

Exploring Transformational Leadership's Influence on Employee Intention to Stay in Selected Bukidnon State University Campuses

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ABSTRACT

This study explores the influence of transformational leadership on employee intention to stay in selected Bukidnon State University campuses. Transformational leadership is recognized for inspiring, motivating, and guiding employees beyond self-interest to achieve organizational goals. The research focused on how leadership dimensions such as inspirational motivation, individualized consideration, and intellectual stimulation affect employees' decision to remain in service. A descriptive-correlational design was employed, with data collected through survey questionnaires distributed to faculty and staff members across different campuses. Statistical analysis was conducted to determine the relationship between leadership practices and retention intentions. The results revealed that transformational leadership significantly enhances employees' willingness to stay, particularly when leaders demonstrate support, vision, and encouragement. Inspirational motivation and individualized consideration emerged as strong predictors of organizational commitment. The results also emphasize the importance of leadership in reducing turnover and fostering a stable workforce in higher education institutions. The study provides practical insights for university administrators to strengthen leadership development programs. Overall, transformational leadership is affirmed as a vital factor in promoting employee retention and sustaining institutional success.

Keywords: Transformational Leadership, Employee Intention To Stay, Organizational Commitment, Retention, Bukidnon State University

INTRODUCTION

The quest for employee retention has become a critical concern for organizations worldwide, especially within the educational sector. As education institutions strive to maintain a competitive edge, understanding the factors influencing employees' intention to stay is essential. High turnover rates can severely disrupt the continuity of academic programs and compromise the quality of education delivered to students, ultimately undermining institutional goals. Transformational leadership—characterized by the ability to inspire and empower employees—is pivotal in enhancing organizational commitment and retention rates (Zhang et al., 2020; Mula et al., 2021). Recognizing the profound impact of leadership on employee satisfaction lays the groundwork for developing effective retention strategies that resonate across diverse contexts.

Globally, the relationship between leadership styles and employee engagement has garnered significant research attention. Institutions have adopted various leadership approaches to create environments that support employee well-being and foster professional growth. Studies conducted across different regions—from urban centers in North America to rural contexts in Africa—demonstrate how transformational leadership cultivates a positive organizational culture where employees feel valued and motivated (Wang et al., 2019). This aligns with the growing recognition that employee engagement is influenced by both economic conditions and the leadership practices implemented within organizations.

Examining the global educational landscape reveals that effective leadership is increasingly recognized as a vital component for navigating complex educational environments. For instance, European research has affirmatively linked transformational leadership with heightened staff retention and employee morale, particularly in institutions facing resource constraints (Lee et al., 2020). In the Asian context, where rapid changes in educational demands necessitate adaptive leadership, studies indicate that transformational leaders effectively engage faculty by aligning their roles with overarching institutional missions. This evidence underscores the universal applicability of transformational leadership as a best practice, emphasizing its importance in enhancing employee retention across diverse educational contexts.

However, shifting the focus to the national level, the Philippines faces unique challenges regarding employee retention in educational institutions. High turnover rates among educators have created a crisis that undermines the effectiveness of academic programs and jeopardizes educational quality (Riyanto et al., 2021). The Philippine educational system is particularly susceptible to high mobility rates, as many skilled educators are drawn to urban centers offering better compensation and advancement opportunities. This phenomenon not only affects institutional stability but also hinders the overall development of rural and semi-urban educational environments.

In fact, Bukidnon State University (BukSU) Satellite Campuses significantly experienced challenges related to employee retention in a rural context. BukSU is committed to delivering quality education in underserved areas, making it imperative to understand the factors influencing employee commitment. The interplay of socio-economic realities and leadership practices at BukSU significantly impacts the organization's ability to maintain a stable workforce, especially in a rural setting characterized by diverse aspirations and expectations from educators (Bhamra & Purohit, 2020).

BukSU's satellite campuses are crucial in addressing the educational needs of diverse populations. These campuses highlight educational institutions' essential role in their communities, providing access to quality education for individuals who might otherwise be deprived of it. Retaining talented employees at these campuses is not merely an institutional concern but a community development issue that influences local economic growth and social advancement (Alonderiene & Majauskaite, 2016). A motivated and committed faculty can foster meaningful relationships with students and the broader community, enhancing educational experience and outcomes.

As the relationships between transformational leadership and employee intentions to stay are explored, a notable research gap emerges, particularly concerning rural educational settings. Existing literature primarily emphasizes larger, urban institutions, resulting in insufficient attention to the specific dynamics in smaller, rural campuses (Khalid et al., 2022). Addressing this gap is essential for developing a nuanced understanding of how transformational leadership can be effectively adapted to enhance employee retention within the unique socio-cultural contexts of rural educational institutions in the Philippines.

Highlighting the significance of this research, the aim is to illuminate the direct connection between transformational leadership and employee intention to stay. By dissecting this relationship, the study contributes to the broader discourse on organizational behavior in educational settings, offering valuable insights for leaders seeking to enhance staff satisfaction and loyalty. Furthermore, the research findings can serve as a foundational framework for educational institutions aiming to craft targeted retention strategies tailored to their specific organizational cultures and community contexts.

Focusing on BukSU's satellite campuses amplifies the relevance of this study, as understanding localized challenges can yield practical solutions that address employee concerns meaningfully. This localized perspective enabled educational leaders to implement strategies that not only enhance job satisfaction but also align more closely with the aspirations of their teaching staff. Translating research findings into practical applications will ensure that educational leaders are better prepared to foster a positive organizational culture that enhances workforce stability and commitment to the institution's mission.

Additionally, by addressing the urgent issue of workforce stability within the context of national educational goals and global challenges in talent retention, this study aims to provide instructional leaders with actionable strategies they can adopt. Educational leaders must navigate the complexities of talent retention effectively, particularly in an era marked by heightened competition for skilled educators. The insights derived from this research can inform broader policy decisions and institutional frameworks, shaping the future landscape of education in the Philippines.

Ultimately, the need to improve overall educational quality underscores the urgency of examining transformational leadership in rural educational contexts. With rising mobility among educators, understanding how to create an environment conducive to retention is not merely an academic pursuit; it is essential for ensuring that quality education reaches all students. This research strives to develop a deeper understanding of how transformational leadership influences employee intentions to stay and, in turn, affects the quality of education offered to communities reliant on these institutions for their socio-economic development.

In conclusion, exploring transformational leadership's influence on employee intention to stay in rural educational settings underscores the need to focus on this critical area. By filling existing gaps in research and addressing localized challenges, this study aims to provide valuable insights for educational leaders at BukSU and similar institutions. As such, it serves as a vital step toward fostering a more engaged and committed workforce, thereby enhancing the quality of education available to future generations.

MATERIALS AND METHODS

This study has employed a correlational research design to investigate the relationships between transformational leadership and employee retention outcomes across multiple campuses of Bukidnon State University (BukSU), specifically focusing on the Medina, Talisayan, Alubijid, Talakag, Baungon, and Libona satellite campuses. This research design was particularly apt for exploring the strength and direction of relationships between variables without manipulating any conditions, which was crucial in educational settings where natural organizational dynamics can significantly influence outcomes.

By employing this correlational approach, the study sought to offer valuable insights into the relationship between transformational leadership and employees' intention to stay, encompassing job satisfaction, organizational commitment, career development opportunities, and work-life balance. The methodology has facilitated the collection of quantitative data on both transformational leadership practices and the factors affecting employees' intentions to remain at their institution.

Through this design, the study sought to address the influence of transformational leadership in enhancing employee intention to stay at BukSU satellite campuses given its focus on inspirational and supportive behaviors that align with the institution's goals. The correlation design has provided a practical framework for examining whether transformational leadership was positively associated with employee satisfaction and commitment, supporting the development of evidence-based retention strategies within BukSU satellite campuses.

RESULTS AND DISCUSSION

The data shows the percentage distribution of respondents in terms of sex, revealing that male has 47.2 percent and females have 52.8 percent. The data imply that there is a slightly higher representation of females compared to males among the respondents. respondents in terms of age. The data revealed that those aged 18-24 have 0.8 percent, those aged 25-34 have 40 percent, those aged 35-44 have 38.4 percent, those aged 45-54 have 17.6 percent, and those aged 55 and above have 3.2 percent. This means that the majority of the respondents are aged 25 to 34. In terms of civil status, the data shows that 43.2 percent of the respondents are single, 56.0 percent are married, and 0.8 percent are separated.

This indicates that the majority of the respondents are married. The data imply that a majority of the respondents are married, accounting for 56.0 percent of the sample. This suggests that a significant portion of the workforce may have family or personal responsibilities that could influence their work-life balance and career priorities. In terms of highest educational attainment, it revealed that 8.8 percent are high school graduates, 17.6 percent are college graduates, 20.8 percent are pursuing a master's degree, 28.0 percent have completed a master's degree, 14.4 percent are pursuing a doctorate, and 10.4 percent have completed a doctorate. This indicates that the majority of the respondents have completed a master's degree.

Moreover, in terms of job position, the data revealed that 41.6 percent of the respondents are instructors, 14.4 percent are Admin Aide III, 12.0 percent are Instructor III, 5.6 percent are Admin Aide I, and 5.6 percent are watchmen. Other positions, including Admin Clerk, Campus Head, Campus Registrar, Canvasser, Faculty, Faculty I, Librarian, Nurse, Registrar I, and Utility, each account for smaller percentages ranging from 0.8 to 4.8 percent. This indicates that the majority of the respondents hold the position of instructor.

Lastly, in terms of their employment status, it was revealed that Contract of Service employees have 45.6 percent, followed by Regular employees with 44.8 percent, and Part-timers with 9.6 percent. This indicates that most of the respondents have a Contract of Service status. The predominance of respondents with Contract of Service (COS) status at Bukidnon State University (BukSU) implies that these employees' perceptions of the institution's transformational leadership are particularly significant.

How do the Employees Perceive Transformational Leadership in terms of Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration?

Table 1 shows the respondents' level of perception of BukSU's transformational leadership in terms of idealized influence. The overall mean is 3.01 (SD=0.76), which indicates a description of "Agree" and reflects a high level of transformational leadership. The result implies that the respondents perceive their leaders as role models who demonstrate ethical standards, integrity, and commitment to organizational values. This suggests that the leaders effectively inspire and motivate their teams, fostering pride and dedication within the organization.

The indicator "I respect my leader's commitment to the organization's values and goals" obtained the highest mean score of 3.36 (SD=0.74), which is described as Strongly Agree. The data reveal that the respondents have a Very High Level of appreciation for their leader's dedication to the organization's mission and objectives. Such a strong agreement suggests that respondents highly value this quality in their leader, which likely strengthens their trust, respect, and motivation to align with the organization's goals. This commitment serves as a cornerstone for fostering a positive and inspiring leadership environment.

On the other hand, the indicator “My leader instills a sense of pride in our team and motivates us to perform at our best in our work” obtained the lowest mean score of 2.86 (SD=0.82), which is described as Agree. The data reveal that the respondents perceive their leader’s ability to instill pride and motivation as indicative of a High Level of Transformational Leadership. However, compared to other indicators, this aspect is seen as relatively less prominent. This suggests that while the respondents recognize their leader’s efforts in fostering team pride and motivation, there may be opportunities to further enhance these qualities to maximize their impact on team performance and morale.

Table 1
The Respondents’ Level of Perception of BukSU’s Transformational Leadership
in terms of Idealized Influence

Items	Mean	SD	Description	Interpretation
1. My leader serves as a role model, embodying ethical standards that I admire.	3.05	0.83	Agree	High Level of Transformational Leadership
2. I respect my leader’s commitment to the organization’s values and goals.	3.36	0.74	Strongly Agree	Very High Level of Transformational Leadership
3. My leader instills a sense of pride in our team and motivates us to perform at our best in our work.	2.86	0.82	Agree	High Level of Transformational Leadership
4. I feel that my leader demonstrates honesty and integrity in all interactions with staff and students.	2.93	0.69	Agree	High Level of Transformational Leadership
5. My leader makes personal sacrifices to benefit the team and the organization.	2.87	0.73	Agree	High Level of Transformational Leadership
Overall Mean	3.01	0.76	Agree	High Level of Transformational Leadership

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

Table 2 shows the respondents’ level of perception of BukSU’s transformational leadership in terms of inspirational motivation. The overall mean is 2.91 (SD=0.79), which is described as Agree, indicating a High Level of Transformational Leadership. The result implies that the respondents perceive their leader as someone who motivates and inspires them through a clear vision, confidence in their abilities, and a supportive environment. This suggests that the leader effectively fosters a positive and encouraging atmosphere, which energizes the team and promotes alignment with shared goals and objectives.

The indicator “My leader inspires us by sharing a clear and compelling vision that motivates us toward a successful future for our organization” obtained the highest mean score of 3.02 (SD=0.77), which was described as Agree. The data reveal that the respondents perceive their leader as highly effective in articulating a motivating and future-focused vision for the organization. Such a strong agreement suggests that this aspect of leadership plays a significant role in fostering motivation and alignment among team members, driving them toward achieving organizational success.

On the other hand, the indicator “My leader expresses confidence in my abilities, encouraging me to take on new challenges” obtained the lowest mean score of 2.81 (SD=0.77), which is described as Agree. The data reveal that while respondents recognize their leader’s confidence in their abilities as a positive trait, this aspect is perceived as relatively less prominent compared to other indicators. This suggests an opportunity for leaders to further emphasize encouragement and empowerment, enabling team members to feel more confident in taking on new and challenging tasks.

Table 2
The Respondents' Level of Perception of BukSU's Transformational Leadership
in terms of Inspirational Motivation

Items	Mean	SD	Description	Interpretation
1. My leader inspires us by sharing a clear and compelling vision that motivates us toward a successful future for our organization.	3.02	0.77	Agree	High Level of Transformational Leadership
2. My leader inspires me to work toward our shared goals and objectives.	2.82	0.79	Agree	High Level of Transformational Leadership
3. My leader expresses confidence in my abilities, encouraging me to take on new challenges.	2.81	0.77	Agree	High Level of Transformational Leadership
4. My leader creates a supportive and motivating environment that energizes our team.	2.95	0.81	Agree	High Level of Transformational Leadership
5. My leader consistently expresses optimism about achieving our team's goals.	2.93	0.81	Agree	High Level of Transformational Leadership
Overall Mean	2.91	0.79	Agree	High Level of Transformational Leadership

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

Table 3 shows the respondents' level of perception of BukSU's transformational leadership in terms of intellectual stimulation. The overall mean is 2.77 (SD=0.82), which is described as Agree, indicating a High Level of Transformational Leadership. The result implies that the respondents perceive their leader as supportive of creative thinking, continuous learning, and innovation. While respondents agree that their leader encourages problem-solving, challenges assumptions, and values their input, there may be opportunities to further emphasize intellectual stimulation to foster an even more dynamic and innovative environment.

The indicator "My leader supports continuous learning and personal development" obtained the highest mean score of 2.94 (SD=0.83), which is described as Agree. The data reveal that the respondents strongly perceive their leader as fostering an environment that encourages personal growth and learning. This suggests that the leader effectively supports and motivates team members to pursue continuous development, which can enhance overall performance and innovation within the organization.

On the other hand, the indicators "My leader challenges me to re-examine assumptions and consider alternative perspectives" and "My leader promotes innovation by allowing me to experiment with new approaches in my work" both obtained the lowest mean score of 2.70 (SD=0.80), which is described as Agree. The data reveal that while respondents recognize their leader's efforts in challenging assumptions and promoting innovation, these aspects of leadership are perceived as less prominent compared to others.

Table 4 shows the respondents' level of perception of BukSU's transformational leadership in terms of individualized consideration. The overall mean is 2.78 (SD=0.77), which is described as Agree, indicating a High Level of Transformational Leadership. The result implies that the respondents perceive their leader as attentive to individual needs, providing personalized support, and recognizing unique strengths. While respondents agree that their leader demonstrates these qualities, there may be opportunities to further enhance individualized consideration to ensure even more tailored and meaningful support for each team member's personal and professional development.

Table 3

**The Respondents' Level of Perception of BukSU's Transformational Leadership
in terms of Intellectual Stimulation**

Items	Mean	SD	Description	Interpretation
1. My leader encourages me to think creatively and explore new problem-solving methods.	2.72	0.81	Agree	High Level of Transformational Leadership
2. My leader challenges me to re-examine assumptions and consider alternative perspectives.	2.70	0.80	Agree	High Level of Transformational Leadership
3. My leader supports continuous learning and personal development.	2.94	0.83	Agree	High Level of Transformational Leadership
4. My leader values my input and encourages me to share ideas for improvement.	2.80	0.85	Agree	High Level of Transformational Leadership
5. My leader promotes innovation by allowing me to experiment with new approaches in my work.	2.70	0.83	Agree	High Level of Transformational Leadership
Overall Mean	2.77	0.82	Agree	High Level of Transformational Leadership

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

The indicator “My leader recognizes my unique strengths and encourages me to use them” obtained the highest mean score of 2.92 (SD=0.74), which is described as Agree. The data reveal that respondents strongly perceive their leader as acknowledging their individual strengths and encouraging their application. This suggests that the leader is effective in identifying and leveraging the unique abilities of team members, which can contribute to both individual growth and the overall success of the team. Recognizing and fostering strengths is a key component of transformational leadership, which can further enhance motivation and performance.

Table 4
**The Respondents' Level of Perception of BukSU's Transformational Leadership
in terms of Individualized Consideration**

Items	Mean	SD	Description	Interpretation
1. My leader takes the time to understand my individual professional needs and goals.	2.81	0.79	Agree	High Level of Transformational Leadership
2. My leader provides personalized support to help me reach my career objectives.	2.64	0.78	Agree	High Level of Transformational Leadership
3. My leader recognizes my unique strengths and encourages me to use them.	2.92	0.74	Agree	High Level of Transformational Leadership
4. My leader provides constructive feedback tailored to my development needs.	2.85	0.71	Agree	High Level of Transformational Leadership
5. My leader is genuinely interested in my personal and professional growth.	2.69	0.82	Agree	High Level of Transformational Leadership
Overall Mean	2.78	0.77	Agree	High Level of Transformational Leadership

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

On the other hand, the indicator “My leader provides personalized support to help me reach my career objectives” obtained the lowest mean score of 2.64 (SD=0.78), which is described as Agree. The data reveal that while respondents acknowledge their leader's efforts to offer support, this aspect of leadership is perceived as less prominent compared to others. This suggests that there may be opportunities for the leader to provide more individualized guidance and support tailored to the specific career goals of each team member, which could enhance the overall sense of development and satisfaction within the organization.

Table 5 presents a summary of the respondents' perceptions of BukSU's transformational leadership. The overall mean is 2.87 (SD=0.79), which is described as Agree, indicating a High Level of Transformational Leadership. This result implies that respondents perceive their leaders to be demonstrating a strong transformational leadership style across all four components: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. While respondents agree that their leaders exhibit these characteristics, there may still be opportunities to further enhance leadership effectiveness, particularly in areas that involve personal growth and innovation.

Table 5
Summary Table of the Respondents' Level of Perception of BukSU's Transformational Leadership

Items	Mean	SD	Description	Interpretation
Idealized Influence	3.01	0.76	Agree	High Level of Transformational Leadership
Inspirational Motivation	2.91	0.79	Agree	High Level of Transformational Leadership
Intellectual Stimulation	2.77	0.82	Agree	High Level of Transformational Leadership
Individualized Consideration	2.78	0.77	Agree	High Level of Transformational Leadership
Overall Mean	2.87	0.79	Agree	High Level of Transformational Leadership

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

How do the Employees Perceive Intention to Stay in terms of Job Satisfaction, Organizational Commitment, Career Development Opportunities, and Work-Life Balance?

Table 6 shows the respondents' intention to stay in the organization in terms of job satisfaction. The overall mean is 3.20 (SD=0.67), which falls under the "Agree" category, indicating a High Intention to Stay. This result suggests that employees generally feel satisfied with their roles and responsibilities, their work aligns with personal and professional goals, and they experience a sense of accomplishment and fulfillment. While most employees report high satisfaction, the results imply there are still areas that can be improved, particularly in the level of recognition received and the collaborative work environment.

The item, "My work is meaningful and aligns with my professional and personal goals," obtained the highest mean score of 3.42 (SD=0.60), which is described as "Strongly Agree." The data reveal that the respondents have a Very High Intention to Stay based on the meaningfulness and alignment of their work with their personal and professional goals. This strong agreement suggests that employees find great value in their roles, and their work provides a sense of purpose and fulfillment.

On the other hand, the item, "The collaborative work environment supports my overall job satisfaction," obtained the lowest mean score of 2.86 (SD=0.71), which is described as "Agree." The data reveal that the respondents have a High Intention to Stay, but the slightly lower score indicates that while the collaborative work environment is generally supportive, there may still be room for improvement in fostering stronger teamwork and collaboration. This suggests that while employees are satisfied with their roles, further enhancing the collaborative atmosphere could potentially increase overall job satisfaction and, in turn, reinforce their intention to stay in the organization. Research has shown that a harmonized working ecosystem, a merited reward system, and opportunities for growth and development are key factors in employee retention.

Table 6
The Employee's Intention to Stay in an Organization Varies in Terms of Job Satisfaction

Items	Mean	SD	Description	Interpretation
1. I feel satisfied with the roles and responsibilities of my current position.	3.29	0.67	Strongly Agree	Very High Intention Stay
2. My work is meaningful and aligns with my professional and personal goals.	3.42	0.60	Strongly Agree	Very High Intention Stay
3. I am content with the level of recognition I receive for my efforts.	3.10	0.77	Agree	High Intention to Stay
4. My job provides me with a sense of accomplishment and fulfillment.	3.34	0.61	Strongly Agree	Very High Intention Stay
5. The collaborative work environment supports my overall job satisfaction.	2.86	0.71	Agree	High Intention to Stay
Overall Mean	3.20	0.67	Agree	High Intention to Stay

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

Table 7 shows the distribution of respondents' intention to stay in the organization based on organizational commitment. The overall mean is 3.25 (SD=0.66), which falls under the description "Agree." The result implies that the respondents have a High Intention to Stay with the organization, driven by their strong sense of loyalty, pride, and alignment with the institution's values. The findings suggest that employees feel committed to the institution, are willing to put in extra effort, and see themselves as part of the organization for the long term. This high level of organizational commitment is crucial for retaining employees and fostering a positive work environment.

The indicator, "I am proud to be associated with this organization," obtained the highest mean score of 3.50 (SD=0.56), which is described as Strongly Agree. The data reveal that employees have a very high intention to stay due to their strong sense of pride in being associated with the organization. This strong agreement suggests that employees are highly committed and emotionally connected to the institution, which likely contributes to their desire to remain with the organization in the long term.

Table 7
The Employee's Intention to Stay in an Organization Vary in Terms of Organizational Commitment

Items	Mean	SD	Description	Interpretation
1. I feel a strong sense of loyalty and attachment to this institution.	3.19	0.70	Agree	High Intention to Stay
2. I am willing to put in extra effort to help the organization succeed.	3.43	0.69	Strongly Agree	Very High Intention Stay
3. I see myself as a part of this institution for the long term.	3.09	0.71	Agree	High Intention to Stay
4. I am proud to be associated with this organization.	3.50	0.56	Strongly Agree	Very High Intention Stay
5. The values of this institution align with my values.	3.04	0.61	Agree	High Intention to Stay
Overall Mean	3.25	0.66	Agree	High Intention to Stay

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

On the other hand, the indicator, "The values of this institution align with my values," obtained the lowest mean score of 3.04 (SD=0.61), which is described as Agree. The data indicate that while employees generally feel aligned with the institution's values, this aspect has the lowest contribution to their intention to stay compared to other factors. This suggests that there may be room for the

organization to further emphasize and communicate its core values to strengthen alignment and foster a deeper sense of connection among employees.

Table 8 shows the respondents' level of intention to stay in the organization in terms of career development opportunities. The overall mean score of 2.63 (SD=0.76) is described as "Agree," indicating a High Intention to Stay. This result suggests that employees generally perceive the organization as supportive of their career development, though there may still be areas for improvement to fully meet their professional growth expectations. Enhancing opportunities for career development could further strengthen employee retention and commitment.

The indicator, "My supervisor encourages me to take on new challenges and responsibilities," obtained the highest mean score of 2.89 (SD=0.72), which is described as "Agree." This suggests that employees highly value the encouragement provided by their supervisors in taking on new challenges and responsibilities. Such support fosters a sense of professional growth and contributes positively to their intention to stay in the organization. Strengthening this aspect further could enhance overall employee satisfaction and retention.

On the other hand, the indicators, "I have access to training and development programs that help me grow professionally" and "The organization provides adequate resources to enhance my skills and knowledge," obtained the lowest mean scores of 2.34 (SD=0.85) and 2.38 (SD=0.81), respectively, both described as "Disagree." These results indicate that employees perceive limited opportunities for training, development, and access to resources needed to enhance their skills and knowledge. This suggests a gap in career development support, which may negatively impact their overall intention to stay in the organization. Addressing these areas could improve employee retention and satisfaction by fostering a stronger commitment to professional growth.

Table 8
The Employee's Intention to Stay in an Organization Vary in Terms of Career Development Opportunities

Items	Mean	SD	Description	Interpretation
1. I have access to training and development programs that help me grow professionally.	2.34	0.85	Disagree	Low Intention to Stay
2. I see clear pathways for career advancement within this organization.	2.77	0.73	Agree	High Intention to Stay
3. I feel supported in reaching my professional goals.	2.77	0.71	Agree	High Intention to Stay
4. My supervisor encourages me to take on new challenges and responsibilities.	2.89	0.72	Agree	High Intention to Stay
5. The organization provides adequate resources to enhance my skills and knowledge.	2.38	0.81	Disagree	Low Intention to Stay
Overall Mean	2.63	0.76	Agree	High Intention to Stay

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

Table 9 presents the respondents' perception of work-life balance as it relates to their intention to stay in the organization. The overall mean score of 3.21 (SD=0.59) is described as "Agree," indicating a High Intention to Stay. This result suggests that employees generally perceive their work-life balance as positive and supportive of their personal and professional needs. A manageable workload and the ability to balance work responsibilities with personal life contribute to their satisfaction, fostering their commitment to remaining with the organization.

The indicators "My job allows me to allocate enough time for my family and personal interests" and "I feel that the organization values and respects my work-life balance" both obtained the highest mean

score of 3.34 (SD=0.58) and 3.34 (SD=0.57), respectively, described as Strongly Agree. This indicates a Very High Intention to Stay. These results suggest that the organization's emphasis on supporting employees' personal time and respecting their work-life balance significantly enhances their intention to remain with the organization.

On the other hand, the indicator "I appreciate that the organization supports flexible working arrangements when needed" obtained the lowest mean score of 2.78 (SD=0.69), described as Agree, indicating a High Intention to Stay. This suggests that while employees generally recognize and value flexible work arrangements, there may still be room for improvement in this area to further enhance their satisfaction and commitment to the organization.

Table 9
The Employee's Intention to Stay in an Organization Varies in Terms of Work-Life Balance

Items	Mean	SD	Description	Interpretation
1. I can balance my work responsibilities with my personal life	3.30	0.53	Strongly Agree	Very High Intention Stay
2. I appreciate that the organization supports flexible working arrangements when needed.	2.78	0.69	Agree	High Intention to Stay
3. I feel that my workload is manageable and reasonable.	3.26	0.56	Strongly Agree	Very High Intention Stay
4. My job allows me to allocate enough time for my family and personal interests.	3.34	0.58	Strongly Agree	Very High Intention Stay
5. I feel that the organization values and respects my work-life balance.	3.34	0.57	Strongly Agree	Very High Intention Stay
Overall Mean	3.21	0.59	Agree	High Intention to Stay

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

Table 10 presents a summary of the respondents' level of intention to stay in an organization, highlighting the factors that contribute to employee retention. The overall mean of 3.07 (SD = 0.67), interpreted as Agree, reflects a High Intention to Stay among employees. This result indicates that employees are generally inclined to remain with the organization, driven by positive perceptions of their work environment. Factors such as job satisfaction, organizational commitment, career development opportunities, and work-life balance play pivotal roles in shaping this intention. However, the data reveal a relatively lower level of satisfaction with career development opportunities, suggesting an area for potential improvement. Addressing this concern could further enhance employees' willingness to stay, contributing to long-term organizational stability.

Table 10
Summary Table of Employees' Intention to Stay in an Organization

Items	Mean	SD	Description	Interpretation
Job Satisfaction	3.20	0.67	Agree	High Intention to Stay
Organizational Commitment	3.25	0.66	Agree	High Intention to Stay
Career Development Opportunities	2.63	0.76	Agree	High Intention to Stay
Work-Life Balance	3.21	0.59	Agree	High Intention to Stay
Overall Mean	3.07	0.67	Agree	High Intention to Stay

Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)

Is there a significant difference in the employee's perception of transformational leadership when they are grouped according to profile?

Table 11 presents the test of significant difference in the employee perception of BukSU's transformational leadership when grouped according to their profile. The data indicate that the mean

score for males is 2.86 (SD=0.66), and the mean score for females is 2.85 (SD=0.77), with a t-value of 0.124 and a p-value of 0.217. This result shows that there is no significant difference in the perception of transformational leadership between male and female employees, as the p-value is greater than 0.05. Consequently, the null hypothesis, which states that there is no significant difference in employees' perception of transformational leadership when grouped by sex, is not rejected.

Table 11
Test of Significant Difference of the Employee Perception of BukSU's Transformational Leadership When They Are Grouped According to Profile Test of Difference in t-test

Profile		Employee Motivation				
	Category	Mean	t-value	p-value	Decision on Ho	Remarks
Sex	Male	2.86	.124	.217	Failed to Reject	Not Significant
	Female	2.85				

Significant if p-value < 0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

Moreover, the non-significant difference in employees' perception of transformational leadership in terms of sex suggests that gender does not influence how individuals perceive transformational leadership practices. The literature suggests that transformational leadership is not significantly influenced by the sex of the leader or the follower.

The table presents the test of significant differences in employee motivation when grouped according to various demographic profiles using ANOVA. First, for age, the analysis shows no significant difference in employee motivation across age groups, with an F-value of 2.276 and a p-value of 0.065. This result suggests that age does not significantly influence employees' motivation levels. Moreover, the non-significant difference in motivation across age groups indicates that employees, regardless of age, may share similar motivational levels, possibly due to shared workplace experiences or uniform organizational policies that cater equally to all age groups.

Regarding civil status, a significant difference in employee motivation is observed, with an F-value of 3.634 and a p-value of 0.029, leading to the rejection of the null hypothesis. The significant difference in motivation based on civil status suggests that marital and familial responsibilities may influence employees' perspectives on motivation. For instance, single employees may have different motivational drivers compared to those who are married or separated. In terms of highest educational attainment, the analysis reveals no significant difference in employee motivation across different educational levels, with an F-value of 0.363 and a p-value of 0.873.

The non-significant difference in motivation by educational attainment indicates that employees' levels of education may not substantially impact their motivation, suggesting that organizational factors such as culture, policies, or management practices could have a more universal impact. Similarly, for job position, no significant difference is found in employee motivation across different job positions, as reflected by an F-value of 1.476 and a p-value of 0.132. The non-significant difference in motivation by job position suggests that motivational levels are not heavily influenced by hierarchical roles, implying that shared work environments or collective experiences may drive uniform motivational outcomes.

Test of Difference in ANOVA

Profile	Employee Motivation
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	Category	Mean	F-value	p-value	Decision on Ho	Remarks
Age	18-24	4.00	2.276	.065	Failed to Reject	Not Significant
	25-34	2.86				
	35-44	2.71				
	45-54	3.00				
	55 and above	3.50				
Civil Status	Single	3.00	3.634	.029	Rejected	Significant
	Married	2.73				
	Separated	4.00				
	Widowed					
Highest Educational Attainment	High School Graduate	2.82	.363	.873	Failed to Reject	Not Significant
	College Graduate	2.95				
	Master's Degree (In Progress)	2.88				
	Master's Degree (Completed)	2.80				
	Doctorate (In Progress)	2.72				
	Doctorate (Completed)	3.00				
Job Position	Admin Aide I	2.71	1.476	.132	Failed to Reject	Not Significant
	Admin Aide III	3.06				
	Admin Clerk	3.00				
	Campus Head	3.00				
	Campus Registrar	2.50				
	Canvasser	2.00				
	Faculty	3.00				
	Faculty I	4.00				
	Instructor	2.65				
	Instructor III	3.27				
	Librarian	2.50				
	Nurse	2.60				
	Registrar I	2.50				
	Utility	3.25				
	Watchman	3.14				
Employment Status	Contract of Service	2.93	.769	.465	Failed to Reject	Not Significant
	Casual	0				
	Part Timer	2.92				
	Regular	2.77				

Significant if p-value < 0.05

Legend: Ho is rejected if Significant

Ho is failed to reject if Not Significant

The literature supports these findings, indicating that motivation is influenced by a variety of factors beyond just demographic characteristics. Finally, the analysis shows no significant difference in employee motivation across different employment status, with an F-value of 0.769 and a p-value of 0.465. The non-significant difference in motivation based on years in service suggests that tenure does not significantly shape employees' motivational outlook, pointing to the possibility that the organization provides consistent motivational support to employees regardless of their tenure.

Is there a significant relationship between transformational leadership and employee intention to stay?

Table 12 depicts the significant relationship between the employee's perception of BukSU's transformational leadership and the employee's intention to stay. The data revealed that job satisfaction ($r=0.456$, $p\text{-value}=0.000$), organizational commitment ($r=0.509$, $p\text{-value}=0.000$), career development opportunities ($r=0.610$, $p\text{-value}=0.000$), and work-life balance ($r=0.392$, $p\text{-value}=0.000$) exhibit a significant correlation with the employees' intention to stay, as all $p\text{-values}$ are less than 0.05. This suggests that transformational leadership in these areas plays a crucial role in influencing employees' decisions to remain with the organization.

Table 12
Test of Significant Relationship the Employee's Perception of BukSU's Transformational Leadership and the Employee's Intention to Stay

Employee Intention to Stay	Transformational Leadership												Overall Measure		
	Idealized Influence			Inspirational Motivation			Intellectual Stimulation			Individualized Consideration					
	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision Ho	r	p-value	Decision Ho	r	p-value	Decision Ho
Job Satisfaction	.384	.000	rejected	.524	.000	rejected	.557	.000	rejected	.462	.000	rejected	.456	.000	rejected
Organizational Commitment	.488	.000	rejected	.516	.000	rejected	.536	.000	rejected	.463	.000	rejected	.509	.000	rejected
Career Development Opportunities	.563	.000	rejected	.617	.000	rejected	.599	.000	rejected	.598	.000	rejected	.610	.000	rejected
Work Life Balance	.327	.000	rejected	.422	.000	rejected	.439	.000	rejected	.382	.000	rejected	.392	.000	rejected
Overall Measure	.488	.000	rejected	.652	.000	rejected	.680	.000	rejected	.562	.000	rejected	.623	.000	rejected

Significant if $p\text{-value} < 0.05$

Legend: H_0 is rejected if Significant

H_0 is accepted if Not Significant

The results emphasize that factors such as job satisfaction, organizational commitment, career development opportunities, and work-life balance are significantly affected by transformational leadership, thereby positively influencing employees' intention to stay. The relationship between the employee's perception of BukSU's transformational leadership and the employee's intention to stay in terms of Job satisfaction shows a moderate positive relationship with employees' intention to stay, with a correlation coefficient of $r = 0.456$ and a $p\text{-value}$ of 0.000, indicating that the more satisfied employees are with their jobs, the more likely they are to remain with the organization.

Organizational commitment also plays a key role, showing a moderate to strong positive correlation of $r = 0.509$. This suggests that employees who feel a stronger sense of loyalty or connection to BukSU are more likely to stay, with the relationship being statistically significant at $p\text{-value} = 0.000$. Career development opportunities exhibit the strongest positive correlation ($r = 0.610$) with employees' intention to stay, which emphasizes the importance of offering employees the opportunity to grow and advance within the organization. This relationship is also highly significant, with a $p\text{-value}$ of 0.000.

Research has found that organizational commitment partially mediates the causal relationship between employee engagement and turnover intentions.

In work-life balance has a moderate positive correlation of $r = 0.392$, suggesting that employees who feel they have a good balance between work and personal life are more likely to stay, though this factor is not as influential as job satisfaction or career development. Finally, the overall mean of employees' perceptions of transformational leadership shows the strongest overall correlation with employees' intention to stay, at $r = 0.623$. This indicates that employees who generally view BukSU's leadership in a positive light, across various aspects, are more likely to stay with the organization. The p-value of 0.000 further confirms the statistical significance of this relationship. Together, these findings suggest that transformational leadership, characterized by job satisfaction, organizational commitment, career development, and work-life balance, plays a crucial role in employees' decisions to stay at BukSU.

What challenges do campus heads face in fostering employee retention?

Table 13 outlines the challenges leaders face in strengthening employee retention in satellite campuses. These include limited motivation and recognition, insufficient professional development opportunities, and inadequate support for innovation, all of which hinder engagement and satisfaction. Work-life balance struggles, resource constraints, and misaligned values further erode trust and commitment. Geographic and social isolation, difficulty fostering collaboration, resistance to change, and unclear career advancement pathways exacerbate these issues. Addressing these challenges is essential to creating a thriving, innovative, and inclusive workplace.

Table 13
Challenges Encountered by Campus Head in Fostering Employee Retention

Challenges	Description
1. Limited Motivation and Recognition	Employees often feel undervalued due to a lack of effective recognition. Limited external recognition opportunities and fewer chances for acknowledgment impact motivation.
2. Insufficient Professional Development Opportunities	Satellite Campuses lack accessible training programs and workshops, limiting employees' opportunities for career growth. This restricts retention, as employees seek advancement elsewhere.
3. Inadequate Support for Innovation	Employees feel discouraged from experimenting with new approaches due to limited resources and support from leadership. This creates a stagnant work culture.
4. Work-Life Balance Challenges	Satellite Campuses employees struggle with balancing work and personal lives due to limited flexibility, transportation issues, and fewer recreational options, leading to burnout.
5. Resource Limitations	Limited financial, technological, and infrastructural resources hinder retention efforts, making it difficult to offer competitive salaries or implement retention programs.
6. Misalignment of Organizational and Personal Values	Employees may feel disconnected from the organization's values, which leads to disengagement and reduces long-term commitment.
7. Geographic and Social Isolation	Employees feel isolated from the main campus due to geographic and social factors. This isolation can lead to feelings of being undervalued and disconnected from the broader organizational culture, which can negatively affect employee morale and loyalty.
8. Difficulty in Building Collaborative Environments	Physical distance, logistical issues, and cultural resistance make it hard to create a strong, collaborative team, affecting employee engagement and retention.
9. Resistance to Change and Innovation	Traditional mindsets and local cultural resistance hinder the implementation of new policies or practices, making it difficult to foster progressive strategies for retention.
10. Lack of Career Advancement Pathways	Without clear pathways for career progression, employees in rural settings feel stuck and are more likely to leave for better opportunities elsewhere.

One of the significant challenges raised by the campus heads was the lack of motivation and recognition among employees. They explained that staff members often feel their efforts go unnoticed,

which contributes to a sense of being undervalued and disconnected from their work. Another key issue highlighted was the insufficient availability of professional development opportunities. The campus heads noted that satellite campuses often lack accessible training programs, leaving employees with minimal chances to upskill or advance their careers. The campus heads also pointed out the absence of adequate support for innovation as a pressing concern. Employees are often hesitant to propose new ideas or take risks because there is little encouragement to think creatively or challenge existing norms. Limited resources and a prevailing mindset that prioritizes maintaining the status quo further discourage innovation.

How do employees perceive the effectiveness of their leaders' styles in promoting a supportive work environment?

Table 14 illustrates the employee's perception of the effectiveness of their leaders' styles in promoting a supportive work environment. Understanding employees' perceptions of their leaders is essential in promoting a positive and productive work environment. Leaders who demonstrate a strong commitment to values and goals inspire trust and alignment among their teams, creating a foundation for success. By enabling meaningful work, they provide employees with a sense of purpose and fulfillment.

Employees noted their respect for leaders who display a strong commitment to organizational values and goals. Such dedication fosters trust and alignment within the workforce. However, several employees expressed the need for clearer and more consistent communication of these values. This gap may create ambiguity, reducing employees' ability to connect with the overarching mission. Many employees shared that their work aligns with personal and professional goals, which provides them with a sense of purpose and fulfillment. However, some felt that leaders could do more to emphasize how their roles contribute to the broader organizational objectives.

Table 14
Employees' Perception of Leadership Effectiveness in Promoting a Supportive Work Environment

Dimension	Description
1. Commitment to Values and Goals	Employees expressed appreciation for leaders who demonstrate dedication to organizational values and shared goals.
2. Meaningful Work	Employees shared that their work often aligns with their personal and professional goals, giving them a sense of purpose. However, some noted that leaders could do more to emphasize how their roles contribute to the bigger picture.
3. Organizational Pride	Employees feel proud to be part of the organization, particularly when leaders actively create a positive image of the institution. They believe that pride in the organization strengthens their connection.
4. Work-Life Balance	Employees acknowledged leaders' efforts to support work-life balance but shared that these efforts sometimes fall short.
5. Inspiring Vision	Employees noted that while leaders communicate a vision for the future, it is not always compelling or specific enough to inspire long-term motivation.
6. Continuous Learning and Development	Employees appreciate the occasional opportunities for learning and growth but feel these are insufficient.
7. Recognition of Unique Strengths	Employees feel that leaders recognize individual strengths to some extent, but this recognition is not always consistent.
8. Encouragement for Challenges	Employees shared that leaders could do more to encourage them to step outside their comfort zones and take on new challenges.

CONCLUSION

Based on the study's findings, several conclusions can be drawn in relation to the demographic profile, the test of difference, and the test of relationship. The analysis revealed that demographic factors such as gender, age, educational attainment, job position, and length of service do not significantly influence employees' perceptions of transformational leadership or their motivation levels. However, civil status was identified as a significant factor affecting employee motivation, suggesting that personal circumstances may shape employees' work experiences and perceptions. These findings partially align with contemporary leadership and organizational behavior theories, which emphasize the nuanced influence of individual differences on workplace dynamics.

The results also demonstrated a significant relationship between employees' perceptions of transformational leadership and their intention to stay, particularly in terms of job satisfaction, organizational commitment, career development opportunities, and work-life balance. This supports the principles of Transformational Leadership Theory, which posits that leaders who inspire, motivate, and attend to the needs of their followers foster greater employee commitment and retention. Additionally, the findings align with Leader-Member Exchange (LMX) Theory, which highlights the importance of high-quality relationships between leaders and employees in driving positive outcomes, such as enhanced satisfaction and reduced turnover intentions.

Overall, the study confirms the relevance of transformational leadership in fostering employee retention and underscores the importance of personalized, supportive leadership behaviors. The findings also validate theoretical frameworks that prioritize the interplay between leadership style, employee perceptions, and organizational outcomes, while highlighting the need to consider specific demographic factors, such as civil status, in understanding employee motivation.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance transformational leadership practices and improve employee retention:

1. University administrators should prioritize establishing programs that foster transformational leadership across all levels. Initiatives such as leadership development workshops, mentorship programs, or training sessions tailored to meet employees' evolving needs can significantly enhance organizational commitment and job satisfaction. Embedding transformational leadership principles into the institutional culture ensures leaders inspire and motivate employees effectively.
2. Campus heads and department chairs must create an inclusive and supportive work environment that addresses diverse employee needs, such as work-life balance and career development opportunities. Regular feedback and open communication should be emphasized to strengthen leader-member relationships, promote transparency, and foster a sense of belonging, leading to higher employee engagement and job satisfaction.
3. Faculty and staff are encouraged to actively participate in leadership and professional development programs offered by the university. These initiatives help enhance leadership skills, improve collaboration with colleagues and supervisors, and contribute to better workplace dynamics. Such participation fosters continuous improvement in both professional relationships and leadership capabilities.
4. Human resources departments should integrate transformational leadership principles into recruitment, onboarding, and retention policies. Strategies like personalized career development plans and flexible work arrangements can enhance employee motivation and satisfaction. HR must also conduct regular assessments of employee perceptions to ensure policies address evolving needs, improving retention and organizational stability through tailored initiatives.
5. Future researchers are encouraged to build on this study by exploring additional variables influencing the relationship between transformational leadership and employee retention, such as cultural dynamics or technological advancements. Similar studies in diverse contexts or industries can help validate and generalize the findings. Longitudinal research is also recommended to provide deeper insights into the long-

term effects of transformational leadership on employee retention.

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