

Original Article

Practices of Transformational Leadership in Developing Organizational Culture at Secondary Level in Sindh

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Abstract

The standard of education and performance in Government secondary schools in Sindh has declined over the years, largely due to ineffective school leadership. Headmasters have not fulfilled their roles as transformational leaders or change agents. This study was conducted to investigate the transformational leadership roles of headmasters and their impact on school performance in Sindh's public secondary schools. The research focused on six parameters: four related to transformational leadership—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration—and two concerning school performance—Effective Classroom Practice and Collaborative School Culture. A radical humanistic approach guided the research philosophy, utilizing a quantitative methodology. Stratified sampling was employed to select participants from all public secondary schools in Larkana district, ensuring representation of the overall population's homogeneity. Data were gathered using a five-point Likert scale questionnaire and analyzed with SPSS through descriptive statistics and exploratory factor analysis. The concrete findings emerged that most of the headmasters are not acting as transformational leaders or change agents, though a few have demonstrated significant progress in their schools over a short period. A small proportion of headmasters, appointed through the commission, exhibited transformational leadership qualities, distinguishing them as change agents. This research greatly enriches the literature on leadership practices and offers recommendations for policymakers, educational leaders, headmasters, and future researchers.

Keywords: Leadership, Transformational practices, organizational culture, Effective practices in classroom setting

INTRODUCTION

The role of Headmaster is very crucial in administration and management of school by creating conducive environment and culture and determining the success of students (Dahri, 2015). Various researches have been conducted on the different leadership styles and practices at different levels (Jovanovich & Cricib 2016). Every leader practice his/her own style of leadership as it has been widely observed from research conducted time and again (Akhtar, Rashid & Salamat, 2015). The leadership practices based on experience, knowledge, techniques, skills, vibrant communication and professional posture are considered and believed as very effective to change the culture of organization and pave the way for positive teaching and learning environment (Dahri, 2015). The most fundamental task of leadership is to establish

and reinforce the school or organizational culture that focuses on unceasing process of improvement in educational prospects and programs, enhancing the capabilities of staff and providing very friendly and good environment to teaching and learning process (Alger, 2008). Efficient and effective leaders try to establish very healthy learning environment in organization and schools by nurturing the mutual values and beliefs among staff for the betterment and achieving the desired goals (Leithwood & Riehlo, 2013).

These leaders believe in actions and struggle hard to make the culture as an ideal place the standard of teaching and learning activities, essentially required to attain educational goals (Aguas, Zapata, & Arellano, 2017). In their study, Lighari, Abro and Jamali (2013) assert that the standard of education is being deteriorated

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day by day due to lack of efficient and effective transformational leadership that can ensure the smooth and efficient mechanism of monitoring and check and balance. Leadership is always instrumental and plays central role in setting the healthy and friendly environment of school so that the curricular and co-curricular activities can be planned and executed properly (Hafeez, & Bidari, 2022). Significantly, numerous theories regarding the leadership practices were floated by philosophers and researchers. The famous theories such as traditional, trait, behavioral, contingency, contemporary, charismatic, transactional and transformational reflect the different practices of leadership in organization. The concept of transformational leadership was given by James Mc Gregor Burns in 1978, in his book titled as "leadership". After that, Bernard M. Bass (1985) further elucidated the concept of transformational leadership in his book, "Leadership and performance beyond expectations". In the context of this transformational theory, the practice of transformational leadership is widely considered as the change maker in the environment of organization and system which brings about positive and good changes in culture and environment (Andriani, S, Kesumawati & Kristiawan, M, 2018).

Pakistan is lagging behind in progress and prosperity in the comity of the world. The reason behind this backwardness is the lack of quality of education. The path that leads nations and individuals towards the prosperity and progress is the quality of education (Nawaz et.al, 2016). Every successive government tried to enhance the literacy and standard of education by making and practicing different plans, conferences and policies. However, the standard of education still seems poor and weak, and even the situation is being deteriorated more day by day due to sheer mismanagement (Mughal 2015). The state of education both at primary and secondary level at Sindh is very poor due to lack of proper planning, transparent exam system, and pathetic condition of infrastructure and most importantly the absence of effective and efficient school leadership (Nawaz, Khan, Khan, Hussain & Abass, 2014). Headmaster plays an important role in creating conducive educational culture for imparting quality of education for the betterment of students and teaching staff (Mesu, Mesa, Mess & kazi, 2015).

Report of education sector plan (2014) issued by Sindh education and literacy department

reveals that the majority of Government schools of Sindh are facing leadership crisis at large. Serious problem due to lack of capable, efficient and efficient manpower that can manage the affairs of schools properly and efficiently is rampant in the Govt schools of Sindh (Asad., Rind, & Abdulmuhsin, 2021). Mostly, the teachers are promoted as headmasters to run the schools without noticing their skills, leadership practices and relevant knowledge. Ahmad, and Saad, (2020) narrate that the role of majority of heads of secondary schools is not up to the standard that can influence in setting the organizational culture for the execution of teaching and learning in appropriate way. Their role seems ineffective and incapable to bring radical and positive changes for healthy organizational culture and utilizing manpower for excellent outcomes (Meso et.al, 2014). Further, Dahri (2015) asserts that the existing weak and bleak picture of public sector education of schools is the result of weak role of leaders because they should be efficient, vibrant and competent enough in managing their schools for attaining desired goals. Ahmad and Rochimah, (2021) mentioned in study that the rise and fall of educational institutions are entirely dependent on the practices of leadership; institutions can work effectively if their heads are transformational. This study is based on transformational leadership theory because of very close relationship between research topic and theory.

Scope of Research

The scope of this research study is based on investigating the practices of unique transformational leadership in Govt secondary schools of boys and girls of district Larkana. The study is limited to all public secondary schools of Larkana. All stake holders will reap full benefits from the scope of this study to improve the standard of education of public secondary schools. It will enrich the existing body of knowledge and will pave a new way for researchers to explore more researches on the role of transformational leadership in different districts of Sindh and across the country in future.

Significance of the Study

The education of public sector is in critical condition and people show their lack of trust, and even they are reluctant to get their children admitted in public sector schools. Government tries to improve the education by placing efficient leadership through Sindh public service

commission. Significantly, the transformational leadership practices and organizational culture are two integral elements of this study which will certainly assist all traditional headmasters and teaching staff to improve their performance to bring changes in the dwindling education system of education. It will be helpful for Government to appoint and promote efficient headmasters based on the parameters of transformational leadership for the improving the secondary education.

Problem Statement

Public sector education especially in Sindh has remained in poor state since the establishment of country in 1947 (Mughal 2015). The quality of education in Government secondary schools of Sindh has always been neglected which constantly affect the achievements and outcomes of students. There are multiple reasons behind this challenging situation which include corruption, political interference, miss management, lack of efficient and effective leadership, nepotism and many other problems (Niwaz, et. al., 2014). Presently, most public sector secondary schools of Sindh are coping with critical issues due to paucity of effective and efficient leadership that can run the institutions efficiently (Khan, 2019). As a result, they struggle to implement innovative teaching practices, support teacher growth, and adapt to changing educational trends in their schools by creating collaborative culture and effective teaching and learning process. Dwindling state of government schools requires comprehensive researches, studies and surveys especially in the rural setting of Pakistan to understand the practices of heads of the institution for the purpose of greater interests of education. (Ali, 2020). Keeping in view the demand and seriousness of the problem as highlighted in various researches, this study was planned with the aim to investigate the practices of transformational leadership i.e. inspirational motivation, intellectual motivation, individualized consideration and idealized influence in secondary schools of district Larkana Sindh and their impacts pertaining to effective class room practices and developing the collaborative school culture. By identifying effective leadership practices, the study would provide valuable insights for improving secondary education in Sindh.

Purpose of Study

The study of transformational leadership in developing the organizational culture at

the secondary level in Sindh holds paramount importance in the field of education. Its primary purpose is to highlight how transformational leadership influences organizational culture and achieves desired educational outcomes. This research is structured into four categories: inspirational motivation, idealized influence, individual consideration, and intellectual stimulation. Additionally, organizational culture is examined with respect to classroom practices and the development of a collaborative culture. The study aims to provide insights into the mechanisms through which transformational leadership can foster a positive and productive organizational culture in secondary schools, ultimately contributing to improved educational practices and student outcomes in Sindh.

Research Objectives

Following are the research objectives of this study.

- To explore the impacts of inspirational motivation in influencing the organizational culture
- To examine the impacts of idealized influence on shaping organizational culture
- To investigate the impacts of individual consideration changing the organizational culture
- To explore the impacts of intellectual stimulation developing organizational culture.

Research questions

- Do the Headmasters exercise transformational leadership for effective classroom practices at Government secondary schools in Sindh?
- Do the Headmasters practice transformational leadership in creating collaborative structure?

Hypothesis

H_1 : Majority of schools suffer due to lack of efficient transformational leadership

H_2 : Practices of transformational leadership create effective organizational culture if practiced efficiently

LITERATURE REVIEW

Headmaster is the first line manager in educational institutions who plays very important role in the development of school. He/she works for the betterment of school environment and uplift the standard of education by enhancing the moral, professional and motivational level of teachers (Atan, & Mahmood, 2019). Headmasters

inspire teachers and students towards the attainment of desired goals as determined before the commencement of academic session. Kouni, Koutsoukos, and Panta, (2018) mention that the head of the school is the only person who takes utmost efforts in providing smooth and conducive functioning of school. Therefore, his role is very important for the grooming and training of students and teachers in order to make the school as a successful entity (Niqab, Sharma, Wei, & Mauld, 2014). Leader and management are essential elements of the school where their role is considered as the fundamental in every aspect of educational institutions because headmaster ensures the effective working of school operation by raising the standard of manpower, addressing the issues and problems of staff and students and ensuring the success of students (Ahmed Avci 2015). Every head of institution performs in different ways for the effective management of school and attain the goals (Akhatar, Rashid & Salamat, 2015).

They take different tactics and techniques in supervising the educational activities of teachers and students. Due to these measures headmasters are categorized in different leadership styles. Avci (2015) asserts that every head of institutions has different style of performance and successful one is who plays his/her role according given targets, philosophy and mission of organization. Lutuf (2012) considers those successful leaders, who exercise their very famous practices to inspire team, share joint vision, cultivates collaboration and motivates staff for achieving the desired goals successfully. The positive and congenial environment of any organization is established and reinforced by successful leader whose focus is only for the betterment of institutional culture. School leader is the person who is considered as unique figure in the education set up due to his multiple responsibilities in administration and education management. He monitors things effectively and efficiently and utilizes both human and other resources for the purpose of achieving goals (Messo, Mesa, & kazi, 2014). A good leader is believed as the blessing for the progress and prosperity of any institution because he works effectively and efficiently for the overall environment of school culture by encouraging and inspiring the staff, utilizing their best abilities for the outcomes and success of students, advocating and sustaining the educational goals (Fiore, 2009).

Leadership practices are an essential for the management of school and its operation in

smooth and Proper way because all activities including curricular and co-curricular and other programs initiated in schools depend on the qualities of leadership. Litz, and Scott, (2017) reveals that a successful leader knows how to run the affairs of the school by managing manpower, human resource and the success of students. However, leader having no interest in the affairs of the school always cause serious repercussions to the entire environment of school and due to this the outcomes of the school are never achieved in an organized way. Al-safran, Brown and Wiseman (2014) assert that the leadership style is only element that greatly determines the overall environment of school and execution of academic activities of educational institutions. Fiore, (2009) asserts that an efficient leadership plays a central role in motivating the staff and develop their high-level inspiration so that they can play dedicate their services in befitting manner. Motivated and encouraged staff can play their due role behind the success and achievements of students. It is role of educational leader who take all and utmost efforts in securing the goals of an organization by creating congenial, positive, innovate and constructive environment for the sake of reciprocal learning vitally required for the accomplishment of the institutions (Madjid, & Samsudin, 2021).

Diligent and vibrant leadership believes in the sound learning and instructional programs based on positive classroom and collaborative school culture. The role of leadership is inevitable across the world for the successful performance of educational institutions. Significantly, educational managers should be professional and competitive enough to manage the daily affairs and activity of the school smoothly and successfully. They must be experts and gentleman who can understand the needs and requirements of their school and possess abilities to take timely decisions for effective class room learning and the collaborative culture of the whole school as well. In the opinions of Al-Saffran, Brown and Wiseman (2014), Leadership style and practice should be based on motivation and inspiration that need to be followed eventually by all individuals' voluntary which is essential for creating effective and collaborative academic environment. It is indeed a fact that that role of effective and transformational leadership is very necessary to manage and endure the proper activates of all academic activities. The role of Headmaster/headmistress being the

first line manager in educational institutions is very crucial to change the school culture for getting the desired objective and goals. Majeed, Noor, and Mustamil, (2017) describe that the resounding leadership's practices keep the moral and spirit of staff high and sound for the best performance in achieving the real tasks and goals of school. Such kind of leadership remains focused on predetermined goals and they make efforts to vital changes in learning outcome and academic successes of students (Yaqakub and Ayob, 1993).

The concept of transformational leadership is a very wide and vibrant in the field of education. James Mc Gregor Burns was the proponent who presented the concept of this key leadership in 1978, in his book "leadership". Later on the different researchers worked on the famous leadership practice with their multiple approaches. Bernard M.Bass in 1985, tried to define and explore this concept further in his famous book "Leadership and his Performance beyond Expectations "in 1985. Transformational leadership is based on the ideal approaches of vital changes and actions of individuals and systems. It aims at bringing the very positive and sound changes in the systems for the sake of achieving the desired objectives. Leader is a role model for his /her followers who draw their inspiration constantly for their superb performance. They set the examples with their inspiration and motivation so that the chain of models and heroes can be produced for the stable running of the system Lashway (1999). It is a fact that the transformational changes always try to change the culture of the schools through their pivotal and clear approaches. Liethwood, (1992) believes in the transformational leadership is an ideal form which creates conducive culture in the schools through the collective efforts of the leaders and followers. This unique and famous leadership possess the element of charismatic which asserts its strong will and ability to inspire, motivate and encourage the followers to achieve the best outcomes for the system (James & ogbonna, 2013).

Transformational leadership is a leadership theory that was first introduced by James MacGregor Burns in 1978, suggests that a leader can inspire and motivate followers to not only achieve their goals but also to become better individuals. This type of leadership is characterized by four key behaviors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. There are countless research studies that have

been conducted on this prominent theory of transformational leadership. Comprehensive study tilted the impact of transformational leadership on the encouragement and engagement of subordinates was published in 2021. It highlighted the transformational leadership is closely and positively related with the engagement of employees. It also indicates that the key dimensions of transformational leadership i.e. intellectual stimulation, idealized influence, inspirational motivation and individualized consideration strongly influence employees in their works. Furthermore, job satisfaction is an important aspect expected in the workplace.

Another study published regarding the transformational leadership and employee welfare in the "journal of occupational health psychology" in 2021, indicated that the practice of transformational leadership is deeply associated with the welfare of its subordinates. Inspirational motivation and idealized influence are two major dimensions of this leadership, focused on creating the welfare environment and packages for the employees. In the perspective of transformational leadership practice the positive changes in any organization or institution cannot be seen unless the needs and requirements of individuals are looked after effectively. Meanwhile, another study regarding the impacts of transformational leadership practices on developing the creativity of employees was published in "Journal of creative behavior in 2022". The research indicated that the practices of transformational leadership are deeply and closely linked with the creativity of employees. They are motivated and encouraged to come up with different ideas and views for the betterment of employees. Two major dimensions of transformational leadership i.e. Intellectual stimulation and idealized influence strengthen the attitude and behavior of employees for creativity. Simultaneously, another nature of study was published in the "Journal of management" in 2021 highlighted that the team performance and the role of transformational leadership are closely associated with each other. Study considered the two key practices i.e individualized consideration and inspirational motivation of transformational leadership strongly influence the behavior of employees to work together as a Strong team to achieve the desired goals and objectives.

Transformational leadership theory has been widely researched in recent years, and the findings suggest that it is an effective leadership style in

terms of its impact on employee engagement, job satisfaction, employee well-being, creativity, and team performance and the most essentially it creates the collaborative school culture and effective class room practices. Transformational leadership is a leadership style that focuses on inspiring and motivating followers to achieve their full potential and make a positive impact on their organization. This inspiring leadership never leaves its followers as discouraged and demotivated in the system. He tries to work on the high morale, spirit, encouragement and motivation of the staff and students in order to develop the friendly, healthy and vibrant culture in the institutions effectively (Wiber, 2015). Transformational leader being an ideal of leadership always strives to work on the two mainstreams simultaneously. First, he/she tries to convert the school from the traditional and ordinary to extraordinary and positive. Second, he/ she tries to instill, best qualities among their followers by understanding their strength and weaknesses. Followers in the system are owned and motivated and directed to act like leaders in the system. Transformational leadership tries to appreciate success and work of their followers, and realize them that they are the pillars of the system. Leaders owe all their accomplishments to their staff so that they can be motivate further for the more triumphs and accomplishments.

Transformational leaders possess extra ordinary and cardinal characteristics like, cooperation, assistance, collaboration, sympathy, motivation, direction, inspiration and charismatic (Wirba, 2015; James & Obonna, 2013; & Moralo, chadrando, Navas, Morales, 2007). Practices of transformational leadership are very effective and change makers in all organizations especially in the sector of education their practice are considered very vital to improve the system. Hussain, Ahmed and Qadir (2016) vehemently assert that the role of transformational leadership in the sector of education is very effective, innovative, integrating and novel to change the static culture and provide very clear, visionary and innovative approaches to their followers so that they can work with full zest and dedication in the system for the fulfillment of desired objectives.

Transformational leadership develop the environment of the school as an exemplary for the best teaching and learning process. It tries to appreciate the work and function of the staff and rewards them through different appreciations with purpose to make them as capable and

excellent worker of the system. It is a fact that the success of students entirely depends on the teaching and learning environment. They can work on the innovative and new projects for bringing changes in the traditional system of the school if they are motivated and encouraged to do so. It is the transformational leadership only that can fulfill the needs and requirements of learners through the work of teachers as their actual leaders. Luff, (2012) assert that all innovative ways and modern prospects of teaching and learning are provided by transformational leadership. The practices of this leadership are very key in changing the culture of the school by asserting the key attributes like individual consideration, motivation and inspiration. Avci, (2015) endorses that the practices of transformational leadership are multi -task oriented and they aim at to develop and reinforce the link between leader and teachers to create an excellent and positive environment in the school which is essential for getting the desired results. The culture of any institution cannot be changed and positive unless the practices of transformational leadership based on motivation and inspiration are carried out in the systematic ways. Willingness of teaching staff to deliver their services with full zest and fervor is very essential to accomplish the goals as desired in the vision of education. Only transformational leadership can inspire teaching staff to offer such kind of services for the greater cause and goals of the school (luff, 2012).

From various studies, the four major practices of transformational leadership have been identified in transformational leadership. (i) Idealized influence/charisma: leadership is a unique to motivate others through its inspiring behavior, mutual respect, reliance and charisma. (ii) Intellectual stimulation: leader comes with the modern ways of teaching and learning, copes with all challenges and never hesitates to accomplish the desired goals for the greater cause of education. (iii) Inspirational motivation: leader tire to encourage and motivate his subordinates to display their extra ordinary performance for the attainment of goals. (iv) Leader works on every individual and tries to understand their abilities and show them their directions for best performance Avci, (2015) assert that the transformational leadership plays very key role in bringing the positive environment of the school through the motivation of teachers. These leaders exert their influence and effects in the positive way for getting the desired goals. They

are role models of their teachers and directly and indirectly inspire them to dedicate their services for the school system. Luff. (2012) describe that transformational leaders are role models of their followers in their all actions and deeds because they understand their needs and concerns and take the remedial measures accordingly. They can be the perfect leaders owing to their positive attributes which instantly influence their followers for the mission and goals of the school. Luff, (2012) illustrate that all other leadership styles don't meet the needs and requirements of school system because they lack the charisma and inspiration for their colleagues and subordinates. Transformational leaders are dynamic in their actions and qualities as they understand the very issues, concerns and needs of the staff and try to galvanize their spirit and morale for the desired goals. Tng (2009) define that transformational leaders prepare future leaders from their followers through their excellent leadership practices. They are the leaders whose practices create effective collaborative culture of the school by motivating and inspiring the staff and learners.

Transformational leadership is a leadership style that focuses on inspiring, motivating and empowering individuals to reach their full potential and make positive changes in the world. Transformational leaders have the ability and potential to assess the situation, inspire, challenge the tasks and establish a strong vision of high success that strongly influences the subordinates to excel for the high



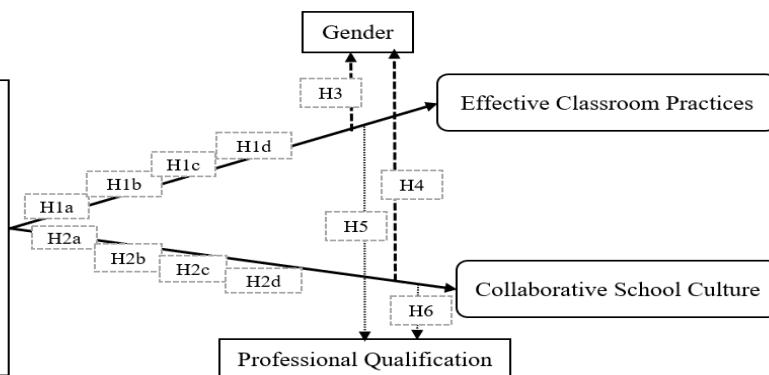
METHODOLOGY

In this study, following the quantitative method the survey design was used to investigate the practices of transformational leadership of headmasters at secondary school level in Sindh. Creswell (2009) describes survey design as important to collect maximum data from targeted respondents for better understanding of research questions. This study was limited to

achievements of their organizations. The role of this transformational leadership in the field of education is believed as high and pivotal for improving the success of students and creating a very conducive and collaborative environment for the teaching and learning process. The schools of public sector in Pakistan are facing serious concerns and problems which include paucity of resources, poor standard of teaching and learning process and very opportunities and prospects for the development of students. In spite of challenges, efforts are always made to improve the system of education by implementing the practices of transformational leadership. This research provides the findings of multiple research papers regarding the state of affairs of transformational leadership in government schools in Pakistan. High dropout ratio of students, poor enrollment, and miserable educational accomplishments are major problems in the education system of Pakistan. Furthermore, the paucity of resources, poor infrastructure and pathetic teaching and learning are posing the serious problems to government schools in Pakistan. Meanwhile, there is the dearth of opportunities for the development of students due to lack of extra-curricular activities and engagement of the community, hindering the government educational to achieve good education experience (Asad et al. 2020).

Conceptual Framework

This conceptual framework shows relationship between independent and dependent variables:



all secondary schools of District Larkana only because the researcher was focused to get an integrated data for proper and accurate accuracy. District Larkana is nestled in the upper Sindh, sharing its borders with its divisional districts i.e. Jacobabad, Shikarpur, Kashmore and Kambar Shahdad kot. Data was collected through questionnaires from public sector secondary schools in District Larkana, where 70x secondary schools are operating with different leadership

practices. All Govt Secondary Schools from class 6th to 10th of district Larkana were targeted population of this study. Population will be supposed to represent overall population of Sindhdue to similar nature of characteristics. The sample of present study was estimated around 250-300 randomly selected teachers from the list of population, tentatively 5 participants from each school. Stratification is based on existing subgroups depending on classes (6th -10th) and gender orientation among the groups. This study employed five-point Likert scale questionnaire to collect the

Quantitative data in order to answer the research questions. The questionnaire is widely regarded as the most effective and popular tool for collecting data in the fields of education and

social science. According to Dodge (2011), it serves as the primary source of data collection in quantitative research. Being easy to develop, versatile, and capable of swiftly gathering data (Bell, 1993), the questionnaire is the most commonly used instrument. In this research study, the researcher employed a quantitative method for data analysis. The data entry process involved in putting the quantitative data into the SPSS software (Statistical Package for Social Sciences) Version 23. The quantitative data were then subjected to analysis using various techniques, including validity and reliability tests, descriptive statistics (percentage, mean, and standard deviation), and exploratory factor analysis (EFA).

RESULTS & FINDINGS

Table 1

Descriptive Statistics of Participants

		Frequency	Percent
Gender	Male	163	61.5
	Female	102	38.5
Age (Years)	30 or less	66	24.9
	31-40	94	35.5
Total Service (Years)	41-50	53	20.0
	51 or above	52	19.6
Total service in this school	8 or less	69	26.0
	9-16	114	43.0
Academic Qualification	17-24	36	13.6
	25 or above	46	17.4
Professional Qualification	8 or less	101	38.1
	9-16	89	33.6
	17-24	35	13.2
	25 or above	40	15.1
	Matric	4	1.5
	Intermediate	11	4.2
	B.Sc./B.A.	61	23
	M.Sc./M.A.	189	71.3
	PTC/CT	2	0.8
	B.Ed.	92	34.7
	M.Ed.	115	43.4
	Other	56	21.1
	Total	265	100.0

Table 2

Descriptive Statistics of Responses

	II	IM	IS	IC	ECP	CSC
N	265	265	265	265	265	265
Mean	2.284	2.306	2.327	2.336	2.366	2.353
Median	1.857	1.857	1.857	1.857	1.857	2.000
Mode	1.570	1.570	1.710	1.860	1.570	2.000
Std. Deviation	0.983	0.944	1.015	1.018	1.025	1.003
Variance	0.967	0.892	1.030	1.036	1.050	1.005
Skewness	1.013	1.013	1.072	1.017	0.976	1.002
Kurtosis	-0.323	-0.411	-0.286	-0.448	-0.438	-0.387
Range	3.860	3.710	3.860	4.000	3.710	3.860
Sum	605.430	611.140	616.860	619.140	626.860	623.430

Table 2

Summary of Hypotheses

No.	Hypotheses	P values	Status
H _{1a}	Majority of schools suffer for ECP due to lack of idealized influence	0.00	Retained
H _{1b}	Majority of schools suffer for ECP due to lack of inspirational motivation	0.00	Retained
H _{1c}	Majority of schools suffer for ECP due to lack of intellectual stimulation	0.434	Failed to retain
H _{1d}	Majority of schools suffer for ECP due to lack of individual consideration	0.004	Retained
H _{2a}	Idealized influence creates Collaborative School Culture if practiced efficiently	0.00	Retained
H _{2b}	Inspirational motivation creates Collaborative School Culture if practiced efficiently	0.00	Retained
H _{2c}	Intellectual stimulation creates Collaborative School Culture if practiced efficiently.	0.075	Failed to retain
H _{2d}	Individual consideration creates Collaborative School Culture if practiced efficiently.	0.051	Failed to retain
H ₃	Difference of teachers' professional qualification mediates the Effective Classroom Practices of Transformational Leadership	0.289	Failed to retain
H ₄	Difference of teachers' professional qualification mediates the practices of transformational leadership while creating a Collaborative School Culture	0.040	Retained
H ₅	Difference of teachers' gender moderates the Effective Classroom Practices of Transformational Leadership	0.288	Failed to retain
H ₆	Difference of teachers' gender moderates the practices of transformational leadership while creating a Collaborative School Culture	0.386	Failed to retain

Table 3 presents the summary of the findings while testing the hypotheses. The findings reveal that the suffering of schools in upper Sindh, Pakistan for Effective Classroom Practices was due to lack of idealized influence, inspirational motivation, and individual consideration. Nevertheless, the intellectual stimulation was not found to be contributing for such suffering. Similarly, idealized influence and inspirational motivation were found to be significantly contributing to create the Collaborative School Culture in schools in upper Sindh, Pakistan. Nevertheless, the intellectual stimulation and individual were not found to be significantly contributing to create the Collaborative School Culture in schools in upper Sindh, Pakistan. The findings of this study reveal that the professional qualification of teachers significantly mediates the practices of transformational leadership while creating a Collaborative School Culture it does not effectively mediates the effective classroom practices of transformational

leadership. Similarly, the gender difference (being male teacher and female teacher) does not moderate the effective classroom practices and transformational leadership as well as the transformational leadership and creating a collaborative school culture.

Discussion

The study conducted in upper Sindh finds important factors that affect Effective Classroom Practices (ECP) and Collaborative School Culture (CSC). It is observed that many schools do not have effective classroom practices due to non-existent transformational leadership especially, idealized influence, inspirational motivation and individual consideration. However, intellectual stimulation did not seem to be a factor in this challenge as non-significant p-values indicate. The research hypothesis is directly supplemented by the findings and attained partial validation by assumed relationship between components of transformational leadership and educational

outcomes. Likewise idealized influence and inspirational motivation positively influence formation of CSC. Contrarily, intellectual stimulation and individual consideration lack statistical significance.

These findings complement the previous research on transformational leadership in educational settings. For example, Leithwood and Jantzi (2005) also indicated the central role of idealized influence and inspirational motivation in nurturing robust learning classroom milieu. Likewise, Bass and Riggio (2006) argued the importance of role models and motivation and its everlasting impact on the organizational culture. The contextual limitations in the study are cause of insignificant impact of intellectual stimulation and individual consideration such as lack of training facilities for teachers and pyramid like school structure that discourages effective classroom environment. Comparison with the international studies reveal differences such as intellectual stimulation was found to be critical component of teaching creativity in the developed world (Nguni, Sleeegers, & Denessen 2006). These differences tell that the native educational culture, norms and professional development programs in upper Sindh do not properly support these leadership qualities. That's why local application of transformational leadership is constrained.

There are multiple implications for these findings such as there is need for selected leadership training that increases the transformational leadership qualities of headmasters. Idealized influence and inspirational motivation stress the need to shift focus on leadership that can act as an ethical role model and motivate teams with common vision. Secondly, the framework for transformational leadership is valid. However, it must be adopted by keeping in view the ground realities of that particular area. Additionally, the study also reveals that teacher's professional qualifications have profound impact on the quality of transformational leadership while creating CSC. Hence, the more the qualified teacher, better will be the leadership traits. Same views were adopted by Darling-Hammond (2000) who emphasized the importance of the qualification of teachers and their impact on the robust learning classroom environment. However, the qualifications do not point towards effective transformational leadership practices in the classroom. This indicates towards complicated cultural context in which such qualification did

alter cultural strategies but not warrant inherent classroom changes. Due to cultural practices and lack of autonomous teaching methodology.

The study also reveals the role of gender on the learning practices of classrooms and transformational leadership in classrooms. The study finds that the gender whether it was male or female do not have noticeable moderation over the transformational methods and the development of collaborative culture in classrooms and schools. This aligns with the findings of the study conducted by Pounder (2003). That hints towards the fact that gender has little to no effect on the leadership qualities in educational context where other important variables are dependent. However, this should not infer that the gender-neutral results have any kind of effect on schools or the challenges related to gender do not have presence in schools.

One of the glaring limitations of this study is that it is limited to the small area of upper Sindh. In which there are high chances of generalization of the results which may not be the case or may be the case. Notably, this study relies on the self-reported data which is prone to many errors. Future studies should employ mixed method approach. The research tools must be well versed with the ground realities of that particular region and adapt to cultural practices of the rural areas of Pakistan. Given these limitations, future studies must explore the role of institutional support systems on the transformational leadership practices. The socio-cultural norms must also be studied in detail.

In conclusion this study was aimed at the role of transformational leadership in modifying the classroom learning methods. The study validates the claims that idealized influence and motivational inspiration has an important role in the classroom practices and SCS. On the other hand, intellectual stimulation and individual consideration do not have noticeable impact. These findings indicate that the future studies must adopt robust and broad research methods and approaches.

CONCLUSION

The data shows that most of the heads of the schools have not been accustomed to their transformative leadership roles and act as harbingers of change in their schools. However, a significant amount of them have effectively implemented these methods and applications. These heads of the schools by assuming roles of leaders are appreciated by their students.

There is dearth of transformative leadership in the schools of Sindh. Some leaders frequently adopt lethargic attitude and are unable to put their efforts. Thus, they do not appreciate teamwork and often their teams fall behind the target. This glaring neglect results in failure to improve teaching practices in schools by stalling efficient classroom management and to provide conducive learning environment to the students. The dilapidated state of education in Sindh's schools is the result of these practices and due to lack of transformative leadership.

Recommendations

This study provides following recommendations to the policymakers based on the findings:

- Make an effective policy environment for recruitment and training that is based on the contours of transformative leadership
- Job descriptions of the head of the schools must include current leadership practices, transformative leadership so that the head of the schools familiarize themselves with the principles of transformative leadership and adopt it accordingly.

Competing Interests

The authors did not declare any competing interest.

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