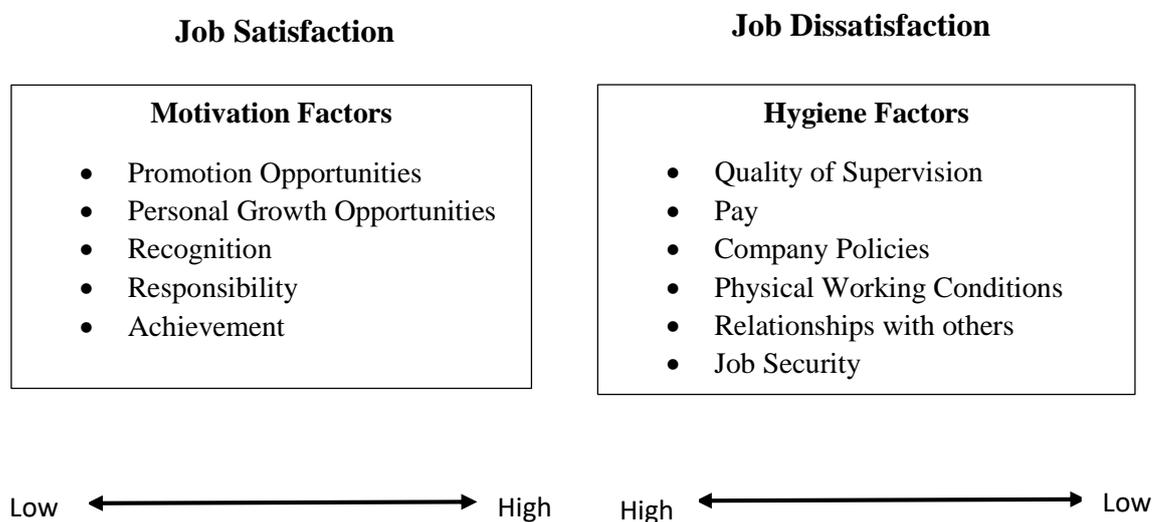


Figure 1 Herzberg's Dual Factor Theory

Adapted and Redesigned from Balogh, L. (2015) Sports Culture: The influence of organisational psychological factors on the performance of sports teams and organisations.

The Institute of Physical Education and Sports Science, Gyula Juhász Faculty of Education,  
University of Szeged, 10.

### 2.7.2 Social Exchange Theory

Employee and organizational relationships essentially depend on the scientific reasoning of Homan's (1958), Blau's (2017) and Emerson's (1976) social exchange which theorizes that employees respond or behave in ways similar to the way they are treated in their firms. It is the way of exchanging goods and services between employees and organization (Blau, 2017, Emerson, 1976a, Homans, 1958). The fundamental principle of social exchange theory is that humans in a social association decide whether to remain or end the relationship on grounds of comparison of benefits to costs for sustaining the relationship. In fact, these relationships are not only limited to financial means, but also include other social products such as friendship, comfort, dependence and support (Jeong and Oh, 2017). Research data, as per evaluation of exchange between organization and employees, suggests that apparent support from organization and exchanges between leader and employee forecast turnover intentions (Masterson et al., 2000, Wayne et al., 1997).

Research communications cite that employees' perception is a prognosticator of turnover intention (Joseph et al., 2007, Moore and Burke, 2002, Sattler et al., 2010). Often organizations have to deal with a shrinking budget even while the economy is improving. Because of which employees must manage with everlasting expectations for better productivity. In terms of social exchange theory, increasing workload is a potential fence to the optimistic relationship between organization and employee (Harden et al., 2018). Social exchange theory states that each party should have some sort of exchange such as compensation on which that mutual relationship will last. The employee brings his skillset into play in exchange for monetary benefits. It is reported that an unevenness in perceived workload adversely influences job satisfaction (Harden et al., 2018, Galup et al., 2008).

Research literature also supports the role of reward fairness in turnover intentions (Ahuja et al., 2007, Harden et al., 2018). As mentioned earlier, social exchange theory revolves around both psychological and financial exchanges between an organization and an employee (Cropanzano and Mitchell, 2005). The psychological gains include rewards: for instance, personal standing, growth and rapport with other colleagues. The satisfaction in social interaction occurs when employees obtain nondiscriminatory rewards for their efforts. The financial interactions include exchanges of tangible rewards: for instance, bonuses, promotions, and other monetary paybacks in the organization. Social exchange theory also implies that positive relations will last, but negative relations will most likely end. Financial rewards are a mutual benefit relationship between an organization and an employee supposed to reinforce the union as it indicates the organization's investment in the worker and therefore reflects high organizational commitment and low work turnover (Allen et al., 2003).

Social exchange theory theorizes that exchanges between organization and employees creates a feeling of organizational commitment (Harden et al., 2018). A handful of research studies have demonstrated a positive relationship between organizational commitment and turnover intentions (Becker et al., 2012, Rai, 2013, Vandenberghe and Bentein, 2009). The lesser the organizational commitment, the greater the turnover intention develops. Organizational commitment is described as the general feeling of employees regarding their organization and their wish to remain in the organization (Harden et al., 2018).

### **2.7.3 Theory of Organizational Equilibrium**

The Theory of Organizational Equilibrium was first suggested by March and Simon (1958). It claims that to balance the needs of the employees' contributions and inducements with that of organization. The Theory of Organizational Equilibrium is regarded as the first ever turnover intention theory (Holtom et al., 2008). As the name suggests, that turnover decision is taken

based on employees' weightage of their own contribution to the organization against the contribution made by the organization to the employees' life (March and Simon, 1958, Thomson, 2003, Brasher, 2016). It also states that perceived desirability and ease of movement and perceived ease of movement are key factors in determining the equilibrium of employees. They also influence job satisfaction, which in turn affects the intention of turnover (Holtom et al., 2008). As per the Theory of Organizational Equilibrium, job satisfaction is a relationship between employees' compatibility with diverse work roles at the organization, cordial relations at the organization, and on the coherence with the self-image of employees (Holtom et al., 2008, Brasher, 2016). It is important to mention that this theory defines the relationship between turnover intentions, size of the organization, transfer possibility and perceived movement desirability. As per the Theory of Organizational Equilibrium, turnover intention influences the organization size, which itself influences transfer possibility, then the transfer possibility affects the perceived movement desirability, which influences turnover intention, and the vicious cycle starts again with the influence of eventual turnover on the organization size (Long et al., 2012). Within this backdrop of effect of perceived desirability and ease of movement on employee turnover, according to Theory of Organizational Equilibrium (Holtom et al., 2008), there is a requirement of initiatives and measures that could halt turnover intentions and secure the employees' retention by achieving the balance between employees' contributions and organization.

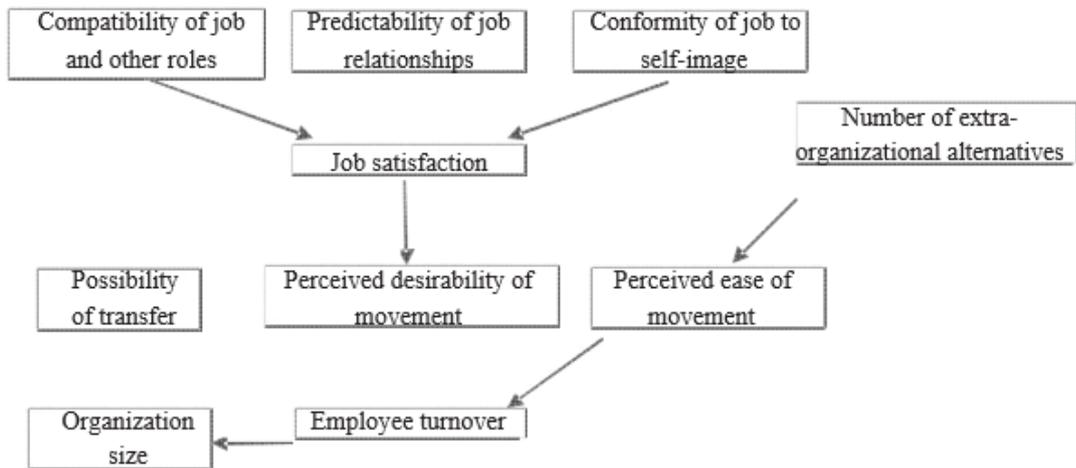


Figure 2 The Theory of Organizational Equilibrium.

*Adapted from NGO-HENHA, P. E. 2017. A review of existing turnover intention theories. International Journal of Economics and Management Engineering, 11, 2751-2758 (Ngo-Henha, 2017).*

#### **2.7.4 The Resource-Based View**

This theory was first proposed by Barney (Barney, 1991). The Resource Based Theory or View (RBT or RBV) proposes that resources add to the performance advantage in organizations especially when they are infrequent, irreplaceable and difficult to reproduce (Armstrong and Shimizu, 2007). This also explains how organizations enjoy competitive advantage over their competitors. Barney (1991) describes resources as “all assets, capabilities, organizational processes, firm attributes, information, knowledge, etc. controlled by a firm”. A firm is regarded as enjoying a reasonable advantage when it can satisfy its customers, and therefore maintain high performance compared to their counterparts. The resources are considered valuable when they result in high productivity and efficiency. It also highlights that a key resource can assist in sustaining a competitive advantage to the degree that the resource is tough to reproduce. From the viewpoint of the Resource-Based Theory or View, employees would remain faithful with the organization till they are valued and treated as special staff, in other scenarios they might go for turnover intention. The strategies for retention should thus try to keep employees’ desires and feelings in check to counterattack turnover intentions (Armstrong and Shimizu, 2007, Barney, 1991).

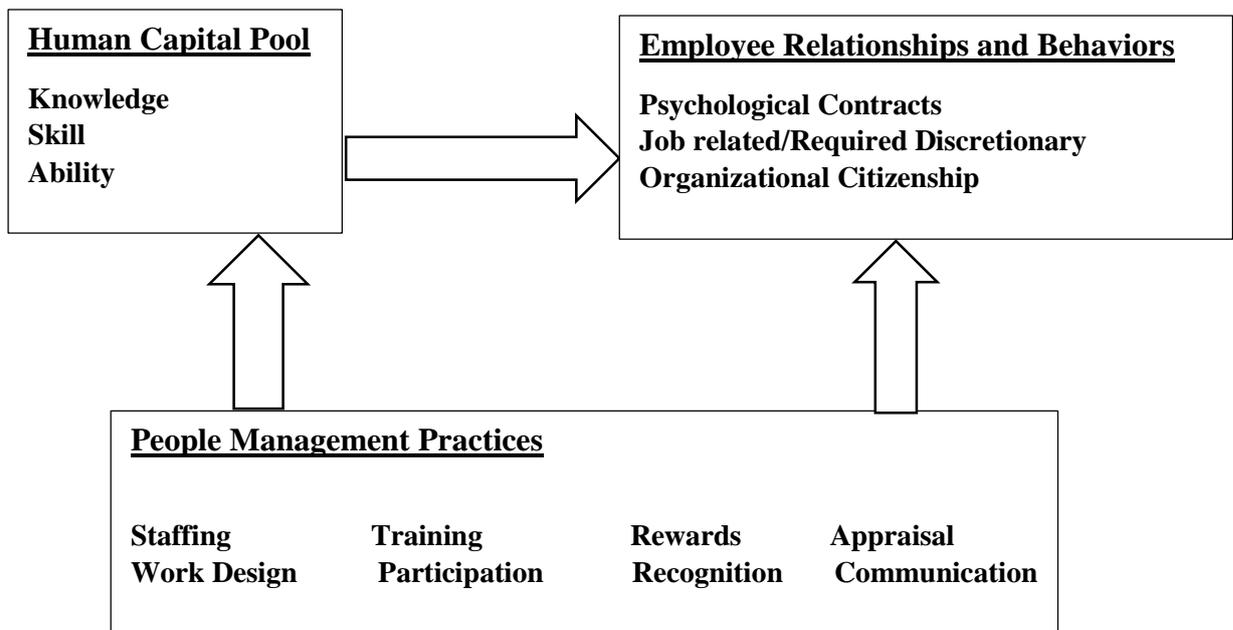


Figure 3 The Resource-Based View.

*Adapted from NGO-HENHA, P. E. 2017. A review of existing turnover intention theories.*

*International Journal of Economics and Management Engineering, 11, 2751-2758, page #:*

*2764(Ngo-Henha, 2017).*

### **2.7.5 The Equity Theory**

The Equity Theory was proposed by Adams (1965) to scrutinize justice in the workplace environment mainly in the study of organizational settings (Adams, 1965). However, later this theory was framed as a general theory of relationship between people that considers social interaction as an exchange of resources among individuals working in a given organization (Walster, 1973). The theory explains that people feel confident in an organization when they are dealt with transparently in their job's inputs in contrast to their outputs (Adams, 1965). The theory focuses on give-and-take relationships, where employees' give input and desire and get something in return from their organizations (Kollmann et al., 2020). It also explains that the evaluation of outcome value against the input value discloses a sense of justice or injustice for an employee or a reference group (Barto and Guzman, 2018). The reference groups could be relatives or colleagues, or they themselves depending on the situation. Inputs can be described as skills, experience and hard work of employees, and output can be salary, fringe benefits, appreciation and awards (Al-Zawahreh and Al-Madi, 2012). The Equity Theory also suggests that people try to rebuild equity whenever they feel a sense of unfairness. Therefore, the modification of inputs and outputs are equity rebuilding actions. As per Adams (1965), the Equity Theory is valid for turnover in labor and research in retention where turnover intention can be increased due to supposed unfairness. As a result, measures to sustain an equitable environment in work can be regarded as a strategy to retain the employee and lessen turnover intentions (Adams, 1965).

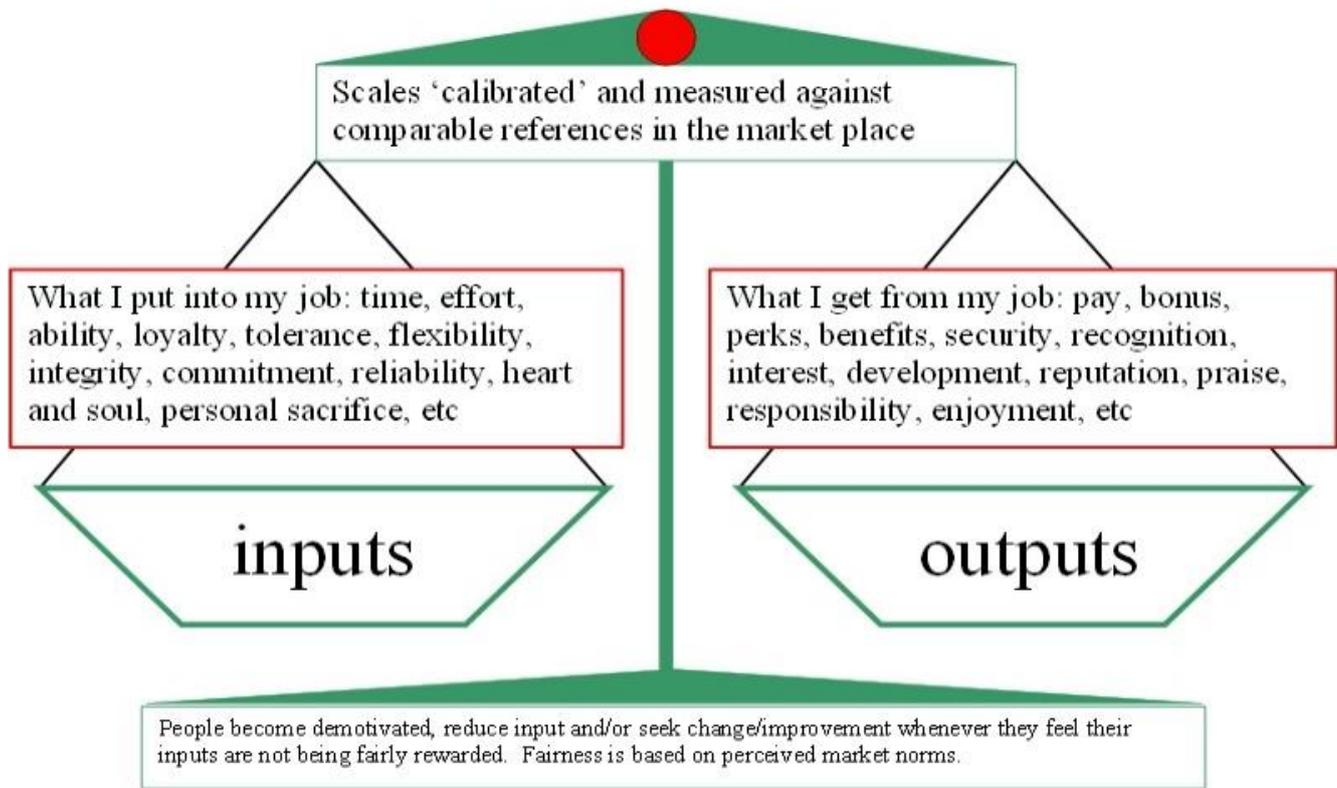


Figure 4 The Equity Theory.

*Adapted from NGO-HENHA, P. E. 2017. A review of existing turnover intention theories.*

*International Journal of Economics and Management Engineering, 11, 2751-2758 page #:*

*2765 (Ngo-Henha, 2017).*

### 2.7.6 The Expectancy-Confirmation Theory

The Expectancy-Confirmation Theory was forwarded by Vroom (Vroom, 1964). This theory states that everyone has expectations. If expectations are met positively then it leads to satisfaction. Similarly, if expectations are not met, it can result in dissatisfaction. The Expectancy Theory further states that satisfaction is determined by expectations before the event and after the evaluation of the event. It also says that people work in organizations with values and expectations and if these values and expectations are fulfilled by their organization, then they are most likely to stay in the organization (Jiang and Klein, 2009). Similarly, negative attitudes, for instance, absenteeism, low productivity and turnover intention from employees will increase if their expectations are not considered (Rathakrishnan et al., 2016). The Expectancy Theory is one of the most phenomenal theories in turnover intention research (Daly and Dee, 2006). In fact, turnover intention could be related with the employees' expectation such as working conditions, training, rewards and recognition (Majeed et al., 2018). From the perspective of the Expectancy-Confirmation Theory, organizational management should divert the efforts to fulfill the positive expectations of their employees to retain them, particularly, highly skilled employees (Rathakrishnan et al., 2016).

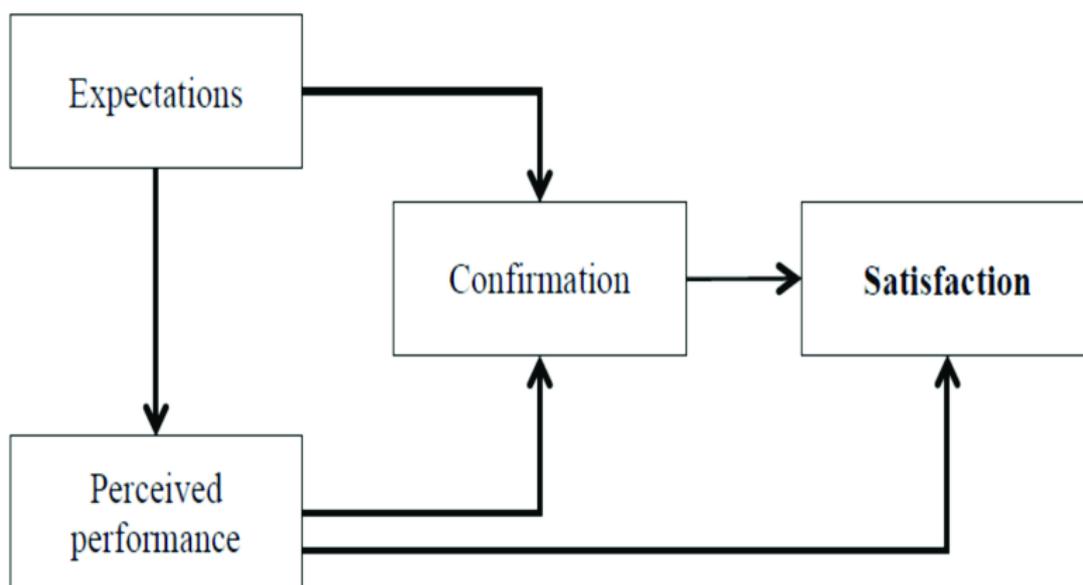


Figure 5 The Expectancy-Confirmation Theory

*Adapted from MAJEED, S., LU, C., MAJEED, M. & SHAHID, M. N. 2018. Health resorts and multitextured perceptions of international health tourists. Sustainability, 10, 1063.*

### 2.7.7 The Job Embeddedness Theory

Job characteristics do not affect turnover intention directly, but through influencing job embeddedness (*Figure 7*). Job embeddedness is a construct defined as the force which keeps the person from quitting their organization and is a result of three characteristics: link, fit and sacrifice (Nguyen, 2015). Mitchell *et al.* (2001) suggested that the three cores of job embeddedness would keep the employees from leaving their jobs. First, the higher the number of personal links within the organization, the more likely are the chances they might not quit the organization due to personal attachment. Second, the larger the values and goals of the individuals fits with those of the organization and the requirements of the job, the more the employee will sense a personal and professional bond with the organization and will not leave. Last, the higher the job benefits (salary, promotion prospects, bonuses, pension, etc.) an employee would lose by quitting, the greater the effort for them to terminate terms with the organization (Mitchell *et al.*, 2001, Shaw *et al.*, 1998).

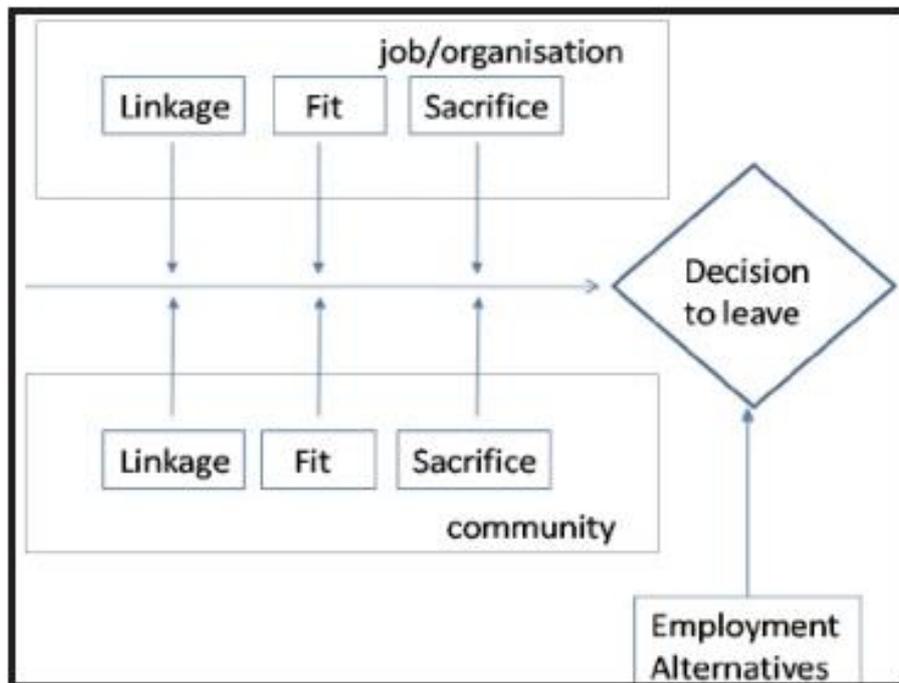


Figure 6 The Job Embeddedness Theory.

*Adapted from NGO-HENHA, P. E. 2017. A review of existing turnover intention theories.*

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### 2.7.8 Human Capital Theory

The human capital theory suggests that it is actually the education, knowledge and skills of the employees that possess economic value (Becker, 1994, Ghapanchi et al., 2013, Becker, 1962). Human capital is defined as the education, experience, training, relationships, intelligence and insight of the employees, which is the outcome of investment in employees, and which enhances the efficiency of an organization (Schultz, 1961). In order to increase human capital, it is suggested that investments in suitable training and education in relation to desired results must be implied (McMahon, 1991). In modern times, human capital theory says that human attitudes are built on the financial self-interest of individuals (Fitzsimons, 2017). This theory can be applied with regard to turnover intentions in organizations. The training organized by organizations could offer several benefits to employees such as new skills promising future prospects, respect and most importantly self-esteem (King, 2016). These attributes, as a result, contribute to the obligation of employees to remain faithful to the organization that has invested in their employees, and this eventually decreases turnover intention (King, 2016, Ahmed et al., 2017).

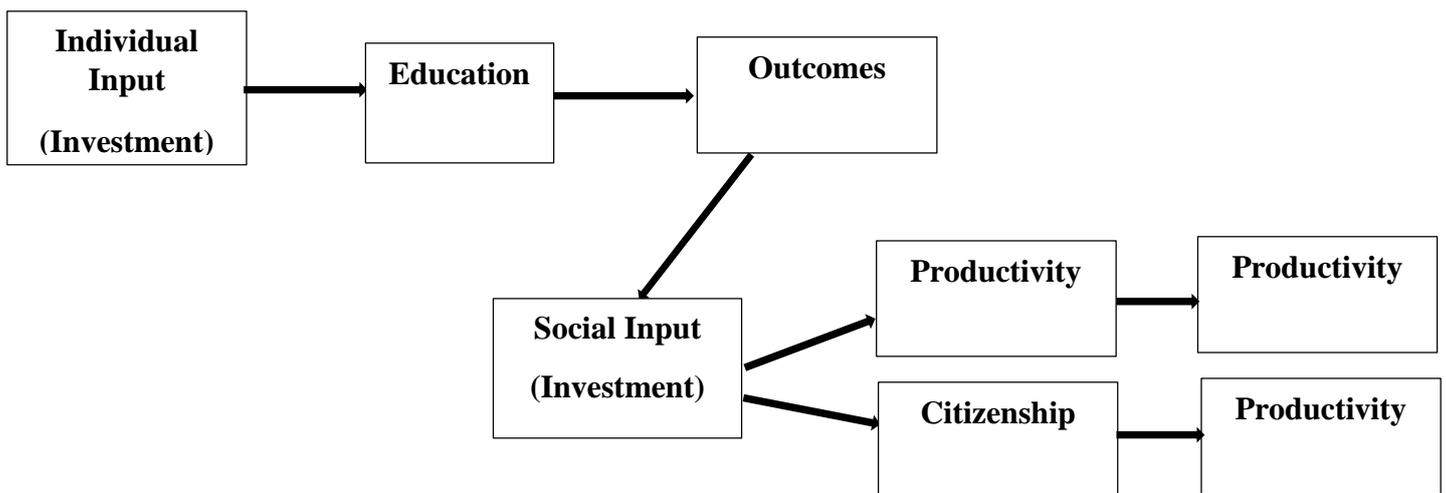


Figure 7 Human Capital Theory.

*Adapted from AHMED, A., ARSHAD, M. A., MAHMOOD, A. & AKHTAR, S. 2017. Neglecting*

*Human resource development in OBOR, a case of the China–Pakistan economic corridor (CPEC) page# 132. Journal of Chinese Economic and Foreign Trade Studies.*

Summaries of different theories on turnover intention are shown in table 1.

Table 1 Summary of turnover intention theories

Theories	Brief description
The Theory of Organizational Equilibrium (March and Simon, 1958)	It cites that balance is needed between the employees' contributions and the inducements offered to them. The Theory of Organizational Equilibrium is regarded as the first ever turnover intention theory
Dual Factor Theory (Herzberg and Mausner, 1959)	According to this theory, motivators and hygiene factors play an important role in lowering the chances of turnover.
Expectancy-Confirmation Theory (Vroom, 1964)	This theory states that everyone has expectations. If expectations are met positively, then it leads to satisfaction. Similarly, if expectations are not met, it can result in dissatisfaction.
Equity Theory (Adams, 1965)	The theory explains that people feel confident in an organization when they are dealt with transparently in their job's inputs and outputs
Social Exchange Theory (Emerson, 1976b, Cook et al., 2013)	This theory is based on the employee's socio-emotional needs. Workers tend to form social exchange relations with colleagues and supervisors as far as they can benefit from them.
Resource-Based View (Barney, 1991)	The Resource Based Theory or View (RBT or RBV) proposes that resources add to the performance advantage in organizations especially when they are infrequent, irreplaceable and difficult to reproduce

<p>The Job Embeddedness Theory (Mitchell et al., 2001)</p>	<p>Job embeddedness is a construct defined by the force which keeps the person from quitting his or her organization and is a result of three characteristics: link, fit and sacrifice.</p>
<p>Human Capital Theory (Becker, 2009)</p>	<p>It is based on the assumption that formal education is necessary for the improvement of the population's productive capacity. Thus it can be postulated that the higher the qualifications and experience of an employee the more marketable they are, which is a potential cause of more turnover.</p>

## **2.8 Social support**

### **2.8.1 Origin of social support**

One of the earliest definitions of social support found in the literature was by Cobb (1976) who defined social support as a person's belief that they are loved, valued and cared for as an integral part of a social network of mutual obligation. While another study said that it is a perception that an individual has access to help and assistance from (Mayo et al., 2012). At the workplace, social support is defined as an overall degree of cooperative social interaction accessible in the workplace from co-workers and supervisors (Jones et al., 2013).

It is considered as the most important factor that affects employees in various aspects. It was described as colleagues' willingness to support and assist each other while performing their routine tasks and thereby reducing work stress (Beehr et al., 1992). At the workplace it is defined as helpful interaction in which social support is available in the workplace from co-workers and supervisors (Quick, 1990). Some researchers reported that support from the people working in the same group is more beneficial and effective in not only reducing work-related stress but also in their retention in an organization (Limpanitgul et al., 2013, Kwon, 2017, Mutsuddi and Sinha, 2017). Studies (Scott et al., 2014b, Chadwick et al., 2015) reported that social support can reduce employees' turnover intention, whereas they also classified social support more precisely to include empathy, encouragement, companionship and expressive support (work-related tangible and informational support) and some non-work-related support.

### **2.8.2 Supervisor and management support**

Lambert et al (2016) highlighted in their study that if the management monitor work overload on their employees and also the relationship between supervisors and their assistants, this can lead to increased employees' work satisfaction and their commitment within the workplace (Lambert et al., 2016). In another recent study (Alén et al., 2017), researchers asserted that

social support (managers or supervisor) acts as a motivator to employees and encourages enthusiasm in employees' work which helps in reducing employee intentions to quit. On a similar note, Mathieu et al. signify that a supervisor's person-oriented attitude has a negative impact on the employee's intention to leave an organization as compared to his/her task-oriented or leadership attitude (Mathieu et al., 2016). Another study found certain factors that helped in retention of older employees, the most important of which is the effect of management and supervisor support (Shacklock and Brunetto, 2011). Similarly, by providing flexible working hours, financial support, job stability and job security, employers can reduce the turnover intentions in workers. Another study (Suliman and Al-Hosani, 2014) showed a positive impact of supervisory style on employee job satisfaction and in turn knowledge-sharing behavior of employees. Furthermore, employees show reluctance to easily express their emotions and opinions, but they provide support to others and it is considered highly honorable within the UAE.

### **2.8.3 Co-worker support:**

Similarly, if a person finds social companionship with the people working alongside them, it creates a more relaxed and encouraging work environment which in turn establishes a more personalized connection between a person and the organization, and such people are less likely to leave. Beehr and McGrath (1992) described that caring, co-worker's willingness to help each other, empathy, appreciation, respect and support in fulfilling daily activities in workplace can also reduce troublesome circumstances. It is dimension of social support in the organization (Bateman, 2009).

It can be stated as an inference of the literature I have examined that the social support (or lack of it) of supervisors and co-workers plays a crucial role in an employee's intention to leave an

organization. Empathy and encouragement from supervisors or a lack thereof are often cited as the most influential factors in a person's decision to stay or quit their workplace.

## **2.9 Emotional intelligence**

Emotional intelligence is described as the person's ability to perceive, understand, assimilate and manage the emotions of himself/herself and others (Mayer et al., 2004). Researchers find that high emotional intelligence is linked with better social relations and quality of life; while in the workplace this could contribute to higher job satisfaction and lower turnover rate (Siddiqui et al., 2013). Similarly, emotional intelligence also forecast the affirmative impact on worker's association with the industry (Wolfe et al., 2013). A study that explores the relationship of emotional intelligence and turnover intentions among nurses found the negative influence of emotional intelligence on turnover intentions (Trivellas et al., 2013). There are four aspects of emotional intelligence (Wong and Law, 2002b, Mayer, 2016)

1. Self-emotional appraisal (SEA): It is an ability to accurately perceive, understand and express self-emotions (Trivellas et al., 2013).
2. Others' emotional appraisal: It refers to understanding other people's feelings and emotions and guiding them on how to respond in stressful circumstances (Sánchez-Álvarez et al., 2016, Oh and Farh, 2017).
3. Regulation of emotions: It is regulation, management and monitoring of self-emotions (Samuel and Das, 2020, Reeck et al., 2016).
4. Use of emotions: It refers to the managing and expression of emotion in a creative and constructive manner (Stephens and Carmeli, 2016, Berg et al., 2017).

My literature search identified conflicted findings between emotional intelligence and turnover intention. Some studies found a negative impact (Trivellas et al., 2013, Hong and Lee, 2016), some found moderate effects on employees' turnover intentions (Lee et al., 2019), while some

did not find any association between emotional intelligence and voluntary turnover intention (Bartock, 2019). Despite conflicting findings, there is growing consensus that emotional intelligence plays a significant role in turnover intentions and therefore I examined it further in our context as a predictor of turnover. There three models of emotional intelligence are described below (O'Connor et al., 2019):

### ***Ability Emotional Intelligence***

The ability-based intelligence model utilizes questions related to ability-associated items. Ability measures do not need self-reporting from participants on numerous questions, but rather they are required to solve real-life emotions associated with complex problems that have either correct or incorrect answers. For instance, what emotion might you experience right before your job interview? (a) Upset, (b) Delight, (c) Anxiety, (d) All of the above). Ability-driven measures are good indicators of person's potential to comprehend emotions and how they process and work. Conversely since these models test maximum ability measures, they do not forecast classic behaviors including trait-based measures (O'Connor et al., 2017). Yet these measures are authentic, and predict a diverse array of outcomes such as work-linked behaviors including job satisfaction and job performance (Miao et al., 2017, O'Boyle Jr et al., 2011b).

### ***Trait Emotional Intelligence***

Trait-based measures assess emotional intelligence and its dimensions through self-report items. Individuals who score highly on certain measures of trait emotional intelligence have been suggested to have greater self-efficacy related to emotion-associated behaviors and are more competent in handling and adapting emotions of both themselves and others. They provide good forecasting of real behaviors in different situations as they can measure typical behaviors instead of maximal performance (Petrides and Furnham, 2000). Lately, meta-analyses have suggested that trait emotional intelligence can predict a range of job related

parameters such as job satisfaction, job performance and organization commitment (Miao et al., 2017, O'Boyle Jr et al., 2011b). This model was adopted by me for this research, and this is because this model subsumes domains that address how an employee handles emotion for himself or herself and also handles emotions for others. By adopting this model, the current research study explored the extent to which employee controls his/her emotions and the degree to which an employee is sympathetic towards others.

### ***Mixed Emotional Intelligence***

Mixed emotional intelligence is mostly used to assess mixture of traits such as social skills and abilities that intersect with other measures of personality. Typically, they are evaluated on self-report questionnaires; however, they often involve a 360-degree assessment form and self-report questionnaires along with numerous peer-review forms to be filled by colleagues, supervisors and subordinates (Bar-On, 1997). This is of utmost importance to forecast and better the work performance of employees in the organization. One key aspect is evaluation of emotional competencies, which can assist in enhancing individuals to enhance their professional success (Goleman, 1996). Research studies on mixed measures have demonstrated authentic predictions of manifold emotion-associated outcomes as mentioned earlier: job satisfaction, job performance and organizational commitment (Miao et al., 2017, O'Boyle Jr et al., 2011b).

There are indeed several methods through which emotional intelligence can be measured for ability, trait and mixed model as described below. For the current research, I have adopted the trait model to assess individual differences in trait emotional intelligence using The Wong and Law Emotional Intelligence Scale (WLEIS) and the Emotional intelligence scale (Di et al., 2020).

**Ability Model:**

1. Mayer-Salovey-Caruso Emotional Intelligence Tests (MSCEIT); and
2. i) The Situational Test of Emotional Management (STEM) and ii) The Situational Test of Emotional Understanding (STEU).

**Trait Model:**

1. Trait Emotional Intelligence Questionnaire (TEIQue)
2. The Wong and Law Emotional Intelligence Scale (WLEIS) Emotional intelligence scale and as mentioned above, this research study adopted the trait model.

**Mixed Model:**

1. Self-report Emotional Intelligence Test (SREIT).
2. Bar-On Emotional Quotient Inventory (EQ-i); and
3. Emotional and Social competence Inventory (ESCI) (O'Connor et al., 2019).

Table 2 Different Emotional Intelligence Measures

Tool Name	Theoretical Basis	Model	Description and Length
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer and Salovey, 2007, Mayer et al., 2003)	MSCEIT is a process-focused model that accentuates developmental stages in emotional intelligence, possibility for growth and the contributions of emotions towards intellectual enhancement.	Ability Model	Comprises 8 tasks which contain individual set of questions: A total of 141 questions and 4 constructs which include: facilitating thought; perceiving emotions; understanding emotions; and managing emotions.

	<p>The scale was based on literature concerning emotional intelligence and focusing on a person's handling of their emotions.</p> <p>There are several response formats. Some tasks involve pictures, and 5-point ratings, while some involve blended tasks and multiple-choice question. Answers can be either correct or incorrect for all of the questions just like intelligence quotient tests.</p> <p>The subscales can be described as: Perceiving Emotion can be defined as the ability to recognize your own and other's feelings.</p> <p>Facilitating Thought can be explained as the ability to generate emotions that can influence thought processes.</p> <p>Understanding Emotion can be defined as the ability to</p>		
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	<p>acknowledge the etiology of emotions. Managing Emotion can be stated as the ability to generate tactics that use emotions for a particular reason.</p>		
<p>Self-report Emotional Intelligence Test (SREIT) (Hall et al., 1998)</p>	<p>This self-report questionnaire for emotional intelligence was grounded on Salovey and Mayer's model explained above. A 33-item scale was formed. The questionnaire has good internal consistency of 0.90 and test-retest reliability of <math>r = 0.78</math>. Interestingly, the scale was evaluated against constructs such as non-verbal communication of affect, alexithymia, optimism, pessimism, clarity of feelings, attention to feelings, depressed mood, mood repair, and impulsivity and findings suggested good</p>	<p>Mixed Model</p>	<p>Self-reporting 33 statements and 4 factors which include: optimism; emotional appraisal; social skills; and emotions utilization</p>

	validity. Subjects respond to questions on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).		
Trait Emotional Intelligence Questionnaire (TEIQue) Long Form and Short Forms (Petrides and Furnham, 2001)	TEIQue Long Form The TEIQue measure is based on the trait emotional intelligence model, which theorizes emotional intelligence as part of a personality attribute. It is also defined as emotional self-efficacy. TEIQue Short Form. Short form questionnaire comprises of 30 items and the similar 4 attributes from the long form questionnaire. It also uses 360-evaluation strategy.	Trait Model	Contains 153 statements that can be self-reported and 4 factors with 15 facets which include: well-being; sociability; emotionality; and self-control
The Wong and Law Emotional Intelligence Scale (WLEIS)	The Wong and Law Emotional Intelligence Scale (WLEIS) Emotional intelligence scale is a 16-	Trait Model	The Wong and Law Emotional Intelligence Scale (WLEIS) Emotional intelligence scale measures 4 dimensions including

<p>Emotional intelligence scale (Wong and Law, 2002a)</p>	<p>item scale that assess the individual differences in the TEI with reasonable reliability and validity. Further, this is a self-report emotional intelligence scale based on the theoretical framework suggested by Mayer &amp; Salove and has a robust four-factor layout (Mayer and Salovey, 1997). WLEIS has convergent validity (Law et al., 2004) with respect to the pertinent measures of emotional intelligence and criterion validity with respect to personal well-being (Urquijo et al., 2016). The alpha reliabilities of WLEIS subscales range between 0.74 to 0.87 (Wong and Law, 2002a).</p>		<p>self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion. Each dimension further comprises of the four items each.</p>
<p>Bar-On Emotional Quotient Inventory</p>	<p>Mixed emotional intelligence consists of both</p>	<p>Mixed Model</p>	<p>Consists of 125 items, 5 factors and 15 subscales which involve, self-</p>

<p>(EQ-i) (Bar-On and Parker, 2005, Bar-On, 1997, Bar-On et al., 1997)</p>	<p>personality traits and cognitive ability. This scale highlights that personality attributes impact on the general well-being of an individual. Bar-On's model was grounded on empirical research into personal traits associated with emotional intelligence, specifically into social and emotional components of behavior. The EQ-i evaluates capabilities and the prospective of performance instead of performance itself. We can say that it is more process-focused rather outcome-focused.</p>		<p>perception; interpersonal; decision making; self-expression; and stress management</p>
<p>The situational test of emotion management (STEM)  The situational test of emotional</p>	<p>It is an ability-oriented measure of emotional intelligence. More specifically, it considers emotion-related abilities.  STEM</p>	<p>Ability Model</p>	<p>44 items for STEM, 18 items for anger, 14 items for sadness and 12 items for fear.  42 items for STEU, 14 items for context-reduced, 14 items in context</p>

<p>understanding (STEU) (MacCann and Roberts, 2008)</p>	<p>The STEM measure has two formats: multiple choice and rating format. All the items in the STEM questionnaire were constructed by performing semi-structured survey interviews of 50 subjects who narrated emotional encounters in the past 14 days STEU. As per this model, 17 emotions can be described by 7 appraisal parameters. The STEU consists of 42 questions and each represents emotional situations, and subjects are asked to select emotions that they might encounter. Overall, 14 emotions are analyzed in 3 dimensions; decontextualized, work life and private life.</p>		<p>of personal life, and 14 items in context of workplace.</p>
<p>Emotional and Social Competence Inventory (ESCI)</p>	<p>This is grounded on a mixed model of emotional intelligence considers</p>	<p>Mixed Model</p>	<p>Contains 110 items Evaluates 12 competencies arranged into 4 domains:</p>

<p>(Boyatzis et al., 2000)</p>	<p>emotional intelligence as comprising two domains: personality aspects and cognitive ability. The main focus of the model is to forecast success in workplace. It uses a 360-degree evaluation strategy. Authors included emotional competencies in each of the emotional intelligence constructs. Emotional competencies are considered as learned abilities, instead of inborn talents. One can achieve that talent by putting effort into it. Internal consistency of this scales is between 0.61 and 0.85.</p>		<ol style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Social awareness</li> <li>3. Self-management</li> <li>4. Relationship management</li> </ol>
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## **2.10 Goleman Hybrid Model of Emotional Intelligence**

Goleman EI theory comprises of five key variables: cognizance of emotions, management of emotions, self-motivation, identifying emotions of others, and handling interpersonal relations. As per this theory, a person with high emotional intelligence can effectively channel negative emotions and associated behavior into a positive one or a less negative one. Therefore, this can lead to optimal work performance from employees with high EI. Goleman also suggested that employees with high emotional intelligence will feel calm and composed and will easily befriend others and could sense changes in others' emotions. He also highlighted that in a similar way angst and learning could be affected by emotional behavior and emotional intelligence. In addition, Goleman further suggested that it is an ability of a person to respond in a specific situation with high self-awareness, social awareness, self-management and social skills effectively. Emotional intelligence is an ability to comprehend one's emotions and understand and guide own emotions appropriately. He also added personality characteristics into emotional intelligence, however, with no vivid boundaries and therefore now known as a hybrid model. In this model, Goleman treated emotional intelligence as social ability and quickly expanded this phenomenon into the management of a business. Hence, it resulted in organizations paying high attention to emotional intelligence (Goleman, 1996, Al-Atabi, 2016).

## **2.11 Rationale for Choosing Social Exchange Theory and Goleman Hybrid Model of Emotional Intelligence**

A social exchange theory has been widely applied in the research to depict that employees' commitment and involvement significantly influences their job performance (Van De Voorde and Beijer, 2015, Zhong et al., 2016). The social exchange theory works on grounds of reciprocal (give and take) relationships centered on honor and responsibilities. In other words, it is a reciprocal exchange and of indispensable significance because it creates formal bindings and dependent relationships between employers and employees. Furthermore, this theory states

that relationships of humans in general and employees in particular are rooted in an exchange process. Moreover, this theory implies that a person or an employee will weigh the risks versus benefits of working in an organization, meaning how many risks an employee will have to bear to get some benefits in return. If an employee feels that the benefits of working in an organization outweigh the risks, he or she will tend to remain in the organization and vice versa. The central link between public and private employees and their organizations is an optimistic employment association, from the perspective of an employee, which comprises three social exchange theory concepts: organizational support, psychological contract and job security (Latorre et al., 2016, Ertürk, 2014). Motivation stems from a consistent and long-lasting social exchange liaison, based on justice (Giauque et al., 2013). The social exchange theory also implies that perception regarding high performance among employees in the public sector affects public service motivation (PSM): a type of motivation for employees related to public service (Ongaro and Van Thiel, 2018). The existing literature also highlights how a social exchange theory plays a role in retaining the employees by providing them job satisfaction and in exchange employees show their commitment to the organization (Shacklock et al., 2014). Such exchange results in the improved retention of employees in an organization.

Likewise, the Goleman Hybrid model underscores the significance of emotional intelligence and how emotional intelligence plays a role in improving job satisfaction and employee retention (Goleman, 1996). The implementation of such theories in both private and public sectors would enhance employees' performance towards their responsibilities and their pledge to the organization and will inspire them to devote their energy and determination into given tasks. In the same way, government sector employees are inspired by the organization being dedicated to a durable exchange relationship with the employee. Secondly, employees are assured job security, so both the parameters of motivation are fulfilled. This strategy guides the leaders to look for the *human* part by employing the worker in the limelight and delineating

their separate psychosocial profile. Employees are not seen as a means of strategic resource for the organization anymore, but as humans who exhibit commitment towards the organization when leaders show concern for their welfare and comfort (Choerudin, 2016).

Given the importance of social exchange theory and emotional intelligence, it is important to deconstruct the role of social exchange theory and emotional intelligence in retaining the employees in a given organization. Since social exchange theory revolves around the concept of social support in terms of work environment relationships then this support can potentially enhance employees' capability, productivity, and overall task performance, which themselves are integral parts of emotional intelligence. Thus, it eventually improves employee retention and discourages employee turnover. When employees have high emotional intelligence and employers offer support as a result of their dedication, their performance, consistency and commitment elevate. Therefore, it is tempting to plausibly speculate that this theory would appropriately probe the value of relationships between social support, emotional intelligence, and turnover intention.

## **2.12 Research conceptual framework**

This research found a somewhat inconclusive relationship between social support (supervisor and co-worker), emotional intelligence and turnover intention. To date less is known about the interplay of dimensions of workplace supervisors' and co-workers' support and emotional intelligence as a predictor of employee turnover intentions and there is a lack of a theoretical framework. Therefore, the researcher intends to develop a conceptual model that links social support and emotional intelligence to turnover intentions to present a tool for measuring the causality between these as shown in figure 9. On the basis of a thorough investigation of the recent available published literature and theories that represent social support, EI and turnover intentions, I identify social exchange theory for social support and a Hybrid model for EI to develop this link.

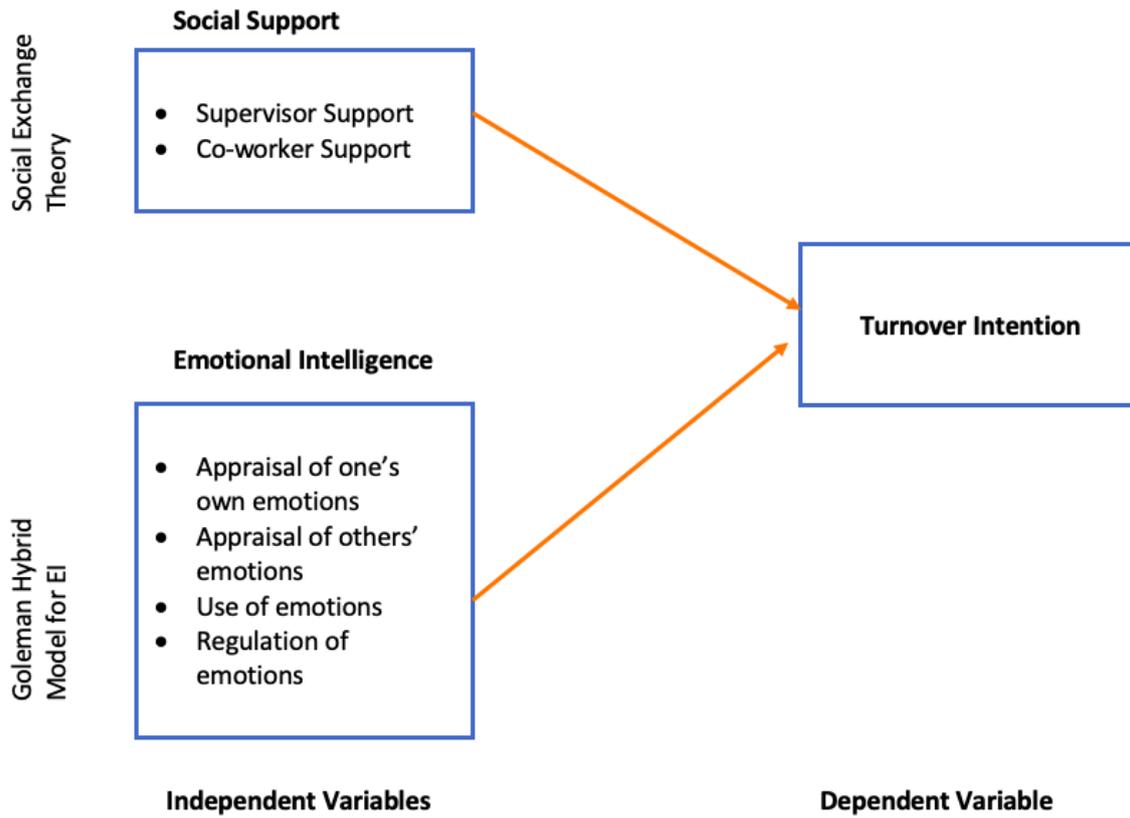


Figure 8 Initial Conceptual Model for measuring the impact of components of research thesis.

***Proposed Hypotheses***

***Hypothesis 1:*** Supervisor support has significant negative effect on employee turnover.

***Hypothesis 2:*** Coworker support has significant negative effect on employee turnover.

***Hypothesis 3:*** Emotional intelligence has significant negative effect on employee's turnover intention.

***Sub Hypothesis 3a:*** Appraisal of one's own emotions (SEA) has significant negative effect on employee's turnover intention.

***Sub Hypothesis 3b:*** Appraisal of others' emotions (OEA) has significant negative effect on employee's turnover intention.

*Sub Hypothesis 3c: Use of emotion (UOE) has significant negative effect on employee's turnover intention.*

*Sub Hypothesis 4c: Regulation of emotion (ROE) has significant negative effect on employee's turnover intention.*

## **2.13 Research Hypothesis**

### **Supervisor support and turnover intentions:**

A study reported that social support or lack of it in the workplace plays a crucial role in an employee's intention to leave an organization or stay (Chadwick et al., 2015, Alkhateri et al., 2018). Empathy and encouragement from supervisors or a lack thereof are often cited as the most influential factors in a person's decision to stay or quit their workplace. In another recent study (Alén et al., 2017), researchers asserted that social support (from managers or supervisors) acts as a motivator to employees; they maintain their enthusiasm towards their work and that helps in reducing their intention to quit. On a similar note, Mathieu et al. signifies that a supervisor's person-oriented attitude has a negative impact on the employee's intention to leave an organization as compared to his/her task-oriented or leadership attitude (Mathieu et al., 2016). Based on above literature review, I propose the following hypothesis:

*Hypothesis 1: Supervisor support has significant negative effect on employee turnover.*

### **Co-worker's support and turnover intentions:**

Scott et al. (2014b) reported a negative influence of co-workers on employees' intentions to leave an organization. If one finds social companionship with the people working alongside them, it creates a more relaxed and encouraging work environment, which in turn establishes a more personalized connection between a person and the organization, and such people are less likely to leave. Beehr and McGrath (1992) described that compassion, co-worker's willingness to help each other, empathy, appreciation, respect, and support in accomplishing

everyday endeavors in the workplace can also decrease problematic circumstances. It is the dimension of coworkers' support in the organization and can be stated as an inference of the literature search that the social support of supervisors and co-workers plays a crucial role in an employee's intention or lack of intention to leave an organization (Bateman, 2009).

This is further supported by an inverse relationship between coworkers' support and the degree of burn-out among workers and this type of support mechanism outperforms the other sources of support from family or non-formal sources of support outside the working environment (Brown et al., 2003, Lichtenstein et al., 2004, Shoptaw et al., 2000). A study conducted by Koseoglu (2020) showed that greater coworker support in the working environment prevents employees quitting their jobs (Koseoglu et al., 2020). Similarly, recently a meta-analysis conducted by Park et al (2020) found that assistance from coworkers is an essential element that affects the intention of employees to leave the job (Park and Min, 2020). The possible explanation for such findings is that sometimes employees may tend to burn out or become stressed in their working environment due to complex roles and increased burdens (Rousseau et al., 2009). Therefore, support from coworkers in the working environment can play a buffering role in maintaining the will of employees to retain their job.

*Hypothesis 2: Coworker support has significant negative effect on employee turnover.*

### **Emotional intelligence and turnover intentions:**

A higher level of EI is significantly associated with lower stress levels, lack of anxiety, well-being, fewer employees experiencing burnout, and less employee turnover (Karimi et al., 2014). Mayer (1997) postulated that workers with a higher level of EI showed high performance and therefore they had low turnover intentions. Similarly, a study that explores the relationship between emotional intelligence and turnover intentions among nurses found the negative influence of emotional intelligence on turnover intentions (Trivellas et al., 2013).

There is evidence that emotional intelligence helps employees have control over their emotions and for employees to comprehend the utilization of their social skills is useful for any organization. Emotional intelligence among people who are leaders of organizations can help them to retain employees and emotional intelligence has been considered as one of the key elements that could affect the turnover intention of employees (Mohammad et al., 2014). Previous research has suggested that emotional intelligence strongly influences workers who have the intention to leave their job due to family-work conflict and burnout associated with working environment (Lu and Gursoy, 2016, O'Boyle Jr et al., 2011a). This is because generally people's emotions rapidly change due to challenges both at the workplace and in personal or family life (Avey et al., 2009). The balance between work and family life will enhance the suitable emotions of employees that could be helpful in responding to a client's expectations that are useful to form a positive reputation of any organization. Therefore, having an insight about emotional intelligence and feelings of employees is important.

*Hypothesis 3: Emotional intelligence has significant negative effect on employee's turnover intention.*

## 3. Methodology

### 3.1 Introduction

The research methodology is the practice of gathering answers to specific questions in a systematic manner. Furthermore, a research approach consists of different phases and methods used by researchers to assess the feasibility of a subject in relation to a particular research sample (Collis and Hussey, 2013). It's not uncommon for there to be several paths to achieving a single target. This involves research into the factors that influence employee turnover intentions in the universities of the UAE. However, each study makes deliberate methodological choices in order to set his or her research apart from other studies on the topic. Overall, the research methodology is a written record of the steps taken by the researcher to arrive at the research's expected outcome. This chapter attempts to achieve the research goals and priorities that will help outline and justify the approaches and methods used in the current study's implementation. Generally, numerous diverse methods occur to collect the data for a variety of research forms, and as a result, this chapter describes the approaches and methods that have been determined to be the most beneficially suited to provide a consistent understanding of how social and emotional support affects the employee turnover intention in the UAE. In addition, the chapter will provide a brief overview of each particular methodological tool and its use in data collection, as well as a description of how the data is properly analyzed and interpreted. In addition, the chapter addresses the study's weaknesses and generalizations, as well as reliability issues and the overall validity of methodological tools in relation to the findings. These elements work in tandem with the researcher's theories and models in order to identify and locate the variables and correct models for the current analysis. The research's goals and priorities were also outlined in the previous chapters. This chapter focuses on justifications for why the researcher took a

particular philosophical stance and what research design was created to address the research questions in ways that are specific to this study, especially in the research strategy, data generation methods, and data analysis.

### **3.2 Research Onion Model**

Saunders et al. (2011) proposed an 'onion' model, which has been one of the most hotly debated methods to be recommended for use in the current research, along with other methodologies suggested in the literature that could be used in a similar research (Saunders et al., 2009) (See Figure 9). Observe the different layers shown in the figure 9, where it is possible to see that the overarching layer reveals the conceptual layer, which shows precisely what a researcher must do when beginning a study. The research carried out by Saunders et al. (2011) emphasized that methodology is described as a process of gaining additional information, a way to test various hypotheses, and a way to supplement an individual's current knowledge, both of which are based on a research query. Furthermore, the methodology is established to demonstrate the connection between epistemology, overall methodology, research methods, research issues, and theoretical perspectives across the same analysis. Furthermore research methodology is described as "the process followed by a researcher to realize the aim and objectives of a particular study" (Collis and Hussey, 2013) . It also assists the researcher in deciding on the foundation for how the analysis will link each section to make an informed decision. Many aspects of research methodology should be noted by researchers when conducting their own study, including the overall approach to research, as well as data collection and analysis techniques that may occur (Collis and Hussey, 2013). Furthermore, through the demonstration of that particular layer of the model that deals with various philosophical issues, the overall development and existence of knowledge have both been detailed (Saunders et al., 2009). These philosophical considerations include a deeper understanding of what constitutes suitable knowledge (epistemology) and the essence of truth (ontology). Certain academics have

discovered that research can be more than just a tool, although this diverse idea was criticized as only originating from a single point of view and therefore not entirely plausible (Anderson, 2019). Nonetheless, all research studies must always follow a firm philosophical position, as if this is not done, there is a danger of not completely comprehending the full concept of the research study. As a result, the following sections include a critical overview of one major interpretive epistemological problem and two ontological problems that are either empirical or subjective, in order to better understand how epistemological and ontological issues have influenced the current investigation. As a result, it will be clear which proven philosophies must be followed, as well as which are commonly used by various scholars.

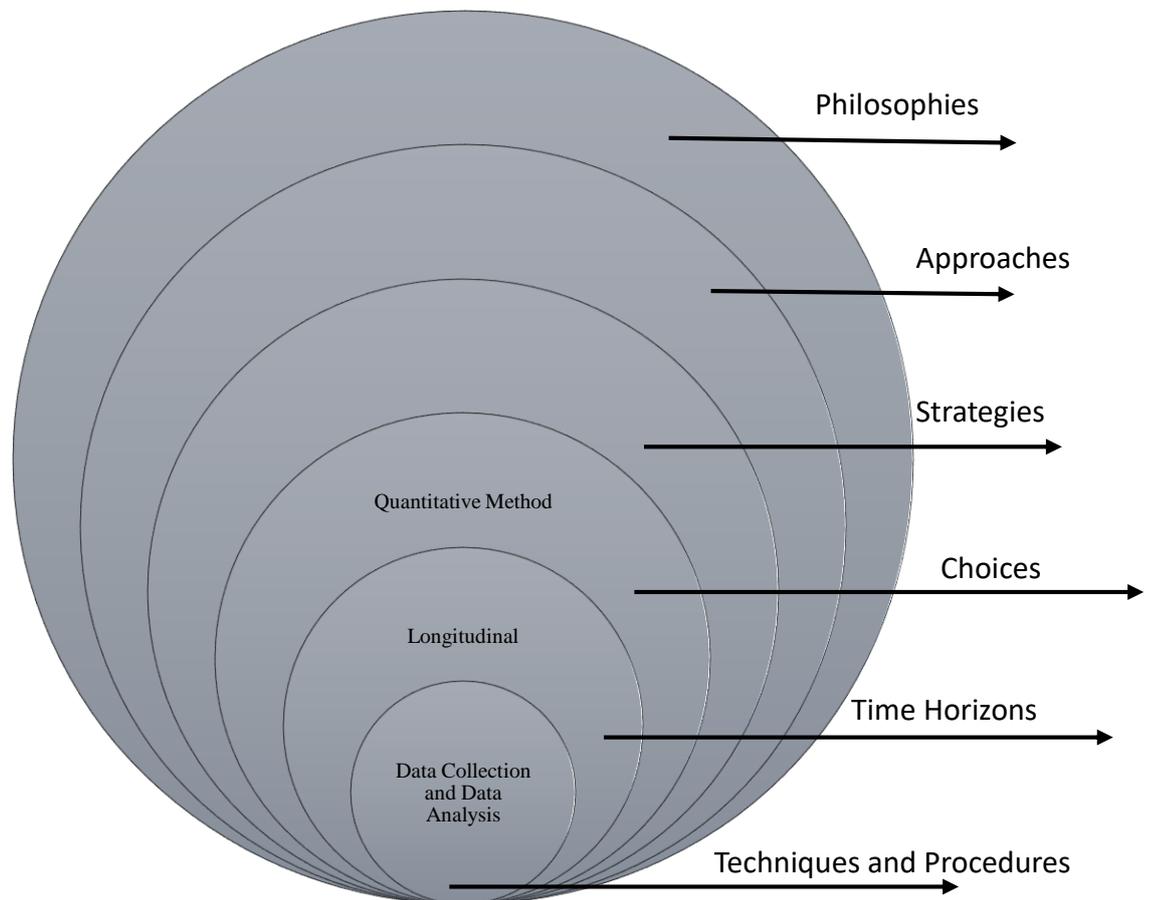


Figure 9: The Research Onion Model Recommended by Saunders et al. (2011), p. 138

### 3.3 Ontology and Epistemology

The ontology and epistemology that are included in this current research will be clarified by the researcher in the following parts. According to the science, the three components of a research theory are ontology, epistemology, and methodology (Brown, 2017). It is possible to obtain a metaphysical assumption about the essence of truth and the specification of a conceptualization through ontology (Scotland, 2012). Indeed, the term "ontology" continues to elicit a great deal of heated debate, as it relates to the question of life and has a long background in philosophy. Although ontology is used by researchers to analyze a perceived "truth," epistemology refers to the exact relationship that exists between that "reality" and the researcher. As a result, the analysis is guided to the methodology technique used by the researcher to investigate the fact. Epistemology is derived from a Greek term that means "philosophy of truth" or "how a person knows the universe."

The methodology, on the other hand, is the analysis of the person's strategies for attempting to achieve a deeper understanding of the world by first understanding how they came to that understanding. Epistemology, is "a metaphysical assumption of what constitutes true information in the light of the researcher's relationship to that being" (Steup and Neta, 2005). Furthermore, four distinct scientific paradigms have been identified: constructivism, critical theory, positivism, and realism (Scotland, 2012). In addition to understanding the three approaches, namely epistemology (concerns the acceptable knowledge in the field of study), ontology (concerned with the nature of reality) and axiology (explores the values of researchers in all stages of the process of research), there are three main epistemological positions, namely positivism, interpretivism, and realism. Each of these are discussed below with brief description.

### 3.4 Research Philosophy

Research philosophy is dependent on how one thinks to develop one's knowledge. This is the first and foremost layer that should be considered by a researcher. Generally, the research philosophy helps researchers address the beliefs, values and principles that are underlined in any proposed research study (Aliyu et al., 2015). More specifically, this philosophy helps researchers in brainstorming and thinking about proposed questions, making necessary interpretations, making reasonable arguments for and against these interpretations and trying to understand how concepts work in reality (Killam, 2013). One of the major purposes of research philosophy is that it offers a conceptual framework of thinking and helps to make an alignment of what researchers think and what they do in the field. According to Denzin and Lincoln (2000) there are three germane assumptions in the research philosophy including being (ontology), knowing (epistemology), and acting (axiology) (Madriz et al., 2000). More specifically, a question of ontology is how to know that a concept is true, while epistemology addresses a question of what values go into the particular concept, and axiology helps to understand how to apply that concept in the real world (Killam, 2013). In other words, it can be said that ontology helps to make a philosophical assumption about the reality, nature and the specification of a concept. This way it helps to assess and evaluate the perceived reality. On the other hand, epistemology helps to understand the correlation between that reality and the investigator performing the research. Lastly, axiology helps the researcher to write about the reality and its connection with the researcher (Killam, 2013, Aliyu et al., 2015).

Phenomenology has been described as a socially constructed term in which people themselves provide meaning. In fact, the concept is based on the belief that our perception of truth isn't objective or external. Furthermore, the study of phenomenology is based on how people perceive the environment in various ways (Neubauer et al., 2019). This was not, however, a common method, as some social scientists have argued against it. According to Easterby-Smith

et al. (2008: p. 44), “research philosophy consists of three different types of task: first, the collection and interpretation of the data required to answer the questions investigated is brought forward by new clarity in the research design and its methods and techniques; second, researchers are guided by the philosophy towards what are the best research designs, but to also comprehend the limitations of these designs; and third, researchers are guided to generate new innovative research designs that are contrasting to their prior experience, while also helping to adapt designs in accordance with the constraints of subjects or knowledge structures” (Easterby-Smith et al., 2012). The character that is included for analyzing, gathering, and using data in relation to any particular subject that is capable of being thought of as a tool and tactic that a researcher introduces into his or her work is known as research philosophy.

Within the design of science, there are often two distinct ideas that are associated with different ideologies. They are made up of epistemology, which is considered a true concept, and doxology theory, which is also considered a true concept. As a result, the most important goal of these various methods is to be able to transform ideas that are interpreted or believed into concepts that can then be shown to be true. As a result, two basic science theories have arisen from these concepts of research, both of which can be found in the Western scientific tradition, namely the positivist approximation and the interpretivist approach. Positivists believe truth is stable and are capable of gaining an objective perspective from which to observe and explain without interfering with the study's emphasis (Bashir et al., 2008). As a result, conclusions must be adaptable and repeatable, and the study's subject must be separated by various followers. In general, this type of research includes the treatment and manipulation of fact, as well as divergence in only one independent variable, in order to identify regularity and customize the correlation between specific components that consist of the adjacent social reality. Indeed, it is thought that predictions can be made based on this particular approach

previously detailed and clarified facts or truths, as well as their conflicting relationships (Englander, 2012).

Since knowledge that is not known as positivist is classified as invalid since it is considered to be merely empirical, positivism has evolved over time and has become an integral part of society. Furthermore, because of its natural relation to both the physical and natural sciences, positivism was suitable for all social sciences (Bashir et al., 2008). However, there has been much debate over whether the social sciences can be judged using a positivist framework (Greasley, 2007). In reality, positivist thought runs into some roadblocks and difficulties, which can be attributed to the positivist model's inadequacy or inappropriateness for the domain, such as the observable and obvious inconsistency and discrepancies in performance. Furthermore, positivism makes assumptions about truth and reality that were previously thought to be immeasurable under the positivist model, and so remain unexplored (Schadewitz and Jachna, 2007). Interpretivists believe that truth can only be completely realized and understood by personal intervention and perception of it, according to their theory. Furthermore, the interpretivist approach requires the study of phenomena in their natural environment, as well as the understanding that scientists cannot prevent influencing the phenomena they study. Scientists accept that different explanations and perceptions of fact which exist, but they believe that these explanations are (in and of themselves) part of the scientific knowledge that exists (Englander, 2012).

Positivism is focused on the scientific method's incorporation of social and mental research. Since positivism is concerned with the social and emotional, it seems natural that organizations concerned with these topics will use or be examined by positivist approaches. Furthermore, a positivist philosopher's job is to analyze what scientists think. This does not imply that one would consider a "meditative end to general conclusions," since they objectively analyze the key sentence and hypothesis analysis, avoiding the use of meaningless terms, and conducting

an analysis of the relationship between cause-and-effect interaction in the experiment (Greasley, 2007). Positivism contributes to the realization that social reality is shaped by the researcher's research theory at work. Unlike other theories, interpretivism can account for the fact that each researcher produces separate social realities by applying a specially tailored research philosophy to each piece of work, and this is something that interpretivism can account for. Qualitative data is used to provide a better qualitative understanding of the goals set for any given research project. When there is no intention of obtaining statistical data, the interpretive paradigm is used. There is no need to collect and analyze data quantitatively. As mentioned previously, a positivist philosophy was used in this research because it is more suitable for the current analysis. Along with the above explanations and justifications, it is important to note that the current study uses a quantitative data collection system.

### **3.5 Quantitative Research Methods**

Quantitative methods are often used to measure a certain problem through the generation of numerical data and may also result in data being theoretically converted into realistic statistics. These quantitative methods are used to measure various attitudes and behaviors, as well as differing beliefs and other factors, which can then be transferred to a larger population (Lazaraton, 2005). Furthermore, quantitative analysis uses observable data to formulate facts and construct the interpretation of various patterns, which can be generated through intricately organized data collection methods that perform better than qualitative data collection methods. Quantitative approaches are fundamentally different from qualitative methods in that they focus on the relationships between variables (Creswell and Creswell, 2017). Furthermore, they are focused on data aggregation, with the majority taking numerical values. Furthermore, since they abstract themselves from the natural world, researchers are less concerned with assigning significance to in-depth descriptive phenomena, and they seldom study it directly (Näslund and Management, 2002).

### 3.6 Qualitative Research Methods

In contrast to quantitative research methods, Qualitative research methods are helpful in understanding ideas, thoughts, or perceptions, and qualitative research includes gathering and evaluating non-numerical data (e.g., text, video, or audio) (Sofaer, 2002). It can be used to gain in-depth understanding of an issue or to generate new research ideas. Qualitative analysis is used to learn about people's perspectives on the environment. Although qualitative analysis has a variety of methods, they all concentrate on maintaining rich meaning when analyzing data. Grounded theory, ethnography, action analysis, phenomenological research, and narrative research are all popular approaches. They have some parallels, but their goals and viewpoints are very different (Sofaer, 2002).

### 3.7 Study design and study duration

This was a cross-sectional study with the purpose of investigating the effects of social support and emotional intelligence on employees' turnover intention in a UAE setting from June 2020 to July 2021. The employees were assessed for their turnover intention and its predictors or determinants such as social support, co-workers' support, and emotional intelligence. More specifically, using the cross-sectional study design, supervisors' and co-workers' support in employees' turnover intention were explored simultaneously at one point in time. These employees have already been exposed to predictors or determinants such as social support, emotional intelligence, and supervisors' and co-workers' support (X), and their turnover intention was assessed as an outcome measure (O). Thus, this study design can simply be illustrated as **X: O** (Figure 10). The cross-sectional study design is particularly fitting because at this stage of the research, the main point of interest is not yet the change of employees' turnover intention and its predictors such as social support, coworkers and supervisor's support over time. The current aim is not to determine the causality between various predictors associated with employees' turnover intention. This research was an initial

step to inform future, more rigorous designs.

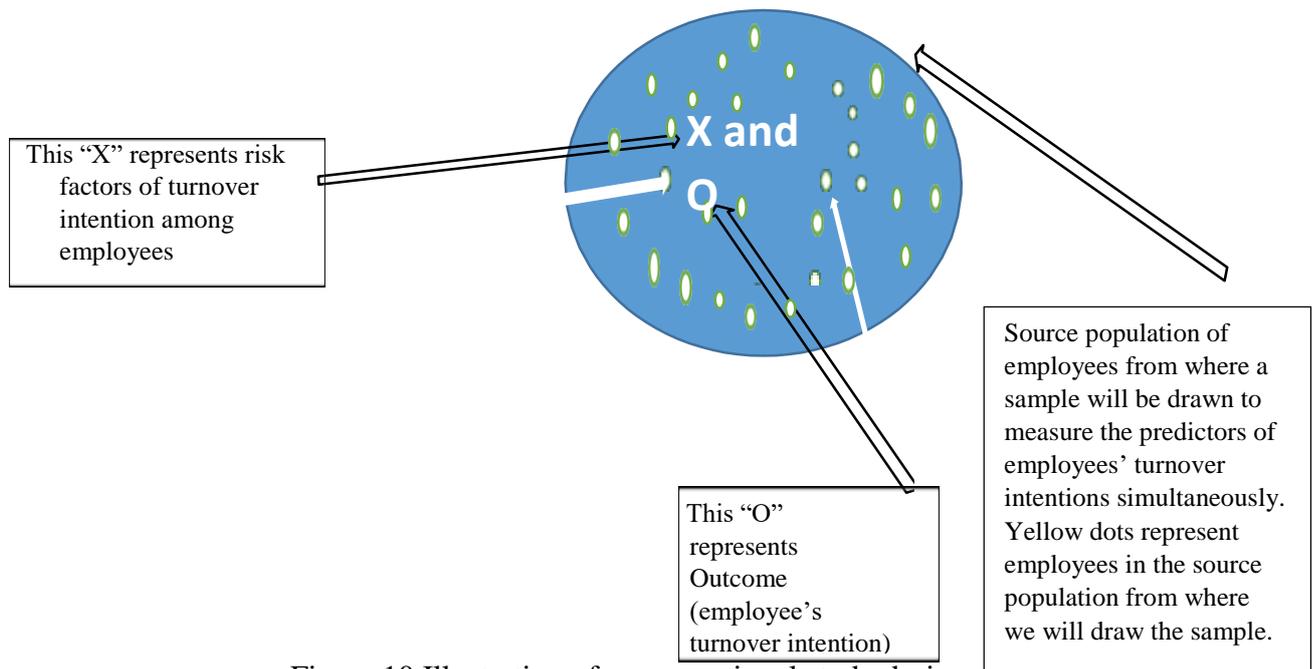


Figure 10 Illustration of cross-sectional study design

### 3.8 Population and settings

Individuals chosen for a study make up an overall sample, which is described as a group of individuals chosen to represent a larger group of the population from which they were originally chosen. As the researcher aims to generalize the findings from the study's findings, this target group applies to the entire population of members from a formulation of persons, events, or artifacts that are either actual or hypothetical (Barreiro and Albandoz, 2001).

The study was conducted in the seven emirates of the UAE including Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain, Ras Al Khaimah, and Fujairah (Dhabi, 2016). More specifically, the survey was completed by employees from 13 universities, of which 3 were government-sponsored public universities which represents all public universities in the country. The three public universities were the Higher Colleges of Technology, UAE, Zayed University and United Arab Emirates University (UAEU). The Higher Colleges of Technology (HCT) is one of the biggest institutions of higher learning in the UAE with 17 campuses across the country with separate colleges for male and female students. HCT offers higher education

in various disciplines, including Engineering Technology, Computer and Information Science, Applied Communications, Education, Business, and Health Sciences. Likewise, Zayed University is one of three higher education institutions in the UAE that are funded by the government. The Zayed University offers education in Business, Communication and Media Sciences, Arts and Creative Enterprises, Education, Humanities and Social Sciences, and Technological Innovation. Lastly, The UAEU is an accredited research-based institution that offers education in Business and Economics, Engineering, Food and Agriculture, Humanities and Social Sciences, Information Technology, and Medicine and Health Sciences.

Employees from randomly selected 10 private universities across the UAE were invited to participate in this survey. The largest 4 private universities that were invited were the American University of Sharjah, the American University of Dubai, Abu Dhabi University and Al-Ain University. The American University of Sharjah is an independent, private, not-for-profit, co-educational institution of higher education that offers education in Architecture, Art and Design, Business, and Engineering. Moreover, the American University of Dubai is a private, non-sectarian institution of higher learning in the UAE, which is accredited regionally by the Southern Association of Colleges and Schools. The university offers education in Architecture, Interior Design, Visual Communication, International Studies, Psychology, Business and Economics, Finance and Accounting, Management, Marketing and Marketing Communications, Education, and Engineering. Similarly, Abu Dhabi University provides study programs for both undergraduates and postgraduates and consists of four colleges along and English Language Institute. Lastly, Al-Ain University is a private institute that was established in the year 2004 in the Emirate of Abu-Dhabi and offers programs in Business, social sciences and engineering, humanities and education. The eligibility criteria were contingent on being an employee of either of these 13 universities, agreeing to participate, and intending to provide information online after enrollment in the cross-sectional study.

### 3.9 Sample size calculation

The sample size for this study was calculated based on important assumptions of a maintained significance level of 5%, power of 80% and effect size of an odds ratio (OR) of 0.70 or a Beta estimate of -0.36. More specifically, the main hypothesis of the effect of social support on employees' turnover intention was used to calculate the sample size for this study. The chosen effect size is the odds ratio for this study and in order to calculate the sample size the effect size had to be determined, i.e., how much of an effect is hypothesized to be evaluated for the study's outcome, such as employees' turnover intention when given social support and emotional intelligence. This effect size estimates the odds of outcome among exposed or odds of exposure among outcomes. Given the cross-sectional study design, the odds of outcome were assessed. More specifically, the odds of employees' turnover intention conditioned on social support (both of the supervisor and coworkers) and emotional intelligence were examined.

Different studies have reported a range of odds ratios, ranging from 0.55 to 0.88, while assessing the effect of social support and emotional intelligence on employees' turnover intention (Shahzad et al., 2018, Fong et al., 2018). Using the available studies from the literature on the same objective, an effect size (odds ratio of 0.70) from a recently conducted study on the same objectives of the effects of social support and emotional intelligence on turnover intention was used to calculate sample size for the current study. To be more conservative, an odds ratio (OR) of 0.70 was used to calculate the sample size for the current study. Approximately, more than 5000 employees are working in six universities in the UAE; therefore, when taking this number into consideration and using an OR of 0.70, it was found that a minimum of 537 employees were required to conduct this study at a 5% level of significance or 95% level of confidence, keeping a power of 80%. Since an online questionnaire was sent to the employees, the anticipated response rate is 60%. Therefore, the sample size was overestimated

based on the assumed response rate. Thus, after considering a response rate of 60%, the sample size was inflated to 752 in order to achieve the actual sample size of 537 employees. However, in the given study, we were able to collect the data on 452 study participants, showing a response rate of 84.17% in the current study.

### **3.10 Sampling technique**

Sampling is described as "the process of selecting a number of individuals to represent the larger group from which they were selected. The individuals selected comprise a sample and the large group is referred to as the population". (Etikan and Bala, 2017). Drawing a small sample from a large target population has the benefit of saving the researcher time and money compared to testing the entire population. There are three different methods of sampling. Probability sampling is defined as a method in which each sample has the same chance of being selected and this is further divided into stratified and simple random sampling techniques (Etikan and Bala, 2017). Purposive sampling is when the individual choosing the sample attempts to make the sample representative of his or her view or for a specific reason, making the representation subjective. Finally, no-rule sampling: if the population is homogeneous and there is no selection bias, we take a sample without any rules, and the sample is representative (Etikan and Bala, 2017).

For the current study design, a proportional stratified sampling technique was employed to ensure that universities with a larger number of employees are more represented than smaller institutes. A contact person in each institute was contacted to distribute the questionnaire on randomly (simple random sample) selected employees from each institute until the desired sample size needed from each university was reached.

### **3.11 Data collection tools**

A quantitative research approach with a cross-sectional survey design using a self-

administered completion questionnaire was distributed to the company's employees who are working in the six selected universities in the UAE. Items in the questionnaire were adapted and modified from previous studies to fit the research context (Hashim et al., 2019, Riaz et al., 2018). More specifically, a structured and validated questionnaire was used to collect data on demographics, coworkers, emotional intelligence, supervisor's support, and employee turnover intention. To develop a questionnaire for the proposed cross-sectional study, a series of validated questions were chosen from different studies in the literature conducted in neighboring countries with similar objectives (Hashim et al., 2019, Riaz et al., 2018). More specifically, we had adopted different scales from existing scales used in the literature. For example, Social Support scale was adopted using a twelve-item perceived social support scale to measure employees perceptions of social support from supervisor and coworkers (Zimet et al., 1988). The emotional intelligence scale was adopted using the Wong and Law Emotional Intelligence Scale (WLEIS) Emotional intelligence (Wong and Law, 2002a), while the scale for intention to leave the job was adopted using a three-item scale (Nelson and Quick, 1991)

In addition to this, in the light of previous research conducted and based on the literature review on the similar topic in different countries, the questionnaire gathered demographic and work-related information such as age (in years), gender, nationality, occupation, duration of time spent working at the company and particular department, which company they are working in, which department they belong to, job performance, and satisfaction with their current work (De Cuyper et al., 2011, Rathakrishnan et al., 2016). More specifically, the main variables used to measure job performance and satisfaction will include salary, incentives, benefits, motivation, praise, promotion, leadership role, social interaction, safety and security, and training to enhance the skills of employees. This project aims mainly to measure two types of the variables, including continuous and binary or categorical variables. The main outcome variable was the binary variable (employee intention: Yes/No) and the independent variables

were comprised of both continuous and binary or categorical variables. Age and duration of working are examples of independent continuous variables, while gender, nationality, occupation, duration of working in the company and particular department are examples of categorical independent variables. After developing and finalizing the questionnaire from different sources in the literature, the questionnaire was translated into the local language of the UAE (Arabic) followed by back-translation. The table below summarizes the number of items in the questionnaire with the previous reliability measures such as Cronbach alphas along with the sources of the instruments.

<b>Scale</b>	<b>Dimension to be measured</b>	<b>Reliability</b>	<b>Number of items</b>	<b>Source</b>
Survey of Perceived Organizational Support Scale	Supervisor's support	0.90	5	(Rhoades and Eisenberger, 2002)
Social Support scale	Coworkers' support	0.89	4	(O'Driscoll, 2000)
Wong and Law Emotional Intelligence Scale	Emotional intelligence	0.74 to 0.87	16	(Wong and Law, 2002a)Wong and Law, 2002a)
Turnover intention scale	Job turn over intention	0.8	4	(Bothma and Roodt, 2013).

Table 3 Summary of the reliability of all scales used in the study

### **3.12 Data collection period and procedure**

Data collection period was from September to November 2020. The link for the Google Drive for both the questionnaire (after pretesting) and consent form were generated using the internet. A contact person in each institute communicated with the randomly selected employees by SMS or WhatsApp message with the link to the questionnaire and consent form, with a total of 4 reminders after 5,10,15 and 20 days from first invitation. The reason to select the online version of the questionnaire was twofold. Since the data was collected from several universities of the UAE, it would not have been feasible to collect the data by conducting interviews in person. It is also a time-saving approach that helped to collect the data from several universities, which would help to generalize the findings to the entire UAE and other surrounding countries (Cummings et al., 2013). The literature also reveals several benefits of administering online questionnaires such as time and cost saving, representation of the information from a wider target population, and it does not require to schedule a particular time with the study participants as they can fill the questionnaire whenever they have free time (Harris and Brown, 2010).

### **3.13 Primary outcome and main independent variables**

The primary outcome of this study is employees' turnover intention. Independent variables or possible determinants of employee turnover intention mainly include supervisors' support, coworkers' support, and emotional intelligence. In addition, demographic and work-related variables such as age, gender, duration of working, job performance, satisfaction from work used as potential covariates for the analysis.

### **3.14 Statistical analysis**

To describe the characteristics of the study population, frequencies and proportions were reported. More specifically, frequencies and proportions were reported to describe the characteristics of the study population for the categorical variables such as age, gender,

marital status, working experience, name or Emirate, and university where participants reported working in currently. The sum of score for variables such as supervisor's support, coworkers' support was calculated to represent the social support. In addition, to capture different domains of emotional intelligence we used a separate scale that captured data on the dimension of emotional intelligence such as self-emotion appraisal (SEA), others' emotions appraisal (OEA), use of emotions (UOE) and regulation of emotions (ROE) was calculated. Domains such as self-emotion appraisal (SEA), other's emotions appraisal (OEA), use of emotions (UOE) and regulation of emotions (ROE) were considered as overall domains of emotional intelligence. A higher score for these domains revealed a higher degree of support or self-regulation and motivation, and empathy and vice versa. The normality assumption for continuous variables by histograms superimposed with the normal curve was checked followed by reporting mean and standard deviation (SD) for normally distributed continuous variables.

An exploratory factor analyses (EFA) was conducted for the questionnaire that was used for the survey using the principal component extraction method with an orthomax rotation to determine whether unique patterns of items existed. The principles including "the eigenvalue for each factor  $\geq 1$ ", "cumulative variance explained by factors is above 75%" and scree plots were all taken into consideration when determining the common factors. The explanation of practical significance for each underlying factor was based on the factor loading value. A value of 0.5 was considered reasonable acceptable. Besides, validity and reliability of the questionnaire was checked to determine if there are any items that need to be deleted and Cronbach's alpha was used for the reliability assessment.

The correlation between the sum of the score for the outcome variable (intention to leave a job) and the sum of scores for supervisor's support, coworkers' support, self-emotion appraisal (SEA), others' emotions appraisal (OEA), use of emotions (UOE), and regulation of

emotion (ROE) was calculated using a Pearson correlation. A multivariable linear regression analysis was performed to determine the individual effect of each significant factor on an intention to leave the job. Before running the simple linear regression, the main assumptions for simple linear regression were checked. These assumptions entirely focus on the distribution and shape of this error term ( $\epsilon_i$ ) which is a random part, and this was independently, identically, and normally distributed. More specifically, the distribution of error term was found to be the same (homoscedastic) regardless of the value of the independent variables being estimated. The assumption of independent observations implies that one individual's error term is independent of another person's error term or conditioned on one's independent variables, the outcome of one individual is independent of the outcome of other subjects. Similarly, the assumption for identical error term implies that the variance around the regression line should be approximately the same regardless of the magnitude of the independent variables and so it was assumed the selected model is as good of fit across the entire number spectrum in which there was data on the independent variables. Finally, it was assumed the linear regression equation to have an error term to zero and variance of  $\sigma^2$  because without this assumption one cannot run the linear regression. The outcome variable (sum of score for intention to leave a job) was also normally distributed. Hence the testable assumptions for linear regression were met.

After checking the assumptions of liner regression, a predefined cut-off of 20% was chosen to decide the significance of each variable in the univariable analysis and any variable with a P-value of less than 20% in the univariate analysis was included in the multivariable analysis. Finally, a multiple linear regression analysis was performed to determine the adjusted effect of each determinant on an intention to leave the job by regressing the outcome variable on variables such as age, gender, work experience, supervisor's support, coworkers' support, self-emotion appraisal (SEA), others' emotions appraisal (OEA), Use of emotions

(UOE) and regulation of emotion (ROE). The results of regression analysis were presented by unadjusted betas and adjusted betas with 95% Confidence Intervals (CIs). The SPSS version 26.0 was used to analyze the data for the current study.

### **3.15 Validity and reliability of the Questionnaire**

The questionnaire was developed by adapting different scales that have already been used, tested and validated. The Survey of Perceived Organizational Support (SPOS) was used in the same manner as the following studies (Kottke and Sharafinski, 1988, Hutchison, 1997, Rhoades et al., 2001), and others, replacing the word ‘organization’ with the term ‘supervisor’. The reliability of this scale is 0.90 (Rhoades and Eisenberger, 2002). To measure co-worker support, the Social Support scale was used. The reliability of this scale is 0.89 (O’Driscoll, 2000). The Wong and Law Emotional Intelligence Scale (WLEIS) Emotional intelligence was used for emotional intelligence. It consists of 16 items covering all four aspects of the Goleman theory, which are the appraisal of one’s own emotions (SEA), appraisal of others’ emotions (OEA), use of emotion (UOE) and regulation of emotion (ROE). The alpha reliabilities of WLEIS subscales ranged from 0.74 to 0.87 (Wong and Law, 2002a). Turnover intention scale (TIS-6) is used to measure the turnover intention of employees. The overall reliability of this scale is 0.80 (Bothma and Roodt, 2013).

### **3.16 Pretesting of the questionnaire**

Pretesting is a crucial step in survey research before conducting the actual study. The questionnaire was pretested on the participants that did not partake in the actual study. This means that employees from other universities (not selected in the study sample) were approached to undertake the pretesting of questionnaire. This helped to ensure all kinds of errors that were possible in the actual survey before the inception of actual study. To check the flow of questions the questionnaire was pre-tested on 20 employees from a university which was not in the study but had similar characteristics. This was done before administering the

questionnaire to the actual study participants. This pre-testing of the questionnaire helped in assessing the flow, accuracy, content, and time required to fill the questionnaire in the real setting. The 20 employees in pretesting phase were asked to comment on the clarity of all questions in both the English and Arabic formats. Following the update of the questionnaires and confirming face validity, the questionnaire was developed on Google Drive to make it easy and convenient for the participants to fill. In addition, the consent form was also developed on Google Drive. The full questionnaire with the consent form is furnished in the appendix.

### **3.17 Ethical considerations**

The proposal was approved by the research committee of the British University of Dubai. To keep the confidentiality of any information, the data collection procedure was anonymous. All records are kept in a secure location. All computer entry and networking programs were done with coded numbers only and these computer programs were password protected.

## 4 Results

### 4.1 Response rate

Out of 537 employees invited to participate in the survey, 452 (84.17%) accepted to participate in the survey and filled in the questionnaire. The majority of non-responders were from 4 institutes (one governmental and 3 private universities).

### 4.2 Description of Sociodemographic characteristics of the study participants

Based on the pre-defined sample size, a total of 452 participants responded to the questionnaire and provided data on sociodemographic and other important domains of the study. Table 4 shows the sociodemographic characteristics of the study participants who were enrolled in the study. The study found that around 50 (11.1%) study participants were 20 to 29 years old, 158 (35%) study participants were 30 to 39 years old, the majority of the participants (42.9%) were 40 to 49 years, and only 49 study participants (10.8%) were 50 years and above as shown in table 1. After assessing the distribution of age variable, it was re-categorized into a binary variable with two categories of less than 40 years and greater than and equal to 40 years. Moreover, we found a higher proportion of males in our study than females with 54% of the study participants being males (246) and 45.6% females (206). Likewise, almost 79.2% (358) of the study participants were married and 20.8% (94) were unmarried.

With respect to the Emirate where the participant was working, we found that around one quarter (26.3%) of the study participants reported working in Dubai, followed by most of the participants (41.8%) working in Abu Dhabi, and 31.9% reported working in other Emirates. With respect to the working duration or working experience, we found that 13.1% (59) of the study participants reported working for less than 5 years, 40.5% reported working for 5 to less than 10 years and more than quarter (27%) reported working for 10 to less than

15 years with a lower proportion of study participants reported working for 50 years and above as shown in Table 4.

<b>Variables</b>	<b>Total</b>	
	<b>n</b>	<b>%</b>
<b>Age (Years)</b>		
20 to 29 years	51	11.3
30 to 39 years	158	35.0
40 to 49 years	194	42.9
50 years and above	49	10.8
<b>Gender</b>		
Male	246	54.4
Female	206	45.6
<b>Marital Status</b>		
Unmarried	94	20.8
Married	358	79.2
<b>Emirate where participant currently works</b>		
Dubai	119	26.3
Abu Dhabi	189	41.8
Others	144	31.9
<b>Work Experience of the participant</b>		
less than 5 years	59	13.1
5 to 9 years	183	40.5
10 to14 years	122	27
15 years and above	88	19.5

Table 4 Sociodemographic characteristics of the study participants (n=452)

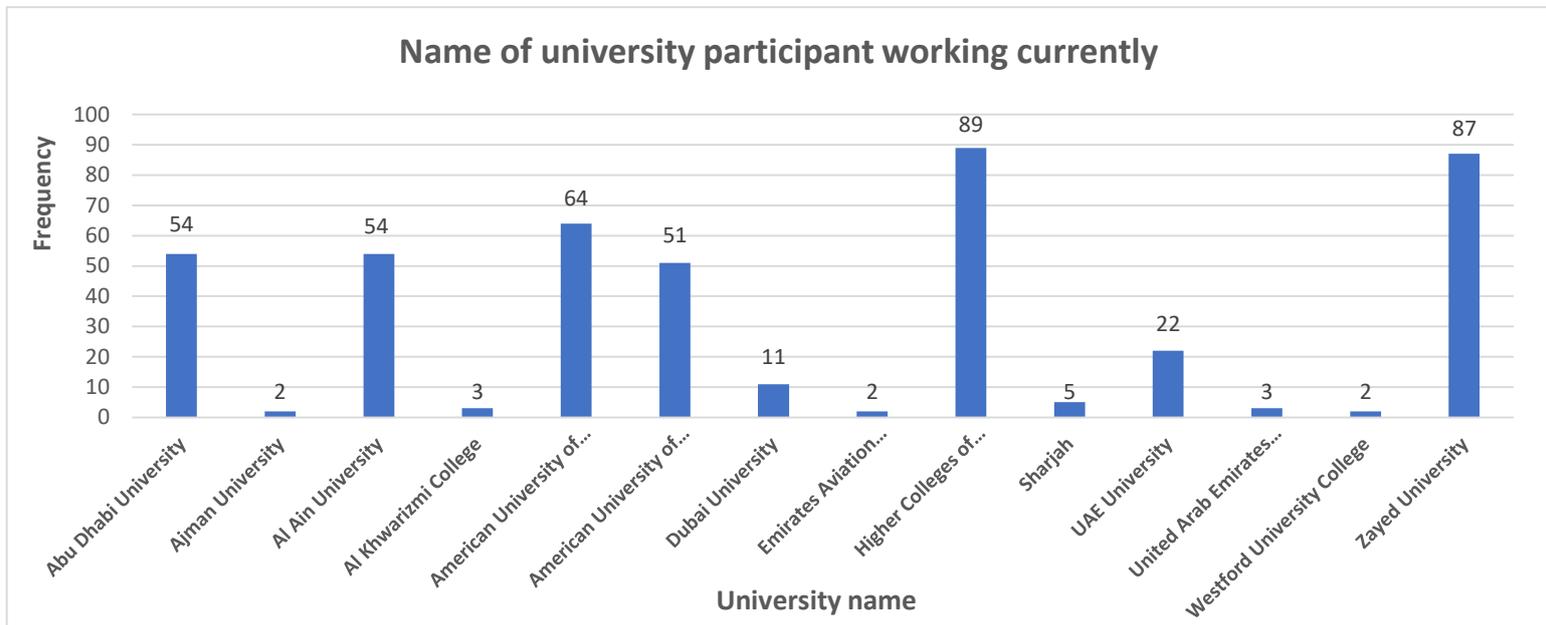


Figure 11 University where participant currently works in (n=452)

Figure 11 reveals the names of universities where the participant currently works as an employee. We found that 89 study participants (19.6%) reported working in a higher college of technology, followed by 87 participants (19.2%) working in Zayed University. A total of 64 participants (14.1%) reported working in the American University of Dubai. And 54 (11.9%) of the study participants reported working in Abu Dhabi University and Al Ain University each, and 51 participants (11.2%) reported working in the American University of Sharjah respectively. Only 11 participants (2.43%) reported working in Dubai University, and 5 participants (1.10%) worked in Sharjah (n:5), 3 worked in United Arab Emirates University (0.66%), and 2 participants (0.44%) worked each in Ajman University and Westford University College as shown in figure 11.

### Emirate where participant currently works

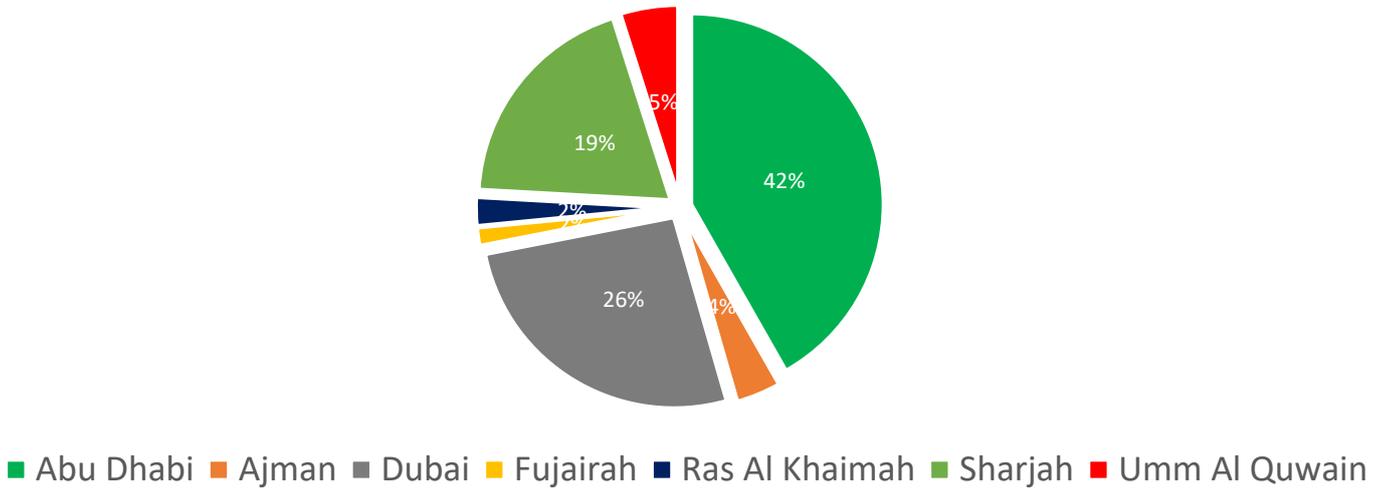


Figure 12 Names of Emirates where participants work (n=452)

Figure 12 demonstrates the names of the different emirates reported by the study participants where they currently work for their earnings and this helps us to measure the frequency of participants who reported working in different universities at the time of the survey to earn their income for sustenance. Around 42% of the participants reported working in Abu Dhabi, followed by 26% reported working in Dubai, meaning that Dubai and Abu Dhabi were the most common Emirates where participants were working in. Around 19% of the study participants reported working in Sharjah, 5% in Ummh Al Quwain, 4% in Ajman, and 2% each in Fujairah and Ras Al Khaimah, as illustrated in Figure 12.

Figure 13 illustrates the year when the participants joined their respective universities as part of their careers. Overall, very few study participants reported working before 2010 and it seems that study participants mostly joined their universities after 2010. The graph shows that

79 participants (17.4%) joined the university in 2011 and overall, the majority of the study participants joined their universities after 2011. So 45 participants (9.9%) joined in 2013, 36 participants (7.9%) joined in 2012, and 30 participants (6.6%) joined in 2014, as shown in figure 13.

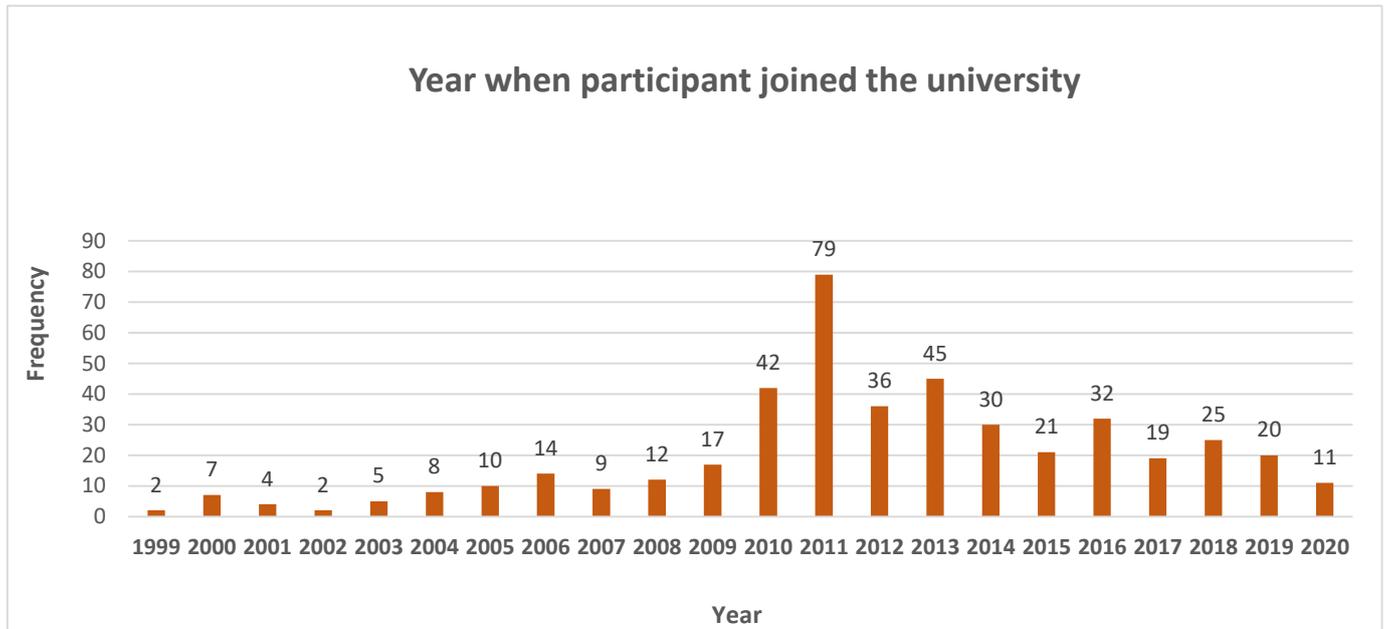


Figure 13 Year when participant joined the university (n=452)

Table 5 reveals the description for various domains that could influence the intention of the employee to leave the job. More specifically, the table reveals that means with SD of scores for supervisor’s support, coworkers’ support, emotional intelligence, sympathy towards workers, self-motivation, and self-regulation. The mean score for supervisor’s support was 20.93 with an SD of 2.56 and the maximum score for supervisor’s support was 26, while the minimum was 7. Likewise, the mean score for coworkers’ support was 8.77 with an SD of 1.56 and the maximum score for coworkers’ support was 12, while the minimum was 2. Similarly, we found the mean score for self-emotion appraisal (SEA) as 12.68 with an SD of 1.72 and this domain of emotional intelligence had a maximum score of 16 and a minimum of 4. The average score for others’ emotions appraisal (OEA) towards workers was 11.82 with an SD of 1.75 and the maximum score for this domain was 16 while

the minimum was 4. Lastly, the mean score for use of emotions (UOE) and regulation of emotion (ROE) was 12.08 with SD of 2.02 and 11.02 (SD:3.2) respectively, as shown in table 5.

Table 5 Descriptive statistics for sum of score for supervisor's support, coworkers' support, Self-emotion appraisal, Others' emotions appraisal, use of emotions, regulation of emotion, and turnover intention (n:452)

	<b>Mean</b>	<b>SD</b>	<b>Min</b>	<b>Max</b>
<b>Supervisor support (Score)</b>	14.59	5.27	0	23
<b>Coworkers' support (Score)</b>	11.18	2.67	0	16
<b>Self-emotion appraisal (SEA) (Score)</b>	12.15	2.29	0	16
<b>Others' emotions appraisal (OEA) (score)</b>	11.40	2.25	4	16
<b>Use of emotions (UOE) (score)</b>	11.66	2.52	4	16
<b>Regulation of emotion (ROE) (score)</b>	11.05	3.20	2	16

### 4.3 Results of factor analysis

The factor analysis was performed to reduce a large number of items into fewer numbers of factors. This helped to extract maximum common variance from all variables and puts them into a common score. The results show that there are 6 eigenvalues greater than 1 and these are 10.142, 2.961 2.545, 1.689, 1.454, 1.092, which are also illustrated in the scree plot below (Figure 14), indicating 6 large eigenvalues greater than one. These eigenvalues indicate that there are 6 dimensions measuring the construct of interest. These 6 eigenvalues greater than 1 also indicate that 79.53% of the variability in the items is explained by six dimensions or factors. The communality variance for most of the items was greater than 70%,

which means that these six factors reflect the most information for each item. The top six common factors were extracted from the questionnaire with a cumulative variance of 79.538%. The communality variance for each item was greater than 70%, which means that these six factors reflect the most information for each item. According to the 0.5 rule for loading values, factor 1 included “My supervisor cares about my general satisfaction at work” and four other items, reflecting the support of supervisor. Factor 4 included “I can always calm down quickly when I am very angry” and three other items, indicating self-regulation. Factor 3 included “I really understand what I feel”, “I have a good understanding of my own emotions”, and two other items, reflecting emotional intelligence. Factor 4 included “I always set goals for myself and then try my best to achieve them”, “I always tell myself that I am a competent person” and two other items, reflecting Self-Motivation. Likewise, factor 5 included “My coworkers show sympathetic understanding and advice” and three other items with loading values greater than 0.5 reflecting Co-worker's support. Lastly, factor 6 included “I am sensitive towards the feelings and emotions of others” and other three items reflecting sympathy towards workers. There was cross loading for one item for factor 6 as it was loaded on factor 2 and factor 6. Since the loading for factor 6 was 0.46, which could be rounded to 0.5, this item was loaded on factor 6 instead of factor 2. The factor loading distribution map is shown in Table 6 below.

Table 6: Exploratory factor analysis results for the study questionnaire (n:452)

	<b>Factor 1</b> (Supervisor support)	<b>Factor 2</b> (Regulation of emotion (ROE))	<b>Factor 3</b> (Self-Emotion Appraisals (SEA))	<b>Factor 4</b> (Use of Emotion UOE)	<b>Factor 5</b> (Co-worker's support)	<b>Factor 6</b> (Others' emotions Appraisal (OEA))
<b>Items for all domains</b>						

My supervisor cares about my general satisfaction at work	<b>0.879</b>					
The supervisor takes pride in my accomplishments at work	<b>0.856</b>					
The supervisor really cares about my well-being	<b>0.836</b>					
The supervisor shows immense concern for me	<b>0.836</b>					
The supervisor would take into consideration any complaint from me	<b>0.807</b>					
I can always calm down quickly when I am very angry		<b>0.883</b>				
I have good control of my emotions		<b>0.882</b>				
I am able to control my temper so that I can handle difficulties rationally		<b>0.871</b>				
I am quite capable of controlling my own emotions		<b>0.869</b>				
I really understand what I feel			<b>0.89</b>			

I have a good understanding of my own emotions			<b>0.874</b>			
I have a good sense of why I feel certain feelings most of the time			<b>0.799</b>			
I always know whether I am happy or not			<b>0.741</b>			
I always set goals for myself and then try my best to achieve them				<b>0.855</b>		
I always tell myself that I am a competent person				<b>0.814</b>		
I always encourage myself to try my best				<b>0.796</b>		
I am a self-motivated person				<b>0.737</b>		
My coworkers show sympathetic understanding and advice					<b>0.79</b>	
My coworkers provide me with helpful information or advice	<b>0.479</b>				<b>0.722</b>	
My coworkers offer clear and helpful feedback	<b>0.493</b>				<b>0.684</b>	
My coworkers provide practical assistance					<b>0.592</b>	

I am sensitive towards the feelings and emotions of others						<b>.838</b>
I am a good observer of others' emotions						<b>.734</b>
I have a good understanding of the emotions of people around me						<b>.726</b>
I always know my friends' emotions from their behavior		<b>0.41</b>				<b>.461</b>
<b>Eigenvalue</b>	<b>10.142</b>	<b>2.961</b>	<b>2.545</b>	<b>1.689</b>	<b>1.454</b>	<b>1.092</b>
<b>Cumulative variance explained by factors</b>	<b>40.569</b>	<b>52.413</b>	<b>62.594</b>	<b>69.351</b>	<b>75.169</b>	<b>79.538</b>

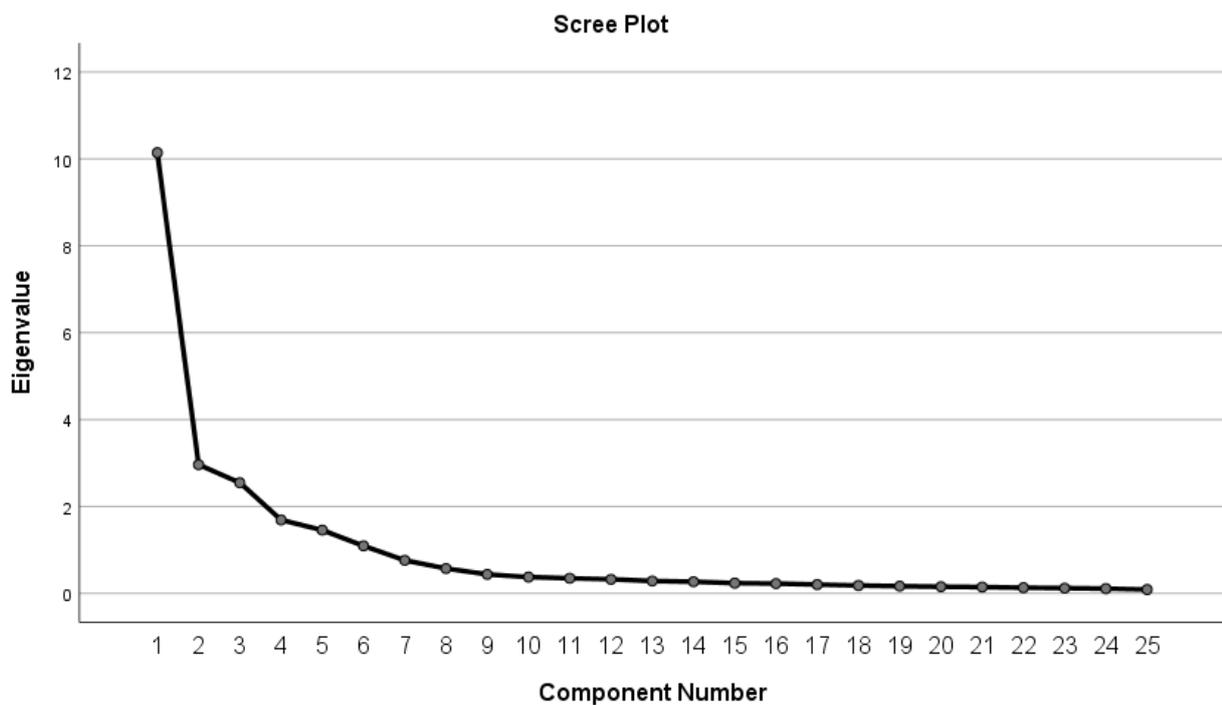


Figure 14 Scree Plot indicating two dimensions with EIGENVALUES greater than 1

#### **4.4 Results of Reliability analysis**

The reliability results for all the items of the scales used in this study were obtained with the respective values of Cronbach's alpha (a measure of internal consistency and reliability) for all items in each domain. The value of Cronbach's alpha reveals the extent to which all items in a given domain are closely related as a set of items as a group. The mean score for the supervisor support was found to be 14.59 with SD of 5.27 and this domain had value of Cronbach's alpha equivalent to 0.94. Likewise, coworkers' support as a domain had value of Cronbach's alpha equivalent to 0.85, indicating a higher reliability of the items in the domain. Similarly, emotional intelligence as a domain had value of Cronbach's alpha equivalent to 0.91, indicating a higher reliability of the items in the domain. Likewise, Cronbach's alpha for items for sympathy was 0.76 and for self-motivation and self-regulation 0.9 and 0.95, respectively indicating higher reliability. The mean score and SD along for other domains such as self-motivation, self-regulation, sympathy, and intention to leave the job are depicted in Table 7 below.

#### **4.5 Correlation between various domains and intention to leave the job**

Table 7 illustrates the correlation between various domains such as sum of score for supervisor's support, coworkers' support, emotional intelligence, sympathy towards workers, self-motivation, and self-regulation outcome i.e., intention to leave the job. The mean or average was not used as a parameter, rather sum of score was used for the above-mentioned variables. The Pearson correlation between the score for the supervisor's support and the score for intention to leave the job was negative (-0.39) and statistically significant (P-value: <0.0001). This means there was an inverse relationship between the supervisor's support and intention to leave a job where study participants with higher supervisor's support showed less tendency to leave the job and vice versa. Likewise, the Pearson correlation between the score

for coworkers' support and score for intention to leave the job was negative (-0.49) and statistically significant (P-value: <0.0001). This means there was an inverse relationship between coworkers' support and intention to leave a job where study participants with higher coworkers' support showed less tendency to leave the job and vice versa. Similarly, the Pearson correlation between the score for emotional intelligence and the score for intention to leave the job was negative (-0.36) and statistically significant (P-value: <0.0001). This means there was an inverse relationship between a participant's emotional intelligence and intention to leave a job where study participants with higher emotional intelligence showed less propensity to leave the job and vice versa. Further, it was found that the correlation between the score for sympathy towards co-workers and the score for intention to leave the job was negative (-0.39) and statistically significant (P-value: <0.0001). This reveals an inverse relationship between participants' sympathy towards co-workers and intention to leave a job where study participants with higher sympathy towards co-workers showed less predisposition to leave the job and vice versa. An inverse and negative but statistically significant correlation was found between self-motivation (-0.37) and self-regulation (-0.47), with the outcome as shown in table 7. In addition, the coefficient of determination for all domains and intention to leave the job was assessed (Table 7). A negative correlation between supervisor's support was found (Figure 15) with a value of coefficient of determination of 0.156, meaning that 15.6% of the variation in the outcome of interest (intention to leave the job) is explained by supervisor's support. Likewise, an inverse relationship was found between coworkers' support and intention to leave job as shown in Figure 16. The coefficient of determination for the relationship between coworkers' support and intention to leave job is 0.24 and this indicates that around a quarter of variation in the outcome of interest (intention to leave the job) is explained by coworkers' support. Similarly, self-regulation and intention to leave job were inversely correlated (Figure 17) with  $R^2$  of

0.22, meaning that 22% of the variation in the outcome of interest (intention to leave the job) is explained by self-regulation (Table 7).

Table 7 Means, Standard deviations (SD) and correlation matrix for continuous variables

(n:452)

	Variables	Mean	SD	1	2	3	4	5	6	7
1	Score for the supervisor support	14.59	5.27	1						
2	Score for coworkers' support	11.18	2.67	.627**	1					
3	Score for self-emotion appraisal (SEA)	12.15	2.29	.346**	.405**	1				
4	Score for others' emotions appraisal (OEA)	11.40	2.25	.365**	.388**	.455**	1			
5	Score for use of emotions (UOE)	11.66	2.52	.371**	.388**	.465**	.507**	1		
6	Score for regulation of emotion (ROE)	11.05	3.20	.397**	.281**	.419**	.442**	.489**	1	
7	Score for intention to turnover	9.33	5.09	-.621**	-.465**	-.365**	-.397**	-.371**	-.475**	1

\*\* P-value:<0.001

The table 8 reveals the correlation between all these domains and we found that all of these domains were positively and significantly correlated with each other with higher and statistically significant correlation between score for the supervisor support and score for

coworkers' support (0.627) with a p-value of less than 0.001. However, as expected we found a negative and statistically significant relationship between all domains and the outcome of interest, meaning those who had a higher score of supervisor's support or coworkers' support or any other domain in Table 8 were less likely to leave the job.

Table 8 Correlation between independent variables and intention to leave the job (n=452)

	<b>Intention to leave the Job (score)</b>		
	<b>Pearson Correlation (r)</b>	<b>Coefficient of determination (R<sup>2</sup>)</b>	<b>P-value</b>
<b>Supervisor support (Score)</b>	-.621**	0.156	<0.0001
<b>Coworkers' support (Score)</b>	-.465**	0.2401	<0.0001
<b>Self-emotion appraisal (SEA) (Score)</b>	-.365**	0.1296	<0.0001
<b>Others' emotions appraisal (OEA) (score)</b>	-.397**	0.1521	<0.0001
<b>Use of emotions (UOE) (score)</b>	-.371**	0.1369	<0.0001
<b>Regulation of emotion (ROE) (score)</b>	-.475**	0.2209	<0.0001

\*\* P-value < 0.05

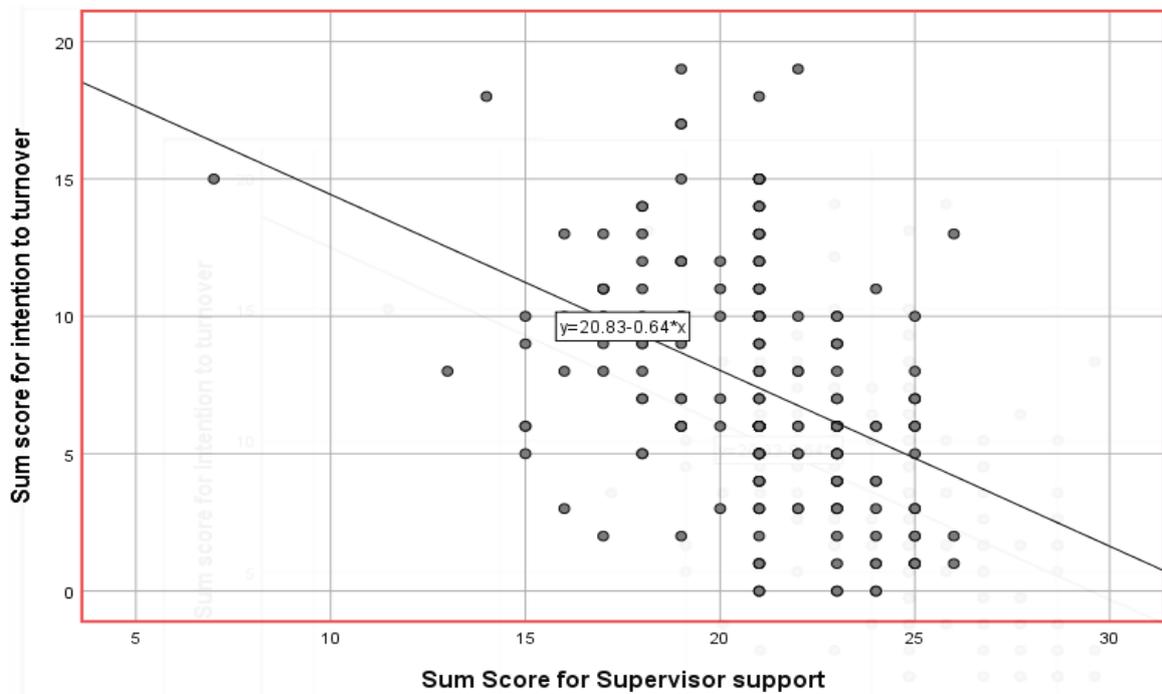


Figure 15 The correlation between sum of score for supervisor’s support and intention to leave job (n=452)

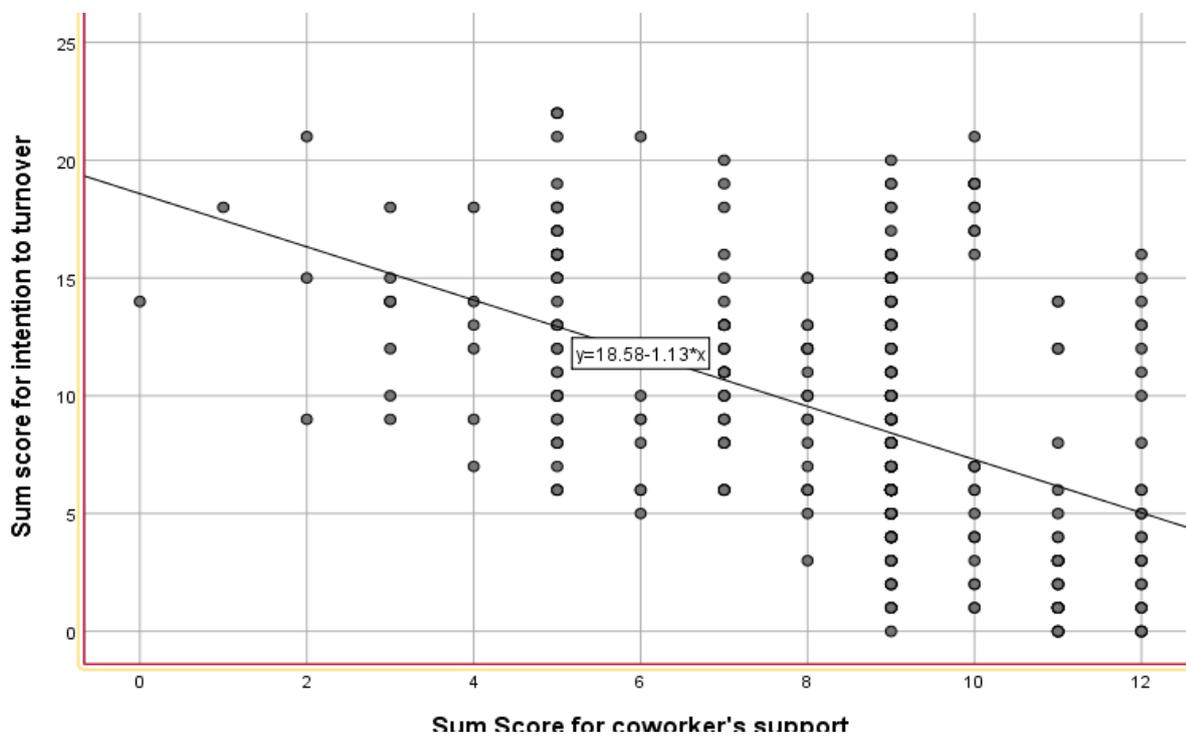


Figure 16 The correlation between sum of score for coworkers' support and intention to leave job

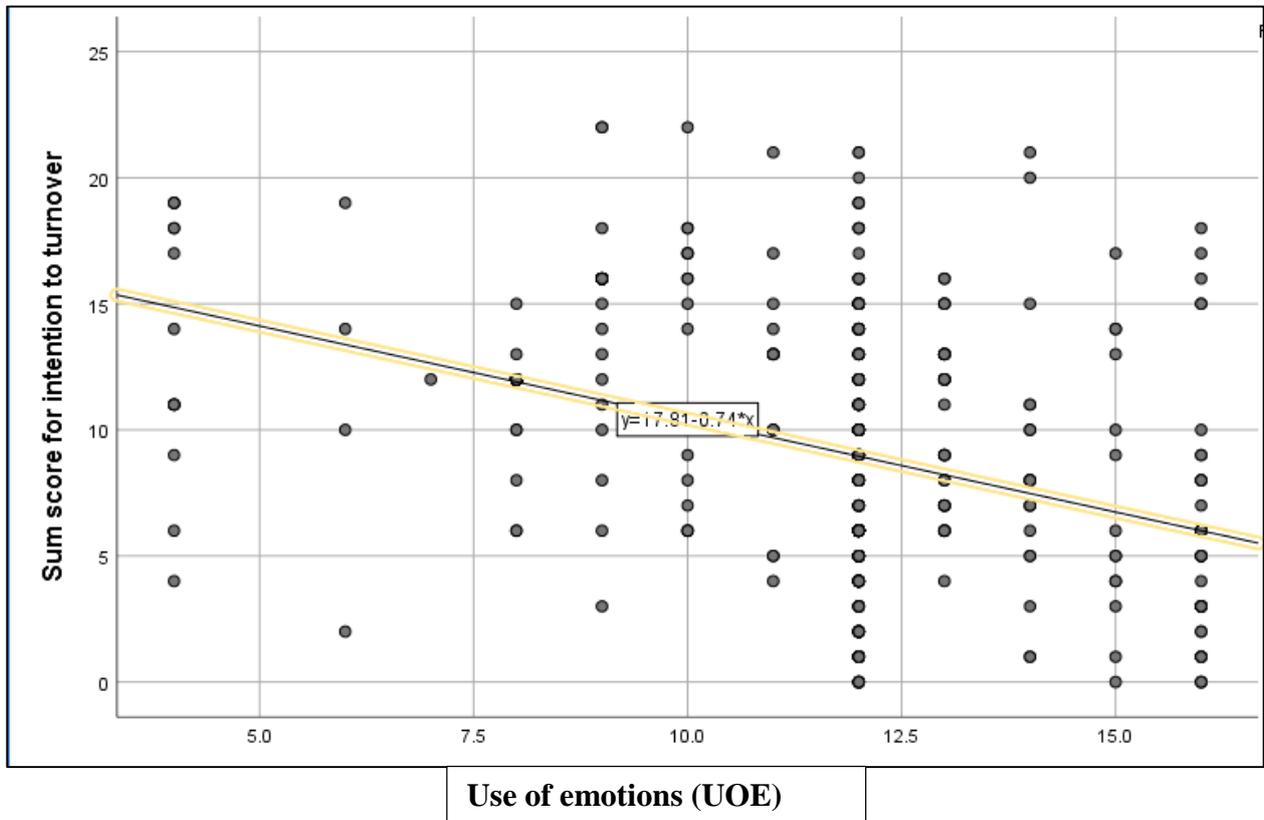


Figure 17 The correlation between sum score of use of emotions (UOE) and intention to leave job

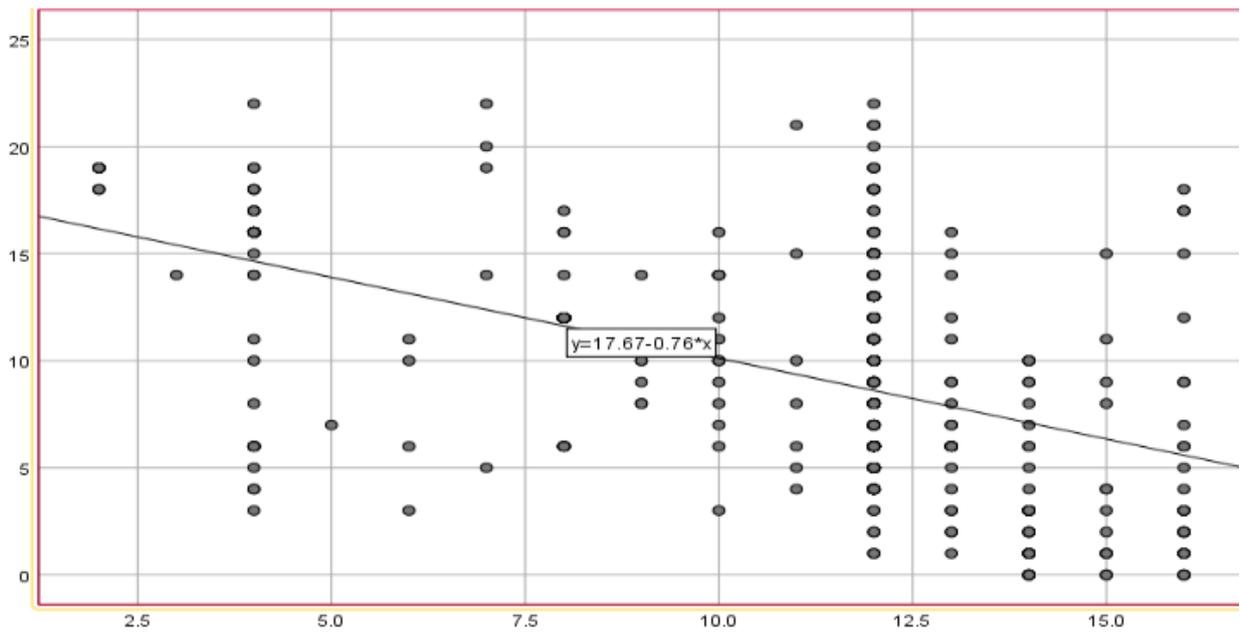


Figure 18 The correlation between sum score of regulation of emotion (ROE) and intention to leave job

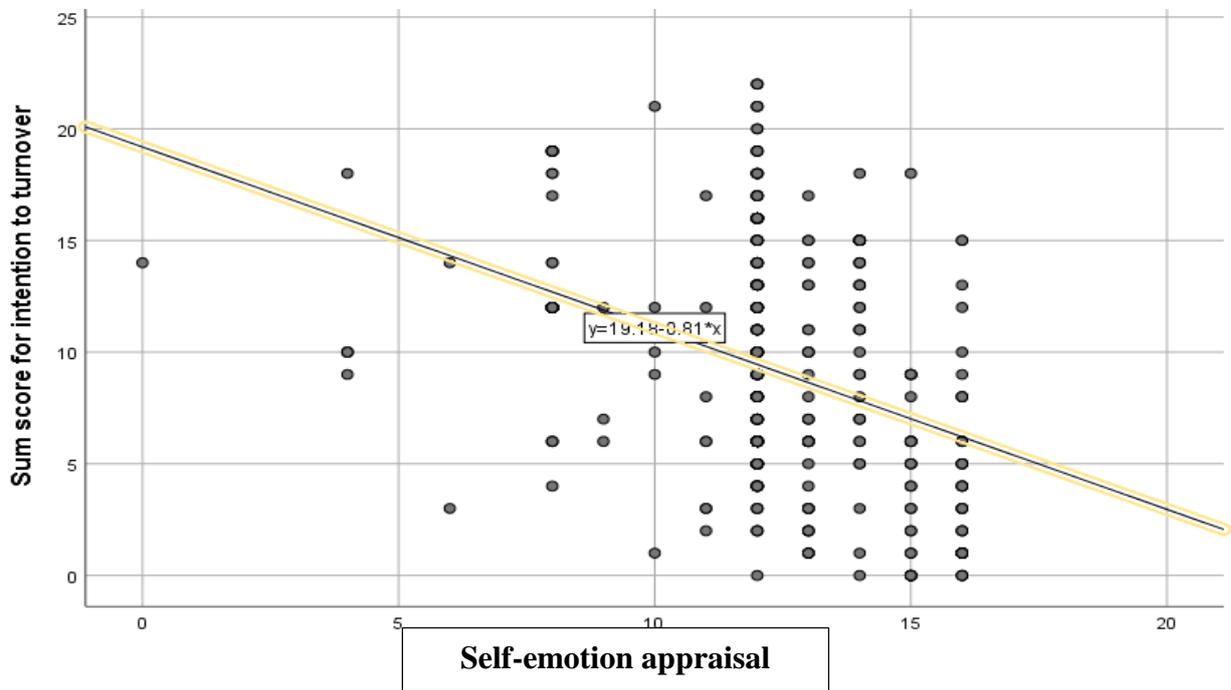


Figure 19 The correlation between sum score of self-emotion appraisal (SEA) and intention to leave job

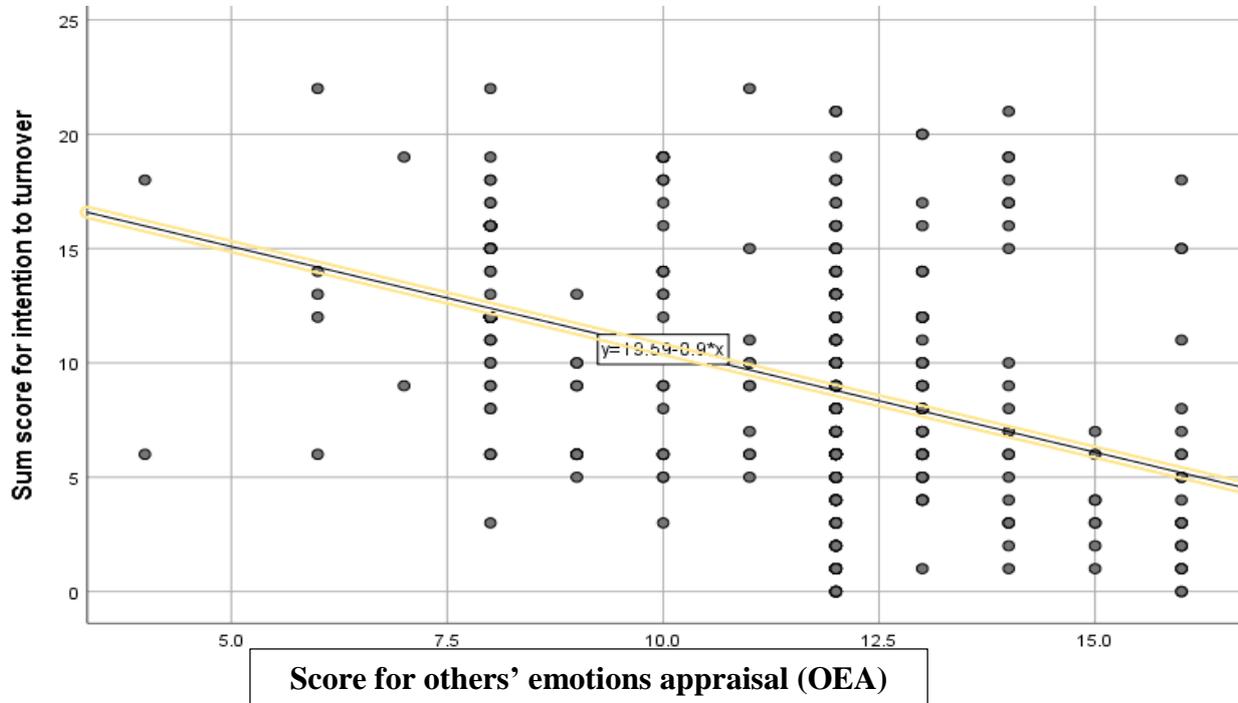


Figure 20 The correlation between sum score for others' emotions appraisal (OEA) and intention to leave job

#### 4.6 Hypothesis Testing

To test the main hypothesis, a linear regression model was run by keeping all domains in the model to assess the relationship between supervisor's support, coworkers' support, and emotional intelligence with the outcome of interest. The results demonstrated a statistically significant and negative relationship between the supervisor's support and intention to leave the job as shown in table 9. More specifically, with one unit increase in the score for supervisor's support, on average the intention to leaving job decreased by 0.459 units with statistically significant results (Beta = -0.459; [95% CI: -0.521- (-0.346)]) while adjusting for other variables in the model. A statistically significant and negative relationship was found

between coworkers' support and intention to leave the job. More specifically, with one unit increase in the score for coworkers' support, on average the intention to leaving job decreased by 0.111 units with statistically significant results (Beta = -0.111; [95% CI: (-0.385)-(-0.033)]). Similarly, a statistically significant and negative relationship was found between the score for others' emotions appraisal (OEA) and intention to leave the job. More specifically, with one unit increase in the score for others' emotions appraisal (OEA), on average the intention to leaving job decreased by 0.092 units with statistically significant results (Beta = -0.092; [95% CI: (-0.39)-(-0.013)]). Finally, a statistically significant and negative relationship between the score for use of emotions (UOE), and intention to leave the job. More specifically, with one unit increase in the score for use of emotions (UOE), on average the intention to leaving job decreased by 0.143 units with statistically significant results (Beta = -0.143; [95% CI: (-0.374)-(-0.096)]) while adjusting for other variables in the model (table 9). However, no statistically significant association was found between other variables such as regulation of emotion, self-emotion appraisal (SEA) and the outcome of interest. For example, the results of the model reveal that study participants with a one unit increase in the score for self-emotion appraisal, on average the intention to leave the job decreased by 0.009 units with statistically insignificant results (Beta = -0.009; [95% CI: (-0.206)- (0.168)]). Similarly, with a one unit increase in the score for regulation of emotion, on average the intention to leaving job decreased by 0.037 units with statistically insignificant results (Beta = -0.037; [95% CI: (-0.248)- (0.102)]) as shown in table 9. Table 10 as sum score for supervisor support, sum score for coworkers' support, sum score for self-emotion appraisal (SEA), sum score for others' emotions appraisal (OEA), sum score for use of emotions (UOE), and sum score for regulation of emotion (ROE). This indicates that remaining 54% of the variability might be explained by other variables that were not captured in the data.

Table 9 Factors associated with intention to leave a job: Findings of multiple linear regression

(n:452)

Variables in the model	Unstandardized Coefficients		Standardized Coefficients	t-statistics	Sig.	95.0% Confidence Interval for B	
	Beta	Std. Error	Beta			Lower Bound	Upper Bound
Sum Score for Supervisor support	-.434	.044	-.459	-9.749	<b>.000</b>	-.521	-.346
Sum Score for coworkers' support	-.209	.089	-.111	-2.338	<b>.020</b>	-.385	-.033
Sum Score for Self-emotion appraisal (SEA)	-.019	.095	-.009	-.201	.840	-.206	.168
Sum Score for Others' emotions appraisal (OEA)	-.204	.097	-.092	-2.103	<b>.036</b>	-.395	-.013

Sum Score for Use of emotions (UOE)	-.235	.071	-.143	-3.321	<b>.001</b>	-.374	-.096
Sum Score for Regulation of emotion (ROE)	-.073	.089	-.037	-.818	.414	-.248	.102

Table 10 Summary for model 2 with Change Statistics

<b>Table 7a: Summary for model 2<sup>b</sup></b>										
<b>Model</b>	<b>R</b>	<b>R Squared</b>	<b>Adjusted R Squared</b>	<b>Std. Error of the Estimate</b>	<b>Change Statistics</b>					<b>Durbin-Watson</b>
					<b>R Square Change</b>	<b>F Change</b>	<b>df1</b>	<b>df2</b>	<b>Sig. F Change</b>	
2	.683 <sup>a</sup>	.466	.459	3.681	.466	63.925	6	439	.000	1.828
a. Predictors: (Constant), Sum score for self-regulation, Sum Score for coworkers' support, Sum Score for emotional intelligence, Sum Score for Sympathy, Sum score for self-motivation, Sum Score for Supervisor support										
b. Dependent Variable: Sum score for intention to turnover										

Table 11 summarizes the results of the final model and whether the results supported the proposed hypothesis or not.

Table 11 summary table for the main hypotheses results

<b>Main Hypothesis</b>	<b>Result (Supported or not)</b>	<b>Summary of results</b>	<b>Standardized beta coefficient and 95% CI</b>
Hypothesis 1: There is negative significant effect of Coworkers on employee turnover	Supported	The results are compatible with hypothesis and revealed that employees with co-workers' support are less likely to leave the job	(Beta = -0.111; [95% CI: -0.033])
H2: There is a negative significant effect of supervisor support on employees' turnover intention in the universities of the UAE	Supported	The results are compatible with hypothesis and revealed that employees with co-workers' support are less likely to leave the job	(Beta = -0.459; [95% CI: -0.521- (-0.346)])
Hypothesis 3: Emotional intelligence has significant negative effect on employees' turnover intention.	Supported for Others' emotions appraisal and use of emotions	The results are compatible with hypothesis and revealed that employees with co-workers' support are less likely to leave the job.	Other's emotions appraisal (Beta = -0.092; [95% CI: (-0.39)- (-0.013)]) Use of emotions (Beta = -0.143; [95% CI: (-0.374)- (-0.096)])

	<p>Not supported for self-emotion appraisal and regulation of emotion</p>	<p>The domains such as others' emotions appraisal and use of emotions have significant negative effect on employees' turnover intention. However, other domains of EI such as self-emotion appraisal and regulation of emotion were not found to be statistically significant.</p>	
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## 5 Discussion

The current cross-sectional study was undertaken to explore the factors that can predict the intention of an employee to leave their job in the UAE. More specifically, this study was conducted to assess how social support (from supervisors and coworkers) and emotional intelligence could affect employees' turnover intentions in a setting such as the UAE. This study was based on the assertion that an insight into the factors of intention to leave the job will help develop an efficient intervention in job turnover and retaining issues in the UAE. There is limited evidence regarding individual factors being predictors of employees' turnover intention in the context of the UAE. Thus, this study attempts to fill those gaps by examining public employees' perceived work conditions and their effect on the public employees' turnover intention. Our study findings based on the final model 2 found that domains such as social support and emotional intelligence can be considered as an independent factor that predicts the intention of an employee to leave their job. More specifically, an inverse relationship was found between the supervisor's support and intention to leave the job after keeping other domains such as self-emotion appraisal (SEA), others' emotion appraisal, and use of emotions (UOE) in the model. This means that with a higher degree of social support, the likelihood of having the intention to leave the job plummeted. In addition, the findings revealed a negative association between coworkers' support and the intention of an employee to leave the job. The employees with higher support from co-workers were less likely to leave the job. This was also true for employees with a higher score for others' emotions appraisal and a higher score for regulation of emotion (ROE).

**Hypothesis 1: Coworker support has significant negative effect on employee turnover**

**H1: There is a negative significant effect of coworker support on employees' turn over intention in the universities of the UAE**

There was a significant association between coworkers' support and employees' intention to leave the job in our study. This also affirms that our study findings regarding coworkers' support as an independent factor for employees' intention to turn over the job were analogous to studies conducted by other researchers (Chadwick and Collins, 2015, Scott et al., 2014a). These findings are supported by social exchange theory, which is based on the employees' socio-emotional needs (Emerson, 1976b, Cook et al., 2013). The findings regarding coworkers' support and intention to leave the job are consistent and supported by social exchange theory, which implies that workers in the organizations tend to make relationships and bonds with their coworkers that are mutually beneficial for them. The hypothesis for co-workers' support is consistent with the theory and testing that the hypothesis regarding coworkers' support may affirm this theory, which implies that workers tend to form social exchange relations with colleagues as far as they find benefit out of it, and are thereby less likely to leave the job (Emerson, 1976b, Cook et al., 2013) Further, there is a plethora of literature that highlights the importance of coworker support as it reduces the experience of burnout and provides a sense of belonging to the employees in the organization. This reduction in burnout due to support from co-workers might directly or indirectly reduce the likelihood of employees to intend to leave the job (Ducharme et al., 2007). The underlying mechanism through which co-workers' support may help employees to continue working in the organization is the reduction in exhaustion, and sympathy from their colleagues who in turn play a vital role to provide social support to employees (Shoptaw et al., 2000, Han and Jekel, 2011). In addition to this, the evidence suggests that employees are more likely to stay in any organization because they consider their coworkers as a means of support and cohesion that can help them work for a longer run with a lower intention to quit the job (Tourangeau and Cranley, 2006). This is further affirmed by an inverse association between coworkers' support and the degree of burnout among employees and this type of support mechanism outperforms the other sources of support

from family or non-formal sources of support outside the working environment (Brown et al., 2003, Lichtenstein et al., 2004, Shoptaw et al., 2000). For example, recently a study conducted by Koseoglu (2020) revealed that higher coworker support in the working environment prevents employees from quitting their jobs (Koseoglu et al., 2020). Similarly, recently a meta-analysis conducted by Park et al (2020) found that support from coworkers is an important element that influences the intention of employees to leave the job (Park and Min, 2020). The possible explanation for such findings is that sometimes employees may tend to burn out or become stressed in their working environment due to complex roles and the extra burdens of their work (Rousseau et al., 2009). Therefore, support from coworkers in the working environment can play a buffering role in maintaining the will of employees to remain in their job. Thus, friendships and positive interpersonal relationships with coworkers can play a vital role in the working environment of employees, which should not be disregarded. Additionally, the highly team-based work atmosphere may underline the impact of collective support from coworkers (Baumeler et al., 2018).

These findings reveal that if one finds social companionship with the people working alongside them, it creates a more relaxed and encouraging work environment which in turn establishes a more personalized connection between a person and the organization, and such people are less likely to leave. Beehr and McGrath (1992) described that caring, co-workers' willingness to help each other, empathy, appreciation, respect, and support in fulfilling daily activities in the workplace can also reduce troublesome circumstances. Coworkers' support is the dimension of social support in the organization and can be stated as an inference of the literature search that co-workers' support plays a crucial role in an employee's intention to leave an organization (Bateman, 2009). Therefore, the importance of coworkers' support may influence an employee's intention to leave the job. This is because support from coworkers or a lack thereof is frequently cited as the most important predictor to help employees decide to stay or quit their

workplace (Wongboonsin et al., 2018a, Yildiz et al., 2009). Among all predictors, coworkers' support strongly predicts the employee's intention to not leave the job (Yildiz et al., 2009, Cowin et al., 2008). Likewise, if an employee has a reasonable support from their co-workers, it creates a more comfortable and positive working environment for the employee, which in turn can create a more personalized connection between the supervisor and the employee, thereby decreasing the person's willingness to leave the job (Karatepe and Olugbade, 2017, Lavy et al., 2017, Kovner et al., 2006). Individuals who work in a supportive atmosphere, which includes help from coworkers who are able to advance their careers have a better chance of succeeding. They are more likely to stay in the organization due to the social support that they acquire from their co-workers (Karatepe and Olugbade, 2017, Lavy et al., 2017, Kovner et al., 2006).

This is further supported by an inverse relationship between the coworkers' support and the degree of burnout among workers and this type of support mechanism outperforms the other sources of support from family or non-formal sources of support outside the working environment (Brown et al., 2003, Lichtenstein et al., 2004, Shoptaw et al., 2000). Therefore, coworkers' support in the working environment can play a buffering role in maintaining the will of employees to retain the job. Treating coworkers' support as a crucial indicator of work social support may encourage the workers to decide about their careers either by leaving the organization or staying in the same organization (Creed et al., 2009a). The extent of assistance workers feel they have obtained from their coworkers may help them to direct their adaptive behaviors regarding their careers (Mossholder et al., 2005). Also, those employees who have enough support from workers in the working environment serve their clients or customers effectively, thereby proving beneficial for the organization. This in turn provides a benefit to employees themselves either in the form of promotions or other financial or non-financial incentives, which indirectly influences the intention of employees to stay in the same

organization for a longer time (Creed et al., 2009a). Another study revealed that coworkers' support represents an important part of the social support system in the workplace that retains employees in the organization and signals that there is an employee-focused work environment that is enriched with support from coworkers (Michel et al., 2013). Employees who get support from their coworkers serve consumers effectively, respond to the demands of clients fully on time, and cope with work-related problems effectively without being stressed out. This increases their ability to be more productive, satisfied, and sincere with their organization. This, in turn help employees to decide about their careers, mainly to make decisions about staying in the same organization (Creed et al., 2009b). This phenomenon is not common to the employees of any specific organization or specific occupation, rather the impact of coworkers' support is prevalent across the wide range of jobs such as in medicine or in the field of business and management (Van der Heijden et al., 2010).

**Hypothesis 2: Supervisor support has significant negative effect on employee turnover**

**H2: There is a negative significant effect of supervisor support on employees' turnover intention in the universities of the UAE**

The results of the regression analysis supported H2 accordingly, there is a negative effect of supervisor support overturn over intention, and this result matches the findings of the results concerning supervisor support offer additional support that supervision plays a crucial role in helping employees to decide whether to retain or leave the job. There is a plethora of studies conducted in different parts of the world that are consistent with findings of the current study. Empathy and encouragement from supervisors or a lack thereof are often cited as the most influential factors in a person's decision to stay or quit their workplace as demonstrated by different studies (Wongboonsin et al., 2018b, Felps et al., 2009, Scott et al., 2014b, Chadwick et al., 2015). For example, authors in different studies have attempted to explore the

relationship between supervisor's support and intention to leave or quit the job in different settings (Wongboonsin et al., 2018b, Felps et al., 2009, Scott et al., 2014b, Chadwick et al., 2015). In addition, most of the studies found supervisor support as a strong predictor of intention to leave the job, highlighting the supervisor's support in the working environment as one of the crucial pillars. This in turn can influence employees' work capacity, efficiency, productivity, and prosperity (Rehman, 2018, French et al., 2018). Research has likewise recognized social factors as a significant supporter of representative turnover (Brassard and Méthot, 2006). Besides, studies conducted by different authors have endorsed that supervisor's support can help employees to remain in their respective workplaces and prevent them from quitting the job (Scott et al., 2014a, Chadwick and Collins, 2015). However, most of these studies have been conducted outside the context of the UAE and mainly in western countries. More specifically, studies by (Scott et al., 2014b) and (Chadwick et al., 2015) reported the negative influence of both co-workers and supervisor support on employees' intentions to leave an organization. In addition, a study conducted by Malik et al. (2020) found that if a worker feels actively encouraged and supported by their supervisor, whereby the employee has the freedom to express their viewpoints, they are less likely to leave their current job. Moreover, such support from a supervisor could also help the employee to work efficiently even in a stressful working environment, as confirmed by a recent study conducted in South Africa (Naidoo, 2018). The findings of another study revealed that improved perceived supervisor's support could reduce employee turnover intention because employees could be more satisfied with their job due to higher support from the supervisor, which in turn can decrease their intention to quit the job (Alkhatari et al., 2018a). Likewise, the same study also highlighted that higher supervisor support could affect organizational behavior, which in turn could predict the intention of the employee to quit the job (Alkhatari et al., 2018a). This reveals the extent to which supervisors give value to their employees and also care for their overall wellbeing

(Casper et al., 2011). Further, there could be different possible mechanisms through which the supervisor's support prevents employees leaving the job. One such mechanism could be a direct effect of supervisor support on employee turnover intention and another plausible mechanism could be through improving job satisfaction and affective organizational commitment as confirmed in the study conducted by Alkhateri et al (2018).

The findings regarding supervisor's support are consistent with dual factor theory that hygiene factors, such as quality of supervision, can affect job satisfaction, which in turn prevents employees from leaving the organization (Herzberg and Mausner, 1959). Furthermore, these findings are also analogous to the findings of a meta-analysis conducted by Mor Barak et al., who reported supervisor support as one of the important and significant predictors of the intention to quit the job (Barak and Nissly). Recently a study highlighted that if the management monitors work overload on the employee and the relationship between supervisor and their assistants, this can lead to increased employee work satisfaction and greater commitment to the workplace (Lambert et al., 2016). In another recent study (Alén et al., 2017), researchers asserted that social support (from managers or supervisor) acts as a motivator to employees; they develop enthusiasm towards their work and that helps in reducing employees' intention to quit (Alén et al., 2017). On a similar note, Mathieu et al signify that a supervisor's person-oriented attitude has a negative impact on the employee's intention to leave an organization as compared to his/her task-oriented or leadership attitude (Mathieu et al., 2016). Another study found certain factors that helped in retention of older employees, the most important of which is the effect of management and supervisor support (Shacklock and Brunetto, 2011). Another study (Suliman and Al-Hosani, 2014) showed a positive impact of supervisory style on employee job satisfaction and in turn knowledge-sharing behavior of employees. Employees show reluctance to easily express their emotions and opinions, but they provide support to others and it is considered highly honorable within the UAE. Further, more

recent research studies have offered an added indication regarding the negative association between support of supervisor and intention to quit the job in different organizations, which further affirm the findings of this study (Dickinson and Perry, 2002, Jacquet et al., 2008, Nissly et al., 2005a, Iliopoulou and While, 2010).

Numerous deductions might be derived from these findings regarding the supervisor's support and intention to leave the job. When workers feel unease at work they try to find other jobs that are not as traumatic as the one they are quitting. When a greater degree of supervisory assistance is offered at their place of work, however, their tendency to quit might be lessened (Maertz Jr et al., 2007). Nevertheless, it continues to be recognized whether supervisory support reduces job stress in a way that encourages workers to remain in their job or simply postpones when workers will quit (Maertz Jr et al., 2007). For instance, when workers alleged that their employers or institutions offer a lesser degree of support in terms of career development, they deemed staff turnover to be a good way out to find out about vacancies in different organizations (Houkes et al., 2003).

However, there are conflicting findings that do not support the findings of the current study because findings from very few studies suggest that supervisor's support may not play a vital role in turnover intention (Hopkins et al., 2007, Strolin-Goltzman et al., 2007). The difference in these findings from our study could be due to differences in the type of workers and methods of assessing the intention to leave the job or ways to conduct the study (Strolin-Goltzman et al., 2007). Another mixed-method study demonstrated that although there was no direct association between support from supervisor and intention to quit the job, there was an association found between support from supervisor and feelings of being inclusive, which was in turn related to the intention to leave the job (Barak et al., 2006). The qualitative findings of the same study demonstrated that support from the supervisor is an important factor to retain the employees in the longer run (Barak et al., 2006).

**Hypothesis 3: Emotional intelligence has significant negative effect on employees' turnover intention.**

**H3: There is a negative significant effect of emotional intelligence on employees' turnover intention in the universities of the UAE**

Unlike other studies conducted across the world, no significant association was found between domains of emotional intelligence such as self-emotion appraisal (SEA), and regulation of emotion (ROE) and intention to leave the job. However, use of emotions (UOE) and others' emotions appraisal (OEA) were negatively associated with the intention to leave the job. This implies that hypothesis 3a and 3d are not affirmed by the study findings. However, sub-hypothesis 3b and 3c are supported by the study findings and are discussed below in the light of relevant theories and findings from the literature

**Sub Hypothesis 3a: Appraisal of one's own emotions (SEA) has significant negative effect on employees' turnover intention.**

**Sub Hypothesis 3b: Appraisal of others' emotions (OEA) has significant negative effect on employees' turnover intention.**

**Sub Hypothesis 3c: Use of emotion (UOE) has significant negative effect on employees' turnover intention.**

The underlying theory that supports these findings is social exchange theory which claims that different exchange systems have different emotional effects on social relationships, and that investing money and time in human resources actually creates positive attitudes and an aura of honor toward the organization. The findings of the above two hypotheses affirms the Goleman EI theory, which implies that a person with high emotional intelligence can effectively channel negative emotions and associated behavior into positive ones or less negative ones. Therefore, it can lead to optimal work performance from employees. According

to this theory, employees with high emotional intelligence will feel calm and composed and will easily befriend others and could sense changes in their emotions, have more empathy, and a more positive attitude. This theory implies that that employee with high emotional intelligence will feel calm and composed and will easily make connections with others, and sense changes in others' emotions, have more empathy, and a more positive attitude. Further, according to this theory learning could be affected by emotional behavior and emotional intelligence

The findings of previously conducted studies that have proven the impact of these important domains on employees' intention to leave their job should not be denied. For example, domains such as emotional intelligence have been found to be related to employee turnover at different levels and are being explored as an important domain by various authors in diverse settings. For example, a study conducted in India demonstrated the effect of emotional intelligence on employees' turnover intention mediated by improvements in job satisfaction (Feyerabend et al., 2018). This is further supported by another study conducted by Kartono (2018), which illustrated that employees with a lower degree of emotional intelligence tend to leave the job quickly to find other career opportunities because they cannot cope with the existing stressful working conditions (Kartono and Hilmiana, 2018). Likewise, another study conducted in Vietnam found similar findings regarding emotional intelligence and proposed that organizations and their supervisors should improve the balance between work and family, thereby reducing job burnout by providing a supportive working environments to establish productive outcomes and prevent employees from quitting the job (Giao et al., 2020).

Although a statistically significant relationship was not found between self-emotion appraisal (SEA) and an employee's intention to quit the job, use of emotions (UOE) was found to be negatively associated with the intention to leave the job. Motivation from the inside is different from extrinsic motivation but overall self-motivation keeps a person motivated to

focus on achieving the goals for him or herself as well as for the organization (Ryan and Deci, 2000). Such motivation and encouragement keeps people focused on the targets, which in turn prevents employees from quitting the job. The significance of intrinsic motivation to lower the intention to leave the job is highlighted by the literature. Further, these findings regarding domains of emotional intelligence are compatible.

The existing evidence regarding the relationship between Use of Emotion (UOE) and intention to leave the job is analogous to our study findings (Dysvik and Kuvaas, 2010, Shareef and Atan, 2019). There is a myriad of literature that suggests an inverse relationship between use of emotions and employees' intention to leave the job (Houkes et al., 2003). Since emotions come from the activity of the motivational system, they can reveal information that others cannot directly express (Popa and Salanta, 2013). Use of emotions are linked to motivation because they elicit states, forces, and energy that cause and guide labor behavior (Popa and Salanta, 2013). Sometimes this motivation could be internal, however, the sources of motivation could be external as well. Regardless of the type of motivation, it helps employees to continue working in the same organization where they could plan to develop their careers and also prove beneficial to their employers (Ryan and Deci, 2000, Mustafa and Ali, 2019, Galletta et al., 2011). These findings can be explained by the fact that self-motivation might be considered as a resource linked to the stress faced by employees for the reason that it could substantially lessen the degrees of exhaustion and turnover intention. Thus, the acquisition of a new resource, encouraging workers could be a new approach to reduce breakdown and turnover intention when other types of support such as financial assistance are unobtainable by employees (Kim, 2015, Gillet et al., 2013). These comparable findings underline the significance of recognizing the ways by which employees can be kept motivated and encouraged to work for the benefit of the organization (Gillet et al., 2013).

## **5.1 Theoretical Implications**

Given the rising interest in research on employee turnover intention, this research has led to a better understanding of the relationship between different domains such as supervisor's support, coworkers' support, and emotional intelligence with turnover intention across different universities of the UAE. This research has some important implications for the area related to turnover intention in these organizations. In accordance with the findings of the current study, one of the important theoretical implications is that this research confirms the existing theories that affect employee turnover intention. The findings of the study could be used to develop a framework about which domains are more crucial in retaining employees. Based on these theoretical implications, this research topic about job turnover intention could be embedded at several levels in the universities to do more research and explore all possible relevant theories related to job turnover intention and its related domains. In addition, the findings of this study help to understand how existing theories can be considered as useful frameworks to understand the factors associated with turnover intention. For example, theoretical knowledge is widely available in the literature but it is the translation of that knowledge and theoretical framework to real life that matters more. It is believed that the findings of this study helped to apply the existing important theories that connect social support or emotional intelligence with the turnover intention in the UAE where no such work has been done previously. Also, using different domains of social support (supervisor and coworkers' support) and emotional intelligence, the study increased the probability of determining and assessing all relevant domains that could be associated with turnover intention. Thus, the results of this study affirmed the use of multiple sub-domains within the broad domains of social and emotional support that can influence employee turnover intention. If this study had only focused on one domain such as supervisor support and had ignored coworkers' support or emotional intelligence, it would have ignored the important domains that are theoretically linked to turnover intention and thus are justified to be

examined holistically with the domains of social support. Although there was not a single and holistic theory that could have been used to study the effect of these domains on employment support, knowledge from different theoretical frameworks was gleaned to assess the impact of these domains on the outcome of interest. Therefore, an important theoretical implication of the current study is to integrate several theoretical domains into one single theory that covers social and emotional intelligence comprehensively.

## **2.1 Practical Implications**

The study's findings can be used as a foundation for making decisions on employee welfare and future human resource planning. One important practical implication is the implementation of innovative strategies related to both social support and emotional intelligence by the universities in the UAE to reduce the turnover rates in the UAE mainly and across the Middle East. Secondly, there is a need to establish a suitable institutional framework for social support and emotional intelligence to reduce the turnover rates in universities and other organizations. There is also need to develop some training courses or some other tools in the working environment that can motivate employees to remain in good spirits at work. Besides, there is a need to provide opportunities where employees can share their ideas, partake in decision-making processes, and feel comfortable in exchanging ideas and sharing their points of view. Lastly, there is a dire need to allocate adequate resources in a way that can ensure supervisory support which differentiates between the needs of different employees. The findings of the study could help researchers and policymakers to design some cost-effective interventions to retain employees in their organizations and prevent them from leaving. Besides this, the universities should create an environment whereby strong social support, mainly from supervisors, should be provided at different levels. Supervisors in the organizations should create an environment where employees can openly share their opinions, concerns and partake in the important decisions for the growth of the organization.

In addition, there is a need to develop some ethical programs where supervisors should be trained to maintain the ethical values of giving importance to the work of employees. Supervisors need to acknowledge the work of employees by giving them a token of appreciation periodically and appraising their work frequently in a positive way. Supervisors should be trained frequently with different strategies to provide enough support to the employees and the voices of employees at different levels need to be heard. This will give more confidence to the employees, which will prevent them from leaving their jobs. Organizations such as universities need to introduce a mechanism where workers can communicate with their colleagues and other co-workers in a way that can enhance positive bonding and healthy competition between workers. Finally, the universities need to ensure that employees remain not by creating an unhealthily competitive environment, rather there should be a healthy and collegial environment where workers can collaborate with other employees and share their ideas openly in an optimistic way that provides a sense of confidence and reassurance to employees to work for a longer time in an organization.

## **5.2 Future directions**

Although we investigated the role of social support (supervisor's and coworkers' support) in retaining employees, this research was not aimed to elucidate the fundamental methods or mechanisms through which supervisor and coworker support influences employees to work in an organization with a long-term commitment. Understanding such mechanisms will help organizations to design suitable, cost-effective, and sustainable interventions that prevent staff turnover. Further, large epidemiological and longitudinal studies are required to be carried out to study the underlying processes and mechanisms through which the supervisor's support influences the intention of employees to leave the job.

## **5.3 Strengths and Limitations**

Like other studies, our study has some strengths and some limitations. First, this study is the first of its kind that has attempted to assess the effect of social support and emotional intelligence on employees' intention to leave their jobs in the UAE setting, which has not been explored previously. Thus, this study provided robust evidence to assess the effect of social support and emotional intelligence on job turnover intention in the UAE. This study has provided a piece of strong evidence that supervisor support could impact on the intention of employees to leave their working environment. Second, a validated and reliable questionnaire or tool was used to achieve the objective of the study and the validity and reliability of the questions that has been tested in previous studies, which increased the level of confidence to administer the same questionnaire in the UAE. Third, despite putting the questionnaire online, an acceptable response was obtained from the study participants that was required to achieve the desired power with the given sample size with a negligible amount of missing information from any of the variables. Fourth, in addition to domains related to social support and emotional intelligence, data were collected on the sociodemographic variables of the participants which developed strong models for the analysis by adjusting such variables in the model. Lastly, the data were collected data from all over the UAE, so the findings of the study could be generalized to the whole country and possibly to other Gulf countries with similar characteristics.

However, our study findings should be interpreted under the light of some caveats. First, since this was a cross-sectional study, the temporal relationship between various study domains and intention to leave the job could not be explored. Therefore, it is strongly proposed to carry out longitudinal cohort epidemiological studies in the future with a larger sample size to study the temporality between all suitable domains and the outcome of interest to rule out the possibility of reverse causation. Such studies could be performed on the special cohorts that are enumerated as employees in a given organization and followed regularly to see the effect

of social support and emotional intelligence on the intention to leave the job. Despite this, it is important to note that generally cross-sectional studies have been carried out in the literature to study this objective and therefore our findings are worth considering. Second, the factors that could mediate the relationship between the supervisor's support and intention to leave the job were not explored. Some of these factors could be job satisfaction and attachment to the organization, which could explain the relationship between social support and emotional intelligence and job turnover intention.

Therefore, it is recommended to undertake studies or do the mediation analysis to understand and explore the underlying mechanisms through which the supervisor's support could influence the intention of employees to leave the job. Such mediation analysis could help to estimate the indirect effect of social support through some mediating factors that in turn would help the study of the processes and constructs of the main independent variables to design interventions accordingly. Another possible limitation to this study is that a required sample size was not achieved to accomplish the objective of the study. The predefined sample size of the study was 537 participants. However, despite numerous reminders to study participants, responses were obtained from 452 participants (84% of the calculated sample size). Nevertheless, it cannot be believed that this reduction in study power has affected our results (or increased the risk of type 2 statistical errors) as our results in the bivariate analysis showed mostly significant associations with relatively narrow confidence intervals. In addition, a reduction in actual sample size was related to the limited response from only 4 out of the 13 institutes which might indicate that reduced response is not related to a systematic difference in those who did and did not complete the questionnaires among invited employees.

#### **5.4 Recommendations for future studies**

Based on our study findings, the following recommendations are proposed mainly for the universities that deal with employees at different levels.

- Although role of social support (supervisor's and coworkers' support) in retaining the employees was investigated, this research was not aimed to elucidate the fundamental methods or mechanisms through which supervisor and coworkers' support influences employees to work constantly in an organization with a long-term commitment. Understanding such mechanisms will help organizations to design suitable, cost-effective, and sustainable interventions to intervene in the processes that link social support with the intentions to turnover intentions.
- One such mechanism could be a direct effect of supervisor's support on employees' turnover intentions and another plausible mechanism could be through improving job satisfaction and affective organizational commitment. There is a need to understand these mechanisms by conducting future studies that will help identify the constructs through which social support influences the employee's intention to stay in the organization.
- There should be some periodic and ongoing ascertainment by which employees should be provided an opportunity to express the factors that motivate and encourage the employees to continue work and also the factors that demotivate and preclude them from working effectively. This exercise on an ongoing basis can help leaders and managers of the organization to find out the underlying cause of the motivation as well as demotivation. By understanding such factors, they can streamline some mechanisms or strategies by which employees can keep them stay motivated to continue work without being dissatisfied or burned out due to a stressful environment.
- Periodic anonymous surveys should be carried out to have the opinions of employees about how they feel about the organization or what are the barriers or challenges that make them think to leave the organization and what are the positive factors that help them to work continuously without thinking about leaving the job. The findings of these

surveys could be used to devise strategies and guidelines that should be in the favor of employees as well as the organization.

- Employees should be encouraged to set goals for themselves that should be aligned with the goals of their organization. This, in turn, will keep employees stay focused and directed to achieve the goals of the organization and to provide a pathway for employees where they can be motivated to work in the same organization without having the intention to leave the job for an unwarranted reason.
- Since employees are considered as the pillars or backbone of any organization and without whom the organizations can not accomplish their goals, values of employees, their needs, and their point of views should be given a high level of importance without being biased against any employee at any level or stage in the organization.
- Large epidemiological and longitudinal studies are required to be carried out to study the underlying processes and mechanisms through which the supervisor's support influences the intention of employees to leave the job. This will help researchers and policymakers design some cost-effective and sustainable interventions to retain the employees in the organizations and prevent them from leaving their working environments.
- Although a mediation analysis was not performed in the current study as it was not the objective of the study, it is suggested to explore the underlying mechanisms through which supervisor's support can influence an employee's intention to leave the job. This concept of mediation analysis or assessing the indirect effect of independent factors has important worth for researchers interested in employee turnover. This is because understanding such mechanisms will help design cost-effective interventions by which one could intervene on the mediators in case it is difficult to intervene on the main independent factor. Secondly, this will also help researchers understand the ingredients

or constructs of the main independent factor (supervisor's support) which influence the employees' intention to quit the job. For example, this can help design some ethical programs for the supervisors in the organization by which supervisors should value the work of their employees to encourage them and to retain them in the longer run.

- More research could be done to take one step further to assess the impact of job turnover intention on the productivity of organization. That will strengthen the existing evidence about the importance of retaining employees in any organization.

## 5.5 Conclusion

This cross-sectional study found that social support, mainly by supervisors and colleagues, is vital in influencing the intention of employees to leave the job. It is believed that this study provides both theoretical and practical considerations as this helped to understand the underlying theoretical frameworks through which social support as well as emotional intelligence help to retain employees in universities. Simultaneously, the findings of the study could provide a framework to the leaders of organizations to translate the evidence into action in a way that could be beneficial for the employees as well as for the organizations.

It was found that if by keeping other individual level variables such as age, gender, and working experience constant, supervisor's and co-workers' support are found to have an independent predictive effect on the intention to leave the job. More specifically, greater supervisor's support in a working environment could prevent an employee from leaving their job, which in turn could help the employee to become productive for the organization without becoming stressed and burnt out. This research has provided a piece of evidence to the existing theory regarding the relationship between perceived social support and intention to leave the job among employees working in different organizations in the UAE, thereby having important policy implications. Even though the relationship between social support and an employee's intention to leave the job has been extensively studied, that scrutiny was mainly done outside

the UAE. More specifically, preceding studies have not explored how social assistance from supervisors and co-workers is associated with the intention of employees to continue to work in a given organization. Thus, this study provides an imperative impact not only to the support that is required in the workplace but also in the area of overall human resource management. Providing adequate supervisor's support to the workers in organizations such as universities could prove beneficial for the organizations in the longer run. This is because employees having higher supervisor's support could feel better, which in turn will improve their level of satisfaction. This can lead to improved work efficiency and productivity for the universities. The results of this research study may be beneficial for the leaders or managers of any organization who are involved in planning and devising the policies and practices of human resources that concentrate on improving assistance from supervisors. An augmented amount of supervisor support may in turn assist in keeping employees and advancing their careers in an extremely competitive and demanding environment. Further, the role of self-motivation in influencing the intention to leave the job should not be ignored as endorsed by the study findings. Although any relationship between other domains such as emotional intelligence or self-regulation with the outcome of interest was not found in this study, the importance of these domains on influencing employee turnover is enough to warrant exploring these null findings in future studies by conducting large, robust, and longitudinal epidemiological studies in similar settings and, more specifically, in the Middle East.

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## Appendix-I



### Consent form

Dear Respondent,

You are invited to participate in a research project entitled *Impact of Social Support, Emotional Intelligence on Work Turnover Intention: A Cross-Sectional Study among Employees*. Along with this letter is a short questionnaire that asks a variety of questions related to the study. I would be grateful if you took the time to fill in the questionnaire, it should take you about 10 minutes to complete. The results of this study will help me in the completion of my doctoral thesis at the British University in Dubai. Through your participation I am aiming to explore the impact of social support and emotional intelligence on turnover intention among the employees of both government and private universities. The component social support includes both the support from supervisors and coworkers. Once the study is complete, I am interested in sharing my results by publishing them in a well-known journal.

There are no risks to you or to your privacy if you decide to participate in my study by filling out this questionnaire and you are not required to put your name on the questionnaire when you fill it out. I promise not to share any information that identifies you with anyone outside my research group.

I hope you will take the time to complete this questionnaire and return it. Your participation is voluntary and regardless of whether you choose to participate or not, please let me know if you

would like a summary of my findings. To receive a summary, please write your email at the end of the questionnaire.

Thank you.

Main Researcher:

Heera Alketbi

School of Business Administration

The British University in Dubai,

Phone number: 00971-0-504660300

Email: [heera.alkitbi@gmail.com](mailto:heera.alkitbi@gmail.com)

## Questionnaire

### General Questions/Demographics

FORM SERIAL NUMBER		-	
<b>a. Date</b>			
dd/mm/yyyy			
<b>b. Age</b>	20 to less than 30 years	30 to less than 40 years	
	40 to less than 50 years	50 years and above	
<b>c. Marital Status</b>	1. Married <input type="checkbox"/>	<b>d. Gender</b>	Male = 1 <input type="checkbox"/>
	2. Unmarried <input type="checkbox"/>		Female = 2 <input type="checkbox"/>
<b>e. In which Emirate do you currently work? List of 7 emirates</b>	Abu Dhabi <input type="checkbox"/> , Dubai <input type="checkbox"/> , Sharjah <input type="checkbox"/> , Ajman <input type="checkbox"/> , Umm Al Quwain <input type="checkbox"/> , Ras Al Khaimah <input type="checkbox"/> , and Fujairah <input type="checkbox"/>		
<b>f. Name of the university/college you work in?</b>			
<b>g. When did you join the university\college?</b>			
<b>h. Experience</b>	Less than 5 years	5 to less than 10 years	

	10 to less than 15 years	15 years and above
--	--------------------------	--------------------

**The statements below will evaluate the extent to which your supervisor supports your work.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The supervisor would take into consideration any complaint from me.	1	2	3	4	5
2. The supervisor really cares about my well-being.	1	2	3	4	5
3. The supervisor notices my involvement in the overall success of the entity.	1	2	3	4	5
4. The supervisor cares about my general satisfaction at work.	1	2	3	4	5
5. The supervisor shows immense concern for me.	1	2	3	4	5
6. The supervisor takes pride in my accomplishments at work.	1	2	3	4	5

**The statements below will evaluate the extent to which your coworker supports your work.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
7. My coworkers provide me with helpful information or advice.	1	2	3	4	5
8. My coworkers show sympathetic understanding and advice.	1	2	3	4	5
9. My coworkers offer clear and helpful feedback.	1	2	3	4	5
10. My coworkers provide practical assistance.	1	2	3	4	5

**The statements below will evaluate your level of self-awareness.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11. I have a good sense of why I feel certain feelings most of the time.	1	2	3	4	5

12. I have a good understanding of my own emotions.	1	2	3	4	5
13. I really understand what I feel.	1	2	3	4	5
14. I always know whether I am happy or not.	1	2	3	4	5

**The statements below will evaluate your level of sympathy towards your coworkers.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15. I always know my friends' emotions from their behaviour.	1	2	3	4	5
16. I am a good observer of others' emotions.	1	2	3	4	5
17. I am sensitive to the feelings and emotions of others.	1	2	3	4	5
18. I have a good understanding of the emotions of people around me.	1	2	3	4	5

**The statements below will evaluate your level of self-motivation.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
19. I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
20. I always tell myself I am a competent person.	1	2	3	4	5
21. I am a self-motivating person.	1	2	3	4	5
22. I would always encourage myself to try my best.	1	2	3	4	5

**The statements below will evaluate your level of self-regulation.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
23. I am able to control my temper so that I can handle difficulties rationally.	1	2	3	4	5

24. I am quite capable of controlling my own emotions.	1	2	3	4	5
25. I can always calm down quickly when I am very angry.	1	2	3	4	5
26. I have good control of my emotions.	1	2	3	4	5

**Please score the following items using the scale of 1 to 6 to express your approval degree according to your true feelings.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
27. I rarely consider leaving my job.	1	2	3	4	5
28. My job is fulfilling my personal needs.	1	2	3	4	5
29. I often have the opportunity to achieve my personal work-related goals.	1	2	3	4	5
30. I rarely dream about getting another job that will better suit my personal needs.	1	2	3	4	5

31. It is unlikely I would accept another job at the same compensation level if it was offered to me.	1	2	3	4	5
32. I often look forward to another day at work.	1	2	3	4	5

## Appendix-II



# استبيان مشروع بحث بعنوان "تأثير الدعم الاجتماعي والذكاء العاطفي على نية ترك العمل: دراسة مقطعية بين الموظفين

عزيزي القارئ

أتشرف بدعوتك للمشاركة في تعبئة هذا الاستبيان الذي يهدف إلى معرفة مدى تأثير الدعم الاجتماعي والذكاء العاطفي على نية ترك العمل بين الموظفين لكل من الجامعات الحكومية والخاصة. هذا الاستبيان لن يستغرق من وقتك أكثر من 10 دقائق فقط لإكماله. كما انه لا يوجد أية خطورة عليك أو على خصوصيتك في حالة تعبئة هذا الاستبيان ولا يتوجب عليك أيضاً كتابة اسمك على الاستبيان وأتعهد بعدم نشر أي معلومة قد تعرف بك لأي شخص خارج مجموعتي البحثية. مشاركتك في هذا الدراسة ستمكنني من الحصول على المعلومات اللازمة لإكمال متطلبات الحصول على درجة الدكتوراه من الجامعة البريطانية في دبي .

واخيراً أتمنى عزيزي القارئ أن يكون لديك الوقت الكافي لتعبئة هذا الاستبيان، كما أود التأكيد لحضراتكم أن الإجابة على الاستبيان عمل تطوعي.

ولكم جزيل الشكر والتقدير

الباحث الرئيسي:

هييرة حمد الكتبي

كلية إدارة الأعمال

الجامعة البريطانية في دبي

رقم الهاتف: ٥٠٤٦٦٠٣٠٠-٠٠٩٧١

البريد الإلكتروني: heera.alkitbi@gmail.com

## استبيان

### أسئلة عامة/التركيبة السكانية 7

		رقم النموذج التسلسلي	
أ. التاريخ			
----/----/----			
		ب. العمر	
		<input type="checkbox"/> من ٢٠ إلى أقل من ٣٠ عام <input type="checkbox"/> من ٣٠ إلى أقل من ٤٠ عام <input type="checkbox"/> من ٤٠ إلى أقل من ٥٠ عام <input type="checkbox"/> أكبر من ٥٠ عام	
<input type="checkbox"/> نكر <input type="checkbox"/> أنثى		د. الجنس	ج. الحالة الاجتماعية <input type="checkbox"/> متزوج <input type="checkbox"/> أعزب
أبو ظبي / دبي / الشارقة / عجمان / أم القيوين / رأس الخيمة / الفجيرة		هـ. في أي إمارة من الإمارات تعمل حاليًا؟	
		و. ما هي الجامعة أو الكلية التي تعمل بها حاليًا؟	
<input type="checkbox"/> أقل من ٥ سنوات		ز. الخبرة المهنية	

<input type="checkbox"/> ٥ إلى أقل من ١٠ سنوات <input type="checkbox"/> ١٠ إلى أقل من ١٥ سنة <input type="checkbox"/> ١٥ سنة أو أكثر	
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تقيس العبارات التالية مدى دعم مسؤولك المباشر لعملك:

العبرة	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
1. مسؤولي المباشر يأخذ بعين الاعتبار أي شكوى أقوم بتقديمها	١	٢	٣	٤	٥
2. مسؤولي المباشر يهتم بسعادتي وراحتي الشخصية	١	٢	٣	٤	٥
3. مسؤولي المباشر يقدر دوري في نجاح المؤسسة	١	٢	٣	٤	٥
4. مسؤولي المباشر يهتم برضا موظفيه	١	٢	٣	٤	٥
5. مسؤولي المباشر يظهر اهتمامًا وتقديرًا لظروفي الخاصة	١	٢	٣	٤	٥
6. مسؤولي المباشر يفخر بإنجازاتي في العمل	١	٢	٣	٤	٥

تقيس العبارات التالية مدى دعم زملائك لك في العمل:

العبرة	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
7 . يقوم زملائي في العمل بتقديم معلومات تثري خبرتي المهنية	١	٢	٣	٤	٥
8 . يقوم زملائي في العمل بإبداء التعاطف والتفهم	١	٢	٣	٤	٥
9 . يقوم زملائي في العمل بتقديم اقتراحات بناءة واضحة	١	٢	٣	٤	٥
10 . يقوم زملائي في العمل بتقديم المساعدة المطلوبة وقت الحاجة	١	٢	٣	٤	٥

تقيس العبارات التالية مدى الوعي الذاتي لديك:

العبرة	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
11 . لدي وعي تام بالأسباب التي تؤدي إلى ظهور بعض الانفعالات من قبلي	١	٢	٣	٤	٥

٥	٤	٣	٢	١	. لدي فهم جيد وواضح عن 12 عواطف
٥	٤	٣	٢	١	. أفهم مشاعري جيداً 13
٥	٤	٣	٢	١	. لدي وعي تام بأسباب سعادتي 14

تقيس العبارات التالية مدى تعاطفك مع زملائك في العمل:

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	العبرة
٥	٤	٣	٢	١	. أعرف دائماً ما يشعر به 15 زملائي من خلال تصرفاتهم وسلوكهم
٥	٤	٣	٢	١	. أجيد ملاحظة مشاعر الآخرين 16
٥	٤	٣	٢	١	. أجيد مراعاة مشاعر الآخرين 17
٥	٤	٣	٢	١	. أجيد فهم أحاسيس وعواطف 18 زملائي في العمل

تقيس العبارات التالية مدى التحفيز الذاتي لديك:

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	العبرة
٥	٤	٣	٢	١	١٩ . أحدد دائماً أهدافاً لنفسى وأسعى جاهداً لتحقيقها
٥	٤	٣	٢	١	٢٠ . أنا واثق بأننى شخص كفء
٥	٤	٣	٢	١	٢١ . أنا شخص دائم التحفيز لذاتى
٥	٤	٣	٢	١	٢٢ . أشجع نفسى دائماً لبذل قصارى جهدى فى العمل

تقيس العبارات التالية مدى الانضباط الانفعالى لديك:

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	العبرة
٥	٤	٣	٢	١	٢٣ . أنا قادر على ضبط أعصابى للتعامل مع مختلف المواقف بعقلانية واتزان
٥	٤	٣	٢	١	٢٤ . أنا قادر على التحكم بمشاعرى
٥	٤	٣	٢	١	٢٥ . لى القدرة على التحكم بنفسى عند الشعور بالغضب الشديد

٥	٤	٣	٢	١	. بشكلٍ عام، لدي اتزان عاطفي 26 وانفعالي
---	---	---	---	---	---

استخدم المقياس من 1 إلى 5 للتعبير عن درجة موافقتك وفقاً لشعورك الحقيقي:

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	العبرة
٥	٤	٣	٢	١	. نادرًا ما أفكر في ترك وظيفتي 27
٥	٤	٣	٢	١	. أنا راضٍ عن وظيفتي لأنها 28 تلبي احتياجاتي الخاصة
٥	٤	٣	٢	١	. دائماً تتاح لي الفرصة لتحقيق 29 أهدافي الشخصية المتعلقة بالعمل
٥	٤	٣	٢	١	. لا أفكر بالحصول على وظيفة 30 أخرى تناسب احتياجاتي الشخصية
٥	٤	٣	٢	١	. من غير المحتمل أن أقبل 31 بوظيفة أخرى بنفس مستوى امتيازات وظيفتي الحالية
٥	٤	٣	٢	١	. أتطلع دائماً ليوم جديد وبدايات 32 جديدة في العمل

## Remaining tables from the analysis

Summary Statistics to assess the normality for continuous variables								
		Sum Score for Supervisor support	Sum Score for coworker's support	Sum Score for emotional intelligence	Sum Score for Sympathy	Sum score for self- motivation	Sum score for self- regulation	Sum score for intention to turnover
N	Valid	452	452	452	452	446	452	452
	Missing	0	0	0	0	6	0	0
Mean		14.59	11.18	12.15	11.40	11.66	11.05	9.33
Median		16.00	12.00	12.00	12.00	12.00	12.00	9.00
Std. Deviation		5.272	2.668	2.290	2.247	2.517	3.204	5.088
Skewness		-.679	-.663	-.989	-.360	-.789	-1.094	.242
Std. Error of Skewness		.115	.115	.115	.115	.116	.115	.115
Kurtosis		-.611	.751	2.825	.105	1.381	.730	-.671
Std. Error of Kurtosis		.229	.229	.229	.229	.231	.229	.229
Minimum		0	0	0	4	4	2	0
Maximum		23	16	16	16	16	16	22

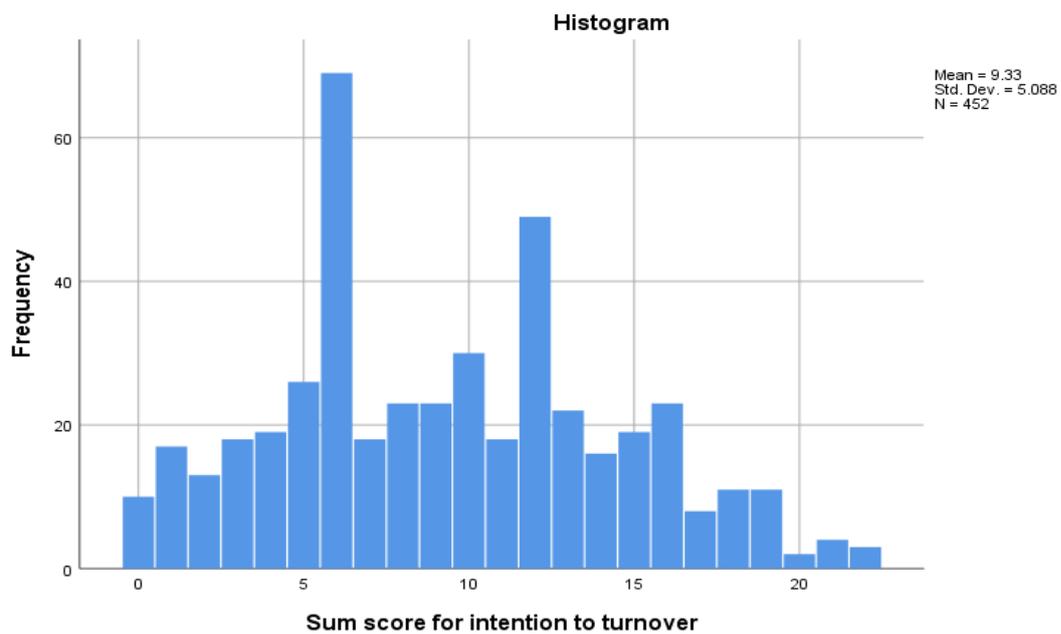
## Checking assumptions for linear regression

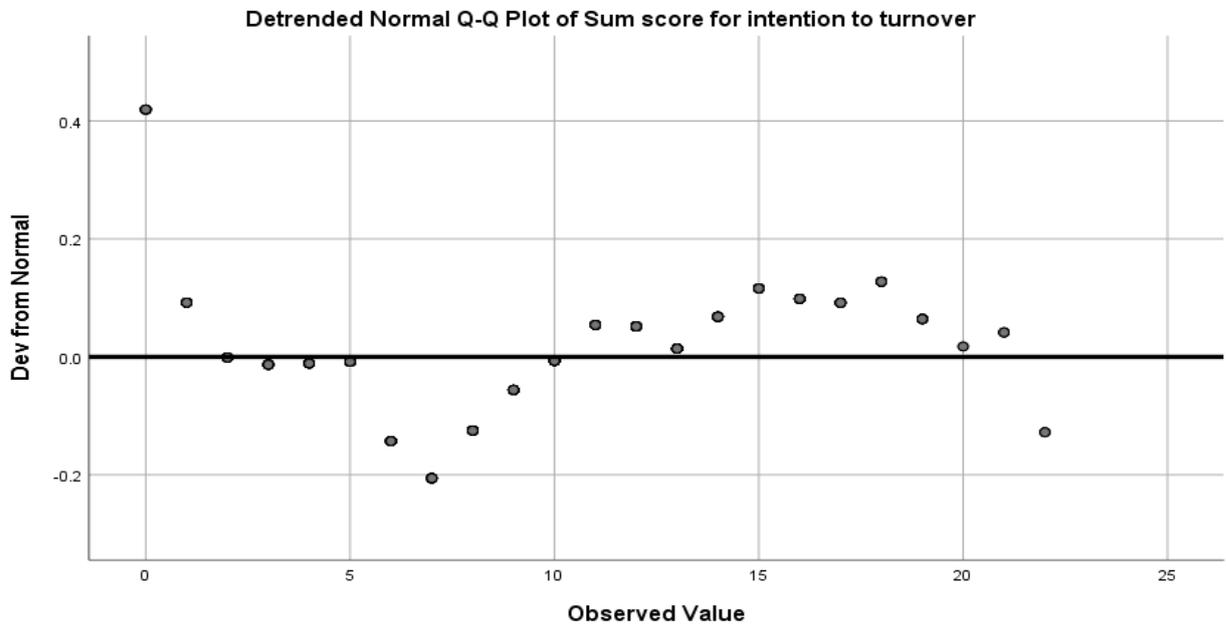
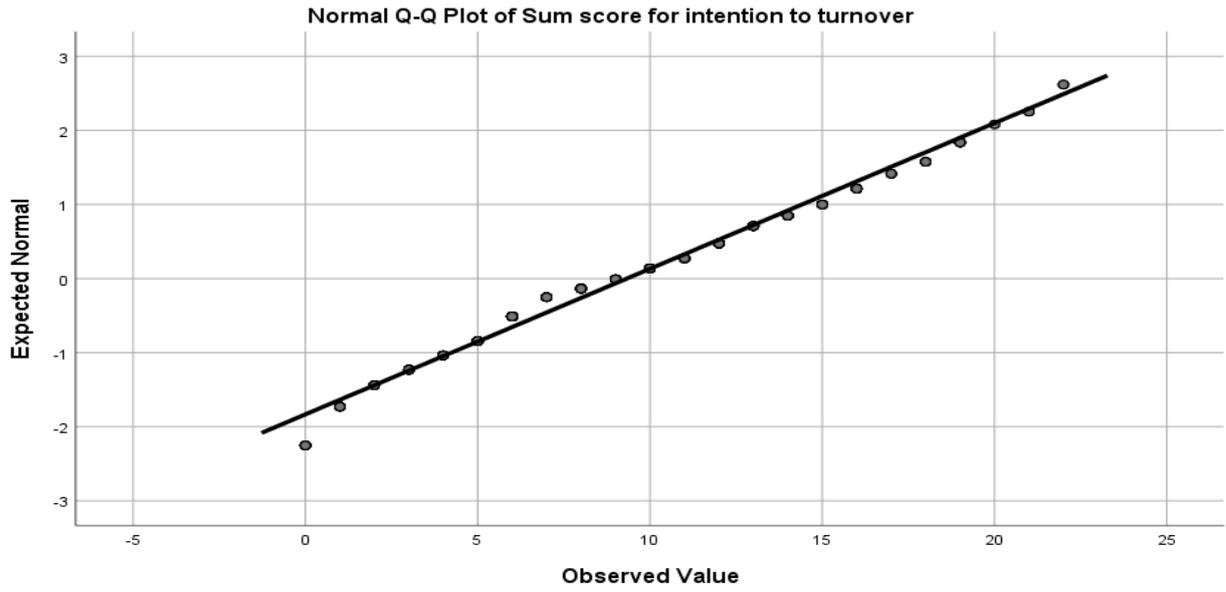
<b>Descriptive statistics for outcome of interest (Sum score for intention to turnover)</b>				
		<b>Statistic</b>	<b>Std. Error</b>	
Sum score for intention to turnover	Mean		9.33	.239
	95% Confidence Interval for Mean	Lower Bound	8.86	
		Upper Bound	9.80	
	5% Trimmed Mean		9.24	
	Median		9.00	
	Variance		25.888	
	Std. Deviation		5.088	
	Minimum		0	
	Maximum		22	
	Range		22	
	Interquartile Range		7	
	Skewness		.242	.115
	Kurtosis		-.671	.229

<b>Tests of Normality for Sum score for intention to turnover</b>
---

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sum score for intention to turnover	.124	452	.000	.976	452	.000

**Histogram for Sum score for intention to turnover**





**Assumptions for Sum Score for Supervisor support**

<b>Model Summary<sup>b</sup></b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1		
1	.621 <sup>a</sup>	.386	.384	3.992	.386	282.706	1		

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4504.874	1	4504.874	282.706	.000 <sup>b</sup>
	Residual	7170.666	450	15.935		
	Total	11675.540	451			

a. Dependent Variable: Sum score for intention to turnover

b. Predictors: (Constant), Sum Score for Supervisor support

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta				
1	(Constant)	18.074	.553		32.681	.000		
	Sum Score for Supervisor support	-.600	.036	-.621	-16.814	.000		

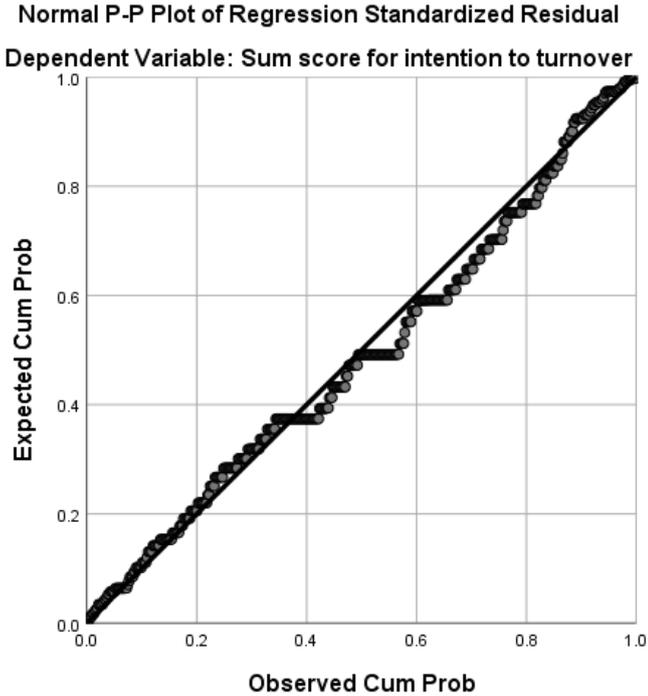
Collinearity Diagnostics <sup>a</sup>					
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Sum Score for Supervisor support
1	1	1.941	1.000	.03	.03
	2	.059	5.716	.97	.97

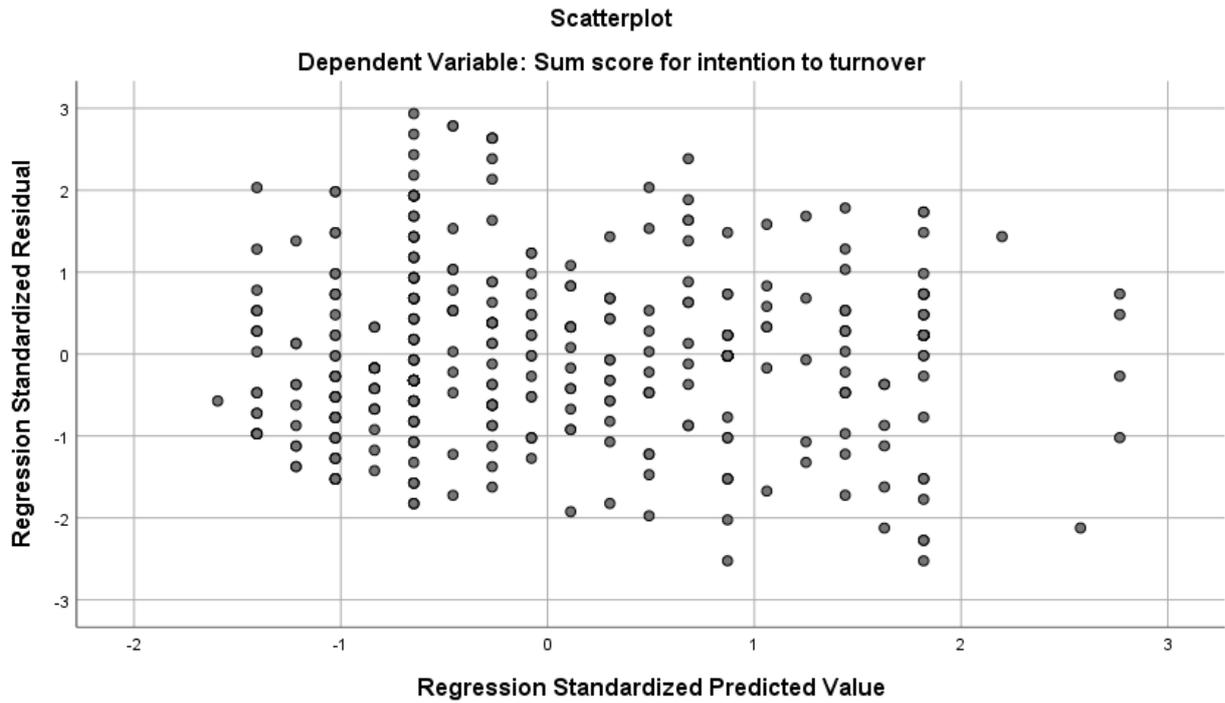
a. Dependent Variable: Sum score for intention to turnover

<b>Residuals Statistics</b>					
	Minimu m	Maximu m	Mean	Std. Deviation	N
Predicted Value	4.28	18.07	9.33	3.160	452
Std. Predicted Value	-1.596	2.767	.000	1.000	452
Standard Error of Predicted Value	.188	.553	.257	.066	452
Adjusted Predicted Value	4.30	18.15	9.33	3.161	452
Residual	-10.078	11.718	.000	3.987	452
Std. Residual	-2.525	2.935	.000	.999	452
Stud. Residual	-2.536	2.940	.000	1.001	452
Deleted Residual	-10.173	11.755	-.001	4.005	452
Stud. Deleted Residual	-2.552	2.965	.000	1.004	452
Mahal. Distance	.006	7.658	.998	1.174	452
Cook's Distance	.000	.040	.002	.004	452
Centered Leverage Value	.000	.017	.002	.003	452

a. Dependent Variable: Sum score for intention to turnover

**P-P plot for Sum Score for Supervisor support**





**Assumptions for Sum Score for coworkers' support**

<b>Model Summary<sup>b</sup></b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1		
1	.465 <sup>a</sup>	.216	.214	4.510	.216	124.096	1		

<b>ANOVA<sup>a</sup></b>									
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Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2523.779	1	2523.779	124.096	.000 <sup>b</sup>
	Residual	9151.760	450	20.337		
	Total	11675.540	451			

a. Dependent Variable: Sum score for intention to turnover

b. Predictors: (Constant), Sum Score for coworkers' support

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta				
1	(Constant)	19.244	.915		21.029	.000		
	Sum Score for coworker's support	-.887	.080	-.465	-11.140	.000		

<b>Collinearity Diagnostics<sup>a</sup></b>					
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Sum Score for coworker's support
1	1	1.973	1.000	.01	.01
	2	.027	8.511	.99	.99

a. Dependent Variable: Sum score for intention to turnover

<b>Casewise Diagnostics<sup>a</sup></b>				
Case Number	Std. Residual	Sum score for intention to turnover	Predicted Value	Residual
117	3.142	21	6.83	14.170

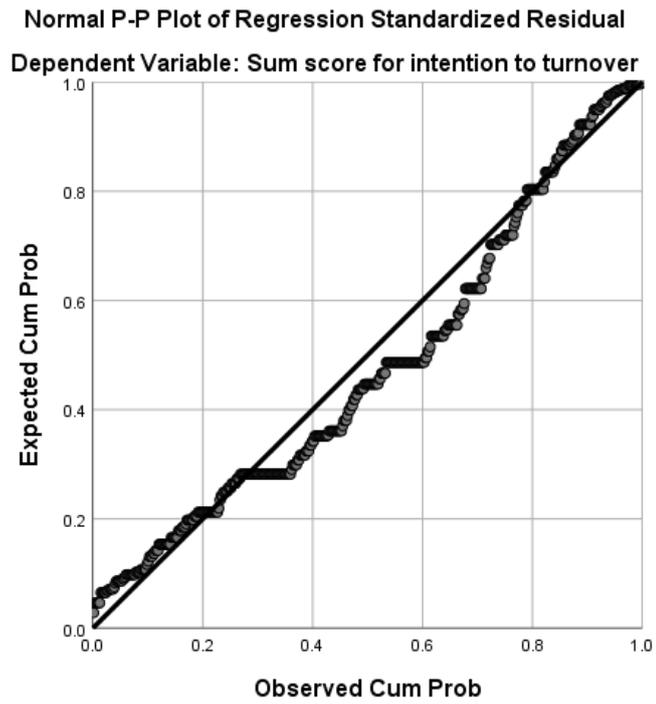
a. Dependent Variable: Sum score for intention to turnover

<b>Residuals Statistics<sup>a</sup></b>
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	Minimu m	Maximu m	Mean	Std. Deviation	N
Predicted Value	5.06	19.24	9.33	2.366	452
Std. Predicted Value	-1.805	4.192	.000	1.000	452
Standard Error of Predicted Value	.213	.915	.286	.091	452
Adjusted Predicted Value	4.97	19.47	9.33	2.369	452
Residual	-8.604	14.170	.000	4.505	452
Std. Residual	-1.908	3.142	.000	.999	452
Stud. Residual	-1.910	3.149	.000	1.001	452
Deleted Residual	-8.624	14.237	.000	4.526	452
Stud. Deleted Residual	-1.916	3.181	.001	1.004	452
Mahal. Distance	.005	17.574	.998	1.650	452
Cook's Distance	.000	.034	.002	.004	452
Centered Leverage Value	.000	.039	.002	.004	452

a. Dependent Variable: Sum score for intention to turnover

**P-P Plot for Sum Score for coworkers' support**



**Assumptions for Sum Score for emotional intelligence**

Model Summary <sup>b</sup>							
	R				Change Statistics		

Model	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1		
1	.365 <sup>a</sup>	.133	4.742	.133	69.246	1		

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1557.032	1	1557.032	69.246	.000 <sup>b</sup>
	Residual	10118.508	450	22.486		
	Total	11675.540	451			

a. Dependent Variable: Sum score for intention to turnover

b. Predictors: (Constant), Sum Score for emotional intelligence

Coefficients <sup>a</sup>	

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta				
1	(Constant)	19.185	1.205		15.916	.000		
	Sum Score for emotional intelligence	-.811	.097	-.365	-8.321	.000		

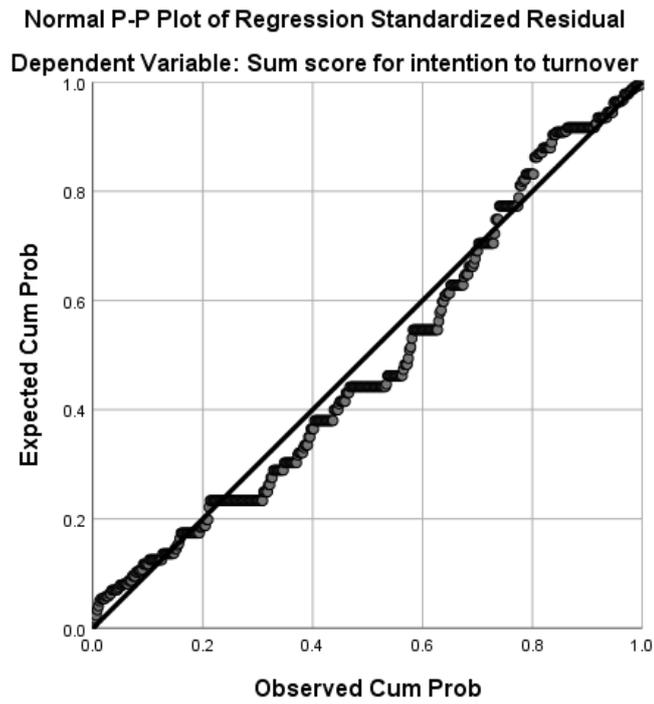
Collinearity Diagnostics <sup>a</sup>					
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Sum Score for emotional intelligence
1	1	1.983	1.000	.01	.01
	2	.017	10.715	.99	.99

a. Dependent Variable: Sum score for intention to turnover

<b>Residuals Statistics<sup>a</sup></b>					
	Minimu m	Maximu m	Mean	Std. Deviation	N
Predicted Value	6.20	19.18	9.33	1.858	452
Std. Predicted Value	-1.681	5.305	.000	1.000	452
Standard Error of Predicted Value	.224	1.205	.293	.116	452
Adjusted Predicted Value	6.13	19.54	9.33	1.867	452
Residual	-11.317	12.551	.000	4.737	452
Std. Residual	-2.387	2.647	.000	.999	452
Stud. Residual	-2.409	2.650	.000	1.001	452
Deleted Residual	-11.527	12.578	-.004	4.757	452
Stud. Deleted Residual	-2.422	2.668	.000	1.003	452
Mahal. Distance	.004	28.144	.998	2.184	452
Cook's Distance	.000	.054	.002	.005	452
Centered Leverage Value	.000	.062	.002	.005	452

a. Dependent Variable: Sum score for intention to turnover

**P-P Plot for sum of score for emotional intelligence**



**Assumptions for Sum Score for sympathy**

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1		

1	.397 <sup>a</sup>	.158	.156	4.675	.158	84.291	1		
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ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1841.961	1	1841.961	84.291	.000 <sup>b</sup>
	Residual	9833.579	450	21.852		
	Total	11675.540	451			

a. Dependent Variable: Sum score for intention to turnover

b. Predictors: (Constant), Sum Score for Sympathy

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.		

		B	Std. Error	Beta				
1	(Constant)	19.585	1.139		17.199	.000		
	Sum Score for Others' emotions appraisal (OEA)	-.899	.098	-.397	-9.181	.000		

Collinearity Diagnostics					
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Sum Score for Sympathy
1	1	1.981	1.000	.01	.01
	2	.019	10.260	.99	.99

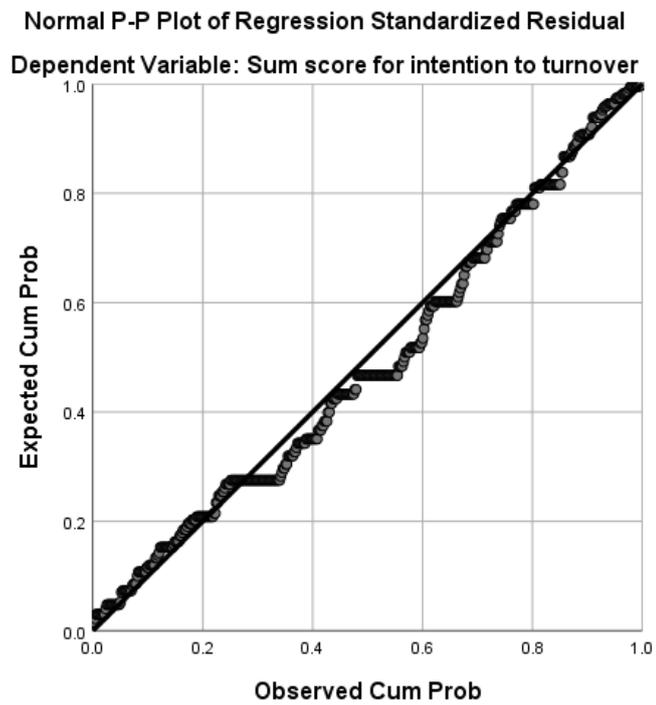
a. Dependent Variable: Sum score for intention to turnover

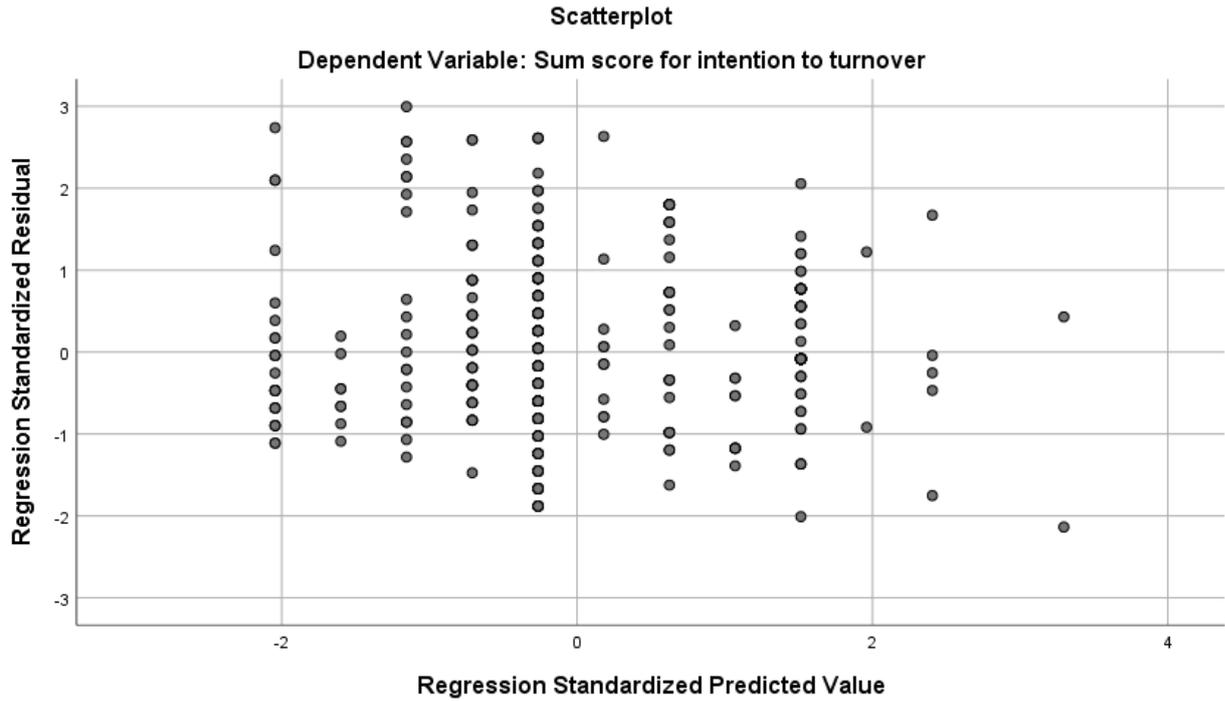
Residuals Statistics <sup>a</sup>					
	Minimum	Maximum	Mean	Std. Deviation	N
	m	m			

Predicted Value	5.19	15.99	9.33	2.021	452
Std. Predicted Value	-2.045	3.296	.000	1.000	452
Standard Error of Predicted Value	.223	.758	.296	.094	452
Adjusted Predicted Value	5.05	16.26	9.33	2.022	452
Residual	-9.988	14.007	.000	4.669	452
Std. Residual	-2.137	2.996	.000	.999	452
Stud. Residual	-2.165	3.004	.000	1.001	452
Deleted Residual	-10.257	14.080	.000	4.690	452
Stud. Deleted Residual	-2.174	3.031	.001	1.003	452
Mahal. Distance	.032	10.861	.998	1.444	452
Cook's Distance	.000	.063	.002	.005	452
Centered Leverage Value	.000	.024	.002	.003	452

a. Dependent Variable: Sum score for intention to turnover

**P-P plot for sympathy**





**Assumptions for Sum Score for self-motivation**

<b>Model Summary</b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1		
1	.371 <sup>a</sup>	.138	.136	4.652	.138	70.956	1		

<b>ANOVA<sup>a</sup></b>
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Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1535.507	1	1535.507	70.956	.000 <sup>b</sup>
	Residual	9608.332	444	21.640		
	Total	11143.839	445			

a. Dependent Variable: Sum score for intention to turnover

b. Predictors: (Constant), Sum score for self-motivation

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta				
1	(Constant)	17.809	1.045		17.037	.000		
	Sum Score for Use of emotions (UOE)	-.738	.088	-.371	-8.424	.000		

Collinearity Diagnostics					
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Sum score for self-motivation
1	1	1.978	1.000	.01	.01
	2	.022	9.384	.99	.99

a. Dependent Variable: Sum score for intention to turnover

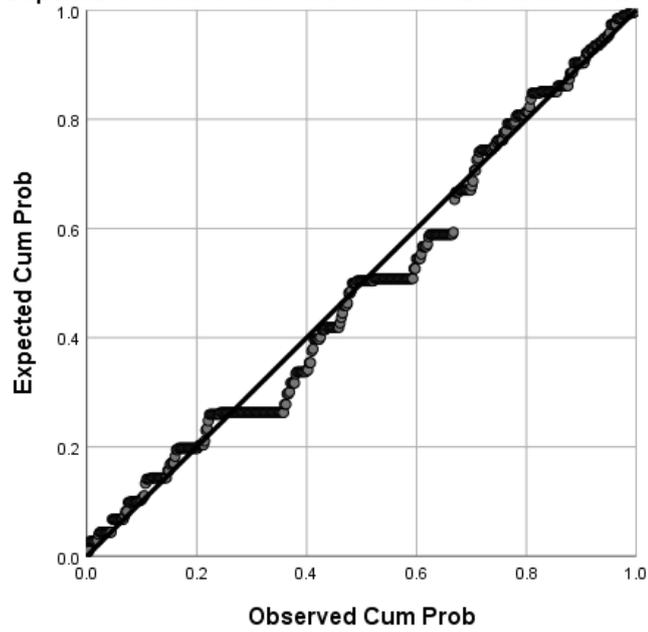
Residuals Statistics <sup>a</sup>					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	6.00	14.86	9.20	1.858	446
Std. Predicted Value	-1.723	3.045	.000	1.000	446
Standard Error of Predicted Value	.222	.707	.292	.108	446
Adjusted Predicted Value	5.89	15.11	9.20	1.861	446
Residual	-11.381	13.522	.000	4.647	446

Std. Residual	-2.447	2.907	.000	.999	446
Stud. Residual	-2.463	2.913	.000	1.001	446
Deleted Residual	-11.539	13.579	-.001	4.668	446
Stud. Deleted Residual	-2.478	2.938	.000	1.003	446
Mahal. Distance	.018	9.269	.998	1.829	446
Cook's Distance	.000	.066	.002	.005	446
Centered Leverage Value	.000	.021	.002	.004	446

a. Dependent Variable: Sum score for intention to turnover

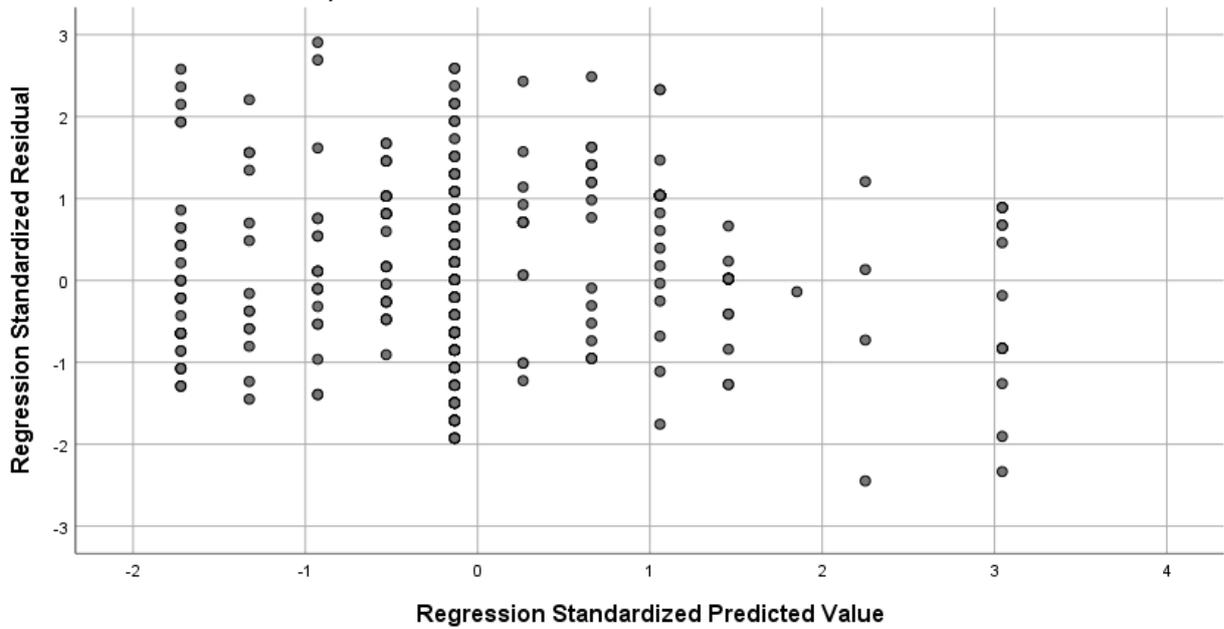
**P-P plot for sum score for self-motivation**

Normal P-P Plot of Regression Standardized Residual  
Dependent Variable: Sum score for intention to turnover



Scatterplot

Dependent Variable: Sum score for intention to turnover



**Assumptions for self-regulation**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1		
1	.489 <sup>a</sup>	.239	.237	2.661	.239	139.549	1		

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	988.210	1	988.210	139.549	.000 <sup>b</sup>
	Residual	3144.178	444	7.081		
	Total	4132.388	445			

**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta				
1	(Constant)	4.263	.598		7.129	.000		
	Sum score for self-regulation	.592	.050	.489	11.813	.000		

### Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Sum score for self-regulation
1	1	1.978	1.000	.01	.01
	2	.022	9.384	.99	.99

### Casewise Diagnostics<sup>a</sup>

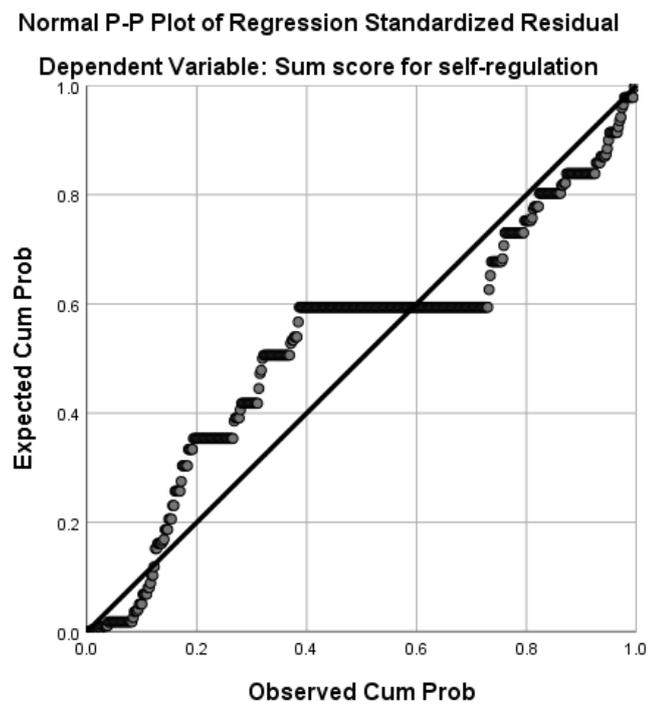
Case Number	Std. Residual	Sum score for self- regulation	Predicted Value	Residual
17	-3.812	3	13.14	-10.143
26	3.076	16	7.82	8.185
81	-3.658	4	13.74	-9.735
270	-3.658	4	13.74	-9.735

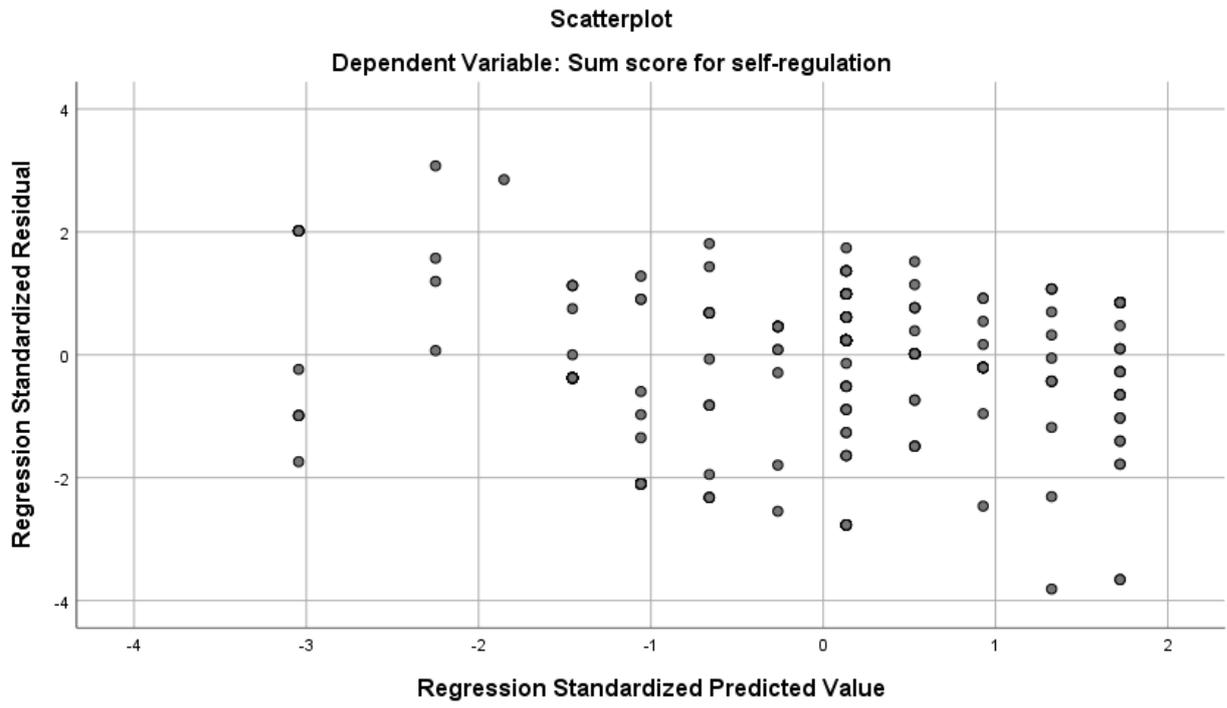
#### Residuals Statistics<sup>a</sup>

	Minimu m	Maximu m	Mean	Std. Deviation	N
Predicted Value	6.63	13.74	11.17	1.490	446
Std. Predicted Value	-3.045	1.723	.000	1.000	446
Standard Error of Predicted Value	.127	.404	.167	.062	446
Adjusted Predicted Value	6.50	13.82	11.17	1.495	446
Residual	-10.143	8.185	.000	2.658	446
Std. Residual	-3.812	3.076	.000	.999	446

Stud. Residual	-3.824	3.097	.000	1.002	446
Deleted Residual	-10.207	8.298	.001	2.676	446
Stud. Deleted Residual	-3.884	3.127	-.001	1.007	446
Mahal. Distance	.018	9.269	.998	1.829	446
Cook's Distance	.000	.066	.003	.009	446
Centered Leverage	.000	.021	.002	.004	446
Value					

a. Dependent Variable: Sum score for self-regulation





<b>Coefficients and VIF and Tolerance values for variables included in the model</b>						
<b>Variables in the model</b>		<b>Standardize</b>	<b>t</b>	<b>Sig.</b>	<b>Collinearity Statistics</b>	
		<b>d</b>			<b>Beta</b>	<b>Toleranc</b>
	<b>(Constant)</b>		<b>19.718</b>	<b>.000</b>		
	<b>Age categorized into less than 40 years/40 years and older</b>	<b>.138</b>	<b>3.164</b>	<b>.002</b>	<b>.633</b>	<b>1.580</b>
	<b>Work experience categorized into less than 10 years/10 years and above</b>	<b>-.067</b>	<b>-1.559</b>	<b>.120</b>	<b>.641</b>	<b>1.559</b>
	<b>Sum Score for Supervisor support</b>	<b>-.461</b>	<b>-9.851</b>	<b>.000</b>	<b>.549</b>	<b>1.823</b>
	<b>Sum Score for coworker's support</b>	<b>-.123</b>	<b>-2.587</b>	<b>.010</b>	<b>.532</b>	<b>1.881</b>
	<b>Sum Score for emotional intelligence</b>	<b>-.037</b>	<b>-.862</b>	<b>.389</b>	<b>.635</b>	<b>1.574</b>
	<b>Sum Score for Sympathy</b>	<b>-.093</b>	<b>-2.112</b>	<b>.035</b>	<b>.623</b>	<b>1.606</b>
	<b>Sum score for self-motivation</b>	<b>-.034</b>	<b>-.766</b>	<b>.444</b>	<b>.597</b>	<b>1.675</b>

	<b>Sum score for self-regulation</b>	<b>-.123</b>	<b>-2.820</b>	<b>.005</b>	<b>.633</b>	<b>1.580</b>
<b>a. Dependent Variable: Sum score for intention to turnover</b>						