

**EMOTIONAL LABOUR, PSYCHOLOGICAL CONTRACT BREACH AND
ORGANIZATIONAL CLIMATE AS PREDICTORS OF TURNOVER
INTENTIONS**

BY

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**DEPARTMENT OF PSYCHOLOGY
FACULTY OF THE SOCIAL SCIENCES
UNIVERSITY OF NIGERIA, NSUKKA**

MAY, 2015

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**A Ph.D. THESIS PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D.)
DEGREE IN INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY**

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MAY, 2015

CERTIFICATION

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Kanu, Gabriel Chinyere, a postgraduate student in the Department of Psychology, University of Nigeria, Nsukka, with registration number PG/Ph.D/11/59945 has satisfactorily completed the requirement for course work and comprehensive research work for the degree of Ph.D in Industrial/Organizational Psychology. The work embodied in this thesis report is original and has not been submitted in part or in whole for any other diploma or degree of this in any other university.

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DEDICATION

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To God be the glory

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The accomplishment of this work is credited to the intellectual, financial, moral and spiritual contributions of many people.

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Gabriel C.

Kanu

ABSTRACT

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The study investigated the role of emotional labour, psychological contract breach and organisational climate in predicting turnover intentions among lecturers in private universities in south-eastern Nigeria. Five hundred and eighty-four (584) lecturers (444 males and 140 females), participated in the study. Four instruments were used for the collection of data, which include Teacher Emotional Labour Scale (TELS), Psychological Contract Breach Scale, Organizational Climate Description Questionnaire (OCDQ) and Turnover Intention Scale. Multiple regression analysis was employed to analyze the data. The result showed that emotional labour did not significantly predict turnover intentions among lecturers in private universities. However, two out of the four dimensions of emotional labour, namely surface acting ($\beta = .15$, $p < .001$) and emotional deviance ($\beta = -.12$, $p < .01$) predicted turnover intentions. Psychological contract breach and organizational climate were significant predictors of turnover intentions ($\beta = .33$, $p < .001$) and ($\beta = -.19$, $p < .001$), respectively. Regarding the five dimensions of organisational climate, results showed that supportive behaviour ($\beta = -.27$, $p < .001$), directive behaviour ($\beta = .12$, $p < .002$), engaged behaviour ($\beta = -.18$, $p < .001$), and frustrated behaviour ($\beta = .14$, $p < .001$) significantly predicted turnover intentions. Findings and implications for managerial practices in the study were discussed. Limitations of the study were stated and suggestions made for further research.

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CHAPTER ONE

INTRODUCTION

For organizations, keeping turnover rates low is essential for growth, both in size and profit (Delfgaauw, 2007). A part of turnover is desired, since it helps to create better matches between employees and employers, but when many employees decide to leave an organization after a short period, the company may not be able to expand (Delfgaauw, 2007). A question several supervisors and managers ask is why should retention of employees be important or relevant to them? The rationale for keeping turnover rates low has been supported by various studies over the years (Abbasi & Holman, 2000; Arkin, 1997). There are significant direct and indirect costs associated with high turnover. The costs that are being made in recruitment and selection of new workers weigh heavily on the organizations profit (Abbasi & Holman, 2000).

Maintaining a high quality standard of work is very difficult with a constant change of employees, since new workers that have to learn how to perform new tasks will not have the same standard as more experienced workers. Moreover, firms expecting workers who quit as well as workers searching for another employer are less likely to invest in organization specific skills, thereby reducing productivity (Delfgaauw, 2007). When retention rates are low, extra time and money are spent on recruiting, selection, and training new employees that could have been spent on other activities like performance improvement or career development of employees. Additionally, organizations may experience a decrease in performance, efficiency, and morale, and an increase in

dysfunctional social networks, lower group cohesion and power communication with low retention levels (Gentry, Kuhnert, Mondore, & Page, 2007).

Weisberg (1994) provides a cost-focused perspective on employee turnover, and describes it as a natural part of organizational life, involving both financial and non-financial costs resulting from experienced employees leaving voluntarily. An objective definition of voluntary turnover, as proposed by Maertz and Campion (2001), speaks to those instances where management agrees that, at the time of termination, the employee still had the opportunity to continue employment at the particular organization, if he/she so desired.

It has been observed that employees' turnover is of critical importance to the organization (Ali-Shah, Fakhr, Ahmed & Zaman, 2010). Lack of employees continually involves high costs in the induction and training of new staff. Organizational production is also one of the challenges that arise as a consequence of turnover (Siong, Mellor, Moore & Firth, 2006). In case of higher educational institutions, the cost of employees' turnover is higher as human resources with knowledge and competence are the key assets and it affects the academic and research activities of the organizations. Quitting in the mid of the semester exacts high effect on the system as it is difficult for the university to arrange for substitute lecturer, and students also need to adjust/accept a new person in the mid of the course (Ongori, 2007; Amah, 2009).

In the last decade, the higher education sector in Nigeria has gone through many fundamental changes. The National Universities Commission which was established as a University Grant Commission was less effective in

promoting higher education. The government funds for the promotion of higher education have been increased as a result of the number of higher education institutions (Public and Private) in Nigeria. It has been observed that professional and qualified teachers' retention become a challenge for higher education institutions as harassed in recent years. According to Ali (2008) lecturers' turnover intent and actual turnover in private institution at Pakistan, Singapore, and South Korea are more than 60% in average.

Unlike actual turnover, turnover intentions are not explicit. Intentions are statements about a specific behaviour of interest (Berndt, 1981; Elangovan, 2001). Turnover intentions is defined as the reflection of the (subject) probability that an individual will change his or her job within a certain time/period+ (Sousa-Poza & Henneberger, 2002) and is an immediate precursor to actual turnover. Actual turnover is expected to increase as the intention increases: Turnover intention captures the individual's perception and evaluation of job alternatives (Mobley, Griffeth, Hand, & Meglino, 1979).

Whereas turnover is understood to be the termination of an individual's employment with a given organization, turnover intention is concerned is a conscious and deliberate willfulness to leave the organization (Tett & Meyer, 1993). Excessive labour turnover can cause organizations to incur significant direct and indirect cost as discussed (Deconinck and Johnson, 2009; Pearson, 1995) and because intention to quit has been shown to be the single most important antecedent to the turnover decision (Elangovan, 2001; Amah 2009) it seems valuable to explore intention to quit in uncovering the high turnover issue.

It is important to identify the variables that are related to the employees' intention to leave or to remain with an organization, as an employer's intention to quit has a significant direct and indirect input in the organization's bottom line (DeConinck & Johnson, 2009).

Recently, intention to quit is receiving a great deal of attention in the management literature (Delfgaauw, 2007; Ali-shah et al., 2010; Amah, 2009). Elangovan (2001) described intention to quit as an attitudinal orientation or cognitive manifestation of the behavioural decision to quit. It is usually seen as a dependent variable that is used to indicate the probability of an employee leaving the organization in the foreseeable future (Brown, 1996). Thus construct is often measured with reference to a time period (e.g. within one year) and has been described as the last in a sequence of withdrawal cognitions that an employee may have before he/she leaves an organization.

It has been realized that the intention to quit is most probably influenced by a variety of factors (Ongori, 2007; Masahudu, 2008; Steers & Monday, 1981). How the employee takes the decision to leave the organization he/she is currently employed at, starts with an evaluation by the individual of his/her current situation where he/she measures the advantages and disadvantages of staying or leaving the job. This is followed by several stages whereby he/she considers alternative job/careers, financial needs and availability of other jobs which may lead to a firm intention to quit. The final decision to leave the organization may centre on whether or not the employee looks for and finds an acceptable alternative job to his/her present one (Hom, Griffett & Sellaro, 1984;

Nielsen, 2004; Steijn & Voet, 2009). Levels of economic conditions and unemployment rates can make it difficult for employees to find suitable alternatives, the outcomes of this processes will decide whether the employee leaves the organization or not (Masahudu, 2008).

Researchers (Tsang, 2011; Ali-shah et al, 2010) have attempted to answer the question of exactly what determines people's intention to quit by investigating possible antecedents of employees' intentions to quit. Review of various research studies (Ali Shah, Fakhr, Ahmad, and Zaman, 2010; Choong, Keh, Tan, & Tan, 2013; Olabimitan, Ilevbare, & Alausa, 2005; Ugwu & Kanu, 2014; Haq, Khattak, Shah and Rehman, 2011) indicated that employee turnover intentions are caused by a variety of reasons, these can be classified into the following: demographic factors (age, marital status, gender, number of children, education, experience, employee tenure), personal factors (health problems, family related issues, social status), organisational factors (job security, physical conditions/working environment, fringe benefits, salary, size of organization, emotional labour, management practice and policies, employees' empowerment). To date, there has been little consistency in findings, which is partly due to the diversity of constructs included by the researchers and the lack of consistency in their measurements but it also relates to the heterogeneity of population sampled. Individuals may think of leaving their current organization if they believe that they may not be capable of fulfilling the emotional demands required by their work. Employees with high turnover intention are likely to provide poor services to customers and may seriously undermine customer retention (Tax & Brown,

1998). The relationship between emotional labour and turnover intentions has been explored in some studies yielding inconsistent findings (Rathi, Bhatnagar & Mishra, 2012).

Despite these inconsistencies, among the variables assumed by researchers to be related to intention to quit is emotional labour. In the past, emotions were ignored in the study of organizational behaviour (Putnam & Mumby, 1993; Grandey, 2000). The workplace was viewed as a rational environment, where emotions would get in the way of sound judgment. Thus, emotions were not even considered as explanations for workplace phenomenon. This view is being dismantled as more researchers are finding how workplace emotions help to explain important individual and organizational outcomes (Chau, Dahling, Levy & Diefendorff, 2009). Researchers are beginning to explore how emotions are managed by employees to improve work outcomes. Emotions are managed in response to the display rules for the organization or job (Grandey, 2000; Chau et al., 2009). Emotion work is the starting point for the understanding of emotional labour. Hochschild (2003) used the term emotion work to refer to any attempt to modify the experience or expression of a consciously felt emotion. When the individual performs emotion work as a required part of his/her actual job performance it is called emotional labour. Managing emotions for a wage has been termed emotional labour (Hochschild, 1983).

Emotional labour, the regulation of feelings and expressions at work (Grandey, 2000; Hochschild, 1983) is a critical aspect of many jobs that require

employees to interact with customers, co-workers; and the public service organizations specify emotional display requirements and employees most of times regulate both their emotions and emotional display to meet these requirements. Some researchers have opined that emotional labour is a central part of everyday work life for many employees (Bolton, 2005; Morris & Feldman, 1996).

A common belief held by many employees is that there is a high correlation between employees' smiling faces and positive work outcome (Chu, 2002). Displays of calmness, friendliness and enthusiasm, for example are thought to increase customers satisfaction, improved communication and work outcome (Cote & Morgan, 2002; Rafaeli & Sutton, 1987). As a result, organizational members frequently regulate their expressions of emotion in the workplace. Such regulation of emotion expression requires the effortful use of surface acting and deep acting to conform to display expectations (Grandey, 2002).

According to Hochschild (1983) emotional labour is defined as "the management of feeling to create a publicly observable facial and bodily display; emotional labour is sold for a wage and therefore has exchange value". It is the degree of manipulation of one's inner feelings or outward behaviour to display the appropriate emotion in response to display rules or occupational norms. Emotional labour is defined as the way of managing publicly perceptible emotional displays, i.e. those mediated by physiognomies and body language (Lazanyi, 2011; Yalcin, 2011).

Hochschild had formulated his original definition of emotional labour in connection with job in which there are explicit expectations in place concerning the employees' emotional attitude and employees are rewarded for their expressions of appropriate emotions. According to Hochschild (1983), job involving emotional labour possess three characteristics: they require the workers to make facial or voice contact with the public; they require the workers to produce an emotional state in the client or customer, and they provide the employer with an opportunity to exert some control over the emotional activities of workers (Hochschild, 1983). Based on impression management, Ashforth and Humphrey (1993) defined emotional labour as the displaying appropriate emotions, with the goal to engage in a form of impression management for the organization.

According to Seery and Corrigan (2009) emotional labour has mainly been studied among three types of service workers: customer service jobs, caring professions (doctors, nurses) and social control jobs (policemen, bouncers). Grandey (2000) concludes that emotional labour may involve enhancing, faking or suppressing emotions to modify emotional expression. It is true that emotions in organizations and its impact on individuals' personal life is a relatively new topic especially in academics. Organisations now formalize these expectations of appropriate behaviour which is known as "display rules". Emotional display rules refer to the standards that predetermine appropriate display to be expressed on the job (Ekman, 1972). Many organizations develop emotional display rules in order to inform their employees with regards to the type of emotions that should be

expressed while rendering services. These emotional displayed rules may either function as informal norms reflecting societal norms and organizational expectations, or involve formal processes in which rules are explicitly stated as a part of work role (Diefendorff, Richard & Croyle, 2006).

Researchers proposed that employees perform emotional labour through three types of acting mechanism: surface acting, deep acting, and genuine acting (Hochschild, 1983; Ashforth & Humphrey, 1993). Surface acting involves employees simulating emotions that are not actually felt by changing their outward appearances (i.e. facial expression, gestures or voice tone) when exhibiting required emotions. Surface acting involves suppressing one's felt emotions and faking the desired emotional display. Consequently, surface acting is considered to be "acting in bad faith" because it entails modifying emotional displays without changing internal feelings (Grandey, 2003; Rafaeli & Sutton, 1987). Using surface acting technique, people alter the outward expression of emotion in the service of altering their inner feelings. On the other hand, deep acting involves actually changing one's feeling in order to elicit the appropriate emotional display. Accordingly, deep acting is considered to be "acting in good faith" because it involves trying to change internal emotional states to match organizational expectations (Grandey, 2003; Rafaeli & Sutton, 1987). Deep acting occurs when employees' feelings do not fit the situation; they then use their training or past experience to work up appropriate emotions.

Unlike surface acting, deep acting involves changing inner feelings by altering something more than outward appearance. In surface acting, feelings are

changed from the %outside in+whereas feelings are changed from the %inside out+ in deep acting (Hochschild, 1993; Chu, 2002). Hochschild (1983) classified deep acting as (1) exhorting feeling, whereby one actively attempts to evoke or suppress an emotion, and (2) trained imagination, whereby one actively invokes thoughts, images and memories to induce the associated emotion (thinking of a wedding to feel happy or a funeral to feel sad). As Hochschild's emotion paradigm gets in the assumption that service providers are making efforts to actually feel the emotions they are displaying. Many scholars claim that Hochschild ignores the instances whereby one spontaneously and genuinely experiences and expresses the expected emotion without exerting any effort (Ashforth & Humphrey, 1993). For example, a bartender may show genuine caring when trying to comfort a depressed customer. Or a nurse who feels sympathy at the sight of an injured child has no need to act+. Therefore, genuine acting is used to imply the situation where employees spontaneously experience and express same emotion (Ashforth & Humphrey, 1993). Emotions are displayed with very little effortful prompting. However, Kruml and Geddes (2000) argued that these assertions about Hochschild's emotions classification are incorrect because she describes the genuinely expressed emotions of service employees as passive deep acting or genuine acting (Kruml & Geddes (2000). By encouraging employees to engage in genuine acting or deep acting, organizations hope to enhance the authenticity of the service performance and reduce the possibility that service providers might break the service norms+and

express emotions incongruous with the role they are expected to play (Paules, 1991).

It has been argued that employees who engage in surface acting put extra efforts to suppress genuine emotion and express appropriate emotion adhere to organizational rules (Johnson & Spector, 2007). Jobs that make excessive emotional demands on employees interacting with customers or clients triggers stress-related reactions which leads to emotional exhaustion. Researchers argued that emotional labour may lead to self-estrangement and higher levels of emotional exhaustion among employees which is associated with intention to quit (Saxton, Philips & Blakerey, 1991). The antecedents of emotional labour are interaction expectations (of the frequency, duration and variety of emotional display) and emotional events (positive and negative). Grandey (2000) sees them as job characteristics and also identified job autonomy, organizational display rules, emotional skills and aggression as possible precursors to it.

Teaching is a form of emotional labour. The method by which the classification of teaching has been implemented at universities has intensified the emotional labour aspects of teaching for both permanent and casual lecturers. Researchers have argued that teaching can be a form of emotional labour if teachers' emotions are prescribed by emotional rules of teaching that function as the emotional control exercised by employers (Zembylas, 2002b). According to Zembylas (2005) study, a generally emotional rule of teaching is to avoid expressing too strong and too weak emotions. More specifically, Winograd's (2003) self-study reveals five emotional rules of teaching: (1) to love and to show

enthusiasm for students; (2) to be enthusiastic and passionate about subject matter; (3) to avoid the display of extreme emotions like anger, joy and sadness; (4) to love their work.; and (5) to have a sense of humour and laugh at their own mistakes and the peccadilloes of students. If teachers cannot manage their emotions appropriate according to the rules, they will be treated as unprofessional (Zembylas, 2002, 2005). To this effect, it is commonly agreed that teaching involves emotional labour, because teachers' emotional activities are governed by the emotional rules of teaching (Winograd, 2003; Zembylas, 2002b, 2005; Tsang, 2011). According to the emotional rules, teachers need to control and manage their emotions.

Observations have shown that lecturers are monitored by some university authorities with regards to how they regulate their emotions during lecture periods. Some executive members of administrative staff in Caritas University observe lecturers secretly during lecture hours to see whether they display the emotions appropriate for a healthy teaching. Observations have shown that lecturers who do not live by these emotional rules that promote cordial and friendly relationship in class are treated as unprofessional and most times suffer during staff appraisal and evaluation in the university (Ugwu & Kanu, 2014).

The intensification of emotional labour among lecturers is a problem for university managers at two levels. First, increased emotional labour is associated with higher levels of workplace stress (Adkins & Lury, 1999), with its associated negative impact on employee health and well-being. Second, the increasing level of emotional labour that is being performed by lecturers is unrecognized and

hence it is not valued by university managers. Consequently, it is unremunerated (Adkins & Lury, 1999; Barrett, 2004). This in turn can have a negative impact on the recruitment and retention of teaching staff, both casual and permanent staff.

Ashforth and Humphrey (1993) described emotional labour as a double-edged sword. On the one hand, it can facilitate task performance by regulating interactions and precluding interpersonal problems. On the other hand, it can impair performance by priming expectations of good service that cannot be met (Ashforth & Humphrey, 1993). It has been proven that there is a clear correlation between one's emotional state and one's physical state. Laboratory research suggests that efforts to display positive emotions or suppress negative emotions often lead to patterns of physiological response that presage somatic illness (Schaubroeck & Jones, 2000). These illness ranges from a lower immune level (Jamner, Schraiz & Leigh, 1988; Cohen & Herbert, 1996) and cardiovascular illness (Booth-Kewley & Friedman, 1987; Friedman, 1989) to cancer (Watson, Pettingale & Greer, 1984).

In the emotional labour literature, substantial researches in this field addressed unfavourable outcomes. The cited outcomes are burnout (Hochschild, 1983; Kahn, 1993), job dissatisfaction, turnover intention and emotional exhaustion (Morris & Feldman, 1996; Grandey, 1999; Wharton, 1993). Other impact on the individuals' psychological well-being includes poor self-esteem, depression, cynicism, role alienation and self-alienation (Richman, 1988; Ashforth & Humphrey, 1993; Tolich, 1993; Fineman, 2000; Wharton, 1993).

Although, substantial literature on emotional labour implies negative consequences, some researchers have suggested positive consequences for both organizations and individuals. For an organization, regulating employees' emotional display in a highly scripted manner can ensure task effectiveness and service quality (Ashforth & Humphrey, 1993), and increase sales and repeated business (Rafaeli & Sutton, 1987). Increased satisfaction, security, and self-esteem (Chu, 2002; Zembylas, 2005; Tolich, 1993) and decreases stress (Conrad & Witte, 1994).

Like any labour, emotional labour is tiring, drawing energy from the performer, and carrying a potential to lead to turnover intentions in the long run. Excessive emotional labour may have a negative influence on one's behaviour as well as one's psychic and somatic well-being (Gelderen, 2007; Karim, 2009).

According to the findings of Butler and Mark (2003), it is surface actors that have taken the harder way. It is because, owing to an undissolved emotional dissonance, surface acting will result in higher stress levels, and stress will actuate physiological processes acting to inhibit the emotion control process itself as well as the functioning of the immune system. Surface acting will lead to an impaired self-evaluation by surface actors, and depression in the long run, reducing motivation at work, while increasing the number of days on sickness-leave and the probability of a job change. A negative impact of emotional labour on multiple personal and job-related factors is corroborated by several studies (Brotheridge & Grandey, 2002; Zapf, 2002). Deep actors are on an easier side. Employees who have adopted the strategy of deep acting in order to comply with

such requirements as their emotional displays, will, by replacing their inappropriate emotions with those accepted to the organization, reduce the risk of dichotomy of emotions felt and emotions expected. Through assuming a desirable emotional state in a particular situation, if we suppose that coherent emotional expectations are in place, they will create an appropriate emotional atmosphere for the next interactions as well, and reduce the very necessity of emotional labour. In consequence of the latter mechanism, deep acting often leads to self-estrangement or detachment from one's true self emotions. A high activation level implies a further risk, which may lead to emotional exhaustion, burnout and turnover intentions in the long run.

Emotional labour is, however, difficult to estimate. Being unaware of the true emotions of the performer of emotional labour, an onlooker will not realize how much energy should be invested, or what emotions should be suppressed or concealed, by the performer of emotional labour to ensure that he/she does not become exhausted and still attains a desirable target state. Estimating the intensity of emotional display is of absolute necessity to be taken into account to detect when the employee is experiencing high dissonance that may generate intention to quit when confronted with similar reactions (Chaudhry, Vidyarthi, Anand, & Liden, 2011). Diefendorff, Croyle, and Gosserand (2005) argued that it is not the display rule but the type of display rule that affects emotional labour. They found that positive display rules correlate positively with deep acting and negative display rules correlate positively with surface acting. This pattern of findings suggest that when individuals perceive requirements to display positive

emotions at work they focus more on trying to experience a positive emotional state and when individuals perceive requirements to hide negative emotions, they are more likely to fake necessary emotions. Consistent with this argument Grandey (2003) show that awareness of display rules is positively related to deep acting but not related to surface acting. This supports the idea that deep acting is a response to work demands (Rafaeli & Sutton, 1987; Mishra, 2006) and surface acting occurs in response to work events rather than general rules. Organizations can reduce personnel losses by discouraging surface acting and encouraging deep acting and genuine acting, which would in turn lower emotional exhaustion, turnover intentions, and actual turnover (Chau et al., 2009).

Researchers have observed that psychological contract breach (PCB) could be a factor that intensifies emotional labour among employees (Barrett, 2004; Stone, 2002). Literature argues that breach of the psychological contract may lead to a range of negative behavioural, emotional or attitudinal responses which include reduced organizational commitment, job satisfaction, and increase turnover intentions (Robinson & Morrison, 1995). The concept of psychological contract has become a central concept in literature on employment relationships and work attitudes. While written labour contracts include all kinds of explicit monetary and non monetary employment conditions, such as wage, required hours and holiday entitlement, the psychological contract sources on implicit are largely unspoken promises between an employer and an employee (Levinson, Price, Munden, Mandl & Solley, 1962; Anderson & Schalk, 1998; Cho, Cheng & Kim, 2009).

In essence, the concept of the psychological contract encapsulates aspects of the employment relationship which far exceed those addressed in formal contractual agreements. There are, broadly speaking, two main conceptualizations of the psychological contract. The first is based on the idea that there are two parties in the employment relationship who have mutual obligations to each other: the organization and the employee (Herriot, Manning & Kidd, 1997). These mutual obligations may have been explicitly communicated through formal contracts, or they may be implied through the explicit or implicit expectations of organizations and employees. The second conceptualization focuses upon the psychological contract as it is formulated in the mind of the employee only. This approach gives emphasis to individual beliefs, shaped by the organization, regarding the terms of an exchange between individuals and their organization. A key feature of the psychological contract is that the individual voluntarily assents to make and accept certain promises as he or she understands them (Rousseau, 1995). The psychological contract encompasses employees' subjective interpretations of their employment deal. For example, the employee may believe that the organization has made certain consultations, such as providing job security, high pay, promotion, and training in exchange for the employee's hard work and loyalty (Rousseau, 1990). This study also aligns with this second conceptualization, more specifically Rousseau's individual based definition that focuses on what each individual (in our case an academic) expects from the organization and what they hold to be the organization's expectations of them.

Increasingly, the psychological contract is seen as an important framework for understanding the employment relationship (Taylor & Tekleab, 2004; Shore, & Tetrick, 2004). The importance of psychological contract is further manifested through its breach (Zhao, Wayne, Glibkowski & Bravo, 2007). Psychological contract breach occurs when employees perceive a discrepancy between promises (explicitly or implicitly) and provisions (Morrison & Robinson, 1997). Beyond consideration of who is actually party to a psychological contract the difficulties of accurately defining these contracts arise from the fact that they are a subjective and idiosyncratic phenomenon. The perceptual and individual nature of psychological contracts makes them distinct from formal written contracts. These contracts are subjective and grounded in the social and cultural contexts where employers and employees believe they have reciprocal obligations and presumably share a common understanding of the nature of these obligations. However, the understanding of the expectation and mutual obligations may not be consistent because the two parties have different and changing perceptions of the other and their expectation (Krivokapic-Skoko, O'Neill & Dowell, 2010)

Employee perceptions, while diverse are considered to be influenced by whether the employee desires a transactional or a relational employment exchange with their employer (Rousseau, 1990). Transactional contracts are based on the achievement of extrinsic benefits such as pay for performance or hours worked, whereas relational contracts are based on the intrinsic rewards of

employment such as developing relationships, fulfillment of personal goals and a higher degree of personal involvement (Rousseau, 1990).

There is an increasing body of the research which shows how the psychological contract can impact on the behaviour and performance of employee (Devos, Buyens & Schalk 2003; Conway & Briner, 2005). The psychological contract has the potential to enhance organization performance, to facilitate engagement of employees, and employee alignment with organizational decisions and planned organizational changes (Wellin, 2007). It has even been argued that perceived obligations within the psychological contract are frequently more important to job-related attitudes and behaviour than are the formal and explicit elements of contractual agreements (Thompson & Bunderson, 2003).

Studies have indicated that breach or violation of employees' elements of psychological contracts may influence work outcomes, including job satisfaction, participation in development activities and intention to remain with the current employer (Cavanaugh & Noe, 1999; Freese & Schalk, 1996; Dabos & Rousseau 2004). Also research has suggested that psychological contract breach is negatively related to employee affective commitment (Bunderson, 2001; Raja, Johns & Ntalianis, 2004) and positively related to employees' intent to quit (Bunderson, 2001, Raja et al., 2004). In particular, prior research has suggested that instances of psychological contract breach are likely to make employees question whether remaining in the employment relationship will be mutually beneficial (Turnley & Feldman, 1999). In some instances, employees are likely to perceive the imbalance to be so great or the chance of future mistreatment to be

high enough that they decide to seek employment elsewhere. Thus, psychological contract breach is likely to be positively related to employees' intent to quit. Intent to quit is a common response to negative events with work (Lum, Kervin, Clark, Reid & Sirola, 1998; Chin & Hung, 2008). It is less constrained by exogenous factors (such as availability of an alternative job) and thus more accurately reflects one's attitude toward the organization.

According to Krivokapic-Skoko, O'Neill and Dowell (2010) the empirical research undertaken indicated that the academics' psychological contracts were in a very poor state. The empirical research pointed at the work environment as the major component of the psychological contract established by the academics. The academics were not satisfied with the extent to which the university had met what were perceived as its promised obligations. Breach of the psychological contract has profound consequences such as feelings of betrayal, resentment, anger, frustration, decreased motivation, job dissatisfaction, reduced commitment, employee turnover intentions, actual turnover and even litigation (Roehling 1997). Other behavioural responses include putting in less effort, being unprepared to go the extra mile for the organization, refusal to work beyond their explicit contract, or retaliation measures such as not turning up on time, leaving early, taking days off, and misusing company equipment (Conway & Briner, 2005). It is important to recognize that the relationship between a breach event and its outcomes is not a simple linear relationship. There is evidence to suggest that there may be factors that moderate the relationship between breach and outcomes, such as the perceived importance of the breach, the perceived

cause of the breach, justice perceptions, and the employees' ideological views (Conway & Briner, 2005).

The content and key elements of the psychological contracts established by academics have been empirically assessed (Newton, 2002; Tipples & Jones, 1998; O'Neill, Krivokapic-Skoko, & Dowell, 2009). In unpacking psychological contracts (O'Neill et al., 2009) found that academics expect the following from the university: fair treatment in promotion, staff development and support, good management and leadership, academic life, fairness and equity, appropriate remuneration, rewarding performance, and good workplace relations. When it comes to academics' obligations to the university, the following three issues were identified as most important: meets academic expectation, demonstrative commitment and show willingness to go above and beyond. These research results partially reinforce the study of psychological contracts breach and turnover intentions within academia. Tipples and Jones (1998) identified that the academics' obligations to the university centered on the issues of hours (to work the hours contracted), work (to do a good job in terms of quality and quantity) and loyalty (staying with the university, putting the interests of the university first). Tipples and Jones (1998) found that perceived obligations of the university centered on fairness, consulting and communication, recognition, provision of safe and friendly environment and job security. This should be of great concern to all employers because unhappy and dissatisfied employees may mean poor performance and high staff turnover intentions or actual turnover. In addition to the psychological contract academia hold in the universities, the organizational

climate of such universities could contribute to turnover intentions among employees. In an organization like the university, the climate as perceived by those who work in it determines to a large extent their ability to perform, level of combination and the degree of attainment of its set goals and objectives and an adverse organizational climate could result in turnover intentions (Bamberger, Kohn & Nahum-Shani, 2010). An organizational climate could promote or deter work based outcomes (Ohly & Fritz, 2010; Dulac, Coyle-shapiro, Henderson & Wayne, 2008). Research indicates that a good organizational climate is associated with employee satisfaction, employee performance, organizational commitment and a decrease in intent to leave (Donoghue, 2010).

Organizational climate is described as a set of characteristics that make an organization's work environment different from others. These characteristics are relatively enduring over time and tend to influence the behaviour of employees in the organization (Liou & Cheng, 2010). Organizational climate encompasses all those behaviours that permit cordial interpersonal relationships among staff of an organization or institution. It permits cooperative human activities in which members of staff both academic and non-academic, interact for the purpose of realizing set goals and objectives. Hence, the perception of academic staff in humanities may depend in some external and internal factors. Some of the external factors include location, size, student population, educational policies and socio-economic changes, while some of the internal factors include interactive behaviour between the university authority and the staff amongst the staff themselves and between staff and students.

The nature of organizational climate differs from one university to the other. Organizational climate serves as a measure of individual perceptives or feelings about an organization. According to Nicholson and Miljus (1992) organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustrate, provision of benefits, personnel policies, provision of good working conditions and creation of suitable career ladder for academics.

Organizational climate is a measure, real or perceived of the university environment as it relates to interpersonal, academic and professional interactions. It is the way in which members of an organization perceive and characterize their environment in an attitudinal and value based manner (Adepeju, 2012; Moran & Volkwein, 1992; Denison, 1996; Verbeke, Volgering & Hessels, 1998; Study Group on University Diversity, 2008; Halpin & Croft, 1963). Organizational climate affects productivity and effectiveness of employees as well as their ability to provide an ideal learning environment for their students and to serve their community. It affects individual opportunities to grow professionally and personally (Study Group on University Diversity, 2008; Allen, 2003). Organizational climate has been asserted as an important and influential aspect of job satisfaction and turnover intentions as well as institutional effectiveness and success in higher education.

University (private) organizational climate have both positive and negative work outcomes that could influence the behaviour of employees within the organization. However, it would appear in general that Nigeria academic staffers

are largely dissatisfied with overall academic climate (Adeniji, 2011). This is based on the observations and interactions with members of the academic staff. The academic staff indicates that there is some form of dissatisfaction (Adeniji, 2011; Olorunsola & Aogundade, 2012). Academics view their organizational climate with mixed feelings as characterized by the following factors: unchallenging jobs, shortage of personnel where lecturers are expected to perform responsibilities which were suppose to be performed by other employees, lack of feedback about performance, lack of recognition for work done well through merits or announcements in meetings, lack of material resources which make it difficult for employees to carry out duties, poor communication where there is no two-way communication between managers and subordinators and lack of staff development activities which prevent personnel from being equipped with knowledge and skill that they need in order to provide quality service (Fajana, 2002; Adeniji, 2011). Halpin and Croft (1963) described organizational climate as focusing on the relationship between teachers, colleagues, students, management and work environment. They identified five dimensions of school climate which includes: supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour and intimate behaviour. According to Adeniji (2011) organizational climate is characterized by administrative style, supervisor support, work load, feedback, communication, salary package, promotional opportunities and work conditions. Organizational climate influences interpersonal relationships, individual autonomy, freedom, degree of communication between members and departments, conflict and

decision making processes in the organization (Punia, Punia & Dhull, 2004). A good organizational climate facilitates good working relationship between the organization's management and employees (Pyman, Holland, Teicher, Cooper, 2010).

Emberland and Rundmo (2010) assert that intention to leave maybe associated with negative work factors such as unfavourable organizational climate. An employee's intention marks the most immediate instruction of task performance. An individual's choice behaviour is influenced by their intentions (Mishra & Bhatnagar, 2010). Management could stabilize turnover intentions by cultivating a desirable organizational climate (Carmeli & Vinarski-peretz, 2010). Turnover intentions can result from push factors like lack of interest in the job, bad working climate, psychological contract breach, emotional labour and pull factors like availability of opportunities in the labour market (Hughes, Avey & Nixon, 2010). These factors emotional labour, psychological contract breach and organizational climate can act as a push factor which aggravates intentions to leave among lecturers. Some of the pull factors associated with turnover intentions are availability of employment alternatives, inter role conflict and job satisfaction among lecturers (Estryn-Behah, Van der Heijden, Fry & Hasselhorn, 2010).

Research investigating labour turnover among lecturers could be interesting in that human resources managements know the implications of employee turnover intention or actual turnover on organizational productivity. High turnover intention is costly to any organization because of the negative work

outcomes that accompanies it such as job dissatisfaction, low organizational commitment and productivity, poor communication between management and employee, personal inauthenticity, counterproductive work behaviours, emotional exhaustion and burnout(Gosserland,2003; Chau, Dahling, Levy & Diefendorff, 2009).

Statement of the Problem

The concept of turnover intentions in recent years has generated high interest among organizational researchers and practitioners because of its pervasiveness in organizations (Ahmad & Riaz, 2011). According to Knok, Au and Ho (2005) this behaviour is an occupational crime that may vary along a continuum of severity, from minor acts such as embarrassing co-workers and leaving early to serious acts such as sabotage, assault and theft (Bennett & Robinson, 2000).

Turnover intention behaviour is pervasive and costly for today's organizations (Aquino, Galperin & Bennett, 2004). According to (Ali, 2008) lecturers' turnover intent and actual turnover in private institution at Pakistan, Singapore, and South Korea are more than 60% in average. Among the teachers sampled in the educational sector of Pakistan by Haq et al., (2011), an alarming 53% expressed high quit intentions. Afolabi (2005) in his study reported a turnover intention rate of about 46 percent among Nigerian workers. Among the 114 lecturers sampled in Caritas University Emene Enugu, report showed that an alarming 73% expressed high turnover intention (Ugwu & Kanu, 2014). Report

showed that most of these lecturers act in bad faith (surface emotion) while discharging their duties. Their population distribution reported as follows: 27 senior lecturers, 15 lecturer I, 31 lecturer II, 36 assistant lecturers and 5 graduate assistant (Ugwu & Kanu, 2014). Among the 377 sampled academic staff in Malaysian private universities using cross-sectional method, result showed that 62% of these lecturers reported turnover intention (Choong, Keh, Tan, & Tan, 2013). Ali-Shah, Fakhr, Ahmad and Zaman (2010) in a study using 100 teachers from private universities in Pakistan reported a turnover intention rate of 32.5% as a result of personal, push and pull factors. Previous studies by (Ambrose, Seabright & Schminke, 2002. Harris & Ogbonna 2002; Sims, 2002; Thomas, Wolper, Scott & Jones, 2001) have revealed that employees who have the intention to leave their organizations engage in some form of workplace deviance. This includes absenteeism, abusing sick day privileges, abusing drugs and alcohol, filing fake accident claims, assault, insubordination, sabotaging, breaking organizations rules, withholding effort, stealing, taking long breaks, working slowly, harassing other employees and hiding needed resources. Most of these workplace deviant behaviours have been reported to have caused business failures in most organizations across the globe and are very costly to contain (Ahmad & Riaz, 2011).

In teaching profession, turnover intention is a critical issue in terms of both instructional and fiscal impacts (Connolly & James, 2006; Crossman & Harris, 2006). Little research has been done to seek systematic strategies to address turnover intentions among lecturers. Many studies conducted on lecturers job

performance were focused on positive behaviours that result in constructive outcomes for universities such as organizational citizenship behavior (Organ, 1994) and pro-social behaviour (Brief & Mofundle, 1986). Nevertheless, interest has recently been diverted to the study of the negative behaviour, at workplace. The increasing interest in research concerning turnover intention is due to its prevalence and harmful effects on organizations (Robinson & Greenberg, 1998).

Empirical researches have demonstrated that organizational variables, personal variables, work variables and environmental variables serve as the precursors of turnover intentions (Donglas & Martinko, 2001; Greenberg & Barling 2003; Vardi, 2001). The intensification of emotional labour among lecturers is a problem for universities and researchers have suggested that it is associated with higher levels of workplace stress and turnover intentions (Barrett, 2004). Researchers suggest that turnover intentions will carry the influence of emotional labour to turnover (Cabrera & Albrecht, 1995). Researchers also expect that the effort that goes into faking an emotional expression should result in high levels of emotional exhaustion that further contribute to turnover intentions. Emotional exhaustion is the central component of burnout that is characterized by depleted emotional resources and feeling exhausted due to one's work (Wright & Cropanzano 1998). Research has consistently indicated that surface acting is an antecedent of emotional exhaustion (Bono & Vey, 2005; Brotheridge & Lee, 2003). Brotheridge and Grandey (2002) found that surface acting was positively related to emotional exhaustion and studies from Cropanzano, Rupp, and Byrne (2003) have shown that emotional exhaustion is

positively related to turnover intentions. Presently, research works are focusing predominantly in the relationship between emotional labour and teacher burnout.

Besides, literature argues that breach of the psychological contract may lead to a range of negative behavioural or attitudinal responses which include reduced organizational commitment, reduced job satisfaction, and increase turnover intentions (Robinson & Morrison, 1995). Moreover, Barrett (2004) suggests that breach of psychological contract may intensify emotional labour among employees in various universities. The breach results in a negative influence on job attitude as well as the job behaviour of employees (Robinson, 1996; Robinson & Morrison, 1995). Robinson and Rousseau (1994) asserts that turnover intention gets greater when employees recognition of unfairness gets larger and they feel that the organization is not likely to keep up an employment relationship. Interestingly, the antecedents and consequences of psychological contract breach within the academia have been very limited. In addition, the unfavourable work environment in Nigerian private universities (Afolabi, 2005; Adenike, 2011) has called for research on organizational climate as prediction of turnover intention among lecturers. Atafo (1986) and Idogho (2006) assert that there has been ill preparedness among some academic staff for scholarly work and lack of commitment to work due to unfavourable work climate. The result is that these universities that ought to be centre of academic and social activities have remained dull and uninteresting for academic staff leading to lack of motivation, poor communication among employees and marginal frustration and other negative work outcomes (Adeniji, 2011).

These negative work outcomes affect the public image attached to these private universities. Therefore this study is necessary because it seeks solution to this problem. The study will be empirically based because it relies on the use of empirical knowledge/research and experience as the basis for ideas to solve these unfavourable work outcomes. Thus, to prevent these negative work outcomes that may affect the effective functioning of lecturers in universities the researcher is curious to investigate as follows:

- (1) Will emotional labour significantly predict turnover intentions among lecturers in private universities?

Among the dimensions of emotional labour:

- (i) Will automatic emotion regulation significantly predict turnover intentions among lecturers in private universities?
 - (ii) Will surface acting significantly predict turnover intentions among lecturers in private universities?
 - (iii) Will emotional deviance significantly predict turnover intentions among lecturers in private universities?
 - (iv) Will deep acting significantly predict turnover intentions among lecturers in private universities?
- (2) Will psychological contract breach significantly predict turnover intentions among lecturers in private universities?
 - (3) Will organizational climate significantly predict turnover intentions among lecturers in private universities?

Among the dimensions of organizational climate:

- (i) Will supportive behaviour significantly predict turnover intentions among lecturers in private universities?
- (ii) Will directive behaviour significantly predict turnover intentions among lecturers in private universities?
- (iii) Will engaged behaviour significantly predict turnover intentions among lecturers in private universities?
- (iv) Will frustrated behaviour significantly predict turnover intentions among lecturers in private universities?
- (v) Will intimate behaviour significantly predict turnover intentions among lecturers in private universities?

Purpose of the Study

Turnover intentions have become an important issue for the human resources management; hence it is necessary to detect it at an early stage. Preventing turnover intention can be accomplished by understanding the factors that act as immediate precursor to it. Considering the above mentioned factors, the study sets to examine as follows:

- (1) Emotional labour as a significant predictor of turnover intention among lecturers in private universities

Among the dimensions of emotional labour:

- (i) Automatic emotion regulation as a significant predictor of turnover intentions among lecturers in private universities
 - (ii) Surface acting as a significant predictor of turnover intentions among lecturers in private universities
 - (iii) Emotional deviance as a significant predictor of turnover intentions among lecturers in private universities
 - (iv) Deep acting as a significant predictor of turnover intentions among lecturers in private universities
- (2) Psychological contract breach as a significant predictor of turnover intentions among lecturers in private universities.
- (3) Organizational climate as a significant predictor of turnover intentions among lecturers in private universities.

Among the dimensions of organizational climate:

- (i) Supportive behaviour as a significant predictor of turnover intentions among lecturers in private universities
- (ii) Directive behaviour as a significant predictor of turnover intentions among lecturers in private universities
- (iii) Engaged behaviour as a significant predictor of turnover intentions among lecturers in private universities

- (iv) Frustrated behaviour as a significant predictor of turnover intentions among lecturers in private universities
- (v) Intimate behaviour as a significant predictor of turnover intentions among lecturers in private universities

Operational Definition of Terms

Emotional Labour: This refers to a lecturer's manipulation of inner or outward feelings in line with the desired or appropriate emotions as required by the occupational norms measured by teacher emotional labour scale (TELS).

The four dimensions of emotional labour are operationally defined thus:

Automatic Emotion Regulation: This refers to the situation where a lecturer spontaneously experiences and expresses same emotion at work as measured by teacher emotional labour sub scale.

Surface Acting: This refers to the situation where there's a discrepancy between a lecturer's felt and displayed emotion at work as measured by teacher emotional labour sub scale.

Emotional Deviance: This refers to the situation where a lecturer's felt and expressed emotions are not consistent with the university display rules as measured by teacher emotional labour sub scale.

Deep Acting: This refers to degree of manipulation where a lecturer's expressed feelings at work are congruent with his/her experienced emotions as measured by teacher emotional labour sub scale.

Psychological Contract Breach: This refers to a lecturer's belief that the organization for which he/she works has breached its obligation as measured by psychological contract breach scale.

Organizational Climate: This refers to a lecturer's perception of his/her work environment in the university as measured by organizational climate description questionnaire (OCHQ-RS).

The five dimensions of organizational climate are operationally defined thus:

Supportive Behaviour: This refers to the efforts of the university authorities to motivate, help and improve lecturers' welfare and task achievement in the university as measured by organizational climate description sub scale.

Directive Behaviour: This refers to the universities' rigid, controlled and domineering supervision of lecturers' and university activities as measured by organizational climate description sub scale.

Engaged Behaviour: This refers to a lecturer's proud, committed and supportive attitude towards his/her colleagues, students and the university as measured by organizational climate description sub scale.

Frustrated Behaviour: This refers to a lecturer's feeling of burden and interference from colleagues and administrative assignment unrelated to lecturing as measured by organizational climate description sub scale.

Intimate Behaviour: This refers to a lecturer's strong and cohesive social relationship with other colleagues as measured by organizational climate description sub scale.

Turnover Intentions: This refers to a lecturer's belief that he/she wants to leave his/her university as measured by turnover intentions scale.

CHAPTER TWO

LITERATURE REVIEW

Studies have been conducted on turnover intentions, emotional labour psychological contract breach and organizational climate but majority of these studies have been conducted in the United States and western countries. In the developing countries, such as Nigeria, studies related to turnover intentions, emotional labour, psychological contract breach and organizational climate within the academia are only beginning to gain attention. Most of these studies are done in other work sectors such as health profession, industrial sectors, banking sectors, hospitality organization e.t.c. This chapter therefore, focuses on the review of literature on the following areas.

Conceptual framework

Turnover, Turnover Intentions

Emotional labour

Psychological Contract, Psychological Contract Breach,

Organizational Climate

The importance of turnover as a research topic cannot be overemphasized because it is often associated with variables, such as job satisfaction organizational commitment and job performance. Most studies on turnover have associated turnover with a negative impact on organizational effectiveness (Morrell, Loan-Clarke & Wilkinson, 2001). Unlike actual turnover, turnover intention is not explicit. Turnover intention reflects on the probability that

an individual will change his/her job within a certain time period (Sousa-Poza & Henneberger, 2002) and is an immediate precursor to actual turnover. The goal of every organization is to make high productivity profit (especially if it is a profit oriented organization) and render good quality of services. These goals can only be realized with employees' efforts, supports and contributions. This is because employees are partly responsible for the achievement of organization's goal and strategy. But when these employees are thinking of quitting or leaving (i.e turnover intention) their jobs and the organization the aims and objectives of the organization might not be achieved. This is because turnover intention is a negative work attitude that leads to workplace deviant behaviours and could also result to employees' turnover. However, researches in turnover intentions have not gained much focus in the educational sector especially among academia. Moreover, environmental and organizational factors such as the experiences gained by employees in different private universities have not been well examined by researchers. Nevertheless, attempts have been made by many researchers to conceptualize the following: turnover, turnover intentions, emotional labour, psychological contract, psychological contract breach, and organizational climate.

Concepts: Turnover, Turnover Intentions, Emotional Labour, Psychological Contract, Psychological Contract Breach, and Organizational Climate.

Price (2001) described turnover as the individual movement across the membership boundary of an organization. The concept of individual refers to the

employees within an organization and the notion of movement can be interpreted either as an accession or a separation of the organization. Kim, Price, Mueller and Watson (1996) defined turnover as the voluntary or involuntary permanent withdrawal from the organization. In other words, the individual can voluntarily or involuntarily withdraw.

With regards to turnover intention or intention to quit or leave (as used interchangeably in literature) is an individual desire or willingness to quit or leave employer organization (Tett & Meyer, 1993; Elangovan, 2001). Tett and Meyer, (1993) also described turnover intention as a conscious and deliberate willfulness to leave the organization. Whitman (1999) described turnover intentions as thoughts of the employees regarding voluntary leaving the organization. The present study, anchors on these definitions of turnover intentions by Tett and Meyer (1993) and Elangovan (2001).

In literature, emotional labour is defined as dissembling or alteration of emotions in order to comply with expectations at work (Hochschild, 1993). The concept %emotion+ deals with how employeesqfeel or pretend to feel in order to meet their job requirement. Cherniss and Goleman (2001) and Kiel, Bezboruah and Oyun (2009) described emotional labour as the process of managing one's own emotions, sensing the emotions of others, and using that knowledge to govern actions and the job. Therefore, it is the expression of one's capacity to manage personal emotions, sense others's emotions and to respond appropriately based on one's job. Lazanyi (2011) defined emotional labour as the way of managing publicity perceptible emotional displays, i.e those mediated by

physiognomies and body language. Grandey (2000), Hochschild (1983) and Morris and Feldman (1997) described emotional labour as the deliberate suppression or expression of emotion to meet the goals of an organization. They classified emotional labour into three levels which includes emotional display rules, surface acting and deep acting. Cukur (2009) described emotional labour as involving four key concepts, genuine emotion, surface acting, emotional deviance and deep acting in teaching profession, and this study anchors on Cukur (2009) dimensions of emotional labour.

Conceptually, Morrison and Robinson (1997) defined psychological contract breach as the cognitions of an employee that the organization has failed to deliver its obligation. According to Rousseau (1995) a breach of the psychological contract occurs when an employee experiences a discrepancy between the actual fulfillment of obligation by the organization and the promise made about these obligations. In other words, the breach occurs when the individual perceives an imbalance in the exchange relationship and has an effective response to the perceived breach. Psychological contract breach occurs when employees perceive a discrepancy between promises (explicitly or implicitly) and provisions (Morrison & Robinson, 1995). Morrison and Robinson (1995) described psychological contract breach as employees' perception about to which extent its employer has been unsuccessful to fulfill promises or obligations that it owed. This study anchored on definition of psychological contract breach of Morrison and Robinson (1997).

Litwin and Stringer (1968) describes organizational climate as people's perception of their working environment with regard to caring and friendliness. In other words, the interaction of workers and management should create a healthy organizational environment. It means that organizational climate is subject to the perceptions of staff and students. Liou and Cheng (2010) described organizational climate as a set of characteristics that make an organization's work environment different from others. These characteristics are relatively enduring over time and tend to influence the behaviour of employees in the organization. Organizational climate encompasses all those behaviours that permit cordial interpersonal relationships among staff of an organization or institution (Idogho, 2006). Study Group on University Diversity (2008) describe organizational climate as a measure, real or perceived of the university environment as it relates to interpersonal academic and professional interactions. It is the way which members of an organization perceives and characterized their environment in an attitudinal and value based manner. Halpin and Croft (1963) described organizational climate as teachers' perceptions of their general work environment which is influenced by the formal and informal structures of the school as well as by the personalities of lecturers and the leadership behaviour of the management.

Theoretical Review

Emotional Labour and Turnover Intention Theories

Most perspective in turnover intentions have placed turnover as the final outcome of a relatively slow, deliberate process wherein employees evaluate

their jobs, develop negative emotion and perceptions, take steps to secure future employment and then finally quit. Some theoretical and conceptual models on employee turnover links job perceptions to a cognitive process of evaluating job satisfaction and the utility of the present anticipated future job. This evaluation generates turnover intentions, which may then shape actual turnover; such theories are discussed thus. Theoretical support for the link for emotional labour to turnover intentions can be found in theories and research on emotional dissonance (Grandey, 2000; Smart, 1990).

Emotional Dissonance Theory (Festinger, 1957)

Emotional dissonance is an uncomfortable state that occurs when felt emotions are discrepant from emotional displays, which always occurs when people surface act. Emotional dissonance theory indicates that this experience is uncomfortable, and that employees are consequently motivated to remove themselves from situations in which emotional dissonance occurs. Since there exists a discrepancy between a person's true, subjective feeling and the emotion that the employee is required to express to the external world (Festinger, 1957; Zapf, 2002), such mismatches (Morris & Feldman, 1996) require great effort and control in order to produce the appropriate emotional display and are hence believed to result in great strain and exhaustion for the individual leading to turnover intentions (Cote, 2005). The theory asserts that the effort that goes into faking an emotional expression should result in high levels of emotional exhaustion that further contribute to turnover intentions. Festinger (1957) theorized that persons are motivated by the unpleasant state of dissonance to

engage in psychological work+so as to reduce the inconsistency, and this work will typically support the cognition most resistant to change. This thereby explains that the emotional dissonance associated with surface acting will prompt cognitions amount turnover, and these turnover intentions will ultimately lead to turnover (Butler & Mark, 2003).

Conservation of Resources Theory (COR) (Brotheridge & Lee, 2002)

According to COR theory, resources are defined as % those entities that either are centrally valued in their own right, or act as means to obtain centrally valued ends+(Hobfoll, 2001, p. 307). Hobfoll recognizes four types of resources, namely objects, conditions, personal characteristics, and energies. The conservation of resources (COR) theory is used by Brotheridge and Lee (2002) to suggest that surface acting represents a greater investment of resources than deep acting as it requires emotional suppression. In an attempt to minimize resource loss, however, employees try to really invoke emotions they have to display to people, thereby performing deep acting. Deep acting can minimize resource loss as it entails a correspondence between subjectively felt feeling and the required emotional expression. Therefore, there is positive correlation between intensity and deep acting.

Richard and Gross (2000, cited in Brotheridge & Lee, 2002) utilize the COR theory to explain the differential impact of surface acting and deep acting on the psychological well-being of the individual. They state that although both surface and deep acting entails resource loss surface acting represents a bigger

investment of resources, as it requires emotion suppression and hence greater physiological and psychological effort. This reasoning is corroborated by other research studies in which the perception to suppress, and the actual suppression of negative (unpleasant) emotions were linked to higher strain levels, exhaustion and turnover intentions (Cote, 2005). Brotheridge and Grandey (2002) believe that the inauthenticity of surface acting result in stress outcomes unpleasing to the employee, and hence in emotional exhaustion that contributes to turnover intentions. Deep acting, however, is more authentic in its treatment of people and as such possibly does not result in emotional exhaustion. This is in line with Hochschild (1983) contention that surface acting may create guilt and dissatisfaction with work efforts and that deep acting may create a sense of satisfaction in the quality of the provided services (Spies, 2006).

As COR theory (Hobfoll, 2001) states that the prime human motivation is directed towards the maintenance and accumulation of resources, resources are valued in their own right or because they are means to the achievement of protection of other valued resources. In terms of the COR theory, employees are faced with various emotional demands in the job, such as frequent client or social interaction, the requirement to express a variety of emotions regulation. In order to meet these expectations, employees use up a lot of resources by engaging in behaviour such as deep acting, in attempt to generate rewarding social relationship (Brotheridge & Lee, 2002). The theory recognized that this imbalance between work demands and available resources have significant implications for the individual such as higher stress level, dissatisfaction,

emotional exhaustion and turnover intentions (Brotheridge & Lee, 2002; Spies, 2006). The most salient aspect of Hobfoll (2001) COR theory as it relates to emotional labour is that when employees expend energy and other personal resources in attempts to comply with the emotional demands of their work, they will seek to replenish these resources. The failure to protect and build resources can lead to fatigue and ultimately threats to well-being, such as burnout that contribute to turnover intentions (Wilk & Moynihan, 2005). The idea of emotion as a valued resource helps to explain why it is replenished through factors as emotional support could be important in reducing negative effects such as emotional exhaustion and turnover intentions (Brown, 2010).

Person-Job Fit Theory (Rafaeli & Sutton, 1987)

Rafaeli and Sutton (1987) in person-job fit theory proposed that there might be some situations in which performing emotional labour can bring positive consequences. He suggested that when expressed feelings are congruent with experienced emotions, employees are then experiencing emotional harmony+ which is an indicator of good fit between person and job requirement (Rafaeli & Sutton, 1987; Elfenbein & O'Reilly, 2007). Psychologists from a variety of perspectives have long recognized that one's personal characteristics can influence one's decisions about what particular situations to enter (Bandura, 1982; Mischel, 1977). That is individuals tend to select situations that allow the expression of their characteristics personality traits and values, and thus

systematically create social environments constant with their dispositions (Ickes, Snyder, & Garcia, 1997).

Theory on person-job fit further strengthens the above arguments by suggesting that when individuals' characteristics are congruent with the job requirements, job satisfaction increases. In contrast, when there is a lack of congruence between individuals' characteristics and job requirements, job characteristics and job requirements, job satisfaction drops and stress increases (Dawis & Lofquist, 1984). Individuals then seek opportunities to leave the situations. Based on person-job fit theory, if one's personality or characteristics can fit job requirement of particular emotional displays, then it is assumed that an individual will experience more emotional harmony than emotional dissonance (the gap between one's felt emotions and expressed emotions). For example, if one's personality is more cheerful and upbeat, then this individual will probably find it effortless to be friendly or enthusiastic when interacting with customers. It is very likely that this individual will find enjoyment in emotional labour because his or her self-concept can be realized in the work context. In the above scenario, this individual is in a situation where it is possible to experience the positive consequences of emotional labour. On the other hand, if there is a lack of fit between one's personality and job requirements, then the individual will probably experience more negative. Consequences of emotional labour include stress or job dissatisfaction which creates intention to quit. Researches on turnover have frequently proposed that individuals with high level of dissatisfaction are more likely to quit (Ito, 2003). According to Mumford and Strokes (cited in Gustarson

and Mumford, 1995), the fit between person and job has been expressed as the degree of adaptation an individual exhibits with respect to his/her vocational niche. Increased fit can be expected to result in positive organizational and personal outcomes such as increased satisfaction, motivation, morale, job performance, commitment, and retention. Both empirical and theoretical evidence suggests that the fit between the person (as represented by the personality attributes interest, skills, abilities and values) and the job (task, organization) play a critical role in a number of organizational outcomes, including job satisfaction, organizational commitment, career involvement, career success all positively) and turnover intentions and burnout (negatively) (Westerman & Cyr, 2004).

Action Theory (Zapf, Vogt, Seifert, Martini, & Isic, 1999)

In accordance with action theory, Zapf, Vogt, Seifert, Mertini and Isic (1999) explain their view of the emotional labour process. The core tenet of action theory is that individuals seek to actively engage in their environment, to have some level of control over their condition and are generally not passive respondents to environmental demands (Frese & Zapf, 1994). As applied to emotional labour, action theory components include: regulation requirements (display rules and other antecedents), regulation possibilities (control over how requirements may be met), and regulation problems (stressors that impede meeting regulation requirements). Regulation problems occur when requirements exceed the resources of the individual or if regulation possibilities are limited. For

example, emotional dissonance is seen as a regulation problem due to a lack of choice (low control) the individual has in meeting display rules (Zapf et al., 1999).

With reference to the action theory, Zapf et al., (1999) conceptualized emotional labour using the following six factors; requirements to display positive emotions, requirements to display negative emotion, variety of emotions, sensitivity requirements (all emotional regulation requirements); interaction control (emotional regulation possibilities); and emotional dissonance (emotional regulation problems).

In a further development Zapf (2002) identified the actual emotion work strategies as automatic emotion regulation (similar to natural emotion), deep acting, surface acting, emotional deviance, and sensing emotions. All of these are responses to job requirements to display positive or negative emotions, the level of emotional dissonance and sensitivity requirements. In his inclusion of emotional deviance, Zapf called upon the work of Rafaeli and Sutton (1987) who argued that emotional deviance is the act of displaying emotions which are counter to display rule requirements. Zapf argued that emotional deviance is a response to display rules in which an employee either chooses not to comply or is unable due to emotional exhaustion. Sensing emotions is considered by Zapf as an emotional labour strategy used to guide responses and shape the behaviour of the client. Zapf sees the main problem for individual engaged in emotional labour as emotional dissonance and its relationship with burnout and turnover intentions and suggests that autonomy and social support represent control mechanisms that may alleviate regulation problems. Autonomy may not

only be achieved by allowing employees greater latitude in expressing emotions as they see fit, but could also be achieved by providing timeouts from situations in which display rules need to be closely observed or where there are largely negative interaction (Brown, 2010).

Action theory is used to show that emotional labour strategies (regulation possibilities) are used by employees to meet display rules (regulation requirements) with stressors such as emotional dissonance (regulation problems) making this match more difficult (Zapf et al., 1999). Emotional dissonance is thought to be moderated by social support, and emotional and job autonomy (latitude for emotional expression and withdrawal), showing how emotional dissonance may lead to burnout contributing to turnover intention. A problem with Zapf's (2002) approach is that emotional deviance expression that is counter to display rules) and sensing emotion are included as emotional labour components. While these factors may be important in the overall emotional regulation process they cannot be considered as ways of expressing or constraining emotion order to met display rules as is the case with surface and deep acting and the use of genuine acting, and therefore should not be considered as component of emotional labour (Brown, 2010).

However, the employee turnover decision process by Mobley (1977) has shaped the course of turnover studies. He pioneered an extensive explanation for the psychological turnover process. Mobley's model is based on several former preceding studies, for instance, March and Simon's theory (1958) about ease and desirability of work concept and Porter and Steers's Model (1973) of

met-expectation and intent to leave. The model is heuristic rather than descriptive (Mobley, 1977). The termination decision process can be described as a sequence of cognitive stages starting with the process of evaluating the existent job followed by the emotional state of satisfaction or dissatisfaction. One consequence of dissatisfaction is to initiate thought of quitting. The next step is the evaluation of the expected utility of search (e.g. desirability of possible alternatives travel or lost work time) and of the cost of quitting (e.g. loss of vested benefits). If alternatives are existent, then an evaluation of alternatives will proceed. Afterwards, a comparison of the present job to alternatives will follow. If the comparison favours the alternative, then behavioural intention to quit will be stimulated, followed by the final decision to quit (Mobley, 1977; Brunner, 2008). These Mobley's turnover cognitions constructs (job dissatisfaction, thinking of quitting, intention to search, intention to quit and turnover), represents fundamental elements of prevailing psychological models of employee turnover (Kim, Price, Mueller, & Watson, 2006).

PCB and Turnover Intentions Theories

Social exchange theory (Blau, 1964)

According to social exchange theory, people engage in interactions with other people because they are motivated by the expectations of receiving inducements in return from the other party (Blau, 1964; Gouldner, 1960). Social exchange theory is based on the idea that social behavior is the result of an exchange process, whose purpose it is to maximize benefits and minimize costs.

The exchange can be understood in terms of material goods, such as the symbols of approval or prestige (Homans, 1961). According to this theory, individuals consider potential reward and risks of social relationships.

Social exchange involves series of interactions (such as incentives from the employer and contributions from the employee) between two parties (Cropanzano, & Mitchell, 2005). Each party acts according to the norm that the other party will reciprocate, such actions, creating mutual obligations over time. If one party does not reciprocate an imbalance is created between the contributions of the two parties (Cropanzano & Mitchell, 2005). If employees perceive that their employer has not reciprocated their contributions, they will respond with emotional reactions such as anger, frustration and surface acting. Social exchange plays a reciprocity role because mutual obligation as social exchange forms a psychological contract. Someone who gives much will expect to get at least the same amount back from others and in return persons that receive a lot from others will be under pressure to give much back to them. People will terminate or abandon the relationship as soon as the costs outweigh the benefit because the climate is not favourable. The viability of social exchange theory is based on the assumption that individuals recognize one's life situations and notice each one's needs. It employs the principal of reciprocally whereby privileges granted by one are returned by the other. An imbalance between employee and employer obligations makes the organizational climate unfavourable and results in employees' lower affective commitment than in a balanced situation, especially when it involved mutually high obligations.

Social exchange theory posits that employees are motivated to seek a fair and balance relationship between themselves and their organization (Homans, 1961). Psychological contract breach occurs when employees perceive a discrepancy between what they were promised and what they receive from the organization (Morrison & Robinson, 1997; Rousseau, 1995). Such discrepancies represent an imbalance in the social exchange relationship and have been characterized as a type of distributive injustice (Sheppard, Lewicki & Minton, 1992). In order to restore balance to the exchange relationship after psychological contract breach occurs, employees are often motivated to reduce their commitment to the organization or to contribute less to the organization in terms of in role or extra-role performance (Turnley, Bolino, Lester & Bloodgood, 2003).

Affective Events Theory (Weiss & Cropanzano, 1996)

Affective events theory (AET) is a model developed by organizational psychologist (Weiss & Cropanzano, 1996; Morrison & Robinson, 1997) to explain how emotions and moods influence job performance, job satisfaction organizational commitment and turnover intention. The model explains the linkages between employees' internal influences (e.g cognitions, emotions, mental states) and their reactions to incidents that occur in their work environment that affect their performance, job satisfaction and organizational commitment. The theory proposes that affective work behaviours are explained by employees' mood and emotions while cognitive based behaviours are the best predictors of job satisfaction (Wegge, Van dick, Fisher, West & Dawson, 2006).

The theory proposes that positive inducing (eg uplifts, contract fulfillment) as well as negative inducing (e.g hassles) emotional incidents at work are distinguishable and have a significant psychological impact upon workers job satisfaction (Wegge et al., 2006). This results in lasting internal (e.g, cognition, emotion, mental states) and external affective reactions exhibited through job performance, job satisfaction, and organizational commitment (Thompson & Phua, 2006).

According to affective event theory, a negative event at the workplace causes negative emotional reactions, anger or frustration (Morrison & Robinson, 1997; Weiss & Cropanzano 1996). These emotions colours the cognitive evaluations of one's job, in such a way that experience of negative emotions will cause more negative job attitudes (Thoresen, Kaplan, Barsky, Warren & De Chermont, 2003). The theory proposes that job satisfaction mediates the relationship between various antecedents variables such as dispositions, workplace events job characteristics, job opportunities and employee behavior exhibited while on the job (e.g, organizational citizenship behaviours, counter-productive work behavior, and job withdrawal (Crede, Chernyshenko, Stark, Dalal & Bashshur, 2007). To that end, when workers experience uplifts (e.g completing a goal, receiving an award) or hassle (e.g dealing with a difficult client, reacting to an updated deadline), their intention to continue or quit depends upon the emotions, moods, and thoughts associated with the satisfaction they derive from their jobs (Weiss & Beal, 2005). Affective event theory confirmed that there is a link between negative emotions and job attitudes

by showing that negative emotions are related to decreases in trust (Dunn & Schwertzen, 2005), job satisfaction (Judges & Ilies, 2004) and commitment (Thoresen, Kaplan, Barsky, Warren & Chermont, 2003) and increase in turnover intention and actual turnover (Bal, De Lange, Jansen & Vander Velde, 2008). Positive emotions will colour evaluations of the job in a positive way, such that people experience higher trust, satisfaction, and commitment. Zhao, Wayne, Glibkowski and Bravo (2007), argues that psychological contract breach is perceived as such a negative event. Contract breach leads to affective reactions, which in turn contribute to the establishment of job attitudes. In accordance with affective events theory (Taylor & Tekleab, 2004) contract breach as an imbalance in social exchange will affect job attitudes. Employees respond to contract breach by lowering their trust, job satisfaction and commitment to the organization and increase intention to leave the organization (Bal et al., 2008).

Life Span Theory (Baltes & Baltes, 1990)

According to lifespan theory arguing is generally associated with both gains and losses (Baltes & Baltes, 1990; Kanfer & Ackerman 2004). When people grow older health and biological abilities decreases whereas knowledge and experience will generally increase. Moreover, previous research has shown that as people grow older, their future time perspective decrease and the feeling that time is running out becomes more salient (Lang & Carstensen, 2002). A number of age related mechanisms that are of influence on the relations between

psychological contracts breach and turnover intentions is addressed by lifespan theory.

According to Carstensen, Isaacowite and Charles (1999), the perception of approaching retirement may be characterized by an effort of making experiences more positive. Younger workers may be less concerned with how their employment relationship ends, since they may have opportunities to work in other organization, than older workers who tend to have fewer options for job transfer (Hedge, Borman & Lammlein 2006). The perception of older workers that their current employer will be their last makes them feel more positive about the employer and less about an intention to quit their jobs even when their psychological contract has been breaches or violated (Carstensen et al., 1999; Carstensen, Fung & Charles, 2003). According to Lifespan theory there is accumulating evidence that older people become better in regulating their emotions after negative events than younger people (Carstensen, et al, 2003; Lockenhof & Carstensen, 2004). An explanation for this is that older and more experienced workers have relatively more stable psychological contracts (Rousseau, 2001). Psychological contracts form mental models, or abstractions of complex concepts such as employment relationships, to help understand and make sense of the world employees live in (Rousseau, 2001). Over time, older employees develop an increasingly stable psychological contract which is more resistant to change than those of younger and more inexperienced workers. Changes in the employment situation, such as contract breaches have more intense impact on young people given their less stable mental models of their

psychological contract which predisposes them to turnover intentions than older workers (Rousseau, 2001). Older workers have different types of psychological contracts than younger workers (Anderson & Schalk, 1998; Schalk, 2004). As a consequence of environmental and personal changes, psychological contracts will develop and change over time (Devos, Buyens & Schalk, 2003). Young people often enter the workforce with high expectations but after time they adopt their expectations according to reality. Older workers have more realistic expectations about what to receive than younger worker (Thomas & Anderson 1998). Therefore, the assertion of lifespan theory is that psychological contract breach is less harmful to older workers than to younger workers.

Organizational Climate and Turnover Intentions Theories

Expectancy Theory (Vroom, 1964)

Expectancy theory is widely used in turnover intentions (Vroom 1964; Porter & Lawler 1968; Lawler 1994). Basic to the idea of expectancy theory is the notion that people join organizations with expectations and if these expectations are met they will remain members of the organization (Daly & Dee, 2006). According to turnover and retentions frameworks developed from theory, decisions to stay or leave an organization can be explained by examining relationships between structural, psychological and environmental variables (Ngethe, Iravo & Namusonge, 2012). Empirical studies (Johnsrud & Rosser; 2002; Zhon & Volkwein, 2004; Daly & Dee, 2006) employ the model of employee intent to stay that is grounded on expectancy theory which includes structural,

psychological and environmental variables. These variables define the climate of any organization. Structural variables include, work environment, autonomy, communication, distributive justice and work load. Psychological variables include job satisfaction and organizational commitment and the environmental variables include availability of job opportunities (Ngethe, Iravo & Namusonge, 2012).

Expectancy theory is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other. Vroom (1964) theory provides a process of cognitive variables that reflects individual differences in work motivation. It identifies several important things that can be done to motivate employees by altering the person's effort to performance expectancy, performance-to-reward expectancy and reward valences (Lunenburg, 2011). That is, expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, their performance and level of work effectiveness, and the rewards they receive from their effort. In other words, people will be motivated if they believe that strong effort will improve effectiveness and performance and this will lead to desired rewards. If performance and commitment is high and reward is not desirable, the employee will begin to nurse the intention to quit (Vroom, 1964; Porter & Lawler, 1968).

Expectancy theory is based on four assumptions (Vroom, 1964). One assumption is that people join organizations with expectations about their needs, motivations and past experiences. These influence how individuals react to the

organization. A second assumption is that an individual's behaviour is a result of conscious choice. That is, people are free to choose these behaviours suggested by their own expectancy calculations. A third assumption is that people want different things from the organization (e.g. good salary, job security, advancement and challenge). A fourth assumption is that people will choose among alternatives so as to optimize outcomes for their personality. The expectancy theory based on these assumptions has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentally), and (c) the value of the rewards is highly positive (valence). These three key elements determine an employee's level of work effectiveness (Lunenburg, 2011). Expectancy is a person's estimate of the probability that job-related effort will result in a given level of performance. Instrumentality is an individual's estimate of the probability that a given level of achieved task performance will lead to various work outcomes, while valence is the strength of an employee's preference for a particular reward. Motivation is a combination of expectancy, instrumentality and valence which determine work effectiveness, performance and commitment (Vroom, 1968).

Equity Theory (Adams, 1965)

Equity theory (1965) is concerned with the perceptions people have about how they are treated as compared with others. The theory posits that employees

seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees. Failure to find equity signifies unfavourable climate manifesting in job dissatisfaction which will lead to various actions one of which may be an intention to leave the organization (Ngethe, Iravo & Namusonge, 2012). The major strength of this theory is that, it recognizes that individual inputs such as education, experience, effort should be recognized in such a way that equity is experienced. It also shows that individual employees are part of the larger system. Equity theory therefore guides in understanding what may influences academic staff to leave in that they keep on comparing what academic staff earns in other universities and other comparable organizations in order to realize a balanced state between the inputs-outcome ratios. Employees are intended in maintaining fairness in their relationship with organization.

Discrepancy theory (Lawler, 1971)

Another relevant social cognitions theory that is important in the study of organizational climate and turnover intentions is discrepancy theory (Lawler, 1971). Discrepancy theory builds on equity theory by incorporating inputs and outputs to form a perception of fairness and uses a referent other in this assessment. Discrepancy theory adds important variables, revises the mechanism by which individuals determine their level of satisfaction, and incorporates expectancy theory (Vroom, 1964. cf. p 147). The focal individual

assesses his or her level of inputs and uses a referent others inputs and outcomes to partially determine the climate environment. The organizational policies, salary, coworker relationship and management styles serves as relevant points used in assessment. The difference between discrepancy theory and equity theory is that the employee also takes into account perceived job characteristics including job level, perceived difficulty of the task, work load, autonomy and perceived responsibility when determining the level of job satisfaction of an employee and the organizational climate (Faulk, 2002). This perception forms one part of the comparison in the discrepancy mode that determines pay satisfaction while the other part is the perceived amount of pay received that is determined by actual pay received as compared to the perceived pay of a referent other. If there is a discrepancy between an individual's perceptions of how much he or she receives and how much he or she feels should be received, the individual will be motivated to reduce the dissonance in much the same way explained by equity theory.

According to discrepancy theory and unlike equity theory, motivation to engage in behaviour to reduce tension is not solely determined by a difference between what is expected and what is actually received. Lawler's discrepancy theory further enhances equity's explanation of pay satisfaction's relationship with behaviour by incorporating a component of expectancy theory (Vroom, 1964), valence to determine whether a person will react to the discrepancy. If the outcome has a low valence, the individual will not react strongly to the discrepancy. If pay is important, a discrepancy will have an impact on the

employee behaviour; if it is not, the employee will not be motivated to change his or her behaviour. The incorporation of valence is important because it explains why two individuals in the same inequitable or discrepant situation react differently (Faulk, 2002).

Path-Goal Theory (House, 1971)

Path-goal theory is one of the situational theories of leadership. This theory is rooted in Vroom's theory of motivation involving valence (importance ascribed), expectancy (of success), and instrumentality (i.e. that the desired outcome will be achieved (House, 1971; House & Dessler, 1974; House & Mitchell, 1974). The work of House and his associates provided an important step in situational or contingency investigation. The theory is based on the notion that leader behaviour becomes acceptable and satisfying to their subordinates only to the extent that the subordinates see such behaviour as either an immediate source of satisfaction or as instrumental to future satisfaction (House, 1971). The theory asserts that the leadership behaviour of the management is linked with employees' level of work effectiveness, job satisfaction and commitment. The organizational climate created by the leadership determines an employee job satisfaction that is an overall attitude of liking one's job or planning to quit. The presence of high levels of work effectiveness, performance and satisfaction influences an employee's intent to stay in the organization; and is frequently accepted as an outcome of leadership behaviour (Leary, 2001). Path-goal theory argues that the leader's main purpose is to motivate

subordinates by helping them to see how their task-related performance could help them to achieve their personal goals. The theory states that it is the leader's job to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organization. Implicit theories of leadership, defines the assumptions people held about what behaviours leaders displayed and how those behaviours were associated with group and organizational outcomes (Chemers, 2000). According to the leadership theories, work effectiveness is a function of effective leadership.

Empirical Review

Emotional labour and Turnover Intentions

Researches have empirically shown that the distinction between surface and deep acting may help explain how emotional labour can result in both positive and negative outcomes. Specifically, surface acting is generally related to negative outcomes, such as personal inauthenticity, lower ratings of affective delivery, depersonalization, emotional exhaustion, dissatisfaction, burnout and turnover intentions because of its focus on only changing displays rather than changing feelings (Brotheridge & Grandey, 2002; Grandey, Fisk & Steiner, 2005). Conversely, deep acting with its focus on changing felt emotions is more likely to lead to positive outcomes such as personal authenticity, personal accomplishment, and lower likelihood of revealing negative emotions and enhances job satisfaction and performance (Totterdell & Holman, 2003).

Several researchers have suggested that withdrawal behaviours may be an outcome of emotional labour (Abraham, 1999; Zerbe, 2000; Brotheridge & Lee, 2002). Grandey (2000) found that emotional management increase physiological arousal, which leads to individual's withdrawal intention from work and eventual turnover. Glomb and Tewis (2004) reported that employees' withdrawal intention is an effect of emotional labour. Hom and Kinicki (2001) tested the effect of surface acting on actual turnover via turnover intentions and discovered a direct effect of surface acting on withdrawal cognitions and intentions.

Research has consistently indicated that surface acting is an antecedent of turnover intentions (Bono & Vey, 2005; Grandey, 2003). Brotheridge and Grandey (2002) found that surface acting was positively related to emotional exhaustion suggesting that this effect occurred because surface acting results in inauthentic displays, yielding greater internal tension and physiological effort that manifests itself as feeling emotionally drained. The study also showed that emotional exhaustion is positively related to turnover intentions (Brotheridge & Grandey, 2002; Morris & Feldman, 1996, 1997; Cropanzano, Rupp & Byrne, 2003). Lee and Ashforth (1996) meta-analysis on emotional labour and turnover intentions found a .44 correlation between these constructs.

Emotional labour has continued to be linked with turnover intentions. Empirical study conducted by George and Jones (1996) found that positive moods were negatively related to turnover intentions, and job satisfaction was shown to play an important part in many turnover models (Hom & Kinicki, 2001).

James, Mulaik and Brutt (2006) found that surface acting don't have a significant influence in turnover intention. Visser and Rothman (2008) examine customer service representatives in a Call Centre in South Africa and found positive relationship between emotional exhausting emotional labour and turnover intentions. Wong and Law (2002) also note the influence of emotional labour on turnover intentions. Lunbenberg (2011) found no significant relationship between emotional labour and turnover intentions.

Zapf et al. (1999) identified a significant relationship between emotional dissonances, burnout and turnover intentions amongst employees with a substantial level of contact with clients, and Zapf and Holz (2006) found that surface acting was directly related to emotional exhaustion and indirectly related to turnover intentions in a wide ranging sample including nurses, teachers, and social workers. Emotional labour had significant relationships with all three burnout dimensions and turnover intentions (Cheung & Tang, 2007).

The Hochschild's original sociological conceptualization focused on the detrimental effects of estrangement and inauthenticity has dominated the literature on emotional labour, which was included in the large arena of burnout (Abraham, 1999; Bakker & Demerouti, 2006), was discovered to negatively correlate to nurses' well being (Heuven & Bakker, 2003; Zapf, 2002) and also found to positive correlate to job dissatisfaction and increasing nurses turnover intention (Murphey, 2005). Studies by Rubin, Tardino, Daus and Munz (2005) indicated that emotional labour is related to withdrawal behaviour and especially to turnover intentions (Cote & Morgan, 2002). Their explanation is that emotional

labour results in a negative affective reaction, such as lowered job satisfaction, emotional exhaustion or discrete emotions like anger which then prompt cognition about withdrawal.

Dahling (2007) findings reported that suppressing emotional displays negatively influenced positive affect, which in turn was positively related to resilience yielding an indirect negative relationship between suppressed positive emotional displays and resilience. Resilience in turn was predictive of a variety of important criteria for nurses, such as burnout, health, turnover intentions and work-family interference. The result showed that resilience explains about 8% of the variance in burnout, and resilience and burnout in conjunction explains 14% of the variance in general health, 13% of the variance in turnover intentions, and 52% of the variance in work-family interference (Dahling, 2007).

The longitudinal study explored by Cote and Morgan (2002) showed that emotional labour predicted intentions to quit among workers in service industries. They confirmed that suppression of unpleasant emotions increases intentions to quit. Brown (2010), Judge, Woolf and Hurst (2009) found that emotional labour is related to turnover intentions. A longitudinal study of part-time employees from a variety of occupations with two observations four weeks apart found that increased suppression of negative emotions (anger, fear, sadness) toward customers, co-workers, and supervisors was negatively related to job satisfaction and positively related to intentions to quit. Cote and Morgan (2002) found that surface emotion (suppressing negative emotions) at both observation times was related to turnover intentions. Similarly, Bozionelos and Kiamon (2008) also

reported a significant and positive zero order correlation between surface acting and turnover intentions. Grandey (2003) on a sample of university administrative assistants showed surface acting and deep acting to be positively related with emotional exhaustion and turnover intention the relationship of deep acting with turnover intentions was not as strong as of surface acting.

Lv, Xu and Ji (2012) investigated the relationship among emotional labour strategies, emotional exhaustion and turnover intention, using hotel employees in China. Their result showed that surface acting positively influences emotional exhaustion; deep acting negatively influences emotional exhaustion and automatic emotional regulation. The study also showed that emotional exhaustion positively influences turnover intention and that emotional labour strategies influence turnover intention through the role of emotional exhaustion.

The study conducted by Mishra and Bhatnager (2010) demonstrated that emotional labour (discrepancy between felt and expressed emotions) leads to higher level of turnover intentions among medical representatives. The results of their study showed that employees who experience emotional dissonance in their work roles are more likely to indicate an intention to leave the organization. In a longitudinal study, Cote and Morgan (2002) found that emotional regulation was positively related with turnover intentions. Cote and Morgan (2002) contended that suppression of unpleasant emotions increase intentions to quit. Seery and Corrigan (2009) observed that surface acting was positively correlated with turnover intentions. Seery and Corrigan (2009) argued that when employees expend energy to constantly overcome felt emotions to meet the employersq

expectations then it is unlikely that they develop high personal commitment to the organization.

Martinez-Inigo, Totterdell, Alcover and Holman (2007) found that employees who engaged in high levels of automatic emotion regulation also reported high levels of job satisfaction and low levels of emotional exhaustion and turnover intentions. Aytekin-Uysal (2007) found negative relationship between genuine feeling and employee anxiety level and turnover intentions. Steiner (2005) found in his study that high personal control and genuine emotion reduced employees' feeling of emotional exhaustion and turnover intentions. Unler-Oz (2007) also examined the relationship between emotional labour strategies and employee turnover intentions. Result showed that when moderated by supervisory support, surface acting was positively related to employees' turnover intentions, while emotional deviance was negatively related to turnover intentions. Results have also reported significant relationships between automatic emotion regulation and turnover intentions (Hulsheger & Schewe, 2011; Zapf, 2002; Grosserand & Diefendorff, 2005; Yalcin, 2010).

Researches by Ashforth and Humphrey (1993) and Wharton, (1993) found that emotional labour is not a significant predictor of turnover intentions. Ashforth and Humphrey (1993) and Wharton, (1993) argued that emotional labour may not always be detrimental but it can also produce favourable outcome for employees as well as for the organization. In a study conducted by Adelman (1995), the finding showed that no significant association or relation was observed between emotional labour and turnover intentions.

PCB and Turnover Intention

Research by Lester, Turnley, Bloodgood and Bolino (2002) consistently suggested that psychological contract breach negatively influences employees' attitudes toward their organizations and toward their jobs. Robinson (1996) found that psychological contract breach leads employees to believe that the organization does not care about their well being and that the organization cannot be trusted to honour its obligations. Robinson and Rousseau (1994) and Tekleab, Bartol and Liu (2005) found that psychological contract breach was negatively related to job satisfaction and positively related to turnover intentions.

A study conducted by Saungewe and Gwandure (2011) investigated the relationship between organizational climate and intent to leave among recruitment consultants. The sample comprised of 52 recruitment consultants from a multinational human resource consulting company in Johannesburg. Data analyzed using Pearson's product moment correlation showed a significant relationship between organizational climate and recruitment consultants' intention to quit. The result obtained indicated a negative correlation between organizational climate and recruitment consultants' intention to quit. The results showed a strong inverse relationship between organizational climate and turnover intention ($r = -0.65$). The results indicated a negative correlation between subscales of organizational climate and turnover intentions as follows: structure ($r = -.23$), responsibility ($r = -.33$), reward ($r = -.62$), support ($r = -.72$), and warmth ($r = -.55$).

Bal, De lange, Jansen and Van der velde (2011) in a meta analysis examined the size and nature of the relations between aging, organizational nature, psychological contract breach and work related outcomes. The results of the studies revealed no direct relations between, aging, tenure and psychological contract breach. Psychological contract breach was related to affective commitment but not turnover intentions. However, aging was related to commitment, turnover intentions and performance. Moreover, the results revealed that aging moderated the relations between psychological contract breach and turnover intentions indicating strong reaction on contract breach among young employees compared to older employees.

The study conducted by Turnley and Feldman (2008) examined the relationships between breach of employees psychological contracts and their intention to quit and neglect behaviour. Using a sample of over 800 managers the research found that psychological contract breach results in increased level of turnover intention and neglect behaviour and decreased levels of loyalty to the organization. In addition, the research examined the moderating effects that situational factors (such as the availability of attractive employment attentions) have on the relationships between psychological contract breach and managers behaviours. The results suggest that these situational factors moderate he relationship between psychological contract breach and turnover intentions.

The study conducted by Munda and Agarwal (2010) examines the effect of workplace factors on psychological contract breach and turnover intentions among doctors (N=64) and nurses (N=62) working in a private hospital in North

India. Results showed that the workplace factor role efficiency emerged as a significantly positive prediction of psychological contract fulfillment among the doctors group but as a significantly negative predictor among the nurses group. The study also revealed that psychological contract breach significantly predicted turnover intentions among medical professionals in the private health care sector.

In a study conducted by Syed (2010), he found that when employees perceive their psychological contract as breached, they react to this breach by a decrease in organizational identification and increase in turnover intentions. The study showed that psychological contract breach does have a significant impact on organizational identification and turnover intentions. The researcher reported a result of ($r = .59, P < .001$) and ($r = .39, P < .001$) for organizational identification and turnover intentions respectively.

Bal, Cooman, and Mol (2013) investigated the interrelations of the psychological contract with work engagement and turnover intentions. The study utilized a longitudinal data collected among 240 employees. The results show that indeed psychological contract fulfillment was longitudinally related to higher work engagement and however turnover intentions, but only for employees with low tenure. The study showed that stability in work engagement, turnover intentions and psychological contract over time was higher for those with high tenure, whereas the relations between turnover intentions and psychological contract were stronger for those with low organizational tenure.

Mark and Anderson (2008) conducted a study using 325 customer service officers to determine the relationship between psychological contract breach and

pro-social behaviour. The result showed that contract breach is negatively associated with pro-social behaviour and positively associated with employee absenteeism, counterproductive work behaviour and turnover intentions.

A longitudinal study conducted by Robinson (1996) revealed a negative relationship between psychological contract breach, organizational citizenship behaviour, work performance, intentions to stay with the employer and a positive relationship with turnover intention and actual turnover. In as much as psychological contracts are formed on the basis of trust, breach may lead to strong emotional reactions and feeling of betrayal (Robinson & Rousseau, 1994). Less severe breaches also have consequences however, such as high turnover intentions (Guzzo, Noonan & Elron, 1994).

Research by Bunderson (2001), Lester, Turnley, Bloodgood and Bolino (2002) and Raja, John and Ntalianis (2004) found that psychological contract breach is negatively related to employee effective commitment and positively related to employees intent to quit. Study by Chin and Hung (2008) revealed that the higher psychological contract breach the lower intent to leave and the relationship between psychological contract breach and intent to quit is moderate. Haq, Jam, Azeem, Ali and Fatima (2011) used a cross sectional field survey to examine the relationship between psychological contracts, affective commitment and job outcomes (job satisfaction and intention to quit). Using 302 employees of several public and private organizations in Pakistan, Results revealed that affective commitment mediates the relationship between relational contracts and job satisfaction and the relationship between relational contracts

and turnover intentions. In a longitudinal study conducted by Schalk and Freese (2007) result showed no significant relation between PCB and turnover intentions but study revealed a significant relationship between leadership style and psychological contract breach.

Organizational climate and turnover intentions

Organizational climate was positively related to turnover intentions. Organizational climate subscale disengagement was positively related to turnover intentions ($P < .05$). Nurse faculty intention to leave the job was predicted by organizational climate (intimacy and disengagement). The result of the study revealed that nurse faculty who experience role ambiguity, conflict and disengagement from their organization show increased signs of turnover intentions (Gormley, 2005).

Sahin (2011) examined the relationships among psychological climate perceptions, affective commitment and turnover intentions in a sample of Turkish employees from private security services. The results indicated that psychological climate perceptions related positively to affective commitment and negatively to turnover intentions.

Affective commitment was found to partially mediate the relationship between psychological climate and turnover intentions.

Jeswani and Dave (2012) explored the antecedents of organizational climate and its impact on turnover intention of faculty members of various technical educational institutes of India. The result of this empirical investigation

support that organizational climate has a significant impact on turnover intention of faculty members. The study results revealed that orientation and reward management are the two antecedents of organizational climate, which has an inverse significant impact on turnover intention i.e if faculty members are clear about the organizational and individual goals and rewards within the institute is properly managed then it is less likely for the them to quit the organization. There finding had the support of a previous study by Singh (1985) who found that faculty members in a more open climate performed much better than faculty members in a less open climate and are less likely to quit the organization.

Jyoti (2013) conducted a study on the impact of organizational climate on job satisfaction, job commitment and intention to leave. The result of the regression analysis showed that job satisfaction and organizational climate are predictive of intention to leave and have inverse relation. Jyoti (2013) stated that job commitment is negatively related to intention to leave but it has not been found predictor of intention to leave an organization. Cokluk and Yilmaz (2010) found a negative relationship between supportive leadership behaviour and turnover intention and organizational commitment. The study also reported a moderate positive relationship between turnover intentions and directive leadership behaviour of school administrators.

Afolabi (2005) examined the influence of perceived organizational climate and locus of control on job satisfaction and turnover intentions of commercial bank workers in Benin, Edo state Nigeria. Results from the field study of 200 employees drawn from 25 commercial banks randomly selected supported the

role of perceived organizational climate and locus of control on job satisfaction and turnover intentions. The two variables also interacted to influence job satisfaction. However, only perceived organizational climate influenced turnover intentions. The results of this study suggest that when employees perceive their organizational climate favourable, the job satisfaction is increased and turnover intentions is reduced.

Aarons and Sawitzky (2006) in their study observed that staff turnover and turnover intentions in mental health service organizations was an ongoing problem with implications on staff morale, productivity, organizational effectiveness and implementation of innovation. Recent studies in public sector services have examined the impact of organizational culture and climate on work attitudes and ultimately staff turnover and turnover intentions. Multilevel structural equation models supported a partial mediation model in which organizational culture had both direct influence on work attitudes and indirect influence through organizational climate. Work attitudes significantly predicted one year staff turnover rates. These findings support the contention that both culture and climate impact work attitudes and subsequent staff turnover intentions and actual turnover. Ghamrawi and Jammal (2013) in their study found that leadership style has significant influence on turnover intentions. The study found significant positive relationship between frustrated behaviour, work stress and turnover intentions. Ansari, Aafagi and Sim (2012) in their study found that organizational frustration played a significant role in the relationship of distributive and procedural injustice with turnover intentions and political behaviour. The study

showed that frustrated behaviour has significant positive relationship with turnover intentions.

Gormley (2005) in his study examined how organizational commitment and turnover intentions are influenced by organizational climate role ambiguity and role conflict. 316 doctoral prepared nurses participate in the study. Pearson correlation, analysis of variance, and logistical regression were computed to analyze the relationships and evaluate the predictive quality of organizational climate, work role balance and role ambiguity on turnover intention. Organizational climate subscales of consideration, intimacy and production emphasis were negatively related to turnover intention whereas organizational climate subscale disengagement was positively related to turnover intentions ($P < .05$). Nurse faculty intention to leave the job was predicted by role ambiguity, organizational commitment and organizational climate. Findings indicated that organizational climate is related to all dimensions of turnover intention.

The study conducted by Jeswani and Dave (2012) explored the antecedents of organizational climate and its impact on turnover intentions of faculty members of various technical educational institute of India. The study utilized 205 faculty members through structured questionnaires and regression analysis was used to determine the causal relationship between both variables. The results states that among all the five antecedents of organizational climate viz orientation, supervision, communication, decision making and reward management; only two antecedents orientation and reward man agent has significant impact on turnover intentions. The study results revealed that

orientation and reward management are the two antecedents of organizational climate, which has an inverse significant impact on turnover intentions i.e if faculty members are clear about the organizational and individual goals and rewards within the institute is properly managed then it is less likely for them to quit the organization.

In a study conducted by Saungweme and Gwandine (2011) using 52 recruitment consultants from a multinational human resource consulting company in Johannesburg. Data were analyzed using Pearson's product moment correlation to establish the relationship between organizational climate and intent to leave among recruitment consultants. The results obtained indicated a negative correlation between organizational climate and recruitment consultants' intention to quit. The study revealed that a bad working environment was associated with the intention to leave the organization. Russel, Williams and Gleason-Gomez (2010) found in their study that organizational climate is associated with turnover intentions. A good organizational climate is associated with employee satisfaction, employee performance, organizational commitment and a decrease in intent to leave (Donoghure, 2010).

Griffith (2008) examined specific aspects of organizational climate as it relates to job satisfaction, employee turnover intentions and organizational performance in public elementary schools. Survey data were obtained from school staff and students and from school district archives. Hypothesis tested included: (1) Employee perceptions of organizational climate and job satisfaction, when aggregated to an organizational level would represent group level

constructs; (2) Employee perceptions of positive organizational climate would be associated with higher levels of job satisfaction and organizational performance with lower levels of employee turnover intentions and (3) Relations of organizational climate to organizational performance and to employee turnover intentions would be mediated by employee job satisfaction. The study revealed that there was no evidence for the mediating effects of organizational climate in relation to job satisfaction, employee turnover intentions and organizational performance. The study showed no significant relationship between organizational climate and turnover intentions (Griffith, 2008).

Summary of Literature Review

In the review of the related literature, key concepts such as turnover, turnover intentions, emotional labour, psychological contract, psychological contract breach, and organizational climate were defined and conceptualized by different researchers. The literature provided four theoretical frameworks to explain the concept of turnover intention and the processes underlying how it is influenced by emotional labour. These theories include: emotional dissonance theory, conservation of resources (COR) theory, person job fit theory, and action theory. These theories explain the concept of emotional dissonance and how it is associated with turnover intentions. Therefore the present study on emotional labour and turnover intentions will be anchored on the emotional dissonance theory.

The literature also provides three theoretical frameworks to explain the concept of psychological contract breach and how it is linked to turnover intentions. These theories include social exchange theory, affective event theory and life span theory. These theories explain the rationale behind give and take as the factor in turnover intentions due to assumed imbalance in commitments from both the employee and the employer. The imbalance in the exchange of resources from the employee and employer is the assumed cause of turnover intention according to the theories. The life span theory explains the fact that changes on the employment situation such as contract breach have more intense impact on young people given their high expectation and less stable mental model of their psychological contract which predisposes them to turnover intentions than older workers.

The literature also provides four theoretical frameworks to explain the concept of organizational climate and how it is linked to turnover intentions. These theories include: expectancy theory, equity theory, discrepancy theory, and path-goal theory. These theories explain the concept of organizational climate and how it is linked to turnover intentions. The expectancy theory focuses on the structural, psychological and environmental variables that define the climate of any organization which determines the model of an employee's intent to stay or leave. The path-goal theory asserts that leadership behaviour is linked to employee's turnover intentions. The theory is based on the notion that leader behaviour becomes acceptable and satisfying to their subordinates only if such behaviour will help the employee to achieve the expected goal. Equity and

discrepancy theory posit that employees seek to maintain equity between the input they bring into a job and the outcome they receive from it against the perceived inputs and outcomes of other employees. However, discrepancy between the input and output ratio encourages turnover intentions. The difference between discrepancy theory and equity theory is that the employee considers other job characteristics e.g job level, work load etc when determining the level of job satisfaction of an employee and the organizational climate. These theories lean on motivational concepts in work setting and this study anchors on it.

Evidence from empirical review in this study indicated that some studies have examined turnover intentions as it relates to emotional labour, psychological contract breach and organizational climate. These studies utilized the services of participants from banking sectors, recruitment consultancies, industrial sectors, health profession and public organizations across the world. Only few studies in these areas utilized the services of the academia in such researches.

In addition, studies by many researchers on emotional labour, psychological contract breach and organizational climate are directed towards job satisfaction, organizational commitment and work performance. Majority of the literature reviewed on emotional labour, psychological contract breach and organizational climate provided results that indicated that high level of emotional labour, psychological contract breach and organizational climate predicted job satisfaction and work performance showing that the area of turnover intentions

with regards to these variables of interest has not been fully exploited. Besides, the empirical findings reviewed by these researchers provided conflicting results on emotional labour, psychological contract breach, organizational climate and turnover intentions among employees.

Furthermore, literature reviewed suggested that most of these studies were done in the United States and the Western Societies. This gives rise to the quest to conduct a research on these areas of organizational psychology using lecturers from private universities in Nigeria. It is also important that an investigation into how these variables interact to either influence turnover intentions among university lecturers in private universities is conducted.

Hypotheses

In line with the research topic, the following hypotheses were postulated:

1. Emotional labour will be a significant predictor of turnover intentions among lecturers in private universities.
 - (i) Automatic emotion regulation will be a significant predictor of turnover intentions among lecturers in private universities.
 - (ii) Surface acting will be a significant predictor of turnover intentions among lecturers in private universities.
 - (iii) Emotional deviance will be a significant predictor of turnover intentions among lecturers in private universities.
 - (iv) Deep acting will be a significant predictor of turnover intentions among lecturers in private universities.

2. Psychological contract breach will be a significant predictor of turnover intentions among lecturers in private universities.
3. Organizational climate will be a significant predictor of turnover intentions among lecturers in private universities.
 - (i) Supportive behaviour will be a significant predictor of turnover intentions among lecturers in private universities.
 - (ii) Directive behaviour will be a significant predictor of turnover intentions among lecturers in private universities.
 - (iii) Engaged behaviour will be a significant predictor of turnover intentions among lecturers in private universities.
 - (iv) Frustrated behaviour will be a significant predictor of turnover intentions among lecturers in private universities.
 - (v) Intimate behaviour will be a significant predictor of turnover intentions among lecturers in private universities.

CHAPTER THREE

METHOD

Participants

A total of five hundred and eighty-four (584) lecturers participated in the study. The participants were drawn from seven private universities which include Godfrey Okoye University Enugu (84), Renaissance University Ugbawka, Enugu State (76), Tansian University Umunya, Anambra State (82), Evangel University, Okpoto, Ebonyi State (66), Gregory University, Uturu, Abia State (68), Madonna University, Okija, Anambra State (119) and Paul University, Awka, Anambra State (89). These universities were approved by National Universities Commission (www.nuc.edu.ng/pages/universities.asp). The researcher employed a convenience sampling technique. To this effect, every available and willing lecturer in the seven private universities was sampled. The distribution of the sampled lecturers were as follows: 444 males and 140 females, 419 married and 165 unmarried, 86 senior lecturers, 65 lecturer I, 205 lecturer II and 228 assistant lecturers. The age of participants ranged from 24 to 53 years ($M=38.24$, $SD=7.33$).

Instruments

Four instruments were used in gathering information in this study. They include: Teacher Emotional Labour Scale (TELS), Psychological Contract Breach Scale, Organizational Climate Scale, and Turnover Intention Scale.

Teacher Emotional Labour Scale (Cukur, 2009)

Teacher Emotional Labour Scale (TELS) was developed by Cukur (2009) and was designed to measure emotional labour that teachers perform for their students, coworkers, and supervisors. The development of the TELS was based on four dimensions of emotional labour that captured the emotional regulation process of performing emotional labour: surface acting, deep acting, automatic emotion regulation, and emotional deviance. Cukur (2009) picked critical events that reflect teachers' interactions with students, coworkers and supervisors from the previous qualitative studies. These critical events include variety of situations that teachers come across more frequently (blame for low grades, discrimination, a bad or good news about students, etc.), and require a variety of emotional responses (anger, joy, dissatisfaction, surprise, irritation, etc.). Each of the four dimensions has 5 items, which make a total of 20 items. The 20-item self report scale was rated on a 5-point Likert scale which reflect the extent to which it was a true behaviour ranging from 1 = not at all true, to 5 = very true. The confirmatory factor analysis was also conducted by Cukur (2009) to investigate the factor structure and item performance of the four factor model of the TELS that separated emotional deviance, automatic emotion regulation, deep acting and surface acting. The fit indices of confirmatory factor analysis showed that all items had factor loadings that were statistically significant (t Values) with overall fit indices within the range of generally acceptable levels. The factor loadings ranged from .46 to .71. For all items, the item-total correlation were .20 and

above. The internal consistency reliabilities for all the TELS ($\alpha = .79$) and subscales ranged from .70 to .81 with automatic emotional regulation (.74), surface acting (.70), deep acting (.80) and emotional deviance (.81). Examples of the items in TELS include (%one of your students finds your mistake during lecture and shares it with other students+ %Even though it is not expected from me as a teacher, I exactly reflect to students how I feel+) This is one of the emotional deviance items of the TELS. To investigate discriminant and convergent validity of the TELS, correlations between the sub-scales of the TELS and the existing scale of emotional labour were examined. For this purpose, the emotional labour scale (Diefendorff, Croyle & Gosserand, 2005) that has three sub-scales (surface acting, deep acting, and expression of naturally felt emotions) reflecting different emotional labour strategies was used. To establish the criterion related validity of the TELS, the relationships between the sub-scales of the TELS and emotional exhaustion and job autonomy were investigated by Robinson and Morrison (2000). Based on their research findings (Brotheridge & Lee, 2003; Guleryuz & Aydin, 2006; Rafaeli, & Worline, 2001; Thoits, 1990; Zapt, 2002), the result showed that the sub-subscales of surface acting and emotional deviance are positively related to emotional exhaustion.

Psychological Contract Breach Scale (Robinson & Morrison, 2000)

The Psychological Contract Breach Scale by Robinson and Morrison (2000) is designed to measure a global view of perceived contract breach of employees' perceptions of how well their psychological contracts had been fulfilled by their organizations. Measuring perceived contract breach as a global

perception is consistent with existing conceptualizations of psychological contract breach as an overall evaluation of how well one's contract has been fulfilled by one's employer (Robinson, 1996). The measure contains 5 items, with responses on a 1-5 scale ranging from (1) strongly disagree (2) disagree (3) undecided, (4) agree, to (5) Strongly agree. A Cronbach alpha of .92 was obtained for this measure by Robinson and Morrison (2000). Sample items are as follows: %I have not received everything promised to me in exchange for my contribution+ and %Almost all the promises made by my employer during recruitment have been kept thus far+. Items 1, 2, 3 are reverse scored while items 4 and 5 are direct scored. Robinson and Morrison (2000) indicated that the lower the score the higher the contract fulfillment, while the higher the score, the lower the contract fulfillment.

Organizational Climate Description Questionnaires (OCDQ-RS) (Halpin & Croft 1962)

The OCDQ-RS is a 34-item climate instrument with five dimensions describing the behaviour of secondary school teachers and principals. The instrument, unlike the original OCDQ, was designed for secondary schools. It measures two aspects of principal leadership: supportive and directive behaviour. Supportive principal behaviour meets both the social needs and task achievement of the faculty. The principal is helpful, genuinely concerned with teachers, and attempts to motivate them by using constructive criticism and by setting an example through hard work. In contrast, directive behaviour is rigid and domineering control. Similarly, three dimensions of teacher behaviour are

described: engaged, frustrated, and intimate. Engaged teacher behaviour reflects a faculty in which teachers are proud of their school, enjoy working with each other, are supportive of their colleagues, and committed to the success of their students. On the other hand, frustrated teacher behaviour depicts a faculty burdened with routine duties, administrative paper work, and excessive assignments unrelated to teaching. The intimate teacher behaviour reflects a strong and cohesive network of social relations among the faculty. The five basic dimensions of principal and teacher behaviour make up the organizational climate description questionnaires (OCDQ-RS) for secondary schools.

Four of the five aspects of school interaction (supportive, directive, engaged and frustrated behaviour) form a general dimension of school climate openness. Open principal behaviour is reflected in genuine relationships with teachers in which the principal creates a supportive environment, encourages teacher participation and contribution, and frees teachers from routine busywork so that they can concentrate on teaching. Open teacher behaviour is characterized by sincere, positive and supportive relationships with students; moreover, they find the work environment facilitating rather than frustrating. In contrast, closed principal behavior is rigid, close and non-supportive. Intimacy is a facet of secondary school climate that stand alone because it is not part of the openness construct. Intimate teacher behaviour builds a strong and cohesive network of social relationships among the faculty.

Items that describe principals behaviours are 14 in number with seven items measuring supportive behaviour and the other seven items measuring

directive behaviour. Items that describe teachers' behaviour are 20 in number with 10 items measuring engaged behaviour, 6 items measuring frustrated behaviour and 4 items measuring intimate behaviour. Sample items are as follows: 'The principal sets an example by working hard himself/herself' (supportive behaviour), 'The principal rules with an iron fist' (directive behaviour), 'The teachers spend time after school with students who have individual problem' (engaged behaviour), 'The mannerisms of teachers in this school are annoying' (frustrated behaviour), and 'Teachers' closest friends are other faculty member at this school' (intimate behaviour). Items 5,6,23,24,25,29 and 30 measure supportive behaviour, items 7,12,13,18,19,31 and 32 (directive behaviour), items 3,4,10,11,16,17,20,28,33 and 34 (engaged behaviour), items 1,2,8,9,15 and 22 (frustrated behaviour) and items 14, 21, 26 and 27 measure intimate behaviour. The items are measured on a 4-point continuum ranging from 1= rarely occurs, 2= sometimes occurs, 3= often occurs to 4 = very frequently occurs. The four point likert scale response format measures frequency of perceived behaviour.

Turnover Intention Scale (Bluedorn, 1982)

The Turnover Intention Scale was developed by Bluedorn (1982) and designed to measure workers' intent and readiness to quit their jobs. The measure contains five items; with responses on a 1-5 scale ranging from (1) strongly disagree to (5) strongly agree. Sample items are as follows: 'I often think about quitting my current job' and 'If I can find a better job, I will leave this organization'. Bluedorn (1982) obtained a high reliability coefficient of ($\alpha = 0.90$). All the items are direct scored in that the higher the score the higher the turnover

intention, whereas the lower the score, the lower the intention to quit the organization.

Validation of Instruments.

To validate the psychometric properties of the four instruments, a pilot study was carried out. This became necessary because previous validations of the instruments were done with Western samples and none was done in Nigeria. Thus, the present researcher decided to validate the instruments using Nigerian samples. For face validity, the questionnaire containing the four scales (Teacher Emotional Labour Scale, Psychological Contract Breach Scale, OCDQ-RS, and Turnover Intention Scale), and the study objectives were presented to nine judges in the field of psychology. They include three lecturers in the Department of Psychology, University of Nigeria, Nsukka, three lecturers in the Department of Psychology, Ebonyi State University, Abakiliki and three lecturers in Enugu State University of Science and Technology (ESUT). The judges were asked to go through the items and indicate those items that seem not to measure the four variables in teaching profession. Afterwards, the judges agreed that the four instruments measure the variables of interest which are emotional labour, psychological contract breach, organizational climate and turnover intention.

Also, one hundred and fourteen (114) lecturers from Caritas University, consisting of (85 males and 29 females), senior lecturers (27), lecturer 1(15), lecturer 11(31), assistant lecturer (36), and graduate assistant (5) participated in the pilot study. For the 20-item scale of TELS, they were asked to respond to the instrument and to indicate any item(s) that they find difficult to understand. In the

end, no item was identified as difficult to understand or found to be complex, thus none was dropped or modified. The responses of the participants were further subjected to item analysis. Inter . item correlations of the 20 items ranged from .28 to .53, with internal consistency reliability of .80. The result of the item analysis further showed coefficient alpha of .77, .65, .56, and .71 for automatic emotion regulation, surface acting, emotional deviance and deep acting of TELS, respectively (see appendix A).

The responses obtained from the same 114 lecturers drawn from Caritas University on the psychological contract breach scale were also subjected to reliability test. From the analysis, the inter. item correlation of the 5 items ranged from .71 to .81, with internal consistency reliability of .87 (see appendix B).

The OCDQ-RS was also subjected to reliability test. Validation was established using the responses obtained from the same 114 lecturers drawn from Caritas University. In the process of adapting the scale, some words and item were modified to suit the university community. The word %principal+ was changed to %university authority+, the word %school+ was changed to %university+, the word %teachers+ was changed to %lecturers+, %teaching+ changed to %lecturing+ and item number twenty-five (25) %the principal is available after school to help teachers when assistance is needed+, was changed to %the university authority is available to help lecturers when assistance is needed+. During item analysis, the inter. item correlation of the 34 items ranged from -.08 to .55, with internal consistency reliability estimate of Cronbach alpha = .70. The result of the item analysis further showed coefficient alpha of .72, .67, .66, .68, and .71 for

supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour and intimate behaviour of OCDQ-RS, respectively. For the OCDQ-RS see appendix C and for the adapted version see appendix D.

The turnover intention scale was also subjected to reliability test using the responses obtained from the same 114 lecturers drawn from Caritas University. The inter. item correlation of the 5 items ranged from .50 to .73, with internal consistency reliability estimate of Cronbach alpha = .82 (see appendix E).

Procedure

The four instruments were merged into one questionnaire and administered by the researcher to the participants during their working days/hours. With the assistance of some staff in those universities, copies of the questionnaire were distributed to the lecturers. Two lecturers in each of the universities sampled assisted in the distribution of the questionnaire. The copies of the questionnaire were shared to the lecturers in their offices. Every available and willing lecturer was given a copy of the questionnaire. The participants were encouraged to fill the questionnaire within two days as the researcher would be available to collect them within the specified period. However, it took five working days for most of these copies of the questionnaire to be collected through the help of the assistants in each of these universities visited. These copies were collected by going round the Departments, and offices collecting the already filled copies. Out of the 635 copies of the questionnaire distributed, 595 were completed and returned. This represents a percentage return of 93.70%. Eleven

(11) copies (8.03%) of this number were also discarded as a result of improper completion, leaving 584 (91.97%) properly filled. The 584 returned and properly filled copies were used for analysis.

Design/Statistics

The researcher employed a cross-sectional design and survey research. This is because more samples were drawn from the population at one time. A multiple linear regression analysis was used to analyze the data. The choice of this statistical test was based on the assumptions of multiple regression analysis as posited by Cohen and Cohen (1983), Pedhazur (1997), Osborne and Walters (2002). The assumptions hold that multiple regressions can only accurately estimate the relationship between independent and dependent variables if the relationships are linear in nature. Regression assumes those variables are multivariate (measuring the predictors as we find them rather than fixing them in advance). It considers the relationship between two or more variables (Cohen & Cohen, 1983).

CHAPTER FOUR

RESULTS

This chapter contains the results of the analysis which were presented on three tables. Table 1 presents the mean, standard deviation and inter-correlations of the variables studied. These variables are as follows: the control variables (gender, age, marital status, job status and years of work experience in the university), the predictor variables (Emotional Labour [automatic emotion regulation, surface acting, emotional deviance, and deep acting], Psychological Contract Breach, and Organizational Climate [supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour, and intimate behaviour]) and the dependent variable (Turnover Intentions). Emotional labour has four dimensions while organisational climate has five dimensions. These dimensions have been mentioned above.

Table 2 presents the model summary of the ANOVA result obtained from the scores on the control variables, predictor variables and dependent variable on regression analysis.

Table 3 presents the regression coefficient of the control variables, predictor variables and the dependent variable.

The correlation table in Table 1 revealed that among the control variables, only gender and job status have significant correlation with turnover intentions ($r = -.09$, $P < .05$) and ($r = .13$, $P < .01$), respectively. However, among the dimensions of emotional labour, only surface acting has significant correlation with turnover intentions ($r = .13$, $P < .01$). There was no significant correlation between emotional labour and turnover intentions ($r = .05$, ns). The table also reveals a significant correlation between psychological contact breach and turnover intentions ($r = .36$, $P < .01$). There are significant correlations between the dimensions of organizational climate and turnover intentions: supportive behaviour ($r = -.36$, $P < .01$), directive behaviour ($r = .10$, $P < .05$), engaged behaviour ($r = -.27$, $P < .01$), and intimate behaviour ($r = -.21$, $P < .01$). There is a significant negative correlation between global organizational climate and turnover intentions ($r = -.24$, $P < .01$). Gender, the control variable, has significant correlations with age ($r = .11$, $P < .01$), marital status ($r = .11$, $P < .01$), and years of work experience in the university ($r = -.14$, $P < .01$). There are also significant correlations between age and the following variables: marital status ($r = .35$, $P < .01$), job status ($r = -.44$, $P < .01$), and years of work experience in institution ($r = .31$, $P < .01$). Marital status has significant correlations with job status ($r = .23$, $P < .01$), and PCB ($r = .10$, $P < .05$). Job status has significant correlations with years of work experience ($r = -.57$, $P < .01$), emotional deviance ($r = -.09$, $P < .01$), deep acting ($r = -.09$, $P < .01$) and supportive behaviour ($r = -.09$, $P < .01$). Work experience in institution has significant correlations with deep acting ($r = .08$, $P < .05$), and intimate behaviour ($r = .09$, $P < .05$). The dimensions of emotional labour (automatic emotion regulation,

surface acting, emotional deviance, and deep acting) have significant correlations as follows: Automatic emotion regulation correlates with the following: deep acting ($r = .47, P < .01$), emotional deviance ($r = .47, P < .01$), deep acting ($r = .25, P < .01$), emotional labour ($r = .74, P < .01$), engaged behaviour ($r = -.11, P < .01$), and frustrated behaviour ($r = -.12, P < .01$). There are also significant correlations between surface acting and emotional deviance ($r = .41, P < .01$), deep acting ($r = .31, P < .01$), emotional labour ($r = .74, P < .01$), PCB ($r = .10, P < .05$), supportive behaviour ($r = -.09, P < .05$), directive behaviour ($r = -.11, P < .01$), engaged behaviour ($r = -.12, P < .01$), and organizational climate ($r = -.13, P < .01$). Emotional deviance correlates with deep acting ($r = .41, P < .01$), and emotional labour ($r = .75, P < .01$). Deep acting correlates with emotional labour ($r = .65, P < .01$), frustrated behaviour ($r = .15, P < .01$), intimate behaviour ($r = .18, P < .01$), and organizational climate ($r = .13, P < .01$). Psychological contract breach correlated with supportive behaviour ($r = -.31, P < .01$), directive behaviour ($r = .18, P < .01$), engaged behaviour ($r = -.11, P < .01$), intimate behaviour ($r = -.17, P < .01$) and organizational climate ($r = -.14, P < .01$). Results in table 1 also showed that supportive behaviour correlated with engaged behaviour ($r = .46, P < .01$), frustrated behaviour ($r = .16, P < .01$), intimate behaviour ($r = .53, P < .01$) and organizational climate ($r = .68, P < .01$). Directive behaviour correlated with engaged behaviour ($r = .12, P < .01$) and organizational climate ($r = .43, P < .01$). Engaged behaviour correlated with frustrated behaviour ($r = .24, P < .01$), intimate behaviour ($r = .47, P < .01$), and organizational climate ($r = .78, P < .01$). Frustrated behaviour also correlates with intimate behaviour ($r = .24, P < .01$), and

organizational climate ($r = .49, P < .01$). Intimate behaviour also correlates with organizational climate ($r = .68, P < .01$). The table also showed the mean and standard deviation of the variables studied.

Table 2: Model summary of the control variables, independent variables and dependent variable.

Model	R	R Square	Adjusted R square	Std Error	R square change	F square change	Df1	Df2	Sig
1.	.194	.038	.029	4.971	.038	4.505	5	578	.000
2.	.473	.224	.205	4.498	.187	15.198	9	569	.000
3.	.407	.165	.161	4.621	.165	38.306	3	580	.000

Model 1, Control variables: Gender, Age, Marital Status, Job Status, YWE

Model 2, Predictor variables: Dimensions of emotional labour (automatic emotion regulation, surface acting, emotional deviance, deep acting), and dimensions of organisational climate (supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour, intimate behaviour).

Model 3, Predictor variables: Emotional Labour, Psychological Contract Breach and Organizational Climate.

The results of the regression analysis as presented in table 2 shows that the control variables, gender, age, marital status, job status and years of work experience in the university (YWE) accounted for 3.8% (R^2 change) variance in turnover intentions (F change (5,578) = 4.51, $P < .001$). In the second hierarchical regression model, automatic emotion regulation, surface acting, emotional deviance, deep acting, supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour and intimate behaviour accounted for 18.7% (R^2

change) variance in turnover intention (F change (9,569) = 15.20, $P < .001$). These are the dimensions of emotional labour and organizational climate. In the third hierarchical regression model, the predictor variables, emotional labour, psychological contract breach and organizational climate accounted for 16.5% (R^2 change) variance in turnover intentions (F change (3,580) = 38.31, $P < .001$).

Table 3 presents the regression coefficient analysis of the control variables (gender, age, marital status, job status and years of work experience in the university), the predictor variables, emotional labour (automatic emotion regulation, surface acting, emotional deviance, deep acting), psychological contract breach, organizational climate (supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour and intimate behaviour), and the dependent variable (turnover intentions).

Table 3: Regression coefficients of the control variable, predictor variables and dependent variable.

Model	B	Std Error	Beta	t	sig
1 (Constant)	11.14	1.722		6.471	
Gender	- .878	.500	- .074	- 1.752	ns
Age	.065	.320	.010	.202	ns
Marital status	.843	.506	.075	1.666	ns
Job status	.923	.227	.219	4.057	**
YWE	.269	.128	.107	2.106	*
2 (Constant)	16.848	2.196		7.673	

Automatic Em.Reg	-.073	.049	-.069	-1.496	ns
Surface Acting	.127	.037	.152	3.399	**
Emotional Deviance	-.136	.053	-.119	-2.553	*
Deep Acting	.068	.046	.063	1.477	ns
Supportive B/h	-.324	.059	-.256	-5.526	**
Directive B/h	.148	.047	.121	3.148	*
Engaged B/h	-.207	.050	-.184	-4.110	**
Frustrated B/h	.242	.069	.141	3.496	**
Intimate B/h	-.072	.099	-.034	-.722	ns
3 (Constant)	15.773	1.740		9.066	
Emotional labour	.012	.013	.034	.902	ns
PCB	.344	.040	.333	8.684	**
Organizational climate	-.085	.017	-.187	-4.889	**

Dependent Variable: Turnover Intentions ns=not significant * $p < 0.01$, ** $p < 0.001$

The regression coefficient table (3) reveals that in the regression equation at the 1st hierarchical model, among the control variables (gender, age, marital status, job status and years of work experience in the university), only job status ($\beta = .22$, $P < .001$) and years of work experience ($\beta = .11$, $P < .05$) significantly predicted turnover intentions among lecturers in private universities. Both job

status and years of work experience in the university are positively related to turnover intentions. For job status, the findings showed that lecturers with high job status were more intent to quit than lecturers with low job status. For the years of work experience in the university, results showed that lecturers who have spent more years in private universities express more intent to quit the job than those who have spent fewer years. At the 2nd hierarchical model after demographics variables were controlled, among the dimensions of emotional labour (automatic emotion regulation, surface acting, emotional deviance, deep acting), only surface acting ($\beta = .15, P < .001$), and emotional deviance ($\beta = -.12, P < .01$) are significant predictors of turnover intentions among lecturers in private universities. Surface acting positively predicted turnover intentions among lecturers in private universities while emotional deviance negatively predicted turnover intentions. Among the dimensions of organizational climate, supportive behaviour ($\beta = -.26, P < .001$) and engaged behaviour ($\beta = -.18, P < .001$), are negative predictors of turnover intentions, while directive behaviour ($\beta = .12, P < .002$) and frustrated behaviour ($\beta = .14, P < .001$) are positive predictors of turnover intentions. At the 3rd hierarchical model, among the predictor variables, emotional labour did not predict turnover intentions among lecturers in private universities ($\beta = .03, ns$), psychological contract breach significantly predicted turnover intentions among lecturers in private universities ($\beta = .33, P < .001$). Regarding organizational climate, results showed that organizational climate was a negative but significant predictor of turnover intentions among lecturers in private universities ($\beta = -.19, P < .001$).

CHAPTER FIVE

DISCUSSION

Considering the results, the hypothesis which stated that emotional labour would be a significant predictor of turnover intentions among lecturers in private universities was not accepted. The result shows that emotional labour does not significantly predict turnover intentions among lecturers in private university ($\beta = .03$, ns). The result of the present study collaborates the separate findings of Ugwu and Kanu (2014), Lunberberg (2011), Ashforth and Humphery (1993), Wharton (1993) and Adelman (1995), who found no significant relationship between emotional labour and turnover intentions. The interpretation could be drawn from the fact that lack of job alternatives may compel employees to remain in their job even when their emotions are laboured. Lecturers who do not have job options may likely remain in their jobs despite being compelled to perform one kind of emotion. In Nigeria where there is scarcity of jobs, employees hold tenaciously to the ones they have even when conditions surrounding such jobs are not favourable. Though these employees may be required to perform certain emotions on the job, which are tasking and demanding, they may obey these rules probably because of lack of job alternatives. This assertion may suggest why most researchers (Ugwu & Kanu, 2014; Ashforth & Humphery, 1993; Wharton, 1993) who reported no significant relationship between emotional labour and turnover intentions explained it from the premise that such employees adopted deep acting strategies in the course of discharging their duties. Lecturers who have adopted the strategy of deep acting in order to comply with

organisations display rules may reduce the risk of dichotomy of emotions felt and emotions expected. Such lecturers could show higher commitment, more involved in organizational life, and more loyal while perceiving rules pertinent to desirable emotional displays to be less bothering. This assertion supports Ashforth and Humphery (1993) and Wharton (1993) argument that emotional labour may not always be detrimental but that it can also produce favourable outcome for employees and organizations. This may suggest why emotional labour did not predict turnover intentions among lecturers in private universities. However, the result of the study disagrees with the findings of Chenny and Tang (2007), Lee and Ashforth (1996), Zapf et al., (1999), Cote and Morgan (2002), Mishra and Bhatnager (2010), Glomb and Tewis (2004), Rubin et al, (2005), Abraham (1999), Zerbe (2000), Brothendge and Lee (2002), Visser and Rothman (2008), Brown (2010), and Judge, Woolf and Hurst (2009), which reported that emotional labour significantly predicted turnover intentions among employees. Their results provide evidence that the emotional labour strategies adopted by employees may produce different effect on turnover intentions rather than emotional labour itself. This could be attributed to the type of employees they studied. Most of the studies reviewed sampled bankers, caterers, nurses and industrial workers who are faced with so much internal tension and physiological effort. Such tension and physiological effort may manifest itself as feelings of emotional drain such as exhaustion and burnout.

There are four dimensions of emotional labour, and their results are discussed as follows. The hypothesis which states that automatic emotion

regulation will be a significant predictor of turnover intention among lecturers in private universities was rejected ($\beta = -.07$, ns). This result supports the findings of Ugwu and Kanu (2014) which reported no significant relationship between automatic emotion regulation and turnover intentions. This result is at variance with the findings of Aytekin-Uysal (2007), Steiner (2005), Yalcin(2010), Grosserland and Diefendorff (2005), Zapf (2002), Martinez-Inigo, Totterdell, Alcover and Holman (2007) and Hulsheger and Schewe (2011) which reported significant negative prediction with turnover intentions. The present finding showed that automatic emotion regulation did not predict turnover intentions among lecturers in private universities. This result suggests that genuine expression of emotions and feelings in work setting hardly leads to tension and pressure among employees in the organization. Employees who have freedom of expression of emotions are more relaxed in the work environment and, therefore think less about how to quit. Automatic emotion regulation occurs when there is a small or routine discrepancy between individuals' inner feelings and organizations' display requirements. Automatic emotion regulation (genuine emotion) is an employees' expression that bottles no bad intent against the organization and therefore, employees who manifest such are satisfied with their actions and thus, nurse no grievance feelings that may threaten their continuous stay in such job. By encouraging employees to engage in genuine acting, organizations hope to enhance the authenticity of the service performance and reduce emotional expressions that will necessitate thoughts of quitting the job.

When a lecturer's true emotions fit with his/her work expectations, it creates an atmosphere that arouses job satisfaction, motivation, and commitment.

The hypothesis which states that surface acting will be a significant predictor of turnover intentions among lecturers in private universities was accepted ($\beta = .15, P < .001$). This shows that lecturers who fake or bottle up their anger and ill feelings while discharging their duties nurse the intention of quitting their job. Literature suggests that when employees act in bad faith (surface emotion), they nurse the ambition to quit the organization. The present finding supports earlier findings by other researchers such as Brotheridge and Grandey (2002), Grandey, Fisk and Steiner (2005), Hom and Kinicki (2001), Zapp and Holz (2006), Cote and Morgan (2002), Bozionelos and Kiamon (2008), Grandey (2003), Lv, Xu and Z1 (2012) and Seery and Corrigan (2009). This present study has shown that the intention to quit an organization is a function of emotional state of the employee during work periods. Surface acting is a negative emotion that most at times compel employees to manifest behaviours that are usually detrimental to the organization. This result supports the past theoretical model (emotional dissonance theory) which suggests that emotional labour strategies should have effects on turnover intentions or actual withdrawal behaviour (Grandey, 2000). Surface acting is considered to be acting in bad faith because it entails modifying emotional displays without changing intentional feelings. The emotional dissonance theory explains that uncomfortable employees (lecturers) are consequently motivated to remove themselves from situations that are not favourable. This accounts for the reason why surface acting has significant

positive prediction to turnover intentions. The more employees exhibit surface acting, the more their intent to quit the job. When employees are displeased with their jobs, they could fake their feelings while discharging their duties. In lecturing, just like in other organizations, surface acting is emotion draining and energy sapping to the performer. The surface acting exhibited by the lecturers in the private universities could be explained on the premise that most of the lecturers seem to be displeased with their jobs. Employees' dissatisfaction with their jobs mostly comes as a result of irregular or lack of promotions, poor salary, salary cut, irregular payment of salary, and work overload that characterize private universities. Therefore, they fake most of the emotions they exhibit while executing their jobs in the university. The situation gets worse when employees would not resolve or dissolve emotional dissonance; and these lecturers that surface act will be at risk of higher stress level due to emotional exhaustion. These assertions about surface acting and job-related outcomes are corroborated by several studies (e.g. Brotheridge & Grandey, 2002; Zapf, 2002). Lecturers who fake emotions in order to conform to the emotional expectations of the students, or in order to match their emotions with the emotional display rules of the university authorities, are already battling with some form of tension. Feeling of lack of satisfaction generates a will to give more even by faking.

The hypothesis which states that emotional deviance will be a significant predictor of turnover intentions among lecturers in private universities was accepted ($\beta = -.12, P < .01$). The result showed that emotional deviance is a significant negative predictor of turnover intentions among lecturers in private

universities. This suggests that lecturers who act out their emotions against the emotional display rules of the universities have no intention to quit their universities. Lecturers who deviate from university rules tend to think less about quitting their universities. This result supports the findings of Mann (2004), Rafaeli and Sutton (1987) and Zapp (2002) which reported that emotional deviance is a significant negative predictor of turnover intention. One possible explanation of this finding is that employees who frequently experience negative events may engage in emotional deviance rather than trying to match their feelings or displays to organizationally desired ones. Emotional deviance occurs when an employee does not show the required emotions. Not showing the desired emotion may either result from employees' disagreement with emotional display rules or his inability to conform to these rules. Negative attitudes towards the work itself or the organization, as well as feelings of emotional exhaustion may cause emotional deviance. Lecturers who display emotions that reflect how they feel in unfavourable job situations may preoccupy themselves with how to circumvent the rules and think less about quitting their jobs. They deviate from the emotional display rules that govern the job, thereby acting like people who enjoy freedom of expression (autonomy) in work situations. This act of defiance makes them feel relaxed on the job. However, since they act the way they choose i.e deviating from the emotional display rules, the consequence is that their job security may be threatened; though they do not initiate the intent to quit. The more deviance is accommodated or tolerated by the employers the less these lecturers (deviants) think about quitting the job.

The hypothesis which states that deep acting will be a significant predictor of turnover intentions among lecturers in private universities was rejected ($\beta = .06$, ns). This result supports the findings of Ugwu and Kanu (2014) which reported that deep acting does not significantly predict turnover intentions among lecturers. Lecturers who perform deep acting in the course of discharging their duties may have adopted the organizational display rules. Therefore, they may not be concerned with thoughts of either quitting or not quitting their jobs coupled with the fact that there are no job alternatives. However, the result disagrees with the findings of Grandey (2003), Wharton and Erickson (1993), and Brotheridge and Grandey (2002) which reported that deep acting significantly predicted turnover intentions. Deep acting involves trying to feel internally positive, which is consistent with the positive emotional expressions required in teaching. Thus, when employees (lecturers) express deep acting in order to conform to the organisational display rules, it results to more positive emotional experiences for the lecturers. Deep acting is a sincere emotional expression that begets positive feedback from students. This positive feedback, in turn, is likely to increase employees' satisfaction with their job and consequently decrease their intentions to leave. Consistent with this work, the researcher expected that deep acting will be negatively associated with turnover intentions because when employees engage in deep acting (i.e trying to feel internally positive) they experience more positive emotional state since positive affective experiences and job attitudes are associated with reduced turnover intentions (Hom & Kinicki, 2001).

The hypothesis which states that psychological contract breach will be a significant predictor of turnover intentions among lecturers in private universities was accepted ($r = .33, P < .001$). The result of this study supports the earlier findings by Robinson and Rousseau (1994), Tekleab, Bartol and Liu (2005), Bal et al., (2011), Turnley and Feldman (2005), Munda and Agarwal (2010), Syed (2010), Bal, Cooman and Moi (2013), Mark and Anderson (2008), Robinson (1996), Bunderson (2001), Lester et al., (2002) and Raja, John and Ntalianis (2004) that reported that psychological contract breach significantly predicts turnover intentions among employees. Besides, the result is at variance with the findings of Schalk and Treese (2007) which reported that psychological contract breach did not predict turnover intentions among employees. The result showed that employees become uncomfortable with their work, dissatisfied with the management and organizations when they perceive that the organization has breached its agreement and, are therefore, motivated towards searching for another job. This result could be explained on the premise of give and take. Employees are motivated by the expectations of receiving rewards in return for their services. This explains the law of reciprocity which Blau (1964) expounded in social exchange theory. The result shows that if there is breach in the terms of agreement the employee may nurse the intention to quit the job. Lecturers who feel that the university authorities are not playing by the rules of NUC tend to think towards quitting their jobs. The result could be explained on the premise that many lecturers in private universities are underpaid, and are not promoted as at when due even when they are saddled with work-related activities.

Furthermore, the university authorities do not pay their employees regularly and sometimes engage in salary cut. These counter-organizational policies defy the NUC policies and in turn promote turnover intentions among lecturers. These observations corroborate the result of the findings by (Krivokapic-Skoko, et al., 2010; Roehling, 1997) which reported that psychological contract breach significantly predicted turnover intentions among lecturers. In lecturing, emotions/psychological states are effectively important in reducing turnover intentions, especially in private universities.

The hypothesis which states that organizational climate would be a significant predictor of turnover intentions among lecturers in private universities was accepted ($r = -.19, P < .001$). The result of the study supports the findings of Zesuani and Dave (2012), Singh (1985), Syoti (2013), Ohly and Fritz (2010) Afolabi (2005), Aarons and Sawitzky (2006), Liou and Cheng (2010) Samgweme and Gwandure (2011), Russel, Williams and Gleam-Gomez (2010) and Donoghure (2010) which reported that organizational climate is a significant predictor of turnover intentions among employees. The result of the study is at variance with the findings of Griffilt (2008) which showed no significant relationship between organizational climate and turnover intentions and the studies of Salin (2011) and Gromley (2005) which reported positive prediction between organizational climate and turnover intentions among employees. The results showed that a good organizational climate was associated with low turnover intentions among lecturers. Most literature reviewed suggested that organizational climate strongly predicts an employee's decision or intention to

quit. Literature suggests that turnover intentions within an organization are as a result of poor or unfavourable climate in the universities (Idogho, 2006; Adenike, 2011). The result of the study has shown that when lecturers are exposed to unfavourable climate they begin to nurse the intention to quit the organization. Lecturers in private universities can be encouraged or motivated by the introduction of free flow of communication, improved work facilities, improved pay package and adequate promotion. These may promote job satisfaction and increase the performance of these lecturers and reduce their intent to quit. Most literature reviewed in this study revealed that most private universities are bedevilled by unconducive organizational climate such as shortage of personnel, poor personnel policies and communication, lack of staff development activities, and lack of material resources (Idogho, 2006; Adenike, 2011; Fajana, 2002) and those located in the South-Eastern Nigeria are not different. When lecturers are satisfied with their organizations, it enhances motivation and reduces turnover intent. In addition, in private universities, lecturers are confronted with so many unfavourable work conditions such as excess work load (i.e teaching up to 5-10 courses per lecturer in a semester, running two sessions in one semester without extra pay etc), and lack of flexible work schedule.

Among the dimensions of organizational climate, the hypothesis which states that supportive behaviour will be a significant predictor of turnover intentions among lecturers in private universities was accepted ($\beta = -.27$, $P < .001$). The result showed that supportive behaviour has a negative relationship with turnover intentions. This result corroborates the finding of Unler-Oz (2007)

and Cokluk and Yilmaz (2010) which reported significant negative relationship between supportive leadership behaviour and turnover intentions. This result supports the assertion that employees support to employee is useful to the welfare and comfort of the employee in that organization. When employees receive support from the management, they feel warm, relaxed and show sense of belonging which may reduce their quest or intent to quit such organization.

The hypothesis which states that directive behaviour will be a significant predictor of turnover intentions among lecturers in private universities was accepted ($r = .12, P < .002$). The result of the study showed that directive behaviour has significant positive correlation with turnover intentions among lecturers. This result supports the findings of Cokluk and Yilmaz (2010) which reported that directive behaviour significantly predicted turnover intentions. This supports the assertion that rigid and domineering leadership in organization increases a lecturer's intent to quit that organization. Leaders or managers who are autocratic in nature create panic and scare their followers or subordinates. Therefore, organizations that operate this type of leadership style (directive behaviour) run the risk of experiencing high turnover intentions or actual turnover. Directive behaviour in universities is rigid monitoring of lecturers by the university authorities (Halpin & Croff, 1963). In private universities, the work environment and policies are built in ways that ensure that the management (administrative officers) maintains close and constant control over lecturers. This rigid monitoring which is regarded as directive behaviour does not favour the lecturers; rather it increases their quest to seek for alternative jobs. In some of

these private universities located in the South-Eastern Nigeria, administrative officers check the sign-in sheet of lecturers every morning, monitor classroom lectures and activities, supervise lecture notes, schedules of work and other activities performed by the lecturers (Ugwu & Kanu, 2014). This rigid monitoring (directive behaviour) limits the lecturers' job autonomy and job satisfaction which in turn encourage the intent to quit. The rigid monitoring and constant control by authorities in private universities explain the reason why directive behaviour positively predicted turnover intentions among lecturers. Lecturing is a profession that requires autonomy so as to give room for academic research exercise; if denied it could create, in employees, a negative perception of the organizational climate. Infact some of the policies of these universities demand that lecturers come to work everyday and remain within the premise for more than eight hours each day even if they have no lectures.

The hypothesis which states that engaged behaviour will be a significant predictor of turnover intentions among lecturers in private universities was accepted ($\beta = -.19, P < .001$). The result showed that lecturers who are engaged or committed to their universities and students are more likely not to quit their universities. The result supports the findings of Gormley (2005) who reported that employees who are disengaged from their organization show increased signs of turnover intentions. Engaged behaviours are favourable behaviours that attract supports, cooperation, commitment, devotion, and good human relations which decrease one's intent to quit. Therefore, it should have a negative relationship with turnover intention because positive attitudes repel negative actions. This is

because these qualities are factors that compel an employee to remain in his organization. There are reported cases of what job commitment, satisfaction and support could do in enhancing loyalty and dedication to work and organizations (Robinson & Morrison, 1995). Engaged behaviour is reflected by high morale. When lecturers are engaged in the work-related activities in their universities, they tend to think less of quitting their jobs. Lecturers that exhibit engaged behaviours are usually concerned about the welfare and success of students and co-workers. They are friendly with their students and are optimistic about the ability of their students to succeed. In private universities, lecturers are cooperative and supportive, mostly because of their small population. These lecturers come together as cooperative unit engaged and committed to the teaching-learning task. They are cohesive, committed, supportive and engaged in their jobs. It is likely that the more cohesive and committed to their jobs the lecturers are the less likely their intent to quit.

The hypothesis which states that frustrated behaviour will be a significant predictor of turnover intentions among lecturers in private universities was accepted ($r = .15, P < .001$). The result of the study supports the findings of Ghamrawi and Jammal (2013) and Ansari, Aafagi and Sim (2012) which reported a significant positive relationship between frustrated behaviour and turnover intentions. This result supports the assertion that a frustrated employee tends to leave the frustrating environment. When there are too many frustrating demands from lecturers by the management, these lecturers feel uncomfortable with the organizational climate and may likely nurse the intent to quit their job. Such

frustrated behaviours may include; abusive supervision, interference in teaching task, harsh routine requirements, burdensome administrative paperwork, and excessive non-teaching duties e.t.c.

The hypothesis which states that intimate behaviour will be a significant predictor of turnover intentions among lecturers in private universities was rejected ($\beta = -.02$, ns). The result showed that intimate behaviour is not a significant predictor of turnover intentions among lecturers in private universities. This result is at variance with the findings of Gormley (2005) who found a significant negative correlation between intimacy and turnover intentions. This result suggests that level of closeness that exists among lecturers and coworkers or students in universities does not necessarily influence one's intent to quit or not. Lecturers most atimes exchange pleasantings, friendless, support among colleagues. This social interaction that explains intimate behaviour does not necessarily determine who amongst them decides to stay or quit the job. Intimate behaviour is part of normal socialization process in work settings which members of such organization are bound to share in one way or the other. Though this behaviour is amongst the dimensions of organizational climate, it does not contribute to a lecturer's intent to quit his job in private universities. In African culture, there is always a strong and cohesive network of social interaction among people. Lecturers know their students by their names and relate intimately with their co-lecturers which explain social interaction (intimate behaviour). This pattern of life is rooted in culture and traverse across every social setting, work organizations inclusive. Therefore, even when a lecturer

leaves one university for another, the collective life style that encourages socialization will continue. This social interaction does not determine or guarantee that he/she will stay or quit. This might explain why intimate behaviour did not predict turnover intentions among lecturers.

Among the five control variables studied (gender, age, marital status, job status and years of work experience in the university), gender, age and marital status did not significantly predict turnover intentions among lecturers while job status and years of work experience in the university significantly predicted turnover intention among lecturers.

Based on the results obtained, gender did not significantly predict turnover intentions among lecturers in private universities in south-eastern Nigeria. This showed that male and female lecturers did not differ significantly in their intent to quit their lecturing jobs in private universities. Male as well as female lecturers are faced with the same level of high rate of unemployment in Nigeria.

Age did not predict turnover intentions among lecturers in private universities. The result showed that age does not influence one's adaptation level in the university. It simply implies that both the aging and young lecturers could either decide to quit or not. There could be other factors that may affect lecturers' intent to quit, for instance, poor work environment and job dissatisfaction and not one's chronological age per se.

Marital status did not predict turnover intentions among lecturers in private universities. That shows that there is no clear disparity in turnover intentions between married and unmarried lecturers in Nigerian private universities. Though

result has shown that most of the lecturers that work in private universities are married, it would seem that lack of job alternatives compel them (married and unmarried) to continue with their services even when unsatisfied with their job. Being married or unmarried does not attract a different university policy or rules for lecturers. It is meted to every lecturer at the same dose. That may explain why marital status did not predict turnover intentions among lecturers.

Job status showed significant prediction of turnover intentions among lecturers. The result showed that senior and more qualified lecturers have higher tendency to quit than their junior counterparts. Therefore, it is expected that in private universities, Ph.D holders should have higher intent to quit the university compared to M.Sc holders and B.Sc holders. This is because academic qualification improves job status. Because of the level of dissatisfaction that exist in most private universities located in the south-east, lecturers strive to improve their academic status so as to gain better opportunities to relocate to public universities. Again, lecturers that have high job status place higher expectations on their existing employers (university authorities). Hence, this is far more challenging for these private universities to design remuneration packages that are able to satisfy their highly educated academic staff. Moreover, highly educated academic staff tend to have higher chances of employability in any other Nigerian universities. Therefore, lecturers who possessed higher qualifications and occupy high job positions will have higher turnover intention as compared to those who may be regarded as inexperienced in the profession.

Years of work experience in the university was a significant positive predictor of turnover intentions among lecturers in private universities. Lecturers who are more experienced on the job expressed more desire to leave the job than the inexperienced. Experienced lecturers are more collaborative, entrepreneurial and have higher chances of employability in other universities. In other words, those with higher work experiences have more employment opportunities. It is assumed that years of work experience has become one of the major criteria required during shortlisting for employment in different organisations, including universities. In private universities, most lecturers rely on improving their years of teaching experience to stand better chances of getting alternative lecturing job in federal or state universities. Thus, this suggests why years of work experience significantly predicted turnover intention among lecturers in south-eastern Nigeria. In Nigeria where there is problem of unemployment, work experience is a strong positive factor to consider during recruitment.

Implications of the Study

There are several implications of the findings of the present study. Several deductions can be made that can benefit future researchers, policy makers, stakeholders, employers of labour, and workers in the educational sector. The study provides insight into variables that either promote or stimulate turnover intentions among employees in private universities (in the South-East Nigeria) as sample.

This finding is meaningful because it demonstrates that emotional labour as a single construct does not predict turnover intentions or decisions over time, rather it is some of its dimensions that predominately predict employees' intent to quit the organization. Emotional labour is a multidimensional variable that should at times be studied likewise. The study has shown that the intention to quit an organization is a function of emotional state of the employee (lecturer) during work periods. Acting in bad faith (surface emotion) is a negative emotion that most at times compel the employee to manifest behaviours that are usually detrimental to the organization. Lecturers who surface act are at risk of higher stress level due to emotional exhaustion. According to Grandey (2000) this stress may actuate physiological processes acting to inhibit the emotional control process itself as well as the functioning of the immune system. This faking of behaviour by lecturers, due to job dissatisfaction, could lead to feelings of ingenuine, impaired self evaluation, depersonalization and depression in the long run. These unfavourable feelings can reduce motivation at work while increasing the probability of job change. These lecturers may be vulnerable to psychological strain and psychosomatic complains due to the discomfort that exists when one's inner feelings become at variance with the outward behaviour. This assertion supports the past theoretical models which suggest that emotional labour strategies should have effects on turnover intentions or actual withdrawal behaviour (Grandey, 2000). The study showed that employees who deviate from emotional display rules that are required in such organizations think less about quitting the organization but rather concentrate on actions that satisfies their

conscience. Moreover, these actions go contrary to the expected behaviour that defines the organizations code of conduct. Such actions include, coming to school only on days they have lectures and academic related activities, punishing students for their peccadilloes, leaving the university premises at will against university rules, showing lack of enthusiasm to university activities unrelated to teaching e.t.c. These two emotions, surface acting and emotional deviance are in two different parallels, surface acting involves suppressing emotion without changing the inner thoughts (hiding grievances) which most atimes may be detrimental to the organization, while emotional deviance requires boldness to act the way you feel. Both emotional labour dimensions, in one may or the other, influence the intent to quit. Surface acting is a positive predictor while emotional deviance is a negative predictor of turnover intention. Lecturers who engage in such emotions may hardly care about the fate of the institution in the future and as such pose great challenge to the management. However, the other two dimensions of emotional labour (automatic emotion regulation and deep acting) did not significantly predict turnover intentions among lecturers in private universities. These emotions (automatic emotion regulation and deep acting) are favourable to organization because they are emotions lecturersqexhibit with no intent to either hurt or damage the reputation of the organization. Lecturers who exhibit such emotion would hardly engage in counterproductive work behaviours such as sabotage, theft, assault, damage of equipment etc in the universities (Bennett & Robinson, 2000). The employees hardly think of quitting the

organization because they act in good faith, generating ideas that move the organization forward (Bennett & Robinson, 2000).

Organizations can reduce personnel losses by encouraging employees to express emotions that reflect their actual feelings and training them to develop skills on how to regulate the emotions of the students. Training employees on proper emotional control will help reduce faked emotions and increase the effective development of emotional intelligence, which is highly needed in employees performing people-helping jobs such as teaching. In other words, as employees exhibit the most appropriate emotions in the course of discharging their duties, they may cease to employ surface acting and emotional deviance, which may gradually wear down employees or lead to thoughts of quitting the organization. When employees' emotion is congruent with the required emotional demands of the job, less effort is directed at faking emotion and less stress experienced by the employee.

Psychological contract breach showed a significant positive prediction to turnover intention. This present result could be explained on the premise that unfulfilled promises boomerang on the violators of such promise. Turnover intention is an emotional state that signals an unfavourable environment, therefore, it may not be surprising that a management that breaks a contract of agreement may likely face the exit of its employees. A working contract states that you (employee) are paid in return for the services rendered. Even the Bible supports that by saying that "the workman is worthy of his meat" (Matt 10:10). It is expected that any agreement between two parties should be followed to the

letter. The breach or violation of contract by the management necessitates actions like disagreement, counterproductive work behaviour, negligence of duties, sabotage, insubordination and dissatisfaction; which breed turnover intentions or actual turnover. Organizations that engage in breach or violation of organizational contracts should also expect the exit of its employees, whether it is in the educational sector (universities, polytechnic, college of education, secondary schools etc) or in other sectors. Besides, this exit or intent to quit does no good to the management because the cost of replacing and training new personnel is heavy. An organization that is surrounded by uncertainties faces unexpected exodus of its employees. When employees see themselves as partners in agreement, they could go extra mile to protect that agreement.

Personnel policies, working conditions and participation in decision making can be said to reliably make up organizational climate. In Nigerian context, results have suggested that turnover intentions of employees is the product of the climate in the organization in which he or she works using academics in private universities in south-eastern Nigeria. Favourable organizational climate increases the effectiveness, productivity and satisfaction of employees in an organization. If employee well-being in the workplace is threatened due to unfavourable organizational climate, employees' commitment to job and level of performance are likely to be reduced and his level of job satisfaction will be less than optimal. Understanding the dynamics of relationships and resultant effects between organizational climate dimension (factors) and turnover intentions is paramount to organizational development.

Organizational climate dimensions which can cause turnover intentions among academics have been identified. Supportive and engaged behaviours, encourage lecturers to remain in the organization while directive (rigid and authoritarian leadership) and frustrated behaviour from management promote the exit of employees in private universities. A favourable climate harbours an organism; while an unfavourable climate drives it away. So it could be in many organizations, university environment inclusive. Organizations and managers should pay attention to the relationship between organizational justice and work outcomes. Organizations (universities, hospitals, firms, industries, banks e.t.c) should practice supportive behaviours that favour workers because it will strengthen their willingness to remain in such organizations. Such supportive behaviours include good personnel welfare package, organizational policies that reward or compliment hard work and commitment (e.g awards), and financial assistance in academic related programmes. Such behaviours will improve the standard and image of our Nigerian organizations.

Limitations of the Study

Some limitations were identified during the study such as the concentration of the study on the private universities which questions the external validity of the result. Thus, the study then paves way for other research opportunities in the field to stretch the depth of knowledge into public universities i.e, the federal and state universities.

Another limitation of the study is the inability of the research to use random sampling technique. This is one of the basic assumptions of regression analysis. The study utilized private universities in the South-eastern Nigeria. The population can equally be extended to other private universities to sample from all the universities in the six geopolitical zones in the country in order to enhance its external validity.

Another limitation of the study is the inability of the researcher to use random sampling technique. This is one of the basic assumptions of regression analysis.

Suggestions for Further Research

The limitations of the study are identified so that the findings can be interpreted correctly within the context of the study. To this effect, future researchers are encouraged to conduct similar research using employees from federal and state universities (public universities) to see whether the emotional labour, psychological contact and organizational climate of employees in relation to turnover intentions will differ from what this study has provided. In other words, studies should compare employees in public universities with those in public universities on the bases of these variables.

The total population of the study from which the sample was drawn includes the seven private universities in the South-eastern Nigeria. Because this study sample was limited to the South-eastern Nigeria, it implies that other private institutions in the South-south, South-west, and other zones that are not included were neglected. There is a need for other researchers to carry out more robust study by including universities in other geographical zones for better

generalizability. The differences in the geographical location of these private universities could also create a change in the result.

Further research is recommended in order to reassess the perceptions of the academic staff regarding their emotional state, psychological contract fulfillment and the organizational climate in order to re-evaluate and confirm the results of the present study. In other words, future researchers are encouraged to use the longitudinal study because it has the ability to measure change in outcomes over a given period of time.

Also, future researchers are encouraged to carry out similar study with more participants.

Summary and Conclusion

This study investigated emotional labour, psychological contract breach and organizational climate as predictors of turnover intentions among lecturers in private universities in South-eastern Nigeria.

This research has demonstrated that lecturers engage in emotional labour (acting) in order to conform to the organizational display rules. However, literature by (Ugwu & Kanu, 2014) suggested two aspects of a lecturer's job that is associated with high level of acting: job dissatisfaction and display rules. The direction of relationships with job satisfaction has indicated that more acting is performed when lecturers are displeased with their jobs, and surface acting in particular is likely to increase. It is likely that surface acting occurs in response to work events rather than general rules. It is important to note that acting

(automatic emotion regulation, surface acting, emotional deviance and deep acting) demands a level effort to perform.

Concerning psychological contact, managements are encouraged to keep their own side of the agreement once the workers are fulfilling their part. Positive attitudes towards the job and organization (engagement and intentions to remain with the organization) are enhanced by employer's fulfillment of the psychological contract. Managers should be aware that engaged employees and those unlikely to leave the organization contribute to a higher level towards the organization. They feel urged, for instance, to work extra hours. When psychological contracts are fulfilled engaged employees feel highly obligated to contribute to their organizations. As a result, they put more effort in their work, and therefore, they will have higher expectations from their employers. Employees with strong intentions to leave the organization exert less effort on the job and end up with lower expectations because they spend more time searching for better job alternatives. Organizations may benefit more from their employees when they take fulfillment of psychological contract into consideration when maintaining employer-employee relationship.

Also arising from the results and discussion, it is imperative for management to improve university climate to better the conditions of the lecturers' work environment. This will improve the welfare and job performance of lecturers thereby reducing turnover intentions. Important organizational climate factors which can help reduce turnover intentions and actual turnover among academics includes provision of motivation, goal setting, clear line

communication, realistic salary package, promotional opportunities, good leadership style, good decision making, improved job autonomy, and security. Since there is an inverse relationship between organizational climate and turnover intentions, an improved climate will reduce turnover intentions among lecturers in Nigerian private universities. University authorities are highly encouraged to be supportive and flexible with rules and decisions affecting the welfare of lecturers. Lecturers need to feel valued and their opinions should be solicited and incorporated into decisions or policies. The managements should invest in trusting relationships with staff. The university authorities are encouraged to implement the NUC regulations and standard of teaching so as to improve organizational climate. This will help to improve the repute of private universities in South-eastern Nigeria. Except if these are implemented, lecturers in private universities in south-eastern Nigeria may not be able to market their universities to the public.

In conclusion, experience and observation as an insider has shown that private universities in the south-eastern Nigeria are drilling grounds where young applicants who nurse the ambition of becoming lecturers easily enter to develop themselves for better lecturing opportunities in public universities. These young employees (lecturers) who most atimes are employed as assistant lecturers strive to develop academic wise. They develop, equip, and enrich themselves through teaching experiences, publications, improved job status, academic programs, conferences/workshops and seminar presentations. After some years of academic training, they leave to public universities for greener pastures where

there are lesser workload, better pay packages, job security, and conducive work/organizational environment.

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