LEADERSHIP STYLE AND EMPLOYEE RETENTION IN HIGHER EDUCATION SECTOR OF PAKISTAN

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ABSTRACT
Creativity at the workplace is a key factor that enables organizational growth and development, there better leadership skill is crucial for creating an environment for raising a creative workplace. This study empirically analyzes the leadership styles adopted in the Higher Education Sector of Pakistan and their impact on the retention of employees, incorporating transactional leadership, transformational leadership, and innovative environment as independent variables, and employee retention as the dependent variables. Further, this study assimilated the role of diversity on employee retention as moderators considering it elements. From the diversity context, this study mainly relies on demographic information only and discusses the moderating impact of gender of respondent, gender of supervisor, education level, and employment status as a model to interpret the impact. For the empirical analysis of the study the digital questionnaire has been distributed and received 411 respondents from the Higher Education Sector. SPSS has been used for the analysis. The studies concluded that transformational leadership is significant in the Higher Education Sector of Pakistan and all the four factors of diversity are not moderating in this set of data.
Keywords: Leadership, Transactional Leadership, Transformational Leadership, Innovative environment, Diversity.
Gel Classifications: M14, L14, I23

1. INTRODUCTION
The role of leadership is a complex phenomenon as it involves many factors along with different stages of control and operational analysis (E.Dinh, Lord, Gardner, Meuser, & Liden, 2018). Leadership is the core part of management, and its importance cannot be ignored. The skills of a leader are considered as the necessary element in the success and setback of a firm. Therefore, the success or setback of an organization generally identifies as a success or failure of leadership. A leader has enormous leverage on the success of an organization.

The issue of leadership has become the focus of interest for researchers. Creativity climate development is stated as to provide the circumstances for people to generate new ideas regarding new challenges and opportunities which are being faced. The scope of this particular study is focused for the teaching faculty of the Higher Education Sector of Pakistan. It targets to identify the influence of leadership style on Employee Retention in the Higher Education Sector. In the modern era, creativity has a dominant impact on any organization's success. Creativity at the workplace is a key factor that enables organizational growth and development. Better leadership skill is therefore necessary for creating such a climate for raising a creative workplace. There is no unanimously agreed 'the most suitable style' of leadership style (Bolman & Deal, 2008). There are many leadership styles adopted by Higher Educational Institutes around the globe, but researches supports to the transformational leadership style as most effective one in this sector (Aguirre & Martinez, 2006). Similar the results concluded by the study of (Kezar & Eckel, 2008) reported that transformational, transactional, and laissez fair are effective in different scenarios in Higher Educational

Institutes which are focusing on diversity agenda. The literature for diversity supports that diversity leadership is the master of all leadership styles (Bolman & Deal, 2008). It has been reported that structural, political and symbolic frames are best leadership flairs (Birnbaum, 1988). Collegial leadership frame is reported by (Williams & Wade-Golden, 2013). The role of leadership in Mexican universities have been analyzed by five factors of leadership that is strategist, legitimator, politician, motivator, and communicator and all these are components of transformational leadership (Badillo-Vega & Espinosa, 2020). The study concluded that transformational leadership is playing a dynamic role in the development of the Higher Educational Institutes of Mexico. The literature from leadership style perspective in Higher Education, finds many related studies in support of transformational leadership to develop the Higher Education Sector. In this study the focus is on the two major leadership adopted styles in Higher Educational Institutes in Pakistan. It engrossed on transformational and transactional leadership styles to draw a conclusion about the research question that is intended to identify the relationship of leadership flair and diversity on employee retention in the Higher Education Sector. An ongoing study analyzed the impression of leadership flair diversity on employee retention in the Higher Education Sector. Previous studies are focusing on the leadership style and employee retention and the effect of diversity on employee retention separately and to the preeminent of the researcher's awareness the current study is one of the very unique studies that discuss diversity and leadership style on employee retention at the same time especially featuring Pakistan's Higher Education Sector.

2. REVIEW OF LITERATURE

Academic institutions like universities and colleges are distinctive in nature when it comes to decision making process and are entirely different from the corporate sector or government department. In universities, the academic work is managed around the intellectual activities of the professors which need an entirely different mechanism of leadership. That will depend upon the implanted nature of university and their Presidents/Vice Chancellors. In the process of analyzing university leadership the authorities need to take care of national educational development along with international market requirements of the Higher Education (Badillo-Vega, Georg, & Pedro, 2021).

Consisting on the following three factors:

A. Develops the visualization for the aims of the organization
B. Openly share the prophecy with the employs
C. Develop a clear long term strategy to achieve the organization goals

The study of (Jacobsen, Andersen, Bollingtoft, & Eriksen, 2021) concluded that the transformational leadership is the behavior of the leader to progress, share and stand with visualization and prophecy in order to stimulate the employees and make them understand the long term vision of the organization. The notion of transformational leadership has progressively shifted towards the notion of instructional leadership, as per the prospects of the academic arena for leaders to bring visionary leadership tactics into the Higher Education Institutions (Leithwood & Jantzi, , 2019). The study concluded that instructional leadership was appropriate in education sector of Malaysia during 1980s and 1990s. However, the education sector had different experience in late 1990s. Referring to transformational leadership. (Masduki Asbari & Novitasari, 2020) Has concluded that the success of a leader lies in their work and incorporated varies mechanism to motivate and trigger their respective staff and they bring a positive change in the Higher Educational culture of their institute. (Asbari, 2020) Reported that the leaders as well as the follower inspires individuals to accomplish advanced level of morality and justice to the responsibilities. Similar hypothesis was established by (Zaman, et al., 2020) in their research in which they have concluded by structural equation model that the transformational leadership has significant positive influence on employs performance specially during the covid-19 when everything face rapid change. (Zaman, et al., 2020) Further they suggest that the transformational leadership is best style of leadership when the system is facing the change. Whereas the transactional leadership refer to the compliance by reward and punishments. Though this system is successful in short term but it is not effective in longer run (Asbari, 2020). Indicate that transformational leadership develops a strong association among the leader

and follower although the transactional leadership does not develop the association among leader and supporter as it is based on the reward and punishment (Purwanto, Asbari, & Santoso, 2019).

In case of Pakistan's Higher Education Institute (Khan, Idris, & Amin, 2021) concluded in their study that transactional and transformational leadership, both has optimistic and substantial impression on employ performance in Higher Education Sector of the country they further enlighten the researcher that it is the justice in the system which may create a difference in some organizations.

Every organization wants the long term engagement of their employees. Retaining old employ is the success of any company as it will reduce the operational cost also it will enhance the productivity as old employ know the rules and organizational culture better than if company hire new employs. (Winoto, Tecoalu, & Wijaya, 2021) Have also conclude the compensation and supervisor support has positive and significant impact on employee retention. In the similar study (Yasin, 2021) analyzed the association among responsible leadership and employ turnover rate and he reported the results that there is a negative and substantial relationship between the responsible leadership and employ turnover. From the above discussion we may conclude that the leadership style plays a dynamic role in retention of employs.

Innovation is the unique process of value addition of any economic activity. It might be in the operational activity or product development activity or at any stage if someone develop a unique procedure to address the process it is consider as innovation. (Yamin, (2020) Analyzed the relationship between the employ retention and innovation (the study use entrepreneurial orientation as proxy of innovation) and concluded that the firms who gave more chances to their employs to experiment in a controlled way the employs chances of retention increase.

3. CONCEPTUAL FRAMEWORK
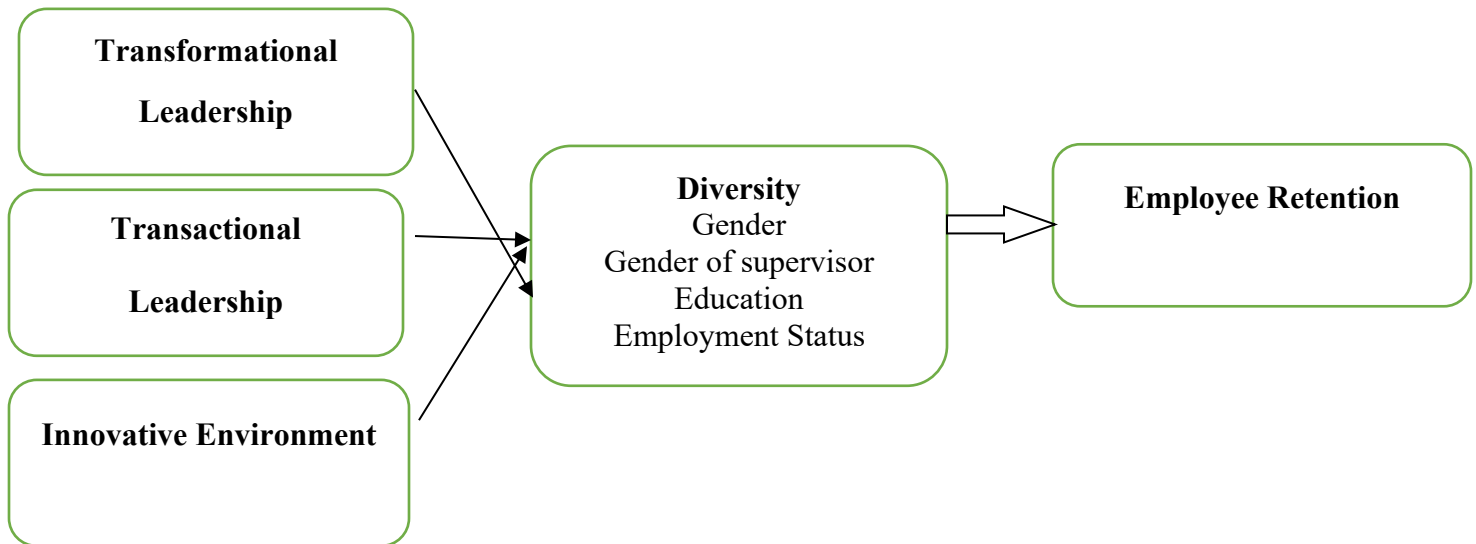
4. METHODOLOGY

The selected study independent variables are transformational leadership; transactional leadership and Innovative environment whereas the gender of respondent, gender of supervisor, employment status, education of Higher Education Employees are the moderating variables and Employee Retention as the dependent variable. As the study population is focused on the Higher Education Sector so the lecturer or above at the university level has been considered as the sample. The sample size calculated by rasoft was 385 as the population size is large. The digital questionnaire was shared through different electronic and digital media and the study received the response of 411 employees of the Higher Education Sector. The purposive sampling technique has been adopted. Digital questionnaire (through google forms) has been sent to all major universities of Pakistan to get the maximum response. SPSS package has been used for the data analysis.

5.   ANALYSIS
5.1.   EMPIRICAL ANALYSIS
This section of the study explains the empirical analysis of all the demographics of the survey.

DESCRIPTIVE ANALYSIS Table No: 1		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Gender	Male	186	45.3	45	45
	Female	225	54.7	55	100
	Total	**411**	**100**	**100**	
Employee status	Lecturer	252	61.3	61	61
	Assistant Professor	72	17.5	18	79
	Associate Professor	36	8.8	9	88
	Professor	51	12.4	12	100
	Total	**411**	**100**	**100**	
Education	Masters	252	61.3	61	61
	PHD	159	38.7	39	100
	Total	**411**	**100**	**100**	
Supervisor Gender	Male	233	56.7	57	57
	Female	178	43.3	43	100
	Total	**411**	**100**	**100**	

Table No. 1 represents the descriptive analysis of the study as Gender demographic of respondents. This data set reflects that 55% of the responses has been recorded from female educationists of the Higher Education Sector whereas, 45% male participants has been reported for the study. With this statistics we may conclude that the female point of view is dominant in this specific study. Similarly, the study may also conclude that female gender is comparatively more participative in the development of research culture in Higher Education than male.

Table no.1 also represents the employee status of the respondent of the study. It reflects that the sample of this study consist of 61% Lecturers (252), 18% Assistant Professors (72), 9% Associate Professors (36), and 12% Professors (51) of the Higher Education Sector. It also reflects that the Lecturer's point of view is more leading in the study as it signifies more than half of the entire sample. As lecturers are the initial level employment position in the Higher Education Sector, the results may be different when a balance sample might be collected for future studies.

As per the statistics of Table no.1, the Education Diversity of the sample, mirrors participant's qualification. It shows that 61% (252) participants of the study holds Master Degree and 39% (159) participants holds Ph.D. degree.

Table no.1 also expresses the Gender of the Respondent's Supervisor. It shows that out of 411 respondents 57% (233) are reported male supervision and 43% (178) female supervisors. From this statistic, the study may mention that in Higher Education male supervisors are in the majority as compared to female supervisors.

Since the demographics of this study is very much diversified, its diversification varies from the Gender of Respondents/participants to the Gender of their respective Supervisors, Education level and employment status, therefore it may be conclude that it is a well-defined survey that covers all relevant demographics diversities of the Higher Education Sector.

5.2. Reliability Analysis

RELIABILITY STATISTICS		
Table No. 2		
Variables	**Cronbach's Alpha**	**No of Items**
Transformational Leadership	.727	7
Transactional Leadership	.637	4
Employ Retention	.668	8
Innovative environment	.642	4

Table 2 shows that the data is valid for all variables as Cronbach's Alpha meets the minimum limit of reliability. As the innovative environment is our controlling (moderating) variable, in this case, the controlling variable might not be effective.

CORRELATIONS					
Table No. 3					
Retention	**Pearson Correlation**	**Employee Retention**	**Transformational Leadership**	**Innovation Environment**	**Transactional Leadership**
		1	-.011	.116*	.500**
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

The construct validity analysis of the study displays that correlation is significant between the Employee Retention and Transactional leadership, Further, the Transformational Leadership and an Innovative Environment are not significantly correlated with Employee Retention. With this evidence we may conclude that in the Higher Educational Sector, the Transactional Leadership is significantly correlated with the Employee Retention.

On the basis of Reliability and Validity Analysis, the study has been considered for backward regression test to identify the significance of the model. Backward regression run three different models on the bases of significance.

Variables Entered/Removed[a]			
Table No. 4			
Model	**Variables Entered**	**Variables Removed**	**Method**
1	Transactional Leadership, Transformational Leadership, Innovative Environment[b]	.	Enter
2		Innovative Environment	Backward (criterion: Probability of F-to-remove >= .100).
3		Transformational Leadership	Backward (criterion: Probability of F-to-remove >= .100).
a. Dependent Variable: Employee Retention			
b. All requested variables entered.			

Table no. 4 show the summary of the table and R^2 illustrates that 25% of the variation in the dependent variable is due to these independent variables. All three model shows that the variation in dependent variable due to all independent variables is 25%.

Model Summary Table No. 5				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.502[a]	.252	.247	.55264
2	.502[b]	.252	.248	.55197
3	.500[c]	.250	.248	.55216

a. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment
b. Predictors: (Constant), Transactional Leadership, Transformational Leadership
c. Predictors: (Constant), Transactional Leadership

Analysis of variance shows the overall fitness of the model. Table no. 5 demonstrates the significant values of the F-ratio which implies that the model is fit to do the analysis and recommendation.

ANOVA[a] Table No. 6						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	41.896	3	13.965	45.727	.000[b]
	Residual	124.300	407	.305		
	Total	**166.196**	**410**			
2	Regression	41.889	2	20.944	68.744	.000[c]
	Residual	124.307	408	.305		
	Total	**166.196**	**410**			
3	Regression	41.501	1	41.501	136.121	.000[d]
	Residual	124.696	409	.305		
	Total	**166.196**	**410**			

a. Dependent Variable: Employee Retention
b. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment
c. Predictors: (Constant), Transactional Leadership, Transformational Leadership
d. Predictors: (Constant), Transactional Leadership

Backward regression results show that the model is fit for all three models as sig. value of the F-Test is less than 0.05. The magnitude of the F-ratio of model three is higher among all so the study may conclude that model three is more significant than others. For the final decision, the study needs to analyze the independent effect of all variables. It also represents the independent impact of variables on the dependent variables as only Transactional Leadership shows a substantial impact on Employee Retention.

Coefficients[a] Table No. 7								
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	2.268	.200		11.348	.000		
	Transformational Leadership	-.050	.047	-.052	-1.062	.289	.763	1.311
	Innovative Environment	.009	.056	.008	.155	.877	.713	1.403
	Transactional Leadership	.403	.036	.502	11.254	.000	.925	1.081
2	(Constant)	2.281	.182		12.498	.000		

	Transformational Leadership	-.046	.041	-.048	-1.129	.260	.994	1.006
	Transactional Leadership	.405	.035	.503	11.723	.000	.994	1.006
	(Constant)	2.135	.129		16.593	.000		
3	Transactional Leadership	.402	.034	.500	11.667	.000	1.000	1.000
a. Dependent Variable: Employee Retention								

5.3. Moderation Analysis

The study analyzed Gender, Education, Employment status, and Gender of Supervisor as moderating Variable.

5.3.1. Gender as Moderator

Model Summary
Table No. 8

Gender	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Male	1	.591[a]	.350	.339	.51773
Female	1	.430[a]	.185	.174	.57856
a. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment					

Table no. 8 displays a model summary of the gender, 18% R^2 shows the variation in dependent variable owed to all independent variables in female respondents and, 35% variation in dependent variable owed to all independent variables in male respondents.

ANOVA[a]
Table No. 9

Gender	Model		Sum of Squares	df	Mean Square	F	Sig.
Male	1	Regression	26.232	3	8.744	32.622	.000[b]
		Residual	48.784	182	.268		
		Total	**75.017**	**185**			
Female	1	Regression	16.760	3	5.587	16.690	.000[b]
		Residual	73.975	221	.335		
		Total	**90.735**	**224**			
a. Dependent Variable: Employee Retention							
b. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment							

Table No. 9 represents that both models are acceptable and we may conclude that in the Higher Education Sector, the gender aspect is not moderating in this sample. It also shows the individual impact of variables in both the models. The study also conclude that only transactional leadership is significant in both models therefore the impact of gender is not moderating in this case.

Coefficients[a]
Table No. 10

Gender	Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Male	1	(Constant)	1.966	.309		6.369	.000
		Transformational Leadership	-.063	.069	-.062	-.915	.361
		Innovative Environment	.046	.093	.036	.501	.617
		Transactional Leadership	.470	.052	.580	9.057	.000
Female	1	(Constant)	2.517	.267		9.411	.000

Transformational Leadership	-.036	.064	-.040	-.565	.572
Innovative Environment	-.026	.072	-.025	-.354	.724
Transactional Leadership	.347	.050	.435	6.988	.000

a. Dependent Variable: Employee Retention

5.3.2. *Supervisor Gender as Moderator*

Table No. 11 displays the model summary with 59% variation in the dependent variable is owed to all independent variables of male supervisor's respondents and 34% for female supervisor's respondents.

Model Summary
Table No. 11

Supervisor Gender	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Male	1	.598[a]	.358	.350	.53265
Female	1	.347[a]	.120	.105	.56629

a. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment

Table No. 11 reflects that both models are fit it implies that supervisor gender is not moderating in this data set of the Higher Education Sector.

ANOVA[a]
Table No. 12

Supervisor Gender	Model		Sum of Squares	df	Mean Square	F	Sig.
Male	1	Regression	36.233	3	12.078	42.570	.000[b]
		Residual	64.970	229	.284		
		Total	101.203	232			
Female	1	Regression	7.635	3	2.545	7.936	.000[b]
		Residual	55.799	174	.321		
		Total	63.434	177			

a. Dependent Variable: Employee Retention
b. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment

Table No. 12 illustrates the individual impact of the variables in both the models. It shows that only transactional leadership is significant in this data set. So the study may conclude that the gender of supervisors is not moderating in the Higher Education Sector.

Coefficients[a]
Table No. 13

Supervisor Gender	Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Male	1	(Constant)	1.845	.271		6.804	.000
		Transformational Leadership	-.051	.062	-.049	-.821	.412
		Innovative Environment	.043	.081	.034	.533	.594
		Transactional Leadership	.481	.046	.587	10.384	.000
Female	1	(Constant)	2.821	.296		9.537	.000
		Transformational Leadership	-.022	.070	-.026	-.312	.755
		Innovative Environment	-.030	.078	-.032	-.385	.700

		Transactional Leadership	.275	.057	.354	4.857	.000

a. Dependent Variable: Employee Retention

Similar results are displayed in table 4.5.2.3 that supervisor gender is not moderating in this data set, as an only transactional variable is significant in both models.

5.3.3. *Education as Moderator*

Table No. 14 displays the value of R^2 showing 19.1% variation in Employee Retention is explained by the independent variables when the respondent is Master qualified. It shows that 36.2% in case the respondent is Ph.D. qualified.

Model Summary					
Table No. 14					
Education	**Model**	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
Master	1	.437[a]	.191	.181	.57287
PhD	1	.602[a]	.362	.350	.51820
a. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment					

Table No. 14 shows the significance of the joint impact of all independent variables. It is significant in both models. It implies that both models are overall fit.

ANOVAa							
Table No. 15							
Education		**Model**	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Master	1	Regression	19.190	3	6.397	19.492	.000b
		Residual	81.388	248	.328		
		Total	**100.578**	**251**			
PhD	1	Regression	23.654	3	7.885	29.362	.000b
		Residual	41.622	155	.269		
		Total	**65.276**	**158**			
a. Dependent Variable: Employee Retention							
b. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment							

Table No. 15 also suggesting that the Educational background of the respondent is also not moderating in this data set and we may conclude that the Educational background of University-level teachers is not moderating in this mode.

Coefficientsa							
Table No. 16							
Education		**Model**	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
			B	**Std. Error**	**Beta**		
Master	1	(Constant)	2.534	.269		9.437	.000
		Transformational Leadership	-.056	.062	-.058	-.897	.371
		Innovative Environment	-.006	.075	-.005	-.080	.936
		Transactional Leadership	.355	.048	.441	7.397	.000
PhD	1	(Constant)	1.890	.300		6.295	.000
		Transformational Leadership	-.032	.070	-.033	-.451	.653
		Innovative Environment	.014	.086	.012	.158	.874

		.478	.053	.599	8.994	.000
	Transactional Leadership					

a. Dependent Variable: Employee Retention

5.3.4. *Employment Status as Moderator*

This section explains the findings of employment status as moderator. Table No. 17 displays the model summary and R^2 is highest among the Assistant Professors and least in Lecturers.

Model Summary
Table No. 17

Employee status	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Lecturers	1	.437[a]	.191	.181	.57287
Assistant Professors	1	.642[a]	.412	.386	.51909
Associate Professors	1	.629[a]	.395	.339	.47446
Professors	1	.596[a]	.355	.314	.53824

a. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment

Table No. 17 expresses the fitness of the model and the study finds that all the models are significant. It implies that all four models for Lecturers, Assistant Professors, Associate Professors and Professors are highly significant. It means all four models are fit for the analysis.

ANOVA[a]
Table No. 18

Employee status		Model	Sum of Squares	df	Mean Square	F	Sig.
Lecturers	1	Regression	19.190	3	6.397	19.492	.000[b]
		Residual	81.388	248	.328		
		Total	**100.578**	**251**			
Assistant Professors	1	Regression	12.826	3	4.275	15.866	.000[b]
		Residual	18.323	68	.269		
		Total	**31.148**	**71**			
Associate Professors	1	Regression	4.708	3	1.569	6.971	.001[b]
		Residual	7.203	32	.225		
		Total	**11.911**	**35**			
Professors	1	Regression	7.508	3	2.503	8.639	.000[b]
		Residual	13.616	47	.290		
		Total	**21.124**	**50**			

a. Dependent Variable: Employee Retention
b. Predictors: (Constant), Transactional Leadership, Transformational Leadership, Innovative Environment

Table No. 18 illustrates the individual impact of independent variables on the dependent variables. The study may determine that in all four models in which Employee Status is studied as moderator. All four models show similar results and only the Transactional Leadership style is significant. It implies that even Employment Status is not moderating in this model and data set.

Coefficients[a]

Employee status		Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Lecturers	1	(Constant)	2.534	.269		9.437	.000
		Transformational Leadership	-.056	.062	-.058	-.897	.371
		Innovative Environment	-.006	.075	-.005	-.080	.936

		Transactional Leadership	.355	.048	.441	7.397	.000
Assistant Professors	1	(Constant)	1.990	.490		4.059	.000
		Transformational Leadership	.086	.118	.082	.728	.469
		Innovative Environment	-.202	.159	-.152	-1.273	.207
		Transactional Leadership	.560	.083	.677	6.780	.000
Associate Professors	1	(Constant)	3.250	.728		4.465	.000
		Transformational Leadership	-.207	.114	-.258	-1.813	.079
		Innovative Environment	-.132	.208	-.092	-.635	.530
		Transactional Leadership	.395	.094	.592	4.198	.000
Professors	1	(Constant)	1.592	.602		2.643	.011
		Transformational Leadership	-.025	.163	-.019	-.153	.879
		Innovative Environment	.068	.129	.068	.527	.601
		Transactional Leadership	.488	.103	.577	4.758	.000
a. Dependent Variable: Employee Retention							

6.   CONCLUSION AND RECOMMENDATIONS

The conclusion based on the discussion of empirical results discussed in this specific determines that Transactional Leadership is significant and has an impact on employee retention in the Higher Education Sector. Similar results were concluded by (Khan, Idris, & Amin, 2021) and (Asbari, 2020). Further, this study concludes that in the Higher Education Sector has no dependency on any moderating variable like Gender of the Respondent, Supervisor Gender, Educational Background, and Employment Status. The study may recommend that transactional leadership style is crucial in the Higher Education Sector. Careful implementation of leadership style may reduce employee retention issues.

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