

**LEADERSHIP STYLES, EMPLOYEE EMPOWERMENT AND TURNOVER
INTENTIONS IN PRIVATE SECONDARY SCHOOLS**

**A CASE STUDY OF WAKISO
DISTRICT, UGANDA**

BY

PAUL LUYOMBYA

18/U/19772/GMEO/PE


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Declaration

I Paul Luyombya, declare that the work presented in this dissertation is my original work and a result of my independent research under the guidance of my supervisors. It has never been submitted to any institution of higher learning for any award or any academic qualification. Where it involves the work of others, due acknowledgment has been made.

Paul Luyombya

Signed.....

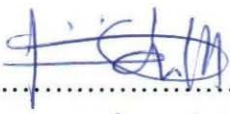
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Approval

This is to certify that this dissertation titled “Leadership Styles, Employee Empowerment and Turnover Intention in Private Secondary Schools”, has been done under our supervision and guidance, and is now ready for submission.

Supervisors:

Dr Kibedi Henry

Signed.....

Date.....14/10/2021

Dr Mayengo Nathaniel

Signed.....

Date.....19/10/2021

Dedication

I dedicate this work to my beloved Mother, Ms Nasaka Lydia, Mr Ssendawula Michael, Dr Martine Kalibbala and Dr Mary Makoha, who endured my absence from home during the entire period of the study, as well as my employers and workmates for the encouragement and support in my education since I started school.

Acknowledgment

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Abstract

The purpose of this study was to investigate the influence of Leadership styles, employee empowerment on turnover intentions in private secondary schools in Wakiso District. The objectives of the study were: to examine the relationship between Leadership styles and Turnover Intentions, to assess the relationship between Employee Empowerment and Turnover Intentions, to examine the predictive potential of Leadership styles and Employee empowerment on Turnover Intention as well as to assess whether there is a significant difference between Leadership styles, Employee empowerment and turnover intentions in private secondary schools.

In this Study, a quantitative approach and specifically, a cross-sectional design was used. A stratified random sampling design was used to select respondents. The data was collected using self-administered structured questionnaires that measured the perceptions of respondents. Out of the targeted sample size of 302 teachers, only 298 were filled and returned making a response rate of 98.7%. In this study, significant findings revealed that leadership styles have a statistically significant positive relationship with turnover intentions ($r=.246^*$, $P<0.05$). In addition, it was found out that employee empowerment has no significant relationship with turnover intentions ($r=.213$, $P>0.05$) in private secondary schools. Furthermore, it was found that leadership styles and employee empowerment predicted 5.9% variation in turnover intentions. It was recommended that head teachers and proprietors of private secondary schools should employ appropriate leadership styles that will reduce staff turnover intentions in their respective schools.

CHAPTER ONE

1.0 Introduction

This chapter covers the background of the study, statement of the problem, general objective of the study, research questions, research hypothesis, the conceptual frame work, significance of the study, scope of the study and as well as operational definitions of key terms and concepts

1.1 BACK GROUND OF THE STUDY

1.1.1 Historical Perspective

Employees are the most valuable resources in an organisation. This is because staff turnover has always been a key factor in different organizations. Turnover intention involves a plan by employees to leave the current job for another in the near future (Purani & Shadev, 2007). Teachers are an important pillar of schools because they impart skills, morals and knowledge to students and set up the situation for effective learning. According to Krishnan and Singh (2003), turnover intentions among teachers result from low motivation in their work thus impending school goals. This is because the teacher's intention to quit the perceived unfavorable work, or area highly shows discontentment with their current work activities (Nelson & Quick, 2011).

Globally, several countries are facing chronic teachers' shortages. They face a high rate of teacher turnover which almost goes up to 17%, as in case of Angola where almost one to five teachers leave the profession in a given year (UIS, 2013). Some of the best teachers are taking their talents and skills elsewhere, where their intelligence and creativity will be respected and rewarded (Weil, 2011). According to Mac and Beath (2012), teachers have been leaving the profession in unprecedented numbers in the world. Several other studies conducted

in different parts of the world have indicated that large numbers of teachers leave only a few years after commencing professional practice.

Drop out rates vary between countries and period, but are disconcertingly high. About 30% of teachers in the USA drop out within two years and 40% within five years (Craziano, 2010). The Dutch figures are 40% within two years and over 50% within six years. Moreover, many graduates in education do not commence working in educational establishment. In Austria, Norway and Spain, 60% to 70% stay in education, and in Germany, Italy and the Netherlands only about 50% stay. To make things even worse, many drop out during teacher training, with the drop out rate in the Netherlands being as high as 10- 15% in the first year of training (Central Bureau voor de Statistiek, 1999).

In Uganda, according to The New Vision report made on Thursday March 14th 2019, over 10,000 teachers quit the teaching profession each year for greener pastures due to poor pay, among other things (Report made by Ministry of Education and Sports in 2019). Further still, the Permanent Secretary of the Ministry of Education said “About 3,060 teachers quit secondary schools opting for greener pasture in lucrative business”.

Further still, according to the 20th Education and Sports Annual Review Report (2013), about 5% of teachers per annum quit secondary schools and look for other outstanding jobs. The diagnosis of teachers’ in Uganda (2011), a study conducted in 2011 showed that “There are disparities in availability of teachers across districts in Uganda”.

1.1.2 Contextual Perspective

In Wakiso district (Uganda), according to the report made by the school administration of Kabanyolo High School in 2008-2009, about 19% of their staff members left the teaching profession and joined other sectors, like business sector, agriculture and motorcycle riding. Further still, in the

same district, also Standard Secondary School registered a high number of teachers' turnover. According to the head teacher and the director of studies, about 15% of their staff left teaching profession and joined other sectors like accounting, motorcycle riding and human resource management jobs.

1.1.3 Conceptual Perspective

Schools with good leadership styles have a high rate of retaining their teachers compared to the schools with poor leadership styles. Leadership is an important resource of all organisations and is exhibited by individuals through a broad scope of talents and abilities. According to Haiman-Franklin (1951), "Leadership involves the process whereby an individual directs, guides, influences, or controls the thoughts, feelings or behaviors of other humans". To become a more effective leader, each person must analyse his/her own leadership styles and determine the scope of his/her leadership zone. Different leadership styles accomplish the task and maintain functions of an organisation. The commonly used universal leadership styles are transactional, transformational, and laissez-faire. The leadership styles are acknowledged to change depending on the situational factors. Therefore, a leader who uses the transformational style could use the transactional style, and vice-versa, based on the situation. Transformational, transactional and laissez faire leadership styles were further developed by Bass (1985).

Employee-empowerment involves the managerial approach aimed at sharing information, resources, rewards and authority with frontline employees (Bowen & Lawler, 1992, 1995). Employee empowerment practices have been found to be effective at raising performance, encouraging innovations and improving employee attitudes, like job satisfaction, organisational commitment and job involvement. Improvements in leadership styles will inversely influence turnover intentions. However, optimum levels of employee empowerment will positively

moderate the relationship between leadership styles and turnover intentions in private secondary schools.

A leader provides and creates the room or environment that determines people's moods at the workplaces which affects their productivity and level of engagement. Seriously the workers working for such a kind of leader cannot think about turnover intentions. According to Bohn (2002), Leadership has a perceived influence on organisations and, in most cases, the quality of relationship with an employee's immediate manager is the powerful dominant factor that results into teacher's turnover intentions. The nature of leadership influences the individual's intentions to leave or stay in an organization. Mbah (2011), asserts that poor relationship leadership, a product of autocratic leadership style, serves as one of the main important reasons why employees leave their jobs. Still according to Morrow, et al (2005) the number one reason why people quit their jobs is that their bosses treat them poorly. Those who remain in their jobs working for poor bosses have lower job satisfaction, lower commitment, psychological distress and, subsequently, high turnover intentions.

Empowering teachers within their schools represents great motivation for cultivating accomplished teachers and providing them with the required autonomy and freedom that makes it possible for them to work effectively for the benefit of all the concerned (Short, Greer & Melvin 1994). It is a common desire for all teachers to have a fair share of autonomy in the classroom, and their decision to stay in the teaching profession is largely determined by their perceived sense of autonomy. According to Baird (2010), when employees are empowered within their organisations, they are likely to have a sense of ownership over their work resulting in a greater sense of responsibility towards their duties, as well as more job satisfaction. According to Short and Greer (2002), in order to empower teachers in schools, teachers need to undergo a change process, both at the personal and institutional level, which will bring about transformations in the structure of their

schools and their relationships with their colleagues.

1.1.4 Theoretical Perspective

The study was guided by the Path-goal Theory to investigate the influence of leadership styles, employee–empowerment on turnover intentions in private secondary schools in Wakiso District. The practical side of the theory was suitable for this topic, its agenda, and its tools for improving organisational learning. The theory is based on the assumption that leaders need to develop their competences and the competences of subordinates by creating a continuous learning process through empowerment sharing, exchanging, and improving knowledge and experiences. The theory states that educational leaders act as facilitators of the organisational learning process and adopt the right attitudes to motivate and empower subordinates by removing obstacles and creating a learning culture. This helps to reduce the high rates of the turnover intentions (Bayan, 2018).

The Path-goal Theory, that was proposed by House (1971), predicts that subordinates will be satisfied with the leader if they feel that their leaders' behaviours will lead them to satisfaction. Also, subordinates will be motivated when they feel that their satisfaction depends on their performance and their leaders' acts in a way to help them to reach their goals (Den Hartog & Koopman, 2001; House, 1971). The Path-goal Theory can best be thought of as a process in which leaders select specific behaviours that are best suited for the employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities and goals (Northouse, 2013). As long as behaviours of the head teachers or directors of schools are not properly handled, this can result into enhanced turnover intentions among teachers in private secondary schools. Therefore, leaders select specific behaviours that are best suited for the employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities and goals

(Northouse,2013). As long as behaviours of the head teachers or directors of schools are not properly handled, this can result into enhanced turnover intentions among teachers in private secondary schools.

1.2 STATEMENT OF THE PROBLEM

Application of appropriate leadership styles lead to selection of appropriate behaviours that are best suited for employee needs and working environment in the education sector. However, in Wakiso District a myriad of leadership challenges facing the teaching profession has led to the expressed desire by many teachers to leave the teaching profession. A case in point, according to the report made by the director of studies of Kabanyolo High School, about 19% of their staff members left the teaching profession and joined other sectors for example business, agriculture, and motorcycle riding among others. Little information is known about the influence of leadership styles and employee empowerment on the turnover intentions in private secondary schools in Wakiso District. Turnover intention in the teaching profession according to Harrington (2010) can have important consequences for schools and students, including the financial and time costs of filling positions, disruption of curricular continuity, difficulty in maintaining a cohesive school environment and over representation of in-experienced teachers.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to investigate the influence of leadership styles and employee empowerment on turnover intentions in private secondary schools in Wakiso District.

1.4 OBJECTIVES OF THE STUDY

The study was guided by the following objectives:

1. To examine the relationship between leadership styles and turnover intentions in private secondary schools in Wakiso District.
2. To assess the relationship between employee empowerment and turnover intentions in private secondary schools in Wakiso District.
3. To examine the predictive potential of leadership styles and employee empowerment on turnover Intentions in private secondary schools in Wakiso District.
4. To assess whether there is a significant difference in leadership styles, employee empowerment and turnover intentions in private secondary schools.

1.5 HYPOTHESES

The study set out to test the following hypotheses:

1. There is a statistically significant relationship between leadership styles and turnover intentions in private secondary schools in Wakiso District
2. There is a statistically significant relationship between employee empowerment and turnover intention in private schools in Wakiso District.
3. Leadership styles and employee empowerment do not significantly predict the turnover intentions in private schools in Wakiso District.
4. There is a statistically significant difference between leadership styles, employee empowerment and turnover intentions in private secondary schools in Wakiso District.

1.6 SCOPE OF THE STUDY

1.6.1 Content Scope

The study focused on the relationship between leadership style and turnover intentions, relationship between employee empowerment and turnover intentions, the predictive potential of leadership style, as well as employee empowerment on turnover intentions. In addition, it investigated whether there was a significant difference among leadership styles, employee empowerment and turnover intentions in private secondary schools.

1.6.2 Geographical Scope

The study was carried out in private secondary schools in Wakiso District Kampala in Central Uganda. The target population consisted of 1430 teachers working in private secondary schools.

1.6.3 Time Scope

The study was conducted in the month of November, 2019 to May, 2021; this period was for final proposal development, data collection, analysis, and report writing.

1.7 SIGNIFICANCE OF THE STUDY

This study would expand on the understanding of the causes of the turnover intentions in private secondary schools. This would help in developing interventions to address these problems among teachers in Wakiso District.

This study would benefit the affected people in the teaching profession because it would sensitise them on how to overcome certain problems and to cope more effectively with the leadership styles and employee empowerment, hence, enhancing the work productivity.

This study would equip stakeholders with knowledge concerning leadership styles

and employee empowerment and also provide the best work environment for the teachers, both in secondary schools and other different levels of education.

To the policy makers in the education sector, this study might help them to establish favourable policies and strategies to deal with the causes of turnover intentions and its related effects on the education sector in Uganda.

This research was an obligation for fulfilment in order to be awarded a master's degree of organisational psychology at Kyambogo University. It is evident that workers who feel more competent and empowered at their jobs are found to be more satisfied, which reduces the higher chances of the employees' turnover intentions (Abadi & Chengini, 2013). Empowerment experience might lead workers towards higher commitment, as well as with the entire organization (Spretizer, 1995; Koberg et al 1999).

1.8 CONCEPTUAL FRAMEWORK

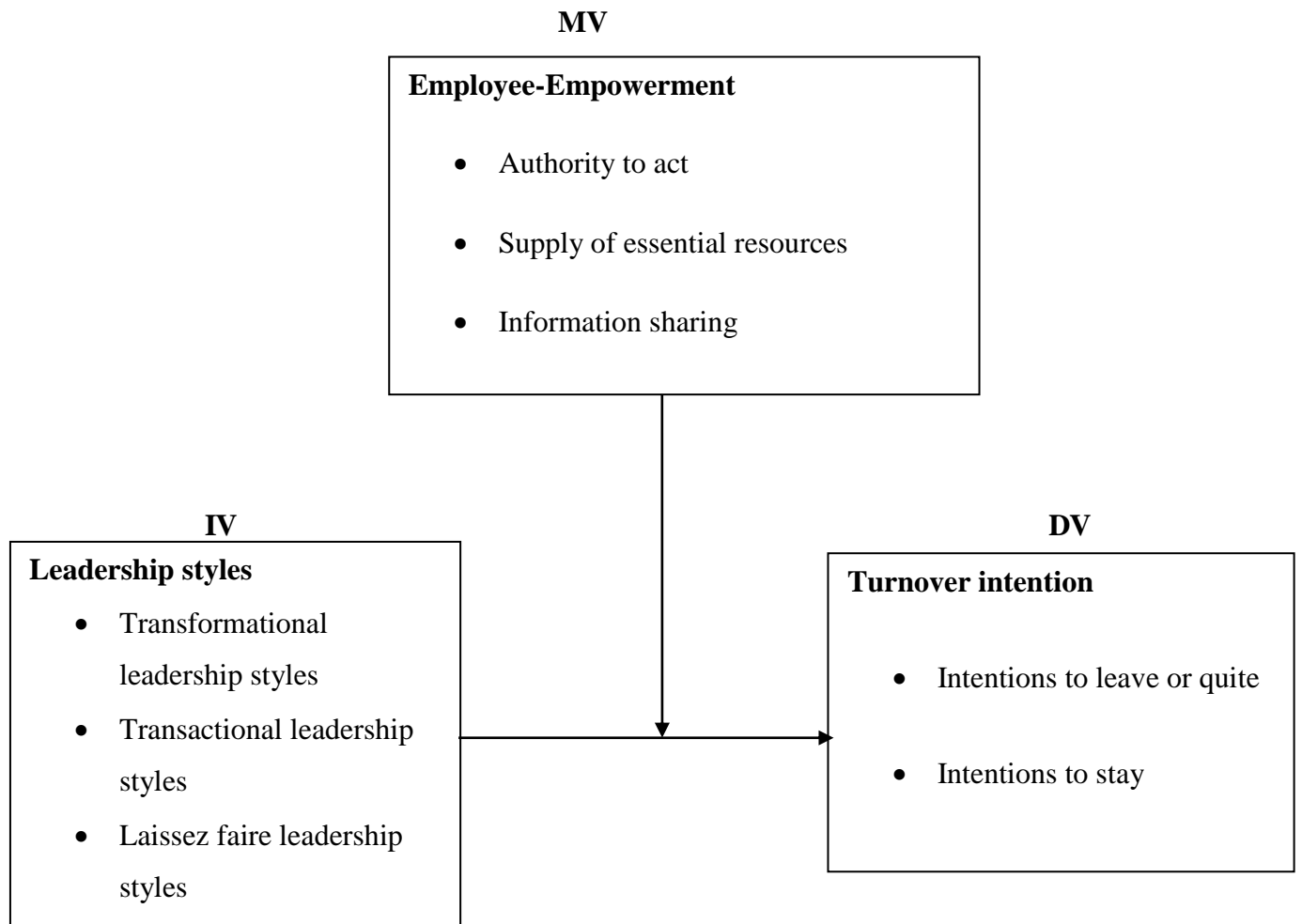


Figure 1A: Conceptual framework Adopted from an Article from the American –Review of Public Administration 1017, vol 47.SajidGul e-tal (Information and Knowledge management, 2012) showing the relationship between leadership styles, Employee-Empowerment and teacher Turnover Intention

1.8.1 Description of the Conceptual Framework

The conceptual framework shown above attempts to explain the relationship among leadership styles and turnover intentions, employee empowerment and turnover intentions as well as predictability of leadership styles and employee empowerment on turnover intentions. The Independent variable is leadership styles with subscales, such as transformational, transactional and laissez faire leadership styles; the dependent variable is turnover intention. Turnover intention is the dependent variable. Improvements in leadership styles will inversely influence turnover intentions. However, optimum levels of employee empowerment will positively moderate the relationship between leadership styles and turnover intentions in private secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter covers and critically expounds on the theoretical and empirical literature review.

2.1 THEORETICAL REVIEW

The foundation of the Path-goal Theory was highlighted initially by House (1971) who focused on studying the effect of leaders' behaviours (supportive, directive, achievement-oriented, and participative behaviour) on subordinates' motivation and performance. According to House (1970), the effectiveness of leadership depends on the behaviour of a leader such as compensating for subordinates' gaps and contributing to their satisfaction and performance. House stressed that the effects of leadership behaviour on subordinates' motivation and satisfaction are contingents in which each of the behaviours are likely to be effective or ineffective.

Path-goal Theory (Dixon & Hart 2010), suggests such flexible behaviours like "clarification, direction, structure, and rewards". According to the findings, the adoptions of Path-goal Theory allow leaders to "clarify and provide directions for followers, help to remove obstacles, and provide encouragement and rewards for goal achievement" (Dixon & Hart, 2010). Considering the suggestions of Path-goal Theory, this study argues that educational leaders act as facilitators, and adopt different behaviors to motivate subordinates towards learning by removing obstacles and adopting a learning attitude. This argument is supported by Nahavandi (2014) who suggested that "a leader's role is to clear the path subordinates use to accomplish goals".

Transformational leadership styles deal with the approach concerning leader behaviours that transform and inspire followers to perform beyond while transcending self-interest for the good of the organization (Avolio et-al, 2009). Transformational leaders develop confidence, team spirit and

enthusiasm among the followers, thereby, encouraging followers to be focused on collective well-being and achieving organisational goals (Aydin, sarier & Uysal, 2013; Cho & Dansereau, 2010). Transformational leaders help to build moral relationships with in organisations (Bass, 1985; Bass & Riggio, 2006).

Transactional leadership is usually characterised as instrumental in following goal attainment (Bass, 1996). There is an element of power and influence within the transactional leadership, suggesting that this leadership style is more applicable in management. The third leadership style is the laissez-faire leadership style, sometimes considered as no leadership (Aydin et-al., 2013; Bass, 1990; Lam & Higgins, 2011) or destructive leadership (Skogstad, Einarsen, Torsheim, Aasland, & Hetland 2005). With laissez-faire leadership, there is no interference between the leaders and followers. Such leaders avoid responsibilities, do not take care of the needs of the followers, do not provide feedback, and delay decision making (Bass & Riggio, 2006).

The Path-goal Theory predicts that subordinates will be satisfied with their leader if they feel their leader's behaviours will lead them to satisfaction. Also, subordinates will be motivated when they feel that their satisfaction depends on their performance and their leaders' act in a way to help them to reach goals (Den Hartog & Koopman, 2001, House, 1971). Path-goal Theory predicts that when goals and paths to those goals are clear, subordinates may not need leader guidance (Kerr & Jermier, 1978). The path goals postulate that the most successful leaders are those who increase subordinate motivation by charting out and clarifying the path to high performance. According to Robert House's Path-goal Theory, effective leaders motivate their followers to achieve group and organisational goals.

Leadership has a remarkable influence on subordinates in which they are motivated to achieve specific targets beyond what is expected and groups maintain co-operation for sustainable development (Yukl 1994).Continuously, Northouse (2004) stipulated that leadership enhances individual influences on a group of people to achieve common goal. Leadership is clearly manifested in education, politics, and business, and social organisation, among others. According to Nel, et al,2006;Mullins,2002:253), leadership is a two way relationship for example, the leader exerts leader influence on the followers, but the followers also exert influence over the leaders. Leadership styles deal with the manner and approach of providing direction, implementing plans as well as motivating people (Nel, et al 2006).Research has shown that leadership has direct influences on employees' turnover intentions (Bohn 2002). According to Wagner, there are basically three major types of leadership styles, for example authoritarian or autocratic leadership styles, participative or democratic leadership styles and delegative or free reign (laissez faire) leadership styles.

Authoritarian leadership styles or transactional leadership styles hands decisions down to subordinates where few opportunities are given to employees for making suggestions even if these are in the organisations best interests. Sadler (2003) suggests that the autocratic leader makes the decisions and then announces those that subordinates are expected to carry out without questions. By creating a structured set of rewards and punishment, the leader produces the motivational environment. Van Wagner (2009) supports the view that autocratic leadership often leads to high levels of absenteeism and staff turnover intentions which makes employees to become angry and demotivated. Transactional leaders generally use organisational bureaucracy, policy, power and authority to maintain control (Bennet, 2009).

Participative or democratic leadership style or transformational leadership, the leader has the responsibility for any decisions made and to invite employees to contribute to the decision-

making process. According to Pardo (2005), the democratic leader's role is that of a conference leader or chairperson. Seemingly, the academics who feel empowered in their workplaces are less likely to intend to quit their places of work. This kind of leadership involves the creation of an attachment between leaders and employees; transformational leaders take a real interest in the well-being of their employees (Bass & Avolio, 1997). It fosters a climate of trust, nurtures employees' confidence and encourages their workers to develop (Huang, 2006). These leaders are charismatic in a sense that they motivate their subordinates and appeal to their ideals and moral values by creating and representing an inspiring vision for the future.

According to Gilbert, et al (2016) transformational leadership is determined by five factors. The first is represented in the idealised impact or attributed charisma which refers to the way in which the followers perceive the leader's confidence, power and transcendent ideals. The second factor, is represented in the idealised impact or behaviours charisma (the specific leader's behaviours reflecting his/her values, beliefs, sense of mission and purpose, as well as ethical and moral orientation). The third factor is represented in the inspirational motivation which deals with leader's capacity to motivate and inspire his or her followers to pursue the achievements of the ambitious goals, raise followers' expectations, promote confidence as well as create self-fulfilment prophecy. The fourth factor is represented in the intellectual stimulation which deals with the way the leaders question the status quo and appeal to their followers. The fifth factor is represented in the individualised consideration which is concerned with the leaders who provide their followers with customised socio-emotional support and empowerment and to develop their followers simultaneously.

Delegative leadership style is sometimes described as the “hands off” leadership style because the leader provides little or no direction to the follower giving him/her as much freedom as possible and then leaves him or her to get on with his or her work. According to Robins (1991), this style of leadership works well if the leader is able to trust and have confidence in the abilities of the people below him or her.

Transactional and transformational leadership have been largely recognised as not mutually exclusive (Aldoory & Toth 2004). Good leaders know how to switch between transactional leadership and transformational leadership styles in accordance to the existing conditions at the workplace. Standard leaders know how they can maximize their influence through adopting both forms of leadership styles. Some scholars urge that transactional leadership lays the foundation for transformations. Transformational leadership builds on the transactional base in contributing to the extra effort and performance of followers, which is referred to as the argumentation effects (Bass 1998).

2.2 EMPIRICAL REVIEW

2.2.1 Relationship between leadership styles and turnover intentions

A leader provides and creates the room or environment that determines people’s moods at the workplaces which affects their productivity and level of engagement. Seriously the workers working for such a kind of leader cannot think about turnover intentions. According to Bohn (2002), Leadership has a perceived influence on organisations and, in most cases, the quality of relationship with an employee’s immediate manager is the powerful dominant factor that results into teacher’s turnover intentions. The nature of leadership influences the individual’s intentions to leave or stay in an organization. Mbah (2011), asserts that poor relationship leadership, a product of autocratic leadership style, serves as one of the main important reasons why employees leave their jobs. Still according to Morrow, et al (2005) the number one reason why people quit their jobs is

that their bosses treat them poorly. Those who remain in their jobs working for poor bosses have lower job satisfaction, lower commitment, psychological distress and, subsequently, high turnover intentions.

According to Bycio, et al (1995), the degrees of transformational leadership were associated with lower intentions to leave. This kind of leadership inspires followers to believe in their own potential so as to create a better prospect and future for the organisation while believing in the leader personally. This may result in the reduced rate of turnover intentions of teachers. Leadership styles have varying degrees of success in different situations. According Van Wager (2009), their effective use depends on the personality and personal skills of the leader involved. Often, the situation and environment will also dictate which style is more suitable. Furthermore, Schultz (2002) affirmed that incompetent leadership results in poor employee performance, high stress, low job commitment, low job satisfaction and high levels of turnover intentions in an organisation.

Both transactional and transformational leadership styles have positive relations with expected performance and also performance which exceeds expectations (Aragon 2003). Further still, Voon et al (2011) indicated that the employees have positive attitudes on their job which offer those rewards for their accountability. Kahumuza (2010) suggests that employee turnover may be considerably reduced if leaders display virtues of great leaders that fulfil the expectations of employees.

2.2.2 Relationship between employee Empowerment and turnover intentions

Employee empowerment involves the extent to which employees have power in decision making in their daily activities (Carless, 2004; Hass, 2010). According to Hales and Klidas (1998), the sharing of power with workers or subordinates is empowerment which is basically

related to motivation and self-confidence among the employees. The authority of individuals to control some activities and to share administrative authorities (Michailova, 2002) such activities can lead to the performance of employees within the organisation. Empowerment is a fundamental and important aspect of successful achievement, productivity and growth in any business (Hunjra & Akbar, 2011). Employee empowerment is regarded as a motivational practice that aims to increase the performance by increasing the opportunities of participation and involvement in decision making.

It is mainly concerned with developing trust, motivation, participating in decision-making and removing any business between an employee and management (Meyerson & Dewettinck 2012). it has been widely recognised as an essential contributor to organisational success and many authors observed its direct impact on employee performance, job satisfaction and organisational commitment (Meyerson, 2012).

Empowering teachers within their schools represents great motivation for cultivating accomplished teachers and providing them with the required autonomy and freedom that makes it possible for them to work effectively for the benefit of all the concerned (Short, Greer & Melvin 1994). It is a common desire for all teachers to have a fair share of autonomy in the classroom, and their decision to stay in the teaching profession is largely determined by their perceived sense of autonomy. According to Baird (2010), when employees are empowered within their organisations, they are likely to have a sense of ownership over their work resulting in a greater sense of responsibility towards their duties, as well as more job satisfaction. According to Short and Greer (2002), in order to empower teachers in schools, teachers need to undergo a change process, both at the personal and institutional level, which will bring about transformations in the structure of their schools and their relationships with their colleagues.

2.2.3 Predictive effect of leadership styles, and Employee empowerment on turnover intentions

Several scholars have been touting employee empowerment because of its potential benefits and emphasize that progressive organisations give power to their employees (Bolman & Deal 2013). It is considered a strong predictor to job involvement, organisational commitment and job satisfaction that allows managers to cope with performance deficit, low productivity or high turnover (Fernandez & Moldogaziev, 2013). Employees with high levels of empowerment demonstrate satisfaction and intention to stay in the organisation (Islam, et al, 2015; Griffeth, et al., 2000). Islam, in his research, proved that employee empowerment affected turnover intentions directly and indirectly. Employees with high levels of empowerment have positive thoughts about their work that ultimately affect employee satisfaction, loyalty, performance, how they deliver services, organisational citizenship behaviour as well as employee turnover (Baster, Stander, VanZyl, 2015).

Employee empowerment is a fundamental and important achievement for productivity and growth of any organisation (Hunjra, Ulhaq & Yousaf 2011). Jacqueline (2014) stated that empowered employees are likely to develop feelings of motivation that will help them to gain the authority and programme aims to give power and authority to employees through managers to share the responsibility with them. This will eventually help empowered employees in improving their recognition and status, which will reduce the high levels of turnover intentions. Such employees would develop positive thinking and tend to do their best to perform well at the workplace (Wadhwa & Verghese, 2015).

Ripley and Ripley (1992) demonstrated that empowered employees can increase the motivation of employees in doing routine work, improve their job satisfaction, enhance their loyalty and productivity and reduce turnover intentions. Shamian (2002) also demonstrated

that developing an environment that improves and encourages the applications of empowerment at workplace will have positive impact on employees' commitment, and this, ultimately, leads to better organisational effectiveness.

2.2.4 Significant difference in Leadership styles, employee empowerment and turnover intentions

To achieve the goals and objectives of the organisation, leadership is very crucial because it mobilises and motivates people to perform in the desired direction and to achieve the set mission and objectives (Robbins, 2005). The organisation's efficiency and effectiveness are affected by the leadership process. This is due to the fact that efficiency and effectiveness are linked to the performance and performance is only achieved in the desired manner when leaders influence the employees to work with motivation and enthusiasm (Mullins, 2005). We can clearly understand that outcomes in terms of performance of employees are directly linked with the leadership. People will be motivated to work in the organisation and will not want to leave it when there will be good and effective leadership and vice versa (Maddox, 2014; Ribelin, 2003).

Organisational empowerment affects turnover intentions directly and indirectly through mediators like employee-empowerment and leadership styles. As described earlier, turnover intention is a mindful and deliberate willingness to leave the organization (Tett & Meyer, 1993). It is evident that, empowerment is a predictor of turnover intention as it has an immediate causal effect on turnover, as considered by many researchers (Kim & Fernandez, 2017)

The relationship between transformational and transactional leadership and turnover intentions has been explored by a number of researchers (2720). Their studies have generally shown that transformational leadership is the key factor in reducing and mitigating turnover intentions. In the studies undertaken by Martin & Epitropaki (2001), it was found out that transformational leadership was, on the contrary related to turnover intentions among employees for several

commercial and profit-oriented businesses. In another study carried by (Bycio et al, 1995), in the nursing profession, it was found out that higher degrees of transformational leadership were associated with lower intentions to leave.

This supports the outcome of the earlier study by Bass, Wells, et al (2004), who conducted a separate study to investigate the relationship between leadership behaviours (Transformational and transactional), satisfaction with the leaders and voluntary turnover intentions on 200 participants from National Collegiate Athletic Association Division 1 Football and Volley ball Assistant negative associations between transformational leadership behaviours and voluntary organisational turnover intentions, as well as the correlation between transactional leadership behavior and voluntary organisational turnover intentions. Well's study further explained on why transactional leadership behaviour was related to reduce voluntary organisational turnover intentions by quoting justice theory of (Cob et al, 2007).

CHAPTER THREE

Methodology

3.0 Introduction

This chapter consists of the research design, area of study, sample selection, sample techniques, methods of data collection and sources of data, procedures of data collection, data processing, data analysis, ethical considerations and the limitations of the research.

3.1 Research Design

Research design is a plan, a road map and a blue print strategy of investigating conceived so as to obtain answers to the question (Kothari, 2004). The researcher used a quantitative approach and, specifically a cross-sectional design. The design provides objective information from a wider sample section and takes little time since the survey is done at once over a short period of time.

3.2 Study Area

The area in which this study was conducted is Wakiso secondary schools (Uganda). The study took place in this area because these schools experience a lot of teachers' turnover. For example, in Wakiso District (Uganda), according to the report made by the school administration of Kabanyolo High School (2008-2009), about 19% of their staff members left the teaching profession and joined other sectors like business, agriculture and motorcycle riding.

3.3 Target population

It deals with the study population as an entire group of individuals having common observable characteristics (Mugenda & Mugenda, 2003). The target population consisted of 1430 teachers working within private secondary schools. Both male and female teachers had equal chances to participate during data collection.

3.4 Sample size

According to Amin (2005), a sample is the portion representing the population. Wakiso private secondary schools have quite a number of registered teachers making about 1430 teachers (information got from internet). Therefore, using Krejcie and Morgan (1970) table (see appendix 2), the sample size was 302 participants who filled the questionnaires.

Table 1:Sample size

SN	Category	Target Population	Sample Size
1	Private	1430	302
Total			

3.5 Sampling design

Private secondary schools in Wakiso District were purposively selected because they experience reported teacher high turnovers. The researcher first got the number of teachers in each school. To get the respondents, teachers were selected using the stratified random sampling method with gender and hierarchy as stratification factors. 45% of respondents were male and 55% were female. The majority of respondents (39.6%) were classroom teachers, 18.5% were heads of department and 10.4% were directors of studies, while 24.2% were unlicensed teachers.

3.6 Research Instruments

Self-administered structured questionnaires were used to measure perception of respondents because they aid the researcher when collecting information in a large sample and it also saves time. The variables were measured using a five point Likert Scale ranging from strongly disagree (1) to strongly agree (5). This helped to get quantified data.

3.7 Measurement of variables:

Validated scales from previous research were used to measure the variables. Leadership styles had 13 test items and employee Empowerment had 20 test items while turnover Intentions had six test items. The scale of these items ranged from “strongly disagree (1) to strongly agree (5) with a modified scale and the total of all the test items were based on the literature gathered.

Leadership styles had 13 test items adopted from Northhouse (2016), with the Cronbach Alpha of 0.86. It had test items like, “Teachers want to be part of the decision making process”, “Most teachers prefer supportive communication from their leaders and in complex situations; head teachers should let teachers to workout problems on their own”.

Employee empowerment had 20 test items adopted from Kikoma (2016), with the Cronbach Alpha 0.79, it had test items like, “Head teacher regularly gives information about department performance”, “Teachers are allowed to use creativity to solve problems related to their work” and” promotions are fair and equitable in school”.

Turnover Intentions had six test items adopted from Iftilkhar (2016), with the Cronbach Alpha of 0.77. It had test items like “As soon as I get a better job, I will quit this organisation”, “I often think about quitting my job” and “Are you planning to leave this organisation within next year”.

3.8 Data collection procedures

The researcher got an introductory letter from the head of Psychology Department to introduce him to the respondents. Printed self-administered questionnaires were distributed by the researcher with the help of the research assistants, and they were retrieved as soon as they were ready in order to avoid having some of them being misplaced.

3.9 Data management

After data collection, the data was coded, edited and computed using Statistical Package for Social Scientists (SPSS) Version 25. The researcher made sure that all the questionnaires circulated were retrieved.

3.10 Data analysis

At the end of the entire data collection process, the data was entered into Statistical package for Social Sciences (SPSS) Version 25 and, thereafter, subjected to statistical tests.

Descriptive statistical tools, such as frequency tables and percentages, standard deviations and mean frequencies, were used mainly to obtain demographic characteristics.

Pearson Correlation Test was used to establish the relationship between leadership styles and turnover intentions in private secondary schools and the relationship between employee empowerment and turnover intentions in private secondary schools.

Multiple-linear regression analysis was used to determine the predictability of leadership styles and employee empowerment on turnover intentions.

Anova was used to determine whether there is a significant difference between leadership styles, employee-empowerment and turnover-intentions in private secondary schools.

3.11 Validity and reliability:

3.11.1 Validity

According to Amin (2005), validity refers to the extent to which an instrument measures what it is supposed to measure appropriately. Validity was checked through discussions with the supervisor and the researcher checked for ambiguity, simplicity, clarity and relevancy of the instruments used.

Content Validity Index (CVI) was used based on subjective judgment. According to Larsson, Tegen, Monnier and Skoglund (2015), validation was achieved through a panel of experts who reviewed the proposed tests and determined their relevance in relation to the content domain, that is, determining and quantifying the validity of different questionnaires.

The researcher carried out an exploratory factor analysis test to indicate the extent to which items measure the distinct variables. McCarthy and Garavan (2007), cited in Kagaar,i et al (2010) argued that factor analysis is recognised as the powerful and dispensable method of constructed validation. This means that it is at the heart of the measurement of psychological constructs which spells the major reason for conducting factor loading.

3.11.2 Reliability

According to Kothari (2003), reliability is the measure of the degree to which a research instrument yields consistent results after repeated trials. Cronbach Alpha measure of internal consistence was used to measure reliability based on the acceptable value of equal to or above 0.70 (Nunnally 1978). This means that the scale used to measure the variables was consistent and reliable. The cronbach's Alpha coefficients of all the study variables were from .70 and above, as indicated in table 3.2. In this Table findings revealed that leadership style had cronbachs Alpha coefficient of 0.70, employee empowerment 0.755, turnover intensions 0.737 and the overall was 0.791. This, therefore, implies that the data collection tool was dependable in yielding the intended results.

Table 2: Reliability statistics

Variable	Cronbach's Alpha	No of test Items
Leadership Styles	.700	10
Employee Empowerment	.755	20
Turnover Intentions	.737	5
Overall	.791	35

Source: Primary Data

3.12 Ethical considerations

Informed consent is the major ethical concern which relates to a person voluntarily and intelligently participating in the study. The researcher guaranteed that the objectives of the study were explained to the teachers and only those who accepted to participate in the study were taken. Beneficence was ensured through promising to have the study results with respondents as a way of helping participants benefit from the study.

Non-maleficence was also considered through ensuring that no harm was caused to any respondent, be it physically or psychologically. Finally, all data collected was treated with maximum confidentiality as it would only be used for academic purposes and nothing more. The potential risk of loss of confidentiality was minimized by the use of codes and pseudonyms and removal of personal identifiers at the point of data entry, analysis and writing (data was only within the reach of the researcher and supervisors). The questionnaires were disposed off as soon as the researcher completed his study.

CHAPTER FOUR

Presentation of the Study Findings

4.0 Introduction

This chapter provides the presentation, analysis and interpretation of the findings of the study that investigated the influence of leadership styles and employee empowerment on turnover intention of employees in private secondary schools in Wakiso District. The study specifically examined the relationship between leadership styles and turnover intentions, assessed the relationship between employee empowerment and turnover intentions, examined the predictive potential of leadership styles and employee empowerment on turnover intention and assess whether there was a significant difference between leadership styles, employee empowerment and turnover intentions in private secondary schools. The findings are based on questionnaire responses from employees of private secondary schools.

4.1 Demographic information of respondents

In the study, the researcher collected demographic information on respondents, which was useful in understanding the findings. The respondents were asked to indicate their gender, age and marital status, designation, education and work experience. This was so in order to ensure that the views of key demographics related to the study were accommodated and to avoid differences in findings caused by these variations. Through a structured questionnaire, their data was collected as indicated below.

4.2 Gender, marital status and age of Respondents

Table 3: Gender, Marital Status and Age of Respondents Variable

Demographic Characteristic	Category	Frequency	Percent
Sex	Male	139	46.6
	Female	159	53.4
	Total	298	100.0
Marital Status	Single	93	31.2
	Married	133	44.6
	Divorced	15	5.0
	Separated	18	6.0
	Cohabiting	37	12.4
	Others	2	.7
	Total	298	100.0
Age	21-25	37	12.4
	26-30	89	29.9
	31-35	118	39.6
	36-40	25	8.4
	41-45	17	5.7
	46-50	9	3.0
	56-60	3	1.0
	Total	298	100.0
Designation	Head Teacher	22	7.4
	Director of Studies	33	11.1
	Head of Department	53	17.8
	Class Teacher	125	41.9
	Others	65	21.8
	Total	298	100.0
Education Qualification	Certificate	7	2.3
	Diploma	59	19.8
	Degree	228	76.5
	Postgraduate	2	.7

	Others	2	.7
	Total	298	100.0
Years of Service	Less than 1	2	.7
	2-5	85	28.5
	6-9	130	43.6
	10-13	56	18.8
	14-17	21	7.0
	18-21	4	1.3
	Total	298	100.0

Source: Primary Data from the Field (2021)

4.2.1 Gender of Respondents

The results in Table 3 above indicate that 45.0 % of respondents were male and 55.0 % were female. Therefore, the views of both males and females were well represented in the study.

4.2.2 Marital Status of Respondents

In relation to marital status, the results in Table 3 above reveal that the majority (43.3%) of the respondents was married and 31.2% were single. Others were divorced (5.0 %), separated (6.7%) and cohabiting (12.8 %). The findings imply that most of the respondents had important life roles, such as family obligation that require headship and empowerment and were, therefore, able to understand the issues that were being investigated.

4.2.3 Age of Respondents

The respondents also indicated their age category. This was done to ensure that the respondents were mature enough to provide reliable responses. The findings in Table 3 above show that the majority (38.6%) of the respondents were aged 31-35 years, 27.9 %, were 26 -30 years and 12.4% were aged 21-25 years. The findings imply that the majority the of respondents

were mature enough and had rich life experiences that would enable them to provide reliable responses.

4.3 Work Related Information of Respondents

Respondents also indicated work related information, such as their designation, educational level and years of service and this is presented in the table below.

Table 4: Designation, Education and Years of Service

Variable		Percentages	
Designation	Category	f	%
	Head Teacher	22	7.4
	Director of Studies	31	10.4
	Head of Department	55	18.5
	Class Teacher	118	39.6
	Others	72	24.2
Education	Certificate	4	1.3
	Diploma	47	15.8
	Degree	243	81.5
	Postgraduate	4	1.3
Years of Service	2-5	84	28.2
	6-9	133	44.6
	10-13	51	17.1
	14-17	26	8.7
	18-21	4	1.3

Source: Primary Data from the field (2021)

4.4 Work Designation of Respondents

The respondents indicated their key responsibilities in the schools in addition to teaching (Primary responsibility). This was done to ascertain the extent to which other work responsibilities of respondents could have influenced their responses on the research questions. The majority (39.6%) of respondents were classroom teachers, 18.5% were heads of department and 10.4% were directors of studies (*see table 4*). Therefore, respondents were selected from a cross section of work roles, hence, they provided representative information.

4.5 Education Attainment of Respondents

Respondents indicated their highest qualifications in order to gauge their ability to correctly understand the issues that were being investigated. The findings in Table 4 show that an overwhelming majority (81.5 %) held a bachelors degree and 15.8 % had diplomas. These findings show that the majority of respondents had a good educational level, which would enable them to effectively analyse issues in their work environment critically so as to provide reliable information.

4.6 Work Experience of Respondents

The respondents also indicated their work experience. This was done to ascertain the extent to which the period they had spent as teachers could have influenced their responses. The information in Table 4 shows that the majority (44.6%) of respondents had a teaching experience of 6-9 years, followed by 28.2% who had 2-5 year experience and 17.1% who had 10-13 years of experience. Generally, the majority of the teachers who participated in the study had a good work experience; so, they had sufficient knowledge about the issues that were being studied.

4.7 Status of leadership styles, empowerment and turnover intentions

The current status of leadership styles, empowerment and turnover intentions in the study sample was explored first before doing further analysis on the study objectives. The status of the variables was explored using descriptive statistics.

Scores on each variable were calculated by summing up the numbers representing the responses on each of the items measuring the variables. This action transformed measurement of variables to an ordinal scale and, as recommended by Saunders *et al.* (2009), enabled calculation of descriptive statistics. Given that all the variables were measured on a 5-point Likert Scale, ranging from 5- Strongly agree to 1- Strongly disagree, it was possible to calculate scores of the variables. Leadership styles were measured as transformational, transactional and Laissez faire leadership on the scale of 13 to 65. Empowerment was measured as autonomy, authority and sharing of power allowed to employees on a scale of 20 to 100. Turnover intentions were measured on a scale of 6-30. The descriptive statistics of the variables are given first in Table 5 below.

Table 5: Status of Leadership Styles, Empowerment and Turnover Intentions

Variable	Minimum	Maximum	Mean	Sd
Transformational leadership	5.00	25.00	18.75	3.17
Transactional leadership	5.00	24.00	14.90	4.10
Laissez leadership	3.00	15.00	8.85	2.79
Leadership styles	23.00	61.00	42.51	6.60
Autonomy	8.00	35.00	25.93	4.46
Authority	8.00	35.00	25.01	5.08
Sharing	8.00	30.00	21.51	4.46
Empowerment	38.00	94.00	72.46	10.07
Turn over intentions	7.00	30.00	18.12	4.55

The findings in Table 5 show that the scores for leadership styles, were (mean=42.51, SD=6.6), with Transformational (mean=18.75, SD=3.17) and Transactional (mean=14.90, SD=4.10) leadership contributing higher values, Empowerment was (mean=72.46, SD=10.07) and turnover intentions were (mean=18.15, SD=4.55) .Generally, the mean scores for leadership styles and empowerment were closer to the maximum values pointing to a positive relationship between them and higher occurrence in the sample. The mean score of turnover intentions was lower than the maximum value pointing to a lower occurrence in the sample. The standard deviations of the variables were also generally high, indicating a wider variation in the perception of respondents on the occurrence of some of the variables in the study sample.

A normality test was also run to ascertain the parametric nature of data, before applying inferential (correlation, linear and multiple regression) tests.

4.8 Relationship among leadership styles, empowerment and turnover intentions

Pearson Correlation Coefficients were used to establish the nature and magnitude of association among the variables. The findings are shown in Table 6 below:

Table 6: Correlation Matrix of the Study Variables

Variables	1	2	3	4	5	6	7	8	9
1.Transformational	1								
2.Transactiona	.176**	1							
3.Laissez	.046	.147*	1						
4.Autonomy	.250**	-.017	.007	1					
5.Authority	.141*	.032	.134*	.325**	1				
6.Sharing	-.005	.062	.036	.168**	.315**	1			
7.Leadership	.610**	.770**	.537**	.112	.144*	.052	1		
8.Empowerment	.180**	.036	.087	.682**	.788**	.676**	.146*	1	
9.Turnover	.179	.342**	-.021	.063	.011	.066	.246*	.213	1

N=298

*Note: ** Correlation significant at the 0.01 level (2-tailed). * Correlation significant at the 0.05 level (2-tailed).*

4.9 Objective one: The Relationship between Leadership Styles and Turnover Intentions

The first objective of the study was to examine the relationship between leadership styles and turnover intentions in private secondary schools in Wakiso District. The researcher had hypothesized that leadership styles and turnover intentions were positively correlated. Pearson Correlation Coefficients were used to explore this issue. The findings in Table 4 revealed that a positive and significant relationship ($r=.246^*$, $P<0.05$), existed between leadership styles and turnover intentions in private secondary schools in Wakiso District. This implies that the current leadership styles employed in private secondary schools, to a certain extent, do increase turnover intentions of employees. Furthermore, results revealed that among the three

dimensions of leadership styles that were examined, it was only transactional leadership ($r=.342^{**}$, $p<0.01$) that was significant. Transformational leadership, $.179$ ($p=n.s$) and laissez-faire leadership styles, $-.021$ ($p=n.s$) were not significant, implying that they were not implemented to an extent that would affect employee turnover in private secondary schools.

Simple linear regression was done to ascertain the contribution of leadership styles to turnover intentions in private secondary schools in Wakiso District. Scores on leadership styles (mean=42.51, SD=6.6), were regressed with scores on turnover intention (mean=18.15, SD=4.55). The findings are shown in Table 6 below.

Table 7: Simple Regression Results of Leadership Styles Versus Turnover Intentions

R	R²	Ad R²	B	Beta	F Stat	Sig.
.246 ^a	.061	.058	.076	.061	3.885	.042*

Source: Primary Data from the Field (2020)

*Values significant at 0.05 level (2-tailed)

The findings in Table 6 show that the contribution of leadership styles to turnover intentions was adjusted $R^2=.058$. This implies that 5.8 % of turnover intentions can be explained by leadership styles. Therefore, given the fact that it was only transactional leadership that had a significant relationship with turnover intentions, the 6 % contribution can be attributed to this dimension. The regression model was also significant ($F(1,295)=3.885$, $p < 0.05$), implying that leadership styles significantly predicted turnover intentions ($\beta=.061$, $p<.05$).

4.10 Objective Two: The Relationship between Employee Empowerment and Turnover Intentions

The second objective of the study was to assess the relationship between employee empowerment and turnover intentions in private secondary schools in Wakiso District. The researcher had hypothesized that a statistically significant relationship existed between employee empowerment and turnover intention in private schools in Wakiso District. The findings (*See Table 4*) revealed that a positive, but non-significant, relationship ($r=.213, p=n.s$) existed between employee empowerment and turnover intentions. This implies that, generally, employee empowerment practices in private secondary schools that were implemented were not enough or were not implemented to a level that would affect turnover intentions.

Furthermore, it was revealed that, though all the three dimensions of employee empowerment: autonomy ($r=.233, p=n.s$), authority to act ($r=.180, p=n.s$) and information sharing ($r=.145, p=n.s$) had a positive, but non-significant relationship, with turnover intentions, the relationship between them and turnover intentions was not significant, confirming that these practices were not implemented to a level that would significantly affect turnover intentions of employees.

Simple linear regression was done to ascertain the contribution of empowerment to turnover intentions in private secondary schools in Wakiso District. Scores on empowerment (mean=72.46, SD=10.07) were regressed with scores on turnover intention (mean=18.15, SD=4.55). The findings are shown in Table 7 below.

Table 8: Simple Regression Results of leadership Empowerment Versus Turnover Intentions

R	R²	Ad R²	B	Beta	F Stat	Sig.
.213a	.045	-.042	.016	.213	.407	.524*

Source: Primary Data from the Field (2020)

*Values significant at 0.05 level (2-tailed)

The findings in Table 7 show that the contribution of empowerment to turnover intentions was adjusted $R^2 = -.042$, but it was negative and non-significant. This implies that empowerment practices in private secondary schools are not sufficient to significantly affect employee turnover intentions.

4.11 Objective Three: The Predictive Power of Leadership Styles and Employee

Empowerment on Turnover Intention in Private Schools in Wakiso District

The third objective of the study was to determine the predictive power of leadership styles and employee empowerment on turnover intentions in private schools in Wakiso District. The researcher had hypothesised that leadership styles and employee empowerment do not significantly predict turnover intention in private schools in Wakiso District. To test this hypothesis, hierarchical linear regression analysis was used. The findings are presented in the Tables 8 and 9 below:

Table 9: Hierarchical Regression Results of the Variables

Model	R	R ²	Ad R ²	Std. Est	R ² Change	F Change	Sig.
1	.246 ^a	.061	.058	4.54372	.061	3.885	.042*
2	.248 ^b	.062	.059	4.54992	.000	.023	.713

* *Values significant at the 0.05 level.*

The findings in Table 8 above show that leadership styles predicted about 5.8 % variation in turnover intentions and both leadership styles and employee empowerment predicted 5.9 % of the variation. Adding empowerment in the model, led to only 1 % (R^2 Change= 0.01) increase in the predictive power of the two variables on the dependent variable and the increase was not significant. This implies that leadership styles were the dominant predictor of turn over intentions among employees of private schools. Therefore, employee empowerment did not moderate the relationship between leadership styles and turnover intentions. The parameters of the model are indicated in Table 9 below.

Table 10: Parameters of Hierarchical Regression

		B	SEb	B	Sig.
Step 1	(Constant)	14.911	1.663		.000
	Leadership styles	.076	.039	.110	.042*
Step 2	(Constant)	14.310	2.333		.000
	Leadership styles	.074	.039	.107	.059
	Empowerment	-.009	.026	.021	.713

ΔR^2 for step1 =.058, ΔR^2 for step2 =.000

* *Values significant at the 0.05 level.*

As indicated in the table above, leadership styles had a positive b value while empowerment had a negative value, implying that implementation of transactional leadership lowers employee empowerment which increases turnover intentions.

4.12 Objective Four: The Difference between Leadership Styles, Employee Empowerment and Turnover Intentions in Private Secondary Schools

The last (4th) objective was to assess whether there was a significant difference between leadership styles, employee empowerment and turnover intentions in private secondary schools.

The researcher had hypothesised that a statistically significant difference existed between leadership styles, employee empowerment and turnover intentions in private secondary schools in Wakiso District. To achieve this objective, a one way ANOVA was computed comparing leadership styles, employee empowerment and turnover intentions with designation.

Table 11: The Difference between Leadership Styles, Employee Empowerment and Turnover Intentions in Private Secondary Schools

Variable	Difference	Sum of Squares	df	Mean Square	F	Sig.
Leadership styles	Between Groups	297.06	4	74.26	1.721	.005*
	Within Groups	12641.34	293	43.14		
	Total	12938.41	297			
Empowerment	Between Groups	1469.731	4	367.433	3.755	.145.
	Within Groups	28668.363	293	97.844		
	Total	30138.094	297			
Turnover Intention	Between Groups	388.848	4	97.212	4.946	.001*
	Within Groups	5739.543	292	19.656		
	Total	6128.391	296			

* Values significant at the 0.05 level.

Findings in the above Table revealed that a significant difference existed in leadership styles ($[F(4,293)=1.72, p<0.05]$ and turnover intentions [$F(4,292)=4.95, p<0.05]$ in private schools. However, the difference in employee empowerment was not significant [$F(4,293) = 3.76, p>0.05]$. This implies that schools that had more of transactional leadership had higher turnover intentions and vice versa. Generally, no difference existed in the implementation of empowerment and its effects on turnover intentions in the schools.

Chapter Five

Discussion, Conclusion and Recommendations

5.0 Introduction

The purpose of the study was to investigate the influence of leadership styles, employee empowerment on turnover intention in private secondary schools in Wakiso District.

The previous chapter (Chapter four) presented the analysis, interpretation and findings to the study based on the study objectives, namely: to examine the relationship between leadership styles and turnover intentions in private secondary schools in Wakiso District, to assess the relationship between employee empowerment and turnover intentions in private secondary schools in Wakiso District, to examine the predictive potential of leadership styles and employee empowerment on turnover intention in private secondary schools in Wakiso District, and to assess whether there is a significant difference between leadership styles, employee empowerment and turnover intentions in private secondary schools. This chapter presents the discussion of findings, conclusions, recommendations, areas for further studies and limitations to the study, in line with the study objectives and research hypotheses.

5.1 Demographic information of respondents

It is very important to study the nature of the population you are studying. This helps the researcher to make informed decisions. In this study, statistical results for demographic characteristics of respondents namely: sex, age, marital status, designation, education qualifications and period respondents have served in their respective schools. Findings revealed that majority of the respondents were: female, married, of age of 31-35 years old, class teachers that are degree holders and who had served for a period of 6-9 years. Many previous

Scholars, such as Puni, Agyemang and Selase (2016), Wilutantria and Etikarienab (2018) and Pradita & Satrya (2019), have incorporated demographic information in their studies. Knowing the nature of the population being studied made the researcher confident about the data collected from the respondents and also to draw valid conclusions regarding the study.

5.2 Relationship between Leadership styles and Turnover Intentions

Findings revealed that there is a positive significant relationship between Leadership styles and turnover intentions in private secondary schools in Wakiso District. This implies that leadership styles and turnover intentions move in the same direction. As leadership styles increases, turnover intentions also increase and the reverse is also true. Furthermore, results revealed that dimensions of leadership styles namely: transformational leadership and transactional leadership, have a positive and significant relationship with turnover intentions, while laissez-faire leadership style was found to be insignificant.

These findings are contrary to the study conducted by Puni et al (2016) about leadership styles, employee turnover intentions and Counterproductive work behaviours in eight branches of one of Ghanas' premier banks. They found out that there was a significant negative relationship between laissez-faire leadership style and turnover intentions, which, in their view, meant that subordinates under a laissez-faire leadership style had less turnover intentions. This is because this kind of leadership does not involve excessive control of subordinates; it makes it easy for employees to have a preference over their jobs and, as a result, they end up engaging in less turnover intentions.

In the same way, studies undertaken by Martin & Epitropaki (2001) found that transformational leadership was, on the contrary related to turnover intentions among employees in preference several commercial and profit-oriented businesses. Similarly,

A study carried out by Bycio, et al (1995), in the nursing profession revealed that higher degrees of transformational leadership were associated with lower intentions to leave.

The leadership styles used by directors and head teachers in schools contribute a lot in lowering turnover intentions of staff. Therefore, head teachers or directors have to closely monitor the reactions by staff about their leadership styles so that an appropriate style can be arrived at and implemented to serve for a long time. There is no bad or good leadership. The major aspect is to implement what is appropriate because different environments may require different leadership styles.

5.3 Relationship between Employee Empowerment and Turnover Intentions

Findings revealed that a positive, but non-significant relationship existed between employee empowerment and turnover intentions. This implies that, generally, employee empowerment practices in private secondary schools that were implemented were not enough or were not implemented to a level that would affect turnover intentions. Furthermore, it was revealed that though all the three dimensions of employee empowerment: autonomy, authority to act, and information sharing, had a positive relationship with turnover intentions. The relationship between them and turnover intentions was not significant, confirming that these practices were not implemented to a level that would significantly affect turnover intentions of employees.

These findings are contrary to the study conducted by Pradita and Satrya (2019) titled “The influence of Empowerment and Workload on Turnover Intention of Emotional Exhaustion on Indonesian Garment Workers”. Findings indicated that empowerment was negatively related to turnover intentions, and the other predictor, namely: workload, was not significantly related to turnover intentions. According to Baird (2010), when employees are empowered within their Organisations, they are likely to have a sense of ownership over their work resulting in a greater

sense of responsibility towards their duties and more job satisfaction.

According to Short and Greer (2002), in order to empower teachers in schools, teachers need to undergo a change process both at the personal and institutional level, which will bring about transformations in the structure of their schools and their relationships with their colleagues. This is not the case for private secondary schools in Wakiso District, Uganda because according to the findings, it clearly shows that there is no significant relationship between employee empowerment and turnover intentions. Therefore, directors or head teachers of private secondary schools in Wakiso District should be very keen when implementing certain strategies.

5.4 Predictive potential of Leadership styles and Employee empowerment on Turnover Intention

The third objective of the study was to determine the predictive power of Leadership styles and employee empowerment on turnover intentions in private secondary schools in Wakiso District. The researcher had hypothesised that leadership styles and employee empowerment do not significantly predict turnover intentions in private secondary schools in Wakiso District.

These findings were contrary to the study conducted by Wilutantria and Etikarienab (2018) titled “The Influence of Psychological Empowerment on Turnover Intentions through Appreciative Inquiry Workshop for Employee at Division X Company X”. Findings revealed that psychological empowerment had a significant influence on turnover intentions and this evident where R^2 was 0.038, which implied that psychological empowerment explained turnover intentions by 3.8%. Since both predictors, namely: leadership styles and employee empowerment, have no significant influence on turnover intentions, head teachers or directors have to put much focus on them and apply them where it is appropriate in order to benefit from them and keep employees with low

turnover intentions.

The study conducted by Jacqueline (2014) was contrary with the study findings who stated that empowered employees are likely to develop feelings of motivation that will help them to gain the authority and programme aims to give power and authority to employees through managers to share the responsibility with them. This will eventually help empowered employees in improving their recognition and status, which will reduce the high levels of turnover intentions. Such employees would develop positive thinking and tend to do their best to perform well at the workplace. This meant that employee empowerment had a positive significant influence on the turnover intentions.

Furthermore, a study conducted by Ripley and Ripley (1992) demonstrated that empowered employees can increase the motivation of employees in doing routine work, improve their job satisfaction, enhance their loyalty and productivity and reduce turnover intentions. Shamian (2002) also demonstrated that developing an environment that improves and encourages the applications of empowerment at workplace will have positive impact on employees' commitment, and this, ultimately, leads to better organisational effectiveness and reduce on the rates of turnover intentions. Therefore, employee empowerment predicts turnover intention of workers in organisations.

Fernandez and Moldogaziev (2013) asserted that employees with high levels of empowerment demonstrate satisfaction and intention to stay in the organisation (Islam, et al, 2015; Griffeth, et al., 2000). Islam, in his research, proved that employee empowerment affected turnover intentions directly and indirectly. Employees with high levels of empowerment have positive thoughts about their work that ultimately affect employee satisfaction, loyalty, performance, how they deliver services, organisational citizenship behaviour as well as employee turnover meaning that empowerment predicts turnover intentions in organisations. Therefore, head teachers or directors

of schools have to put much focus on empowering teachers and the kind of leadership to be implemented where it is appropriate in order to benefit from them and keep employees with low turnover intentions.

5.5 Significant difference in Leadership styles, Employee empowerment and turnover intentions in private secondary schools.

Findings in Table revealed that a significant difference existed in leadership styles and, turnover intentions in private secondary schools. However, the difference in employee empowerment was not significant. This implies that schools that had more of transactional leadership had higher turnover intentions and vice versa. Generally, no difference existed in the implementation of empowerment and its effects on turnover intentions in the schools.

The study conducted by Robbins (2005) was in line with the study findings. He revealed that organisation's efficiency and effectiveness are affected by the leadership process. This is due to the fact that efficiency and effectiveness are linked to the performance and performance is only achieved in the desired manner when leaders influence the employees to work with motivation and enthusiasm (Mullins, 2005). We can clearly understand that outcomes in terms of performance of employees are directly linked with the leadership. People will be motivated to work in the organisation and will not want to leave it when there will be good and effective leadership and vice versa. In his study, a significant difference existed between leadership styles and turnover intentions.

The study conducted by Tett and Meyer (1993) was contrary with the study findings. The study revealed that empowerment is a predictor of turnover intention as it has an immediate causal effect on turnover, organisational empowerment affects turnover intentions directly and indirectly through mediators like employee-empowerment and leadership styles. Furthermore, In the studies undertaken by Martin and Epitropaki (2001), it was revealed that transformational leadership was,

on the contrary related to turnover intentions among employees for several commercial and profit-oriented businesses. In another study carried by (Bycio et al, 1995), in the nursing profession, it was found out that higher degrees of transformational leadership were associated with lower intentions to leave. head teachers or directors of secondary schools in Wakiso have to the key aspects of this study to ensure continuity of the school activities in terms of reducing turnover intentions among teachers.

5.6 Conclusion

The findings revealed that a positive and significant relationship existed between leadership styles and turnover intentions in private secondary schools in Wakiso District. This implies that the current leadership styles employed in private secondary schools, to a certain extent, do increase turnover intentions of employees.

The findings revealed that a positive, but non-significant relationship existed between employee empowerment and turnover intentions. This implies that, generally, employee empowerment practices in private secondary schools that were implemented were not enough or were not implemented to a level that would affect turnover intentions.

The findings revealed that leadership styles predicted about 5.8 % variation in turnover intentions and both leadership styles and empowerment predicted 5.9 % of the variation. Adding empowerment in the model led to only 1 % increase in the predictive power of the two variable on the dependent variable, and the increase was not significant. This implies that leadership styles were the dominant predictor of turnover intentions among employees of private schools. Therefore, empowerment did not moderate the relationship between leadership styles and turnover intentions.

Findings revealed that a significant difference existed in leadership styles and, turnover intentions in private schools. However, the difference in employee empowerment was not significant. This implies that schools that had more of transactional leadership had higher turnover intentions and vice versa. Generally, no difference existed in the implementation of empowerment and its effects on turnover intention in the schools.

Therefore, head teachers and directors of these schools need to implement appropriate leadership styles that fit in the environment in which they operate. This can enable them make informed decisions that may not affect employees' decisions on whether to stay or leave the organizations.

5.7 Recommendation

The findings revealed that a positive and significant relationship existed between leadership styles and turnover intentions in private secondary schools. Therefore, head teachers or directors of private secondary schools should employ appropriate leadership styles that can create a favourable environment in which teachers operate. This will motivate them to fall in love with the organisation, hence, resulting into low turnover intentions.

The findings revealed that a positive, but non-significant relationship, existed between employee empowerment and turnover intentions. Therefore, head teachers or directors of private secondary schools should also put in mind that a mere empowering of an employee does neither reduce nor increase his or her turnover intentions.

Findings revealed that leadership styles were the dominant predictor of turnover intentions. Therefore, head teachers or directors of private secondary schools should apply a favourable leadership style that can enhance co-operation, desire and passion among teachers to do their duties appropriately. This will promote the love for what they are doing, hence reducing on the turnover

intentions.

The findings revealed that a significant difference existed in leadership styles and turnover intentions in private secondary schools, but the difference with employee empowerment was not significant. Therefore, head teachers or directors of private secondary schools should focus on the mode of leadership used in schools, meaning that a good leadership style that favours and motivates teachers should be adopted to limit the levels of turnover intentions.

5.8 Areas for further studies

Other studies should focus on factors that mediate the relationship between employee empowerment and turnover intentions.

Further studies can also focus on public schools, as public and private schools do not operate the same way.

Furthermore, further studies should comprise of both teaching and non-teaching staff as they are equally important as far as the smooth running and betterment of the school, as well as the performance of students, are concerned.

5.9 Limitations to the study

The study was limited to restricted movements due to Covid-19 pandemic. This made it difficult to reach all the targeted respondents, hence, affecting the study sample size.

The study was also limited to only private secondary schools, yet it would have also been better to consider public secondary schools.

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APPENDIX 1 Questionnaire

Dear respondents,

I am Paul Luyombya a student of Kyambogo University pursuing Masters Degree of Organisational Psychology. I am currently carrying out research on Leadership styles, Employee empowerment and Turnover Intentions in private secondary schools in Wakiso district.

You have been identified as a key and valuable respondent to participate in this research and it's purely academic. Your responses will be treated with high levels of confidentiality and will purely be used for the purpose of this study. It's my humble request that you spare some time and answer the following questions.

Your contribution towards filling this questionnaire will be a great contribution towards my academic achievements.

Sections (A) BACK GROUND INFORMATION, Tick where applicable.

1. what is your sex (gender)

Male	Female
1	2

2. what is your marital status

Single	Married	Divorced	Seperated	Cohabiting	Widow	Others
1	2	3	4	5	6	7

3. What is your age?

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	Above 60
1	2	3	4	5	6	7	8	9

4. What is your designation?

Head teacher	Director of studies	Head of department	Class teacher	Others
1	2	3	4	5

5. What is your level of Education qualification?

Certificate	Diploma	Degree	Postgraduate	Others
1	2	3	4	5

6. Years of service.

Less than	2-5	6-9	10-13	14-17	18-21	Above 22
1						
1	2	3	4	5	6	7

SECTION B: LEADERSHIP STYLE

Indicate how often you would do the following using the scale below by ticking the appropriate numbers in the box.

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

	Transformational leadership styles	SD	D	NS	A	SD
1	Teachers want to be a part of the decision making process	1	2	3	4	5
2	Providing guidance without pressure is the key to being a good leader	1	2	3	4	5

3	Most teachers prefer supportive communication from their leaders	1	2	3	4	5
4	Head teachers need to help teachers accept responsibility for completing their work	1	2	3	4	5
5	It is the head teachers job to help teachers find their passion	1	2	3	4	5
	Transactional leadership styles					
1	Teachers need to be supervised closely or they are not likely to do their work	1	2	3	4	5
2	It is fair to say that most teachers in the general population are lazy	1	2	3	4	5
3	As a rule, teachers must be given rewards or punishments in order to motivate them to achieve school objectives	1	2	3	4	5
4	Most teachers feel insecure about their work and need direction	1	2	3	4	5
5	The head teacher is the chief judge of the achievements of the members of the group	1	2	3	4	5
	Laissez-faire leadership styles					
1	In complex situation, head teachers should let teachers work problems out on their own	1	2	3	4	5
2	Leadership requires staying out of the way of teachers as they do their work	1	2	3	4	5
3	Head teachers should give teachers complete freedom to solve	1	2	3	4	5

SECTION C: EMPLOYEE EMPOWERMENT

Indicate how often you would do the following using the scale below by ticking the appropriate number in the box

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

	Autonomy	SD	D	NS	A	SD
1	Head teacher regularly gives information about department performance	1	2	3	4	5
2	There are clear work standards, rules and procedures to follow in each position	1	2	3	4	5
3	Teachers have freedom to act suddenly in their job to meet learners expectations	1	2	3	4	5
4	School operates quality circles which provide teachers with an opportunity for contributing ideas to work related problem	1	2	3	4	5
5	Teachers have opportunity to obtain information about learners feedback	1	2	3	4	5
6	Teachers have autonomy to organize the way work is done	1	2	3	4	5

7	Teachers input is always sought for in all upcoming plans and projects	1	2	3	4	5
	Authority to act					

1	Teachers are allowed to use creativity to solve problems related to their work	1	2	3	4	5
2	Teachers inputs are accepted in developing and discussing departmental budgets	1	2	3	4	5
3	Teachers are always given authority to make decisions about learners service	1	2	3	4	5
4	Teachers are always allowed to participate in the decision making process	1	2	3	4	5
5	My head teacher usually share views with me before deciding	1	2	3	4	5
6	Teachers suggestions are always considered in the final decisions making	1	2	3	4	5
7	My head teacher usually consult me before implementing decisions	1	2	3	4	5
	Information sharing					
1	The school uses clear structures, policies and practices to support teachers work	1	2	3	4	5
2	My head teacher and other leaders show adequate interest in me and my work	1	2	3	4	5
3	A teachers is treated with adequate respect by head teacher, other leaders and staff they work with	1	2	3	4	5

4	Head teachers and teachers mix up freely in school	1	2	3	4	5
5	There is clear and fair staff payment and reward system	1	2	3	4	5
6	Promotions are fair and equitable in school	1	2	3	4	5

SECTION D: TURNOVER INTENSIONS

Indicate how often you would do the following using the scale below by ticking the appropriate number in the box

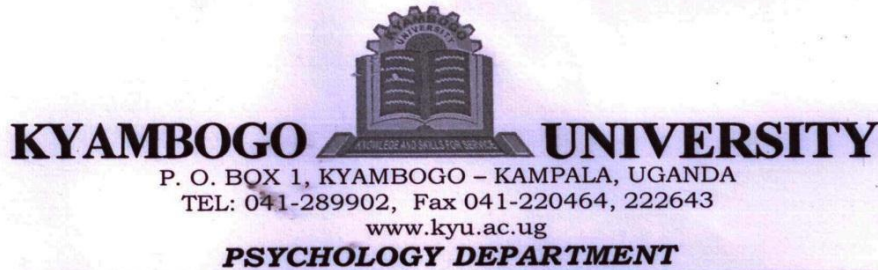
Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

	Turnover intensions	SD	D	NS	A	SA
1	As soon as I get a better job, I will quit this school	1	2	3	4	5
2	I often think about quitting my job	1	2	3	4	5
3	Are you planning to leave this school with in next year	1	2	3	4	5
4	Would you ever consider leaving this school	1	2	3	4	5
5	If you are given a freedom of choice you would not like to work for this school	1	2	3	4	5
6	It's not extremely important for you personally to spend your career in this school rather than some other organization	1	2	3	4	5

APPENDIX 2: Krejcie & Morgan Sample Size Table

S	N	S	N	S	N	S	N
10	100	80	280	162	800	260	2800
14	110	86	290	165	850	265	3000
19	120	92	300	169	900	269	3500
24	130	97	320	175	950	274	4000
28	140	103	340	181	1000	278	4500
32	150	108	360	186	1100	285	5000
36	160	113	380	191	1200	291	6000
40	170	118	400	196	1300	297	7000
44	180	123	420	201	1400	302	8000
48	190	127	440	205	1500	306	9000
52	200	132	460	210	1600	310	10000
56	210	136	480	214	1700	313	15000
59	220	140	500	217	1800	317	20000
63	230	144	550	226	1900	320	30000
66	240	148	600	234	2000	322	40000
70	250	152	650	242	2200	327	50000
73	260	155	700	248	2400	331	75000
76	270	159	750	254	2600	335	100000

Appendix 3: Introductory Letter



20TH October , 2020

To whom it may
Concern

Dear Sir/Madam,

RE: INTRODUCTORY LETTER

This is to introduce the bearer PAUL LUYOMBYA Reg.No. 18/01/19992/0001/PA who is a student of Kyambogo University Department of Psychology, pursuing a **Degree of Masters of Organisational Psychology Year II**.


As part of the requirements for their academic award, second year students carry out a research project in their field of study. For this purpose the above student would like to collect data on research project entitled:

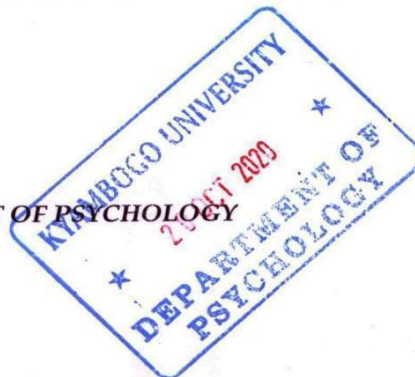
LEADERSHIP STYLE, EMPLOYEE EMPOWERMENT AND
TURN OVER INTENTION IN PRIVATE SECONDARY SCHOOLS.

I request that you give her/him opportunity to access the relevant information from your organisation. Any information obtained will be used for academic purposes only.

Thanking you in advance.

Yours faithfully,


Kibedi Henry, (PhD)
Ag. HEAD OF DEPARTMENT OF PSYCHOLOGY



Appendix 4 Research plan

	MONTHS																
Activities	Jan 2020	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	Jan 2021	Feb	Mar	Apr	May
Selecting a topic																	
Agreeing on a topic with																	
Literature search																	
Proposal writing																	
Reviewing a proposal with superviso																	
Proposal submissio																	
Getting introductory letter																	
Permission from secondar y																	
Get data from schools																	
Printing and distributing questionnai r es																	
Collecting questionnai r es																	
Data processing																	
Data analysis																	
Report writing																	
Report review with																	
Report submission																	

Appendix 5 Research Budget

	Unit	Unit cost	Total cost
Transport to get introductory letter	3	30,000	90,000
Transport to meet supervisor and agree on the topic	3	30,000	90,000
Literature search	4	50,000	200,000
Proposal writing	4	40,000	160,000
Transport during proposal review with supervisor	10	40,000	400,000
Proposal submission	5	50,000	250,000
Transport to get permission from secondary schools	3	50,000	150,000
Printing and distributing questionnaires	4	100,000	400,000
Collecting questionnaires	6	50,000	300,000
Data processing	3	200,000	600,000
Data analysis	3	200,000	600,000
Report writing	4	50,000	200,000
Transport during report review with supervisor	5	100,000	500,000
Report submission	4	100,000	400,000
Total			4,340,000 ug.sh