



The Mediating Role of Work Life Balance on the Relationships between Transformational Leadership and Employee Retention

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ABSTRACT

The purpose of this study was to determine the mediating effect of work life balance on the relationship between transformational leadership and employee retention of public elementary school teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are teachers among public elementary schools in Mati North District. The researcher utilized stratified random sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r , and Medgraph using Sobel z -test. From the results of the study, it was found that there is a high level of transformational leadership of school heads and employee retention of teachers, work life balance and employee retention of teachers. Further, work life balance has partial mediating effect on the relationship between transformational leadership and employee retention of public elementary school teachers.

Keywords: education transformational leadership and employee retention, work life balance e, teachers, mediating effect, Philippines SDG Indicator: #4 (Quality Education)

INTRODUCTION

Employee retention in the teaching profession has been an ongoing challenge, influenced by several complex factors. One of the primary issues is job satisfaction, which is often impacted by high workloads and low pay. According to Ingersoll (2023), many teachers experience burnout due to the demands of teaching, including preparing lessons, grading assignments, and managing classroom behaviors, all while receiving relatively low compensation. As a result, teachers may feel undervalued, leading to higher turnover rates. Another significant challenge is lack of professional development opportunities. Teachers who feel their skills are not being nurtured or that they have limited growth prospects are more likely to leave the profession (Ekhsan, Sudiro, Mugiono, & Hussein, 2022).

It was mentioned by several authors (Sorn, Fienena, Ali, Rafay, M& Fu, 2023; Zainal, Wider, Lajuma, Ahmad Khadri, Taib, & Joseph, 2022) that The concept of transformational leadership in schools and the work-life balance of teachers are both crucial elements that significantly impact employee retention. Concretized by a study conducted by Xiaoyu, (2024) who said that hat effective school leadership and a teacher's ability to maintain a healthy balance between work and personal life can contribute to job satisfaction, reduce stress, and ultimately help retain talented educators.

Henceforth, the facts stated above are the reasons why the researcher is interested to determine the transformational leadership of school heads and work life balance on employee retention using the indicators explored since no study has been conducted yet. Through further exploration, it may provide some insights on how students' perception towards social media can help the academic community. Likewise, academic institutions will have an idea why these phenomena are happening and how transformational leadership of school heads can affect the relationship between work life balance on employee retention.

The main purpose of the study was to determine the mediating effect of work life balance on the relationship between transformational leadership and employee retention. Specifically, this study sought answers to the following objectives .To determine the level of transformational leadership of school heads in terms of charisma, social, vision, transactional, delegation; and execution. To determine the level of work life balance in terms of happiness, work satisfaction, work environment satisfaction; personal life satisfaction, balance, stress; work brought home, time to distress; and loyalty. To ascertain the level of employee retention of teachers in the following indicators. Barriers, stress, time management; family and friends; substance use; mental health, and possible job loss., third is to assess the level of work life balance.

The following null hypotheses were tested at the significant level of 0.05. There are no significant relationships between: transformational leadership of school heads and employee retention of teachers, work life balance and employee retention of teachers. None of the domains of transformational leadership of school heads and and work life balance significantly influence the employee retention of teachers.

This study is anchored on Herzberg's Two-Factor Theory (1959), which can be applied to the teaching profession. Hygiene Factors (Dissatisfiers). In the context of teaching, hygiene factors include aspects like adequate salary, job security, working conditions, and administrative support. If these are not addressed, teachers may feel dissatisfied, but improving them doesn't necessarily lead to long-term job satisfaction, likewise **motivational Factors** these are the factors that contribute to long-term job satisfaction and employee engagement. For teachers, this includes recognition, opportunities for professional growth, meaningful work, autonomy in the classroom, and positive relationships with students and colleagues. When these are present, teachers are more likely to feel motivated to stay in their roles

Moreover, this study is supported on the proposition of Grzywacz and Bass (2003) who said that transformational leaders strongly supports the relationship between TL and ER. This is supported by the study of Choi, Dotter, Conroy, Cantiello, Paxton, and Johnson (2016) that leaders who employ transformational leadership can move employees to surpass expected performance and can prompt workers to experience a high level of satisfaction and sense of commitment to the group and organization.

Conceptual Framework

Figure 1 displays the conceptual framework of this study. The independentVariable transformational leadership of school heads focuses on *charisma, social, vision, transactional delegation; and execution. work life balance, anchored on happiness; work satisfaction, work environment satisfaction; personal life satisfaction; balance; stress; work brought home time to distress; and loyalty* (Kumar, & Sarkar, 2021). On the other hand, the dependent variable of the study is the employee retention of teachers focuses on barriers; stress; time management; family and friends; substance use; mental health, and possible job loss (Denver, 2021).

This section provides discussions on the principles, concepts, ideas and viewpoints from various authors who have provided valuable inputs on the dependent variable is the transformation leadership of school heads were based on the transformational leadership Clark, (2011) which focuses on charisma; social; vision; transactional; delegation; and execution.

Aside from that, the researcher also discussed and work life balance, anchored on happiness; work satisfaction, work environment satisfaction; personal life satisfaction; balance; stress; work brought home time to distress; and loyalty (Kumar, & Sarkar, 2021).

The dependent variable is the employee retention of teachers focuses on barriers; stress; time management; family and friends; substance use; mental health, and possible job loss (Denver, 2021).

Transformational leadership of school head is when a leader empowers members of the learning community to improve from within. The transformational leader does not simply run a school, merely keeping it afloat. Instead, such leaders seek to make things better through genuine collaboration between the school's members and stakeholders (Den Hartog, 2023). They claim that maintaining credibility and trust is paramount to charisma, which can be more about presenting an exaggerated image, impression management, or even fantasy. When leaders are perceived as credible, people feel attached and committed to the organization, a sense of team spirit, and consistency in values (Farahnak, Ehrhart, Torres, & Aarons, 2020).

Moreocver, school head as a manager has a responsibility of ensuring

that both the teachers and students accomplish their assigned tasks as per the recommended standards in education. In addition to this the school head, is responsible for promoting stability and smooth operation of the school (Purwanto, Purba, Bernarto, & Sijabat, 021). Yucel (2021) observes that low rate of student attainment is one of the daunting challenges that face public schools Kazakhstan. While public education in Kazakhstan has been the focus of reforms over the years, these reforms have not yet attained acceptable levels of scholastic achievement across the country (Vidoni, & Stryczynski, 2023).

The global importance of employee retention, transformational leadership, and work-life balance is increasingly being recognized as crucial for organizational success. These factors collectively influence employee satisfaction, productivity, and the overall competitive advantage of businesses worldwide. In today's competitive global market, companies that master these factors will have a significant edge, both in terms of employee satisfaction and overall organizational success (Lee, Rocco, & Shuck, 2020).

The results from studies on employee retention, transformational leadership, and work-life balance can have a significant impact on schools worldwide. By fostering environments where teachers feel supported, motivated, and able to balance their professional and personal lives, schools can improve retention, enhance teacher satisfaction, and ultimately boost student success. By adopting these practices, schools can create an organizational culture that attracts, retains, and nurtures the best talent, contributing to long-term educational success.

The results of studies on **employee retention, transformational leadership, and work-life balance** provide a roadmap for improving the teaching profession. Schools that focus on these areas can create a positive and productive work environment where teachers thrive. Ultimately, this not only benefits the teachers but also enhances student learning and the overall quality of education, making these practices invaluable in shaping the future of schools globally. The study could also serve as a reference to future researchers and it might be helpful for other researchers to build more creativity in qualitative research.

METHOD

Research Respondents

There are a total of 310 public school teachers in Mati City. With a desire to give everyone a chance to be included in the study, a total population sampling was used. Total population sampling is a design where you examine the entire population with characteristics such as specific experience, knowledge, skills, and exposure to an event (St. Olaf College, 2024). Stratified random sampling was employed in the study such that all public elementary school teachers For the inclusion criteria, in particular, included in this study as the respondents were the public elementary school teachers in Baganga North and South districts, Davao Oriental whose plantilla numbers are in the Department of Education and who are teaching for a period of two years from Academic Years 2022-2023 and 2023-2024, as they are the ones who are in the position to provide useful information upon testing the hypothesis of the study. For the exclusion criteria, those teachers who are not teaching under the elementary public schools in Mati North District, Mati City were excluded in the study, for they were in different work environment and supervision. Also, teachers who are working in the junior and senior high schools including those teaching in private schools even if assigned in the identified schools of the study and including those teachers who hold managerial or supervisory positions are also excluded in the study.

As to the withdrawal criteria, the respondents were chosen accordingly to answer the questionnaire with confidentiality, they were free to decline from participating the survey and they can be withdrawn from the research study if they committed falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs or they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty. They were not forced to answer the research questionnaire and encourage to return the same to the researcher for its automatic disposal.

Materials/ Instruments

There were three sets of questionnaires reflecting the independent, dependent and mediating variables which were adapted from different authors. The adapted standardized questionnaire were valid in contents for they were already tested and proven by the authors as they have undergone modification to classify the questions. Having been adapted, the survey instrument was content-validated by four internal and one external experts which validation results showed an average mean of 4.40 with a descriptive rating of very good. Pilot testing was done and reliability of the scales was established using Cronbach alpha coefficient. The results reveal the scores of 0.911 for transformational leadership for employee retention, 0.877 and for work life balance 0.927. The study covered the period March - October 2022.

The questionnaire for transformational leadership of school heads were based on the transformational leadership Clark, (2011) which focuses on charisma; social; vision; transactional; delegation; and execution.

Aside from that, the researcher also discussed and work life balance, anchored on happiness; work satisfaction, work environment satisfaction; personal life satisfaction; balance; stress; work brought home time to distress; and loyalty (Kumar, & Sarkar, 2021).

The dependent variable is the employee retention of teachers focuses on barriers; stress; time management; family and friends; substance use; mental health, and possible job loss (Yahner Paddock, Willison, 2016). In evaluating the teacher p, these are the following range of means with its descriptions: 4.20 – 5.00 or Very High, which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Design and Procedure

This study utilized quantitative non-experimental design of research using correlational technique. This kind of design according to Creswell (2014) and De Vaus (2001) provides summary data specifically measures of central tendency including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations multiple variables by using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This technique was appropriate since the study aims to determine the mediating role of work life balance on the relationship between transformational leadership and employee retention (Creswell, 2014).

In this study's conduct, ethical issues and considerations were dealt with mainly before the data were gathered. The respondents' participation was voluntary and anonymous, and the Data Privacy Act of 2012 kept all data gathered confidential. Informed consent was secured and signed by all the respondents involved in the study.

This study utilized quantitative non-experimental design of research

using correlational technique. This kind of design according to De Vaus (2001) provides summary data specifically measures of central tendency including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations multiple variables by using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is

observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This technique was appropriate since the study aims to determine the mediating effect of school climate on the relationship between teacher's personality and science teaching competence (Creswell, 2014).

RESULTS AND DISCUSSION

The presentation, analysis and interpretation of the acquired data are

depicted in this part of the paper based on the research objectives of this study. The flow of presentation on the stated topic is as follows: level of transformational leadership, level of employee retention, and level of work life balance; correlation between transformational leadership, and employee retention; transformational leadership and work life balance; and work life balance and employee retention

Transformational Leadership

Shown in Table 1 are the average scores for the indicators of transformational leadership; with an overall standard deviation of 0.33 and a total mean rating of 3.94 described as high with a standard deviation of 0.33.

Table 1

Level of Transformational Leadership

Items	SD	Mean	Descriptive Level
Charisma	0.71	4.19	High
Social	0.52	4.01	High
Vision	0.69	3.96	High
Transactional	0.87	3.52	High
Delegation	0.45	4.21	Very High
Execution	0.85	3.73	High
Overall	0.33	3.94	High

The high level could be attributed to the equally *high* rating given by the respondents. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.21 or high is- *Delegation*. In contrast, indicator with the lowest mean rating of 3.52 still high is *indicator transactional*.

The very high level of transformational leadership implies that the leader is highly effective in inspiring, motivating, and influencing followers to achieve extraordinary outcomes. These leaders go beyond simply managing tasks and expectations—they create a vision of the future that excites and challenges others to go above and beyond their self-interest for the greater good of the team or organization. School heads have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals Likewise, the school heads, take seriously of responsibility for coaching and mentoring others and working in the manner that they want.

This assumption is parallel with the study of Eskandari, (2014) said that leaders who use inspirational motivation have high standards and expectation for their followers. They are optimistic about follower ability to meet goals and they always provide meaning to their followers through showing the importance of all duties and responsibilities. In fact, they are able to motivate their followers to have a strong sense of purpose so they provide purpose and meaning to drive their group forward. This encourages followers to invest more effort in their tasks and to be optimistic about the future and to invest in their own abilities (Khorshid, & Pashazadeh, 2014; Wasley, 2019).

Employee Retention

Revealed in Table 2 is the level employee retention which was measured through a survey questionnaire with the following indicators: barriers; stress; time management; family and friends; substance use; mental health, and possible job loss. Computations yield a standard deviation of 0.44 with an overall mean score of 3.88 or high and this indicates that the employee retention is sometimes manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.8 or very high is *Family and Friends*. In contrast, indicator with the lowest mean rating of 3.49 or *high* is Barriers.

The high level of employee retention among teachers implies a positive, stable, and effective teaching environment, with benefits for students, staff, and the overall institution. It indicates that the school or district is providing an environment where teachers feel valued, supported, and committed to their profession.

Table 2

Level of Employee Retention

Items	SD	Mean	Descriptive Level
Barriers	0.44	3.49	High
Stress	0.60	3.94	High
Time Management	0.61	3.88	High
Family and Friends	0.56	4.08	High
Substance Use	0.59	3.88	High
Mental Health	0.54	4.08	High
Possible Job Loss	0.82	3.79	High
Overall	0.44	3.88	High

The outcome for a very high descriptive level of Employee Retention aligns with Cottonand Tuttle (2020); Muchinsky and Morrow (2020); Tett and Meyer (2023) who said that retained employees tend to report higher levels of job satisfaction, as they experience a greater sense of purpose and fulfillment in their roles. Moreover, Saks (2006) found that employee engagement is strongly linked to retention, with engaged employees being more likely to stay with an organization. This is especially true in educational settings, where teachers with high engagement levels tend to have better student outcomes.

The high-level descriptive result on organizational climate is factored on the concepts of Tran and Smith, (2020); Bulawat, 2020) that teachers who stay in their roles for extended periods contribute to a consistent learning environment, which has been shown to improve both teacher performance and student engagement (Grissom et al., 2021). Stability in teaching staff reduces disruptions in the classroom, fostering a more cohesive and predictable educational experience.

Work Life Balance

As seen in Table 3 is, the level of work life balance attributed to happiness; work satisfaction, work environment satisfaction; personal life satisfaction; balance; stress; work brought home time to distress; and loyalty. A high level was indicated by a standard deviation of 0.15 yield a grand mean of 4.31 or high denoting that the work life balance oftentimes manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.62 or very high is There are not enough hours in the and my supervisors / managers positively contribute my work environment. Don't mind being too busy because I love my job got the lowest mean score of 4.04 still high.

These results indicate that the better the work-life balance possessed by teachers in the organizations the higher the levels of job satisfaction, engagement, and overall employee retention. Moreover, when employees can manage their personal and professional responsibilities, they report higher levels of satisfaction and engagement, which contributes to greater retention. This is especially true in high-stress professions like teaching, where burnout is common. Work-life balance serves as a buffer against the stressors of the job, allowing employees to maintain their commitment. Affirming the investigation of Irawanto et al., (2021) emphasize that work-life balance is essential to employee well-being, stating that employees who can effectively manage their

Table 3*Level of Work Life Balance*

Items	SD	Mean	Descriptive Level
My job is the most significant factor to my happiness.	0.54	4.44	Very High
My salary is the most significant factor to my happiness.	0.44	4.26	Very High
My family is the most significant factor to my happiness.	0.47	4.32	Very High
I feel fulfilled with my job.	0.48	4.36	Very High
I enjoy my job.	0.50	4.46	Very High
My job positively contributes.	0.27	4.08	Very High
my overall happiness	0.39	4.18	High

Co-workers positively contribute my work environment.	0.52	4.26	Very High
My supervisors / managers positively contribute my work environment.	0.49	4.62	Very High
I am satisfied with the time I spend with my family.	0.49	4.40	Very High
I am happy with my home life.	0.27	4.08	High
I prioritize my job over my personal and family life.	0.46	4.30	Very High
I prioritize my family over my personal and family life.	0.43	4.24	Very High
I sacrifice sleep to make up time with my family.	0.47	4.32	Very High
I feel overwhelmed by the Amount of things I need to do for work	0.48	4.34	Very High
There are not enough hours in the week.	0.53	4.62	Very High
I sacrifice sleep for work.	0.46	4.34	Very High
I leave my work at work.	0.50	4.44	Very High
I sometimes bring work home, but It's just a few things I may not have finished up.	0.44	4.26	Very High
I often complete additional work At home beyond work hours to try To keep up.	0.30	4.10	High
I leave everyday at generally The same time.	0.30	4.10	High
When I am home , I often spend time thinking about work.	0.35	4.14	High
I often go into work on weekends Or during irregular work hours.	0.47	4.32	Very High
I plan to stay at my current job for the foreseeable future	0.49	4.58	Very High
I recommend my job to someone Else.	0.30	4.10	High
I don't mind being too busy because I love my job.	0.20	4.04	High
Overall	0.15	4.31	Very High

professional and personal lives tend to experience lower stress and greater job satisfaction. Furthermore, Goldman and Barnett, (2023) found that employees who perceive their organization as supportive of work-life balance report greater levels of job satisfaction, which in turn leads to increased employee retention. For teachers, when they feel that their personal time is respected and they have the flexibility to manage their workload, they are less likely to seek employment elsewhere

Significance on the Relationship between the Transformational Leadership of Teachers and Work Life Balance

The test of the association between transformational leadership of teachers and work life balance yielded a result found in Table 4.1.

Table 4.1

Significance of the Relationship between Transformational Leadership of Teachers and Work Life Balance

Transformational Leadership	Work Life Balance
	Overall
Charisma	.146* (0.012)
Social	.463*

	(0.000)
Vision	.158* (0.006)
Transactional	-.140* (0.015)
Delegation	.294* (0.000)
Execution	.643* (0.000)
Overall	.332* (0.000)

*Significant at 0.05 significance level.

With a p-value of less than 0.05 and an overall r-value of 0.332, the null hypothesis was found to be rejected. It showcases that there is a strong link between transformational leadership of teachers and work life balance. A correlation between understudied variables is shown by the correlation coefficient (r) precisely because the p- p-values are less than 0.05; the results demonstrate a substantial association between all indicators of transformational leadership of teachers and work life balance.

This implies that by cultivating transformational leadership among teachers, schools can foster an environment where work-life balance is not only encouraged but actively supported. Transformational leadership is characterized by leaders who inspire, motivate, and provide individualized support to their followers, which in the context of education, includes the

teachers. Bass (1985), a key figure in transformational leadership theory, suggests that transformational leaders focus on inspiring their teams through a shared vision, personal encouragement, and fostering a sense of self-worth and accomplishment. When such leadership is implemented in schools, it can have a profound impact on teachers' ability to manage the demands of their work and personal life.

Since all indicators for every variable are connected in this way, a positive link is observed and in a study conducted by Xiaoyu, (2024), Saring, Ariwibowo, and Djuhartono (2022), who mentioned that transformational leaders are likely to promote flexibility, empathy, and open communication, all of which are crucial for improving work-life balance. By prioritizing teachers' well-being and encouraging practices that allow for personal time, they help mitigate stress and prevent burnout. Charoensukmongkol and Puyod, (2024) further emphasize that transformational leaders are effective in creating environments where employees feel valued, and their personal and professional growth is supported. This leadership style, when applied in schools, can reduce the heavy workload pressures often faced by teachers, allowing them to balance their professional responsibilities with their personal lives.

Significance of the Relationship between the Work Life Balance and Employee Retention

Flauted in Table 4.2 is the result of the test of the relationship between work life balance and employee retention. The association in question was examined at the 0.05 level of significance in accordance with the hypothesis. With a p-value of less than 0.05 and an overall r-value of 0.373, the null hypothesis was found to be rejected. It presented a strong link between variables with all of its indices on work life balance with a significant relationship with employee retention of teachers supported by the overall p-value obtained.

Table 4.2

Significance of the Relationship between the Work Life Balance and Employee Retention

Work Life Balance	Employee Retention							Overall
	Barriers	Stress	Time Management	Family and Friends	Substance Use	Mental Health	Possible Job Loss	
Overall	.462* (0.000)	.526* (0.000)	-.274* (0.000)	254* (0.000)	.133* (0.022)	.090 (0.122)	.286* (0.000)	.373* (0.000)

Significant at 0.05 significance level.

Correlation among indices of work life balance and employee retention obtained R-values within the range from 0.254 to 0.526, with p-values lower than 0.05, respectively except mental health p-value of greater than 0.05 and r-value of 0.090 hence, not significant.

The correlation between the indices of work-life balance and employee retention of teachers is a critical area of focus for educational institutions, as it directly impacts the quality of education, teacher satisfaction, and overall organizational stability. Work-life balance is a multidimensional concept that includes workload management, flexibility, time off, organizational support, and job satisfaction. Each of these indices plays a significant role in opportunities. The relationship between these factors is crucial in addressing

whether teachers remain in their positions or leave for other teacher turnover, which is often a challenge in the education sector.

The findings at hand agree with the ideas disclosed by various scholars who have explored the relationship between work-life balance and employee retention, particularly in the context of teachers. Mowaiye, Akinlabi and Magaji, (2022). emphasize that a strong work-life balance leads to higher job satisfaction and lower stress levels, which in turn positively affect employee retention. Similarly, Argyropoulou, Sungkono, Argyropoulou and Tzavara, (2024) highlight the crucial role of preventing burnout in retaining employees, especially in high-stress professions like teaching. These findings are further supported by Zumrah, Nizah, and Jalil, (2022), who found that flexible work arrangements and organizational support for work-life balance contribute significantly to higher retention rates.

Significance of the Relationship between Transformational Leadership and Employee Retention

Table 4.3 showcases the Relationship between transformational leadership and employee retention. Based on the result the overall revealed a positive and significant relationship between transformational leadership and

Table 4.3

Significance on the Relationship between Levels of Transformational Leadership and Employee Retention

Transformational Leadership	Employee Retention							Overall
	Barriers	Stress	Time Management	Family and Friends	Substance Use	Mental Health	Possible Job Loss	
Charisma	.519* (0.000)	.504* (0.000)	-.432* (0.000)	.128* (0.027)	.081 (0.161)	.117* (0.043)	.235* (0.000)	.266* (0.000)
Social	.486* (0.000)	.512* (0.000)	-.113* (0.050)	.399* (0.000)	.370* (0.000)	.223* (0.000)	.151* (0.000)	.548* (0.000)
Vision	.543* (0.000)	.460* (0.000)	-.358* (0.000)	.130* (0.025)	.139* (0.016)	.187* (0.001)	.245* (0.000)	.309* (0.000)
Transactional	.299* (0.000)	.372* (0.000)	-.141* (0.015)	.415* (0.000)	.258* (0.000)	.092 (0.113)	.091 (0.118)	.396* (0.000)
Delegation	.558* (0.000)	.546* (0.000)	-.075 (0.198)	.245* (0.000)	.185* (0.001)	.068 (0.243)	.252* (0.000)	.437* (0.000)
Execution	.709* (0.000)	.593* (0.000)	-.007 (0.907)	.406* (0.000)	.254* (0.000)	.078 (0.176)	.312* (0.000)	.578* (0.000)
Overall	.648* (0.000)	.618* (0.000)	-.217* (0.000)	.348* (0.000)	.263* (0.000)	.172* (0.000)	.254* (0.000)	.526* (0.000)

*Significant at 0.05 significance level.

employee retention. The overall result reflects that transformational leadership is positively correlated with and employee retention since the overall r-value of .526 with a p-value $p < 0.01$, hence rejecting the null hypothesis. Hence, there is a positive association of the two variables. In particular, when charisma; social; vision; transactional; delegation; and execution correlated employee retention all indicators were significant. The relationship between transformational leadership and employee retention implies that leaders who inspire, motivate, and support their employees not only enhance job

satisfaction but also foster long-term commitment and loyalty, leading to lower turnover rates. When leaders exhibit transformational qualities such as vision, individualized consideration, intellectual stimulation, and inspirational motivation, they create an environment that encourages employee engagement, professional growth, and trust—all of which are key factors in retaining employees,

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions with recommendations were drawn.

Transformational leadership feature considerable input on teachers in a particular area. The results proclaimed that all its domains considerably gained a *high* descriptive level, pinpointing *transactional* as the lowest. This suggests that employees are motivated primarily by rewards and punishments. Unlike transformational leadership, which fosters intrinsic motivation through inspiration and engagement, transactional leadership tends to focus on maintaining the status quo, emphasizing task completion, and offering extrinsic rewards for meeting specific goals. This approach can lead to short-term compliance but may not foster long-term employee engagement or commitment, which are critical for retention.

Employee retention also involves several factors beyond leadership style, such as organizational culture, work-life balance, career development opportunities, and recognition. The results are known to have a *high* descriptive level. Possible job loss being considered the lowest in the context of retention implies that when employees perceive their jobs to be at risk or when they face uncertainty regarding their employment, it can significantly decrease their motivation, job satisfaction, and commitment to the organization.

The data revealed a very high descriptive level, where the statement "I don't mind being too busy because I love my job" received the lowest score. This suggests that, while employees may be passionate about their work, there is a clear limit to how much they are willing to sacrifice in terms of their personal time and well-being. In other words, while individuals may enjoy their job, they still recognize the importance of maintaining a balance between their professional and personal lives/meetings/events/activities outside of regular hours when possible.

The result implies that school organizational climate is positively correlated with faculty transformational leadership of school heads and employee retention of teachers, work life balance and employee retention of teachers. The conclusions are supported by the anchor theory, Grzywacz and Bass (2003) who said that transformational leaders strongly supports the relationship between TL and ER. This is supported by the study of Choi, Dotter, Conroy, Cantiello, Paxton, and Johnson (2016) that leaders who employ transformational leadership can move employees to surpass expected performance and can prompt workers to experience a high level of satisfaction and sense of commitment to the group and organization.

A comprehensive review by Pattusamy and Jacob in their study Work-family balance: A review and extension of the literature (2011), employees who experience work-family conflict are more likely to report lower job satisfaction and higher turnover intentions. Organizations that offer work-life balance programs, such as flexible hours, remote working, and paid leave, can mitigate these issues, leading to better retention rates. Lastly, partial mediation was found in the study.

Based on the findings that employees value work-life balance and the importance of not being overly busy despite enjoying their jobs, here are several recommendations for organizations to enhance work-life balance and improve employee retention.

For school heads, maintaining a healthy work-life balance for teachers is essential for reducing burnout, increasing job satisfaction, and improving retention rates. By promoting flexibility, providing support, offering professional development, and creating a culture that values well-being, school leaders can foster an environment where teachers are not only motivated and engaged but also committed to staying long-term. These efforts will lead to a more productive and positive school culture, benefiting both educators and students.

For teachers, maintaining a healthy work-life balance is essential for long-term job satisfaction and personal well-being. By setting clear boundaries, prioritizing self-care, seeking support, and practicing time management, teachers can reduce stress and prevent burnout. It's important to remember that taking care of yourself enables you to be a better educator for your students. Balancing the demands of teaching with personal well-being will lead to a more fulfilling and sustainable career in education.

Future research into work-life balance, transformational leadership, and employee retention in education is crucial to understanding how schools can best support their teaching staff. By addressing the gaps in existing knowledge, researchers can contribute valuable insights into creating a supportive, sustainable work environment for teachers. This research will ultimately inform policies and practices that enhance teacher retention, satisfaction, and well-being, benefiting both educators and students.

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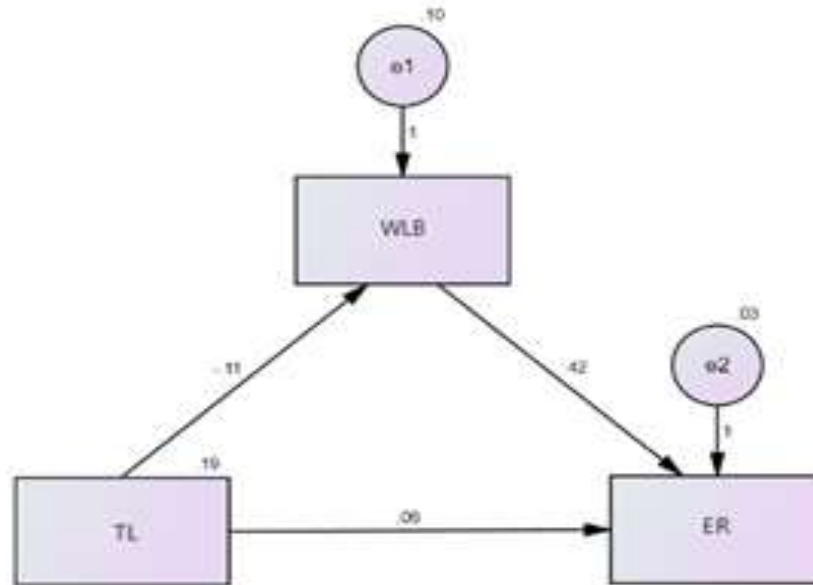


Fig.2 Path Analysis showing the Mediating Role of Work Life Balance on The Relationship Between Transformational Leadership and Employee Retention

CONCLUSION AND RECOMMENDATION

The high level of transformational leadership is as a result of the respondents' high ratings for the various components. This suggests that teachers feel very excited to work with the rest of their career school because they feel like part of the family. They have sentimental ties and a sense of belonging to the people inside the school. They enjoy discussing positive points about the school organization when they are outside. This confirms the ideas of some authors (Albrecht & Marty, 2020; Ribeiro et al., 2020), according to which workers who exhibit a high level of transformational leadership form an emotional bond with the organization. In addition, some authors (Khaola & Rambe, 2020; Shin et al., 2020) said that with employees demonstrate their identification with an interest in the company through affective commitment.

It can be explained that improving school organizational change can be attained through transformational school head leadership with the mediation of work life balance. Hence, the association between the school administrators' employee retention change among schools is explained by work life balance. Hence, organizational change cannot be strengthened by the transformational leadership of school heads alone, but better work life balance can be transmitted along, so a higher work life balance of teachers mediates the transformational leadership for better organizational change among public elementary schools.