



**EFFECT OF TRANSFORMATIONAL LEADERSHIP ON EMPLOYEE INTENTION TO LEAVE AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA SOUTH SUB COUNTY, KENYA**

**Wanjala, S. C., & Juma, D.**

---

**EFFECT OF TRANSFORMATIONAL LEADERSHIP ON EMPLOYEE INTENTION TO LEAVE AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA SOUTH SUB COUNTY, KENYA**

**Wanjala, S. C.,<sup>\*1</sup> & Juma, D.<sup>2</sup>**

<sup>\*1</sup>Msc. Candidate, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kakamega, Kenya

<sup>2</sup>Ph.D, Director, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kakamega, Kenya

**Accepted: October 29, 2019**

---

**ABSTRACT**

*This study investigated the effects of transformational leadership on employee intention to leave among teachers in public secondary schools in Bungoma South Sub-County, Kenya. The study adopted a descriptive survey design and targeted 932 respondents. Stratified simple random sampling was used in sampling teachers, heads of departments and the principals, while the purposive sampling technique was used to sample the educational officials. A sample size of 100 respondents was selected to participate in the study. The study used primary data while structured questionnaire was adapted as the main instrument of collecting data. Data analysis was done using Statistical Package of Social Science (SPSS). Collected data was cleaned and analyzed using both descriptive analysis and inferential statistics. Simple regression analysis was used to test for the research hypothesis. From the results of the study, the researcher concluded that transformational leadership has significant influence on employee intentions to leave among teachers in public secondary schools in Bungoma South Sub County, Kenya. The researcher recommended and supported the use of transformational leadership initiatives to enhance employee job satisfaction.*

**Key Words:** Transformational Leadership, Employee Retention

---

**CITATION:**Wanjala, S. C., & Juma, D. (2019). Effect of transformational leadership on employee intention to leave among teachers in public secondary schools in Bungoma South Sub County, Kenya. *The Strategic Journal of Business & Change Management*, 6 (4), 1293 – 1305.

---

## INTRODUCTION

Employees move to other jobs if they are not satisfied with the working environment, pay and other factors. The present era of employees has many opportunities and so the moment they feel dissatisfied with the current job they move on to alternative available opportunities. For schools, it is a human resource loss when an employee quits the job and management have to invest money in recruiting and training new employees. The loss also includes costs involved in grooming the teachers to adopt and suit into the new work environment. The human resource department in the education sector is always under pressure to create a satisfied workforce. Only few studies have focused on the effect or impact of retention strategies on job satisfaction among teachers. Therefore, this study will examine the contribution of job satisfaction as employee retention strategy.

For an organization to be successful in retaining its skilled personnel, it needs to ensure that it meets to all their needs (Ockert Francois Naude 2010). Employee job satisfaction is the process in which employees enjoy their job and feel appreciated for their efforts. They will ultimately be the most successful, as well as the most beneficial to their organizations. Employee satisfaction is also used to describe employees' happiness, contentment and fulfilment of their desires and needs at work. Employee satisfaction is a factor in employee motivation, employee goal achievement, and employee morale boost in the workplace. The longer an employee works for a company, the more valuable they become, especially in the service industry.

A rise in the stability index will imply that the organization is improving on the retention of more experienced staff. If the stability index is low, it signifies that there are actions that the organization should take to boost the morale of the workforce. Usually a wastage rate would be expected alongside a low level of stability. However if both are high then

this will imply that the organization is experiencing problems of attrition. In this case therefore, the HR department should be in a position to track the actual number of employees on board by having a clear idea of how many employees have been employed for the last one year and above. This can be done by surveying each department and obtaining a list of employees who have been on board for one year. This means that employees who have just joined the company and those planning to retire or resign in the current period are eliminated. Once the stability index is calculated, the organization will be able to establish turnover and retention rates. It is this information that is valuable in designing any retention strategy and also identifies any trends in the departments of the organization.

## Statement of the Problem

Education sector in Kenya experience varied trends of labour turnover from time to time, which in the long run affect their overall performance. Various studies had been carried out on retention strategies and job satisfaction. For example, Danish and Usman (2010) examined the impact of reward and recognition on job satisfaction and motivation. Employee recognition, pay, and benefits were found to have a significant impact on job satisfaction. In their study on impact of prevailing HRM practices on job satisfaction: A comparative study on public and private higher educational institutions in India, Quzi S, Jeez V (2017) found that training, teamwork, employee participation, performance appraisal and compensation jointly and independently predict job satisfaction. Mwaura (1993), researched on probable courses of job dissatisfaction among library workers. He observed that inability to influence supervisor's decisions is a course of dissatisfaction. Kingori (2003) looked into employee discrimination and job satisfaction of teachers in private international schools in Kenya. Okoth (2003) researched on factors that determine the level of job satisfaction among teachers in top racking private secondary schools in

Kenya. Mulievi, R. N., & Juma D. (2019) researched on the influence of reward practices on employee retention in the health sector in the County Government of Kakamega, the results indicated that reward practices like employee recognition, indirect compensation, performance based rewards had an influence on employee retention.

### Research Objectives

The objective of this study was to establish the effects of transformational leadership on employee intention to leave among teachers in public secondary schools in Bungoma South sub county, Kenya.

The study was guided by the following research hypothesis;

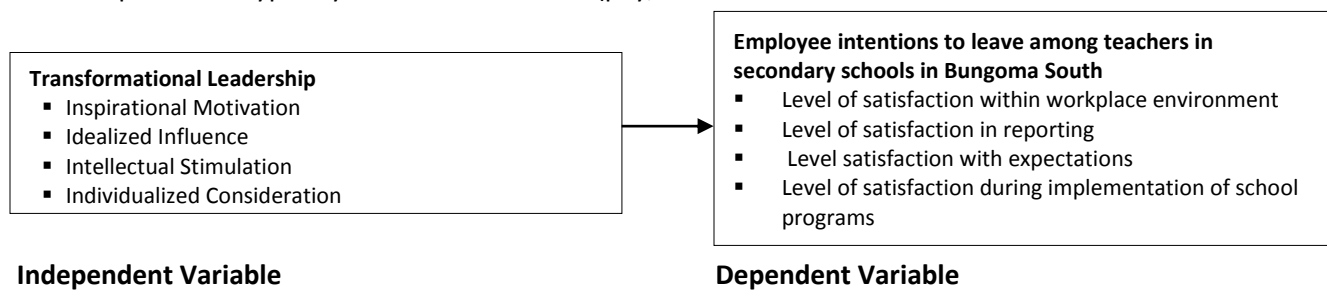
H<sub>0</sub>: That transformational leadership as a retention strategy has no significant influence on employee intention to leave among teachers in public secondary schools in Bungoma South sub county, Kenya.

### LITERATURE REVIEW

#### Equity Theory

According to Adams' (1963), theory of equity, individuals seek a fair balance between what they put into their job and what they get out of it. Adams used the terms "inputs" and "outputs" to refer to the two respectively. Adams stated that inputs typically include effort, loyalty, hard work, commitment, skills and ability. Others were adaptability, flexibility, tolerance, determination, heart and soul. He further added to inputs, the enthusiasm, trust in our boss and superiors, support of colleagues and subordinates, and personal sacrifice. He put across that outputs are typically financial rewards (pay,

salary, expenses, perks, benefits, pension arrangements, bonus and commission) plus intangibles (such as recognition, reputation, praise and thanks, interest, responsibility, stimulus, travel, training, development, sense of achievement, advancement/growth, and promotion). Equity theory concerns the worker's perception of how he/she is being treated (Essay, 2012). To form perceptions of what constitutes a fair balance or trade of inputs and outputs, individuals compare their own situation with other 'referents' (such as colleagues, friends, or partners) in the market place (Kerry, 2015). If individuals feel that their inputs are fairly and adequately rewarded by outputs (or are equal to other employee outcomes over inputs) they experience justice and are therefore happy in their work and motivated to continue contributing to the organization at the same level. On the contrary, if individuals perceive that their inputs out-weigh the outputs (or are unequal to other employee outcomes over inputs) then they experience injustice and thus become demotivated in relation to their job and employer (Susanne, 2011). It is realized that dissatisfaction results from the discrepancy between the expectations and reality, although it could also be said that those expectations relate to a person's needs. This stream of thought, also mentioned by Tiwari (2014), encompasses the wide variety of social judgment theories, equity theory, social comparison and the judgments people make based on values of fairness or justice and the perceived distribution of equities in a group, as well as social judgment encountered in reference group studies.



**Independent Variable**

**Dependent Variable**

**Figure 1: Conceptual Framework**

## Empirical Review

Transformational leadership is regarded as the main leadership that determine employees' level of job satisfaction. Hetland et al. (2011) defined transformational leadership as a favoured style that meets supporters' needs and motivates employees to achieve more rather than what was expected to begin with. Desired outcomes of transformational leadership rests on the ability of leaders to consider the individual needs and aspirations of supporters. Berson and Linton (2005) in their study, supported previous findings that a positive relationship exists between transformational leadership style and job satisfaction. Nielsen, Randall, Yarker, and Brenner (2008) revealed that transformational leadership style has a positive associated with better working conditions.

Transformational leaders take the position of a coach, mentor, and advisor with the aim of enhancing the personal development of followers. Such leaders make an effort to promote his/her beliefs and values through influence (Flynn, 2009). Ozaralli (2002) described idealised influence as a process where the leader instils faith, pride, and respect among followers through inspiration. It comes into play when the leader expresses a sense of conviction and confidence when making high impact decisions in the face of threats.

Andrews (2003) said that competent leaders impact positive aspirations in people that result in high levels of satisfaction. Followers gain confidence and respect for the leader and willingly make sacrifices to make the idea a reality. Harper (2012) expounds that idealised influence creates an stimulating atmosphere that strengthens empowerment and ownership and responsibility among followers. Here empowerment is viewed as a instigator, which is explicitly supported by McClelland's theory of needs, where the attainment of power acts as a instigator to be more influential among peers.

Mester *et al.* (2003) put it that intellectual stimulation occurs when a leader encourages creativity among followers to look for new and more efficient ways of solving problems. Much effort placed on helping followers to proactively search for new ideas when faced with challenges and going beyond expectations (Krishnan, 2005). The leader encourages followers to challenge their current problem-solving abilities and explore other avenues to stimulate deeper and innovative thinking (Zarina, 2012). Also, Naidu and Van Der Walt (2005) discussed that an active leadership style influences change and create the impetus for transformation.

Thinking abilities of followers are heightened when the status quo is challenged, and this process generates new insights and revelations among followers thereby increasing their criteria for success. Pattersen, Warr, and West (2004) also suggest that a job-satisfied employee is a productive employee. Transformational leaders can challenge out-dated assumptions and traditions, thereby creating an atmosphere of creativity and innovation.

Emery and Barker (2007) support the use of transformational leadership style through individual consideration by treating employees differently according to their talents and knowledge. Transformational leaders are also mindful of the intellectual ability of followers, and they encourage approaching problems from different angles, thus creating readiness for change (Cilliers, Eden, and Deventer, 2008). The job characteristics model of Oldham and Hackman also supports the claim whereby internal motivation is gained through experienced meaningfulness from task variety and task significance.

Followers are inclined to perform beyond standard requirements if they are inclined to believe that the organisation values them and the tasks they perform are seen to be meaningful. The satisfaction gained from this realisation becomes a motivator to satisfy

requirements at a higher level, an assumption supported by Maslow's hierarchy of needs theory. Xirasagar (2008) claims that the leader displays behaviours intended to prevent potential problems before they arise.

Although the follower may fear reprimand for non-compliance, satisfaction could be gained from knowing that tasks are over inspected to prevent potential failures proactively. Followers will also be motivated to ensure that functions are performed with diligence in order not to face reprimand. Conversely, findings from a study conducted by Hetland *et al.* (2011) revealed that leadership based on actively searching for mistakes poses a severe threat to the fulfilment of the autonomy need.

Most of the research on transformational leadership has focused on identifying distinct characteristics of transformational leadership rather than examining the method or communications between leaders and their employees'. According to Abdalla (2010), the specific elements of transformational leadership classified by Avolio and Bass (2002) are as follows:

**Idealized influence:** applies to the leaders who are honoured and respected by their subordinates. The leaders can achieve this influence by placing the requirements of the subordinates first over the leader's needs. In this aspect, the leader should consider the value of subordinates and show morality. Leaders who follow transformational leadership style inspire, appreciate and respect the subordinates and drive them towards achieving higher performance in their jobs.

**Inspirational Motivation:** is achieved by implementing a vision that is encouraging, motivating, and future-oriented. The transformational leaders apply goals that motivate and increase confidence in the subordinates to perform their jobs at higher levels.

**Intellectual stimulation:** is where the leaders give their subordinates opportunities to deviate themselves from the conventional ways of doing

things, in order to do things more enthusiastically. This helps the leaders to motivate the subordinates in approaching the problems in a different way where they can be involved in their work more actively.

**Individualized consideration:** allows the leaders' to train and guide their subordinate to develop their potentiality and performance at work. Employees who have a lower confidence level and problem-solving skills receive assistance from the leaders in the form of training, as transformational leaders focus on individual needs for success and growth of their subordinates.

Individual identification is essential in the transformational leadership because such influence would result in subordinates' acknowledgment of the leader's charisma. Charisma is a crucial component of the transformational leadership. However, charisma by itself is not sufficient to consider for the transformational process (Bass, 1985 p. 31). The capability of a project leader to build leadership in the subordinates is very crucial in the construction industry. It is significant because the project team members may have to act in the role of a project manager at times of crisis. Besides, a transformation leader encourages followers by driving them towards a common goal (Parry, 2004).

## **METHODOLOGY**

The study employed a descriptive survey research design. The target population for this research was 932 participants, which was inclusive of 58 principals/deputy, 406 heads of subject in schools, 58 board of management 4 educational officials, and 406 teachers. The study used a sample size of 100 participants and utilized both probability and non-probability sampling methods. Questionnaires were used in collecting data from the respondents. Pilot study was conducted to standardize the instruments before the instruments were used for actual data collection. The study assessed validity of the research instrument through construct validity and content

validity. Data was cleaned/edited, coded, entered into computer SPSS software, then, analyzed and interpreted using descriptive and inferential techniques. Descriptive statistics are used to describe the basic features of the data in a study; they provide simple summaries about the sample and the measures (Kombo and Tromp, 2006). The study adopted use of Pearson Moment Correlation Coefficient and Linear Regression analysis.

**Table 1: Passion towards teaching**

Was teaching your passion even before you joined the profession?	Response	% Response
Yes	190	90%
No	22	10%
Total	212	100%

Most of the teachers in secondary schools in Bungoma South Sub-County seemed to have had a passion in teaching profession even before they joined it as indicated by majority of the respondents, 90% as shown in table 1. This indicated that most of the teachers were comfortable in teaching as a

**Table 2: Passion towards teaching**

Do you enjoy teaching in the current secondary school that you're teaching?	Response	% Response
Yes	118	56%
No	94	44%
Total	212	100%

Approximately half of the teachers in secondary schools in Bungoma South sub-county seemed not to be enjoying their teaching career in their current secondary schools as indicated by 44% of the

## RESULTS AND DISCUSSION

### Employee intentions to leave

The study sought to determine the level of satisfaction in the job among the employees of the public secondary schools in Bungoma South Sub County. Respondents were asked to state if teaching was initially their passion in life and the responses were as shown in table 1.

profession and therefore enjoying it (Bogler, 2002). The study sought to understand if the teachers were enjoying their current job of teaching in their respective secondary schools and the responses were as shown in table 2.

respondents; this was a clear indication that some of the teachers were not satisfied with the teaching conditions in their schools.

**Table 3: Descriptive Statistics for Employee intentions to leave among teachers**

Statement	VD	D	SS	S	VS
The cleanliness and safety of the working environment	5 2%	17 8%	30 15%	122 60%	30 15%
The current teaching profession compared to other professions	2 1%	91 46%	42 21%	25 13%	40 20%
The implementation of the school programmes	11 5%	14 7%	123 61%	43 21%	12 6%
The present teaching assignment	7 3%	11 5%	106 52%	37 18%	43 21%
Your workload	4 2%	103 50%	31 15%	32 15%	37 18%

Your salary/benefits	86 42%	21 10%	30 14%	46 22%	24 12%
	Mean	% Mean	Std. Deviation	Std. Error of Mean	
Average Job Satisfaction level	3.1529	63%	.79271	.05496	

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

From the results of table 3, majority of the respondents, 60% were satisfied with the cleanliness and safety of the working environment, 46% were somewhat dissatisfied with the teaching profession compared to other professions, 60% were somewhat satisfied with their teaching assignment, 50% were dissatisfied with their workload and 42% were somewhat dissatisfied with their salary/benefits.

On average, the job satisfaction level among the teachers in Bungoma South sub-county secondary schools was 63% (mean = 3.1529, Std. Dev. = 0.79271), rated moderate; this indicates that most of the teachers were not adequately satisfied with their teaching profession. One of the educational officials as key informant in the study claimed some of the teachers were not satisfied with the current terms in teaching career, especially in terms of salary which they perceive to be insufficient as indicated in his quote: *"Some of our teachers in Bungoma South sub county are not happy with their current job as they*

*claim the salary is not proportional to the work they do, some of them feel the workload is too much..."*

The study analysis concurred with earlier studies by (Okoth 2003) who did a survey of factors that determine the level of job satisfaction among teachers in top ranking secondary schools in Kenya. He argues that recognition, pay, promotion, good working condition and supervision determined their level of Job satisfaction. Therefore, transformational leadership could lead to improvement in the level their level of job satisfaction.

#### **Normality test for Job Satisfaction scores**

To determine if the job satisfaction scores were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; job satisfaction scores were not significantly different from a normal distribution. The findings were as shown in table 4 below.

**Table 4: Distribution of the Intention to leave scores**

	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Intention to Leave	.895	208	0.865

The p-value for the test (as shown in table 4) was greater than 0.05 level of significance;  $W = 0.8957$ ,  $p\text{-value} = 0.865 > 0.05$ . Based on the research findings by Bogler (2002), we therefore rejected the null hypothesis and conclude that the scores for job satisfaction latent variable were significantly normally distributed.

#### **Transformational Leadership and its influence on the employee intentions to leave among teachers in Secondary Schools of Bungoma South Sub-County**

The objective of the study was to determine the influence of transformational leadership on the Employee Intentions to leave among the teachers in secondary schools of Bungoma South sub-county. The study first described the leadership characteristics of those in senior positions in the schools and the way



their junior teachers perceived them. Determination of the influence of leadership style on the job satisfaction among the teachers was also done.

### Descriptive Statistics for Transformational Leadership

The respondents were asked to rate how their respective heads and senior teachers in their

respective schools were portrayed through their leadership skills when handling them. The response was as shown in table 5.

**Table 5: Descriptive Statistics for Leadership Style of the heads and senior teachers**

Statement	VD	D	SS	S	VS
Respectful treatment of all employees at all levels	6 3%	109 53%	19 9%	52 25%	20 10%
Trust between employees and senior management	14 7%	98 47%	25 12%	39 19%	31 15%
Immediate supervisor's respect for employees' ideas	14 7%	98 48%	38 19%	29 14%	26 13%
Management's recognition of employee job performance	7 3%	89 42%	21 10%	50 24%	43 20%
Communication between employees and senior management	9 4%	89 43%	37 18%	51 25%	21 10%
Management's communication of University's goals and strategies	12 6%	99 48%	25 12%	34 17%	35 17%
	Mean	% Mean	Std. Deviation	Std. Error of Mean	
Average level of satisfaction in Leadership Styles	2.9924	60%	.90174	.06223	

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

From the descriptive findings in Table 5, the majority of the respondents, 53% were dissatisfied in terms of respectful treatment of all employees at all levels, 53% were dissatisfied with trust between employees and senior management, 58% were dissatisfied with their immediate supervisor's respect for employees' ideas, 48% were dissatisfied with management's recognition of employee job performance, 43% were dissatisfied with communication between employees and senior management and 48% were dissatisfied with management's communication of University's goals and strategies.

On average, the level of satisfaction among the teachers of Bungoma South sub-county secondary schools on the leadership styles used by heads and

other senior teachers in their schools was 60% (mean = 2.9924, Std. Dev. = 0.90174), rated moderate. This indicated that some of the teachers of the secondary schools of Bungoma South sub-county were not satisfied in the way their respective school heads and other senior teachers expressed their leadership power i.e. They felt that some of the heads and other senior teachers were misusing their positions of leadership.

### Normality test for scores for Leadership Styles used

To determine if the scores for leadership styles were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; leadership styles scores were not significantly different from a normal distribution. The findings were as shown in table 6.

**Table 6: Distribution of the Leadership Style scores**

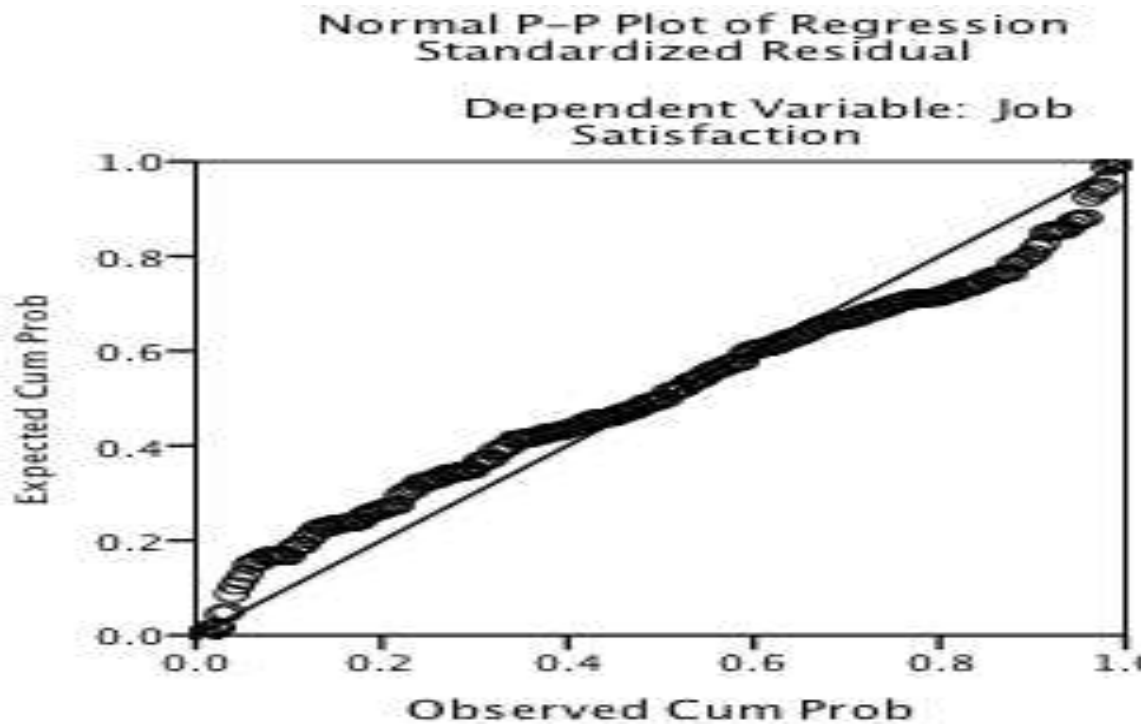
Leadership Styles	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Leadership Styles	.898	210	0.641

The p-value for the test (as shown in table 6) was greater than 0.05 level of significance;  $W = 0.898$ ,  $p\text{-value} = 0.641 > 0.05$ . Based on the research findings by Bogler (2002), we therefore rejected the null hypothesis and concluded that the scores for leadership styles latent variable were significantly normally distributed.

**Diagnostic tests Transformational Leadership in relation to job satisfaction**

The study used linear regression analysis to test for the casual and effect relationship between leadership

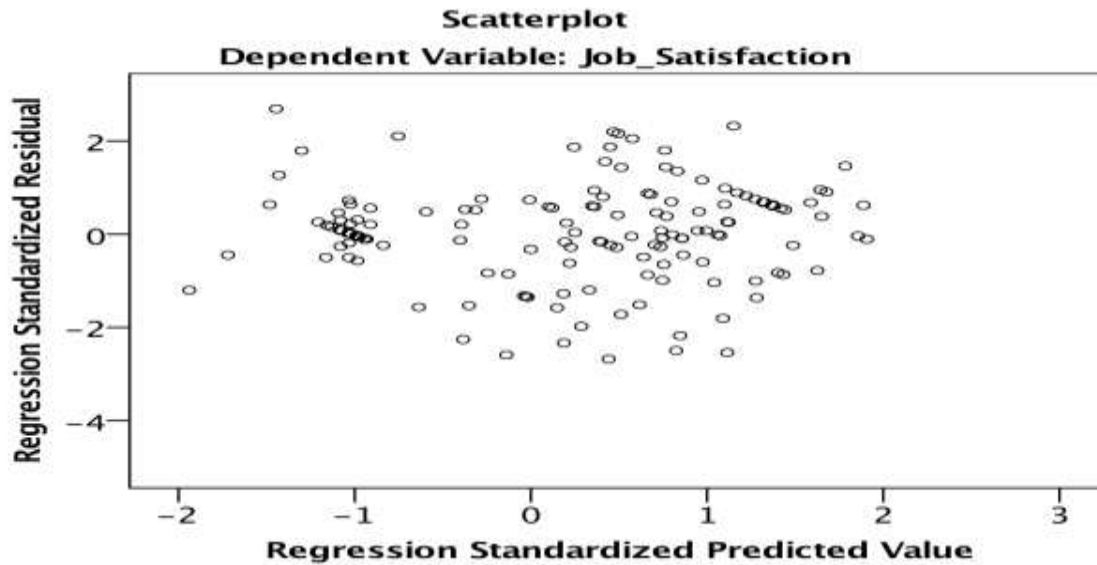
styles and Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county. Therefore, the study did some diagnostic tests to meet the assumptions for linear regression analysis. The diagnostic tests included; Linearity, Homoscedasticity and presence of outliers. To achieve this, the study used Normal p-p plot and Scatter plot of the standardized residuals.



**Figure 2: Normal p-p plot for Leadership Styles**

The Normal P-P plot as shown in figure 2, showed that the points lie in a reasonably diagonal line from bottom left to top right; this indicated that there was

a linear relationship between Transformational Leadership and job satisfaction among teachers of secondary schools in Bungoma south sub-county.



**Figure 3: Scatter plot of the standardized residuals for Leadership Style**

Tabachnick and Fidell (2001) described homoscedasticity as the phenomenon where dependent variable exhibits similar amounts of variance across the range of values for an independent variable. For our study, the Scatterplot shown above displayed residuals being roughly distributed with no specific shape, with most of the scores concentrated in the centre; this indicated that the assumption of homoscedasticity held.

According to Tabachnick and Fidell (2001), outliers are points with standardized residual values above 3.3 or less than -3.3. From the scatterplot of residual, all the residuals were within the range of 3.3 and -3.3; an indication that there were no outliers among the scores of our dataset.

**Correlation between Transformational Leadership and Employee Intentions to Leave**

From the descriptive statistics, the study revealed that most of the teachers were not much satisfied with their teaching job. The study revealed that some of the same teachers were dissatisfied with the transformational leadership used by their heads and senior teachers in the schools. Therefore, the study sought to find out if poor leadership among some of the heads and those in senior positions had contributed to job dissatisfaction among some of the teachers of the respective secondary schools in Bungoma South sub-county. The study used Pearson Moment Correlation (r) to determine the strength and direction of the relationship between transformational leadership and Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county. The findings on the correlation were as shown in table 7.

**Table 7: Correlation between Transformational Leadership and Employee Intentions to leave**

		Job Satisfaction
Leadership Style	Pearson Correlation Coefficient (r)	.748**
	Sig. (2-tailed)	.000
	N	207

Leadership Style used by the heads and those teachers in leadership positions had a significantly strong positive relationship with the job satisfaction among teachers of secondary schools in Bungoma South sub-county as indicated by the significant correlation coefficient,  $r = 0.748$ ,  $p = 0.000 < 0.05$ .

### Regression Analysis between Transformational Leadership and Employee Intentions to leave

The objective of the study was to assess the influence of Transformational Leadership on Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county. The respective null hypothesis was:

$H_0$ : Transformational Leadership has no significant influence on Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county.

To achieve the objective, the study used Simple Linear Regression analysis to assess the influence of Transformational Leadership on Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county. The results were as shown in table 8.

**Table 8: Linear regression Analysis between Transformational Leadership and employee intention among teachers of secondary schools in Bungoma South sub-county**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.748 <sup>a</sup>	.559	.557	.52819		
<i>a. Predictors: (Constant), Transformational Leadership</i>						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df.	Mean Square	F	Sig.
1	Regression	72.462	1	72.462	259.730	.000 <sup>b</sup>
	Residual	57.193	205	.279		
	Total	129.655	206			
<i>a. Dependent Variable: Job Satisfaction</i>						
<i>b. Predictors: (Constant), Leadership Style</i>						
Regression Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		$\beta$	Std. Error	Beta	t	Sig.
1	(Constant)	1.191	.127		9.376	.000
	Leadership Style	.655	.041	.748	16.116	.000

The study findings of ANOVA as shown in table 8 [F (1, 205) = 259.730, P = 0.000 < 0.05] showed that the p-value was significant (p-value = 0.000 < 0.05); an indication that the model was a good fit for our research data. The model (Leadership Style) explained 55.7% of the variation in the job satisfaction among teachers of secondary schools in Bungoma South sub-county as indicated by the Adjusted R Square = 0.557 as shown in the model summary of table 8. The regression coefficients results showed that the unstandardized beta coefficient for the Leadership

Style was significant [ $\beta = 0.655$ ,  $t = 16.116$ ,  $p=0.000<0.05$ ]; therefore, the study rejected the null hypothesis and concluded that Leadership Style had a statistically significant influence on the job satisfaction among teachers of secondary schools in Bungoma South sub-county. Transformational Leadership had a positive standardized beta coefficient = 0.748 as shown in the coefficients results; this was an indication that a unit improvement in the leadership among the heads and those in leadership positions in the secondary schools

was likely to result to an improvement in the job satisfaction among teachers of secondary schools in Bungoma South sub-county by 74.8%. To predict the job satisfaction among teachers of secondary schools in Bungoma South sub-county given the level of satisfaction in the leadership style used by the heads and those in leadership positions in the schools, the study suggested use of the following linear regression model:

Employee Intentions to leave = 1.191 + 0.655 (level of satisfaction in the Transformational Leadership)

Most of the research on transformational leadership has focused on identifying distinct characteristics of transformational leadership rather than examining the method or communications between leaders and their employees 'Conversely, findings from a study conducted by Hetland *et al.* (2011) revealed that leadership based on actively searching for mistakes poses a severe threat to the fulfilment of the autonomy need.

### **CONCLUSIONS AND RECOMMENDATIONS**

Effects of transformational leadership on employee intentions to leave was the objectives of this study. Idealised Influence, Intellectual Stimulation and Individualized Consideration were used to measure transformational leadership style, and respondents were to show their level of satisfaction with these measures. Employee Intentions to leave was measured using productivity.

The study found a positive relationship between transformational leadership style and employee job satisfaction. The Pearson correlation coefficient was  $r = 0.748$  indicating a strong positive relationship between transformational leadership style and employee job satisfaction. The significant unstandardized regression beta coefficient value of 0.655 ( $t = 16.116$ ,  $p = 0.000 < 0.05$ ) showed that transformational leadership style had a significant influence on employee job satisfaction such that a one unit change in the transformational leadership

style was likely to improve the satisfaction level of employee job satisfaction among teachers of in public secondary schools in bungoma south subcounty by 74.8% as indicated by the standardized beta coefficient value of 0.748. The findings, therefore, did not support the hypothesis that transformational leadership style has no significant influence on job satisfaction among teachers.

On average, the level of satisfaction among the teachers of Bungoma South Sub-County Secondary Schools on the transformational leadership used by heads and other senior teachers in their schools indicated that some of the teachers of the secondary schools of Bungoma South Sub-County were not much satisfied in the way their respective school heads and other senior teachers expressed their leadership power; that is, they felt that some of the heads and other senior teachers were misusing their leadership power mandated to them to lead others. They could instead inspire and motivate followers to perform unusual behaviours, minimising their intention to leave.

The researcher recommended and supported the use of transformational leadership initiatives to enhance employee job satisfaction. It was imperative that capable and vibrant leaders lead public secondary schools and who motivate employees towards achieving organisational success other intention to quit.

### **Suggestion for Further Research**

This study recommended that another study is done to augment findings in this study. Future studies should include more schools (private & public) to strengthen the results of this research further and to generalise the results to the whole education sector.

Specifically, demographic characteristics considered in the study may not be exhaustive to explain all the demographic factors that influence employee job satisfaction. A comparative study across different

counties might also be a more valuable contribution to this area of research.

## REFERENCES

- Berson, Y., & Linton, J. D. (2005). An examination of the relationships between leadership style, quality, and employee satisfaction in R&D versus administrative environments. *Research & Development Management, 35*(1), 51-60
- Bogler, R. (2002). Two profiles of schoolteachers: A discriminant analysis of job satisfaction. *Teaching and Teacher Education, 18*(6), 665-673.
- Danish, R. Q., & Usman, A. (2010). Impact of Reward and Recognition on Job Satisfaction and Motivation: An Empirical study from Pakistan. *International Journal of Business and Management, 5*(2). doi:10.5539/ijbm.v5n2p159
- Emery, C. R., & Barker, K. J. (2007). The effect of transactional and transformational leadership styles on the organisational commitment and job satisfaction of customer contact personnel. *Journal of organisational culture, communications, and conflict, 11*(1), 77.
- Hetland, H., Hetland, J., Schou Andreassen, C., Pallesen, S., & Notelaers, G. (2011). Leadership and fulfilment of the three basic psychological needs at work. *Career Development International, 16*(5), 507-523.
- Mwaura S. M. (1993). Probable causes of job dissatisfaction among the University of Nairobi Library Workers. *Unpublished MBA Project. University of Nairobi.*
- Mulievi, R. N., & Juma D. (2019). Influence of reward practices on employee retention in the health sector in the County Government of Kakamega. *The Strategic Journal of Business & Change Management, 6* (2), 936 – 947.
- Naidu, J., & Van der Walt, M. S. (2005). An exploration of the relationship between leadership styles and the implementation of transformation interventions. *SA Journal of Human Resource Management, 3*(2), 1-10.
- Nielsen, K., Randall, R., Yarker, J., & Brenner, S. O. (2008). The effects of transformational leadership on followers' perceived work characteristics and psychological well-being: A longitudinal study. *Work & Stress, 22*(1), 16-32.
- Ockert Francois Naude. (2010). Skilled staff's job characteristics, job satisfaction and intentions to quit in a petrochemical company. (Master), North-West University.
- Okoth, L. A. (2003). 'A Survey of the Factors that Determine the Level of Job Satisfaction among Teachers in Top Ranking Private Schools in Nairobi,' *Unpublished MBA Project, University of Nairobi.*
- Ozaralli, N. (2002). A study on conflict resolution styles employed by Theory-X and Theory-Y leaders and perceived leader competence. *Vision, 6*(2), 81-86.
- Patterson, M., Warr, P., & West, M. (2004). Organisational climate and company productivity: The role of employee affect and employee level. *Journal of Occupational and Organizational Psychology, 77*(2), 193-216.
- Zarina, Z. A. (2012). *The Influence of Transformational Leadership Styles on Knowledge Management: The Moderating Role of Organizational Structure Among Administrators* (Doctoral dissertation, University Utara Malaysia).