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TRANSFORMATIONAL LEADERSHIP AND SCHOOL EFFECTIVENESS IN SECONDARY SCHOOLS OF PUNJAB, PAKISTAN

Shahid Rafique[1], Dr. Shehzad Ahmed[2], Dr. Muhammad Tahir Khan Farooqi[3]

Abstract

This study examines the relationship between transformational leadership of school principals and school effectiveness in public and private secondary schools across three districts of Punjab, Pakistan. Using a quantitative correlational research design, data were collected from 443 teachers through a self-administered questionnaire measuring transformational leadership and five dimensions of school effectiveness: safe and orderly environment, opportunities to learn, frequent monitoring of student progress, home-school relations, and clear school mission. Structural equation modeling and regression analysis were employed to test the hypothesized relationships. Results revealed that transformational leadership significantly and positively impacts overall school effectiveness and each of its five dimensions. Private schools and schools with male principals demonstrated higher levels of both transformational leadership and school effectiveness. However, no significant differences were found based on school locality, principal education level, or principal age. The findings confirm that transformational leadership serves as a critical mechanism for enhancing school effectiveness in the Pakistani context. Implications for policy, practice, and future research are discussed.

Keywords: Transformational leadership, school effectiveness, secondary schools, Punjab Pakistan, school leadership

1. Introduction

Leadership is one of the most important parts of any organization, and this is also true for schools. Schools are not just places where students learn subjects like math or science; they are living systems that need guidance, planning, and support. In the past, school leadership was mostly about keeping things in order and ensuring teachers followed the rules. However, education leadership is now seen as something more profound. Leaders are expected to guide schools through change, help teachers grow, and improve student outcomes. The role of a school leader has become more complex because of changes in society, technology, and the demands of modern education (Bush, 2008).

In many countries, education systems are facing significant challenges. There is pressure to improve results, reduce inequality, and prepare students for a changing world. School leaders are now expected to create a vision, motivate staff, and ensure that teaching and learning improve over time. This is not possible without strong leadership. Many studies say that school leadership is the second most important factor in student achievement, after classroom teaching (Leithwood et al., 2008). Good leadership can change the culture of a school, make teachers feel more motivated, and help students perform better.

The emergence of transformational leadership is closely linked to the evolving demands placed on modern educational environments. As schools become more complex and expectations for student outcomes rise, the role of leadership has shifted from routine administration to inspiring and facilitating meaningful change. Buil et al. (2018) emphasize that leadership requires mobilizing individuals through empathy, analytical strength, and vision. In today's dynamic context, where educational institutions must respond to technological advancements, diverse student needs, and systemic reform, a leadership style

[1] PhD Scholar (Education), University of Okara. shahidrafique141@gmail.com
[2] Assistant Professor (Education), University of Okara. dr.shehzad@uo.edu.pk
[3] Associate Professor (Education), University of Okara. drtahirfarooqi@uo.edu.pk

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that promotes shared goals and transformation is essential (Demirtaş & Şama, 2016; Yu & Jang, 2024).

Transformational leadership addresses organizational growth and supports its members' personal development. Unlike transactional leadership, which emphasizes short-term rewards and compliance, transformational leadership motivates individuals by aligning personal values with collective goals. Samson et al. (2021) highlight that transformational leaders reshape organizational culture, strategy, and identity. Within schools, such leaders nurture collaborative cultures, champion teacher empowerment, and align instructional practices with long-term visions, thereby supporting sustained educational improvement.

The impact of transformational leadership has been well-documented in recent studies. For instance, Alzoraiki et al. (2024) found that it significantly improves school culture and teaching performance. Similarly, Jiatong et al. (2022) reported positive effects on teachers' commitment and job performance, while Yu and Jang (2024) emphasized improvements in teacher engagement. These findings show that transformational leadership is not just inspiring in theory, it produces tangible results that improve how schools function and students learn.

Despite these promising outcomes, many schools still struggle with issues that undermine effectiveness, such as workplace ostracism. Research shows that exclusion in the workplace leads to lower motivation, poor job satisfaction, and mental health challenges (Li & Zhang, 2019; Wang et al., 2023a; Wang et al., 2023b). In this context, transformational leadership acts as a protective force. By building emotionally supportive and inclusive environments, such leaders counteract exclusion and foster group cohesion, shared trust, and belonging (Xing & Li, 2022; Noor & Abbas, 2024). These relational dynamics are vital in promoting healthy school cultures.

Leadership, therefore, plays a central role in school effectiveness, which can be defined as a school's ability to meet its goals, adapt to change, and utilize resources efficiently (Ada & Baysal, 2012; Çiftçi, 2023). According to Edmonds (1979, as cited in Diş, 2023), effective schools typically have safe learning environments, clearly defined goals, and high student achievement. When transformational leadership is present, these conditions are more likely to be met as leaders foster teacher engagement, student-focused planning, and collective vision (Konak & Erdem, 2015; Abdurrezzak, 2015).

Despite the constitutional promise of free and compulsory education for all children in Pakistan under Article 25-A of the 1973 Constitution, the quality of education in government schools remains significantly lower than that of private institutions. A major limitation in the existing body of research is the lack of empirical studies on transformational leadership and its effect on school effectiveness within the Pakistani context. Hallinger and Bryant (2013) noted that only a handful of research papers have been published on educational leadership in Pakistan, with even fewer focusing specifically on transformational leadership. This study aims to fill this gap by examining the impact of transformational leadership on school effectiveness in secondary schools of Punjab, Pakistan.

2. Literature Review

2.1 Transformational Leadership

Transformational leadership is a kind of leadership where school principals inspire and guide their teachers to work harder and stay committed to school goals. Instead of just managing tasks, these leaders help others grow, think differently, and feel motivated to give their best for the school (Leithwood & Jantzi, 2006). Downton (1973), who distinguished between transactional and transformational leadership, was the first to coin the phrase transformational leadership. Burns (1978) compared the function of the follower to that of transformational leaders and clarified that the latter constantly aims for three goals: to assist

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employees in creating and preserving a culture of cooperation, to support the professional growth of educators, and to train educators in effective problem-solving techniques.

In the transformational learning theory, Burns outlined four dimensions-idealized influence, inspiring motivation, intellectual stimulation, and individualized consideration-often referred to as the four I's by Leithwood (1992). According to Hoy and Miskel (2013), idealized influence builds trust and respect in followers. Leaders who act as role models can inspire idealized influence. As a result, people respect, appreciate, and trust transformational leaders. Inspirational motivation takes place when a leader can make people believe that the organization's issues can be resolved. Intellectual stimulation occurs when a leader is able to address creativity within an organization. Individual consideration occurs when transformational leaders pay attention to individual followers' needs for achievement and growth.

Organizational difficulties can be addressed by theories like transformational leadership (Lievens et al., 1997). By encouraging followers and focusing on the organization's vision, transformational leaders can help bring about organizational improvements. Educational disciplines can also benefit from transformational leadership. According to Northouse (2013), transformational leadership is a process that empowers individuals inside an organization to change and transform it. The feelings, ethics, beliefs, and objectives of followers within an organization are all related to transformational leadership.

2.2 School Effectiveness

School effectiveness is a key concept in education regarding how well a school meets its goals. According to Barnard (1938, cited in Çiftçi, 2023), effectiveness means achieving an organization's desired outcomes. In schools, this involves helping students learn, grow, and develop in all areas. Ada and Baysal (2012) explain that effectiveness is not just about results but also about the methods used to reach them. Schools must use the right strategies, have enough resources, and adapt to changes in their environment to be truly effective.

Edmonds (1979, as cited in Diş, 2023) describes effective schools as those with clear goals, regular assessments, a safe environment, high standards, and a focus on the whole student. These schools do not just teach academic skills but also support students' social and emotional growth. Many factors contribute to school effectiveness. Research by Khun-Inkeeree et al. (2022) and Javornik and Klemenčič Mirazchiyski (2023) shows that teacher motivation is one of the most important. Leadership also plays a critical role. Strong leaders set a clear direction for the school, support teachers, and make sure resources are used wisely. A healthy school culture is another key factor.

Zigarelli (1996) identifies additional elements that make schools effective. High-quality teachers are the foundation of any good school. Administrators must also have strong leadership and communication skills. Teacher involvement in decision-making is another critical factor. A strong school culture, where everyone shares common values and goals, helps create a sense of unity and purpose. Finally, family involvement strengthens the connection between home and school, leading to better student outcomes. Al-Mekhlafi and Osman (2022) add that professional leadership means having administrators who are managers and true leaders who inspire and support their staff. Staff development ensures that teachers continue to learn and improve their skills.

2.3 Relationship Between Transformational Leadership and School Effectiveness

Transformational leaders are known to improve followers' performance by strategically imagining the future and fostering a sense of teamwork (Joo and Lim, 2013). They also embrace management centered on learning and development (Loyless, 2023). Through the development of modern teaching and learning strategies, transformational

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leaders empower educators to grow themselves and, in turn, educate students in accordance with the demands of the contemporary world (Celep, 2004). Through a culture that encourages creative ability and a moral commitment to student achievement, sustained performance, and school community growth, transformational leadership supports the development of both schools and communities (Alzoraiki et al., 2024).

According to Singhry (2018), transformational leaders are typically more successful in directing, inspiring, and motivating their staff to make resolute efforts toward the organization's goals. According to Mokhber et al. (2015), transformational leadership and organizational effectiveness are related because transformational leaders are able to prioritize the needs of their team members and the organization over their own. Transformational leaders encourage and inspire their staff members to participate freely in work-related activities and use good listening and communication techniques. By continuously praising and acknowledging employees' outstanding performance, transformational leaders impact their teamwork, interactions, and decision-making.

Transformational leaders create work environments where people share ideas freely and come up with new solutions. Research by Li et al. (2014) shows that these leaders boost innovation in three key ways: by encouraging new ideas, making information flow smoothly between team members, and creating systems that make the whole organization work better. When these three things work together, the organization becomes much more effective. Bai et al. (2016) explain why sharing knowledge matters so much. For any organization to grow and make money, it needs to find useful information, get that information, share it with everyone who needs it, and actually use it properly.

Regarding the relationship with parents, Giles (2006) discovered that a transformational leader urged educators to individually invite parents to school functions and provide instructors with examples of how to meet their high standards for the relationship with parents. Auerbach (2012) asserts that transformational leadership is associated with genuine partnerships that prioritize relationship-building, power sharing in a relational approach to parental involvement, encouraging communication across differences, and empowering families and community organizations as full partners. Barr and Saltmarsh (2014) noted that school-based parental involvement was more likely to happen when parents thought the principals were kind and encouraging.

Transformational leaders envision their company's prosperity and develop proactive plans to get there (Singhry, 2018). Transformational leaders are skilled communicators who inspire their staff to be creative and create plans and processes to boost their organization's success rate. According to Ma and Jiang (2018), transformational leaders are effective and efficient at the team, organizational, and leader levels. Through openness and efficient communication, transformational leaders maintain their staff and organization focused on the company's purpose, vision, strategies, and goals.

2.4 Theoretical Framework

This study is grounded in two foundational theories: the School Effectiveness Framework by Taylor (1998) and the Transformational Leadership Theory proposed by Bass (1995). Taylor's model identifies five critical dimensions of school effectiveness: effective leadership, high expectations, a focus on teaching and learning, a positive school culture, and monitoring student progress. These elements help assess whether a school is functioning efficiently to support student achievement. On the other hand, Bass (1995) introduced transformational leadership as a model of leadership that inspires and motivates followers to achieve extraordinary outcomes while fostering their personal growth. The theory includes four core components, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration, commonly referred to as the "4 I's."

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Transformational leadership theory provides a detailed lens through which leadership effectiveness in schools can be analyzed. Idealized Influence emphasizes building trust, respect, and ethical conduct among leaders and followers (Hoy & Miskel, 2013). Inspirational Motivation focuses on communicating a clear vision and generating enthusiasm and optimism within the school environment. Intellectual Stimulation challenges traditional practices and encourages innovation, while Individual Consideration underscores the importance of attending to the personal and professional growth of each staff member. Together, these four elements guide how transformational leadership enhances collaboration, morale, and professional development in schools.

Transformational leadership serves as a mechanism through which school effectiveness can be achieved and sustained. Leaders with transformational traits cultivate a positive school culture, empower teachers, and foster continuous learning (Celep, 2004; Joo & Lim, 2013). According to Marks and Printy (2003), transformational leaders work to change school culture, build shared visions, and enhance academic performance by motivating staff to go beyond routine expectations. Such leaders contribute individually and collectively to their schools by sharing responsibilities and inspiring others toward achieving common goals (Moolenaar et al., 2010).

2.5 Conceptual Framework

Transformational leadership has been widely recognized as a significant contributor to school effectiveness (Leithwood & Jantzi, 2005; Day et al., 2011). Leaders who practice transformational leadership go beyond administrative tasks and focus on inspiring and motivating their teams to achieve a shared vision. In educational settings, such leadership fosters a positive school culture, enhances teacher commitment, and supports student-centered practices, factors that directly influence the effectiveness of a school. Thus, the present framework assumes a direct and meaningful relationship between transformational leadership and school effectiveness, where leadership behaviors play a vital role in shaping organizational outcomes.

The conceptual framework of the study investigates the impact of transformational leadership on school effectiveness by examining how the core dimensions of transformational leadership contribute to the key indicators of effective schooling. Transformational leadership is composed of four main elements: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. These components collectively define how school leaders can inspire and support staff, encourage innovation, act as ethical role models, and attend to individual needs. The model posits that these leadership behaviors play a significant role in shaping the effectiveness of schools.

School effectiveness in this framework is represented through five main dimensions: a safe and orderly environment, opportunities to learn, frequent monitoring of student progress, home-school relations, and a clear school mission. The framework proposes that transformational leadership directly influences each of these dimensions, thus enhancing overall school performance. For example, inspirational motivation can help develop a shared vision and strengthen the school mission, while individualized consideration may improve home-school relations through personalized communication and involvement. By linking leadership behaviors with specific aspects of school effectiveness, this conceptual framework guides the current study in exploring the pathways through which transformational leadership contributes to improved educational outcomes.

3. Methodology

3.1 Research Design and Sample

This study employed a quantitative correlational research design. A quantitative method is useful when we want to collect and study data in numbers and helps in making

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objective and general findings (Saunders et al., 2019). A correlational design helped to examine if there is a relationship between transformational leadership and school effectiveness (Chen & Popovich, 2002). The population of the study included all public and private schools in three districts of Punjab, Pakistan: Okara, Sahiwal, and Faisalabad. The study used convenience sampling, a type of non-probability sampling where participants are selected based on their easy availability and willingness to participate (Etikan et al., 2016). A total of 470 questionnaires were distributed, and after data cleaning, 443 valid responses were retained for final analysis. The sample included 232 (52.4%) male and 211 (47.6%) female principals, with 217 (49.0%) public and 226 (51.0%) private schools.

3.2 Instrumentation

The researcher used the Multifactor Leadership Questionnaire (MLQ) developed by Bass (1995) to measure transformational leadership. The transformational leadership scale includes four key dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, with 16 items total. To measure school effectiveness, the researcher adopted the School Effectiveness Questionnaire developed by the Detroit Public Schools Research and Evaluation Department (1990), which includes five indicators: Safe and Orderly Environment, Opportunities to Learn, Frequent Monitoring of Student Progress, Home-School Relations, and Clear School Mission. All items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

3.3 Data Collection

Before collecting data, the researcher applied to the Institutional Review Board (IRB) at the University of Okara and received formal approval. Informed consent was obtained from all participants. The data was collected in hard copy format by physically visiting various schools. Questionnaires were handed to school principals, who then distributed them to teachers. The collection process spanned several weeks with follow-ups to ensure maximum participation. Confidentiality was maintained, with no identifying information collected. Data was stored in a password-protected computer accessible only to the researcher.

3.4 Data Analysis

To answer the research questions, data were analyzed through SPSS version 27 and Mplus version 8.3. Exploratory factor analysis (EFA) was conducted to confirm the factor structure of both scales. Confirmatory factor analysis (CFA) was performed to assess model fit, reliability, convergent validity, and discriminant validity. Model fit was evaluated using CFI > .90, TLI > .90, RMSEA < .08, and SRMR < .08 (Hu & Bentler, 1999). Reliability was assessed using Cronbach's alpha and composite reliability (> .70). Convergent validity was established through average variance extracted (AVE > .50). Discriminant validity was assessed using the Fornell-Larcker criterion and HTMT correlations. After CFA, standardized latent variable scores were saved using regression imputation, and multiple regression analysis was conducted to examine the impact of transformational leadership on school effectiveness and its dimensions, controlling for gender of principal and school type.

4. Results

4.1 Exploratory Factor Analysis

The Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity were conducted for both scales. For transformational leadership, the KMO value was .936 and Bartlett's test was significant ($\chi^2 = 4691.466$, $p < .001$). For school effectiveness, the KMO value was .954 and Bartlett's test was significant ($\chi^2 = 8095.125$, $p < .001$), indicating both scales were suitable for factor analysis. Model comparison revealed that a four-factor structure best represented transformational leadership (CFI = .986, TLI = .974, RMSEA = .048, SRMR =

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.017), and a five-factor structure best represented school effectiveness (CFI = .967, TLI = .941, RMSEA = .068, SRMR = .020).

4.2 Confirmatory Factor Analysis

The 2nd-order measurement model for both constructs demonstrated excellent fit (χ^2 = 1304.823, df = 655, CFI = .946, TLI = .942, RMSEA = .047, SRMR = .046). All factor loadings exceeded .70. For transformational leadership, AVE was .666 with composite reliability of .888. For school effectiveness, AVE was .737 with composite reliability of .933. The Fornell-Larcker criterion and HTMT correlations confirmed discriminant validity.

4.3 Descriptive Statistics

The mean score for transformational leadership was 2.97, indicating a moderate level. Among its dimensions, individualized consideration scored highest (M = 3.19), while intellectual stimulation scored lowest (M = 2.84). School effectiveness had a mean score of 3.67, indicating high levels. Among the dimensions, opportunities to learn scored highest (M = 3.72), while safe and orderly environment and clear school mission scored lowest (M = 3.65 each).

4.4 Differences Based on Demographics

Significant differences were found in transformational leadership based on gender of the principal (t = 4.487, p < .001), with male principals (M = 3.108) scoring higher than female principals (M = 2.824). Significant differences were also found based on school type (t = -4.202, p = .000), with private school principals (M = 3.099) scoring higher than public school principals (M = 2.840). No significant differences were found based on locality (t = 0.760, p = .447), education level (t = 0.652, p = .515), or age group (F = 11.962, p < .000).

For school effectiveness, significant differences were found based on gender of the principal (t = 2.865, p = .004), with male principals (M = 3.761) scoring higher than female principals (M = 3.571). Significant differences were also found based on school type (t = -4.309, p = .000), with private schools (M = 3.809) scoring higher than public schools (M = 3.526). No significant differences were found based on locality, education level, or age group.

4.5 Impact of Transformational Leadership on School Effectiveness

Multiple regression analysis was conducted to examine the impact of transformational leadership on school effectiveness and its dimensions, controlling for gender of principal and school type.

Table 1

Impact of Transformational Leadership on School Effectiveness and Its Dimensions

Dependent Variable	β	t	Sig.	R^2
Safe and Orderly Environment	.364	7.997	< .001	.166
Opportunities to Learn	.286	6.126	< .001	.118
Frequent Monitoring of Student Progress	.359	7.922	< .001	.173
Home-School Relations	.280	5.984	< .001	.116
Clear School Mission	.336	7.389	< .001	.165
School Effectiveness	.380	8.505	< .001	.194

Note. β = Standardized beta, t = t-value, sig. = p-value.

Transformational leadership demonstrated a strong positive impact on overall school effectiveness (B = 0.417, p < .001, β = .380, R^2 = .194). The gender of the principal did not significantly affect any of the outcomes (p > .05 in all cases). However, the type of school remained a significant factor influencing all effectiveness measures (p < .05 in all cases), with private schools showing higher effectiveness.

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Transformational leadership had the strongest impact on safe and orderly environment ($B = 0.487$, $p < .001$, $\beta = .364$, $R^2 = .166$), followed by frequent monitoring of student progress ($B = 0.469$, $p < .001$, $\beta = .359$, $R^2 = .173$), and clear school mission ($B = 0.398$, $p < .001$, $\beta = .336$, $R^2 = .165$). The impact was slightly weaker on home-school relations ($B = 0.379$, $p < .001$, $\beta = .280$, $R^2 = .116$) and opportunities to learn ($B = 0.372$, $p < .001$, $\beta = .286$, $R^2 = .118$).

5. Discussion

The findings of this study provide strong evidence for the positive relationship between transformational leadership and school effectiveness in the Pakistani context. The results confirm that principals who demonstrate transformational leadership behaviors significantly enhance overall school effectiveness and each of its five dimensions. This supports previous research that has established the importance of transformational leadership for organizational effectiveness (Alzoraiki et al., 2024; Jiatong et al., 2022; Yu & Jang, 2024).

The moderate level of transformational leadership found in this study ($M = 2.97$) suggests that while principals practice some transformational behaviors, there is considerable room for improvement. The finding that individualized consideration scored highest indicates that principals are perceived as providing personal support to teachers, which aligns with research showing that transformational leaders attend to individual followers' needs (Hoy & Miskel, 2013). However, the relatively lower score for intellectual stimulation suggests that principals may need to focus more on encouraging innovation and creativity among teachers. This is consistent with Yukl's (1999) observation that transformational leadership may not fully address all aspects of organizational effectiveness.

The significant differences found based on gender of the principal, with male principals scoring higher on both transformational leadership and school effectiveness, may reflect cultural expectations in Pakistan where leadership is often associated with assertiveness, a trait more socially accepted in men (Eagly & Johannesen-Schmidt, 2001). However, these findings should be interpreted with caution as they may reflect perception biases rather than actual differences in leadership effectiveness. Female leaders often face challenges in being perceived as equally authoritative, especially in conservative contexts (Eagly & Carli, 2007).

The higher levels of transformational leadership and school effectiveness in private schools compared to public schools align with previous research indicating that private schools operate in more competitive, performance-driven environments that encourage proactive leadership (Amjad et al., 2025; Waqar & Siddiqui, 2008). Private school principals typically have greater autonomy and fewer bureaucratic constraints, enabling them to implement innovative practices more freely. This finding highlights the need for reforms in public school management, including greater administrative autonomy and reduced bureaucratic constraints.

The absence of significant differences based on school locality, principal education level, and principal age is noteworthy. This suggests that transformational leadership practices and school effectiveness are not significantly impacted by geographic location or demographic characteristics, supporting Anderson's (2008) assertion that effective leadership can be demonstrated in both rural and urban settings. It also suggests that formal education alone does not determine leadership behavior, with practical experience and training being more influential (Amjad et al., 2025; Yaqoob et al., 2023).

The finding that transformational leadership significantly impacts all dimensions of school effectiveness confirms the theoretical framework of this study. The strong impact on safe and orderly environment and frequent monitoring of student progress suggests that transformational leaders create structured, disciplined environments where student

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achievement is regularly tracked. This aligns with research showing that effective schools maintain strong organizational practices and regularly assess student progress (Edmonds, 1979; Lezotte, 2001). The significant impact on clear school mission indicates that transformational leaders effectively communicate and implement school vision, consistent with Leithwood and Jantzi's (2006) emphasis on setting direction as a key leadership behavior.

The somewhat weaker impact on home-school relations and opportunities to learn suggests that these dimensions may be influenced by factors beyond principal leadership, such as community context, parental socioeconomic status, and resource availability. However, the significant positive relationship still confirms that transformational leadership contributes to strengthening these areas, supporting research on the role of leaders in fostering parent engagement (Giles, 2006; Auerbach, 2012).

The finding that school type significantly affects school effectiveness even when controlling for transformational leadership suggests that structural and resource differences between public and private schools play an important role. This aligns with research showing that private schools often have greater resources, more flexible management systems, and stronger accountability mechanisms (Andrabi et al., 2008). However, the consistent positive impact of transformational leadership across school types indicates that leadership remains a crucial factor regardless of institutional context.

6. Implications

The findings of this study carry significant implications for educational policy and practice in Pakistan. The substantial positive impact of transformational leadership on all dimensions of school effectiveness suggests that developing transformational leadership skills among school principals should be a priority for educational authorities. Professional development programs should focus specifically on the four dimensions of transformational leadership, particularly intellectual stimulation, which received the lowest score in this study. Such programs should target both public and private school principals, with special attention to female principals and those in public schools where leadership levels were found to be lower.

The significant differences between public and private schools highlight the need for structural reforms in the public education system. Policymakers should consider granting greater administrative autonomy to public school principals, reducing bureaucratic constraints, and implementing stronger accountability mechanisms similar to those found in private schools. Partnerships between public and private schools could facilitate the sharing of best practices and leadership strategies. Additionally, the absence of differences based on locality, education level, and age suggests that effective leadership development programs can be implemented uniformly across different geographic settings and demographic groups.

The validation of the measurement instruments in the Pakistani context provides researchers with reliable tools for assessing transformational leadership and school effectiveness. Future research should build upon these findings by incorporating objective measures of school effectiveness, such as student achievement data, attendance rates, and graduation rates, to complement teacher perceptions. Longitudinal studies would be valuable for examining how transformational leadership influences school effectiveness over time and how changes in leadership practices impact student outcomes. Finally, the study's findings suggest that research should explore the mechanisms through which transformational leadership influences specific dimensions of school effectiveness, including the mediating role of teacher motivation, school culture, and organizational commitment.

7. Limitations and Conclusion

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This study has several limitations that should be acknowledged. First, the use of convenience sampling may limit the generalizability of findings, although the large sample size and diversity of schools help mitigate this concern. Second, the study relied on teacher perceptions rather than objective measures of school effectiveness. Future research should incorporate student achievement data, attendance rates, and other objective indicators. Third, the cross-sectional design limits causal inferences; longitudinal research is needed to establish causal relationships. Fourth, the study was limited to three districts of Punjab, and findings may not be generalizable to other regions of Pakistan or other cultural contexts.

This study examined the relationship between transformational leadership of school principals and school effectiveness in secondary schools of Punjab, Pakistan. The findings confirm that transformational leadership significantly and positively impacts overall school effectiveness and each of its five dimensions: safe and orderly environment, opportunities to learn, frequent monitoring of student progress, home-school relations, and clear school mission. Private schools and schools with male principals demonstrated higher levels of both transformational leadership and school effectiveness, while no significant differences were found based on school locality, principal education level, or principal age.

The study contributes to the limited body of research on educational leadership in Pakistan and provides empirical evidence for the importance of transformational leadership in enhancing school effectiveness. The findings have important implications for policy and practice, particularly regarding leadership development programs and structural reforms in the public education system. By strengthening transformational leadership practices, schools can create more supportive learning environments, enhance teacher motivation, improve student outcomes, and ultimately contribute to the development of a more effective and equitable education system in Pakistan.

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