

Chapter One

Introduction

1.1 Background to the Study

Employees are the most valuable assets in the organization. Many successful organizations have strategies to look after their employees, such as good pay, attractive work environment, and profit-sharing systems. They motivate employees for high productivity and retention with the organization. Normally, employees will remain in the organization if they have a feeling of commitment to the organization¹. Employee turnover is a critical and a serious challenge faced by organizations, which will affect both direct and indirect costs of an organization^{2,3}. Furthermore, it was calculated that 50% of an employee's yearly compensation would be spent on finding and training a replacement for a lost worker. Because new hires are not as productive as seasoned workers, there are lost revenues⁴.

People will change or leave their work and organization as much as it will be comfortable for them. The prerequisite to leave one's job or organization is the intention to leave that can be referred to as turnover intention. Turnover intention of employees refers to the likelihood of an employee to leave the current job he/she are doing⁵. Every organization regardless of its location, size or nature of business has always given a key concern about employees' turnover intention⁶. Turnover is a critical human resource issue in all sectors of the economy which affects productivity, product and service quality, and profitability⁷. For organizations, the turnover of employees means the waste of investment in the selection and training of personnel. Besides, the high rate of employee turnover in an organization adversely affects the motivation of existing personnel; increases the workload and makes work planning difficult. Thus, the resignation of skilled employees,

who are considered as human capital, is an important issue that has a negative impact on the efficiency, effectiveness and general performance of an organization. Even though turnover is a cost for an organization, a certain level of turnover cannot be avoided, and in fact, it could be beneficial to the organization as new people join organizations with new ideas that in the process enriched the organizational other activities⁸.

A healthy turnover rate is always desired by the top management of organizations to ensure healthy innovative growth of organizations. When turnover is too low, fresh blood and new ideas are lacking and an organization can quickly find itself turning into an ageing machine, unable to cope with change. Turnover can also allow an organization to adapt to market changes without going through costly layoffs. Certain organizations accept a relatively moderate level of staff turnover because it keeps the organization dynamic. Some staff turnover has benefits, and can help increase productivity by ensuring better matches between jobs and workers, as well as offering more flexibility to promote and develop valued staff. Turnover among the employees is one of the biggest challenges for any organization and have far lasting effects. It has been seen as a serious issue especially in the field of human resources management^{9,10}.

Against the background of globalization, the skills shortage and the “talent war”, it is evident that talent retention is a strategic issue for an organization’s survival, adaptation and competitive advantage^{11,12}. The knowledge economy has led to increased competition for those employees with scarce and desirable skills, knowledge and experience. In the knowledge economy, the skills and knowledge (human and intellectual capital) of employees are often the main enablers for organizations to leverage a competitive advantage. An organization’s success depends on the mental ability of a relatively small

number of highly skilled knowledge workers. When knowledge workers leave, the organization loses the knowledge they take with them and cannot sustain its competitive advantage. The challenge for organizations in the knowledge economy is to optimize, create, transfer, assemble, protect and exploit knowledge assets that underpin organizational competencies, which in turn underscore their services. This study, therefore, shall adapt the measures of turnover intention from Equity Theory. The focus of this theory is on the exchange relationship where individuals give something, their inputs, and expect something in return, the expected outcomes. The measures for Equity theory are effort on work, reward for work as well as comparison level¹³. This study will adapt effort on work and reward for work. Effort on work refers to the experience, skills, commitment and effort of an individual employee, while reward for work refers to fringe benefits, responsibilities and awards. However, there are various difficulties about the effort on work and reward for work of non-academic staff in Public Polytechnics, Oyo State, Nigeria.

Non-teaching staff in various departments are part of the workforce at Public Polytechnics. Many of these departments are inefficient in their ability to function efficiently and support the system in achieving its stated aims and purposes. Whether prestige and position are regarded as positive or negative, tertiary education provides them. Educated people are generally well-liked in most cultures, appointment to positions of authority such as directorships are more likely for the educated and it is easier for those with tertiary education to relocate from one country to another. In developed countries, there is always a high demand for highly skilled workers. The value of tertiary education cannot be overemphasized; it is the foundation of society as well as a key

driver of economic progress and personal financial security. The neglect of the educational system, particularly tertiary institutions, is one of the reasons third world developing countries such as Nigeria are falling far behind. The depressing reality is that Nigeria's public education system is largely unsatisfactory. Despite all these, a successful employee will hardly think of exiting a job, simply because his/her career purpose has found fulfilment in the job.

Career success is defined as the satisfaction that stems from intrinsic and extrinsic parts of careers¹⁴. Career success reflects the satisfaction for employees with internal aspects (e.g. compensation and promotion) and external aspects (e.g. performance appraisal and training & development) along their career, which is considered as a result of work-related psychological consequence accumulated for the employee through work experience, which include outcomes for employees well-being and the quality of their life-career^{15,16,17}. Career success is an individual subjective evaluation for the level of success, which they have attained in their job fully, and focus is on career success as an important factor, because it has the ability to contribute to reducing the employee's turnover intention¹⁸. Career success is an important variable, where it reflects feelings the employees have about the work environment, and the extent of achievements which have been achieved by employees in their career lives¹⁹.

The two measures in Protean Career Theory will be adopted for Career Success²⁰. These include: self-direction and intrinsic work values. Self-direction refers to a person's independence from external control or influence. More specifically, self-direction represents the degree to which people assume responsibility for their career. It is an

attitude that represents a person's taking responsibility and personal agency for their career decisions and actions. Self-direction is a critical component of the protean career and represents the agentic aspects of volition and control over one's career. Values are defined as the “guiding principles in people’s lives” in the selection and evaluation of behaviors²¹. Intrinsic work values refer to the extent to which employees consider the outcomes obtained from work itself, such as meaningfulness and self-actualization, to be important. One of the factors that influences employees’ turnover intention is leadership style, with the right leadership style in place, there is a good chance that employees’ turnover intention will be reduced and their career success will be enhanced.

Effective leaders have the ability to communicate well, motivate their team, handle and delegate responsibilities, listen to feedback, and have the flexibility to solve problems in an ever-changing workplace. Leaders in any organization are expected to carry out tasks with limited resources to the maximum level in order to maintain the competitive edge and to sustain profitability position of the organization²². Leadership is about setting a direction or developing a vision of the future together with the necessary strategies for producing the changes needed to achieve this vision. Leadership therefore is an important element for the success of an organization, regardless of its nature of activities, profit or charity orientated, private or government linked organizations. The measures of leadership style are transformational and transactional leadership style adapted from the literature²³.

A transformational leadership style is an approach to leadership that brings about changes in both social institutions and individuals. In its perfect state, it transforms followers into leaders by bringing about significant and constructive change in the followers. When

applied correctly, transformative leadership improves followers' morale, motivation, and output in a number of ways. These include encouraging followers to take greater responsibility for their work by challenging them to do so; knowing the strengths and weaknesses of followers so the leader can assign them to tasks that maximize their performance; and tying a follower's sense of self to the organization's mission and collective identity.

Transactional leaders offer something employees want in exchange of what the leaders want. In other words, transactional leaders exchange resources with their employees or a leader's behaviour that provides rewards and punishments in return for the subordinate's effort and Transactional performance leadership involves motivating and directing followers primarily through attracted to their self-interest²⁴. Public leaders' degree of moral development has attracted the attention of scholars and practitioners for decades and credible organizations encourage ethical reasoning and behaviour for efficiency and effectiveness. Both the transformational and transactional styles of leadership focus on employee relationship with leaders, while leadership plays crucial role towards blending man and materials for effective organizational outcome. In lieu of the above discussion, this study seeks to investigate leadership style as a predictor of career success and turnover intention of non-academic staff in Public Polytechnics in Oyo State, Nigeria.

1.2 Statement of the Problem

Turnover intention is the probability that an employee will leave an organization. The growth and success of any organization depends very much on its employees. Many successful organizations have strategies to look after their employees, such as good pay, attractive work environment, and profit-sharing systems. They motivate employees for

high productivity and retention with the organization. Normally, employees will remain in the organization if they have a feeling of commitment to the organization. However, preliminary investigations revealed that employee retention rate and career success in public polytechnics in Oyo State is on the decline, thereby leading to employee exiting the institution. Low morale across the institution, high stress, weak career growth, inconsistency in training, poor working condition, weak strategic plans and inconsistent recruitment processes, amongst others are now posing a threat to the Institutions. All of this have negative impact on Nigeria's socioeconomic development. Some of the factors that may be affecting the employee turnover intention and career success is identified as leadership style.

A leader's style may have an unfavorable impact on turnover intention. For instance, while recruiting, an uncultured leader will absorb his candidate into the system, even when they are not qualified, not minding the negative effect of his action on other employees as well as the institution. Empirical studies have been carried out on transformational and transactional leadership style and turnover intention^{25,26}. However, studies focusing on leadership style career success and turnover intention seem to have received less attention from scholars in Nigeria, especially within the context of Public Polytechnics in Oyo State. This suggests a gap worthy of investigation. To this end, this study investigates Leadership Style as predictor of Turnover Intention and Career Success of Non-academic Staff in Public Polytechnics, Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the influence of Leadership style on turnover intention and career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. The objectives are to:

- i. identify the level of turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
- ii. identify the level of career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
- iii. determine the prevalent leadership styles among non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
- iv. determine the influence of leadership style on turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
- v. determine the influence of leadership style on career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

1.4 Research Questions

1. What is the level of turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
2. What is the level of career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
3. What are the prevalent leadership styles among non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

1.5 Hypotheses

H₀₁ – There will be no significant influence of leadership style on turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

H₀₂ – There will be no significant influence of leadership style on career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

1.6 Significance of the Study

The study will be relevant to the Management and staff of the Public Polytechnics, Oyo State, researchers and the public and private institutions.

The result of this study will provide the need for a good leadership style which will enhance employees career success and uphold their intention to stay rather than to leave their job. The results of this study will also help management play important roles in ensuring that employees progress and satisfaction are held in high esteem. Thereby reducing the turnover rate.

This study will further enlighten the staff on the essence of constant upgrade of one's knowledge and positive attitude to work. It will also create awareness and provide useful information regarding achieving career success, encourage them to stay at work and develop personally.

The finding of this study is an entry point for other researchers who may be interested in further analyzing leadership style, career success and turnover intention. This study will

no doubt augment existing literature and bring to the fore new insights particularly on leadership style, career success and turnover intention.

Finally, the findings of this study will be useful to the public as well as private institutions as it offers in-depth insights into the link between leadership style, career success and turnover intention.

1.7 Scope of the Study

This study examines the influence of leadership style on turnover intention and career success of non-teaching staff in the selected Public Polytechnics, Oyo State, Nigeria. The measures for the independent variable which is leadership style is transformational and transactional leadership style. The measures for the first dependent variable which is turnover intention are effort on work and reward for work, while the measures for career success which is the second dependent variable are promotions and career satisfaction. The respondents of this study are the non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. The polytechnics under study are: The Polytechnic, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa and The Oke-Ogun Polytechnic, Saki.

1.8 Limitation of the Study

The responsiveness of respondents who filled the questionnaire for accurate data analysis, time factor for retrieval of information, and financial implications served as constraint. However, the researcher was able to scale through by engaging the non-academic staff in various departments of each selected institution to penetrate and was able obtain the needed support in the questionnaire administration which eventually enhance the response rate obtained for data analysis in this study.

1.9 Operational Definition of Terms

Turnover Intention: This is the extent to which non-teaching staff in Public Polytechnics, Oyo State plans to leave or stay with the institution.

Effort on work: This refers to an obligation by non-teaching staff in Public Polytechnics, Oyo State to perform certain functions in order to achieve certain results.

Reward for work: This is the result earned on the commitment of non-teaching staff in Public Polytechnics, Oyo State towards their job.

Career Success: This is the ability of non-teaching staff in Public Polytechnics, Oyo State in achieving a reasonable level of financial stability while doing the work they enjoy and then finding that they are also happy and fulfilled with their life and career choices as well.

Self-direction represents the degree to which non-teaching staff in Public Polytechnics, Oyo State assume responsibility for their career.

Intrinsic work values refer to the extent to which non-teaching staff in Public Polytechnics, Oyo State consider the outcomes obtained from work itself, such as meaningfulness and self-actualization, to be important.

Leadership Style: This refers to a leader's methods and behaviors when directing, motivating, and managing staff in the Public Polytechnics, Oyo State.

Transformation Leadership Style: This is a process whereby a leader challenges the process, inspires a vision, enables non-teaching staff in Public Polytechnics, Oyo State to

act, models the way, and encourages their heart towards to attainment of the institutional objectives.

Transactional Leadership Style: This occurs when a leader recognizes what the non-teaching staff in the Public Polytechnics, Oyo State want to get from their work, sets up rewards for them and then respond to followers' immediate self-interests and exchanges rewards.

Endnotes

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Chapter Two

Literature Review

This chapter reviews the literature relevant to this study. The theories relevant to the study area are also reviewed. The chapter dwells on the concept and empirical studies that discuss the connection between Turnover intention, Career success and Leadership Style in Public Polytechnics, Oyo State. This chapter is organized as follows:

2.1 Conceptual Review

2.1.1 Turnover Intention

2.1.2 Career Success

2.1.3 Leadership Style

2.2 Theoretical Framework

2.2.1 Adam's Equity Theory

2.2.2 Social Capital Theory of Career Success

2.2.3 Bass and Avolio Transformational-Transactional Leadership Theory

2.3 **Review of Empirical Studies**

2.3.1 Leadership Style and Turnover Intention

2.3.2 Leadership style and Career Success

2.4 **Conceptual Model**

2.5 **Summary of Gaps in Literature Reviewed**

Endnotes

2.1 Conceptual Review

2.1.1 Concept of Turnover Intention

Many scholars have defined the concept of turnover in many ways. For example, turnover is described as the degree of movement across the membership division of an organization¹. On the other hand, employee turnover is the discontinuance of membership in an organization from an individual who received monetary compensation from the organization. Turnover refers to the changes in the workforce composition that result from employee termination. One common way to categorize employee turnover within an organization is either voluntary or involuntary. Voluntary turnover is the result of an employee leaving on their own initiative, whereas involuntary turnover is the result of an employer terminating an employee in addition to death or mandatory retirement². Similarly, voluntary turnover is the result of an employee wanting to leave for specific

reasons, whereas involuntary turnover is the result of an employee leaving the organization owing to downsizing, cost-cutting measures, or poor performance³.

The behavioural intention of an employee to quit a job is referred to as turnover intention⁴. Turnover intentions are one of the organizational challenges that affect the organization's progress, and it has become a concern for managers who are constantly seeking ways to maintain, improve, and increase the productivity of their workforce⁵. When an organisation does not trust its workers and employees are dissatisfied with their jobs, employees' intentions toward turnover increase, and they will be likely to quit the organisation in a short period of time. A large number of employees who intend to quit is often seen as a negative indicator for an organisation since it incurs both obvious and hidden costs. The importance of employees to an organisation has been acknowledged for a long time, as they play a pivotal role in creating and maintaining a competitive advantage for their organizations. The issue of attracting and retaining highly qualified employees stems from a managerial perspective that is more important than ever previously. Labor turnover as the rate at which an employer gains and losses employees⁶. Simple ways to describe it are "how long employees tend to stay in the organization". Employee turnover is defined as "the rate at which employees enter and leave a company in a given fiscal year." Turnover is viewed as a voluntary cessation of membership of an organization by an employee of that organization. It results from a combination of working conditions, organizational and psychological factors interacting with each other to affect employee attitudes in and toward the organization⁷. Public Polytechnic are operating in a highly competitive environment which requires them retain their employees in order to get competitive advantage⁸. The unique nature of polytechnics

expects them to be a repository of the most specialized and skilled intellectuals. They serve as storehouses of knowledge for nurturing the manpower needs of the nation. Human resource is considered the centres of all development processes of economy and today's competitive business scenario is deteriorating social conditions of human resources, hence causing employee turnover⁹. The number and quality of non-academic staff plays a germane role in polytechnic education. As a result, higher education institutions are more dependent on the intellectual and creative abilities and commitment of the non-academic staff than most other organizations. This makes it critically important to retain this cadre of staff¹⁰.

The modern workplace is shaped by digitalization and knowledge realities which have brought about fierce competition among various market players. Dynamism and diversities in skills influence survival of learning organizations. However, there has been noticed skill-gaps due to the demands of the progressive knowledge-driven economy of the world. To this end, the struggle, most especially over human resources, is endemic because of increased employment opportunities for highly skilled workers in the digital divide. Scarcity of skilled workers heightens competition and contemporary organizations contest to retain talented employees and explore the possibilities of attracting more quality workers^{11,12}. While organizations strive to retain staff members, employees may likely seek 'greener pasture' in relation to their competencies, thereby, leading to staff turnover. Turnover is the detachment of oneself from an employing establishment¹³. It is the workers' voluntary or involuntary withdrawal from an organisation¹⁴. Turnover is the actual leaving the organisation by employees while turnover intention is the behavioural attitude toward leaving an organisation. Turnover intention might have arisen from the

workload, intricate work relationships, long work shifts, and dearth opportunities for career progression, heavy workload, burnout, occupational stress^{15,16}. Employee turnover has lots of implications on organizations, such include quality of work, service disruptions, poor organizational performance, truncated productivity, little morale, customer dissatisfaction, financial costs, and ultimately severe economic losses to organisation, the cost of replacing employees is higher than retaining them^{17,18,19,20}. Turnover intention relates to feelings of voluntarily leaving or withdrawing from an organization, and has been found to be a precursor to actual turnover^{21,22,23}. It should be noted that while many employees think about quitting their job or the organisation, a large number quits^{24,25}. Literature has reported mixed finding in terms of the effect of turnover intention. While some researchers are of the view that turnover intention affects workers' performance significantly, others opine that turnover intention does not have a significant effect on performance^{26,27}. Like every other human organisation, the tertiary institutions of learning, particularly the Polytechnics, are not immune to staff intention to leave and actual leaving. Polytechnic employees' intention to leave might result from psychosocial variables like those of their counterparts in other organizations but peculiar factors like red-tape and lack of decision latitude may be additional reasons for staff members having intention to leave their institutions. Even where there was overall job satisfaction, a substantial amount of turnover existed among extension workers²⁸. Retaining staff, therefore, rests on the presence of psychosociological constructs in the workplace. Such concepts include, but not limited to, improved morale, job involvement, work environment, career advancement, job resources, leadership style and work engagement.

Globally, companies and organizations endeavour to maintain and keep high performing employees. The increased intentions by staff members to leave and organizations have been recently accelerated by globalization. Globalization has created an enabling environment for employees to find alternative jobs and easily move from one organization to another, unlike yesterday²⁹. Furthermore, it is asserted that keeping high performing employees is one of the major challenges facing organizations and institutions in the modern world. Retaining qualified and productive employees is beneficial to any organization or institution for its survival³⁰. Additionally, it was stated that the success of any organization or acquisition depends largely on the retention of employees, their skills and knowledge. This has led organizations to pay particular attention to the factors and organizational dynamics that affect staff intentions (turnover intentions) to leave the organization^{31,32}. Turnover intention is closely related with staff turnover, and in some cases, these two concepts are used interchangeably. Turnover intention is defined as the manifestation of ‘the (subjective) probability that an individual will change his or her job within a certain time period’³³. Thus, turnover intention is about the thinking process one takes in considering leaving an organization, whereas staff turnover refers to the actual process on an employee leaving the organization³⁴. Staff turnover intentions are influenced and affected by a number of factors such as leadership styles, the nature of the job and most importantly the way things are done in the organization, the organizational culture (OC). High staff turnover is not ideal for an organization and it increases costs to the company³⁰. Also, high staff turnover increases workload of, and demands on, existing staff members. Staff retention is of paramount importance for the sake of institutional or organizational survival, growth and

prosperity³⁵. Staff turnover is loosely defined as the number of employees leaving the company or the organization for whatever reason. Staff turnover is a by-product of the employees' long thoughtful process of leaving the organization known as 'turnover intention'. Turnover intention is influenced by a number of factors which among others include employee satisfaction, compensation & rewards, institutional or OC, job security, training and developments, and work environment^{36,37}. Staff turnover and turnover intention has mainly been associated with organizational culture³⁸. What the organization is all about, the work environment and how things are done in the organization are the major determinants of whether employees will leave or remain with the organisation^{39,40}.

Turnover intention is defined as "the conscious and deliberate willfulness to leave the organisation"⁴¹. In other words, it is the extent to which an employee plans to leave or stay with the organisation^{42,43}. The intention to leave the organisation is the final step in a series of withdrawal cognitions leading to actual turnover. Job satisfaction and turnover intentions were found to be precursors in the withdrawal process which predict voluntary employee turnover⁴⁴. Employee turnover has significant costs and negative consequences for any organization⁴². The loss of highly skilled employees may have disruptive implications, which may include impaired organizational functioning, service delivery and administration. Additionally, the loss of highly skilled employees may carry increased costs of rehiring and retraining employees^{45,46}. These consequences provide a sound rationale for the study of turnover intention. A turnover intention model proposes that positive or negative perceptions of organizational culture (predictors) are related to turnover intentions (criterion)⁴⁷. Variables such as job satisfaction, organizational citizenship behaviour, organizational commitment and knowledge sharing mediate this

relationship⁴⁶. Research found that organizational commitment and job satisfaction are the most immediate predictors of intention to stay with the organization⁴⁸.

Turnover intention is the subjective perception of an organizational member to quit the current job for other opportunities. Turnover intention is said to refer to three particular elements in the withdrawal cognition process (i.e., thoughts of quitting the job, the intention to search for another job and quit)⁴⁹. An “employee’s desire to stop working for the organization or move to another workplace based on their choice is known as turnover intention”⁵⁰. Turnover intention is individual’s desire to left the organization or move to the other better organization to expect better job⁵¹. Intention to turnover is defined as one’s behavioral attitude to withdraw from the organization whereas turnover is considered to be the actual separation from the organization⁵². Turnover intention is “the extent to which an employee plans to leave the organization”⁵³. Accordingly, some authors stated that turnover intention can be seen as employee’s intention to voluntarily leave an organization⁵⁴. Turnover intention is further seen as the conscious willfulness of seeking fresh job opportunities at other organisations³³. To him, an individual will only consider to leave in order to join a new and better paying organization. Turnover intention reflects a worker’s deliberate and intentional tendency to leave their job and the company⁵⁵. Moreover, turnover intention is defined as the conscious decision to look for other alternative job opportunities in other organisations, and say that this results from various factors, determinants, and causes that lead employees to intend to leave⁵⁶.

Although there is no single identifiable variable that can be identified as the primary cause of turnover intention, it has been positively correlated with age, years of employment, education, caseload complexity, self-esteem, organizational culture and job

satisfaction⁵⁷. Turnover behaviour is a strong predictor of future turnover intentions, and that age, education, work experience, salary, past turnover behaviour and work hours are functional in formulating turnover intentions⁵⁸. Career satisfaction and job satisfaction have the most significant effects on turnover intentions, with organizational commitment mediating the relationship⁵⁹.

Turnover intention of employees refers the likelihood of an employee to leave the current job he/she are doing⁶⁰. Every organization regardless of its location, size or nature of business has always given a key concern about Employees' turnover intention⁶¹. Turnover can be classified as voluntary and involuntary turnover. As stated, since turnover is often associated with variables, such as job satisfaction, it is important to distinguish voluntary from involuntary turnover, otherwise the estimation of such a relationship in terms of all leavers will be inaccurate³³. When an employee leaves his work and the organization by his or her will the turnover is termed as voluntary turnover. Voluntary turnovers create significant cost, both in terms of direct cost, such as replacement, or in terms of indirect cost, such as the pressure on remaining staff or the loss of social capital⁶². Voluntary turnover is further divided into functional and dysfunctional turnovers⁶³. Functional turnovers are the resignation of substandard performers and dysfunctional turnovers refer to the exit of effective performers. Dysfunctional turnover further classified into avoidable turnover (caused by lower compensation, poor working condition, etc.) and unavoidable turnovers (like family moves, serious illness, death, etc.) over which the organization has little or no influence. Involuntary turnover refers the decision of management to force the employee to leave

the organization. The measures adapted for turnover intention are effort on work and reward for work. These measures are gotten from Adam's Equity Theory⁶⁴.

Effort on work is the number of attentional resources that an employee dedicates to a job task. Effort has been recognized as an important mechanism in translating inputs into outputs in the organizational setting, especially under high work stress circumstances⁶⁵. Effort on work is the direction, intensity, and persistence of the energy a person applies to execute a role⁶⁶. Educational psychologist may have been the first to define effort in its psychological interpretation as "persistency, consecutiveness of activity: endurance against obstacles and through hindrances⁶⁷." A scholar appears to be one of the first organizational researchers to define effort, suggesting that it reflects "the relationship between actual rate of performance and the capacity of an individual at a given time⁶⁸." Additional definitions of work effort began to emerge in the 1960s and 1970s. Some of these definitions focused on energy, such as "the amount of energy an individual expends in a given situation" or the "amount of energy 'spent' on the act per unit of time^{69,70}." Other definitions focused on working or trying hard, such as "how hard one works" and "the expenditure of energy or how hard the person tries^{71,72}." Equity theory focuses on two sides: the input and the outcome. An employee compares his or her job's inputs with an outcomes ratio. If the employee perceives inequality, he or she he will act to correct the inequity. The employee may lower productivity or reduce the quality of their job. Many times inequities can lead to an increase in absenteeism and even resignation of an organization⁷³. HRD needs to take equity theory under serious consideration dealing with people whether in cases of administering simple tasks like pay, promotions, and recognition or in cases of training, improvements, and development. Equity theory will

help HRD explain employee's behavior and provide them with the possible factors that might decrease efficiency and performance. Equity theory has received more attention lately from human resource professionals especially regarding the fairness of outcomes. Equity, or more precisely, inequity is a major concern of industry, labor, and government. The fairness of exchange between employees and employer is not usually perceived by the employees as simply as an economic matter, an element of relative justice is involved. Equity theory could be applied to any social situation in which an exchange takes place (e.g., between a man and his wife, between football team mates, and between employee and his employer). When two people exchange something, there is a possibility that one or both will feel that the exchange was inequitable. This is the case frequently when an individual exchanges his services for pay⁷⁴.

2.1.2 Concept of Career Success

Career success has been a focal research topic in management and applied psychology since the 1970s⁷⁵. The question of what represents, predicts, and results from career success is of importance not only to individuals but to organizations as well⁷⁶. Empirical research on career success has been interested primarily in predicting success, especially inferring best practices for achieving it. Often-cited studies typically have examined how certain career strategies (e.g., frequent organizational moves, networking) can help people achieve success, how different personal characteristics (e.g., personality traits, gender, race) are related to career success, how planned or unplanned life events (e.g., becoming a parent) might hinder the road to success, and what makes people feel subjectively successful. Career success is a concept revolving around how you measure

achievement in your professional life. Many factors influence how you define success in your career, including your job title, work-life balance, and happiness level.

The definition of career success is subjective and means something different for everyone. For example, the highest level of career success for one person may involve rising through the ranks to a CEO position at a well-known company. For another person, it may mean doing a job they love and having a healthy work-life balance. Determining your vision of career success can help you set goals and increase your professional satisfaction. Career success is a combination of achieving a reasonable level of financial stability while doing work you enjoy and then finding that you are also happy and fulfilled with your life and career choices as well. If you love your job but find that it doesn't lead to financial self-sufficiency, career success is diminished, and if you get paid very well but lack joy or interest in your chosen career field, career success is diminished. True career success requires that there is alignment between the two.

People who experience meaningful career success recognize that money and titles are not the whole of it. They know that they must also experience inner peace and joy for it to really matter. If you get paid well and have a career that others dream of but the work causes you to become unhappy, unfulfilled and maybe even miserable, you certainly won't feel successful. And if you are happy, fulfilled and delighted with your chosen career but you find that you are not able to afford the basic necessities of life, you certainly are not likely to feel successful either. Over the past several years a number of researchers have examined career success, paying particular attention to the individual and organizational factors that have an influence on the construct^{77,78,79}. Career success has been defined as positive psychological or work-related outcomes or achievements

that the individual accumulates as a result of work experiences⁸⁰. Career is an evolving sequence of a person's work experiences over time⁸¹. The accumulation of achievements (real or perceived) arising from these work experiences is career success⁸².

Career researchers have generally conceptualized career success to comprise both extrinsic and intrinsic outcomes and, accordingly, measured this construct using objective indicators as well as subjective reactions^{83,84,85}. Extrinsic outcomes of career success (labeled objective career success) comprise visible outcomes such as pay and promotion and are, therefore, relatively more observable than intrinsic outcomes of career success (labeled subjective career success), which depend on a person's appraisal of his or her own success. Whereas objective career success takes a third-person perspective, subjective career success refers to a person's own internal perspective of success. It is one's feelings of accomplishment and satisfaction with one's career⁸⁴. A person's own perspective of success is important to consider because people who have achieved success in the objective sense may not actually feel successful or proud of their achievements⁸⁶. Although related, objective and subjective career success are conceptually distinct with potentially different causes^{87,85}. For example, one study found educational achievement to be a predictor of objective career success but not subjective career success and work centrality to be a predictor of subjective career success but not objective career success. Therefore, both objective and subjective career success should be considered in models of career success. Career success refers to both objective success that can be externally verified and is usually assessed in terms of salary and promotions as well as to subjective success, referring to the subjective evaluation about career progress according to one's own criteria^{75,88}.

Apart from research, identifying factors that contribute to success is also of pivotal interest to career counselors and organizations as well as to individual workers and students. All these stakeholders share an interest in such factors in order to promote one's own career or those of clients and employees. The large interest in this topic has resulted in a wealth of theoretical models, measures, and empirical studies that aim to identify the predictors of career success. In an attempt to provide an integrative model of key factors for career success, a researcher proposed the career resources framework⁸⁹. Integrating diverse theoretical models and empirical findings, the career resources model distinguishes four general types of career resources: (a) human capital resources which refer to knowledge, skills, abilities, and other characteristics that are important to meet performance expectation for a given occupation, (b) social capital resources, referring to resources external to the individual in terms of developmental networks, mentors, and available social support, (c) psychological resources that include different positive psychological traits and states, and (d) career identity resources which include the conscious awareness of oneself as a worker and the subjective meanings linked with the work role.

These resources are in turn connected by behaviors of proactive career management (e.g., networking and positioning) that develop and activate these resources. Building upon this model, we describe the predictors of career success as career resources. In accordance with the general definition of resources, career resource is defined as anything that helps an individual attain his or her career goals. If the most theoretically and empirically established career resources could be identified and reliably measured, this would provide

a valuable source for researchers and practitioners who aim to assess individual differences in key predictors of career success⁹⁰.

Today's volatile environmental conditions, resulting from trends of globalization and technological sophistication, have pressured employers to attract and select employees with portable meta-skills that foster their adaptability to successful performance in any environment. Employees have begun to rely on new career strategies and behaviours that help them promote their own career success in order to adapt to a new reality of shorter employment relationships. Scholars have documented this shift from the traditional career – with its vertical success and employment stability – into the transactional one that is horizontal, mobile, and short-term^{91,92}. They described a new employment contract in which individuals are ultimately responsible for pursuing and managing their self-interested careers^{93,94}. The emergence of borderless or protean careers asserts that careers are independent of organizational boundaries or are under the control of individuals⁷⁶. Protean careers are characterized by relationships that are driven by the person, not the organisation, and will be recreated by the individual from time to time as the person and the environment change^{95,96}.

Effective management of the relational aspects of the psychological contract between employees and employers based on the protean careers require individuals to acquire and develop a set of personal skills and competencies such as continuous learning, tolerance for ambiguity and uncertainty, autonomy, self-awareness and self-efficacy. The research literature on careers has tended to explain career success in terms of several individual difference factors that have significant impact on how individuals enact and perceive their careers. Individual-level determinants identified as being related to career success

include employees' demographics, human capital, political influence behaviour, and dispositional traits^{97,84,98}. Motivational and social capital attributes such as work centrality, mentoring and networking have been also demonstrated to predict career success^{79,99,100}.

Salary, promotions, and status are examples of extrinsic or objective factors of career success that are relatively more tangible or observable than intrinsic or subjective outcomes of career success. These latter outcomes of career success include less visible indicators like job or career satisfaction, perceptions of career accomplishments, career commitment, and career mentoring, and as a result, are relatively more internally assessed by individuals' own subjective judgments of career success^{101,102,103}. Internal career success is often defined by psychological success, which is judged by the employee rather than the organization¹⁰⁴.

Whereas subjective career success takes an individualistic approach, objective career success is externally oriented and involves a vertical advancement through positions carrying increasing recognition, responsibility and compensation defined by the organisation and society in general¹⁰⁵. Although positively related, objective career success and subjective career success are operationally (empirically) distinct, with potentially different predictors or outcomes. With this acknowledgement that each of the two perspectives are essentially relevant to conceptualize career success, it is therefore important to include in our study both indicators of career success in order to have a better understanding of how motivational or cognitive processes affect the way career actors navigate through their own career paths and success.

Career success is defined as positive psychological or work-related outcomes or achievements one has accumulated as a result of one's work experiences^{82,75}. Apart from sharing a similar definition of career success, these authors are in agreement about the two forms of career success. The first one; career success can be described as observable career accomplishments which are measured by income, promotion, job status and work-related recognition. Therefore, researchers call this form of career success objective career success^{106,75}. The other form explains career success as a process in which the extent of career success depends on how a person perceives or judges it⁷⁶. It is overall reactions of individuals towards their careers. This is what is called subjective or intrinsic career success. The commonly used measures of subjective career success are career satisfaction and job satisfaction¹⁰⁷. In discussing career success, the perspective of upward mobility provides a basis for both objective and subjective career success¹⁰⁸. On the basis of this perspective individuals that move up in the organizational or societal hierarchy, are generally regarded as having achieved career success or experiencing career success thereof.

According to this perspective, employees can move upwards in the organization according to two different systems of upward mobility: contest mobility and sponsored mobility¹⁰⁹. The contest-mobility perspective states that an individual will move upwards in the organization by adding value to the organization with his or her own abilities and contributions. According to this upward mobility system, every individual can compete to move upwards in the organization. Having political knowledge and skills, following training, and having a network are examples of contest-mobility upward movements. In contradiction to the contest-mobility perspective, not every individual is able to compete

to move upwards within the sponsored-mobility perspective. This perspective suggests that only those who are chosen by elites can move upwards in the organization. Elites such as managers, pay more attention to these chosen ones and help them to gain advantage in comparison to other competing individual.

Everyone in this world wants to be stable. In this regard one must choose a professional career which should be continued throughout the life. In that instance individuals engage in several occupational positions over many years which is called as a career¹¹⁰. Career is not just a job, but it is about implementation ideas of planned and structured advancement that leads to career development¹¹¹. Career Development is one of the three areas of practices for Human Resource Development¹¹². Career development is a lifelong process through which we come to understand our place in both the world of work and in society. The most popular goal in career development activities is to encourage the exploration of many alternatives in the profession. The importance of career development is likely to differ according to individuals. But for many people, a successful career is a significant contributor to personal happiness and financial security. One of the constructs of career development is career aspiration.

A very good knowledge of human aspiration is essential to understand career development¹¹³. The question on why some people are more successful in their careers than others is an interesting and important question to individuals as well as those who manage them. An understanding of the success factors will enable employees to have a clearer focus on their career management. Career success has emerged as an important concern for both employees and employers. Hence, this topic has become a major interest to each one of us who would like to be successful in their work^{114,115,116}. By knowing the

factors, it will be easy for employees and management in deriving better career success plans. Career success carries a different meaning to each of the individual employees. What is perceived success to an employee is not necessarily similar to the others. Individual career management is the personal efforts made by individuals to enhance their own career goals which may coincide with those of their organization¹¹⁷. Nevertheless, employees are more successful in their career when they systematically plan their careers and their employers provide the necessary “infrastructure” which supports the development efforts of their employees. Career success can be defined as “the positive psychological or work-related outcomes or achievements one has accumulated as a result of one’s work experiences”. It can be viewed as an approach for individuals to obtain the achievement and power¹¹⁸.

This eventually could lead to the organizational success as a result of the individual’s success⁸². The evolution of research, development related to the career theory has seen a major transformation in the definition of career success itself, from objective focus, to subjective interpretation of career success^{119,120}. Lately, the scenario has changed and the direction of career success assessment now is towards incorporation of both subjective and objective elements¹²¹. Nevertheless, there are many studies that have increasingly explored both elements interdependently^{76,122}. This is because both are totally different in concept with different causes although to a certain extent they are related¹²³. Career success can be assessed either through objective and subjective elements. Objective here means the extrinsic measures with direct assessment such as salary and bonuses whereas subjective is more towards intrinsic measure of individual attitudes on their job¹²⁴.

2.1.3 Concept of Leadership Style

Leadership is an influence process between leaders and followers. The leader intends to influence the followers' behaviour to reach the organizational goals¹²⁵. Furthermore, for an organization to succeed in its goals achievement and objectives the burden is on the leaders in the organization and their leadership behaviour¹²⁶. In other words, the leadership must introduce activities to stimulate employees, and establish the roles for an individual or group towards goal achievement and style is the behaviour pattern that characterizes a leader to tackle organizational issues¹²⁷. Numerous different styles are identifiable in various leaders. Every style possesses its own set of good and bad personalities¹²⁸. The differences in the work setting lead to the manager using different leadership style suggests that the definitions of leadership are still evolving and scholars are always seeking to simplify these definitions to make it more comprehensible and practical during the daily business usage^{129,130}. For many years, the concern of many scholars was revolving around the characteristics of the active leader and identifying who he is. However, it is tough to provide one standard definition of leadership. Thus, people are still exploring leadership and its related matters.

Leadership is considered very significant in any organisation because it is the leaders' behaviours that are considered responsible for ruining or improving the organisation. The organization's orientations rely on the style adopted by its leaders. Since leadership helps in planning the organization's orientations about the future, its leaders' behaviours and practices are the things that drive their followers to achieve the goals. Thus, followers usually follow their leaders' behaviours when performing their duties¹³¹. A scholar identified two significant leadership styles¹³². In the first style, the employee's job level

affects participative leadership behaviour perceptions and the second style the participative leadership influences performance which shall help practitioners in designing an adequate number of training and development programs to enhance the participative management. Leadership behaviours are considered as an essential factor that influences organizational commitment and has a direct or indirect impact on turnover intention. Leadership style is considered crucial in supporting work values to reduce employees' turnover intention¹³³. The functions performed by managers can promote loyalty and friendly relations among employees. Working with friends is considered as a crucial factor for employees to maximize their productivity and efficiency and thus, that shall significantly reduce the turnover rates¹³⁴. Practical leadership skills and styles can improve job satisfaction and promote employees' retention in organisations¹³⁵. Thus, employees' retention and performance in organizations can be improved by adopting the appropriate leadership and managerial styles which are consistent with the business strategies to improve the employees' motivation and morale.

Today's institutions need effective and influential leaders who understand the challenges of the rapidly changing global educational environment. For employees to perform at their utmost best, organizations need leaders who can adapt to different situations and possess various leadership styles that fit in every situation and at any given point in time. The best leadership style adopted by an organisation is based on so many factors depending on the industry of the business and the sector or type of business in which the organisation is operating. The success and failure of any organisation depends on the leadership style practiced by the leaders of such organisation. Therefore, leadership styles are ways and procedures used by leaders to direct, dictate and decide the attitude and

actions of their followers in order to attain their set goals and objectives. There is not only one successful leadership style. The most effective leaders are able to switch their leadership styles in different situations in order to receive the best results from their influence, which complies with the theory of situational leadership¹³⁶.

Leadership is not one size fits all thing; often, a manager must adapt their style to fit a situation or a specific group and this is why it is useful to gain a thorough understanding of various leadership styles; after all, the more approaches the manager is familiar with, the more tools they will be able to use to lead effectively¹³⁷. Leadership is a major factor that contributes immensely to the general wellbeing of organizations and nations¹³⁸. Leaders motivate employees by encouraging them to contribute ideas and innovations, which results in a fulfilling and enriching work environment¹³⁹. Effective leadership behaviour is based on both the willingness of the manager to help subordinates and the need of subordinates for help¹⁴⁰. Building a good relationship between a leader and his/her followers requires an appreciation from the leader for the personal values of those who would be willing to give their energy and talents to accomplish shared objectives¹⁴¹. Because organizations seek motivated employees in order to be successful, leadership plays a vital role in organizational performance¹⁴².

Employees are valuable assets of an organisation and the leaders of profitable companies place a high premium on increasing employees' performance levels¹⁴³. Leadership best practices are a powerful way to enhance individual growth and development, employee performance, and organizational productivity¹⁴⁴. Many leadership models differentiate two main types of leadership behaviours: task-oriented, which has a strong focus on targets, close supervision, and control of subordinate actions, and relationship-oriented

behaviour, which focuses on sensitivity to individual and group needs, care for group tensions and focus on harmonic working relations¹⁴⁵. These leadership behaviours are also referred to as directive and supportive leadership respectively¹⁴⁶. Leadership is very essential in any kind of group or organisation and it can mean the difference between success and failure of any group or joint activity¹⁴⁷.

Leadership is an important aspect in any organisation. The style that leaders of tertiary institutions adopt in the day-to-day running of their activities will have impact on the human resources. An effective leader should be able to influence his or her followers to reach the goals of the organisation. Leadership is an interpersonal process through which one person is able to influence the activities of individuals or groups towards the attainment of given objectives within a particular situation by means of communication¹⁴⁸. Different leadership styles may affect employees' work performance, attitude and behaviours towards the organisation. Leadership style is the manner that a manager chooses to behave towards employee¹⁴⁹. Leadership style is the most prevalent factor that influences employees' attitudes and behaviours including organizational performance. Leaders have adopted various styles when they lead others in the organisation. It is important to note that different leadership styles exist for varying situations, human beings, cultures, tasks and organizational goals^{150,151}.

Leadership consists of method, not magic. Leadership and the different associated styles have an immense impact on how employees perform and grow, which lead to positive organizational outcomes¹⁵². Leaders provide direction, leading by example, maintaining appropriate tools for process measurement, and creating a high level of credibility as time progresses in influencing employees' work performance¹⁵³. Leadership as a process

whereby one individual influence a group of individuals to achieve a common goal¹⁵⁴. An effective leader is able to influence his or her followers to reach the goals of the organisation. Although, employees' performance can be highly affected by many factors arising from within and outside organizational context but good leadership style cannot be over-looked¹⁵⁵. Leadership is the process whereby a leader inspires individuals to accomplish common goals¹⁵⁶. A leader as a person who delegates or influences others to act and to carry out specified objectives. True leaders engage others with their consideration and modesty because they involve themselves in what they are actually doing which is not for individual gains. Leaders are an essential part of any organisation, as they affect the self-respect and self-sufficiency of employees¹⁵⁷.

Leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisation goals¹⁵⁸. Leadership is the behaviour of an individual directing the activities of a group towards a shared goal. It is an interaction between two or more people that result in some kind of action leading to an output to satisfy a set agreement or criteria. Leadership is the process of influencing others towards organizational performance and achievement of goals. Leadership is a dynamic process whereby one man influences others to contribute voluntarily to the realization and attainment of the goals, objectives and aspiration of an organisation¹⁵⁹. Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done, and the process of facilitating individual and collective efforts to accomplish shared objectives. It is a process that focuses on shaping or influencing people to obtain organizational goals¹⁶⁰. Leadership style is the way in which the functions of leadership are carried out and the manner that a manager chooses

to behave towards employee. It is the pattern of behaviour used by a leader in attempting to influence group members and make decision regarding the mission strategy and operation of group activities. Leadership style is the manner and approach of providing direction, implementing plans and motivating people. Leadership style is the combination of traits, characteristics, skills and behaviours that leaders use when interacting with their subordinates¹⁶¹.

Leadership is both a process and a property. As a process, leadership involves the use of noncoercive influence. As a property, leadership is the set of characteristics attributed to someone who is perceived to use influence successfully. When we tried to discuss about leadership, we have to consider the leadership styles. Leadership style is the way and manner in which a manager or supervisor chooses to act towards his employees or subordinates and the way the leadership function is being carried out by them. A leadership style is the approach used by managers to exercise their leadership function¹⁶². Leadership style is said to be a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization¹⁶³.

In this global competitive environment, effective leadership style is necessary to reduce the attrition rate. A scholar found employees under autocratic leaders are more prone to intentions to quit job mainly as a result of the leaders over emphasis on production than people¹⁶⁴. Workers under democratic leadership style are less likely to involve in turnover intentions due to the collective decision-making approach of the leader. A leader's behavioral approach to directing, inspiring, and influencing their subordinates is referred to as their leadership style. The way in which leaders carry out plans and strategies to achieve certain goals while taking into consideration the expectations of stakeholders and

the safety and well-being of their team is determined by their leadership style. In a variety of contexts, leadership styles have been examined to determine the best or most suitable approach for inspiring and influencing others to achieve objectives. The degree to which a leadership style fosters follower trust is a fundamental principle of effective leadership. Research suggests that followers who have faith in their leader will be more inclined to go above and beyond what is required of them. As a result, they will meet their objectives and be free to express their opinions about how to take the current projects forward.

Any leader's chosen style of leadership is often influenced by a variety of factors, including their mentality, personality, life experiences, emotional intelligence, and familial relationships. As a result, in order to improve their effectiveness, leaders need to be able to assess how their style of leadership relates to the many qualities mentioned above. Style of leadership is more important for effective leadership. Therefore, it is essential for a leader to be able to take command and determine if a circumstance calls for an executive choice or a more collaborative one. In order to succeed, a leader must also be able to identify the best leadership style for the particular situation or business. A leader may assume ownership, control, and accountability for the magnitude and scope of the upcoming responsibilities by having a clear understanding of their leadership style. The following extra benefits are probably going to come from knowing one's style of leadership and being able to adapt to changing conditions: better teamwork and communication; higher employee engagement; a stronger team dynamic; and leadership that stands out in the workplace and gets recognition.

Long-term goals that center on their followers' higher order intrinsic needs are provided by transformational leaders. These leaders are characterized as using motivation to help

their team members reach their maximum potential and boost their self-esteem by providing ongoing encouragement¹⁶⁴. Five criteria define transformational leadership. The first is exemplified by the idealized impact or ascribed charisma, which is the followers' perception of their leader and how that influences how they understand the leader's authority, self-assurance, and transcendent values. Regarding the second aspect, it is exemplified by the idealized influence or charismatic behavior. (i.e., the specific leader's behaviours reflecting his values, beliefs, sense of mission and purpose, and ethical and moral orientation). The ability of a leader to encourage and inspire followers to pursue the accomplishment of lofty goals, elevate followers' expectations, boost their confidence, and establish a self-fulfilling prophesy is the third factor, and it is represented by inspiring motivation. The way leaders challenge the established quo and make intellectual arguments to their followers embodies the fourth aspect, which is intellectual stimulation. It also describes the process of coming up with novel solutions to issues. The fifth aspect is embodied in the individualized consideration, which is focused on leaders that both empower and grow their followers while offering tailored socio-emotional support. However, an exchanged relationship between leaders and their followers has been demonstrated by transformational leadership ¹⁶⁵. This type of leadership uses contingent rewards to help leaders make clear to their followers what is expected of them on the job. Furthermore, the elevation of followers by their leaders beyond short-term self-interest is referred to as transformational leadership style. This can be accomplished by means of intellectual stimulation, inspiration, customized consideration, and idealized influence. Such leadership will elevate the ideals and maturity of followers. It is focused on the achievement, well-being, and self-actualization of the organization and its leaders.

Under the guidance of a transformational leader or in a transformational team, followers are expected to look out for one another, provide intellectual stimulation and inspiration, and share a common purpose. These followers are typically quite productive. A leader who can motivate, inspire, and transform their team members to work harder and accomplish remarkable results is known as a transformational leader¹⁶⁶. This kind of leadership encourages followers to have faith in their own abilities in order to improve the organization's prospects and future while also having faith in the leader. A transformational leader must be able to establish a clear vision and objective, boost self-esteem, and win others over with charisma^{167–168}.

A transformational leader challenges others under them to put the good of the group, the company, and society above their own interests.

The main goal of transformational leadership is to inspire team members to continuously raising the bar and accomplishing goals they never would have imagined they could. This can be applied to businesses or groups. Transformational leaders hold their team members to a high standard and relentlessly push them until they achieve significant improvement or a change in their work, life, and enterprises. The goal of transformational leadership is to foster change in both individuals and institutions. Motivating team members to step beyond of their comfort zone and accomplish far more than they think they are capable of accomplishing is how the transformation is accomplished. Transformational leaders need to have a strong sense of integrity, emotional intelligence, empathy, a shared future vision, and great communication skills in order to be successful. Such a leadership approach is frequently linked to highly productive, growth-oriented companies that push the envelope in terms of innovation. Practically speaking, these kind

of leaders frequently assign their team members increasingly challenging assignments with tighter deadlines. However, because certain team members might not receive the proper coaching and mentoring to get through difficult tasks, transformational leaders run the risk of losing sight of individual learning curves. Transformative leaders can also result in high levels of engagement and productivity by fostering a shared vision and trust between themselves and their workforce.

Transformational leaders are aware of how crucial human capital is to an organization's success. As a result, the main goal of transformative leaders is to motivate constructive changes that contribute to both individual and team success. They put a lot of emphasis on helping people develop their unique abilities by acting as role models, igniting enthusiasm, providing support and encouragement, and fostering creativity. Their goal in doing this is to assist each employee in realizing their full potential. The team and the organization function best when every person gives it their all.

The idea of transformation is kept in mind while hiring by transformational leaders. This indicates that they pay less attention to their previous successes and more to their future growth. Still, the goal is to develop a workforce that fits the demands of the company. Instead than concentrating on prior accomplishments, they identify an applicant's potential and create a strategy to support that potential as the business expands. Because of this, while hiring new staff members, this kind of leader may overlook certain characteristics in applicants, such as a criminal record or a lack of work experience. This can result in a wider talent pool by providing opportunities to underrepresented applicants, those undergoing a career change, and younger people just beginning their careers. Employees also appreciate working for a company that supports their professional growth.

Reducing employee turnover can be achieved by providing employees with opportunities to develop and advance within the organization. Transformational leaders inspire their followers to take on and complete challenging tasks that they otherwise would not have bothered with. When followers embrace a leader's end ideals (internal standards), transformative leadership becomes possible and thereby producing changes in the attitudes, beliefs, and goals of followers. End-values like justice, honor, and integrity have the power to change followers. Furthermore, leadership influence spreads throughout the business as a result of followers' dedication to their leaders' ideals¹⁶⁹.

Bass et al.'s multifactor leadership questionnaire (MLQ) has been employed in the majority of transformational leadership studies (141, 170). The "Four I's" (idealized influence, personalized concern, intellectual stimulation, and inspiring motivation) are the four components that make up transformational leadership. Idealized Impact (Part II). The actions of transformational leaders make them an example for others who follow them. People trust, respect, and revere the leaders. Followers aspire to be like their leaders because they can relate to them. One of the things a leader does to merit this recognition is putting the needs of others above their own. Consistency over arbitrariness is exhibited by the leader, who also shares risk with followers. You may rely on him or her to act morally and ethically, exhibiting high standards of behavior. He or she only uses authority when necessary, avoiding abusing it for selfish ends.

Motivation that inspires (IM). Transformational leaders provide an example for others by challenging and giving purpose to the work of those under their direction. There is a sense of unity. Optimism and enthusiasm are evident. The leader engages followers in imagining desirable future conditions. In addition to exhibiting dedication to objectives

and a common vision, the leader sets and communicates expectations that followers want to meet.

Stimulation of the intellect (IS). Transformational leaders challenge presumptions, reframe issues, and take a fresh perspective to familiar circumstances in order to inspire their people to be inventive and creative. Originality is welcomed. The faults made by individual members are not publicly criticized. Followers are invited to contribute fresh thoughts and innovative answers to problems, and they are actively involved in resolving issues and coming up with solutions. When followers' ideas diverge from those of the leaders, they are not discouraged from doing new things.

Consideration on an Individual Basis (IC). Transformational leaders give each individual their whole attention.

fulfills a person's requirements for development and success by serving as a mentor or coach. Colleagues and followers are developed to ever greater potential. The thoughtful leader listens well on their own. The leader assigns duties to followers in order to foster their development. Assigned tasks are observed to determine whether the followers require further guidance or assistance, as well as to evaluate their progress; ideally, followers do not perceive that they are being observed.

The simplest way to characterize transactional leadership is as a "give and take" style of relationship that is more immediate. When it comes to accepting a job, team members consent to follow their boss; thus, It's a transaction in which services are being paid for. Workers receive compensation for precisely the labor they would have done. You obtain

the bonus that was promised to you if you reach a specific goal. This is particularly true for careers in marketing and sales. Each team member's roles and responsibilities are defined under transactional leadership, which also promotes timely completion of tasks. Incentive programs can be used in situations where normal remuneration is insufficient. To govern how work should be done, sanctions are also in place in addition to incentives. With transactional leadership, there is no misunderstanding between the leader and the follower because the tasks are explicitly stated by the leader. It is a more direct style of leadership. But because of its strict guidelines and unambiguous expectations, it might stifle originality and creativity. It may also result in a high staff turnover rate and decreased job satisfaction. In return for what the leaders demand, employees receive something of value from transactional leaders. Put differently, transactional leaders trade resources with their staff members or adopt a style of leadership that offers incentives and penalties in exchange for the subordinates' work and The main method of motivating and guiding followers in transactional performance leadership is by appealing to their self-interest¹⁷¹.

while a leader uses a democratic leadership style, team members' opinions are considered while making choices. With this consultative and collaborative leadership style, every team member has the chance to influence the course of ongoing initiatives. But ultimately, the decision-making rests with the leader. Democratic leadership is widely recognized as a very effective leadership style because to its capacity to grant voice and importance to lower-level personnel inside the organization. It's a format that's similar to corporate boardroom decision-making. A vote to make choices may be the final step in democratic leadership. Delegating power to those who decide on job assignments is another aspect of

democratic leadership. It makes use of the abilities and backgrounds of team members to complete tasks. Democratic leadership fosters team participation and creativity, which frequently results in high production and job satisfaction. But reaching an agreement as a team may be expensive and time-consuming, particularly when choices need to be made quickly. Under democratic leadership, team members are actively encouraged to contribute to the decision-making process and voice their ideas. Although staff members freely exchange ideas, leaders ultimately have the last say in the matter. They also offer assistance and direction when needed. This is why shared or participative leadership are other names for democratic leadership.

Democratic team leaders exhibit a great level of integrity, bravery, justice, knowledge, inventiveness, and other qualities that help them win the team's trust and respect. By putting this style of leadership into practice, you can minimize turnover and draw in the top talent in the following ways:

- increases contentment at work: When workers are involved in organizational decision-making, they feel appreciated as vital members of the team. Furthermore, democratic leaders may employ prizes and incentives to promote involvement. They also have a commitment to the members' personal development. This makes them happier and more satisfied with their jobs, which produces highly engaged people who stay in their positions for longer.
- Encourages a positive work environment: Democratic leadership fosters an atmosphere that is psychologically comfortable and allows people to express their opinions without worrying about being repressed. Getting everyone together to brainstorm and work together also strengthens the team. In the end, a culture of trust, respect for one another, deep connections, and cooperation is

established. Additionally, this aids in luring in the top personnel, particularly Millennials who are drawn to organizations with strong corporate cultures.

The exact opposite of democratic leadership is autocratic leadership. In this scenario, the team's leader acts as their representative and makes all decisions without consulting them. The leader is in charge and has all authority. They determine all that has to be done and have total authority. Before a decision is taken, the staff is not consulted. Everyone is required to support the leader's decision after it has been made. The squad frequently harbors some degree of anxiety toward the leader. Since most decisions made by an autocratic leader would not be in the best interests of their subordinates, this kind of leadership can be extremely retrogressive and encourage employee dissatisfaction. A unilateral increase in working hours or other adverse changes to working conditions implemented by management in an effort to boost output are two examples of such actions. In the absence of employee consultation, the management can be obliged to raise working hours since they don't completely understand why productivity isn't rising. It can result in ongoing absenteeism and a significant staff churn. However, in situations where the decision needs to be taken quickly and the leader is experienced and informed about the conditions around it, autocratic leadership can be a successful strategy. It is also the best option in other situations, such as when a choice can be made without the team's input or approval in order to be successful.

A hands-off or passive style of leadership is a precise definition of laissez-faire leadership. Rather, leaders give their team members the resources, knowledge, and instruments they need to complete their responsibilities. A leader that practices "let them be" leadership takes a backseat, allowing team members to work independently and

freely to plan, Assemble, decide, solve issues, and finish the tasks given to you. Creative, talented, and self-motivated personnel benefit greatly from the laissez-faire leadership style. The team's degree of autonomy and trust has the potential to be inspiring, fruitful, and contribute to job happiness. However, it is crucial to maintain control over this kind of leadership because if the team is disorganized, chaos and confusion can happen very rapidly. The group may wind up acting entirely differently from the leader's expectations. Laissez-faire leadership is the least productive and satisfying, according to study.

Delegative leaders would rather let the team make decisions and just provide their advice and experience when required. After making sure the group has the means and capabilities to decide for itself and work out issues on their own, this kind of leader steps back. Nonetheless, the leader is still in charge of how these choices turn out. A leader who is delegative is probably more likely to create a staff that needs less direction and oversight. They concentrate on identifying people who can operate autonomously and produce outcomes. Delegative leadership is therefore perfect for employing cross-border workers, particularly in situations where new hires must operate remotely. Leaders that are delegative do not impose their ideal workflow on their team. Rather, they provide people the freedom to decide how best to carry out their work, including setting up schedules and employing strategies that play to their unique abilities. Additionally, these managers don't micromanage, which is rarely well received by staff members. Employees experience greater job satisfaction and a better work-life balance when given the freedom to make their own decisions. This lowers the turnover rate by increasing their commitment to and engagement with the company.

Despite the difficulties and uncertainties of the present, visionary leaders have the courage to envision grand concepts and prosperous futures. They take chances, are gregarious, incredibly creative, extremely adaptable, and self-assured. They also realize that the team as a whole must work together to realize their visions. They demonstrate empathy for the feelings of their staff members while inspiring and motivating them to identify the best ways to realize the vision.

Leaders with a clear vision assemble a group of people who will assist them in realizing the vision. As a result, they draw people who are extremely passionate and take pride in what they do. In addition to technical skills and other expertise, they seek out people who are fearless, upbeat, resilient, and tolerant. Through effective communication and empathy, visionary leadership unites people towards a similar objective, fostering a collaborative culture. It also highlights how crucial each person's participation is to reaching the overall objective. Employees feel more purposeful and meaningful at work as a result, which improves job satisfaction. Visionary leaders might, however, come across as authoritative and occasionally intrusive. This could be detrimental to people who appreciate their independence when it comes to doing things.

Leadership that follows a set of rules is known as bureaucratic leadership. Policies dictate how procedures and laws must be followed; there is no leeway. Bureaucratic executives make sure that team members strictly adhere to the rules that define how work should be done. The leader takes employee input into consideration, but rejects it if it doesn't follow organizational policy. There's a lot of red tape and new ideas come slowly. An further attribute is a hierarchical authority structure, which suggests that power is attributed to formal titles and moves from top to bottom. Frequently, bureaucratic leadership is linked

to sizable, "century-old" establishments that have achieved prosperity by utilizing conventional methods. As a result, introducing a novel or inventive approach to these organizations is met with strong opposition. Innovative concepts are perceived as dangerous, inefficient, or even wasteful. Compared to an authoritarian leadership style, there is less control and greater independence, but this does not mean that there is any incentive to be creative or go above and beyond. Therefore, it is not appropriate for nascent, growth-oriented enterprises. Jobs involving safety concerns or handling valuables like big sums of money or gold are good fits for bureaucratic leadership. It is also perfect for overseeing workers who carry out regular tasks.

Being a servant leader means that a leader puts the needs of the team above their own. The goal of a servant leader is to put the needs of their group before their own. It is another example of setting a good example. In order to achieve the finest outcomes, servant leaders look for methods to inspire, uplift, and develop those who follow their example. Leaders with a high degree of honesty and generosity are necessary for servant leadership. Team morale is raised and a positive organizational culture is fostered. Additionally, it fosters an environment of ethics with high moral standards. Nonetheless, other academics argue that competitive scenarios where servant leaders face off against one another might not be the best fit for servant leadership. More ambitious leaders can quickly overtake servant leaders. Another criticism of the servant leadership approach is that it is not flexible enough to deal with high-pressure situations and deadlines.

Aggressive CEOs use coercion to make sure staff members abide by the guidelines, policies, and directives of the company. There is no space for error when it comes to completing tasks under this style of leadership, which demands rigorous adherence to

rules. The good news is that coercive leaders provide their teams with all the knowledge, direction, and resources they need to succeed. Coercive leadership penalizes noncompliance and rewards conformity. As a result, coercive leaders tend to focus more on developing a workforce of people who are meticulous and respectful to superior authority. The younger generation may find this off-putting because they like to work in environments that provide them more flexibility and autonomy. Although it can be oppressive, coercive leadership fosters a secure environment at work. Strict adherence to guidelines and policies contributes to the eradication of harassment, discrimination, and accidents. This may, in part, help to create a contented workforce. But forceful leadership stifles originality and creativity, which can result in discontent as well as a lack of drive and inspiration. This may make it more difficult to draw in top talent and keep current workers. There is no one leadership style that works for all groups or circumstances. Furthermore, there may be a need to alternate between many leadership philosophies because there is no one correct approach to lead. Therefore, it's critical to understand the benefits and drawbacks of every leadership style. The type of organization—mature or growth-oriented—the nature of the work—routine or creative—the team's experience and skill level, and the leader's personality all play a role in selecting the best leadership style. The right leadership style to use, or the right blend of several leadership styles, will probably be determined by taking into account the aforementioned elements. The impact of various leadership philosophies on hiring and employee retention varies. All, though, have advantages when used in the appropriate context. Coercive leadership, for instance, can be effective in industries like construction and manufacturing where stringent regulations are required to ensure worker safety. The key is understanding the kind of

leadership that best suits your company. Furthermore, a blend of several leadership philosophies can create strong cultures that improve hiring practices and result in a harmonious, upbeat company culture.

2.2 Theoretical Review and Framework

A theoretical framework can be referred to as a structure of concepts which exist in the literature. It can also be seen as a ready-made map or blueprint for the study. It provides the structure in showing how a researcher defines the study philosophically, epistemologically, methodologically and analytically. The theoretical framework also aids the study in finding an appropriate research approach, analytical tools and procedures for the proposed study and it will make this research findings to be more meaningful and generalizable¹⁷². Three theories will be used for all the variables respectively. There are various theories, standards, models that exist on Leadership Style, Career Success and Turnover Intention. Having checked through the literature for different theories and models, this study carefully selected one theory for each of the variables. The theory selected for Turnover intention is Adam's Equity Theory, theory for Career success is Protean Career Theory, while the theory selected for Leadership style is Burns and Avolio Transformational-Transactional Leadership Theory.

2.2.1 Adam's Equity Theory

This theory was propounded in the year 1963⁷⁴. The Equity Theory assumes that people are motivated if they have a feeling of fairness and equity in their job's inputs compared to their outcomes ratio¹⁷³. The focus of this theory is on the exchange relationship where the individuals give something, their inputs, and expect something in return, the expected outcomes. This theory postulates that the assessment of the value of outcomes against the

value of the inputs reveals a sense of equity or inequity for a given person or reference group. The reference groups include colleagues, and relatives, or the individual themselves in a different but comparable role¹⁷⁴. While inputs refer to the experience, skills and the efforts of an individual employee, his or her outcomes include for example, pay, fringe benefits, responsibility, ability, awards, etc.

The Equity theory also assumes that people tend to act for the restoration of equity whenever they feel a sense of inequity. Thus, the alteration of inputs and the alteration of outputs are examples of equity restoration actions. The Equity Theory is applicable to labour turnover and retention research where turnover intention can be seen as a consequence of perceived inequity. Consequently, management efforts to maintain an equitable work environment can be considered as a retention strategy to prevent turnover intentions. Equity theory focuses on whether there is a fair balance between an employee's inputs (such as hard work, enthusiasm, and skills) and their outcomes (such as recognition, salary, and benefits).

According to the theory, striking this balance is necessary for a strong and productive work relationship. In order to maximize individuals' rewards, organizations strive to create systems that fairly distribute resources across members of a group. Otherwise, inequalities will result in levels of unhappiness proportional to the amount of inequality. Equity theory suggests that people strive for fairness in their relationships. They want to feel that they are receiving what they deserve from others. When people feel that they are not being treated fairly, they may become dissatisfied and may even take action to correct the situation. Equity theory is based on the idea that people compare their inputs (the work they do, the money they contribute, the effort they put forth) to their outcomes (the

rewards they receive, such as salary, benefits, and recognition). If they feel they are not being treated fairly, they may become dissatisfied and take action to correct the situation. This theory can be used to explain a wide variety of behaviors, including employee motivation, job satisfaction, and organizational citizenship behavior. Employees who feel they are not being treated fairly may become disgruntled and less motivated. They may also be less likely to go above and beyond their job duties. Organizations that use equity theory to understand and address employee concerns can improve employee satisfaction and motivation.

Equity theory is a social psychology theory that attempts to explain how people perceive the fairness of their relationships. It is based on the idea that people strive for equity in their relationships, meaning that they want to feel like they are getting what they deserve from the relationship. The key elements of equity theory are effort on work, reward for work, and comparison levels. Effort on work refers to the amount of effort that a person puts into a relationship. Reward for work refers to the rewards that a person receives from a relationship. Comparison level refers to the person's ideal level of input and outcome in a relationship. Equity theory predicts that people will be happiest when their input and outcome are equal to their comparison level. If a person's input is greater than their comparison level, they will feel overworked and underappreciated. If a person's outcome is greater than their comparison level, they will feel spoiled and unappreciated. Employees try to keep a balance between how much they give (inputs), and what they receive from the organization in return (outputs). What an employee thinks of their current input-output balance can change day-to-day if they think one of their colleagues currently has a better balance between what they give and what they get back. In the

theory, Adams labelled the colleagues as “referents”. The referents are anybody your employee feels they are in a similar situation to—for example, if two people have the same job title and duties.

Equity theory is used for the dependent variable because it is thought to be a motivator. It is based on the idea that people want to be treated fairly in their relationships. When people feel that they are not being treated fairly, they may become disgruntled and less motivated, thereby the thought of exiting the organization might creep in. Equity theory is used to try to correct these feelings by ensuring that people are treated equitably.

2.2.2 Protean Career Theory

The protean career, as conceptualized by a scholar, describes “a process which the person, not the organization, is managing”¹⁷⁵. Central to this process is the role of self-direction and the centrality of intrinsic values. Consistent with Hall’s early theorizing, empirical research on the protean career has converged on explaining the roles of self-direction and a values orientation in three domains: (a) as meaningful individual differences (antecedent factors), (b) as influences on career processes, and (c) as predictors of career and organizational outcomes. While research in these domains has advanced substantially, early studies have focused primarily on developing a measure of the PCO and establishing its predictive validity as an individual difference variable¹⁷⁶.

Protean careers are characterized by the exercise of self-direction and a focus on intrinsic values in the pursuit of psychological success. This is an agentic orientation toward one’s career, in which the person aspires to be self-directed in his or her career choices and guided by intrinsic values¹⁷⁷. This view is in contrast with the traditional

view of careers, guided by the organization and other external factors instead of the individual and driven by the pursuit of extrinsic success (e.g., salary, advancement)¹⁷⁸. More specifically, the protean career orientation (PCO) is an attitude toward careers that involves self-direction (the desire to be agentic, in charge of one's career) and a values orientation (a desire to make career decisions that are driven by intrinsic values)¹⁷⁹. It is an orientation in which the person is in charge—not an organization or other people.

Research on protean careers differs from other career perspectives that focus on the role of the environment and socialization in shaping a person's occupational choices, e.g., Holland's model of person-occupation fit and Super's focus on the synthesizing of self-image with the occupational role^{180,181}. The protean concept suggests a very agentic role for the individual. The other unique aspect of the protean concept is the internal motivation that is provided by the person's intrinsic values that drive the person's agentic sources. This is the "engine" or motivation for the person's career decisions.

Being self-directed and values driven is not a given and is particularly difficult in today's work environment, which is characterized by volatility, uncertainty, complexity, and ambiguity (VUCA)¹⁸². The critical forces causing global economic inequality are not operating at a level that an individual can control directly. These are macroeconomic and institutional forces, which include globalization, technology, and environmental changes, which are happening at an accelerating rate. The protean career represents a new type of career contract in which careers are flexible and dynamic and managed by the individual instead of the organization. Success is determined based

on internal rather than external measures, as the individual moves between jobs and organizations. Responsibility for success is dependent upon the individual, who engages in self-directed, continuous learning throughout the lifespan^{183,184}. Thus, Proteus signifies someone who is flexible, versatile and highly adaptable. An individual with a protean career is characterized by continuous a state of continuous self-assessment, self-direction, and self-development. Due to this individual's flexibility, they are able to pursue different opportunities whenever it presents itself, explore new industries, and constantly redefine the meaning of success on their own terms, but in relation to the changing work environment.

2.2.3 Burns and Avolio Transformational-Transactional Leadership Theory

The leadership process occurs in one of two ways, either transactional or transformational as propounded by scholars¹⁸⁵. Transactional leadership emphasizes the clarification of goals, work standards, and task assignments and focuses on task completion with compliance based on incentives and rewards to appeal to the self-interest of followers¹⁴¹. In his original model, he proposed that transactional leadership has two main components, management-by-exception and contingent reward. A transactional leader relies on management by exception that the leader takes corrective action and intervenes only when failures and deviations occur. Indeed, some managers search for deviations to meet desired goals. They establish performance criteria and evaluate subordinates' work to see if the requirements are being fulfilled. In a later study, management by exception was divided into two categories: management-by-exception (active) and management-by-exception (passive)¹⁸⁶. This division was based on the timing of the leader's action.

In the former, the boss monitors the work of the subordinates in order to identify errors before they become issues and to act promptly to address them when needed. The leader in the latter case refrains from delivering instructions if the conventional approaches are effective. The dependent rewards that a transactional leader sets up for subordinates in the event that they meet predetermined goals are another crucial element. The transactional leader in an organization explains and specifies what must be done to satisfy followers' expectations, including compensation, acknowledgment, advancement, etc. The leader also shows his satisfaction when followers perform well. Research indicates that superiors have a tendency to promote high performers and penalize low performers¹⁸⁷.

The transactional relationship can be viewed as a negotiating process that is maintained by upholding the transaction process¹⁸⁵. Transactional leadership fails to boost the aspirations of subordinates. Both superiors and subordinates aim to maximize their profit from the deal. This might be a fleeting and surface-level relationship. For this reason, transactional leadership has certain drawbacks. In order to spot emerging issues or opportunities and decide what needs to be done, leaders evaluate both their internal and external environments. Afterwards, the group's leaders must handle interpersonal and motivational problems that will improve the group's capacity to adapt to organizational and environmental demands. This is more than what can be accomplished by acting in a transactional leadership manner.

In addition, leaders ought to motivate their staff members to perform harder and more efficiently; this cannot be achieved merely by demonstrating contingent reward and management-by-exception leadership styles. The following drawbacks of transactional

leadership might also be mentioned. Further rewarding of subordinates will consequently no longer be effective in motivating subordinates if they believe they have received enough rewards. The leader's relationships with subordinates will suffer as a result, and they may stop being able to lead the group with the same strategies. Second, if a leader and subordinate relationship is primarily based on rewards and punishments, it may not be healthy since the subordinates will constantly need to appease the leader in order to receive rewards or avoid punishments that lead to dysfunctional outcomes like employee unhappiness, a rise in absenteeism, a decline in organizational commitment, and poor performance.

Because transactional leaders prioritize preserving the existing quo, it has been proposed that stable economies or organizations are better suited for transactional leadership¹⁸⁸. This leadership style is characterized as adaptable, with an emphasis on organizational effectiveness and group norm compliance¹⁸⁹. Organizations now require a new kind of leader—one who can inspire people to perform "beyond expectation"—due to heightened competition and a highly complicated environment. Humans are naturally inclined to strive for self-improvement and to act in the interests of others. To thrive in today's corporate environment, it is imperative to motivate people to go above and beyond what is expected of them in order to achieve organizational goals. These are matters that the transformational leader attends to.

Transactional techniques emphasize achieving more or better performance, switching from one aim to another, and performing different actions, a decline in opposition to specific measures or the execution of choices inside predetermined parameters. Significant alterations in attitudes, beliefs, values, and needs are among the high order

changes that transformational leadership addresses. An academic elucidates the mechanism of this transition (development) and its implications: On the other hand, development describes qualitative changes—a fundamental transition between one level of knowledge and another in terms of perspectives, values, morals, and understanding¹⁹⁰. The presumptions people have at one stage of development become irrelevant in a later, higher stage as they mature.

grasp how transformational leaders elevate followers to new heights of development and potential requires a grasp of fundamental change or development explained in this way. There has been a fundamental shift in the attitudes and assumptions of followers when, for instance, they start to prioritize the requirements of their organization over their own immediate wants and self-interests. It is imperative that followers reach this higher stage of growth in order for teams to function well and for organizational systems and cultures to function better overall. It was suggested that because transformational leaders raise followers up into higher level needs like self-actualization, they are able to activate them on newer motivations and desires in addition to understanding their current needs. In other words, they can change the hierarchy of needs that scholars ^{191, 192} have identified. Maslow's need hierarchy consisted of five levels: self-actualization, esteem, safety, love, and physiology. According to Maslow, in order for a higher-level need to be triggered, a lower-level need must first be met. The existence, relatedness, and growth needs are the three level needs that Alderfer proposed. The demands of existence are related to physical health. Social and interpersonal relationships are a part of the relatedness needs. The personal development of the individual is the focus of the growth needs. Unlike Maslow, Alderfer argued, a person does not need to satiate a lower-level need in order to activate a

higher-level need. Bass supported Alderfer's theory and contended that transformative leaders are able to rearrange those need hierarchies; therefore, leaders can raise subordinates into becoming self-actualisator, self-regulators, and self-controllers.

Hence, transformational leaders have the ability to bring changes and differences in groups and organizations. Leaders elevate their followers to higher levels of morality and draw followers up to their level of moral development. The transformational leader articulates a realistic vision of the future that can be shared, develops the appropriate strategies to attain it, stimulates subordinates intellectually, and pays attention to the differences among the subordinates. The transformational leader motivates subordinates to a level of effort more than originally expected by providing a compelling vision and getting subordinates to transcend their interests^{186,188}. Transformational leadership is required at all levels of organizations especially when they are confronted with crisis, and chaotic, unstable and unpredictable environment. Transformational leaders tend to search for new ways of doing things, intellectually stimulate their subordinates asking them to reconsider their old assumptions and develop new ones, to question current rules and procedures of the organisation. They incline to take risk, and encourage their subordinates to take highest advantage of opportunities. Three factors were embodied in the original theory of transformational leadership: charisma, individualized consideration, and intellectual stimulation. The components of the transformational leadership was reformulated as follows; idealized influence (behavioural and attributed), inspirational motivation, intellectual stimulation, and individualized consideration. They replaced idealized influence with charisma and included inspirational motivation.

This theory is relevant to this study in that transformational leaders consult their subordinates and involve them in processes of defining organizational vision. Transactional leaders see delegation to achieve desired goals as a result of which they will get people do what they want. Therefore, they help people not only succeed in their present job but prepare them for their future positions. They create opportunities as learning facilities to their subordinates to convert them into leaders, because managers learn mostly from their job career. Transformational leaders can be seen as a model for followers.

2.3 Empirical Review

This subsection focuses on the position of previous studies carried out in another context which relates to the objectives of this study.

2.3.1 Leadership Style and Turnover Intention

A researcher looks into variables impacted by transformational leadership in recent studies 193. The results of the analysis of the interviews and questionnaire responses obtained from social service workers indicated that transformational leadership positively correlated with organizational outcomes such as commitment, well-being, and role clarity. Similarly, several researchers looked at how transformational leadership affected employee competency moderating and organizational commitment mediating the influence of transformational leadership on job performance in Taiwanese SMEs¹⁹⁴. They discover that work performance is impacted by transformative leadership. The impact of transactional leadership on worker performance in Algerian banking institutions was investigated in a recent study ¹⁹⁵. The results of an analysis of variance

using a sample size of 132 workers from five banks show that employee performance is significantly impacted by transactional leadership style.

Similarly, 196 research was done on the effects of transactional and transformational leadership philosophies on worker performance in Pakistan's banking industry. Employee performance is impacted by both transactional and transformational leadership styles, according to an analysis of ¹⁷² employees' questionnaire replies. Additionally, research was done on the effect of transactional leadership on the intention of employee turnover in Indonesia ^{197, 150} respondents' data were examined using a structural equation modeling tool. The results demonstrate that motivation at work and job satisfaction have an impact on employees' desire to leave PT., Sumber Alfaria Trijaya Tbk. (Minimarket Alfamart) in the East Surabaya region of Indonesia, as does transactional leadership. Additionally, research was done on the effects of transformational and transactional leadership on worker satisfaction in Jordanian public hospitals ¹⁹⁸. Based on an analysis of 800 questionnaires issued across nine hospitals with an 86% response rate, the analysis's findings indicate that employee happiness is generally influenced by both transformational and transactional leadership styles.

While transactional leaders place an emphasis on exchanging rewards for success, transformational leaders focus on the higher order demands of their workforce. Employee turnover within the organization can be well explained by both transformational and transactional leadership styles^{199,133}. Researchers looked on the relationship between turnover intention and leadership behavior among Division I softball and volleyball assistant coaches in the USA²⁰⁰ of the National Collegiate Athletic Association. The findings demonstrated a negative correlation and a direct impact of transformational

leadership on turnover intention. Nevertheless, there exists an inverse relationship between turnover intention and transactional leadership. Additionally, 131 research was done on the connection between leadership behavior and the propensity to leave an IT company. The findings indicated a negative relationship between turnover intention and transformational leadership. On the other hand, turnover intention was unrelated to transactional leadership. Investigations were conducted on the connection between turnover intention and job satisfaction (201). The study's participants were drawn from Pakistan's insurance industry. A total of eleven² questionnaires were utilized. The findings demonstrated a negative correlation between turnover intention and transactional and transformational leadership. The samples are more closely associated with transformational leadership than transactional leadership, according to the data.

Researchers discovered a link between academic staff members' intentions to leave and their leadership style⁶¹. They contend that although there is no statistically significant association, both transactional and transformational leadership styles exhibit negative relationships with turnover intention. It was investigated²⁰² how to use transactional and transformational leadership behaviors in a leadership style. The study gathered information from Pakistani private schools. A total of 356 questionnaires were utilized. The results of the study showed a negative correlation between turnover intention and transactional and transformational leadership behaviors. Researchers looked at the function that affective commitment had as a mediator in the relationship between turnover intention and transformative leadership^{203. 490} workers from a sizable call center run by a northern Chinese telecommunications business were included in the study. This study discovered that affective commitment modulates the negative association between

turnover intention and transformative leadership. Researchers also looked on the connection between employee turnover and leadership style²⁰⁴. They conducted a survey in Nigerian banks from which 500 questionnaires were collected. The study found that leadership style has a relationship to employee turnover intention.

The relationship between transformational and transactional leadership has been explored by a number of researchers^{205,206,207}. Their studies have generally shown that transformational leadership is the key factor in reducing and mitigating turnover intentions. In the studies undertaken by scholars, it was found that transformational leadership was contrary related to turnover intentions among employees for several commercial and profit-oriented based businesses²⁰⁸. In another study carried out in the nursing profession, it was found that higher degrees of transformational leadership were associated with lower intention to leave²⁰⁹. This supports the outcome of the earlier study by a scholar¹⁷⁰. Another study conducted on exploring the relationship between leadership behavior of nurse managers and staff turnover has revealed a weak correlation between leadership behavior and staff turnover²¹⁰.

2.3.2 Leadership Style and Career Success

A study on the effect of career development, leadership style and organizational culture on job satisfaction and organizational commitment revealed that good leadership greatly influences job satisfaction; job satisfaction is employee assessment, feeling or attitude of a person or employee toward his work and is associated with the work environment, the types of jobs, compensation, relationships between co-workers and social relations at the places of work. Creation of employee satisfaction can be created if the variables that will be affected (such as, leadership and organizational commitment can be accommodated

and accepted by all employees within an organization)²¹¹. The results of this research show that good leadership is expected to motivate employees to work better, that in general employees prefer a supportive leadership style because of the leadership of the highly prioritized the interests of the Organization, have a high level of confidence, and also has the capability of supervision is high on any activities of the organization.

The impact of transactional and transformational leadership on employees' attitudes and behaviors in nonprofits was examined²¹². Practically, the results of the study provide insights on how the attitudes and behaviors of employees in nonprofits can be influenced by their leaders' and supervisors' behaviors. Career commitment was found to predict both subjective career success, measured by job satisfaction, and objective career success, measured by wage level, according to a different study that examined the relationship between self-efficacy and career commitment and career success²¹³. The moderating impact that self-efficacy had in enabling the effects of career commitment on career success was also empirically investigated in this study. The results showed that the beneficial effects of career dedication on both objective and subjective career success were moderated by self-efficacy. Among those with at least moderate levels of self-efficacy, career commitment was positively correlated with wage level and career satisfaction. This implies that people with high levels of self-efficacy and great professional dedication would benefit from high wage levels and a greater career satisfaction.

Previous studies have established that an organizational leader's style influences results, worker performance, and the way that people perceive a leader's efficacy^{214,215, 216}. Additionally, prior studies discovered a crucial connection between individual and

organizational success and leadership style^{217,218, 219}. For organizational leaders, career achievement continues to be a major motivator regardless of gender^{220, 221}. Scholars²²² carried out a study named "Leadership Style and Career Success of Women Leaders in Nonprofit Organizations." The career performance of women executives in nonprofit organizations is positively correlated with both transformational and transactional leadership styles, according to an analysis of the data. There was no discernible link between job success and a passive leadership style. The results showed that inspirational motivation was the most powerful transformational factor in the relationship between women's professional success and transformational leadership style, which was found to be significantly correlated. It follows that a strong inspiring motivational style combined with transformational leadership behaviors is a major factor in professional success.

Compared to leaders who refrain from engaging in inspiring activities to inspire followers, those who employ inspirational motivational behaviors may experience greater professional success. In particular, the results of this study suggest that, in contrast to other leadership styles and behaviors, female executives in non-profit organizations who use transformational leadership style, which includes inspiring motivation behaviors, may have higher levels of career success.

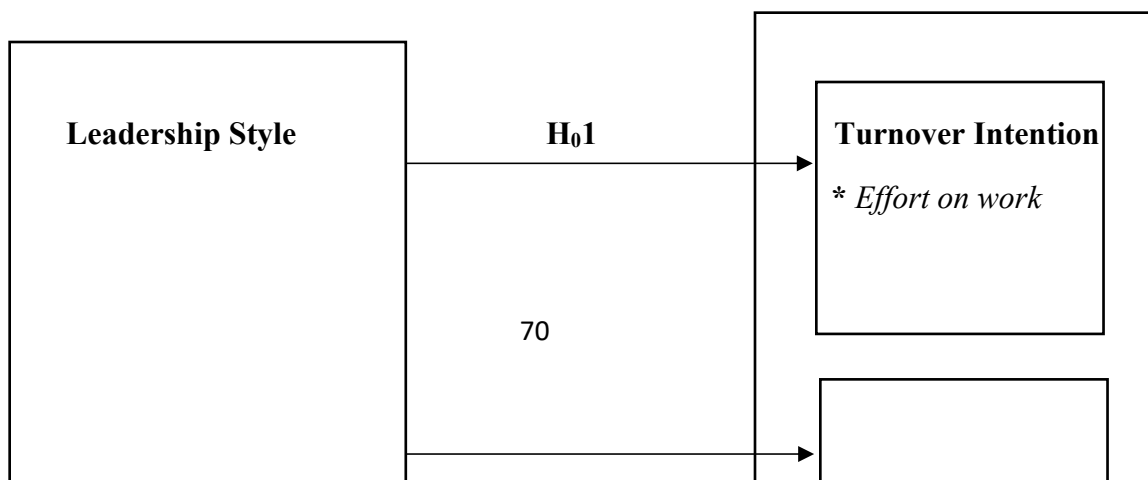
Compared to transformational leadership, the results showed a more substantial association between women's career success and transactional leadership. The relationship's strength was supplied by the contingent reward of the transactional component. Men predominate in leadership positions in both for-profit and non-profit businesses, according to prior research, and they use transactional leadership styles more

frequently than any other style^{223,224}. It is implied that women who prioritize contingent remuneration in a transactional style are more successful in their careers than women who use inspirational, transformative behaviors.

Scholars pointed out that, in contrast to the findings, women who demonstrate strong transactional leadership practices run the danger of alienating coworkers and encountering career challenges, supervisors and subordinates due to divergent opinions about the expected social and professional attire for women²²⁵. The results showed no connection at all between female non-profit workers' job performance and their passive leadership style. The application of a passive leadership style exposes a sluggish and ineffective display of leadership behaviors as well as an avoidance of leadership responsibilities²²⁶. Previous studies have demonstrated that women take ownership of their actions, demonstrate efficacious and proactive leadership traits, and uphold emotional bonds with peers, superiors, and subordinates²²⁷. The study's participants reported employing passive leadership behaviors, and statistical testing revealed a negative correlation between professional performance and passive style; nevertheless, the p values did not support this conclusion. Leaders that use a passive leadership style run the danger of losing both male and female followers, which reduces their ability to inspire and motivate others. It is implied that women who adopt avoidance and passivity as leadership styles often reduce their chances of achieving professional success. The findings, viewed via the contingency theory's perspective, show that a variety of leadership conceptions, traits, and behaviors—all connected to leadership style—are necessary for women to succeed in their careers. Furthermore, the results show that high levels of the components that make up the Career Success Index are still dependent on

applying the best leadership approach. A researcher observed that the interaction between a leader and followers with respect to organizational outcomes depended on the leader's capacity to exhibit effective leadership and positional authority²²⁸. Effective solutions can only be achieved by nonprofit leaders' impartial use of pertinent knowledge and information, which is a prerequisite for the successful implementation of the contingency theory in relation to a market that is competitive, crises, natural disasters, or periods of organizational transition^{229,230}. The results show a positive correlation between stronger transformational and stronger transactional leadership abilities, further confirming the ability of successful nonprofit women leaders to apply the most suitable leadership style for the given organizational or situational context.

2.4 Conceptual Model



* Transformational leadership style

* Reward for work

* Transactional leadership style

H₀₂

Career Success

* Self-direction

* Intrinsic values

Figure 2.2: Conceptual Model

Source: Researchers' work (2023)

The above conceptual framework shows Leadership Style as predictor of Turnover Intention and Career Success of Non-teaching Staff in Public Polytechnics, Oyo State. The model has three variables: Leadership style, Turnover intention and career success. Turnover intention which is the first dependent variable has the following measures: effort on work and reward for work adopted from Adam's Equity theory⁷⁴. Career success which is the second dependent variable has the following measures: self-direction and intrinsic values adopted from Protean Career Theory¹⁷⁷. The independent variable, Leadership style is measured with Transformational and Transactional leadership style adopted from Burns and Avolio Transformational and Transactional Leadership Theory¹⁸⁵.

2.5 Summary of Literature Reviewed

Turnover among the employees is one of the biggest challenges for any organization and have far lasting effects. It has been seen as a serious issue especially in the field of human resources management²³¹. Employee turnover become a major concern for many organizations nowadays and high employee turnover have a devastating effect on a company, especially if the lost employees are high performers²³².

A study titled “Leadership Style and Career Success of Women Leaders in Nonprofit Organizations” was conducted by scholars²²². The career performance of women executives in nonprofit organizations is positively correlated with both transformational and transactional leadership styles, according to an analysis of the data. There was no discernible link between job success and a passive leadership style. The results showed that inspirational motivation was the most powerful transformational factor in the relationship between women's professional success and transformational leadership style, which was found to be significantly correlated. It follows that a strong inspiring motivational style combined with transformational leadership behaviors is a major factor in professional success.

Compared to leaders who refrain from engaging in inspiring activities to inspire followers, those who employ inspirational motivational behaviors may experience greater professional success. In particular, the results of this study suggest that, in contrast to other leadership styles and behaviors, female executives in non-profit organizations who use transformational leadership style, which includes inspiring motivation behaviors, may have higher levels of career success. Compared to transformational leadership, the results showed a more substantial association between women's career success and transactional leadership. The relationship's strength was supplied by the contingent reward of the transactional component. Men predominate in leadership positions in both for-profit and non-profit businesses, according to prior research, and they use transactional leadership styles more frequently than any other style^{223,224}. It is implied that women who prioritize contingent remuneration in a transactional style are more successful in their careers than women who use inspirational, transformative behaviors.

Scholars observed, however, that women who demonstrate strong transactional leadership behaviors may face professional challenges as a result of divergent views about the socially and professionally acceptable style that is expected of women²²⁵. They also run the risk of alienating coworkers, subordinates, and superiors. The results showed no connection at all between female non-profit workers' job performance and their passive leadership style. The application of a passive leadership style exposes a sluggish and ineffective display of leadership behaviors as well as an avoidance of leadership responsibilities²²⁶. Previous studies have demonstrated that women take ownership of their actions, demonstrate efficacious and proactive leadership traits, and uphold emotional bonds with peers, superiors, and subordinates²²⁷. The study's participants reported employing passive leadership behaviors, and statistical testing revealed a negative correlation between professional performance and passive style; nevertheless, the p values did not support this conclusion. Leaders that use a passive leadership style run the danger of losing both male and female followers, which reduces their ability to inspire and motivate others. It is implied that women who adopt avoidance and passivity as leadership styles often reduce their chances of achieving professional success.

Thus, based on the literature assessment, the researcher found significant gaps in the studies that indicated a small number of writers had done minimal research in the areas of leadership style, career success, and employees' intention to leave. The paucity of literature in this field indicates a significant gap in the majority of the reviewed studies. In light of this, the current researcher believes it is appropriate to look into leadership style as a predictor of career success and employees' intention to leave Public Polytechnics in Oyo State, Nigeria.

By emphasizing the crucial impact leadership style plays towards turnover intention and career success of non-teaching staff in Public Polytechnics, Oyo State, Nigeria, the researcher hopes to close the gaps found in these studies.

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Chapter Three

Methodology

This chapter presents the methodology used in this study. The methods to be employed include: the research design for this study, the study population, computation of sample size, sampling technique adopted, description of research instrument, validity and reliability of the research instrument, distribution of the research instrument as well as method of data analysis.

3.1 Research Design

A cross-sectional survey research design was used for this study to empirically examine Leadership style as a predictor of career success and turnover intention of non-academic staff in Public Polytechnics, Oyo State, Nigeria. This research design ensures the collection of data from different individuals at a single point in time. This design is considered appropriate for this study because it saves time, expenses and the amount of quality information yielded is valid and reliable, while the researcher's bias is reduced because respondents complete identically worded self-reported questionnaire. More so, it is less cumbersome than a longitudinal survey design, and several scholars have found it appropriate for studies of similar nature¹.

3.2 Population of the Study

The population of this study covers Nine Hundred and Eighty-six (986) non-academic staff in the Public Polytechnics in Oyo State. These include: The Polytechnic, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa and The Oke-Ogun Polytechnic, Saki. The reason for this selection was because the perceived gaps which form the purpose of this study have been traced to exist there.

Table 3.1: Population of the study

S/N	Public Polytechnics	Study Population
1.	The Polytechnic, Ibadan	731
2.	Adeseun Ogundoyin Polytechnic, Eruwa	145
3.	The Oke-Ogun Polytechnic, Saki	110
	Total	986

Source: Researcher's work, 2023

3.3 Sample and Sampling Techniques

This study has a total of Two Hundred and Seventy-seven (277) sample size which are made up of non-academic staff of the three (3) Public Polytechnics in Oyo State which represent the total population. This sample size was gotten from Raosoft (2004) sample size as shown in Table 3.2

Table 3.2: Raosoft Table for determining sample size of a known population

The screenshot shows the Raosoft Sample Size Calculator interface. It includes the Raosoft logo and the title 'Sample size calculator'. The form contains three input fields with corresponding text boxes:

- What margin of error can you accept?** (5%): The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.
- What confidence level do you need?** (95%): The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.
- What is the population size?** (986): How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.

Source: Raosoft (2004) Sample Size Determinant

This study employed a simple random sampling technique. A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods, since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity.

Table 3.3: Sample size distributions of the non-academic staff in each Public Polytechnics, Oyo State

S/N	Public Polytechnics	Study Population	% of total population	Sample size for each study population
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1.	The Polytechnic, Ibadan	731	$731/986 \times 100 = 74.1\%$	$\frac{74.1 \times 277}{100} = 205$
2.	Adeseun Ogundoyin Polytechnic, Eruwa	145	$145/986 \times 100 = 14.7\%$	$\frac{14.7 \times 277}{100} = 41$
3.	The Oke-Ogun Polytechnic, Saki	110	$110/986 \times 100 = 11.2\%$	$\frac{11.2 \times 277}{100} = 31$
	Total	986	100%	277

Source: Researcher's work, 2023

3.4 Description of Research Instruments

The instrument to be used is tagged Leadership Style, Turnover Intention and Career Success (LeSTICaS) Scale. A structured questionnaire was used to gather data from the respondents because it easily analyses the structured questions and responses to achieve the study objective. The study also adopt the Likert scale design which allows the researcher to list options where respondents can choose from. The instrument is made up of four sections, which are as follows:

Section A: This contains the demographic information of respondents which is self-developed. The Bio-data of respondents was measured through four (4) factors, namely gender, age, qualification, and years of experience.

Section B: This section constitutes the Turnover Intention scale with 10-items. The items were adapted from existing literatures^{2,3}. The Cronbach Alpha value of 0.7 was recorded while the reliability score for this study after pilot study was 0.82. The scale uses a 4-point response format of 4 = Very High Extent (VHE), 3 = High Extent (HE), 2 = Low Extent (LE), 1 = Very Low Extent (VLE). Examples of statement include: I really do my best to get my work done, regardless of potential difficulties, accepting another job at the

same compensation level should it be offered to you, I am trustworthy in the execution of the tasks that are assigned to me, amongst others.

Section C: This is Career success scale with 10-items. The items were adapted from existing literatures on Career success⁴. The Cronbach Alpha value of 0.6 was recorded while the reliability score for this study after pilot study was 0.83. The response options provided in this questionnaire followed the 4-point response format of 4 = Very High Extent (VHE), 3 = High Extent (HE), 2 = Low Extent (LE), 1 = Very Low Extent (VLE). Examples of statement include: Clear understanding of what I want to achieve in my career; maximize every opportunity to expand my professional knowledge; satisfied with the success I have achieved in my career, etc.

Section D: This is Leadership style scale with 15-items. The items were adapted from existing literatures^{5,6,7}. The Cronbach Alpha value of 0.81 was recorded while the reliability score for this study after pilot study was 0.95. The response options provided in this questionnaire followed the 4-point response format of 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD). Examples of statement include: Specifies the importance of having a strong sense of purpose; Help other members of staff with their self-development, etc.

3.5 Validity of Research Instruments

The items for the instrument were gathered through related literature review and adaptation from questionnaires that were previously used by other researchers. Face and content validity was done with the input of the supervisor and other experts in the field of Information Management. Corrections were made and incorporated in constructing the final questionnaire which were given out to the respondents for the study.

3.6 Reliability of Research Instruments

The researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was tested through a pilot study using thirty (30) copies of the questionnaire which were administered to the administrative staff of Ibadan City Polytechnic which is not part of the study. Data obtained were subjected to Cronbach's alpha reliability test to establish internal consistency of the items. From the result obtained, the items in the scales displayed sufficient reliability value satisfying the rule of thumb for internal consistency with a Cronbach alpha value of above 0.8. Table 3.4 shows the results of Pilot study.

Table 3.4: Results of Pilot Study

Variable	Cronbach Alpha
Turnover intention	0.82
Career success	0.83
Leadership style	0.95

Source: Researcher's compilation (2023)

3.7 Administration and Distribution of Research Instruments

A primary data was collected to address the objectives of the study through a structured questionnaire in line with existing literatures. This instrument is appropriate with a cross-sectional survey design mainly because it supports the collection of data regarding the opinions and perceptions of respondents at a point in time on current issues.

A letter of introduction was obtained from the Department of Information Management, Lead City University, which was used to gain permission to conduct the survey from the non-teaching staff in Public Polytechnics in Oyo State. A two (2) day training was conducted for three (3) research assistants to ease the administration, retrieval, and initial sorting of copies of the questionnaires.

3.8 Method of Data Analysis

The researcher analyzed the data using the descriptive and inferential statistic. The use of the descriptive statistics was appropriate because it helps to describe and summarize data in terms of frequency distribution, mean, standard deviation, and percentage of response about variables under study, thereby answering the research questions. To test the hypotheses formulated, inferential analysis was used to analyze null hypotheses one and two using regression analysis. All hypotheses in the study were tested at 0.05 level of significance. The data collected for the study were analyzed using Statistical Package for Social Sciences (SPSS), Version 24.

Endnotes

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3. G., Roodt. *Turnover Intentions Scale*, Unpublished document. Johannesburg: University of Johannesburg, 2004.
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6. T. R., Hinkin & J. B., Tracey. *The Relevance of Charisma for Transformational Leadership in Stable Organizations*, **Journal of Organizational Change Management**, 12(2), 1999, 105-119.
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Chapter Four

Results and Discussion of Findings

The presentation of data, analysis, and interpretation of the results were covered in this chapter. The research questions and hypothesis formulated for this study guided the presentation in this chapter. The first section, which is descriptive, shows the presentation of the analyses of demographic data using tables with frequencies and percentages. The second section shows the presentation of the analyses of research questions using tables with frequencies, percentages and mean distribution of the responses. The third section presents the test of hypotheses using regression analysis and the final section covers the discussion of findings.

A total of two hundred and seventy-seven (277) copies of questionnaire were administered, and two hundred and fifty (250) copies were returned. Out of the total copies of questionnaires returned, two hundred and forty-five (245) copies were certified as dully filled and considered usable. The usable questionnaire accounts for 88.4% response rate. The response results are presented in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percent (%)
Returned and used	245	88.4
Not returned	27	9.7
Returned but not usable	5	1.8
Total of questionnaires distributed	277	100

Source: Field Survey, 2023

4.1 Presentation of Data

This section presents the results of the demographic profiles of the respondents. Table 4.2 reveals the gender, age, educational qualification and work experience of the respondents.

Table 4.2: Demographic Profiles of Respondents

Variables	Measurement	Frequency	Percentage
Gender	No response	2	0.8%
	Male	174	71.0%
	Female	69	28.2%
	Total	245	100.0%
Age	No response	3	1.2%
	< 25 years	11	4.5%
	25 – 35 years	115	46.9%
	36 – 50 years	102	41.6%
	51 years and above	14	5.7%
	Total	245	100.0%
Qualification	No response	4	1.6%
	HND	79	32.2%
	BSc	118	48.2%
	MSc	26	10.6%
	PhD	10	4.1%
	MBA	2	0.8%
	Others	6	2.4%
	Total	245	100.0%
Work experience	No response	11	4.5%
	1 – 10 years	107	43.7%
	11 – 20 years	100	40.8%
	21 years and above	27	11.0%
	Total	245	100.0%

Source: Field Survey, 2023

According to Table 4.2, the demographic profiles of respondents by gender show that 174 respondents representing 71.0% were male while 69 respondents representing 28.2% were female, indicating that most of the respondents were male. The gender profile also reveals that 2 respondents representing 0.8% did not disclose their gender. The demographic characteristics of respondents as shown by age in Table 4.2 shows that 115 respondents representing 46.9% were between 25 and 35 years; 102 respondents representing 41.6% were between 36 and 50 years; and 11 respondents representing 4.5% were less than 25 years. The age profile also shows that 3 respondents representing 1.2% did not disclose their age. Therefore, the age profile indicates that a lot of the respondents were between 25 and 35 years.

The demographic profiles by educational qualification reveals that 118 respondents representing 48.2% held BSc degree; 79 respondents representing 32.2% held HND; 26 respondents representing 10.6% held MSc; 10 respondents representing 4.1% held PhD; 2 respondents representing 0.8% held MBA; and 6 respondents representing 2.4% held other qualifications. The profile also shows that 4 respondents representing 1.6% refused to disclose their educational qualification. Therefore, the educational qualification profile suggests that most of the respondents had BSc degree. The profile by years of work experience shows that 107 respondents representing 43.7% had between 1 and 10 years of work experience; 100 respondents representing 40.8% had between 11 and 20 years of work experience; and 27 respondents representing 11.0% had years of work experience of 21 and above. The profile also shows that 11 respondents representing 4.5% did not disclose their years of experience at work. Hence, the profile by years of experience reveals that most of the respondents had between 1 and 20 years of working experience.

4.2 Analysis of Research Questions

Research Question One: What is the level of turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria?

Table 4.3: Descriptive analysis of responses on level of turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria

Effort on work (Input)	Very high extent	High extent	Low extent	Very low	Mean
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				extent		
I really do my best to get my work done, regardless of potential difficulties	172 (70.2%)	68 (27.8%)	5 (2.0%)	0 (0.0%)	3.68	
When I start an assignment, I pursue it to the end	169 (69.0%)	66 (26.9%)	10 (4.1%)	0 (0.0%)	3.65	
I put a lot of energy into the tasks that I commence	132 (53.9%)	103 (42.0%)	10 (4.1%)	0 (0.0%)	3.50	
I am trustworthy in the execution of the tasks that are assigned to me	131 (53.5%)	98 (40.0%)	16 (6.5%)	0 (0.0%)	3.47	
I really do my best to achieve the objectives of the organization	152 (62.0%)	84 (34.3%)	9 (3.7%)	0 (0.0%)	3.58	
Weighted Mean					3.58	
Reward for work (Outcome)		Very high extent	High extent	Low extent	Very low extent	Mean
My current job satisfies personal needs	106 (43.3%)	90 (36.7%)	33 (13.5%)	16 (6.5%)	3.17	
Undeniably frustrated when not given the opportunity at work to achieve my personal work-related goals	77 (31.4%)	132 (53.9%)	32 (13.1%)	4 (1.6%)	3.15	
Dreaming about getting another job that will better suit my personal needs	98 (40.0%)	116 (47.3%)	28 (11.4%)	3 (1.2%)	3.26	
Accepting another job at the same compensation level should it be offered to you	68 (27.8%)	116 (47.3%)	38 (15.5%)	23 (9.4%)	2.93	
Looking forward to another day at work	117 (47.8%)	94 (38.4%)	25 (10.2%)	9 (3.7%)	3.30	
Weighted Mean					3.16	
Overall Weighted Mean					3.37	

Decision rule for mean: < 2.5 = low; 2.5 = moderate; > 2.5 = high

Note: Very high extent (4), High extent (3), Low extent (2), Very low extent (1)

Source: Field Survey, 2023

According to Table 4.3, for effort on work (input), 70.2% of respondents accepted that they really do their best to get their work done, regardless of potential difficulties to a very high extent, 27.8% of respondents to a high extent, 2.0% of respondents to a low extent, and none of the respondents reported very low extent. On average, the responses on respondents who accepted that they really do their best to get their work done, regardless of potential difficulties have a mean of 3.68. For the next item, 69.0% of

respondents reported, to a very high extent, that when they start an assignment, they pursue it to the end, 26.9% of respondents to a high extent, 4.1% of respondents to a low extent, and none to a very low extent. On average, the responses on respondents who reported that when they start an assignment, they pursue it to the end have a mean of 3.65. More so, 53.9% of respondents reported that they put a lot of energy into the tasks that they commence to a very high extent, 42.0% of respondents to a high extent, 4.1% of respondents to a low extent, and none of the respondents to a very low extent. On average, the responses on respondents who reported that they put a lot of energy into the tasks that they commence have a mean of 3.50. Also, 53.5% of respondents reported that they are trustworthy in the execution of the tasks that are assigned to them to a very high extent, 40.0% of respondents to a high extent, 6.5% of respondents to a low extent, and no respondents reported very low extent. On average, the responses on respondents who reported that they are trustworthy in the execution of the tasks that are assigned to them have a mean of 3.47.

For the last item, 62.0% of respondents reported that they really do their best to achieve the objectives of the organization to a very high extent, 34.3% of respondents to a high extent, 3.7% of respondents to a low extent, and none of the respondents reported very low extent. On average, the responses on respondents who reported that they really do their best to achieve the objectives of the organization have a mean of 3.58. As shown in Table 4.3, the mean values for all items on effort on work are high. Also, the weighted mean for effort on work is 3.58. This result suggests that, overall, the effort on work (input) of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is high.

For reward for work (outcome), Table 4.3 reveals that 43.3% of respondents reported that their current job satisfies personal needs to a very high extent, 36.7% of respondents to a high extent, 13.5% of respondents to a low extent, and 6.5% of respondents reported very low extent. On average, the responses on respondents who reported that their current job satisfies personal needs have a mean of 3.17. For the next item, 53.9% of respondents reported they were undeniably frustrated when not given the opportunity at work to achieve their personal work-related goals to a high extent, 31.4% of respondents to a very high extent, 13.1% of respondents to a low extent, and 1.6% of respondents reported very low extent. On average, the responses on respondents who reported they were undeniably frustrated when not given the opportunity at work to achieve their personal work-related goals have a mean of 3.15.

In addition, 47.3% of respondents reported dreaming about getting another job that will better suit their personal needs to a high extent, 40.0% of respondents to a very high extent, 11.4% of respondents to a low extent, and 1.2% of respondents to a very low extent. On average, the responses on respondents who reported dreaming about getting another job that will better suit their personal needs have a mean of 3.26. Table 4.3 also indicates that 47.3% of respondents reported, to a high extent, that they would accept another job at the same compensation level should it be offered to them, 27.8% of respondents to a very high extent, 15.5% of respondents to a low extent, and 9.4% of respondents to very low extent. On average, the responses on respondents who reported to accept another job at the same compensation level should it be offered to them have a mean of 2.93. In addition, 47.8% of respondents reported looking forward to another day at work to a very high extent, 38.4% of respondents to a high extent, 10.2% of

respondents to a low extent, and 3.7% of respondents reported very low extent. On average, the responses on respondents who reported looking forward to another day at work have a mean of 3.30.

As shown in Table 4.3, the mean values for all items on reward for work (outcome) are high. In addition, the weighted mean for reward for work (outcome) is 3.16 which suggests that the reward for work of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is high. The overall weighted mean for level of turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is 3.37. This suggests that, based on this study, there is high level of turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

Research Question Two: What is the level of career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria?

Table 4.4: Analysis of responses on the level of career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria

Self-direction	Very high extent	High extent	Low extent	Very low extent	Mean
When development opportunities have not been offered by my company, I have sought them out on my own	108 (44.1%)	86 (35.1%)	39 (15.9%)	12 (4.9%)	3.18
Freedom to choose my own career path is one of my most important values	108 (44.1%)	111 (45.3%)	25 (10.2%)	1 (0.4%)	3.33
Ultimately, I depend on myself to move my career forward	101 (41.2%)	117 (47.8%)	27 (11.0%)	0 (0.0%)	3.30
I navigate my own career based on my personal priorities	114 (46.5%)	108 (44.1%)	21 (8.6%)	2 (0.8%)	3.36
Overall, I have a very independent, self-directed career	105 (42.9%)	117 (47.8%)	21 (8.6%)	2 (0.8%)	3.33
Weighted Mean					3.33
Intrinsic work values	Very	High	Low	Very low	Mean

	high extent	extent	extent	extent	
I seek job assignments that allow me to learn something new	141 (57.6%)	90 (36.7%)	13 (5.3%)	1 (0.4%)	3.51
I will follow my own conscience if my company asks me to do something that goes against my values	125 (51.0%)	84 (34.3%)	33 (13.5%)	3 (1.2%)	3.35
I am much concerned with how I feel about my career success, not how other people feel about it	107 (43.7%)	121 (49.4%)	17 (6.9%)	0 (0.0%)	3.37
I like the predictability that comes with working continuously for the same organization	82 (33.5%)	139 (56.7%)	24 (9.8%)	0 (0.0%)	3.24
I prefer to stay in a company I am familiar with rather than look for employment elsewhere	142 (58.0%)	86 (35.1%)	16 (6.5%)	1 (0.4%)	3.51
Weighted Mean					3.40
Overall Weighted Mean					3.37

Decision rule: < 2.5 = low; 2.5 = moderate; > 2.5 = high

Note: Very high extent (4), High extent (3), Low extent (2), Very low extent (1)

Source: Field Survey, 2023

According to Table 4.4, for self-direction, 44.1% of respondents reported that when development opportunities have not been offered by their company, they have sought them out on their own to a very high extent, 35.1% of respondents to a high extent, 15.9% of respondents to a low extent, and 4.9% of respondents reported very low extent. On average, the responses on respondents who reported that when development opportunities have not been offered by their company, they have sought them out on their own have a mean of 3.18. For the next item, 45.3% of respondents reported that freedom to choose their own career path is one of their most important values to a high extent, 44.1% of respondents to a very high extent, 10.2% of respondents to a low extent, and 0.4% of the respondents to a very low extent. On average, the responses on respondents who reported that freedom to choose their own career path is one of their most important values have a mean of 3.33. More so, 47.8% of respondents noted that ultimately, they

depend on themselves to move their career forward to a high extent, 41.2% of respondents to a very high extent, 11.0% of respondents to a low extent, and none of the respondents to a very low extent. On average, the responses on respondents who noted that ultimately, they depend on themselves to move their career forward have a mean of 3.30.

Also, 46.5% of respondents reported that they navigated their own career based on their personal priorities to a very high extent, 44.1% of respondents to a high extent, 8.6% of respondents to a low extent, and 0.8% of the respondents to a very low extent. On average, the responses on respondents who reported that they navigated their own career based on their personal priorities have a mean of 3.36. For the last item in this category, 47.8% of respondents reported that overall, they have a very independent, self-directed career to a high extent, 42.9% of respondents to a very high extent, 8.6% of respondents to a low extent, and 0.8% of respondents reported very low extent. On average, the responses on respondents who reported that overall, they have a very independent, self-directed career have a mean of 3.33. As shown in Table 4.4, the mean values for all items on self-direction are high. Also, the weighted mean for self-direction is 3.33. This result suggests that, overall, the level of self-direction of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is high.

For intrinsic work values, Table 4.4 reveals that 57.6% of respondents reported they sought job assignments that allowed them to learn something new to a very high extent, 36.7% of respondents to a high extent, 15.3% of respondents to a low extent, and 0.4% of respondents reported very low extent. On average, the responses on respondents who reported they sought job assignments that allowed them to learn something new have a

mean of 3.51. For the next item, 51.0% of respondents reported that they followed their own conscience if their company asked them to do something that goes against their values to a very high extent, 34.3% of respondents to a high extent, 13.5% of respondents to a low extent, and 1.2% of respondents reported very low extent. On average, the responses on respondents who reported that they followed their own conscience if their company asked them to do something that goes against their values have a mean of 3.35. Also, 49.4% of respondents reported that they were much concerned with how they felt about their career success, not how other people feel about it to a high extent, 43.7% of respondents to a very high extent, 6.9% of respondents to a low extent, and none of the respondents reported very low extent. On average, the responses on respondents who reported that they were much concerned with how they felt about their career success, not how other people feel about it have a mean of 3.37. For the next item, 56.7% of respondents reported that they liked the predictability that comes with working continuously for the same organization to a high extent, 33.5% of respondents to a very high extent, 9.8% of respondents to a low extent, and none of the respondents reported very low extent. On average, the responses on respondents who reported that they liked the predictability that comes with working continuously for the same organization have a mean of 3.24.

In addition, 58.0% of respondents reported that they preferred to stay in a company they are familiar with rather than look for employment elsewhere to a very high extent, 35.1% of respondents to a high extent, 6.5% of the respondents to a low extent, and 0.4% of respondents to a very low extent. On average, the responses on respondents who reported that they preferred to stay in a company they are familiar with rather than look for

employment elsewhere have a mean of 3.51. As observed from Table 4.4, the mean values for all items on intrinsic work values are high. More so, the weighted mean for intrinsic work values is 3.40. This result suggests that the level of intrinsic work values of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is high. The overall weighted mean for level of career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is 3.37. This suggests that, based on this study, there is high level of career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

Research Question Three: What are the prevalent leadership styles among non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria?

Table 4.5: Analysis of responses on prevalent leadership styles among non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria

Transformational leadership style	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Gives personal attention to members who seem neglected	143 (58.4%)	94 (38.4%)	8 (3.3%)	0 (0.0%)	3.55
Ensure members of staff get recognition when they achieve complex goals	122 (49.8%)	115 (46.9%)	8 (3.3%)	0 (0.0%)	3.47
Emphasizes the importance of having a collective sense of mission	109 (44.5%)	111 (45.3%)	25 (10.2%)	0 (0.0%)	3.34
Help other members of staff with their self-development	140 (57.1%)	87 (35.5%)	17 (6.9%)	1 (0.4%)	3.49
Treats each of us as individuals with different needs, abilities and aspirations	143 (58.4%)	90 (36.7%)	11 (4.5%)	1 (0.4%)	3.53
Weighted Mean					3.48
Transactional leadership style	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Ensure members of staff get rewards when they achieve difficult goals	96 (39.2%)	90 (36.7%)	38 (15.5%)	21 (8.6%)	3.07
Directs my attention toward	95	132	17	1	3.31

failures to meet standards	(38.8%)	(53.9%)	(6.9%)	(0.4%)	
Suggests new ways of looking at how to complete assignments	119	106	20	0	3.40
Makes clear what one can expect to receive when performance goals are achieved	(48.6%)	(43.3%)	(8.2%)	(0.0%)	
Provides me with assistance in exchange for my efforts	118	109	17	1	3.40
	(48.2%)	(44.5%)	(6.9%)	(0.4%)	
	113	97	18	17	3.25
	(46.1%)	(39.6%)	(7.3%)	(6.9%)	
Weighted Mean					3.29
Overall Weighted Mean					3.39

Decision rule: < 2.50 = low; 2.50 = moderate; >2.50 = high

Note: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

Source: Field Survey, 2023

As shown in Table 4.5, for transformational leadership style, 58.4% of the respondents strongly agreed that they gave personal attention to members who were neglected; 38.4% of the respondents agreed; 3.3% of the respondents disagreed; and none of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.55. Also, 49.8% of the respondents strongly agreed that they ensured members of staff got recognition when they achieved complex goals; 46.9% of the respondents agreed; 3.3% of the respondents disagreed; and none of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.47.

Also, 45.3% of the respondents agreed that they emphasized the importance of having a collective sense of mission; 44.5% of the respondents strongly agreed; 10.2% of the respondents disagreed; and none of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.34. In addition, 57.1% of the respondents strongly agreed that they helped other members of staff with their self-development; 35.5% of the respondents agreed; 6.9% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.49.

For the last item on transformational leadership style, 58.4% of the respondents strongly agreed that they were treated as individuals with different needs, abilities and aspirations; 36.7% of the respondents agreed; 4.5% of the respondents strongly disagreed; and 0.4% of the respondents disagreed. On the average, the responses indicate a mean value of 3.53. The weighted mean has a value of 3.48 which suggest that the respondents agreed to high transformational leadership style.

According to table 4.5, for transactional leadership style, 39.2% of the respondents strongly agreed that members of staff got rewards when they achieved difficult goals; 36.7% of the respondents agreed; 15.5% of the respondents disagreed; and 8.6% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.07. For the next item, 53.9% of the respondents agreed that leaders directed their attention toward failures to meet standards; 38.8% of the respondents strongly agreed; 6.9% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.31.

More so, 48.6% of the respondents strongly agreed that leaders suggest new ways of looking at how to complete assignments; 43.3% of the respondents agreed; 8.2% of the respondents disagreed; and none of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.40. Also, 48.2% of the respondents strongly agreed that leaders made clear what one can expect to receive when performance goals are achieved; 44.5% of the respondents agreed; 6.9% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.40.

According to Table 4.5, for the last item on transactional leadership style, 46.1% of the respondents strongly agreed leaders provided them with assistance in exchange for their efforts; 39.6% of the respondents agreed; 7.3% of the respondents disagreed; and 6.9% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.25. The weighted mean has a value of 3.29 which also suggest that the respondents agreed to high transactional leadership style. The overall weighted mean for prevalent leadership styles among non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is 3.39. This result suggests that there is high transformational and transactional leadership styles among non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. However, transformational leadership style (weighted mean = 3.48) is more prevalent.

4.3 Test of Hypotheses

This section covers the regression analyses carried out on hypotheses one and two. Linear regression analysis was adopted, and the pre-set and acceptable level of significance for this study was 0.05.

H₀₁: There will be no significant influence of leadership style on turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

The above null hypothesis was tested using simple linear regression analysis. Data measuring turnover intention of non-teaching staff were regressed on data measuring leadership style. The results of the regression analysis are presented in Tables 4.6 a, b and c below.

Table 4.6: Regression analysis for influence of leadership style on turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.433 ^a	.188	.184	.26685

a. Predictors: (Constant), Leadership style

b. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.993	1	3.993	56.079	.000 ^a
	Residual	17.303	243	.071		
	Total	21.296	244			

a. Predictors: (Constant), Leadership style

b. Dependent Variable: Turnover intention

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.072	.174		11.897	.000
	Leadership style	.384	.051	.433	7.489	.000

a. Dependent Variable: Turnover intention

Source: Field Survey, 2023

Tables 4.6a shows that leadership style has a moderate and positive correlation ($R = 0.433$) with turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. Also, the coefficient of determination ($\text{Adj. } R^2 = 0.184$) shows that leadership style explains 18.4% of the total variance in turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. The remaining 81.6% variation in turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is explained by other factors not investigated in this study. Table 4.6b shows that, overall, the model is significant ($F(1, 243) = 56.079, p < 0.05$). In addition, Table 4.6c shows that, if all other factor are constant, a unit change in leadership style will lead to 0.384 increase in turnover intention of non-teaching staff in the selected

Public Polytechnics in Oyo State, Nigeria at 95% level of confidence ($B = 0.384$, $p < 0.05$). Hence, based on the result of the regression analysis, the null hypothesis one, which states that there will be no significant influence of leadership style on turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is rejected.

H₀₂: There will be no significant influence of leadership style on career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

The second null hypothesis was also tested using simple linear regression analysis. Data measuring career success of non-teaching staff were regressed on data measuring leadership style. The results of the regression analysis are presented in Tables 4.7 a, b and c below.

Table 4.7: Regression analysis for influence of leadership style on career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.349 ^a	.122	.118	.32821

b. Predictors: (Constant), Leadership style

b. ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.635	1	3.635	33.746	.000 ^a
	Residual	26.176	243	.108		
	Total	29.812	244			

a. Predictors: (Constant), Leadership style

b. Dependent Variable: Career success

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.110	.214		9.850	.000
	Leadership style	.366	.063	.349	5.809	.000

a. Dependent Variable: Career success

Source: Field Survey, 2023

Tables 4.7a reveals that leadership style has a weak and positive correlation ($R = 0.349$) with career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. Also, the coefficient of determination ($Adj. R^2 = 0.118$) shows that leadership style explains 11.8% of the total variance in career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. The other 88.2% variation in career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is explained by factors not investigated in this study. Table 4.7b also indicates that, overall, the model is significant ($F(1, 243) = 33.746, p < 0.05$). More so, Table 4.7c shows that, if all other factor are constant, a unit change in leadership style will lead to 0.366 increase in the career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria at 95% level of confidence ($B = 0.366, p < 0.05$). Therefore, according to the result of the regression analysis, the null hypothesis two, which states that there will be no significant influence of leadership style on career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is rejected.

4.4 Discussion of Findings

This section discusses the findings of this study in relation to past studies. Research findings are discussed and organized according to earlier stated hypothesis and in relation with past studies.

Hypothesis one results examine the influence of leadership style on turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria shows that leadership style has a moderate and positive correlation with turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. The findings of this study have support in empirical literature.

The impact of transactional leadership on employee turnover intention in Indonesia was investigated¹. The data of 150 respondents were analyzed with structural equation modelling program. The findings show that transactional leadership alongside job satisfaction and work motivation have an influence on turnover intention of employees at PT., Sumber Alfaria Trijaya Tbk. (Minimarket Alfamart) in East Surabaya region of Indonesia. In addition, the impact of transactional and transformational leadership on employee satisfaction in Jordanian public hospitals was investigated². Using a response rate of 86% from 800 questionnaires distributed among nine hospitals, the results of the analysis show that transactional and transformational leadership averagely influence employee satisfaction.

Transformational leaders have the high order needs of employees, while transactional leaders emphasize exchanging rewards for accomplishment. Both transformational leadership behaviour and transactional leadership behaviour provide an efficient clarification of the employee turnover in the organisation^{3,4}. Scholars investigated the relationship between leadership behaviour and turnover intention from National Collegiate Athletic Association Division I softball and volleyball assistant coaches in the USA⁵. The results showed that transformational leadership has a direct effect on, and a negative relationship with turnover intention. However, transactional leadership also has

a negative correlation with turnover intention. Also, the relationship between leadership behaviour and personnel turnover intention in IT companies in Iran was examined⁶. The results showed that transformational leadership had a negative correlation with turnover intention. While transactional leadership was not related to turnover intention. The relationship between transformational and transactional leadership and turnover intention was investigated⁷. The insurance sector of Pakistan comprised the participants in this study. One hundred and twenty-one questionnaires were used. The results showed that the relationship between transformational and transactional leadership and turnover intention is negative. Furthermore, the results showed that the samples are more related to transformational leadership than transactional leadership.

Scholars found the relationship between leadership style and employees' turnover intention of academic staff in Malaysia⁸. They argue that both types of leadership behaviour (transformational and transactional leadership) have a negative relationship with turnover intention, but the correlation is not significant. Leadership style by using transformational and transactional leadership behaviour was investigated⁹. The study collected data from private section schools in Pakistan. Three hundred and fifty-six questionnaires were used. The study found that transformational and transactional leadership behaviours are negatively associated with turnover intention. Scholars explored the relationship between transformational leadership and turnover intention, and the mediation role of affective commitment¹⁰. The study used 490 employees in a large call centre of a telecommunication company in northern China. This study found that transformational leadership has a negative relationship with turnover intention and that affective commitment mediates it. Also, scholars investigated the relationship between

leadership style and employee turnover¹¹. They conducted a survey in Nigerian banks from which 500 questionnaires were collected. The study found that leadership style has a relationship to employee turnover intention.

Hypothesis two results for the influence of leadership style on career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria reveals that leadership style has a weak and positive correlation with career success of non-teaching staff under investigation. A study on the effect of career development, leadership style and organizational culture on job satisfaction and organizational commitment revealed that good leadership greatly influences job satisfaction; job satisfaction is employee assessment, feeling or attitude of a person or employee toward his work and is associated with the work environment, the types of jobs, compensation, relationships between co-workers and social relations at the places of work. Creation of employee satisfaction can be created if the variables that will be affected (such as, leadership and organizational commitment can be accommodated and accepted by all employees within an organization)¹². The results of this research show that good leadership is expected to motivate employees to work better, that in general employees prefer a supportive leadership style because of the leadership of the highly prioritized the interests of the Organization, have a high level of confidence, and also has the capability of supervision is high on any activities of the organization.

Prior research confirmed that the leadership style of an organizational leader affects outcomes, employee performance, and facilitates the formation of perceptions regarding a leader's effectiveness^{13,14,15}. Furthermore, previous researchers found a critical link between leadership style and organizational and individual success^{16,17,18}. Regardless of

gender, career success remains a significant motivating factor for organizational leaders^{19,20}. A study titled “Leadership Style and Career Success of Women Leaders in Nonprofit Organizations” was conducted by scholars²¹. A review of the results indicates significant statistical relationships between transformational and transactional leadership styles and the career success of women leaders in nonprofit organizations. No significant correlation existed between passive leadership style and career success. Regarding the significant correlation found between transformational leadership style and the career success of women, the findings indicated that inspirational motivation was the strongest transformational component within the relationship. The implication is that employing transformational leadership style with robust inspirational motivation behaviors significantly contributes to career success.

Leaders who utilize inspirational motivational behaviors may enjoy greater career success than leaders who avoid inspirational activities to motivate followers. Specially related to the findings of this study, women leaders in non-profit organizations that employ transformational leadership style including inspirational motivation behaviors might enhance the level of career success experienced when compared to other leadership styles and behaviors. The findings indicated a stronger significant correlation between transactional leadership and the career success of women in comparison to transformational leadership. The transactional component contingent reward provided the strength within the relationship. Previous research indicated that men dominate leadership roles in non-profit and for-profit organizations, employing a transactional leadership style more often than any other style^{22,23}. The implication exists that women

who employ a transactional style with emphasis on contingent reward enjoy greater career success than women who utilize transformational, inspirational behaviors.

In contrast to the findings, scholars noted that women exhibiting strong transactional leadership behaviors might create professional difficulties and risk alienating co-workers, subordinates, and superiors because of conflicting beliefs regarding the socially and professionally acceptable style expected of women²⁴. The findings indicated no significant relationship between passive leadership style and the career success of females in the non-profit sector. The utilization of passive leadership style demonstrates an evasion of leadership duties and reveals a sedentary and unproductive demonstration of leadership behaviors²⁵. Prior research indicated that women accept responsibility, exhibit effective and active leadership behaviors, and maintain an emotional connection to superiors, subordinates, and contemporaries²⁶. Although participants in this study reported using passive leadership behaviors, and the results of statistical testing indicated an inverse relationship between passive style and career success, the p values indicated a lack of statistical significance. Leaders who employ a passive leadership style risk the rejection of female and male subordinates; therefore, lowering the leader's level of effectiveness to motivate and inspire followers. The implication exists that women who embrace passive and avoidance leadership behaviors tend to diminish career success opportunities.

From the theoretical stand point Burns and Avolio Transformational-Transactional Leadership Theory was strengthened. This theory emphasizes the clarification of goals, work standards, and task assignments and focuses on task completion with compliance based on incentives and rewards to appeal to the self-interest of followers. This study's

results are in concomitance with these theoretical perspectives. Therefore, on the strength of the support found in conceptual, empirical and theoretical submissions in extant literature with this present study's results, the study posits that leadership style has a moderate and positive correlation with turnover intention of non-teaching staff, while leadership style has a weak and positive correlation with career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

Result of Hypothesis Testing

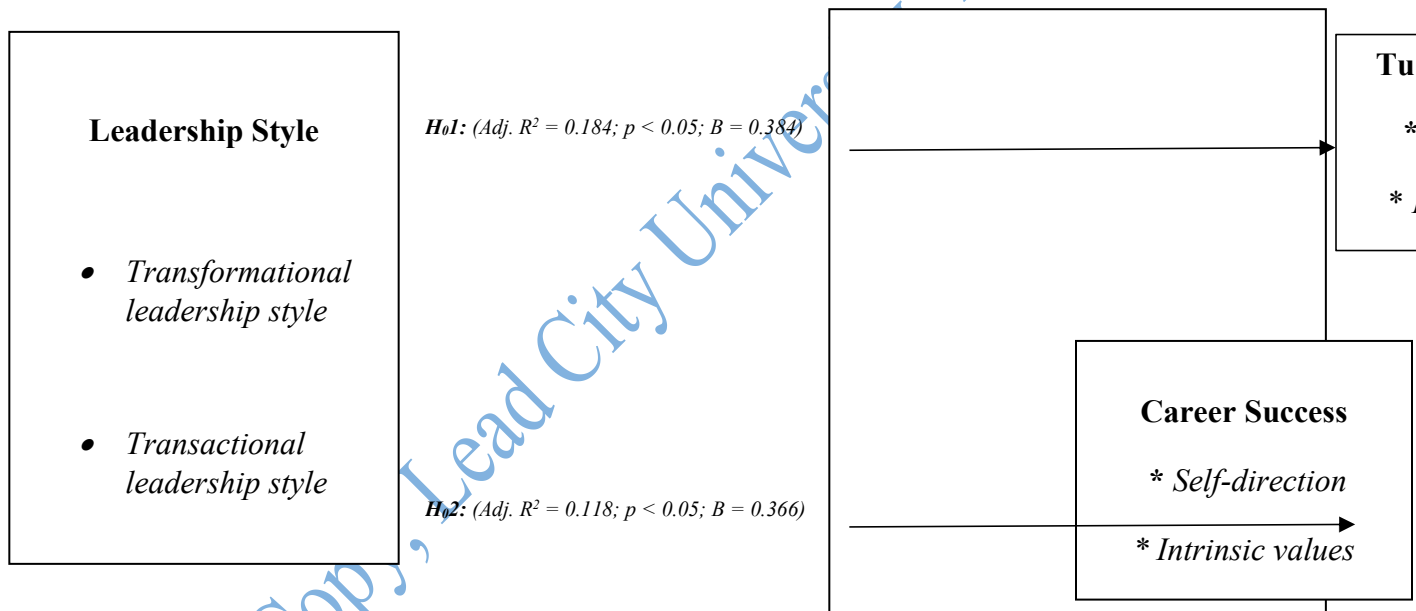


Figure 4.1: Result Model

Source: Researcher's Result of Hypothesis Testing (2023)

Endnotes

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Chapter Five

Conclusion

This chapter presents and discusses the summary of findings, conclusions and provides useful recommendations, contributions to knowledge and suggestions for further studies.

5.1 Summary of Findings

The aim of this study is to examine Leadership style as a predictor of career success and turnover intention of non-academic staff in Public Polytechnics, Oyo State, Nigeria. The study has five chapters so as to achieve its main objective. Chapter one presented the background to the study which confirms that employees are the most valuable assets in the organization. Many successful organizations have strategies to look after their employees, such as good pay, attractive work environment, and profit-sharing systems. They motivate employees for high productivity and retention with the organization.

Literature review of existing relevant studies to the concept of Leadership style, turnover intention and career success was done. Leadership style in this study included dimensions such as transformational leadership style and transactional leadership style. Turnover intention was measured with Effort on work and Reward for work respectively while Career success was measured with Self-direction and Intrinsic values. The

empirical review was done to capture the interaction between Leadership style, turnover intention and career success.

The study reviewed three different theories which are of specific relevance to the study. These are; Adam's Equity Theory, Social Capital Theory of Career Success as well as Bass and Avolio Transformational-Transactional Leadership Theory. This study is anchored on Bass and Avolio Transformational-Transactional Leadership Theory. This theory emphasizes the clarification of goals, work standards, and task assignments and focuses on task completion with compliance based on incentives and rewards to appeal to the self-interest of followers.

A cross-sectional survey research design was used for this study to empirically examine Leadership style as a predictor of career success and turnover intention of non-academic staff in Public Polytechnics, Oyo State, Nigeria. The population of this study covers Nine Hundred and Eighty-six (986) non-academic staff in the Public Polytechnics in Oyo State. These include: The Polytechnic, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa and The Oke-Ogun Polytechnic, Saki. This study has a total of Two Hundred and Seventy-seven (277) sample size. This study employed a simple random sampling technique. Self-rated questionnaires were used to elicit response from 245 staff of the sampled public polytechnics who returned the questionnaires.

The study adopted descriptive and regression statistical analyses technique to explain Leadership style as a predictor of career success and turnover intention of non-academic staff in Public Polytechnics, Oyo State, Nigeria. The data collected for the study were analyzed using Statistical Package for Social Sciences (SPSS), Version 24 was used to

test the hypotheses at 0.05 level of significance to determine the rejection or acceptance of the null hypotheses. The results were extensively discussed in the context of the current research as well as extant literature.

The findings of the study can be summarized as follows:

1. There is high level of turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
2. The level of career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria is high.
3. There are high transformational and transactional leadership styles among non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria. However, transformational leadership style is more prevalent.
4. Leadership style has a moderate and positive correlation with turnover intention of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.
5. Leadership style has a weak and positive correlation with career success of non-teaching staff in the selected Public Polytechnics in Oyo State, Nigeria.

5.2 Conclusion

Employees are the most valuable assets in the organization. Many successful organizations have strategies to look after their employees, such as good pay, attractive work environment, and profit-sharing systems. They motivate employees for high productivity and retention with the organization. Normally, employees will remain in the organization if they have a feeling of commitment to the organization. Employee turnover is a critical and a serious challenge faced by organizations, which will affect

both direct and indirect costs of an organization. On the other hand, career success reflects the satisfaction for employees with internal aspects (e.g. compensation and promotion) and external aspects (e.g. performance appraisal and training & development) along their career, which is considered as a result of work-related psychological consequence accumulated for the employee through work experience, which include outcomes for employees well-being and the quality of their life-career. A variety of factors influence turnover intention and career success, one of these factors is the leadership style prevalent in such institution. Based on the empirical findings, this study concluded that there is statistically significant influence of leadership style on turnover intention and career success in the selected public polytechnics in Oyo State, Nigeria.

5.3 Recommendations

This study hereby recommends the following:

1. The management of the selected public polytechnics should ensure that several developmental programmes are in place for the non-teaching staff in order to minimize the staff turnover intention.
2. Non-teaching staff of the selected public polytechnics should continually strive for excellence as this will give them an edge in their career pursuit.
3. Management of the selected public polytechnics should endeavor to be more transformational and transactional in their style of leading so as to ensure a high level of commitment from the non-teaching staff which will eventually serve as an added advantage to them.

5.3 Contribution to knowledge

This study offers significant contribution to literature conceptually, theoretically, and empirically.

Conceptually, the study focused on identifying gaps in literature pertaining Leadership style, Turnover intention and Career Success. The conceptual framework of this study equally offers conceptual contribution as it was constructed by the researcher to analyze the gaps identified in literature. Being the first model to combine the two dependent variables (turnover intention and career success), independent (Leadership style) variable with measures ranging from dimensions of leadership style (transformational and transactional leadership style), turnover intention (effort on work and reward for work) and Career success (self-direction and intrinsic values). The model also can be adapted to suite future studies. From the theoretical stand point Bass and Avolio Transformational-Transactional Leadership Theory was strengthened. This theory emphasizes the clarification of goals, work standards, and task assignments and focuses on task completion with compliance based on incentives and rewards to appeal to the self-interest of followers. This study's results are in concomitance with these theoretical perspectives.

Empirically, the study is able to add to recent literature on the interaction among Leadership style, Turnover intention and Career success. Though, studies on Leadership style, turnover intention and career success abound in developed economy context, however empirical study from developing countries like Nigeria seems to be few in this regard. This mean not much is known about how Leadership style predicts turnover intention and career success in the selected Public Polytechnics, Oyo State, Nigeria. Hence by the findings of the two null hypotheses examined, the study becomes a basis for reference for future study on Leadership style, Turnover intention and Career success.

Moreover, the study provides findings which scholars can use to buttress the empirical submissions in their study.

Overall, these above-mentioned points lay emphasis on the fact that this study offers significant contribution to knowledge and has practical implication for the management of Public Polytechnics in Oyo State, Nigeria that were investigated.

5.5 Suggestion for further research

This study focused on Leadership Style as predictor of Turnover Intention and Career Success of Non-teaching Staff in Public Polytechnics, Oyo State. Nevertheless, to further broaden the frontiers of knowledge, the following areas of studies are suggested for further research.

1. The present study was carried out in Public Polytechnics in Oyo State, further studies can be carried out in other tertiary institutions so as to be able to extend the knowledge gained from this work to all tertiary institutions in the State.
2. This study investigated Leadership style, Turnover intention and Career success of non-teaching staff in Public Polytechnics in Oyo State, a comparative study with Private and Federal tertiary institutions in Nigeria may be considered in the nearest future.
3. Further research may consider using other leadership style aside transformational and transactional leadership styles to establish their influence on turnover intention and career success.

4. A cross-sectional survey design was used in the course of the study, and this means evidence of causality cannot be established hence, further study may consider longitudinal survey design to explain causality over a long period of time.
5. The present study was carried out in tertiary institutions; future research work may look into the corporate world.
6. This study employed primary data for collection of information from the selected tertiary institutions, same study may be carried out in the nearest future using the secondary data for collection of information.

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Appendices

Lead City University, Ibadan

Faculty of Communication and Information Sciences,

Department of Information Management

Dear Respondent,

I am a Post graduate student in the above-named institution. I am gathering data for an academic research titled “Leadership Style as predictor of Turnover Intention and Career Success of Non-teaching staff in Public Polytechnics, Oyo State, Nigeria”. The questionnaire is strictly meant for academic purpose. Kindly respond honestly to the questions as this will assist the researcher a great deal. To the best of the researcher ability, all information provided shall be treated with utmost confidentiality.

Thank you for your cooperation.

Yours faithfully,

Researcher

SECTION A: Bio-data of Respondent

Instruction: Please, tick (✓) the appropriate answers to the questions asked below:

1. Gender: Male () Female ()
2. Age: < 25 years, 25 - 35 years (), 36–50 years (), 51 years and above ()
3. Qualification: HND () B.Sc. (), M.Sc. () Ph.D. () MBA () Others ()
4. Work Experience: 1–10 years (), 11– 20years (), 21 years and above ()

SECTION B: Turnover Intention

Please indicate the extent at which you agree or disagree with each statement in relation to turnover intention in your institution.

4 = Very High Extent; 3 = High Extent; 2 = Low Extent; 1 = Very Low Extent

S/N	To what extent do you agree with the following:	VHE 4	HE 3	LE 2	VLE 1
	<i>Effort on work (Input)</i>				
1.	I really do my best to get my work done, regardless of potential difficulties				
2.	When I start an assignment, I pursue it to the end.				
3.	I put a lot of energy into the tasks that I commence.				
4.	I am trustworthy in the execution of the tasks that are assigned to me.				
5.	I really do my best to achieve the objectives of the organization.				
	<i>Reward for work (Outcome)</i>				
1.	My current job satisfies your personal needs.				
2.	Undeniably frustrated when not given the opportunity at work to achieve my personal work-related goals.				
3.	Dreaming about getting another job that will better suit my personal needs.				
4.	Accepting another job at the same compensation level should it be offered to you.				
5.	Looking forward to another day at work.				

SECTION C: Career Success

Please indicate the extent at which you agree or disagree with each statement in relation to the level of career success.

S/N	To what extent does you meet up to the following:	VHE 4	HE 3	LE 2	VLE 1
	Self-direction				
1.	When development opportunities have not been offered by my company, I have sought them out on my own.				
2.	Freedom to choose my own career path is one of my most important values.				
3.	Ultimately, I depend on myself to move my career forward.				
4.	I navigate my own career, based on my personal priorities.				
5.	Overall, I have a very independent, self-directed career.				
	Intrinsic work values				
6.	I seek job assignments that allow me to learn something new.				
7.	I will follow my own conscience if my company asks me to do something that goes against my values.				
8.	I am much concerned with how I feel about my career success, not how other people feel about it.				
9.	I like the predictability that comes with working continuously for the same organisation.				
10.	I prefer to stay in a company I am familiar with rather than look for employment elsewhere.				

SECTION D: Leadership style

Please indicate the extent at which you agree or disagree with each statement in relation to leadership qualities displayed in your institution.

4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree

S/N	Please indicate your agreement to the following statement to reveal leadership qualities of top management in your institution.	SA 4	A 3	D 2	SD 1
	Transformational leadership style				
1.	Gives personal attention to members who seem neglected.				
2.	Ensure members of staff get recognition when they achieve complex goals.				
3.	Emphasizes the importance of having a collective sense of mission.				
4.	Help other members of staff with their self-development.				
5.	Treats each of us as individuals with different needs, abilities and aspirations.				
	Transactional leadership style				
6.	Ensure members of staff get rewards when they achieve difficult goals.				
7.	Directs my attention toward failures to meet standards.				
8.	Suggests new ways of looking at how to complete assignments				
9.	Makes clear what one can expect to receive when performance goals are achieved.				

10.	Provides me with assistance in exchange for my efforts.				
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Thank you.

Bio Data

Personal Data:

Name: Azeez Femi
Sex: Male
Marital Status: Married
Date and Place of Birth:
Nationality: Nigerian
State of Origin:
Local Govt. Area:
Address:
E-mail address:
Phone number:
Next of Kin:

Education:

Master of Science (M.Sc.) Office and Information Management,
Lead City University, Ibadan, Oyo State

2023

Bachelor of Science & Education

Membership of Professional/Bodies/Learned Societies:

- **Professional Member** – National Institute of Office Administrators and Information Professionals (NIOAIM)
2020 till date

Published Articles

Articles Accepted for Publication

Certificate and Trainings:

Awards and Fellowship

Skills and Competencies

Signature

Date

University Compliance Certification

This is to certify that this Thesis written by Femi AZEEZ with Matriculation No. LCU/PG/02487 in the Department of Information Management of the Faculty of Communication and Information Sciences, Lead City University, Ibadan is in full compliance with the approved University format and style.

Name and Signature

Date