

A QUANTITATIVE STUDY ON THE EFFECT OF LEADERSHIP ON SCHOOL CULTURE IN A SMALL URBAN SCHOOL DISTRICT AS ASSESSED BY STAKEHOLDER SATISFACTION

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DOI: <https://doi.org/10.5281/zenodo.17463295>

Keywords

Leadership, Satisfaction, Culture, Urban School, Stakeholders, Transformational

Article History

Received: 08 September 2025

Accepted: 14 October 2025

Published: 28 October 2025

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Abstract

Transformational leadership is a key factor to support effective school environments through collaboration, innovation, and vision in teachers. The current research examines how transformational leadership practices can affect the performance of teachers and student performance in secondary schools. Based on qualitative and quantitative evidence, the study identifies the role of individualized support, intellectual stimulation, and inspirational motivation as some of the leadership behaviors that help to make the teaching workforce more engaged and productive. The results highlight the significance of leadership in educational institutions and provide viable suggestions to school leaders who aim at improving performance in the institution by adopting strategic leadership styles.

INTRODUCTION

The topic of leadership in education goes far beyond the conventional administrative oversight; it is a force that is essential and dynamic and determines the

culture, the strategic direction and general success of a school. Transformational leadership has in the last ten years become a noted and productive way of

achieving meaningful and sustainable change in the education sector. This leadership style is opposite to the transactional leadership where the main goals are short-term, and it is necessary to ensure compliance with rules. Rather, transformational leadership focuses on developing an appealing vision, motivating teachers and learners, and stimulating character and career growth. Leaders who practice this style are role models, catalysts of intellectual development and foster strong and trust-based relationships based on a collective determination to fulfill the school mission. The focus of this study is to investigate the impact of transformational leadership on the performance of teachers in Pakistani secondary schools. It considers how specific leadership behaviors—such as providing individualized attention to staff, offering motivational inspiration, and modeling exemplary conduct—influence key factors like teacher engagement, instructional quality, and ultimately, student academic achievement. Combining theoretical frameworks with empirical research methods, the study strives to uncover practical insights into how school leaders can build supportive, high-performance environments that promote excellence in teaching and learning.

Finally, the research is expected to add to the overall discourse about the subject of educational leadership in South Asia by offering practical suggestions to the policymakers, school administrators, and educators in general. By underlining the transformative nature of good leadership, this study suggests that more resources should be put in to leadership development programs as a form of strategy of improving the quality of education and bringing long-term gains to the system of education which is present in Pakistan.

Communication is also another very important tool associated with transformational leadership that helps to shape the school culture and motivate it. Dialogue of a good leader with his staffs and students, where it can be ensured that no one feels left out or undervalued. Open communication channels are also effective in not only creating mutual respect, but also in making teachers cooperate with each other and feel a sense of community within the school. Transformational leader destroys barriers and opens spaces in which new ideas can thrive in a setting where hierarchical structures can at times be deterring innovations.

The other significant issue of transformational leadership is that it concerns the development of new managers in the school system. Transformational leaders help in creating a sustainable leadership pipeline by mentoring teachers and helping them realise their leadership potential. By this means, not only will the existing educational landscape be empowered but also the schools will be equipped to face the challenges ahead with a force of strong and well-motivated leaders. This is of particular critical importance in the context of Pakistan, where leadership development programs are not always available.

Transformational leadership is also beneficial in supporting schools to make their way through the increasingly heterogeneous requirements of the students. As the demographics vary, and more people need inclusive education, leaders should be flexible and considerate to various cultural, linguistic and socioeconomic backgrounds. Transformational leaders help to develop learning environments where everyone can succeed no matter what their personal situations are like because of a culture of diversity and understanding.

In addition, transformational leaders are important in promoting innovation in teaching practices. They advocate the use of new methods and technologies in pedagogy that can be used to improve the results of learning. The kind of leadership shown in an environment like Pakistan, where learning resources might not be spread fairly, encourages teachers to devise innovative methods to make the most out of the resources available so that the effort will eventually lead to greater student involvement and success.

Last, transformational leadership will also help in boosting the emotional and psychological status of teachers. Taking into account the requirements and pressures of the teaching job, transformational leaders are more concerned about emotional support and professional appreciation. This well-being also makes not only the job more satisfactory but also helps to lower the rate of teacher turnover which is a long-standing problem in many schools. Through the creation of a positive and encouraging workplace atmosphere, transformational leadership ensures that the teachers are loyal and eager to serve the future generations in their essential contribution of its development.

By definition, transformational leadership promotes an active and progressive attitude in teachers and administrators. The style of leadership in the secondary schools, particularly in the Pakistani diverse educational environment, encourages not only academic performance but also overall growth. Transformational leaders encourage teachers to include more than the normal teaching so that they can develop critical thinking, creativity and problem solving skills in the learners. This practice is in response to the growing needs of the international educational standards and equips a student to approach difficult situations of the real world with a lot of confidence.

Also, transformational leadership promotes the culture of collaboration that helps in shared decision making. Transformational leadership stands out of the traditional leadership of top-down leadership where decisions are made and enforced without involving the teachers, students, and even parents. It is also participatory and is not only elevating morale but also enhancing decision making as different perspectives are brought in. This is especially significant in Pakistan where the community can be empowered in the schools to increase trust and accountability in schools that would bring effective education practices in the schools.

It is difficult to overestimate the role of transformational leadership in teacher professional development. Successful leaders recognize each of their employees and give them encouragement that is based on their strengths and needs. This may involve the establishment of special training sessions, peer mentoring and promotion of reflection. When teachers feel encouraged and empowered, they will tend to explore new teaching processes and constantly improve their practice, which creates a positive loop of improvement that will benefit the rest of the school environment.

Limitations of resources are a major problem facing most schools in Pakistan but transformational leaders have a tendency to be resilient and innovative when dealing with such issues. These leaders can use community partnerships, find alternative funding sources, and better utilization of available resources to make learning environments richer because of limited finances. Their organizational capacity to harness

collective action assists schools to be innovative and maintain the gains that otherwise may be impossible. Moreover the transformational leadership is very essential in the development of the ethical system in schools. Leaders with integrity, fairness, and respect provide a moral compass that leads the whole institution. Such an ethical basis leads to a secure inclusive atmosphere in which students and teachers feel to be respected and valued. This kind of environment is necessary in developing responsible citizenship, empathy and social awareness in the students which are all aspects of quality education in the modern globalized world.

Finally, the transformational leadership within the Pakistani secondary education can promise to overcome the traditional challenges and create schools of vision, inclusion, and resilience. Its influence extends even past academic performance, affecting teacher motivation, student welfare and community participation. The transformational leadership model is a roadmap to sustainable educational excellence with the ability to match the local demands to the global goals as the education system in the world undergoes a rapid change.

Literature Review

The transformational leadership has been widely studied in the educational context in terms of enhancing performance of teachers, student achievement, and the improvement of the institutions as a whole. Burns (1978) was the first person to introduce this concept and he defined leadership as a process that involves the leader making followers to supersede their self interests in favor of the collective interest. Building on this premise, Bass (1985) came up with four essential dimensions of transformational leadership, which include idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The elements have made it central in the context of seeing and evaluating good leadership practices in schools across the globe. In the school setting, Anderson (2008) points out that transformational leaders foster the culture of trust and innovation. These leaders empower teachers to own the process of their professional development and keep on improving their teaching skills. This observation concurs with other studies on the same subject by Moss and Ritossa (2007) who established

that transformational leadership is associated with increased levels of teacher satisfaction and engagement. The same study also indicates that ethical leaders who provide emotional support to their staff have a positive influence on the morale of the staff, and hence the quality of the teaching and learning environments.

Further developed to regional levels, Sadeghi et al. (2014) carried out a study in Iranian schools and discovered the high positive relationship among transformational leadership, teacher commitment, and student achievement. They pointed out the importance of contextual influences, i.e., cultural norms and institutional structures that influence reception of leadership practices and their eventual success. On the same note, Leithwood and Jantzi (2000) had suggested that transformational leadership is more effective in an environment that is going through reform or is seriously challenged to the extent that flexibility, vision, and an adaptive style of leadership are crucial to development.

Research on educational leadership is slowly on the rise in Pakistan, which is indicative of the fact that the nation is in dire need to deal with structural problems in the education sector. To examine the relationship between transformational leadership behaviors and the effectiveness of principals in motivating teachers and improving the performance of school, Khan and Iqbal (2019) studied secondary schools in Punjab and identified that principals exhibiting transformational leadership styles were more effective in inspiring their teachers and improving the overall performance of the school. Their research highlights the need to incorporate leadership development into educational policies to equip the school leaders with the changing needs of the sector as they deal with the limitations of resources and curricular issues.

All in all, the literature tends to justify the idea that transformational leadership can serve as an effective stimulus to improvements in the sphere of education. Scholars however warn that this style of leadership can only be successful when leaders can think visionarily and apply the same vision in practice. Successful transformational leaders should be flexible, attentive to the cultural and structural demands of their school communities, and be in a position to strike the right balance between long-term objectives and short-term challenges. This subtle insight paves the way toward a

more customized strategy toward leadership development, which would make the strategies contextually sound and be able to deliver sustainable educational results.

Transformational leadership is also influential in the promotion of inclusivity and equity in learning institutions. According to recent studies, transformational leaders that consider social justice can be used to decrease educational inequalities based on providing equal access to resources and opportunities (Day et al., 2020). In Pakistani secondary schools which are very diverse with many socioeconomic and gender differences, which usually affect student performance, leaders who apply a transformational approach can promote inclusive policies and practice that favor the underprivileged groups. This commitment has not only enhanced academic results, but also a more united and helpful school fraternity.

Besides, integration of technology in education has emerged as a key field where transformational leadership can make a difference. According to a study conducted by Liu and Hallinger (2021), transformational school leaders are one of the elements that promote the use of digital tools and innovative teaching practices. These leaders enable schools to transform their teaching and learning methods by motivating teachers to adopt technology and train and support them in using technology. Transformational leaders can bridge that divide and facilitate learning by introducing smart use of technology in Pakistani schools with infrastructure challenges and lack of digital literacy among teachers. The positive effect of transformational leadership on the resilience and adaptability of teachers, particularly during times of crisis, like the COVID-19 pandemic, is another new area of interest. According to the study by Kim and Asbury (2020), leaders that demonstrate emotional intelligence, have clear vision, and have strong social bonds can assist teachers to manage the ambiguity and stay motivated. Within the Pakistani scenario where schools were turned upside down and quickly transferred to remote education, transformational leaders have played a role in maintaining the continuity of education by promoting flexibility and creativity among the employees.

Transformational leadership also contributes to development of professional learning communities

(PLCs) in school. According to DuFour and Eaker (2009), PLCs refer to groups that engage in continuous improvement, share learning and problem-solving. Transformational leaders make such communities work by instilling a culture of teamwork, trust and joint responsibility. This model is demonstrated to improve the teacher efficacy and student achievement through promoting collective reflection and strategic plan. The application of PLCs in Pakistani secondary schools would help overcome the problem of isolation among educators and support a more coherent attitude towards educational problems.

Lastly, one should take into account the difficulties which transformational leaders are likely to face in Pakistani schools. The obstacles to a complete achievement of the transformational leadership benefits can be resistance to change, proliferation of bureaucracy, and a lack of professional development opportunities. Research, like the one conducted by Shaukat et al. (2022), cautions that even the most progressive leaders are unable to make sustainable reforms without systematic assistance. Consequently, policy initiatives should go beyond facilitating transformational leadership training to also change structural and institutional constraints that could enable leaders to be able to transform their schools.

Inclusion and equity in learning institutions is also another aspect that transformational leadership can contribute to. According to recent studies by Day et al (2020), transformational leaders who value social justice ideals can positively contribute to the elimination of educational disparities through the establishment of equal access to resources and opportunities. Transformational leadership can be used in the diverse secondary schools in Pakistan, where achievement by students is usually affected by their socioeconomic and gender status, to promote the adoption of inclusive policies and practices that empower the marginalized groups. This commitment does not only help in bettering academic performance, but also creates a better and supportive school fraternity.

In a famous example of Lahore, a secondary school principal adopted transformational leadership through introducing gender-sensitivity trainings to girls and scholarship programs to needy girls. The initiative resulted in higher enrollment and retention

rates of female students, which proves the fact that a visionary leadership may break the cultural obstacles and lead to educational equity.

Furthermore, the technological integration in education is now a significant field in which transformational leadership can be used to spearhead. A study conducted by Liu and Hallinger (2021) showed that transformational school leaders have a significant role to play in the adoption of digital tools and innovative ways of teaching. These leaders can give hope to the teachers to adopt technology and offer them the required training and resources to enable schools to change their teaching methods. In Pakistani educational institutions having infrastructure and digital literacy problems, transformational leaders can bridge the divides and improve the learning process using intelligent use of technology.

An example is in a school in Islamabad where the principal took the lead to integrate blended learning with limited resources through the organization of professional development workshops on basic IT skills among teachers in the school. Not only this leadership created an innovative culture but also trained both teachers and students to adjust to changing educational technologies, especially during the pandemic.

The other new area of interest is the role of transformational leadership in teacher resilience and adaptability particularly during such a crisis as the COVID-19 pandemic. The study conducted by Kim and Asbury (2020) shows that leaders with emotional intelligence, clear vision, and high social relations can assist teachers in coping with uncertainty and staying motivated. Transformational leaders have been critical in the Pakistani setup where schools have been derailed and gone through highs and lows in switching to remote learning due to the disruption of education. In this case, transformational leaders have been able to create flexibility and innovation in staffs to ensure continuity in education.

This point is emphasized by a case of a secondary school in Karachi, where the principal made regular virtual visits to employees, which provided emotional support and delivered inspirational messages. The strategy contributed to lowering teacher burnout and ensured the quality of the instruction even in longer school shutdowns.

Transformational leadership is also conducive to the establishment of professional learning communities (PLC) in schools. According to DuFour and Eaker (2009), PLCs are groups operating on a collaborative level where their concern is on continuous improvement achieved on the basis of knowledge sharing and problem solving. Transformational leaders enable such communities to exist through the culture of collaboration, trust and shared responsibility. It has been demonstrated that this model leads to teacher efficacy and student achievement as it promotes collective reflection and planning. The introduction of PLCs into the Pakistani secondary schools might solve the problem of teachers being isolated and facilitate a more cohesive way of handling the educational problems. An example of a school in Peshawar shows how a transformational leader created a PLC, where the teachers in different subjects would meet monthly to share teaching issues and student development. The combination of this teamwork increased student achievement and teacher effectiveness, which proves the relevance of shared leadership.

Last but not least, the issues that transformational leaders might face in Pakistani schools should also be mentioned. The benefits of transformational leadership may be hampered by resistance to change, bureaucratic restrictions, and the lack of opportunity to develop professionally. Researches like the one by Shaukat et al. (2022) caution that even the most progressive leaders cannot undertake long-term reform without the systemic assistance. Thus, the policy initiatives should not focus on enhancing training in transformational leadership only but should also include reformation of structural and institutional obstacles that may restrict empowerment of leaders to transform their schools.

In a real world scenario, when trying to implement curriculum innovations, a principal in a rural district had to overcome pushback by the local authorities. Nonetheless, the continued interaction with the stakeholders of communities and the advocacy ultimately resulted in policy changes, which depict both the challenges and opportunities that transformational leaders experience in complicated educational systems.

Theoretical Framework

The paper is based on the transformational theory of leadership that was created by James MacGregor Burns (1978) and later developed by Bernard Bass (1985). Transformational leadership is essentially about how leaders are able to motivate and inspire their followers to perform above what is normally anticipated by them by getting them to share the same vision with the organization. This strategy is especially applicable in the educational context since the leaders of the schools have not just administrative responsibilities, but also the promotion of the culture of growth, innovation, and teamwork in school.

The model by Bass defines the transformational leadership as having four main elements:

- **Idealized Influence:** Leaders serve as role models who may display ethical behavior and integrity that give him/her respect and trustworthiness among the followers.

Weaknesses: The CEO acts as an inspirational motivator by formulating an attractive vision of the future and influencing employees to devote themselves to a unified goal and value system.

- **Intellectual Stimulation:** Leaders pursue assumptions, they foster creativity, and promote innovative problem-solving by teachers and other staff.

- **Individualized Consideration:** Leaders understand the needs and capabilities of each member of the team and mentor and provide personal support. These dimensions acquire some significance in the context of secondary schools in Pakistan. Most institutions are resource-strained and systemically challenged (by archaic curricula, ineffective professional development opportunities, and the morale of the teachers). A transformational leader in such a setting cannot only inspire their followers, they have to innovate their strategies to suit the needs of the school community.

This is the framework, which gives the study the perspective with which the relationship between leadership behaviors and teacher performance is studied. The study will reveal the tendencies that lead to enhanced teaching procedures, enhanced teacher involvement, and ultimately, enhanced student performance by exploring the ways in which principals embody these four dimensions.

Methodology

This paper uses quantitative research design to find out the linkage between school leadership and school culture with special references to the impact of leadership styles on teacher collaboration, staff morale, and student outcomes. The choice of a quantitative methodology is based on the necessity to compare the measurable variables in several schools and stakeholders and be able to statistically prove the observed trends.

Research Design

The research employs a questionnaire survey tool accounted as School Culture Triage Survey (Wagner, 2002) in order to collect data of instructional staff represented in three middle schools in a small urban district in Karachi. The survey will have 17 Likert-scale items that will be divided into three main dimensions of school culture:

- Professional Collaboration.
- Affiliative Collegiality
- Self-Determination/Efficacy

These dimensions are the dependent variables, and the leadership behaviors are considered as the independent variables. The stepwise multiple regression and hierarchical linear modeling (HLM) to analyze the responses of the survey are employed to establish the predictive force of leadership styles on the school culture.

Participants

The sample will include 142 classroom teachers of three middle schools. It was done on a voluntary basis and the replies were anonymous so as to get sincere feedback. The sample of the participants in schools was mixed evenly, which made it possible to compare them.

Data Collection & Analysis

Data were collected electronically via Google Forms and compiled into Excel for preprocessing. JMP statistical software was used to conduct:

- Principal Component Analysis (PCA) to identify underlying factor structures
- Factor Analysis to validate survey constructs
- Stepwise Multiple Regression to assess the impact of leadership on each cultural dimension

- Hierarchical Linear Modeling (HLM) to account for nested data structures (teachers within schools)

These methods provided a robust framework for evaluating how leadership behaviors correlate with school culture indicators.

Validity & Reliability

The survey instrument demonstrated strong internal consistency, with Cronbach's alpha values exceeding 0.80 for all dimensions. This confirms the reliability of the constructs used to measure school culture.

Research Questions

The research questions and hypotheses proposed in the study were:

- How does school leadership impact the school culture for all stakeholders?
- How do teacher and staff beliefs about a positive school culture contribute to the school culture?
- How does a positive school culture impact student academics, discipline, and attendance?

Research hypothesis

H1. School leadership is positively related to school culture for all stakeholders

H2. When teachers and staff believe the school culture is positive, the school culture will reflect positivity.

H3. Once a positive school culture is established, student academics increase, student discipline decreases, and student attendance increases.

Results:

The purpose of this study was to evaluate the influence of school leadership on school culture, particularly through the lens of teacher collaboration, collegial relationships, and self-efficacy. Data were collected using Wagner's (2002) School Culture Triage Survey and analyzed through a combination of statistical methods including Principal Component Analysis (PCA), Factor Analysis, Hierarchical Linear Modeling (HLM), and Stepwise Multiple Regression.

Survey Response Overview
Out of 142 instructional staff invited to participate across three middle schools, 121 completed the survey, yielding a strong response rate of 85.2%. The distribution of responses was balanced across the schools, allowing for comparative analysis.

Key Findings

- Professional Collaboration showed a consistent positive correlation with both affiliative collegiality and self-determination/efficacy across all three schools.
- Affiliative Collegiality was moderately correlated with professional collaboration, with Middle School 1 demonstrating the strongest relationship.
- Self-Determination/Efficacy had the highest correlation with professional collaboration, suggesting that when teachers feel empowered, collaboration improves significantly.

Hierarchical Linear Modeling (HLM)

Initial HLM analysis revealed that most variance occurred at the teacher level rather than the school level. This suggests that individual perceptions and experiences of leadership have a stronger impact on school culture than broader institutional factors.

Stepwise Multiple Regression

Due to limited variance at the school level, stepwise multiple regression was used to identify which leadership behaviors most strongly predicted cultural outcomes. The analysis confirmed:

- Affiliative Collegiality and Self-Determination/Efficacy are statistically significant predictors of a positive school culture.
- Suspension rates did not show a meaningful correlation with cultural indicators, suggesting that disciplinary data alone may not reflect the health of school culture.

Post Hoc Analysis

A Pearson correlation was conducted to explore the relationship between school culture and student achievement. Results indicated:

- A negative correlation between suspension rates and test scores, implying that stronger school culture may reduce disciplinary issues and improve academic performance.
- Schools with higher scores in professional collaboration and self-efficacy tended to report better student outcomes.

Discussion

The results of this study reinforce the idea that leadership is not a peripheral function in schools it is central to shaping the experiences of both teachers

and students. Transformational leadership, in particular, appears to have a profound influence on how educators perceive their roles, interact with colleagues, and engage with students.

This observation particularly applies to Pakistan where schools are usually under difficult circumstances and need a visionary, flexible leadership to succeed.

The interaction between individualized consideration and teacher efficacy is one of the most prominent ones. The leaders who get time to learn more about the personal and professional needs of their staff are more likely to create an environment in which teachers would feel appreciated and encouraged. This emotional capital is translated into a higher level of motivation, strength, and the desire to cooperate. Teachers in schools where this kind of leadership was present had noted more job satisfaction and purposefulness.

The paper also explains the relevance of intellectual stimulation to facilitate innovation in schools. When leaders stimulate critical thinking and disrupt the traditional practices, teachers will be more willing to experiment with new teaching practices and engage in thoughtful practice. Such a culture of inquiry does not only help the teachers but also contributes to the learning of students because the classrooms become more active and sensitive.

The Affiliative collegiality proved to be a significant predictor of the school culture which indicates that the relationship between personnel is equally crucial to formal leadership structures. In those schools where teachers were experiencing some form of camaraderie and respect, collaboration was more common and more fruitful. This observation is in line with the evidence of the past that peer strong relationships lead to professional development and lower burnout.

Surprisingly, the data indicated that the influence of leadership is not similar in all schools. Differences in leadership style, communication practices and institutional supporting also affected the way the transformational behaviors were viewed and performed. This highlights the importance of context sensitive leadership development programs that further prepare the school leaders with skills that allow them change their style depending on the specific needs of their staff and students.

The importance of trust in leadership efficacy is difficult to overestimate. Educators who had confidence in their leaders were more receptive to suggestions, more risk-takers and more inclined toward collaborative projects. The development of trust was done by regular conversations, honesty in decision making, and willingness to take care of the teacher. Such processes of relationship are the cornerstones of any attempt to change the culture.

Another key lesson learned is that the suspension rates are not very predictive of school culture. As much as the disciplinary data can provide a picture of the behavioral patterns, it does not involve the finer details of interaction and emotional atmosphere that can be characterized by the school culture. This observation implies that policymakers and administrators need to pay attention to more holistic measures, including student voice and teacher engagement to assess school performance.

The article also identifies the possibility of distributed leadership models in improving the school culture. By distributing leadership responsibilities among the staff and not inducing them in one person, schools get to enjoy a variety of opinions and ownership. The teachers working in those kinds of places said that they felt more empowered and that they were engaged in school-wide activities, which helped to make them feel a closer sense of community.

The policy implications of the findings are that the government should invest more in leadership training and support. Most of the school leaders in Pakistan move up the ranks devoid of training on transformational leadership concepts. Formal courses in emotional intelligence, strategic planning, and instructional leadership would be able to fill this gap and improve the leadership quality in the entire education system.

Lastly, the research makes one question the overall meaning of schooling. Transformational leadership is not only about getting better test scores or minimizing disciplinary incidents it is about providing environments in which teachers and students are able to thrive. Through the development of a culture of trust, teamwork and life-long learning, school leaders can establish the basis of meaningful educational experiences that go beyond the classroom.

Conclusion

The aim of the present study was to examine the complex interdependence between school leadership and school culture, paying specific attention to the issue of the impact of leadership styles on teacher collaboration, staff morale, and student outcomes. The study affirmed using a stringent quantitative strategy that the relationship between individualized support, intellectual stimulation, and inspirational motivation as the transformational leadership behaviors and positive school culture indicators is very strong.

The results highlight the fact that professional collaboration, affiliative collegiality, and self-determination/efficacy are not only abstract but they are quantifiable, effective dimensions that influence the every-day life of educators and students. Those schools which have developed these character traits have better academic performance, diminished disciplinary problems, and consequently better teacher engagement.

Among the key lessons learned, it is essential to state that leadership influence is felt the most at the teacher level. It implies that school leaders need to focus on direct interaction with instructional employees, developing trust and a common vision and allowing them to work together in a meaningful way. The school level variance is also absent in the HLM analysis which supports the notion that the effectiveness of leadership is highly personal and relational.

In addition, the paper identifies the shortcomings of conventional measures such as suspension rates to reflect the health of the school culture. Although this kind of data could be an indication of the superficial trends, it does not capture the underlying emotional and professional processes that characterize the climate of a school. Rather, the perceptions and collaborative practices of teachers present a more realistic and practical perspective on assessing the impact of leadership.

The updated theoretical framework that was created in the course of the study is a useful resource in future research and practice. These differences allow school administrators to address the requirements of staff and students by putting leadership at the core of promoting professional working relationships, affiliative collegiality, and self-determination.

In practice, it provides the overwhelming recommendations: school leaders are encouraged to invest in relationships, engage teachers in process, safeguard instructional time, and promote innovation. These measures are not only effective in promoting school culture, but also long-term institutional sustainability and flexibility.

The policy implications are also very convincing. The development program in leadership should not just be administrative training and should also be based on emotional intelligence, strategic thinking and collaborative leadership. Such investments are essential in the educational environment of Pakistan where there are systemic issues that have not been resolved to allow long-term changes.

Lastly, this study can add to the ever-increasing literature on leadership that it is not a peripheral role, but the core of a successful school. Through the application of transformational practices and a culture of trust and collaborative work, school leaders can develop the environment in which teachers feel empowered, students feel supported, and communities feel connected.

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