

Exploring the Impact of Transformational Leadership on Job Satisfaction and Turnover in Educational Settings

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Abstract:

This research analyzes the relationship between transformational leadership (TL), job satisfaction (JS) and intention to leave (ITL) in the context of public primary school teachers in the Antofagasta region (Chile). A questionnaire is structured based on instruments validated in the international literature. Teachers are selected through non-probabilistic convenience sampling. Data analysis is performed using the two-stage method of structural equations. The results indicate that the proposed model has a significant and important capacity to explain job satisfaction and intention to leave. The results show a negative and significant association between age and intention to leave. It is concluded that the transformational leadership style plays an important role in job satisfaction, and in turn, the latter in teachers' intention to leave.

Keywords: transformational leadership; job satisfaction; intention to leave; primary education

Introduction

Leadership is the interrelation between leaders and their followers, which is the most important thing to improve efficiency and employee satisfaction (Ramandeep et al., 2016). There are different types of leaders, since not all of them act in the same way. Identifying each one of them will help to recognize if it is a suitable leader to be able to meet the requirements of the organization or pigeonhole it into another type.

Leadership has been studied from different perspectives: results-oriented or activity-oriented, people-oriented or internal climate, directive leadership or authoritarian leadership or autocratic leadership; participative leadership or democratic leadership; transactional leadership and transformational leadership (Samad, 2012). The latter has been given a positive connotation, since it seeks to induce people to change their behavior by establishing a vision to which people voluntarily subscribe (Kane et al., 2000). In effect, this allows transformational leaders to influence followers' choice of behavior, altering attitudes through inspiration, individualized consideration, and intellectual stimulation (Griffith, 2004). Recent studies link the transformational leadership style of managers with positive employee outcomes and behaviors in aspects such as attitude, creativity and innovation, and social responsibility (Díaz et al., 2019).

The term transformational leadership was proposed by Griffith (2004) and later developed by Ramandeeep et al. (2016), who clearly differentiated this style from transactional leadership. For Griffith, transformational leadership involves the formation of “a relationship of mutual stimulation and elevation that turns followers into leaders and can turn leaders into moral agents.” According to Ramandeeep et al. (2016), through transformational leadership the leader motivates followers to achieve performance that exceeds expectations by transforming followers' attitudes and values. This leadership style involves a process of influence through which leaders promote in followers a new way of seeing both themselves and the challenges and opportunities in their environment. Leaders seek to optimize individual, group, and organizational development and innovation by employing one or more of four behavioral dimensions that characterize transformational leadership (Ramandeeep et al., 2016): 1) idealized influence, in which the leader demonstrates the organizational vision and mission and serves as a model to followers through personal accomplishments, character, and behavior (Sosik et al., 2002), thereby securing

followers' respect and trust; 2) inspirational motivation, in which the leader formulates and instills a clear and compelling vision and team spirit directed toward achieving group goals (Sosik et al., 2002); 3) intellectual stimulation, which reflects the process through which the leader encourages followers to make their own decisions and to be creative and innovative in problem solving; 4) individualized consideration, which is manifested when leaders establish a supportive environment in which they attend to followers' unique and individualized needs.

Transformational leadership has been widely studied and abundant evidence has been found of its results in the implementation of planned organizational change. However, the same does not occur with the impact that this leadership has on the people in the organization, especially in the attitude of job satisfaction, to the extent that said change is achieved. Likewise, in the educational context and as a consequence of the gaps in quality and teacher discontent, job satisfaction has become an important objective to achieve (Ávalos et al., 2010). Different authors have studied the relationship between leadership styles and results in organizations (Kane et al., 2000). Among these styles, transformational leadership has been highlighted, due to the results achieved in organizations. This has been, to some extent, intended by the Ministry of Education in public education establishments in Chile, through the inclusion of its practices in the framework for good management (guide for directors of educational establishments). However, in the educational environment, the effectiveness of this leadership style in educational organizations has not been thoroughly analyzed. This, in turn, becomes more relevant in the context of persistent teacher discontent.

Job satisfaction is defined as an attitude towards work experiences. Hence, Morris et al. (2010) define it as the favorability or unfavorability with which employees evaluate their work; evaluation that is usually made through scales that include aspects such as salary, promotion and supervision. It has been emphasized according

to Edwards et al. (2008) that, just as the organization can influence employee satisfaction through fair salary policies, training to increase productivity or rewards for outstanding performances; satisfied employees can contribute to reliable, responsible and quality work, which reduces the internal costs of any production process. Whitman et al. (2010) point out that satisfied employees want to continue being part of the organization, while dissatisfied employees want to quit or change jobs.

On the other hand, various authors have shown that commitment, extra effort and motivation of followers are positively associated with transformational leadership (Kane et al., 2000). Based on the research of various authors, the effectiveness of transformational leadership in achieving results in diverse groups, such as the military, politicians and industrialists, has been established (Griffith, 2004). These effects are best appreciated when the behavior of senior management is consistent with transformational leadership, with special emphasis on the attitude of job satisfaction of the members of the organization. On the other hand, in an attempt to isolate the effect of these processes, Hanysha et al., (2012) shows that intellectual stimulation has a positive effect on job satisfaction. However, other processes such as inspiration and leader charisma do not affect job satisfaction. The attributes of the underlying processes of transformational leadership are established as idealized and behavioral influence, inspirational motivation, intellectual stimulation, individualized consideration (Bass and Avolio, 1995).

The effect of leadership on job satisfaction has also been studied in health services. Boamah et al. (2017), investigated the effects of transformational leadership on nurses' job satisfaction and patient safety in Ontario. The findings of this study show the important role that transformational leaders play in improving the quality of the work environment for nurses and improving patient safety by

increasing nurses' job satisfaction. Similar results were found in public health facilities by Long et al., (2016).

The relationship between how they perceive themselves as leaders and how they are actually evaluated by their subordinates was the question raised by Amundsen et al. (2014). These researchers studied the effect of the agreement between the self and the other, in the empowerment of leadership on the effectiveness of the leader, job satisfaction and intention to leave their job with a sample of 50 municipal leaders in Norway. The results obtained show that leaders who overestimated their empowerment in leadership have subordinates with lower job satisfaction and a high intention to leave the job. On the other hand, leaders who underestimated their leadership were defined as effective by their superiors. These results demonstrate the importance of the feedback that must exist between the leader and his followers so that he can benefit from their comments and avoid suffering from the so-called leadership blindness and instead serve as a contribution to decision making for problem solving (Panasiuk, 2015). In each of the consulted investigations, it has been determined that leadership is a force that drives job satisfaction. In different sectors, such as: industry, health, mining and government entities in countries in America, Europe and Asia, this relationship between both variables has been demonstrated. It is of utmost importance to achieve excellent levels of job satisfaction in organizations as it stimulates employee commitment (Ahmad and Ibrahim, 2015). Job satisfaction is currently one of the most relevant topics in work and organizational psychology. In general terms, and as a consequence of the above, there is great interest in understanding the phenomenon of satisfaction or dissatisfaction at work. Nowadays, people are motivated to perform work activities that often do not meet their expectations, facing adverse situations intrinsic to the work environment; such as task content, monotony, inadequate remuneration, hiring systems, unsafe places and conditions, causing in the individual work situations of dissatisfaction,

unproductive behaviors, fluctuating attendance (Bedoya et al., 2017). Undoubtedly these conditions affect the main production indicators, likewise this affects the health of workers manifesting with the appearance of certain psychological symptoms, among which demotivation and anxiety stand out. This is when it becomes necessary to evaluate if dissatisfaction really exists.

In studies in other cultures such as Bangladesh, researchers such as Masum et al. (2015) identify an important factor in faculty motivation associated with compensation aspects. In this regard, in the management of private universities in Bangladesh, compensation, professional growth of academics and workplace facilities are generally not given much attention, because most of the private universities are managed and sponsored by businessmen for whom profits are the ultimate goal. Job security is another important factor influencing job satisfaction in Bangladesh, due to the increasing unemployment rate. Moreover, there is no doubt that academic staff training and development programs can contribute to staff satisfaction and increase academic morale, thus, according to Anik et al. (2013) they state that there are eight motivation factors for job satisfaction such as competitive salary, job autonomy, good supervision and interpersonal relationships, training and development opportunities, better working conditions and job security. In addition, some researchers identify organizational culture as another factor in job satisfaction.

In the study of organizations, whatever their nature or vocation, there is increasing interest in phenomena such as commitment, well-being, job satisfaction or experiences of positive impact at work. Studies have pointed out the impact of job satisfaction on key indicators such as absenteeism, intention to turn over, accidents and well-being at work (Rodríguez-Muñoz et al., 2013). Staff turnover is one of the phenomena analysed in organizations. The various studies carried out have found a significant relationship between the intention to turn over and turnover itself; therefore, the importance of studying the intention to turn over by linking it to one of

its causes arises: job dissatisfaction. Due to the above, it is important to identify the factors of job satisfaction that can affect the normal performance of staff and generate job dissatisfaction as a way of reducing job turnover. Turnover has a moderately strong association with job dissatisfaction and causes serious damage to the functioning of organizations; For this reason, turnover costs increase significantly as workers are more qualified or have a higher hierarchical level (Chiang et al., 2015).

The intention to stay refers to the probability that the employee will remain linked to the organization for a given period (Chas et al., 2012). It is also considered as the conscious and deliberate will to continue the employment relationship with the company to which one is linked. Therefore, the intention to stay becomes an important predecessor of the decision of people to stay or voluntarily withdraw from the organization. Scientific research has reported among the antecedents of the intention to stay, and of staff turnover, some organizational characteristics that correlate positively with the desire of people to withdraw or remain in the organization. Characteristics such as job satisfaction, internal salary equity and organizational commitment are proposed (Zambada et al., 2012).

Some authors, such as Hanysha et al., (2012) and Long et al., (2016) have focused their work on studying the effect of transformational leadership on job satisfaction, finding that this leadership style has a positive influence on job satisfaction. Consequently, the following hypothesis is derived: H1: The perception of transformational leadership has a direct and positive effect on the job satisfaction of municipal primary education teachers. For his part, Griffith (2004) establishes a negative relationship between job satisfaction and the intention to leave the job. The above leads to the following hypothesis: H2: Job satisfaction has a direct and negative effect on the intention to leave the job of municipal primary education teachers. Roberts-Turner et al., (2014) propose as a result of their work that people with a higher level of transformational leadership tend to achieve more job

satisfaction and therefore a lower intention to leave the job. Which leads us to propose the following hypothesis: H3: Transformational leadership has a direct and negative effect on the intention to leave the job of municipal primary education teachers.

Considering the above, the purpose of this research is to examine a model of consequences of the perception of transformational leadership, from the context of municipal primary education, empirically evaluating the relationship between the perception of transformational leadership and job satisfaction, and in turn, the relationship of the latter with the intention to leave the job; and finally, the relationship between transformational leadership and the intention to leave the job in teachers of municipal primary establishments. (see [Fig. 1](#)).

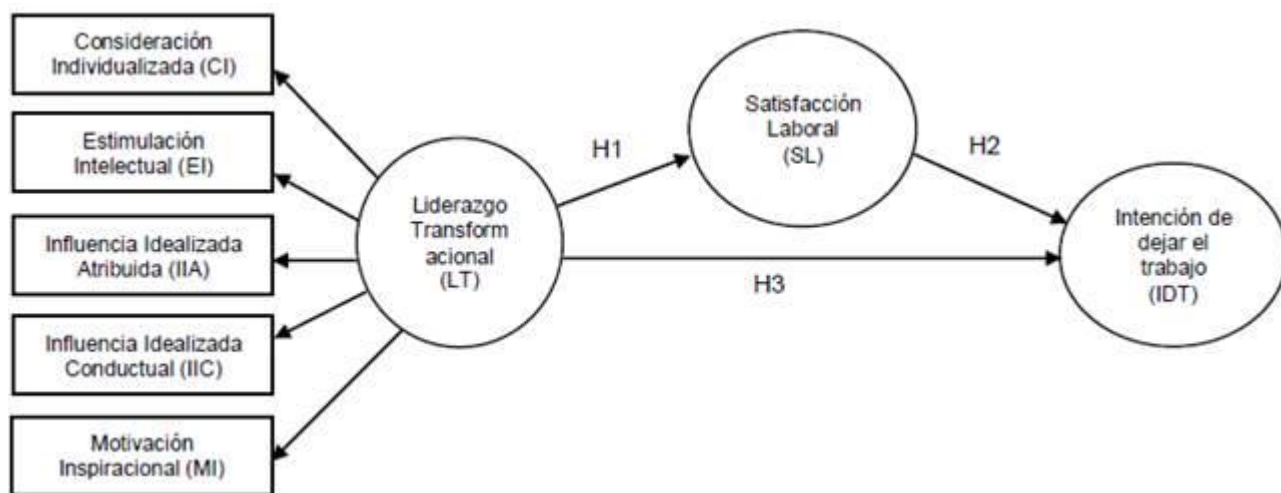


Fig. 1: Proposed model

Methodology

The methodology is based on the hypothetical deductive method with a structural equation modeling approach (SEM-PLS), based on a sample of 223 teachers from different public primary schools in the city of Antofagasta. The research methodology seeks to contrast a model of consequences of transformational

leadership, evaluating job satisfaction and the intention to leave the job as consequences.

In order to empirically verify the hypotheses raised, a quantitative cross-sectional study was designed with non-probabilistic convenience sampling. The data collection instrument corresponds to a structured questionnaire, composed of two sections. Where, the first section collects identification data and sociodemographic characterization of the teachers, while the second section corresponds to the self-report of the constructs studied, using measurement scales validated in the literature (see table 1). In all measurements a 5-point Likert scale was used, for transformational leadership, 1 represents the answer “never” and 5 “frequently”. For job satisfaction and intention to leave the job, 1 represents the answer “totally disagree” and 5 “totally agree”. The instrument in online form format was sent via email to 350 teachers, previously contacted, belonging to primary public establishments, in the commune of Antofagasta. 223 questionnaires were received between July and August 2019.

Initially, at a descriptive level, the data were analyzed using the SPSS 25.0 statistical package for Windows. Descriptive statistics were calculated - means and proportions - by categories (sex and age) for the study variables, and Pearson correlations were evaluated - direction, magnitude and significance - between the variables: sex, age, transformational leadership, job satisfaction and intention to leave the job. Then, the partial least square (PLS) technique was used, since the study variables are not directly observable. PLS-SEM allows the evaluation of both causal relationships between indicators/items, as well as causal relationships of latent constructs. The transformational leadership perception construct was analyzed as a second-order, reflective-reflective variable using the two-step methodology of [Wright et al. \(2012\)](#). While, job satisfaction and intention to leave the job were analyzed as first-order reflective variables. The data were analyzed using the SmartPLS 3.0 software.

Table 1: Origin and definition of measurement scales

Variable	Tipo de Variable	Número de Indicadores	Referencias
Liderazgo Transformacional	Variable de 2º Orden, reflectiva	20	Bass y Avolio, 1995
Satisfacción Laboral	Variable de 1º Orden, reflectiva	10	Macdonald y MacIntyre, 1997
Intención de dejar el trabajo	Variable de 1º Orden, reflectiva	3	Fournier et al., 2010

Results And Discussion

Regarding the sample of teachers, the majority were women (67%), where the average age was 43 years, with the majority concentrated in the age range between 23 and 38 years (see table 2). Regarding the perception of transformational leadership, in general terms, it is observed that on average teachers manage to perceive the attributes of this leadership style in their principals. These results are in line with those obtained by Griffith (2004) in public primary schools in the United States. Work that also identifies, in certain situations, a transactional leadership style. Meanwhile, in the case of public primary schools in Chile, the data suggest that the perception of transformational leadership is not related to the age or gender of teachers (see table 3). Since both correlations are not significant and close to zero. On the other hand, job satisfaction among teachers is between medium and high levels, with that of men being slightly higher, and increasing as the age range of teachers increases. However, the correlation between job satisfaction and the variables of sex and age is not significant.

In relation to the intention to leave the job, men on average show a greater intention to leave the job, however, the correlation between gender and intention to leave the job is close to zero and not significant. On the other hand, the results indicate a low, but significant, negative association between age and intention to leave the job. In fact, as the age of the teachers increases, the intention to leave the job decreases. That is, there is a greater risk of leaving the job on the part of younger teachers. Without a doubt, this is an interesting finding, which to some extent could be explained by the

lower costs - professional and family - and/or incentives that a young teacher has when changing jobs. For their part, Chiang et al. (2015) refer to the costs of turnover for the organization, and point out that these costs grow significantly as workers are more qualified or of a higher hierarchical level. On the other hand, Yücel, I. (2021) finds a positive and significant relationship between age and the intention to leave work, in the context of health professionals in Turkey. In this sense, the older the age, the greater the intention to leave work, probably the context - sector and country - favors lower costs and/or greater incentives to leave work at an older age. On the other hand, and as expected according to the literature, there is a positive and significant association between job satisfaction and transformational leadership. Meanwhile, the intention to leave work is negatively and significantly related to transformational leadership and job satisfaction. That is, as the perception of transformational leadership increases, the intention to leave work decreases. Likewise, as job satisfaction increases, the intention to leave work decreases.

Table 2: Sample characterization and descriptive statistics

Variable	Categorías	% de la Muestra	Liderazgo Transformacional (LT)		Satisfacción Laboral (SL)		Intención de dejar el trabajo (IDT)	
			Media	Desviación	Media	Desviación	Media	Desviación
Sexo	Femenino	67%	3,894	0,966	3,798	0,851	1,997	1,2
	Masculino	33%	3,929	0,900	3,904	0,854	2,137	1,2
Edad	23-38	49%	4,131	0,982	3,836	0,917	2,361	1,2
	39-54	30%	3,933	0,897	3,880	0,748	1,985	1,3
	55-70	22%	4,026	0,925	3,965	0,840	1,708	0,9

Table 3: Correlation matrix ** The coefficient is significant at 95% confidence level

Variable	Sexo	Edad	Liderazgo Transformacional (LT)	Satisfacción Laboral (SL)	Intención de dejar el trabajo (IDT)
Sexo	1				
Edad	0,052	1			
Liderazgo Transformacional (LT)	0,092	0,101	1		
Satisfacción Laboral (SL)	0,071	0,117	0,710**	1	
Intención de dejar el trabajo (IDT)	0,064	-0,194**	-0,525**	-0,615**	1

Then, in the estimation of the model, possible cases of collinearity between the items were evaluated, through the variance inflation factor (VIF), which indicates that there is a probable collinearity between the indicators when the $VIF > 5$ (Fornell and Larcker, 1981). When applying this condition, one item was eliminated from the job satisfaction scale, leaving 9 items. In this model, transformational leadership is a second-order variable (also called high-level), for which the two-step methodology proposed by Wright et al. (2012) was used, according to which the aggregate scores are used in the evaluation of the high-level variable, keeping the indicators. Likewise, Table 4 presents the reliability and convergent validity criteria of the constructs that make up the model. Firstly, all the loadings λ meet the individual reliability criterion, that is, the items have a loading λ (Loadings) ≥ 0.70 . Furthermore, Cronbach's alpha (α) and composite reliability (CR) are above the minimum of 0.7 suggested by Henseler et al. (2016). Fornell and Larcker (1981) point out that composite reliability may be a better indicator of internal consistency, stating that it is a more general measure, which has the advantage of not being affected by the number of items in a scale. Indeed, the results confirm that all constructs have internal consistency. For its part, the convergent validity of each construct is evaluated through the average variance extracted (AVE), said indicator indicates that all

constructs are above the recommended level of 0.5. That is, that the variance of each construct can be explained through the chosen indicators.

In relation to the reliability indicators, Fornell and Larcker (1981) recommend evaluating the information provided by the items through discriminant validity. This criterion states that the square root of the average variance extracted (AVE), estimated on the main diagonal of Table 5 , must be greater than the correlations that a construct has with all the other constructs. That is, in the model the constructs must share more variance with their indicators than with the other constructs. The results in Table 5 show that all the constructs meet the criterion of discriminant validity suggested by the authors. In short, the results in Tables 4 and 5 indicate that the model -with transformational leadership as a second-order variable- presents a high internal consistency and also has convergent validity, together with discriminant validity.

Table 4: Reliability and convergent validity of the constructs

	Indicador	Carga (λ)	α de Cronbach	Fiabilidad compuesta (FC)	Varianza extraída media (AVE)
LT	Consideración Individualizada (CI)	0,954	0,978	0,982	0,918
	Estimulación Intelectual (EI)	0,955			
	Influencia Idealizada Atribuida (IIA)	0,961			
	Influencia Idealizada Conductual (IIC)	0,958			
	Motivación Inspiracional (MI)	0,963			
SL	Siento que recibo reconocimiento por el trabajo bien hecho	0,816	0,921	0,936	0,626
	Siento confianza con la gente que trabajo	0,768			
	Me siento bien trabajando en esta organización educativa.	0,900			
	Me siento laboralmente seguro en esta organización educativa.	0,855			
	Siento que mi jefatura directa está preocupada por mi	0,866			
	Siento que trabajar en esta organización educativa es bueno para mi salud física	0,789			
	Mi sueldo es bueno	0,710			
	Logro utilizar mis habilidades y talentos en esta organización educativa	0,766			
Tengo una buena relación con mi jefe directo	0,820				
IDT	A menudo pienso en renunciar a la institución educativa en la cual trabajo	0,920	0,849	0,929	0,868
	Posiblemente busque un nuevo trabajo el próximo año	0,943			

The overall evaluation of the proposed structural model is carried out by normalizing the root mean square residual (SRMR). According to this measure, the model presents an adequate fit when the values are less than 0.08. The results of the estimated model achieve a good fit, with an SRMR of 0.05. On the other hand, through bootstrapping, the individual relationships of the model are evaluated according to the statistical significance of the loads. The individual significance statistics (p values) indicate that, of all the relationships proposed in the model, two are statistically significant at 99% confidence (see table 6). In effect, at 99% confidence, hypothesis H1 is accepted: The perception of transformational leadership has a direct and positive effect on the job satisfaction of municipal primary education teachers. At the same level of confidence, hypothesis H2 is accepted: Job satisfaction has a direct and negative effect on the intention to leave the job in municipal primary education teachers. In contrast, the direct relationship between transformational

leadership and intention to leave is found to be non-significant and with a loading close to zero (hypothesis H3). In this sense, the mediating effect of job satisfaction absorbs a significant part of the effect that transformational leadership has on intention to leave. Regarding the explanatory capacity of the variables - coefficient of determination (R^2) - transformational leadership has a significant capacity to explain job satisfaction, specifically 68.3%. At the same time, 39.9% of the variability in intention to leave is explained by job satisfaction (see figure 2). In general, according to the Stone-Geisser test (Q^2), the model exhibits a great predictive relevance.

Table 5: Fornier-Larcker criterion including second-order variable.

Constructo	Liderazgo Transformacional (LT)	Satisfacción Laboral (SL)	Intención de dejar el trabajo (IDT)
Liderazgo Transformacional	0,956		
Satisfacción Laboral	0,826	0,791	
Intención de dejar el trabajo	-0,531	-0,631	0,932

One of the main contributions of this work is the exploration of the role of the transformational leadership style in a context that has been little addressed. The literature - mainly in other contexts - highlights the role that transformational leadership has over other leadership styles, in relation to the generation of favorable changes in workers' attitudes (Díaz et al., 2019). Likewise, Long et al. (2016) find that transformational leadership is associated with higher levels of job satisfaction and that empowerment is also an indispensable factor to improve job satisfaction levels in public hospitals. In general terms, a leadership style that favorably influences the well-being of workers will facilitate the achievement of organizational goals. In this work, not only is this positive and direct relationship between transformational leadership and job satisfaction verified, but transformational

leadership is also pointed out as a preponderant and highly relevant factor when explaining job satisfaction in public primary education establishments in Chile. These results provide empirical support for public policies that aim to introduce a transformational leadership style in educational establishments. In the case of Chile, there are important national public policy efforts to generate this leadership style in educational establishments, through the framework for good management (guide for directors of educational establishments in Chile). Likewise, in the context of education, the commitment, extra effort and motivation of teachers are essential, attributes that are positively related to transformational leadership (Kane et al., 2000).

Table 6: Hypothesis Test

Hipótesis	Relación Planteada	Carga (λ)	Desviación Estándar	Estadístico t	Valores p	Resultado
H1	Liderazgo Transformacional -> Satisfacción Laboral	0,826	0,028	29,951	0,000	Aceptada
H2	Satisfacción Laboral -> Intención de dejar el trabajo	-0,605	0,101	5,988	0,000	Aceptada
H3	Liderazgo Transformacional -> Intención de dejar el trabajo	-0,031	0,105	0,298	0,766	Rechazada

It is worth noting that the items with the highest load or most associated with job satisfaction are: I feel good working in this educational organization and I feel that my direct supervisor is concerned about me. While the item with the lowest load is: my salary is good and I manage to use my skills and talents in this educational organization. Considering these results, public institutions should promote a better relationship between salary and job satisfaction, and more spaces should be created in educational establishments in which teachers can develop their skills and talents.

In this sense, the teacher discontent and the gaps in quality mentioned by Ávalos et al. (2010), seem to be a problem that concerns the ministerial institutionality more than the directors of municipal educational establishments. Since, in general, the

directors were evaluated by the teachers as transformational leaders who favorably influence their job satisfaction. In the literature, Long et al., (2016) found a greater load in the payment item and a lower load in the recognition item, in relation to the job satisfaction of public health professionals.

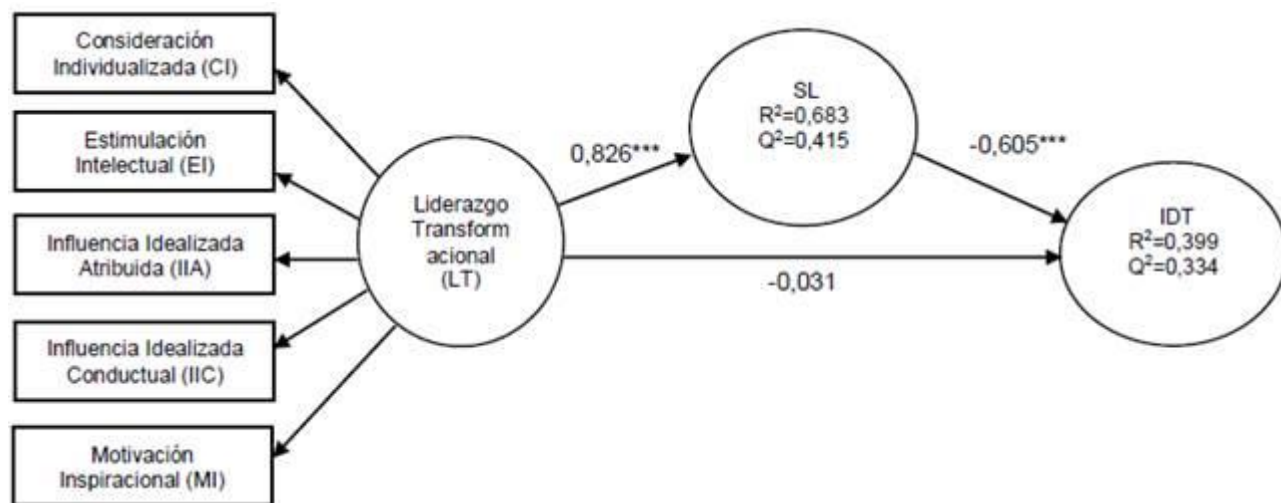


Fig. 2: Results

Job satisfaction represents a key aspect for organizations, due to its favorable effects on employee commitment (Ahmad and Ibrahim, 2015). In addition, the literature highlights the impact of job satisfaction on indicators such as absenteeism, intention to leave, accidents, and well-being at work (Rodríguez-Muñoz et al., 2013). In this sense, the statistical results obtained in this work reinforce those of the literature, pointing to job satisfaction as a highly relevant predictive factor in the intention to leave work. Indeed, as teachers' job satisfaction increases, the intention to leave work significantly decreases. Delgado-Bello et al. (2021) reached the same conclusion for teachers in private primary schools in Chile. It is important to highlight that the intention to remain becomes an important predecessor of people's decision to stay or voluntarily withdraw from the organization.

In summary, it is recommended that management teams persevere in good relations and concern for teachers, and that educational establishments pay attention to the

levels of job satisfaction of teachers, especially of younger teachers who may have a greater intention to leave. Without a doubt, teacher turnover is an undesirable behavior that is detrimental to different indicators for educational establishments. Likewise, programs must be designed that favor a better relationship between salaries and job satisfaction. Particularly, in the case of the teaching role, it is important to pay attention to the increase in workload, both in speed of change and in the equivalence with monetary and non-monetary compensation mechanisms. Since a prolonged imbalance between the increase in functions and compensation mechanisms harms the performance of work teams. In addition, spaces must be designed in which teachers can develop their skills and talents. For example, academic and non-academic improvement programs that respond to the needs of teachers and municipal educational establishments.

Conclusions

Based on the work presented and the results obtained, the following main conclusions can be drawn:

- 1.- In the context of primary school teachers in municipal establishments in Chile, the presence of transformational leadership is verified, with a direct, positive and significant effect on job satisfaction.
- 2.- Teachers' job satisfaction is between medium and high levels, and has a direct, negative and significant effect on the intention to leave the educational establishment.
- 3.- The direct effect of transformational leadership on the intention to leave the job is close to zero and not significant, in a model that includes job satisfaction as a mediating variable.
- 4.- There is a low and significant negative association between age and the intention to leave teaching work.

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