

PRINCIPALS' TRANSFORMATIONAL LEADERSHIP FOR SCHOOL  
PERFORMANCE: A SURVEY STUDY OF PABSON MEMBER SCHOOLS OF  
LALITPUR DISTRICT

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## AN ABSTRACT

of the dissertation of *Jeetendra Shrestha* for the degree of *Masters of Philosophy in Educational Leadership*, presented 22 January 2026, entitled *Principals' Transformational Leadership for School Performance: A Survey Study of PABSON Member Schools of Lalitpur District*.

## APPROVED BY

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This study examined the level of transformational leadership practices existing among school leaders in PABSON member schools in the Lalitpur district and the level of practices that influenced the overall performance of schools. Research questions were used in the study to answer whether school leaders had high transformational leadership qualities and whether the qualities were good predictors of school performance outcomes. Based on this, hypotheses were developed to evaluate the existence and the effect of attributes of transformational leadership- teamwork, organizational culture, effective communication, and creativity and innovation on school performance. The study had a quantitative survey research design anchored on a post-positivist paradigm. A structured questionnaire was used to obtain data on principals of PABSON-affiliated schools. Proportionate sampling was also used in order to have representation in terms of school level and location. Data were examined based on descriptive statistics, Pearson correlation, and multiple regression. The instrument showed high internal consistency with a Cronbach's alpha of 0.90.

The outcomes showed that all measured dimensions of transformational leadership were highly exhibited by school leaders, and hence the first hypothesis was accepted. The analysis showed that there was a very strong positive correlation between total transformational leadership and total school performance ( $r = .888$ ,  $p = .01$ ). Further investigation revealed that leadership attributes all had significant

correlations with key performance indicators. The multiple regression model proved that transformational leadership was a significant predictor of school performance ( $R^2 = .799$ ,  $F = 82.308$ ,  $p < .001$ ). The strongest predictors in terms of their contribution to school performance were teamwork ( $\beta = .374$ ,  $p < .001$ ) and creativity and innovation ( $\beta = .370$ ,  $p = .001$ ), and the organizational culture was also significant in terms of its positive contribution ( $\beta = .182$ ,  $p = .043$ ). When the influence of other leadership variables was manipulated, effective communication did not show a statistically significant independent effect. The main inference of the study is that transformational leadership, especially collaborative and innovative practice, is a critical factor in the improvement of school performance within the Nepalese private education sector.

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## शोधसार

शैक्षिक नेतृत्वमा दर्शनशास्त्रको स्नातकोत्तरको डिग्रीका लागि जितेन्द्र श्रेष्ठको शोध प्रबन्धको शिर्षक “विद्यालय कार्यसम्पादनका लागि रूपान्तरणकारी नेतृत्व : ललितपुर जिल्लाका प्याब्सन सदस्य विद्यालयको सर्वेक्षण अध्ययन” ८ माघ २०८२ मा प्रस्तुत गरिएको थियो ।

.....

उप. प्रा. बासु प्रसाद सुवेदी

शोध निर्देशक

यस अध्ययनले ललितपुर जिल्लाका प्याब्सन सदस्य विद्यालयहरूमा विद्यालयका अगुवाहरूमाभन्दा विद्यमान रूपान्तरणकारी नेतृत्व अभ्यासको स्तर र विद्यालयहरूको समग्र प्रदर्शनलाई प्रभाव पार्ने अभ्यासहरूको स्तरको अध्ययन गरेको थियो । अध्ययनमा अनुसन्धान प्रश्नहरू प्रयोग गरिएको थियो कि स्कूलका नेतृत्वकर्ताहरूसँग उच्च परिवर्तनकारी नेतृत्व गुणहरू थिए कि थिएनन् र ती गुणहरू स्कूलको प्रदर्शन परिणामहरूको राम्रो भविष्यवक्ता थिए कि थिएनन् । यसको आधारमा, रूपान्तरणकारी नेतृत्वको अस्तित्व र विशेषताहरूको प्रभावको मूल्यांकन गर्न परिकल्पनाहरू विकसित गरिएको थियो - टीमवर्क, संगठनात्मक संस्कृति, प्रभावकारी संचार, र स्कूलको प्रदर्शनमा रचनात्मकता र नवीनता । अध्ययनमा एक मात्रात्मक सर्वेक्षण अनुसन्धान डिजाइन थियो जुन पोस्ट-पोजिटिभिस्ट प्याराडाइममा आधारित थियो। प्याब्सन-सम्बद्ध विद्यालयहरूका प्रिन्सिपलहरूको डाटा प्राप्त गर्न एक संरचित प्रश्नावली प्रयोग गरिएको थियो। स्कूल स्तर र स्थानको सन्दर्भमा प्रतिनिधित्व गर्न समानुपातिक नमूना पनि प्रयोग गरिएको थियो । वर्णनात्मक तथ्याङ्क, पियर्सन सहसम्बन्ध (Pearson Correlation), र बहु प्रतिगमनको आधारमा डेटा जाँच गरिएको थियो । Cronbach Alpha को मान ०.९० ले शोधमा प्रयोग गरिएको प्रश्नहरूको उच्च आन्तरिक स्थिरता (Internal Consistency) देखायो ।

परिणामहरूले देखाए कि रूपान्तरणकारी नेतृत्वका सबै मापन गरिएका आयामहरू स्कूलका नेताहरूले अत्यधिक प्रदर्शन गरेका थिए, र यसैले पहिलो परिकल्पना स्वीकार गरियो । विश्लेषणले देखायो कि कुल रूपान्तरणकारी नेतृत्व र कुल स्कूल प्रदर्शन ( $r = .८८८$ ,  $p = .०१$ ) बीच धेरै बलियो सकारात्मक सहसम्बन्ध थियो । थप अनुसन्धानले पत्ता लगायो कि नेतृत्व विशेषताहरू सबैको प्रमुख प्रदर्शन सूचकहरूसँग महत्वपूर्ण सहसम्बन्ध थियो । Multiple regression मोडेलले प्रमाणित गर्यो कि रूपान्तरणकारी नेतृत्व स्कूलको प्रदर्शनको एक महत्वपूर्ण भविष्यवक्ता तथा कारक तत्व थियो ( $R^2 = .७९९$ ,  $F = ८२.३०८$ ,  $p < .००१$ )। स्कूलको प्रदर्शनमा उनीहरूको योगदानको सन्दर्भमा सबैभन्दा बलियो भविष्यवक्ताहरू टीमवर्क ( $\beta = .३७४$ ,  $p < .००१$ ) र रचनात्मकता र नवीनता ( $\beta = .३७०$ ,  $p = .००१$ ) थिए, र संगठनात्मक संस्कृति यसको सकारात्मक योगदानको सन्दर्भमा पनि महत्वपूर्ण थियो ( $\beta = .१८२$ ,  $p = .०४३$ ) । जब अन्य नेतृत्व तत्वहरूको प्रभावलाई हेरफेर गरियो, प्रभावकारी संचारले सांख्यिकीय रूपमा महत्वपूर्ण स्वतन्त्र प्रभाव देखाएन । अध्ययनको मुख्य निष्कर्ष के हो भने रूपान्तरणकारी नेतृत्व, विशेष गरी सहकार्यात्मक र नवीन अभ्यास, नेपाली निजी शिक्षा क्षेत्रमा विद्यालयको प्रदर्शनमा सुधारको महत्वपूर्ण कारक हो ।

.....

८ माघ २०८२

जितेन्द्र श्रेष्ठ

उपाधि उम्मेदवार

This dissertation, entitled *Principals' Transformational Leadership for School Performance: A Survey Study of PABSON Member Schools of Lalitpur District*, was presented by *Jeetendra Shrestha* on 22 January 2026.

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I understand that my dissertation report will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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## DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

22 January 2026

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## DEDICATION

I dedicate this dissertation to all educational stakeholders, especially educational leaders, to promote quality and transformative education through transformational educational leadership practices.

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## ABBREVIATIONS

|                |                                                           |
|----------------|-----------------------------------------------------------|
| KU             | Kathmandu University                                      |
| ANOVA          | Analysis of Variance                                      |
| CCA            | Co-Curricular Activities                                  |
| CI             | Creativity and Innovation                                 |
| CL/ECM         | Co-Curricular and Extra-Curricular Activities             |
| EC             | Effective Communication                                   |
| ECA            | Extra-Curricular Activities                               |
| EI             | Emotional Intelligence                                    |
| II             | Idealized Influence                                       |
| IM             | Inspirational Motivation                                  |
| IS             | Intellectual Stimulation                                  |
| IC             | Individualized Consideration                              |
| KUSOED         | Kathmandu University School of Education                  |
| MLQ            | Multifactor Leadership Questionnaire                      |
| M.Phil         | Master of Philosophy                                      |
| NCF            | National Curriculum Framework                             |
| NEP            | National Education Policy                                 |
| NPABSON        | National Private and Boarding Schools' Organization Nepal |
| OC             | Organizational Culture                                    |
| PABSON         | Private and Boarding Schools' Organization Nepal          |
| PhD            | Doctor of Philosophy                                      |
| R <sup>2</sup> | R-squared (Coefficient of Determination)                  |
| SCL            | Student-Centered Learning                                 |
| SEE            | Secondary Education Examination                           |
| SESP           | School Education Sector Plan                              |
| SPSS           | Statistical Package for the Social Sciences               |
| TFL            | Transformational Leadership                               |
| TW             | Teamwork                                                  |

## CHAPTER I

### INTRODUCTION

The chapter defines transformational leadership and provides justification for researching it among leaders of private schools in the Lalitpur district. It emphasizes the growing importance of leadership practices that not only govern institutions but also motivate people and transform educational settings in meaningful and sustainable ways. Along with world literature and the local issues, the chapter presents the background, importance, and purpose of the research, placing the research between the existing discussions about the effectiveness of schools and their leadership changes. It also establishes the gap in the research and the rationale for studying the comprehension, application, and experiences of transformational leadership among school leaders in the region. Lastly, the chapter presents the study's aim and the research questions that will guide the investigation and analytical focus throughout the study.

Being an active educational practitioner and researcher in the area of educational leadership throughout the last two decades, I have been intensively involved in the academic and administrative aspects of the private schools in Lalitpur district. My career started as an educator in the subject area and has slowly worked their way up to become a leader in their school as an Academic Coordinator and vice-principal, with roles linked to school development, the even distribution of resources, and student achievement. I have, over the years, observed the significant impact that leadership style has on school climate, organizational performance, and academic achievement. My experience, which has seen me design teacher training programs and deal with various parental expectations, has always proved that effective leadership goes much more than routine administration and is in effect an engine of institutional change.

These many years of professional involvement have provided me with the opportunity to observe patterns of leadership in various institutional settings, including resource-rich urban schools and community-oriented institutions with resource-limited opportunities. In this exposure, I have realized that transformational leadership directly influences teacher motivation, student engagement, parental trust, and the image of private schools at large. I have also noted that those leaders with a

clearly defined vision and those who foster teamwork are in a better position to adapt to changes in policy, competition as well as the changing expectations of the society being served by the private education sector. These lessons reinforced my belief that inspirational, ethical, and professional empowerment are the leadership practices necessary in order to improve schools sustainably.

Moreover, my interaction with teachers, parents, and students demonstrated that leadership styles have a systemic effect on organizations, as well as on emotional well-being and professional identity in schools. Based on schools being transformed under the guidance of leaders, it became apparent how resilience and innovation were being promoted through the integration of inclusive decision-making, reflective practice, and an environment of constant learning. These practical experiences provided support for the significance of conducting systematic research on transformational leadership in the Kathmandu Valley, where the institutions of private schools are run in a great social, economic, and educational environment. This study, therefore, emanates not just out of scholarly interest but out of professional practice with the view to bring into play contextually based knowledge capable of informing leadership development programs, policy discourse, as well as methodological school-level enhancement measures.

My passion for transformational leadership began while working in two different private schools under the Private and Boarding Schools' Organization Nepal (PABSON). Yes, these schools were academic powerhouses, yet I observed some striking differences in the way leaders handled change, motivated staff, and fostered innovation. Some principals succeeded in energizing their staff and fostering a vibrant school culture, while others did little more than treat their staff as foot soldiers. What my observations have been making me think about this, now, is – could there be something called leadership theology – or emotional intelligence – that could lead a school to become good? But they also confronted large barriers: resistance to change, hierarchical and stagnant structures, and a lack of leadership development opportunities. These issues frequently sabotaged the mission of permanence, and I always asked myself: Why are some headmasters more effective than others in the same environment?

This background led to the formulation of this study on transformational leadership among the leaders of private schools in Lalitpur district. Given the expanded competitive environment in private schools in which the pace of change in

education is brisk, the ability to understand transformational leadership in a contextualized and localized way is a must. There is a growing recognition of the gap between theoretical leadership models and their practical application in Nepal's schools. Thus, it is hoped that this study can not only investigate the level of embodiment of transformational and transactional leadership but also investigate the reality factors that help or cramp them. Consequently, what this study hopes to achieve is not only the identification of the level of propagation of transformational leadership, but also an exploration of on-the-ground circumstances that facilitate or impede its actualization. This study will have implications for policy, training, and leadership development by situating global leadership theories within the school as lived experiences in Lalitpur.

### **Background of the Study**

The quality of educational practices depends heavily on the leadership practices that school administrators apply, as leadership directly affects teaching and learning, as well as the overall operations of the school (Leithwood & Jantzi, 2005). It is against this background that transformational leadership has become a more pertinent and effective leadership style, as it focuses on inspiring and motivating the whole school community with regard to a shared educational vision and common objectives (Bass & Riggio, 2006). This leadership style does not focus on administrative control but emphasizes vision-building, collaboration, and professional development, which are critical to improving the school in the long term.

The approach fits the Nepalese educational context best, as it demands that, in addition to academic excellence, schools be financially stable and adapt to intricate social, cultural, and community pressures (Adhikari, 2024). School leaders should not solely oversee institutional activities; they also need to promote trust, commitment, and a shared sense of responsibility among teachers, parents, and students.

Transformational leadership provides a model for how leaders can manage these competing demands by establishing a good school climate and promoting institutional ownership of organizational objectives.

School administrators can be seen to make changes in several aspects of school performance when they are actively involved in practices of transformational leadership. The practices have proven to lead to improved academic performance, improved stakeholder relationships, increased teacher morale, and improved organizational culture (Khadka et al., 2024). By inspiring workers, innovating, and

promoting teamwork, transformational leaders play a crucial role in improving the performance and even the sustainability of the privately run institutions of education.

Although it was originally inspired by the Bass (1985) factor model on transformational leadership, the effectiveness of this approach lies in its four dimensions, which are specifically relevant to the Kathmandu Valley school of private in the Valley. These are: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Leithwood et al., 2009). Through the use of these ideological elements, school leaders may create cultures of shared thinking within their staff and open up possibilities for adaptation and career development (Harris, 2003). In a market-driven education sector like Kathmandu, where schools are having to change rapidly to meet all sorts of standards, these are essential. However, implementation of such leadership practices is both an opportunity and a problem area in the special context of the valley, where old hierarchical norms intersect current educational demands (Thapa et al., 2023). This intersection creates a complex landscape where school leaders must navigate both resistance to change and the urgent need for transformation to meet evolving educational expectations.

In Lalitpur, private schools are situated in a complicated environment where principles of leadership need to be carefully adapted. While these schools often stand at the forefront of educational innovation, their organizational structures still tend to work with power centralized and decisions made from above (Spillane et al., 2007). There are multiple tensions here. Leaders must be sensitive to these and they are particularly acute in relation to the autonomy of teachers within culturally hierarchical systems, developing a vision that may have interpretable alternate meanings at different times or contexts and the intelligent use of emotions to manage all stakeholders (Hebert, 2010). Being able to juggle these competing demands as well as drive sustainable change has become a crucial success factor for leaders within such organizations (Bar-On, 2006). Regarding the leadership quality, according to Goleman (2020), the emotional intelligence of the school leaders is an important aspect of successful transformational leadership in Kathmandu's private schools. In this setting, effective leaders must steer well the shoals of intricate relationships: between parents and school, motivating teaching staff to their best efforts, keeping an eye on overall institutional goals (Day et al., 2016). Another layer of complexity results from the competitive nature of Kathmandu's education market - in this

environment leaders have to manage the tension between transformative teaching approaches and sound operational management (Louis, 2004). This double demand makes investigation of current leadership practices particularly valuable, as long-term institutional health is increasingly tied to how well they are able both to make and implement significant change (Woods et al., 2004). Strong and effective leadership here is key, as it determines schools' capacity to adjust to a shifting context, all the while sustaining stability and continuity in the context of what is happening at pace.

Despite a growth in understanding the advantages of transformational leadership, we continue to see major gaps in the practical application of its principles within Kathmandu's private schools. Such research will be significant for Nepal's educational development. It provides practical examples on which to base best policies for a nation trying to modernize, and an international community eager to support more efficient education (Leithwood et al., 2009). Although existing research has established the theoretical value of transformational leadership in general (Leithwood et al., 2009), events recounted in publications are sometimes at odds with this standpoint. Probing further into locally complex issues, empirical studies focusing on both implementation challenges and adaptive strategic approaches remain very few (Thapa et al., 2023). This study seeks to remedy this situation by exploring how school leaders understand and put into practice transformational principles within their unique educational environment: the valley (Harris, 2015). The findings will help to clarify how global leadership theories find concrete expression in specific local conditions, providing practical ideas for school administrators across the region (Hill, 2018). The research carries special significance for leadership development in Nepal's developing educational sector (Hallinger & Heck, 2010). As how effective transformational practices are understood within the unique environment of the valley will have broad implications for improvement and policy direction in Kathmandu River Basin institutions, it is important to meet people (Mishra et al., 2017). The outcomes of this investigation will provide valuable guidance to school executives who are currently in or aspiring to enter the field, seeking to enhance their leadership capacity in such dizzyingly complex terrain as Nepal's private education sector. It is time to reconnect theory and practice. This study will make a contribution to elevating standards for school leadership across the valley and beyond (Leithwood et al., 2009). This study will take transformational leadership theory into practice through the

identification of strategies that practitioners can use to develop leadership practices that will lead to sustainable improvement in schools in the region.

### **Statement of Problem**

The schools within the Lalitpur District, especially the private schools, are also becoming more and more active in a complex and competitive educational situation and are requiring adaptive, collaborative, as well as visionary leadership. It is also evident, though, that leadership practice in the majority of Nepalese private schools remains largely hierarchical and centralized, with the majority of power concentrated in the hands of principals or school management boards. This characteristic of the top-down leadership in South Asian education systems is due to the fact that the power of decision-making in such instances of leaders is conventionally formal and positional rather than distributed (Khadka et al., 2024). Studies of leadership in schools suggest that highly centralized leadership may cause less autonomy in teachers, declines in participatory decision-making, and reduced collaborative professional cultures (Goleman, 2020; Hebert, 2010; Spillane et al., 2007).

Research also reveals that less participation of teachers in leadership activities relates to poorer professional learning community, disaggregated institutional vision, decreased teacher motivation, and innovation ability (Bass & Riggio, 2006; Day et al., 2016; Leithwood & Jantzi, 2005). The Nepal case of the rapid growth in the numbers of institutions in the private school sector has not necessarily been matched by a comparable growth in leadership capacity and organizational culture, which raises the issue of sustainable school development. Thus, leadership practices and related implications on teamwork and communication, as well as innovativeness and school efficiency in PABSON-related schools in the Lalitpur District, must be critically analyzed.

This leadership gap is of great concern in the fast-changing educational setting of Nepal. The educational environment is being transformed by increased competition among privately owned schools, shifting parental requirements and expectations, as well as the demands of innovation in teaching and school management practices (Hallinger & Heck, 2010; Louis, 2004; Thapa et al., 2023). Nevertheless, a considerable portion of school leaders are unprepared or unready to adjust to these requirements, clinging to the methods and view of control and compliance that were obsolete many years ago. This has compromised staff morale, teacher motivation, and

student performance. Transformational leadership (TFL) must be considered as a promising option in this situation. Contrary to the traditional frameworks, TFL focuses on vision, empowerment, and teamwork and has been proven to increase teacher satisfaction, student achievement, and school performance internationally (Bass & Riggio, 2006).

Although theoretically conceivable, the practical use of transformational leadership in Nepal schools, which are privately based, particularly in the Lalitpur District, is under-researched. Although certain schools in the model may exhibit aspects of the TFL, there is little empirical knowledge on the volume of its practice, the difficulty with which leaders utilize TFL, and its real effect on school governance, teacher fulfillment, and students' achievement. Moreover, research has yet to clarify how transformational leadership interacts with the unique cultural, institutional, and market-driven realities of Nepalese private education. This study, therefore, seeks to fill this gap by examining the prevalence, effects, and challenges of transformational leadership in PABSON schools in Lalitpur.

### **Purpose of the Study**

The purpose of this study is to identify different attributes of transformational leadership among the private school leaders and their impact on school performance. Specifically, the study aims to explore transformational leadership attributes as a factor influencing school performance.

### **Research Questions**

1. What is the situation of transformational leadership practice of school principals in PABSON member schools in the Lalitpur district?
2. What is the situation of school performance exhibited by PABSON member schools in the Lalitpur district?
3. What relationship exists between transformational leadership practice and School performance?

### **Research Hypothesis**

- H<sub>1.1</sub>:** School leaders in PABSON member schools in the Lalitpur district demonstrate a high level of transformational leadership attributes, including teamwork, organizational culture, effective communication, and creativity and innovation.
- H<sub>0.1</sub>:** School leaders in PABSON member schools in the Lalitpur district do not demonstrate a high level of transformational leadership attributes, including

teamwork, organizational culture, effective communication, and creativity and innovation

**H<sub>1.2</sub>:** Transformational leadership attributes significantly influence the school performance in PABSON member schools in the Lalitpur district.

**H<sub>0.2</sub>:** Transformational leadership attributes do not significantly influence the school performance in PABSON member schools in the Lalitpur district.

**H<sub>1.3</sub>:** There is a significant relationship between the presence of transformational leadership attributes and improvements in school performance, such as staff motivation, collaboration, and institutional growth in PABSON schools in Lalitpur.

**H<sub>0.3</sub>:** There is no significant relationship between the presence of transformational leadership attributes and improvements in school performance, such as staff motivation, collaboration, and institutional growth in PABSON schools in Lalitpur.

### **Rationale of the Study**

Leadership strongly influences the culture, vision, and performance of educational establishments. Of all leadership styles in school settings, transformational leadership has gained worldwide acceptance for being able to stimulate, inspire, and enact positive change in schools. “Ultimately, it supports the development of best practices, promotes collaboration and collegiality, and improves teacher and student results by keeping the emphasis on common goals and individual growth.” In Nepal, particularly in the private sector and within the PABSON (Private and Boarding Schools’ Organization Nepal) institutions, principals are now pressured to adhere to high academic standards, work with diversified teams, and adapt to fast-changing educational demands.

In spite of the growing importance of leadership development in education, empirical studies examining the extent and nature of transformational leadership behavior among the school leaders of Nepal’s private school sector are yet to be forthcoming. The majority of studies on educational leadership in the country have attended to the general area of administrative effectiveness or leadership in general, at the expense of the transformational aspects that are vital for a progressive school setting. It attempts to fill this gap by focusing on the practices of transformational leadership in the context where PABSON-affiliated schools are located in the Lalitpur district.

Examining the perception and practice of transformational leadership within this specific educational environment has the potential to provide critical information for the production, development, and implementation of leadership training and professional development programs designed for leaders of private independent schools. It can also provide guidance in educational policy about how to endorse effective leadership and global standards. Moreover, it adds to the scant literature on instructional leadership in education in the South Asian context, where the socio-historical and cultural contexts, policy, governance, and school management are significantly different from those in the Western world.

Focusing on PABSON schools in Lalitpur, this study not only fills a local research gap but may also add value to leadership effectiveness for the growing private education sector in Nepal. School leaders may potentially use the results to embrace a more transformational approach, which may lead to enhanced school outcomes and quality education for students.

### **Delimitation of the Study**

This research is geographically confined to the private schools under the Private and Boarding Schools' Organization Nepal (PABSON) in the Lalitpur district. Schools beyond this district, which accept students from this district, also non-public, are not concerned in this study. In addition, it should be noted that this study considers only the schools that are affiliated as a real member of PABSON; the schools affiliated with other organizations like NPABSON or free schools' association are out of the sample.

The research pertains to an investigation of school leaders, which includes principals, vice-principals, and academic coordinators who are particularly involved in school leadership and management. Other education actors, teachers, learners, and parents are not captured in the data collection. This focus aims to ensure that the data reflect leadership practices as they are played out in the perceptions and actions of decision makers.

This study has investigated transformational leadership through selected leadership characteristics, i.e., teamwork, organizational culture, effective communication, and creativity and innovation. The research only focused on these attributes and did not take into account other dimensions or models of transformational leadership, nor did it address other leadership approaches like transactional or laissez-faire leadership.

## CHAPTER II

### LITERATURE REVIEW

In this research, transformational leadership is discussed based on the selected leadership attributes, such as teamwork, organizational culture, effective communication, and creativity and innovation, as they reflect visible leadership behaviors in school management. The literature review thus highlights the importance of how these attributes operate within the school setting and the relevance of these attributes to school performance in Nepalese private schools. This study explored the practice of transformational leadership in PABSON's schools, especially in Lalitpur district, by examining model schools in the district moving their transformers. Through these characteristics, this study sought to fill gaps in the literature and offer empirical results on how transformational leadership can improve school management and the general performance of schools in PABSON schools of Lalitpur District.

#### **School Leadership Approaches**

School leadership has made a shift from traditional, rigid models with an emphasis on control and hierarchy towards a more dynamic and human-oriented model. In a district like Lalitpur, where private schools try to keep their traditional system of schools along with changes in the educational needs, this change is highly pertinent (Li, 2024).

This district examines the applicability of transformational leadership theory, which plays a central role in the leadership practices of private schools, and compares it with other leadership models, such as instructional and transactional leadership. Three dominant leadership models found in educational literature emerge, each offering a unique perspective on effective school management and development (Shrestha, 2021).

Another significant school management model is instructional leadership. It concentrates chiefly on the major mission for schools: teaching and learning. With transformational leadership, which concerns everything from architecture to personnel policies, instructional leadership emphasizes the guide's function in curriculum development, teaching improvement, and student learning outcomes (Bellibaş et al., 2021). Heck and Hallinger (2010) defined instructional leadership as having three major dimensions: setting the school's mission, managing the instructional program

and creating an environment that promotes learning. Effective instructional leaders are deeply involved in the academic life of the school. They work closely with teachers to help articulate instructional strategies and courses of study (Curriculum Guides). Their presence, support, encouragement, and faith in students move not only their knowledge but all humanity forward, teachers, too. They keep a weather eye on students' academic progress and help shape a culture of high expectations and continuous growth. Khan et al. (2020) who has established that instructional leadership has the greatest influence on student performance as compared to other leadership types. This is particularly true in high-need schools where a principal directly intervening in instruction can make a world of difference to teaching and learning.

Transactional leadership is predicated on the exchange relationship between leaders and followers, employing bonuses and penalties as its overarching principle (Young et al., 2020). Leaders using this model set clear goals and expectations, attach rewards to them, and administer corrective action for any failure to comply. In a school organization, transactional leadership mode may follow the established policy efficiently without any disturbance. It is also very important for occasions where one must accord all the time to rules and be consistent, like school management, for example. Possibilities with school management through traditional leadership may take some of the creative freedom out. At the same time, it may even give rise to situations where it lasts longer than normal tenures of dislocated teachers and staff (Aarons, 2006). This inflexible structure frequently undermines professional growth opportunities and constrains teachers and staff from responding to the changing needs of students and the educational setting.

### **Understanding Transformational Leadership**

Transformational leadership is a style that focuses on motivating and inspiring followers to achieve extraordinary results and, meanwhile, increasing their own capacity to lead. This is not management alone, but this is to connect with others and develop a relationship in a manner such that the level of motivation and morality of the leader and follower is also increased (Özdemir et al., 2022). Within the educational arena, this new, visionary type of leaders is that of transformational leaders, who contribute significantly in a new climate to nurture new projects, programs, cooperation, and create a vision for school improvement. They play a major role in keeping the schools on track with change, an effort in making sure that

teachers as well as students will be able to adhere not just to the goals of the school, but also to the values of it (Aarons, 2006). Effective school leaders not only drive progress but also foster a sense of shared purpose, motivating staff and students to contribute to a culture of continuous improvement and success.

### **Transformational Leadership in Educational Contexts**

Transformational leadership is the new trend of leadership, a change from the past bureaucratic, strict management to this dynamic and human-oriented kind. Leaders inspire and motivate their followers to exceed expectations by establishing an atmosphere of trust, enthusiasm, and commitment (Shelton, 2012). Project management in transition is about hosting a charismatic visionary, promoting innovation and seeding collaboration. Transformational leaders lead both staff and students to share in the school's vision and goals. Podsakoff et al. (1990) stressed that transformational leadership is particularly effective in educational settings which have to respond to the changing needs of students, teachers, and society. This active role includes working out a vision for school; offering intellectual stimulation; providing individualized support; behaving meticulously. Research confirms a number of benefits from transformational leadership, among these are improved teacher morale, higher student test scores, and a more inclusive school culture (Allen et al., 2015). Traditional leadership in private schools in the Kathmandu Valley is characterized by top-down decision-making. So, transformational leadership is essential to achieve collaborative decisions, innovation of teachers, improved institutional efficiency. Given the competitive nature of these schools –which face expectations from both parents anyhow, regulatory pressures and market competition--transformational leadership is fundamental for maintaining quality education and economic accountability. By motivating and empowering all stakeholders, it is able to help schools overcome obstacles and attain continued growth. But the use of transformational leadership in Nepalese types of private schools is not the same as many other Western settings. PABSON schools usually work in market-based environments where school decisions are highly influenced by parental expectations, competition and reputation. Dependent on owner/management structures and hierarchical cultural norms, leadership autonomy can also influence shared decision making and free conversation. Consequently, such practices as teamwork, communication, and innovation of transformational leadership can encounter pragmatic limitations, and it is crucial to consider the way these qualities are delivered

in the Nepalese context of the private-school environment instead of calculating that they can perform in the same way within any other environment.

### **Key Components of Transformational Leadership**

Transformational leadership is a broad construct for which there are several underlying mechanisms, collectively known as the Four I's of transformational leadership (Bass & Riggio, 2006): Idealized Influence (II): the leader acts as a positive role model; Inspirational Motivation (IM) which describes the ability to motivate team members and stimulate their enthusiasm; Intellectual Stimulation (IS): the extent to which leader encourages followers to question assumptions and think analytically; and Individualized Consideration (IC): the leader's focus on each individual's needs within the team. Idealized Influence explains that, as role models, IIs demonstrate high ethical values and integrity as well. These leaders inspire trust and respect from their followers and develop loyalty and pride with respect to their campus life (Bass & Riggio, 2006). Openness to new ideas and creativity are high on their agenda for teaching and learning – what McCharen al. (2011) call the soulfulness of the organization. Inspirational Motivation describes how transformational leaders offer an ideal and a vision of what the school should be like. They create high-performance expectations and a shared sense of purpose, an esprit de corps. This method directs staff, teachers, and students to the school's aspirations, thereby helping to sustain a positive climate that supports a stable campus culture (Leithwood & Jantzi, 2005). Intellectual Stimulation involves transformational leaders always encouraging creativity, innovation, and thinking outside the box. They challenge pedagogy and practice, resourcing and structures around how to teach to read in new ways to respond to increasingly challenging educational contexts, and they are instrumental in promoting more credible, effective school improvement (Robinson et al., 2008). Individualized Consideration: It is the degree to which transformational leaders treat employees as individuals, taking into account their personal feelings, needs, abilities, and aspirations. Such leaders provide personal support, guidance and opportunities for growth which activate strong interpersonal relationships and enhance staff motivation. Additionally, it establishes a friendly atmosphere for students to minimize complaints without argument, and keeps workers and bosses accessible and responsive (Bass & Riggio, 2006). This individualized attention creates a supportive atmosphere, and a sense of that belongs and commitment that can elevate engagement and overall school performance. While

transformational leadership is commonly explained through the Four I's (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), this research operationalizes transformational leadership by using context-specific organizational characteristics, such as teamwork, organizational culture, effective communication, and creativity and innovation. These characteristics represent more practical leadership behaviors that are more observable and measurable in the context of schools and are directly related to school performance indicators utilized in this study.

### **Challenges of Implementing Transformational Leadership in Education**

Although there are many benefits from transformational leadership, it is not an ideal form of leadership for educators.

#### ***Balancing Vision against Reality***

Transforming leaders often have grand visions for their schools. But to translate these high ideals into concrete, realizable objectives can be hard slog indeed. School leaders must find the right blend of inspiration, future goals that keep staff members going through tough times. In other words, they must ensure that they are navigating between Scylla and Charybdis (Bass & Riggio, 2006). This fine balancing act entails more than simply articulating a vision, but practical plans to get over the hurdles, and to keep staff and students involved and inspired as they negotiate the twists and turns of change and expansion.

#### ***Managing Resistance to Change***

Transformational leadership often means major changes in school practices and culture. These changes may be met with resistance by teachers, students, or people in high-up positions. Overcoming this resistance is an art requiring careful communication, good relations management and being able to address people's concerns directly (Fullan, 2001). Effective transformational leaders do not just handle the resistance but make it an opportunity for growth in an environment in which change is perceived as a joint and positive journey for the whole school community.

#### ***Sustaining Leadership Influence***

The influence of transforming leaders can and does sometimes wane with the passage of time, especially when confronted by external pressures such as policy changes, staff turnover or fiscal constraints. Keeping alive the spirit of transformational leadership takes ongoing devotion, adaptability and fostering leadership talent at all levels within schools (Day et al., 2009). Leaders must keep

moving, constantly connecting with the people directly affected, developing their people, updating strategies in light of new realities, and recalibrating the vision, ensuring that the vision remains relevant and provides hope even during the darkest of times.

### **Opportunities of Transformational Leadership in Education**

It is the pass-over leadership that results in the empowerment of teachers through Professional Development, innovative mindset, and teamwork that result in teachers' and students' successes! Additionally, transformational leaders effectively lead the change, lead their schools amidst the complex changes, and adapt to educational requirements that are new so that schools are responsive, not just able to respond but also able to manage challenges (Li & Karanxha, 2022). By establishing a culture of continuous learning and improvement, these leaders have created an environment in which teachers and students are encouraged, feel supported, and are able to grow and thrive in the learning community. In addition, transformational leadership results in better school performance and accountability. High expectations, clarity of goals, and shared accountability lead to improvements in student achievement and teacher quality. Through their cultivation of a growth culture, these leaders lead a community that feels supported and pushed, leading to sustained gains in the community of learning and the community of learners.

Furthermore, transformational leadership leads to improved school performance and accountability. Leadership creates high expectations, sets clear targets, and requires all parties to be held to account for its efforts, leading to measured improvements in student performance and teacher efficacy (Shava, 2021). 'Innovative' leader Innovative leaders foster an innovative culture which enhances the quality of education through ongoing improvements, alternative teaching methods and educational developments, and through taking risks. This style of management also creates deep community connections, having parents and area organizations buy in to the school, while recruiting new resources to grow the school further. Within such opportunities, transformational leadership is key in building schools that are successful and responsive to change in today's education environment (Gougas & Malinova, 2021). Also, when transformational leaders keep everyone in the school working in concert as one body for the school's mission and beliefs, it creates an environment in the school where collaboration is alive, and performance is enhanced to meet the school's educational aims.

## **Key Outcomes in School Performance**

### ***Overview of Educational Research in Academic Performance***

The academic performance refers to the quantifiable level of student learning in different subjects and in different forms of assessment. It is considered to be one of the most important measures of school performance and achievement of students (Leithwood et al., 2009). The ability of transformational leadership to impact the academic performance of students through the provision of a favorable school climate, teacher motivation, and the creation of innovative teacher practices is underscored (Bass & Riggio, 2006; Khadka et al., 2024). The compensation of transformational school leaders stimulates common goals and expectations, which are transformed into high standardized test scores and increased levels of educational achievement (Allen et al., 2015). The emphasis on the academic results of Nepalese private schools contributes to the increasing rivalry and the pressure on high achievement in education (Khadka et al., 2024).

### ***Role and Significance of Internal Assessments in Student Evaluation***

Internal assessment is the ongoing school-based evaluation that is done to provide an insight on the progress of students all through the academic year. These evaluations have different competencies including participation, assignments, quizzes, and project work that offer formative feedback that is needed in personalized learning (Heck & Hallinger, 2010). Transformational leadership allows conducting successful internal assessment practices through the encouragement of collaborative teacher teams, professional development, and reflective instructional practices (Bellibaş et al., 2021). Internal assessment has been associated with student-centered pedagogies that focus on continuous development instead of necessarily depending on summative tests only (Poudel & Adhikari, 2021).

### ***Effects of Co-Curricular and Extra-Curricular activities (CCA/ECA) on Holistic Development.***

CCA/ECA contains a wide spectrum of extra-curricular activities other than academics such as sports, cultural activities, clubs, and community life. These events play an interesting role in the overall development of the student and in developing social skills, leadership, and emotional intelligence (Thapa et al., 2023). Research confirms that transformational leadership encourages student involvement in CCA/ECA because it fosters an approachable and inspired culture that enhances school culture and student interest (Gougas & Malinova, 2021). The incorporation of

CCA/ECA into Nepalese schools is an indication of changing the emphasis of education to equality with international standards (Ministry of Education Science and Technology [MOEST], 2019).

SEE results are a nationally standardized student achievement measurement applied to education systems in Nepal on the secondary level. These outcomes represent a very important marker of a correctly organized school and a student prepared to go to college and work (Khanal et al., 2021). Leadership Transformational leadership has been linked with changes in SEE outcomes by improving the quality of instruction, accountability, and school climate when visionary and inclusive leadership practices are exercised (Leithwood, 2021). The competitive nature of the private schools highlights the focus on the SEE performance as an element of a reputation and sustainability policy (Louis, 2004).

### ***Theoretical Foundations and Practices of Student-Centered Learning (SCL)***

Student-centered learning (SCL) is an instructional model that puts the emphasis on active engagement of students in the learning process with a focus on their needs, interests, and cooperative knowledge-building (National Curriculum Framework, 2019). Transformational leaders underpin the SCL by empowering teachers to be creative, instilling intellectual stimulation, and extending personal attention to the development of students (Bass & Riggio, 2006; Vorontsova & Dahari, 2024). It has been shown that SCL helps students develop better critical thinking abilities, motivation, and emotional intelligence that prove essential to lifelong learning and adaptation in a fast-changing academic environment (Rahman & Yusof, 2022).

### **Transformational Leadership in Action**

In reality, transformational leadership appears as a set of overt behaviors and strategies that facilitate a positive school culture and improve learning outcomes. Leaders are involved and take great care to look after their staff, ensuring that resources and support are available for teachers to fly! They promote professional learning, co-plan, and acknowledge peers' efforts (Li, 2024). It is a leadership that is concerned with raising high expectations, with giving what is required to achieve those expectations, the responsiveness to them culminating in a collective sense of responsibility and ownership of the entire school. For example, leaders engaged in transformational leadership strategies may design mentorship programs, promote decision-making processes characterized by shared participation, and develop spaces

for teacher-led projects that make educational environments dynamic and responsive (Shrestha, 2021). Transformational leaders develop a culture of life-long learning and growth where teachers and staff take ownership of their position and where both educators and students are inspired to reach their full potential.

### **Selected Transformational Leadership Attributes in School Settings**

#### ***Teamwork***

The core leadership quality is teamwork, which focuses on collaboration, shared responsibility, and common solutions to problems by school personnel. Transformational leaders use teamwork by encouraging collaboration and participation in decision-making, as well as professional learning among teachers and administrators, thereby fostering trust. Teamwork can help schools organize their instructional practices, exchange expertise, and jointly focus on problems to improve organizational effectiveness (Leithwood et al., 2009).

High quality of teaching, increased teacher morale, and coherent school improvement efforts have been linked to strong teamwork in the educational context. Collaborative leadership practices would be useful in aligning individual and institutional goals and fostering a sense of community around school outcomes. Research shows that the academic performance of schools that have a high degree of teamwork and the development of professional learning communities has been higher, and in schools that demand flexibility and high levels of continuous improvement (Hallinger & Heck, 2010).

#### ***Organizational Culture***

Organizational culture is the set of shared values, beliefs, norms, and practices that shape behavior and relationships within a school. Transformational leadership has been found to be very instrumental in developing and maintaining a healthy organizational culture by setting an example of ethical conduct, acquiring trust and strengthening common objectives. Positive school culture increases the dedication to the teaching profession, job satisfaction, and readiness to participate in a school improvement program (Louis & Smith, 1991).

Studies have shown that a strong organizational culture significantly enhances student learning outcomes by fostering an environment that supports teamwork, innovation, and continuous learning. At school, culture affects how things are taught in schools, the relationships among the staff members, and the students. The ability to create a robust organizational culture through intentional efforts will bring stability,

growth, and sensitivity to change, particularly in private school settings where there is pressure to compete, and accountability is exerted and fostered by transformational leaders (Louis, 2004).

### ***Effective Communication***

Another core leadership quality is effective communication, which can promote transparency, coordination, and mutual understanding in schools. Transformational leaders are effective through clear, open, and consistent communication to articulate the vision, provide feedback, and resolve issues among teachers, students, and parents. Effective communication aids in developing trust and minimizing conflict, as expectations and responsibilities are well understood (Robinson et al., 2008).

Good communication in school organizations boosts coordination among employees, and it also improves the application of policies and teaching patterns. Evidence-based research has shown that schools with strong communication practices are better at collaboration, teacher engagement, and organizational performance. Also, transparent communication between the school leadership and stakeholders will result in better parent-school relationships and greater accountability, which are fundamental in ensuring long-term school performance (Bush & Glover, 2014).

### ***Creativity and Innovation***

Leadership practices that promote experimentation, adaptive problem solving, and new ideas in schools are known as creativity and innovation. Transformational leaders encourage teachers to take intellectual risks, engage with innovative teaching methods, and create an atmosphere in which continuous improvement is appreciated. Teaching and learning innovation is the key to responding to the changing needs of education and students (Fullan, 2007).

Empirical research shows that schools with leaders who promote creativity and innovation tend to embrace student-centered pedagogies, the effective integration of technology, and important school reforms more readily. These activities will help enhance student engagement, achievement, and performance in schools. As an important quality of transformational leadership, innovation is also a strategic factor in sustaining quality, reputation, and sustainability in the competitive environment of private schools (Leithwood et al., 2009).

Together, the literature suggests that the interaction can be considered influential tools through which transformational leadership can impact the

performance of the schools: teamwork, organizational culture, effective communication, and creativity and innovation. These are supportive qualities of collaborative work settings that empower teaching and learning processes, improve stakeholder interaction, and stimulate ongoing improvement. Investigating these qualities through the examples provided in the PABSON member schools in Lalitpur District, this study provides the context-based empirical data regarding how transformational leadership practices influence the performance of schools in Nepal-based private schools.

### **Role of Transformational Leadership in School Improvement and Change**

The work of transformational leaders forms a key ingredient for large-scale school improvement and change. This style of leadership is embodied by leaders who can develop a clear vision for the future and bring staff, students, and wider community stakeholders together to work toward common educational goals (Li & Karanxha, 2022). They achieve change by fostering new teaching practices, using technology effectively, and building curricula that are responsive to changes in student needs. Further, transformational leaders are focused on improvement, consistently monitor school performance, and make evidence-based decisions that lead to improved quality of education (Shava, 2021). They have a way of inspiring others and mobilizing resources that results in improved student performance, teacher satisfaction, and, in time, school culture. For example, empirical evidence suggests that transformational leadership contributes to school effectiveness with regard to teaching performance and school culture that fosters student outcomes (Gougas & Malinova, 2021). Additionally, transformational leaders foster an inclusive culture in which staff members learn and grow in their practice, leading to long-term success in schools.

### **Transformational Leadership Theory**

Transformational Leadership Theory is arguably one of the most studied and most important leadership styles, with an emphasis on the ability to motivate, inspire, and empower followers to deliver results beyond regular expectations. The theory is especially pertinent in the education context, where change, innovation, and motivation should be taken as constant to achieve the success of the institution. Transformational leadership was first coined by James MacGregor Burns in 1978 in his classic book *Leadership*, in which he differentiated between transformational and transactional leadership. However, whereas transactional leadership revolves around

exchanges, e.g., rewards and penalties to sustain performance, transformational leadership focuses on raising the level of motivation, values, and commitment between the leaders and followers (Bass, 1985).

Bernard M. Bass also extended Burns's ideas by operating transformational leadership as a measurable framework. To measure leadership behaviors in terms of transformational, transactional, and laissez-faire leadership, Bass introduced the Multifactor Leadership Questionnaire (MLQ). Bass and Riggio (2006) also identified four central aspects of transformational leadership, often known as the Four I's: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. These dimensions highlight leaders' actions as role models, articulate a common vision, inspire creativity and critical thinking, and focus on individuals' needs within their organizations.

Under the influence of the Transformational Leadership Theory, this paper posits that school leadership is a key factor in motivating and inspiring teachers and staff members by promoting a common vision and positive working conditions. Practical leadership qualities that transformational leadership is expressed in the form of teamwork, organizational culture, effective communication, and creativity and innovation in the educational environment. These qualities are observable leadership practices through which transformational leaders encourage collaboration, trust, open communication, and innovation, thereby generating an open, cooperative, and improvement-oriented school climate. It is especially crucial in the context of the Kathmandu Valley, where private schools must operate successfully due to competition among schools, parents' expectations, and shifting educational requirements (Vorontsova & Dahari, 2024; Leithwood, 2021).

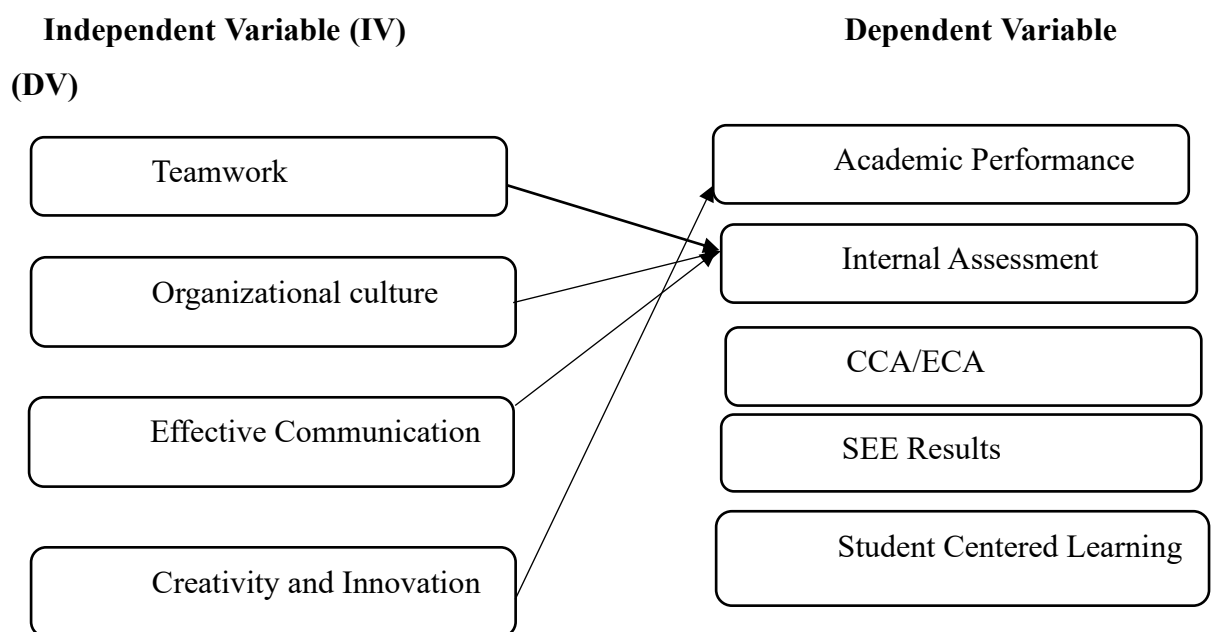
Additionally, transformational leadership in the Kathmandu Valley could be based on shared cultural principles and collective involvement to enhance relations among students, teachers, and parents. With the help of such contextual features, leaders can develop a culture that balances academic success with overall responsibility and holism, helping make the educational environment both resilient and future-oriented.

In addition to transformational leadership, this paper will examine instructional and transactional leadership as complementary perspectives. Instructional leadership focuses on advancing the teaching and learning process by developing curriculum, supporting teachers' professional growth, and assessing

learners' success (Toprak et al., 2023). On the other hand, transactional leadership pays emphasis on the management of operations, enforcement of rules, and stability in the organization to have the smooth running of schools. This paper is focused on how the joint impact of transformational leadership (that promotes vision, teamwork, communication, and innovation), instructional leadership (that improves the quality of teaching), and transactional leadership (that provides stability in administration) leads to better management and overall performance of the educational institutions in the Lalitpur District (Vorontsova & Dahari, 2024). Combining these leadership strategies, schools may match both the transforming needs of the modern education and the fundamental needs of everyday functioning, thus contributing to the long-lasting enhancements of the teaching process and student learning.

**Figure 1**

*Conceptual Framework*



The conceptual framework offered herein explains the relationship among independent and dependent variables in schools or organizations. The purpose of the model is to estimate the contribution of various organizational factors to results, teacher, and student outcomes.

**Variables in the Research**

**Independent Variables**

***Creativity and Innovation (CI)***

This latent construct is a measure of how much creativity and innovation practices are encouraged in the school in the pilot. It focuses on how to ‘think out of

the box', implement fresh ideas, and instill creative approaches to problem-solving in team members and students. Innovative schools are more likely to develop a dynamic and future-oriented worldview conducive to the appearance of transformational leadership.

### ***Teamwork (TW)***

Teamwork is understood as the cooperative work of the staff in a given school: teachers, administrators, and general staff members with a common purpose to reach agreed-upon goals. Success in collaborating is important to developing a productive school. Good teamwork results in better decision-making and problem-solving, and it also helps to promote the success of the school's programs and projects. Thus, one reason behind transformational leadership is strong teamwork.

### ***Organizational Culture (OC)***

This is the component of shared values, beliefs, work practices, and norms that shape the school atmosphere. The positive organizational culture sustains the school management through its conducive environment for learning, development, and success. Leadership style in school: Role of advertising, facilitating, and supportive organizational culture as a mediator.

### ***Effective Communication (EC)***

Effective communication of the school, both downward (between management and staff) and horizontally (among peers), brings transparency and facilitates the flow of information. The transparency of the school is achieved with the help of efficient communication between the management and staff and among peers, which allows information to flow easily. Free sharing of information and ideas creates trust and improves decision-making, allowing markets to transform. Good communicators are well-positioned to guide their team to do so, too.

### **Dependent Variable**

#### ***Academic Performance***

This variable is associated with students' overall quantifiable performance in learning environments, an indicator of their educational success and the extent to which they meet curriculum standards. Scholastic excellence is usually measured on the basis of different test scores and ongoing appraisal systems, so as to allow the students a comprehensive evaluation of their academic advancement.

### ***Internal Assessment***

This implies the measurement of learning and skills among students by continuous evaluation and formative tests in school, given by teachers. In-house tests can give continuous feedback and demonstrate classroom participation and comprehension as opposed to the regularized assessment.

### ***CL/ECM (Co-Curricular and Extra-Curricular Activities)***

Such activities entail the involvement of the students in non-academic activities like sports and arts, student clubs, and other forms of organizational activities. The fact that they are included as a dependent variable underscores the fact that holistic student development with references to the social, emotional, and physical aspects of development, as well as academic accomplishments, is considered.

### ***Results of the SEE: (Secondary Education Examination Results)***

This is particularly in regard to the results of the national SEE exam, a highly important standardized test in Nepal's secondary education. The SEE outcomes are used as a standardized assessment of the performance of students and the school in terms of equipping students with the national academic standards.

### ***Student Centered Learning***

This variable indicates the pedagogical strategies and school cultures that are oriented to the active involvement of students, critical thinking, and individualized learning experiences. It includes practices associated with adjusting learning to the needs and interests of students and their mutual interaction as a form of collaboration, which contributes to the acquisition of deeper knowledge and lifelong learning competencies.

These dependent variables address various aspects of student- and school-level achievement, including academic performance, testing, comprehensive development, nationally ranked examination performance, and student-focused quality of pedagogical instruction. They are typically applied to estimate the effect of leadership and other organizational variables in the performance of schools and students in educational research. The purpose of the research is to generate empirical evidence on the forces underlying emotional intelligence in the school environment and to make recommendations for improving educational leadership in private schools in Lalitpur.

### **Recent Studies**

Recent publications highlight the importance of transformational leadership (TFL) in the development of emotional intelligence (EI) in teachers, leaders, and

students, especially in reforming education and recovering from the post-pandemic. Emotional intelligence is crucial in promoting the performance of teachers, students, and the whole institution.

Giang et al. (2026) investigated secondary school leaders in Vietnam and found that there was a favorable association of transformational leadership and the emotional engagement of the teachers. Educators at schools headed by transformational leaders were more motivated, trusted the administration, and were more committed to professional development. Such results are in line with the impact of TFL on enhancing the EI of teachers, especially on self-motivation and relationship-building.

Rahman and Yusof (2022) conducted a study in Malaysia to find out how transformational leadership affects digital transformation management both during and after the COVID-19 pandemic. In their report, it was found that leaders who practiced a visionary approach, offered individualized support, and inspired motivation were the most successful at making the transition to online and hybrid instruction. Notably, the practices of such leadership improved the emotional strength of teachers, and it is remarkable how TFL contributes to the emotional intelligence capabilities, including adaptability, stress management, and empathy.

Santa et al. (2023) examined how transformational leadership affects the planning of school improvement in Jordan and observed that TFL positively influenced collaborative teaching, practices with students, and systemic reform initiatives. These results are indicators of major features of EI, such as empathy, collective responsibility, and institutional classroom practice congruence. Transformational leaders, therefore, made school environments that modeled EI and reinforced it through their leadership.

In the South Asian setting, Poudel and Adhikari (2021) examined leadership at the secondary school level in Nepal and found that the leadership styles were gradually shifting to participative and transformational leadership as opposed to authoritarian and transactional leadership. Intellectual stimulation and inspirational motivation by their principals provided more responsible and supportive school environments emotionally, thus enhancing feelings of belongingness and social awareness among educators. Nevertheless, the paper also reported that there are no formal leadership-development initiatives in Nepal, which hinders the systematic development of EI in schools.

Pushing the line of articulation, Khanal et al. (2021) observed the leadership in Kathmandu-Valley schools and established that TFL had a positive effect on teacher innovation, implementation of curriculum, and student performance. However, they found a disjuncture between leadership potential and actualization by the interference of bureaucracy that limited the autonomy of leaders and their ability to exhibit emotionally intelligent behaviors like adaptive decision-making and self-control.

A study by Joshi et al. (2022) on female school leaders in Nepal found that female school leaders who applied transformational practices were more likely to create an inclusive learning environment, less gender bias, and higher teacher satisfaction. These findings highlight the importance of EI skills like empathy, social awareness, and relationship management. Nevertheless, women leaders were not able to implement emotionally intelligent leadership, as institutional obstacles were gendered.

Lastly, Thapa et al. (2023) investigated how transformational leadership can influence the development of emotionally supportive classroom settings in rural Nepal early childhood centers and discovered that TFL has a positive impact on the development of the classroom setting. Emotionally intelligent behaviors like patience, empathy, and emotional control have promoted better classroom management and interaction between teachers and learners.

Today, this body of literature brings to the fore the universality and locality of the acceptance of transformational leadership as an essential factor of emotional intelligence within the educational context. The literature highlights the importance of culturally also advocated and policy-grounded leadership development initiatives in Nepal, especially in the context of the private schools, where the market and loosely regulated frameworks are commonplace. These would aid in reinforcing the EI of school leaders and, by extension, enduring transformative leadership practice.

### **Policy Review**

#### **National Education Policy (2019)**

The National Education Policy 2019 (NEP) envisages an education system that is equitable, inclusive, and consistent with developing a child's potential to the fullest. Central to this is the attribution of leadership as the pivotal agent for systemic change. Crucial to the strategy would be: Encouraging the decentralization and autonomy of schools for improved governance; Building the capacities of school heads and education managers to achieve better institutional performance; and

Establishing leadership and management development programs at all levels of the school system.

Nevertheless, the policy does not specify the type of leadership, for example, transformational leadership, and does not have performance indicators with which to evaluate the impact of leadership development programs and the implementation of the National Curriculum Framework (NCF) – 2019.

### **National Curriculum Framework (NCF) – 2019**

The NCF 2019 seeks to bring out the personal and professional qualities of the learners to make him/her a responsible, reflective, caring and inventive citizen, imbued with the desire to contribute towards building a self-reliant knowledge society and inculcate: Critical thinking, creativity, collaboration, and communication in the learners; Student-centered pedagogy and contextualized curriculum interpretation by the Schools and shift of focus from rote learning to Holistic development and application of knowledge.

### **School Education Sector Plan (SESP) – 2021/22–2031/32**

The SESP is a ten-year long-term strategy for improving quality, inclusivity, and governance in school education. Leadership-related objectives include: Strengthening existing and designing new school leaders' capacity development programs; Enhancing accountability, transparency, and data-informed decisions; and fostering school-based management to better institutional performance.

Leadership Development is recognized, but specific leadership models are not mentioned, and the transformational leadership approaches are not consistently integrated in the suggested training programs.

### **Acts, Rules, and Regulations**

The Education Act (Eighth Amendment, 2016 AD) with its relevant regulations predetermines how schools will be governed and managed in Nepal. Local Governments have also been given more consideration over control of schools by the Act, being vested with considerable control in terms of educational decision-making. And this devolvement of power sends the message to local communities that they have a greater interest in the way the local schools are run and are that much more emboldened to keep their schools accountable to the students and families that they serve. 4) The Act also gives flexibility in teacher recruitment, as well as school development planning that allows schools to recruit the teachers that are most suitable to their specific needs and develop school development initiatives that are in line with

local requirements and resources. Yet while these provisions provide wide berth in terms of school governance, they are not specific to leadership styles or competencies. The recruitment, education, and professional development of the school principals are not well-defined, which constitutes a serious flaw in the education policy today. The lack of specific policies on leader suitability and effectiveness indicates that the identification of school leaders is not necessarily done in a uniform manner and that it's not necessarily based on criteria, strategic enough to transform leadership required to improve the performance of schools and establish a positive school culture.

In addition, it does not include a strong mechanism to track the performance of leadership and gaps in the accountability system for school leaders. With no structured means to determine and develop the capabilities of school leaders, there is limited motive for leaders to practice transformational leadership processes, which result in real, substantial change. This lack of regulatory clarity and guidance creates an impediment to the development of school leaders who can effectively inspire and lead their schools toward excellence. Therefore, while the current legal framework provides flexibility for school management, it does not sufficiently support leadership development in a way that aligns with contemporary best practices, such as transformational leadership, which is essential for improving educational outcomes in the private school sector.

### **Research Gaps**

Based on the literature and policy review, several significant research gaps are identified.

While global studies validate the effectiveness of transformational leadership, there is a scarcity of empirical research focusing specifically on private schools in Nepal, especially PABSON-affiliated institutions. Most research is general or focused on public education.

Transformational leadership models are predominantly Western, 'socio-cultural', the possible school culture of Nepal is hierarchical and collectivist. Little has been developed and tested on how these models can be contextualized within Nepalese school settings. Despite the fact that the national education policies and plans stress decentralization and the enhancement of capacity for transformational leadership, the documents do not present any clear guidelines or strategies on how to actualize transformational leadership. What has resulted is a void between leadership theory and its application at the school level.

Nepal lacks a standardized in-service training program for school leaders that is based on the transformational leadership theory. School leaders are frequently promoted through the administrative ranks without any leadership training.

Although leadership research in education has expanded considerably in recent decades, important gaps remain in terms of policy alignment, contextual relevance, and temporal considerations. First, while frameworks such as the National Curriculum Framework (2019) in Nepal emphasize progressive approaches to curriculum, there is no explicit articulation between leadership development and curricular objectives. School leaders are expected to drive innovation; however, they are neither systematically prepared nor institutionally empowered to do so. Policies governing schools remain largely silent on leadership models and accountability mechanisms, creating a significant policy-level gap that limits leaders' ability to translate vision into practice.

Second, much of the existing literature on transformational and servant leadership originates from Western contexts with relatively stable and well-structured institutional arrangements (Bass & Riggio, 2006; Harris, 2015; Leithwood & Jantzi, 2005; Spillane et al., 2007). Although these studies show that these forms of leadership can make teachers more motivated, improve the performance of students, and increase the extent of ethical school cultures, their applicability to South Asian or Nepali private schools remains questionable. The Nepal school sector is highly fluid and market-driven, with leadership frequently being challenged by parental demands, traditional hierarchies, and a lack of regulatory control (Khadka et al., 2024). It is the existence of this contextual gap that signals the importance of some more localized studies that are able to reflect the realities of such dynamic and culturally embedded educational spaces.

Third, leadership research has a time aspect, which is still under-researched in Nepal. Leadership practices are often studied in static or short-term contexts, without sufficient consideration of the changing educational demands and policy shifts that define private schooling. As an illustration, bureaucratic culture and opposition to empowerment remain a factor that limits leadership implementation (Hallinger & Heck, 2010), and external factors like policy amendments and transfer of staff further complicate the sustainability of leadership approaches (Day et al., 2009). Without attention to these temporal dynamics, existing findings risk overlooking how

leadership practices evolve or falter under shifting socio-political and institutional conditions.

Also, empirical studies of transformational leadership in Nepalese private schools set in specific organizational characteristics, including teamwork, organizational culture, effective communication, and creativity and innovation, are strongly lacking. The existing literature is mostly broad and theoretical in describing leadership styles and fails to measure or deconstruct leadership practices into characteristics that can be measured directly in the daily running of schools and their performance. Thus, little evidence exists on the application of these leadership qualities by the school leaders and their connection with major markers of school performance, especially in PABSON-member schools. This gap underscores the significance of attribute-based leadership studies that have the potential to offer viable and contextual information to enhance management and performance at school.

### CHAPTER III

#### RESEARCH METHODOLOGY

The chapter describes the research methodology adopted in the study, which investigated transformational leadership practices in leaders of schools operating in private schools belonging to the PABSON in the Lalitpur district. The methodological approach was developed to preserve systematic inquiry and congruency with the objectives of the study. The study was anchored in a constructivist paradigm and was informed by ontological, epistemological, and axiological assumptions that highlight the subjective nature of experiences of leadership, the centrality of contextualized knowledge, and the role of values in educational leadership. These philosophical lenses informed the researcher on how to reach the lived realities, interpretations, and meaning-making processes of school leaders in the realm of the private education sector. Despite the fact that the research was mainly quantitative in form, with a survey research design, it also used aspects of phenomenology to get the perceptions and self-reported practices of school leaders regarding transformational leadership. This integration enabled the study to extend beyond a numeric representation and to get a better sense of how the leadership behaviours were perceived and lived in particular institutional settings. That is why the survey tool was created in such a way as to capture major aspects of transformational leadership and to enable the respondent to say what he means, based on their work experiences. Proportionate sampling was employed in the selection of the sample, which included principals, vice-principals, and school chairpersons since these individuals were directly involved in leadership, governance, and decision-making processes in their respective schools. This sampling method was also used to make sure the sample had enough experience in leadership and also contextual background; hence, the data obtained was more relevant and valid. The study may also involve other leadership roles in order to make a balance in the views and to write the distinction in leadership roles and functions.

#### **Philosophy of the Study**

This work was based on the post-positivist paradigm that acknowledges that there is reality akin to the fact that we cannot know everything about it but our perception thereof is not perfect and dictated by circumstances, values and our own human constraints. In the framework of the school system associated with the

PABSON (Private and Boarding Schools Organization Nepal), which is located in Lalitpur, the leadership practices are embedded into the traditional top-down structures of governance, in which principals hold the central power. These arrangements have in the past discouraged collaboration, demotivated teacher performance and decelerated the growth of institutions (Katel & Bastola, 2026). These models have challenges in responding to the need for rapid transformation in educational institutions, which need more innovative methods, inclusive decision-making processes, and continuous involvement of stakeholders. A potential solution is transformational leadership that puts an emphasis on vision, empowering and collective responsibility, and the global evidence may suggest that this leadership approach can significantly contribute to teacher satisfaction, student performance, and institutional resilience. However, in the context under question, its prevalence, impact, and challenges are understudied. This study, therefore, places transformational leadership as a practicalized set of behaviors and a socially incorporated process within the application of quantitative methodology to identify patterns and relationships as well as to interpret outcomes within the overall socio-cultural dimension of the schools in a manner that generates empirically acceptable, context-specific knowledge to bridge the gap between theory and practice. Based on this, the study addressed research questions in terms of philosophical theories of ontology, epistemology, and axiology.

### **Ontology of the Study**

The ontology of this study recognizes that while a reality exists regarding transformational leadership in private schools in the Lalitpur district, specifically those associated with PABSON, our access to that reality is partial and mediated by context. The research assumes that leadership practices, challenges, and innovations can be studied objectively to identify patterns and tendencies, yet acknowledges that these realities are influenced by the unique experiences, resources, institutional structures, and organizational cultures of individual schools (Fullan, 2001; Leithwood & Jantzi, 2005). From a post-positivist perspective, there is no single, complete truth about transformational leadership; rather, multiple, context-dependent interpretations coexist, each shaped by both observable phenomena and subjective experiences. This study, therefore, viewed school leaders' enactment of transformational leadership as an interplay between measurable behaviors and the socio-cultural environments in

which they operate, seeking to approximate reality through systematic inquiry while accepting that findings remain open to refinement as new evidence emerges.

### **Epistemology of the Study**

The theory of knowledge (epistemology) informs this investigation about how school leaders come to know and develop transformational leadership practices (Gunter, 2001). ‘Knowledge’ in this study is seen as a knowledge claim, Knowledge as Objective knowledge (Patiño & Goulart et al., 2016). In line with the constructivist theory of epistemology, the research conceptualizes school leaders’ perceptions of transformational leadership as a subjective, rather than an objective, phenomenon, occurring during their interactions and experiences with teachers, students, and other stakeholders. This epistemological position is congruent with that of narrative inquiry, whereby emphasis rests on what school leaders have lived, rather than extrapolated or abstract knowledge (Meretoja, 2014). The study was guided by an examination of how leaders meet the challenge to develop collaboration, innovation, and engagement within their schools from the frame of their worldview. Consequently, as knowledge in research is co-constructed between the researcher and the participants, it is the leader’s perspectives that have the highest degree.

### **Axiology of the Study**

Values were not treated as negotiable ideals; rather, axiology was considered crucial for understanding the role of values held by the researcher and the participating pupils in the SRV (Meretoja, 2014). The value standpoint emphasized value-neutrality, whereby personal experiences and subjective values were consciously set aside during the research process (Melville et al., 2019). The study drew on previously conducted and established research throughout data collection and analysis to ensure objectivity and scholarly rigor. The participants were ethically treated, and their views and experiences were respected, as they were essential for understanding the complexities of transformational leadership within the private school sector.

### **Paradigm of the Study**

The study was based on the post-positivist paradigm, which is a philosophical view that acknowledges the complication of human experience and the subjectivity of the social unreal world (Krauss, 2005). Although post-positivism still endorsed the use of a quantitative approach to the observation and analysis of empirical phenomena, it did not hold that reality consisted merely of objective facts or that it

could be comprehended in a comprehensive way without taking into account social contexts and intersubjective experiences of social reality. The survey technique was used as a widely accepted method of quantitative research in this study, since the researcher could investigate the perception of the school leaders with respect to transformational leadership behaviors.

Besides, the post-positivism paradigm acknowledges that knowledge is constructed in a social and context-dependent way (Davies & Fisher, 2018). Thus, it helped the researcher to examine the effect of transformational leadership in the private schools of Lalitpur district. The model provided a way to interrogate leadership practices through the dual focus of the leader's personal experiences and of the wider school context, with its emphasis on developing a collaborative, student-centered professional culture sensitive to improving student outcomes. This was consistent with the goal of the study to gain the fullest possible understanding of transformational leadership within the context of Nepal's private schools, in that, while objective data were important, the lived experiences and interpretations of school leaders affect the effectiveness of leadership practices greatly

### **Research Design**

#### **Survey Design**

This research was based on quantitative methodology to describe and explain the practices and leadership of transformational leadership in private schools in the Lalitpur district, with a focus on PABSON schools. The qualitative nature of the design enabled an in-depth exploration of school leaders' perceptions of the implementation of transformational leadership, as well as the challenges and successes experienced in the private education cluster. Non-PABSON schools were omitted to limit the scope and avoid diluting the examination of PABSON-related schools and their leadership practices.

The survey format was a convenient design because data was captured using a common, consistent approach within a wide range of potential respondents and, therefore, more readily generalizable (Johnston et al., 2017), and the behaviors and beliefs of the leaders can be more easily quantified. This approach was especially helpful for examining patterns or trends regarding leadership behaviors across many schools, as it can quickly survey many respondents. The survey attempted to identify not only the practices of transformational leadership but also the opportunities and successes in which school leaders face difficulties as they implement these

transformative practices within the unique landscape of Nepal's private education sector. The use of a questionnaire helped maintain uniformity of questions and was intended to provide robust and valid data for statistical evaluation. The school leaders (principals, vice-principals, and academic coordinators) from the private schools affiliated to PABSON in the Lalitpur district received the questionnaire. Science quotations: The interview was guided by a structured questionnaire, with Likert-scale questions to measure how frequently and to what extent they experienced transformational leadership behaviors in their daily functions. The survey, which was conducted via an online platform (e.g., Google Forms), was easily accessible to and usable by multiple school-level leaders from any number of schools/districts. By excluding non-PABSON schools, the study focused on schools with shared characteristics under a single organization, providing a more focused and context-specific examination of leadership practices and their outcomes.

### **Population, Sampling, and Sample**

#### **Population**

The targeted population consisted of school principals in schools associated with PABSON in Lalitpur. The sample population included key leadership and teaching roles within each selected school:

**Table 1**

*Population and Sample*

| <b>Samples</b> | <b>Designation</b> | <b>Number of schools</b> | <b>Number of Samples</b> |
|----------------|--------------------|--------------------------|--------------------------|
| 1              | School Principal   | 216                      | 90                       |

#### **Sampling**

The total population included 216 schools in Lalitpur district affiliated with PABSON (Flash Report). Because each school had one principal, the sample size was also 216. Proportionate sampling was applied to ensure that principals are selected in proportion to the distribution of schools across educational levels (primary, secondary, and higher secondary) and locations (urban and semi-urban).

#### **Sampling Procedure**

To select respondents, the study used proportionate sampling (Sarker & AL-Muaalemi, 2022) from the total population of 216 principals of PABSON-affiliated schools in Lalitpur district. A sample of the 90 principals was picked from the population to study. The sample size was started to ensure that there is a sufficient

representation of school leaders in the various categories of schools, but at the same time, it must be feasible to collect and analyze the data. The proportionate sampling used by the researcher ensured that the schools of various educational levels (primary, secondary, and higher secondary) and different locations (urban and semi-urban) were fairly represented in the study. This sampling method assisted in reducing the sampling bias and enhancing the representativeness of the sample (Rosenberger et al., 2021). The internal selection criteria were individuals with at least 1 or 2 years of leadership experience, as they were believed to be sufficiently competent to provide reliable information on transformational leadership practices and school performance. A sample size of 90 out of 216 in the population was considered statistically sufficient for quantitative survey analysis, as it represented a large proportion of the population and the researcher could conduct the survey adequately within the available time and resources. Therefore, the final sample of 90 principals was chosen to ensure the diversity, representativeness, and reliability of the obtained data to analyze transformational leadership practices in PABSON member schools of Lalitpur district.

### **Sample**

Proportionate sampling was used to ensure that the sample of school principals represents the actual population of schools in PABSON Lalitpur. Schools were chosen according to their representation in the population so as to get adequate representations of principals with at least one to two years of leadership experience. This approach ensured diversity by including schools at different levels (primary, secondary, and higher secondary) and from both urban and semi-urban areas. Such proportional representation helped to capture a wide range of views and experiences related to transformational leadership across the district.

### **Quantitative Data Collection**

#### **Process of Developing the Tool**

Process of tool development proceeded with an in- depth literature review and utilization of pre-existing questionnaires regarding teamwork, organizational culture, effective communication, creativity, innovations, and education outcomes (result-oriented, teacher, and student perspectives). This ensured that the instrument included the most important and contextually relevant indicators of the study (Younas & Porr, 2025).

A first version of the questionnaire was developed, with each question discussed in relation to the study's aims and the variables included in the conceptual

model. Expert feedback was subsequently gained from educational leadership, university faculty, and practitioners to ensure the clarity, relevance, and cultural sensitivity of each item. Changes were made in response to this feedback, and the draft was pilot tested on a small sample of the target population. Data and pilot feedback were analyzed to assess the tool's reliability and validity in the final round of revisions before implementing the main survey.

### **Survey Instrument**

An instrument for data collection, a self-administered structured questionnaire, was used to measure the study's major independent and dependent variables. The instrument was ordered in three parts:

#### ***Demographic Information***

Background information on the number of participants, age, gender, years of service in education, and educational qualification was obtained in this section. Accumulating such data was of general importance, as it allowed for comparison and analysis of subgroup differences among participants.

#### ***Independent Variables***

The remaining section of the survey instrument was provided for the assessment of the independent variables (Teamwork, Organizational Culture, Effective Communication, Creativity, and Innovation) within a school setting. Items were developed to measure the extent or quality of such practice as perceived by school leaders and teachers, on a 5-point Likert scale. The items were culturally calibrated for local educational culture and such specifications of how the culture influenced the broader school climate can be studied.

#### ***Dependent variables***

In the final section, we discussed the dependent variables: Result (school), Teacher (teacher professional development and satisfaction), and Student (student learning and engagement). This section featured certain themes on the impacts of these independent variables on teaching and learning.

Attitudes and perceptions of respondents regarding each variable were measured using a 5-point Likert scale (Strongly Disagree to Strongly Agree).

### **Data Collection Procedure**

The survey instrument was administered after finalization, through an online survey tool. The survey was conducted through Google Forms by sending a custom link to school leaders and teachers via email. Reminders were also sent to encourage

response. Data extraction was conducted in two stages: the first for preliminary responses, and the second for potential interviews or follow-ups with some teachers or leaders to enhance the dataset. This mixed approach was intended to promote rich, comprehensive, and contextually appropriate data while also considering participants' busy schedules and timing.

## **Data Analysis**

### **Quantitative Data Analysis**

The following were the approaches used for quantitative data analysis.

#### ***Descriptive Statistics***

Descriptive statistics were used to describe participant demographic details (role, experience, academic credentialing) and the multidimensional nature of Transformational Leadership and Emotional Intelligence practices. These figures were derived based on Stats from SPSS software and provide some qualitative perceptions regarding our sample (Abbas et al., 2019).

#### ***Computation of Variables***

All key variables used in the research were calculated by summing a cluster of items from the questionnaires that measured identical constructs. Those variables may relate to leadership and include teamwork, organizational culture, effective communication, creativity, and innovation, with mean scores for the individual items calculated to form the total perspective of each respondent with regard to that dimension of leadership. Likewise, performance-based variables such as academic performance, internal assessment, ECA/CCA activities, and student-centered learning were calculated using the mean scores of their respective items.

Composite indices were made to investigate overall leadership and performance. The collective scores of the leadership-related variables and the total scores of the school performance indicators were added together to analyze the Total Transformational Leadership (Total TFL) and Total School Performance, respectively. These composite scores enabled consistent comparison across respondents and were used in subsequent correlation and regression analyses.

#### ***Inferential Statistics***

Inferential statistics were used to test the relationships and predictive effects between the calculated variables. The Pearson correlation analysis sought to establish the strength and direction of the relationships among Total Transformational Leadership, Total School Performance, the individual leadership dimension, and the

specific performance measures. The next step was a multiple regression analysis to determine overall school performance and how much of this performance was attributable to the combination of the leadership-related variables, and to assess the relative predictive power of each leadership dimension, with the others held constant. The analytical method used in the investigation enabled identification of associative and predictive correlations between leadership practices and school performance outcomes (Abbas et al., 2019).

### **Reliability and Validity**

To ensure the robustness of the survey instrument used for this study, the reliability and validity were maintained.

#### **Reliability**

Ensuring that each of these Likert-scale questions had consistent responses in how it measured transformational leadership among school leaders helped maintain the reliability of the research instrument (Roberts & Priest, 2006). The instrument's validity was determined through pilot testing with a representative sample of school leaders. This also helped uncover any problems with clarity or construction, making the questions clear so that respondents can understand and interpret them consistently (Bannigan & Watson, 2009). Also, the instrument's internal consistency was assessed using Cronbach's alpha. Confirmation that the items in the questionnaire were reliably measuring the intended construct, which was transformational leadership, was obtained if a Cronbach's Alpha value of 0.7 or greater was produced. The internal consistency of the total questionnaire was high at the level of items (Cronbach's alpha =.90), and item-by-item reliability data are available in Appendix A.

#### **Validity**

This described the extent to which the research instrument accurately measures what it was supposed to measure (Bannigan & Watson, 2009). Content validity was also well established to guarantee that the concept of transformational leadership, as it was operationalized in this study, was well captured by the survey instrument (Roberts & Priest, 2006). This involved ensuring that the items in the questionnaire fully addressed the main leadership qualities of the research under consideration: teamwork, organizational culture, effective communication, and creativity and innovation. The choice of these dimensions was to identify the essence of the practices in which transformational leadership was practiced in schools. The faculty members of the University of Education reviewed the questionnaire to assess

its content validity with respect to the study's theoretical framework and research objectives. They sought their professional input, which helped to narrow down and amend the survey questions to make them clear, relevant, and cover all leadership dimensions that the study involved. The review process helped establish that the instrument could capture the construct of transformational leadership as used in the current research context (Ahmed & Ishtiaq, 2021).

### **Ethical Considerations**

This research was conducted in conformity with accepted ethical standards that foster the safeguarding of the rights, dignity, privacy, and anonymity of the participants during the research (Zyphur & Pierides, 2017). All respondents were clearly informed beforehand about the aim of the study, the type of research question, and how the data gathered would be utilized. Participants also received information on rights, such as their right to question, refuse to respond to any item, and discontinue their participation in the study at any time. The anonymity of the answers was clearly explained to establish credibility and to motivate fair and honest participation. Every participant provided written informed consent prior to data collection, and participation was voluntary and informed.

The research focused on the importance of ethical transparency and responsibility, noting that participants' reluctance or willingness to share their opinions should not be exploited or used as an excuse not to disclose information or clarify the research procedures (Panter & Sterba, 2011). Ethical practice demanded that all participants should be informed in advance about the policies, procedures, and expectations regarding the study. All the gathered data were coded and de-identified in order to maintain confidentiality. The data were anonymized and stored separately in a secure fashion, accessible only to the researcher. There was no identifying information in reports, tables or publications that were a product of the study. Participation in the research was voluntary, and the participants were assured that dropping out of the study would not lead to any punishment or adverse outcome. These ethical protections were put in place to guarantee respect, fairness, and integrity, and to maintain the credibility and trustworthiness of the research process.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter summarizes the findings of the investigation conducted as a methodological review of information gathered through surveys of respondents. The study variables were used to conduct the analysis as per the study objectives. Descriptive and inferential statistical methods were used to systematize, generalize, and interpret the data in a meaningful manner. The frequency, percentage, mean, and standard deviation were used to conduct descriptive statistics describing the characteristics of respondents and the important variables of the study, and the inferential tests were used to establish the correlation and differences where necessary. The results are presented in tables and figures, which are easy and convenient to read and comprehend, and concise explanations point out the significant patterns and trends evident in the data.

#### **Demographic Characteristics of Respondents**

Table 2 shows the gender distribution of the respondents who were participating in the study. The sample comprised the majority male (73.3%;  $n = 66$ ) and a minority female (26.7%;  $n = 24$ ). This distribution shows that the respondents who participated in the study are more male than female. The preponderance of male respondents could conform to the prevailing gendering workforce in the teaching and school leadership field in the research region, whereby gender balance is usually more inclined to the male gender, especially at the senior or even in the decision-making positions. Nonetheless, the fact that female respondents were also represented, albeit comparatively lower, still gives a valuable representation and is a source of a balanced perception of attitude between the genders. Gender is a significant demographic determinant because it can affect leadership styles, communication, teamwork, and attitudes towards organizational culture. Thus, the presence of male and female respondents would improve the validity of the results and enable a more elaborate interpretation of the data. In general, the gender composition is also based on the realistic institutional environment in which the study has been carried out and offers pertinent background information on the subsequent analysis.

**Table 2***Gender-wise Distribution of Respondents*

| <b>Gender</b> |        | <b>Frequency</b> | <b>Percent</b> |
|---------------|--------|------------------|----------------|
| Valid         | Female | 24               | 26.7           |
|               | Male   | 66               | 73.3           |
|               | Total  | 90               | 100.0          |

Table 3 shows how the respondents were distributed by their ages to take part in the study. The results indicate that a higher percentage of respondents (56.7, n = 51) were of the age group of 41-50 years, and 43.3 percent (n = 39) were of the age group of 51-60 years. Such distribution indicates that the community of respondents was mostly middle-aged and well-seasoned professionals. The fact that no younger age groups are represented suggests that the participants were likely people who have held senior teaching or administrative positions, which typically require substantial professional experience. The important variable in leadership and organizational studies is age because in most cases, age is linked to professional maturity, decision-making capacity, and institutional wisdom. The respondents in these age groups should have vast experience in managing schools, instructing, and developing organizations. Therefore, the views on teamwork, corporate culture, communication, creativity, and academic accomplishments will be well-informed, and long-term practices will be based on. The age of the respondents thus enhances the validity of the results and makes the findings based on the more experienced perspectives concerning the study objectives.

**Table 3***Age-wise Distribution of Respondents*

| <b>Age</b> |       | <b>Frequency</b> | <b>Percent</b> |
|------------|-------|------------------|----------------|
| Valid      | 41-50 | 51               | 56.7           |
|            | 51-60 | 39               | 43.3           |
|            | Total | 90               | 100.0          |

Table 4 shows the educational qualifications of the respondents. The majority of the respondents were Master's degree holders, M. Phil holders, i.e., 78.9 percent\*n\* 71 and 17.8 percent\*n\* 16, respectively. A small proportion, 3.3 percent (n = 3), had a PhD degree. This distribution showed that the respondents were very qualified in terms of education; most of them had postgraduate education. Such a high level of

academic attainment is required in educational leadership and teaching roles, where advanced qualifications are often required. Higher educational qualifications relate to enhanced theoretical knowledge, research, and professional competence that can have a positive impact on leadership practices, communication skills, and decision-making in instruction. The presence of M. Phil and Ph. D.-qualified respondents further enriches the study due to the incorporation of advanced academic and research viewpoints. Overall, the educational profile of the respondents implies that the results of the research are based on informed opinions of academically competent professionals, and as such, the validity and academic rigor of the research outcome are increased.

**Table 4**

*Educational Qualification of Respondents*

|       | <b>Education</b> | <b>Frequency</b> | <b>Percent</b> |
|-------|------------------|------------------|----------------|
| Valid | MPhil            | 16               | 17.8           |
|       | Master's Degree  | 71               | 78.9           |
|       | PhD              | 3                | 3.3            |
|       | Total            | 90               | 100.0          |

### **Descriptive Statistics**

Table 5 shows the descriptive statistics regarding teamwork among the respondents. The average item scores ranged from 3.82 to 4.10, suggesting a generally positive perception of teamwork practices in the school environment. The highest mean score (Mean = 4.10) was reported with regard to supporting a positive interactional environment among teachers and staff, as there was a middle range of agreement that collaborative relationships are important. Similarly, respondents expressed great belief in teamwork for success and not individual promotion (Mean = 4.04). The comparatively lower, but positive, average score for the ability to work in a team (Mean = 3.82) suggests that more work still needs to be done to strengthen the collaborative competencies. The standard deviation values, between 1.237 and 1.339, indicate the responses had a moderate variability, implying that perceptions were mainly positive, although there was some variation in people's experiences. Overall, the results show that teamwork is known to be a key factor in effective school leadership and organizational success. The findings highlight the importance of joint

expertise, cooperation, and conciliatory interaction for the joint achievement of institutional goals.

**Table 5**

*Descriptive statistics for the Teamwork Dimension*

| <b>Teamwork</b>                                                                   | <b>N</b> | <b>M</b> | <b>SD</b> |
|-----------------------------------------------------------------------------------|----------|----------|-----------|
| I believe in teamwork for success rather than promoting self                      | 89       | 4.04     | 1.261     |
| I have the ability to work in a team                                              | 90       | 3.82     | 1.250     |
| I encourage teachers and staff to apply their expertise to lead the school        | 90       | 3.93     | 1.339     |
| I support to develop positive interactional environment among teachers and staff. | 90       | 4.10     | 1.237     |
| Valid N (listwise)                                                                | 89       |          |           |

Table 6 presents the descriptive statistics in relation to organizational culture in the schools. The mean scores were 3.92-4.22, showing that organizational climate was favorable. The highest mean score ( $M = 4.22$ ) was obtained with regard to the need to build a culture of sharing among teachers, indicating the importance of collaboration and mutual support among teachers. Positive attitudes towards school improvement, as well as regular celebration of achievements, both recorded mean scores of 3.92, which indicated a supportive and motivating environment. The relevant item pertaining to subject-wise departmental systems promoting professional relationships also got a positive response ( $M = 3.93$ ). Standard deviation values indicate moderate reliability of responses between the subjects. These results suggest that schools provide a positive organizational culture that is characterized by cooperation, recognition, and professional relationships. Such a culture is necessary for maintaining teacher motivation, raising practices and effectiveness of instructional activities, and in boosting the general effectiveness of the school.

**Table 6***Descriptive Statistics for the Organization Culture Dimension*

| <b>Organization Culture</b>                                                          | <b>N</b> | <b>M</b> | <b>SD</b> |
|--------------------------------------------------------------------------------------|----------|----------|-----------|
| There is a positive attitude of the entire school team towards school improvement.   | 90       | 3.92     | 1.154     |
| It is necessary to develop a sharing culture among teachers.                         | 90       | 4.22     | 1.216     |
| Achievements are regularly celebrated.                                               | 90       | 3.92     | 1.192     |
| Subject-wise departmental system of the schools promotes professional relationships. | 90       | 3.93     | 1.197     |
| Valid N (listwise)                                                                   | 90       |          |           |

Descriptive statistics about effective communication habits are given in Table 7. The mean scores were between 3.80 and 3.90, and hence, it was a moderately high level of agreement amongst the respondents. The recognition of effort by teachers and staff scored highest ( $M = 3.90$ ), which should be recognized as a very necessary communication practice. Competency of using appropriate communication at the appropriate time ( $M = 3.86$ ) and giving time to listen to the teachers ( $M = 3.83$ ) also got positive responses. The willingness to listen to and discuss issues in decision-making showed slightly lower but nevertheless, favorable agreement ( $M = 3.80$ ). The values of the standard deviations suggest a degree of variation in perceptions, as there are some differences in individual experiences of communication. Overall, the results indicate that the practices of effective communication are being practiced to a significant degree, but developing practices of participatory and inclusive communication still have room for improvement.

**Table 7***Descriptive Statistics for the Effective Communication Dimension*

| <b>Effective Communication</b>                                                                             | <b>N</b> | <b>M</b> | <b>SD</b> |
|------------------------------------------------------------------------------------------------------------|----------|----------|-----------|
| I have communication competency with the right words at the right time for the benefit of the school.      | 90       | 3.86     | 1.097     |
| I provide time to listen objectively to the ideas and opinions of the teachers and staff and try to solve. | 90       | 3.83     | 1.211     |
| I acknowledge teachers and staff for their effort and hard work.                                           | 90       | 3.90     | 1.281     |
| I have the willingness to listen and discuss issues in the                                                 | 90       | 3.80     | 1.342     |

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decision-making process.

Valid N (listwise)

90

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Table 8 presents the descriptive statistics for creativity and innovation talents in the schools. The average item scores ranged from 3.78 to 3.88, indicating that the respondents have a positive, updated view of innovative leadership behaviors. The highest mean score was recorded for the utilization of personal knowledge and experience in decision-making, which reflects confidence in the practice of experience and reflective practice. Openness to change and professional development are also implied by a rather high mean score on willingness to embrace new ideas and engage in ongoing learning. Engaging teachers and staff in the expectation of future goals registered a slightly lower mean, indicating that many schools do not engage in much participative planning. Ensuring creativity and innovation among employees was rated slightly, meaning that innovation practices are promoted but not yet fully institutionalized. The values of standard deviation are moderate, and they indicate variation in personal experiences and school situations. In general, it can be concluded that school heads are aware of the role of creativity and innovation in school improvement. Nevertheless, the results also indicate the need to enhance the process of collaborative vision construction and systemic interaction to support innovative practices that foster organizational development and flexibility in a shifting educational setting.

**Table 8**

*Descriptive Statistics for Creativity and Innovation Dimension*

| <b>Creativity and Innovation</b>                                                    | <b>N</b> | <b>M</b> | <b>SD</b> |
|-------------------------------------------------------------------------------------|----------|----------|-----------|
| I have a willingness to embrace (hold) new ideas and to learn continuously.         | 90       | 3.86     | 1.147     |
| I involve teachers and staff in envisioning attractive future states of the school. | 89       | 3.78     | 1.126     |
| I utilize personal knowledge and experience to make good decisions.                 | 90       | 3.88     | 1.262     |
| I promote creativity and innovation among the staff.                                | 90       | 3.84     | 1.297     |
| Valid N (listwise)                                                                  | 89       |          |           |

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Table 9 shows the descriptive statistics that are associated with academic performance according to the opinion of the respondents. The average scores were

3.72 to 4.04, which represent a high priority of academic achievement within the school premises. The greatest average was registered in giving personal attention in the classroom, which highlights the significance of individualization of the instructions to the learners. High academic student expectations and the orientation of the instructional programs towards academic excellence were rated positively, which was a sign of the willingness to enhance the learning outcomes. The lowest mean score was achieved on support offered to students in dealing with their emotions, indicating that emotional and socio-psychological components of learning are not given such emphasis. The values of the standard deviation show the levels of moderate variability of the responses, indicating the existence of variability in the practices in schools. On the whole, the results imply that schools are highly performance-oriented, and much attention is paid to the quality of instruction and student performance. Nevertheless, the outcomes also suggest a more balanced strategy that will involve emotional support and academic training to encourage holistic learning among students and long-term academic achievement.

**Table 9**

*Descriptive Statistics for the Academic Performance Dimension*

| <b>Academic Performance</b>                                                                      | <b>N</b> | <b>M</b> | <b>SD</b> |
|--------------------------------------------------------------------------------------------------|----------|----------|-----------|
| Anticipating high achievement from the students is the central concern of the school.            | 90       | 3.81     | 1.131     |
| The instructional program of this school is focused on the high achievement of all the students. | 90       | 3.84     | 1.289     |
| Individual attention in the classroom is necessary.                                              | 90       | 4.04     | 1.357     |
| Students have been supported to manage their emotions.                                           | 90       | 3.72     | 1.245     |
| Valid N (listwise)                                                                               | 90       |          |           |

The descriptive statistics of the internal assessment practices in the schools have been provided in Table 10. The average scores of the items were between 3.52 and 3.69, and this shows that the respondents agreed moderately on the effectiveness and implementation of internal assessment systems. No statement obtained the highest mean score ( $M = 3.69$ ), which was the statement that results of assessment are analyzed to enhance teaching and learning, which implies that the regular use of assessment data in the form of formative assessment is not unethical. In the same vein, respondents moderately affirmed in the view that the internal assessment is

given importance in the school ( $M = 3.68$ ) as a signifying that they generally accept the importance of assessment. The readiness of teachers to implement internal assessments in a proper way also presented a moderate mean score ( $M = 3.66$ ), which means the partial sufficiency of training and competence. Nonetheless, consistency and regularity of assessment had the lowest mean score ( $M = 3.52$ ), which is indicative of the possible difficulty of consistent assessment practices across time and subject. The values of the standard deviation indicate the presence of a significant variation in the responses, indicating differences in the implementation process in the schools or departments.

**Table 10**

*Descriptive Statistics for Internal Assessment Dimension*

| <b>Internal Assessment</b>                                                         | <b>N</b> | <b>M</b> | <b>SD</b> |
|------------------------------------------------------------------------------------|----------|----------|-----------|
| Internal assessments are taken seriously.                                          | 90       | 3.68     | 1.179     |
| Assessment results are analyzed to improve teaching and learning.                  | 90       | 3.69     | 1.295     |
| Assessments are consistent and regularly conducted                                 | 90       | 3.52     | 1.247     |
| Teachers are trained enough for the proper implementation of internal assessments. | 90       | 3.66     | 1.201     |
| Valid N (listwise)                                                                 | 90       |          |           |

Table 11 indicates descriptive statistics pertaining to the extracurricular and co-curricular activities in the schools. The average scores were between 3.66 and 4.20, which means people had overall positive views concerning the role of ECA and CCA activities. The meanest score was produced by the belief that extracurricular activities lead to general development of the students, hence their value on top of academic learning. The mean score of the provision of students to engage in ECA activities was also high, and this goes to show institutional support for holistic development. The items that rated the involvement of CCA were rated as encouraging, with the school management indicating the need to promote its use. The extracurricular management, however, had a relatively low mean score, pointing to the difficulties of planning, coordination, or the availability of resources. The values of the standard deviation are moderate, indicating variation in the arrangement and execution of ECA programs in schools. In general, the results outline the identified importance of extracurricular activities in promoting the physical, social, and

emotional aspects of development. Simultaneously, the outcomes suggest that the more effective and inclusive ECA and CCA activities implementation needs to be supported by better management strategies. Availability of enough resources, trained organizers, student selection, inclusive planning, and frequent assessment can greatly improve the effectiveness, equity, and sustainability of extracurricular programs in Nepal in reference to public and private Secondary schools.

**Table 11**

*Descriptive Statistics for ECA/CCA Activities Dimension*

| <b>ECA/CCA Activities</b>                                                           | <b>N</b> | <b>M</b> | <b>SD</b> |
|-------------------------------------------------------------------------------------|----------|----------|-----------|
| Extracurricular activities help to promote the overall development of the students. | 90       | 4.20     | 1.256     |
| Extracurricular activities have been managed properly in this school.               | 90       | 3.66     | 1.201     |
| The school promotes CCA participation.                                              | 90       | 3.84     | 1.208     |
| Students should get the opportunity to learn and participate in ECA.                | 90       | 4.16     | 1.289     |
| Valid N (listwise)                                                                  | 90       |          |           |

The descriptive statistics of student-centered learning practices are given in Table 12. The average scores were between 3.71 and 4.16, and this showed that there is a positive view of the learner-centered teaching methods. The best mean score was the opportunity for students to present their knowledge and skills, which shows the significance of the active participation of students in the learning process. Students who are need-based supported and use different teaching methods were also rated positively, and this indicated responsiveness to diverse types of learning needs. The mean score of the active student participation in learning activities was lower, which does not exclude the possibility that engagement in the classroom can be different. The values of standard deviation indicate the average variability of the responses, pointing to the variation in practices of instruction and classroom situations. In sum, it can be seen that student-centered learning is not only appreciated in schools but, to a significant degree, is being practiced there. Nevertheless, the findings also suggest that the additional reinforcement of participatory teaching procedures and interactive learning experiences is necessary in the context of increased student engagement, autonomy, and meaningful learning experiences. Additional teacher training, smaller

student-to-teacher ratio, formative assessment, integration of technology, and enabling the use of supportive leadership can also support active learning, cooperative learning, critical thinking, and significant learning of all students in any classroom setting, grade level, socioeconomic background, and changing educational environment in the nation today.

**Table 12**

*Descriptive Statistics for Student Centered Learning Dimension*

| <b>Student Centered Learning</b>                                                                | <b>N</b> | <b>M</b> | <b>SD</b> |
|-------------------------------------------------------------------------------------------------|----------|----------|-----------|
| Need-based support for the students is the real teaching.                                       | 90       | 3.83     | 1.283     |
| Students actively participate in learning.                                                      | 90       | 3.71     | 1.211     |
| It is necessary to provide an opportunity for the students to share their knowledge and skills. | 90       | 4.16     | 1.271     |
| A variety of teaching methods has been used to support diverse learners.                        | 90       | 3.76     | 1.154     |
| Valid N (listwise)                                                                              | 90       |          |           |

#### **Assumptions Testing**

The Shapiro-Wilk test was done to determine whether the variables used in the study follow the normal distribution before the use of parametric statistics, which are shown in Table 13. The results show that all the variables, such as teamwork, organizational culture, effective communication, creativity and innovation, academic performance, internal assessment, ECA/CCA activities, student-centered learning, total transformational leadership, and total performance, had statistically significant Shapiro-Wilk values ( $p < .05$ ), which imply that they were not perfectly distributed. Yet, based on the sufficient sample size ( $n = 88$ ), it is known that normality tests like the Shapiro-Wilk test are very sensitive and can detect any small deviation from normality in large samples. Moreover, skewness and kurtosis values were also investigated, and they showed that the distributions were within an acceptable level and were not severely non-normative. Thus, the normality assumption was deemed adequate for practical purposes, and the use of parametric statistics, that is, Pearson correlation and multiple regression methods, was suitable to test the relationships and predictive power between the study variables.

**Table 13***Shapiro–Wilk Test of Normality for Study Variables*

|                           | Shapiro-Wilk |    |      |
|---------------------------|--------------|----|------|
|                           | Statistic    | df | Sig. |
| Teamwork                  | .786         | 88 | .000 |
| Organization Culture      | .808         | 88 | .000 |
| Effective Communication   | .881         | 88 | .000 |
| Creativity Innovation     | .866         | 88 | .000 |
| Academic Performance      | .896         | 88 | .000 |
| Internal Assessment       | .905         | 88 | .000 |
| ECACCA Activities         | .816         | 88 | .000 |
| Student Centered Learning | .853         | 88 | .000 |
| Total TFL                 | .833         | 88 | .000 |
| Total Performance         | .859         | 88 | .000 |

#### **Correlation Between Transformational Leadership and Performance**

Table 14 shows the Pearson correlation analysis that evaluates the existence of relationships between Total Transformational Leadership (Total TFL) and Total Performance attributes. The findings indicated a very high positive correlation between Total TFL and Total Performance ( $r = .888, p < .01$ ). This shows that the greater the degree of transformational leadership is, the greater is the degree of the overall school performance.

The p-value ( $p = .000$ ) is statistically significant, which indicates that the relationship is not obtained by chance and can be trusted at the level of 0.01. The implication of this finding is that transformational leadership practices are significant in improving the performance outcomes in schools. Therefore, the better the transformational leadership behaviors of school leaders, the better the overall institutional performance that can be measured in terms of academic, staff-related, and growth-related results.

**Table 14**

*Relationship Between Total Transformational Leadership and Total School Performance*

| Variables         |                 | Total TFL | Total Performance |
|-------------------|-----------------|-----------|-------------------|
| Total TFL         | Pearson         | 1         | .888**            |
|                   | Correlation     |           |                   |
|                   | Sig. (2-tailed) |           | .000              |
| Total Performance | Pearson         | .888**    | 1                 |
|                   | Correlation     |           |                   |
|                   | Sig. (2-tailed) | .000      |                   |

Table 15 shows the Pearson correlation coefficients investigating the connection between leadership-related variables and key performance indicators at the school. The findings indicate the presence of strong and statistically significant positive relationships between all the variables related to leadership, including teamwork, organizational culture, effective communication, creativity and innovativeness, and all four performance-related measures, such as academic performance, internal assessment, ECA/CCA activities, and student-centered learning ( $p < .01$ ).

Teamwork has a significant positive correlation with all performance indicators, and the highest correlation is with student-centered learning ( $r = .826$ ), then ECA/CCA activities ( $r = .803$ ). This implies that teamwork among employees is instrumental in improving the instructional practices as well as the overall development of the students. Organizational culture also exhibits some uniform positive relationships with performance outcomes, which implies that a positive, supportive, and cooperative school culture makes a significant contribution to academic performance and practices at the school.

Strong connections to all performance indicators, especially academic performance ( $r = .770$ ) and student-centered learning ( $r = .811$ ), are found in effective communication. This underscores the significance of open dialogue, recognition, and participatory communication in enhancing teaching-learning processes and school effectiveness. Creativity and innovation demonstrate the closest connection to student-centered learning ( $r = .856$ ), implying that innovative leadership practices are

directly connected to learner-centered instructional practices and advanced educational practices.

**Table 15**

*Correlation Matrix of Leadership-Related Variables and Performance Indicators (Pearson  $r$ )*

| <b>Leadership Variables</b> | <b>Academic Performance</b> | <b>Internal Assessment</b> | <b>ECA/CCA</b> | <b>Student-Centered Learning</b> |
|-----------------------------|-----------------------------|----------------------------|----------------|----------------------------------|
| Teamwork                    | .710**                      | .744**                     | .803**         | .826**                           |
| Organizational Culture      | .746**                      | .726**                     | .726**         | .720**                           |
| Effective Communication     | .770**                      | .719**                     | .782**         | .811**                           |
| Creativity & Innovation     | .745**                      | .747**                     | .791**         | .856**                           |

\*\* Correlation is significant at the 0.01 level (2-tailed)

#### **Influence of Leadership-Related Variables on Total Performance**

The multiple regression analysis indicates that there is a strong predictive correlation among the variables based on leadership and overall school performance. The level of explanatory power is high as the model accounts for 79.9 percent ( $R^2 = .799$ ) of the total performance. The adjusted  $R^2$  (.789) also proves that the model is robust even after consideration of the number of predictors.

**Table 16**

*Model Summary of Multiple Regression Analysis Predicting Total Performance*

| <b>Model</b> | <b>R</b> | <b>R Square</b> | <b>Adjusted Square</b> | <b>R-Std. Error of the Estimate</b> |
|--------------|----------|-----------------|------------------------|-------------------------------------|
| 1            | .894     | .799            | .789                   | .43928                              |

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Table 17 showed that the general regression model was statistically significant ( $F = 82.308, p < .001$ ), which proved that the overall group of leadership-related variables has a significant impact on the variation in the overall school performance. The fact of this finding indicates that it is not that the relationship between the leadership attributes and the overall performance was haphazard, but was a good and

credible predicting model. The statistical significance also supported the conclusion that the set of leadership variables provided a good fit for predicting the overall performance of the sampled schools, indicating the relevance of leadership practices in determining institutional performance.

**Table 17**

*ANOVA Results for the Regression Model*

| Model        | df | Mean Square | F     | Sig.  |
|--------------|----|-------------|-------|-------|
| 1 Regression | 4  | 15.882      | 8     | .000b |
|              |    |             | 2.308 |       |
| Residual     | 83 | .193        |       |       |
| Total        | 87 |             |       |       |

Individual regression coefficients are given at Table 18. Of the predictors, teamwork is the best predictor of total performance ( $\beta = .374$ ,  $p < .001$ ), which shows that teamwork practices among employees have a significant positive impact on schools. The statistical significance of creativity and innovation has an additional positive impact on total performance ( $\beta = .370$ ,  $p = .001$ ), which demonstrates the relevance of innovative leadership and the willingness to experience new ideas to institutional success.

The positive statistically significant impact of organizational culture on total performance ( $\beta = .182$ ,  $p = .043$ ) shows that the supportive and collaborative school culture only has a positive influence on overall effectiveness. Conversely, effective communication, despite the positive relationship, does not contribute to the model statistically significantly ( $p = .740$ ) and uniquely ( $\beta = .041$ ), which suggests that the effect of effective communication is possibly mediated by other leadership variables.

**Table 18**

*Regression Coefficients for Leadership-Related Variables Predicting Total Performance*

| Model               | Standardized<br>Coefficients<br><br>Beta | t     | Sig. |
|---------------------|------------------------------------------|-------|------|
| 1 Total Performance |                                          | 1.592 | .115 |

|                         |      |       |      |
|-------------------------|------|-------|------|
| Teamwork                | .374 | 3.935 | .000 |
| Organization Culture    | .182 | 2.057 | .043 |
| Effective Communication | .041 | .334  | .740 |
| Creativity Innovation   | .370 | 3.622 | .001 |

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### Hypothesis Testing Results

According to the multiple regression analysis, the hypothesis that transformational leadership can be of significant influence on school performance is proven. The regression model accounts for a significant percentage of the variance in the school performance ( $R^2 = .799$ ) and is statistically significant ( $p = .001$ ), implying that the school performance is significantly predicted by the leadership practices. Further discussion of the standardized coefficient of beta indicates that teamwork, creativity, and innovation are the most influential and significant on school performance, whereas organizational culture is also of significance, though with a lower degree. Nevertheless, effective communication fails to show a statistically significant independent effect when other variables of leadership are taken into consideration.

Thus, the Hypothesis H1.2, according to which transformational leadership plays a significant role in school performance, is accepted. The results indicate that collaborative and novel leadership practices are especially essential in improving the overall school performance.

Table 19 shows the Pearson correlation coefficients that explore the relationships between Total Transformational Leadership (Total TFL) and the chosen leadership attributes, which are teamwork, organizational culture, effective communication, and creativity and innovation. The results have shown a strong positive and statistically significant correlation between Total TFL and all four attributes at the level of 0.01 ( $p < .01$ ). In particular, Total TFL has a very high correlation with effective communication ( $r = .953$ ), creativity and innovation ( $r = .923$ ), teamwork ( $r = .922$ ), and organizational culture ( $r = .895$ ). The implications of these findings are that improved collaboration, positive organizational culture, and good communication practices, as well as improved creativity and innovativeness in schools, are strongly related to higher levels of transformational leadership. Overall, the findings suggest that transformational leadership contributes significantly to

enhancing core organizational values that lead to positive staff-related and institutional outcomes.

**Table 19**

*Pearson Correlation Between Total Transformational Leadership and Selected Transformational Leadership Attributes*

|                         |                     | <b>Teamwork</b> | <b>Organizational Culture</b> | <b>Effective Communication</b> | <b>Creativity Innovation</b> | <b>Total TFL</b> |
|-------------------------|---------------------|-----------------|-------------------------------|--------------------------------|------------------------------|------------------|
| Teamwork                | Pearson Correlation | 1               | .753**                        | .837**                         | .795**                       | .922**           |
|                         | Sig. (2-tailed)     |                 | .000                          | .000                           | .000                         | .000             |
| Organization Culture    | Pearson Correlation | .753**          | 1                             | .830**                         | .765**                       | .895**           |
|                         | Sig. (2-tailed)     | .000            |                               | .000                           | .000                         | .000             |
| Effective Communication | Pearson Correlation | .837**          | .830**                        | 1                              | .873**                       | .953**           |
|                         | Sig. (2-tailed)     | .000            | .000                          |                                | .000                         | .000             |
| Creativity Innovation   | Pearson Correlation | .795**          | .765**                        | .873**                         | 1                            | .923**           |
|                         | Sig. (2-tailed)     | .000            | .000                          | .000                           |                              | .000             |
| Total TFL               | Pearson Correlation | .922**          | .895**                        | .953**                         | .923**                       |                  |
|                         | Sig. (2-tailed)     | .000            | .000                          | .000                           | .000                         |                  |

**\*\*.** *Correlation is significant at the 0.01 level (2-tailed).*

To test Hypothesis H1.3, Pearson correlation analysis was used between Total Transformational Leadership (Total TFL) and outcome indicators, which were identified during the descriptive statistics: teamwork, organizational culture, and ECA/CCA activities. These variables are the motivation and cooperation of the staff

(teamwork and organizational culture) and institutional development (ECA/CCA activities).

The findings indicate that there are positive and statistically significant correlations between Total TFL and all four outcome indicators. In particular, Total TFL has a highly positive correlation with teamwork ( $r = .922, p < .01$ ), which means that the higher the transformational leadership, the higher the staff cooperation and motivation. In the same way, a significant positive relationship is noticed between the Total TFL and organizational culture ( $r = .895, p < .01$ ), which implies that transformational leadership is an element that helps to develop the school environment that is supportive and collaborative. Moreover, Total TFL and ECA/CCA activities are positively and significantly interrelated ( $r = .836, p < .01$ ), which means that transformational leadership has a strong connection with institutional growth and encouragement of holistic student development programs.

Based on these findings, Hypothesis H1.3 is accepted. The findings affirm that transformational leadership has a strong connection with staff motivation, teamwork, and institutional development in the schools examined.

The multiple regression analysis shows that there is a strong and statistically significant impact of the leadership attributes as a component on the school success in PABSON schools. Table 20 reveals that the model has a correlation of 79.9% in total school performance ( $R^2 = .799$ ), which indicates that leadership practices are one of the key determinants of school performance. The value of adjusted  $R^2$  (.789) also indicates the strength of the model once several predictors have been taken into consideration.

**Table 20**

*Model Summary of Multiple Regression Analysis Predicting School Success*

| Model | R                 | R Square | Adjusted R Square | Change Statistics |          |     |
|-------|-------------------|----------|-------------------|-------------------|----------|-----|
|       |                   |          |                   | R Square Change   | F Change | df1 |
| 1     | .894 <sup>a</sup> | .799     | .789              | .799              | 82.308   | 4   |

The ANOVA reported in Table 21, which was used to test the multiple regression model, showed that the overall model was statistically significant ( $F = 82.308, p < .005$ ). This finding validated that the pattern of leadership qualities that were input into the regression equation collectively clarified a significant percentage

of the variance in school achievement, and the predicted relation was not likely to have occurred by chance. That is, the data collections of PABSON schools showed that the model offered a considerable overall fit, which confirms the assertion that leadership attributes, as a combination, are strong predictors of the school performance outcome in the present case.

**Table 21**

*ANOVA Results for the Regression Model*

| <b>Model</b> | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|--------------|-----------------------|-----------|--------------------|----------|-------------|
| Regression   | 63.529                | 4         | 15.882             | 82.308   | .000b       |
| Residual     | 16.016                | 83        | .193               |          |             |
| Total        | 79.545                | 87        |                    |          |             |

Table 22 indicates that the quality of predictability of any of the leadership attributes is relative to the examination of the regression coefficients. Teamwork has come out as the best predictor of school success, which is confirmed by the highest partial (.397) and part (.194) correlation values. This implies that the collaborative leadership practices make the most unique contribution in enhancing the performance of schools. The second most significant predictor is creativity and innovation, which has a large part correlation (.178), which means innovative leadership behaviors play an important role in improving the success of schools through their ability to inspire flexibility and progressive practices. Teamwork and innovation (.101) demonstrate that organizational culture is a moderate predictor of performance, but not as much as teamwork and innovation.

**Table 22**

*Regression Coefficients Indicating Predictive Strength of Leadership Attributes*

|   |              | <b>Lower Bound</b> | <b>Upper Bound</b> | <b>Zero-order</b> | <b>Partial</b> | <b>Part</b> |
|---|--------------|--------------------|--------------------|-------------------|----------------|-------------|
| 1 | Total TLF    | -.083              | .747               |                   |                |             |
|   | Teamwork     | .158               | .482               | .839              | .397           | .194        |
|   | Organization | .006               | .359               | .775              | .220           | .101        |
|   | Culture      |                    |                    |                   |                |             |

|               |       |      |      |      |      |
|---------------|-------|------|------|------|------|
| Effective     | -.194 | .273 | .823 | .037 | .016 |
| Communication |       |      |      |      |      |
| Creativity    | .157  | .539 | .839 | .369 | .178 |
| Innovation    |       |      |      |      |      |

Conversely, effective communication is not found to be a major predictor of school success where other leadership attributes are taken into consideration, as indicated by its extremely low partial correlation (.016). This means that communication might have an indirect effect on performance, based on the other leadership practices, other than being a predictive factor on its own.

According to the regression results, teamwork is the most appropriate leadership predictor of the success of the school in the PABSON schools; in that order, there is creativity and innovativeness. These results demonstrate that schools that have principals who focus on collaboration and innovation are more capable of attaining elevated amounts of overall performance.

### Key Findings

The study found that respondents were mainly male school leaders (73.3%), while female participation was 26.7%. Most respondents were middle-aged (56.7%) and had postgraduate qualifications (78.9%), showing that the findings were based on experienced and academically qualified school leaders.

The descriptive results showed positive perceptions of transformational leadership practices. Teamwork, organizational culture, effective communication, and creativity and innovation all had mean scores above 3.50. Among these, organizational culture showed the highest positive response, especially in creating a sharing culture among teachers ( $M = 4.22$ ). Teamwork was also strong, particularly in creating a positive interactional environment among teachers and staff ( $M = 4.10$ ).

The school performance indicators were also positively rated. Academic performance received strong attention, especially in relation to quality instruction, high expectations, and individual classroom support. However, emotional support for students received comparatively lower attention ( $M = 3.72$ ), suggesting that socio-emotional learning needs further strengthening.

The correlation result showed a very strong positive relationship between total transformational leadership and total school performance ( $r = .888, p = .000$ ). This

means that stronger transformational leadership practices are associated with better school performance.

All leadership variables had strong and statistically significant positive relationships with performance indicators. Creativity and innovation had the strongest relationship with student-centered learning ( $r = .856$ ), followed by teamwork with student-centered learning ( $r = .826$ ) and effective communication with student-centered learning ( $r = .811$ ).

The regression model showed that leadership-related variables explained 79.9% of the variance in total school performance ( $R^2 = .799$ ), and the overall model was statistically significant ( $F = 82.308, p < .001$ ). This confirms that transformational leadership attributes are strong predictors of school performance.

Among the leadership attributes, teamwork was the strongest predictor of school performance ( $\beta = .374, p < .001$ ), followed by creativity and innovation ( $\beta = .370, p = .001$ ). Organizational culture also had a significant positive effect ( $\beta = .182, p = .043$ ). However, effective communication did not show a statistically significant independent effect when other leadership variables were controlled ( $\beta = .041, p = .740$ ).

Overall, the key finding is that transformational leadership significantly improves school performance in PABSON member schools of Lalitpur, especially through teamwork, creativity, innovation, and supportive organizational culture

### **Discussion**

This study explored the connection between transformational leadership practices and overall performance of schools using the major dimensions of leadership, namely teamwork, organizational culture, effective communication, and creativity and innovation, and their connection with performance measures, including academic performance, internal assessment, ECA/CCA activities, and student-centered learning. The results of the descriptive statistics, correlation analysis, and multiple regression show that transformational leadership has a close relationship with school effectiveness. Overall, the perceptions of the respondents were positive in the majority of leadership and performance dimensions. Nevertheless, the moderate standard deviations among the items signify that leadership practices and school conditions are not homogeneous, which implies that the institutional capacity, leadership style, and implementation in the schools are not the same. These results can be compared with other studies that highlight transformational leadership as a

multidimensional, context-dependent process that affects school outcomes (Leithwood & Jantzi, 2005). The findings substantially substantiate the theoretical presumption that transformational leadership improves performance in schools by implementing collaboration, shared values, creativity, and supportive working conditions, as purported in the theoretical framework of the given study.

These findings can be interpreted within the context of the demographic profile. The sample was mostly middle-aged men, most of whom were pursuing master's degrees, with a smaller representation of MPhil and PhD holders. It is a sign that the perceptions obtained during the study were largely based on reports from experienced, academically qualified professionals with strong expertise in school leadership and management practices. Simultaneously, female underrepresentation is indicative of a broader structural trend in leadership roles, which could limit opportunities for female involvement in decision-making and leadership in schools. The same demographic patterns and their implication in leadership practice have been observed in research done in Kathmandu Valley (Khadka et al., 2024).

Descriptive findings indicate that teamwork was positively perceived, and respondents reported that collaboration and friendly working interactions among teachers and staff members were valuable. The average scores imply that schools prefer collective achievement over individual promotion, and leaders tend to motivate staff to apply their knowledge to advance institutional objectives. However, the lower mark on personal ability to work in a team suggests that teamwork skills may need further reinforcement at both the individual and institutional levels. The inductive conclusions justify the relevance of teamwork. Teamwork showed a very strong statistically significant positive relationship with all performance indicators, and the most significant relationships were found particularly with student-centered learning and ECA/CCA activities. The regression findings also supported the assertion that teamwork was the best independent predictor of the overall school performance. This means that, when school leaders develop collaborative working relationships, share responsibilities and promote joint problem-solving, performance outcomes of schools will improve in the teaching and learning practices and the overall developmental activities of the schools (Bass & Riggio, 2006).

It also helped to have a positive perception of organizational culture, especially how it helps develop a culture of sharing amongst the teachers and facilitates professional relationships within the department systems. These results

show that schools are more likely to be improvement-oriented and are more likely to celebrate achievements and foster cooperation. The results of the correlation analysis indicated that organizational culture is positively and significantly correlated with academic performance, internal assessment, ECA/CCA activities, and student-centered learning. It means that the development of a favorable organizational culture may lead to improvements in academic performance, as well as in the general involvement and commitment of students and teachers (Köse & Korkmaz, 2019). Regression analysis also showed that organizational culture is a statistically significant predictor of overall school performance, though its predictive power is not as strong as that of teamwork, creativity, and innovation. It is possible to conclude that a supportive culture plays a significant role in school effectiveness, but it yields even better results when integrated with active collaboration and leadership practices, creating an impetus to change and innovate. Although the organizational culture had weaker predictive power than teamwork and creativity, it was still an important predictor of school performance, supporting the notion that culture is a prerequisite that increases the impact of other leadership activities (Day et al., 2016).

Communication was also rated moderately high, which means that the leaders often recognize the efforts of the staff, apply proper communication, and hear the ideas and opinions of teachers. The correlational results indicate strong positive correlations between effective communication and key performance outcomes, particularly academic performance and student-centered learning, implying that communication is directly related to the quality of instructional practices and learning conditions. Nonetheless, regression analysis showed that effective communication is not a statistically significant independent variable for overall school performance when other leadership variables are considered. This means that communication can be more of a facilitative mechanism that enhances teamwork, supports organizational culture, and promotes innovation instead of being a performance driver. Practically, communication seems to play a vital role in facilitating other leadership skills, but when collaboration and innovation are considered in the predictive model, the effects become less evident. This mediating position of communication under transformational leadership has been observed in previous research (Fullan, 2001).

The attitude towards creativity and innovation was positive, and the respondents concurred that the leaders are open to new ideas, learn continuously, and seek ways to apply personal knowledge and experience in decision-making. The

practices indicate a willingness to change and the acknowledgment of reflective leadership. However, the comparatively low score for engaging teachers and staff in imagining future aspirations indicates that participatory innovations and shared vision development are not as robust as other elements of innovative leadership. This result is relevant because it suggests that innovation can be stimulated; however, it can still be quite leader-centered rather than institutionally distributed. The results of the inferential analysis reveal that innovation and creativity are closely and significantly related to every performance indicator, with the strongest correlation between them and student-centered learning. Regression analysis also revealed that creativity and innovation are among the most significant predictors of the overall school performance. It means that creative leadership is essential in enhancing school performance through promoting progressive teaching and student-centered learning settings, but its sustainability in the long term might be subject to further involvement and shared role-taking among teachers. This observation is indicative of issues raised in other studies concerning the sustainability of innovation in the absence of shared leadership structures (Robinson et al., 2008).

Regarding academic performance, the descriptive results indicate that the schools are keen on student performance, high expectations, and academically excellence-oriented instruction. The top score was associated with individual attention in the classroom, which demonstrates the perceived significance of individualized instructions. Nevertheless, the minimum mean rating of this dimension was associated with assisting students in controlling their emotions, which may indicate that emotional and socio-psychological learning objectives are not highlighted as much as academic ones. Such an imbalance means that schools are performance-focused, but a holistic strategy that combines operational systems of emotional support may be needed to achieve long-term learning, motivation, and overall student welfare. Such an imbalance is also reflected in literature, anxieties that performance-based environments can fail to consider the holistic development of the learner unless it is explicitly facilitated by transformational leadership practices (Allen et al., 2015)

The internal assessment was rated moderately, indicating that internal evaluation is being taken seriously and that teaching and learning are being improved using assessment findings, yet consistency and regularity remain poor. The low average of consistent assessment indicates a lack of procedural or the capacity to apply assessment practices over time and situations. The inconsistency of responses

also suggests that internal assessment systems are given different considerations in different schools. The findings have indicated that they require more explicit guidelines, more robust monitoring systems, and specific professional training to enhance assessment literacy, and more so, they need internal assessment to be reliable as a formative tool and not an infrequent evaluation activity. These results confirm previous research highlighting the necessity of professional development and support for systems that would make internal assessment an effective formative tool (Bellibaş et al., 2021).

According to the results on ECA/CCA activities, the value of these activities has been well recognized in their overall development of students, and the importance of offering opportunities to do so. Nevertheless, the comparatively lower score on appropriate management of ECA reflects organizational limitations, including difficulty with coordination, scarce resources, and planning. The findings of the inferential analysis support the significance of leadership in this region, where transformational leadership exhibits a significant positive correlation with the ECA/CCA activities (Gougas & Malinova, 2021). It means that schools will struggle to build and maintain successful holistic development programs when leaders focus on systematic management, resource distribution, and systematizing ECA/CCA work.

The student-centered learning practices were also viewed positively, particularly for providing students with opportunities to share their knowledge and skills. There was also consensus among the respondents that need-based support and differentiated teaching techniques are significant when dealing with different learners. Nevertheless, the comparatively low score for active participation suggests inconsistency in how learner-centered approaches are implemented in classrooms. The strong associations between leadership variables, especially teamwork and creativity, and student-centered learning indicate that learner-centered teaching is best facilitated in educational institutions where effective leadership practices grounded in teamwork and creativity are prevalent. This also means that enhancing student engagement cannot be achieved solely through pedagogical commitment but also through supportive leadership structures, ongoing teacher development, and the provision of conducive school classroom environments (Vorontsova & Dahari, 2024).

The key contribution of the research is the simple empirical data that demonstrates the connection between leadership and school performance. Total transformational leadership also showed a very strong positive relationship with total

school performance, supporting the view that more robust transformational leadership practices are linked to more positive overall results. The regression model also explained a significant share of the variation in school performance, demonstrating that the variables of leadership nature together are very powerful predictors of school effectiveness. The strongest predictors were teamwork, creativity, and innovation, and the moderate predictors were organizational culture. Effective communication with a high correlation was not found to have distinctive predictive power, implying that its effects may be mediated by other leadership practices. This trend supports the idea that school improvement is multidimensional and that leadership effectiveness depends on the degree to which collaborative structures and innovative practices are embedded in day-to-day school operations (Harianto et al., 2025). This study highlights the importance of educational leaders fostering a culture of collaboration and innovation to boost the school's overall performance.

Overall, the results indicate that in this case, schools are shifting towards collaborative and transformational leadership models, with a high importance of academic performance and whole-person development. Nevertheless, the findings also point to the aspects that still need further enhancement, especially participatory vision-building, the consistency of internal evaluation, the successful organization of the ECA/CCA process, and the increased level of emotional support to students. Policy measures, such as leadership development programs, professional training, and strengthening these areas, can be used to increase institutional capacity and school outcomes. The research thus supports the conclusion that transformational leadership is a critical factor in determining a school's performance, and that sustainability in leadership is most assured when teamwork, innovativeness, and a supportive school climate, in addition to a balanced consideration of academic achievement and student well-being, are encouraged. The results prove and develop Transformational Leadership Theory by illustrating that, in most cases, leadership behaviors that are consistent with Inspirational Motivation and Intellectual Stimulation, especially teamwork and creativity, have the strongest impact on school effectiveness. The findings also indicate that transformational leadership in Nepalese private schools is most sustainable when it is integrated into favorable organizational cultures and supported by instructional and transactional leadership behaviors.

## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter synthesizes findings from other chapters and interprets them with regard to the research objectives. It also points out the implications of findings to educational leadership and school improvement, and suggests the future directions of research and practice

#### **Summary**

The present research was conducted to analyze the relationships between transformational leadership practices and the performance of PABSON schools through the dimensions of leadership-teamwork, organizational culture, effective communication and creativity, and innovation, and the performance indicators-academic performance, inner assessment, ECA/CCA activities, and student-centered learning. It is based on the demographic characteristics of the respondents, the findings of descriptive analysis, the testing of the assumptions, the findings of correlation analysis, and the findings of the multiple regression analysis as the specific findings are directly connected to the study objectives.

The demographic profile shows that the respondents were all male (73.3%), with females (26.7%) in the minority, given the predominance of males in leadership positions within schools, particularly in senior and decision-making positions. The majority of the respondents were middle-aged (56.7%) and professionally experienced, and a majority had postgraduate qualifications (78.9%), which gives the impression that the results are informed standpoints of academically competent and experienced professionals, hence enhancing the plausibility of the research.

The descriptive findings indicate that the leader's practices were viewed positively across all measured dimensions, with mean scores above 3.50. Teamwork had scores between 3.82 and 4.10, with the highest level recorded in supporting a positive interactional environment amongst the teachers and staff ( $M = 4.10$ ), followed by those recorded in believing that teamwork promotes success rather than personalizing oneself ( $M = 4.04$ ). The organizational culture exhibited relatively high positive perception ( $M = 3.92-4.22$ ), especially when it comes to the need to establish a sharing culture among teachers ( $M = 4.22$ ). The level of effective communication was moderate ( $M = 3.80-3.90$ ), with recognition of the efforts of the teachers having

the highest score ( $M = 3.90$ ), and willingness to listen and discuss issues during decision-making was relatively lower ( $M = 3.80$ ). The ratings were also positive on creativity and innovation ( $M = 3.78$ - $3.88$ ), particularly, the use of personal knowledge and experience in decision making ( $M = 3.88$ ) and readiness to adopt new ideas ( $M = 3.86$ ). Nonetheless, the operation in a teacher and staff future school goal pre-recorded the lowest mean in this dimension ( $M = 3.78$ ), which suggests that the innovation practices are fostered, but they are not completely collaborative, but rather leader-based.

As far as performance indicators were concerned, the academic performance was given a high level of priority ( $M=3.72$ – $4.04$ ), and the focus was made on the quality of instructions ( $M=3.84$ ), high expectations ( $M=3.81$ ), and individual approach in classes. However, emotional support is given less attention ( $M=3.72$ ), which is more relevant, implying that socio-emotional elements of learning are not as focused on the goals as academic ones are, and a closer and more comprehensive approach to the development of students should be provided. Moderate ratings were also assigned to internal assessment practices ( $M= 3.52$ – $3.69$ ), whereby schools value assessment as well as employing results to enhance teaching and learning ( $M=3.69$ ). But even areas of concern were found in uniformity and frequency of assessment practices, and it is felt that capacity and procedural issues bring about inequitable uniformity across schools. The ECA/CCA activities were highly identified with experiencing a holistic development of a student ( $M=4.20$ ) and offering opportunities for participation; however, their management was ranked comparatively lower due to the organizational constraints, which are planning, coordination, and resource limitation. Student-centered learning was perceived in a positive manner, where the means were between 3.71 and 4.16. The greatest score was awarded to giving students a chance to share their knowledge and skills ( $M = 4.16$ ), then need-based support to students ( $M = 3.83$ ), which means a high degree of orientation towards activities working with learners in mind. Diverse teaching techniques of learning to meet the needs of various learners were also rated positively ( $M = 3.76$ ). Nevertheless, active student engagement in learning processes got the lowest average rating ( $M = 3.71$ ), which implies the relative lack of consistency in terms of detailed engagement in the classroom. This difference shows that, though there are student-centered principles that are identified and followed, the level of active student involvement might vary among classrooms.

The assumption testing showed that the distributions were not normally distributed, yet the sample size and the distribution features were deemed sufficient and adequate to use parametric analysis in real-life applications. The inferences drawn are strong evidence of how a transformational leader is related to school performance. There was a very high and statistically significant correlation between Total Transformational Leadership and Total Performance ( $r = .888$ ,  $p.01$ ), which proves that more transformational leadership is correlated with better performance of the school in general. The variables of leadership also showed very good positive correlations with the performance indicators. Specifically, teamwork and creativity/innovation demonstrated a significantly strong correlation with student-centered learning, indicating that collaborative and innovative leadership is a majorly tied construct of learner-centered teaching and learning methods.

Analysis using multiple regression also supported the leadership as a strong predictor of school success. The model accounted for a considerable amount of variance in the performance of schools ( $R^2 = .799$ ), and the model is significant, showing that the combined leadership practices are major determinants of school effectiveness. The strongest significant predictors of total school performance were teamwork and creativity/innovation, which can be considered the strongest predictors, with organizational culture becoming significantly important, though to a lesser extent. There was no impactful independent predictive role of effective communication when the other leadership variables were involved, showing that communication probably assists the performance indirectly, reinforcing the teamwork, culture, and innovation.

Overall, the analysis has found that the leadership atmosphere in PABSON schools is positive, in most cases, and there is a bright tendency towards improvement in the leadership. The most unified advantages are in the teamwork, positive school culture, readiness for creativity and innovation, and preference for academic progress and holistic development by means of ECA/CCA activities. Simultaneously, there are results that need to be reinforced, such as participatory vision-building, internal assessment practices, better management of the ECA/CCA programs, enhanced and constant student involvement in classrooms, and better integration of emotional support to students. The final outcomes prove the hypothesis that transformational leadership is closely related to school performance, and the sustainable performance of schools is most probable with the focus on collaboration and innovation as the

guiding principles in the supporting culture, as well as the focus on academic and socio-emotional progress as equally important factors.

### **Conclusion**

This current study was conducted to analyze the main aspects of school leadership and performance, with a specific focus on creativity and innovation, academic performance, internal evaluation practices, ECA and CCA actions, and student-centered learning. The findings that were made in this chapter are based on the empirical evidence that was created during the analysis, and that also show the general perceptions of the respondents. Overall, the results show that schools are characterized by a positive disposition toward effective leadership practices and the holistic development of education. Innovation, academic performance, assessment as an instrument to improve learning, extracurricular participation, and student-based teaching strategy seem to be valued by school leaders. Simultaneously, the findings suggest that the discrepancies between the leadership's desires and their real-life application remain substantial. In spite of the fact that the major part of the attitudes toward leadership is positive, the uniformity, depth, and inclusiveness of leadership practices differ significantly in different schools. These differences point towards the complexity and context-specific nature of school effectiveness and the necessity of integrated, participative, and responsive ontological leadership styles that are attentive to institutional realities. The research confirms again that leadership is something that is not limited to administrative duties, but rather is a decisive factor in determining the quality of instruction, learning conditions, the culture of assessment, and the overall progress of students. The leadership needed in schools, thus, must involve a balance between innovation and teamwork, academic quality and emotional warmth, policy idealism and classroom reality, so as to attain long-term educational enhancement.

As per the results stated in the domain of creativity and innovativeness, school heads are also inclined to positive attitudes toward adaptive and innovative practices. Most of the decisions are made using personal knowledge, professional experience, and reflective judgment, and this means that the practices of leadership are founded on experiential learning. This analytical treatment is particularly relevant in a rapidly changing educational setting that has its shifting curriculum, technological growth, and shifting social needs. The fact that the leaders are ready to learn more and get to know new stuff proves that they realize that the necessary force of institutional transformation is innovation. However, the results suggest that the innovative

practices are rather centralized, and the contribution of the teachers and personnel to future directions is quite low. This means that creativity tends to be leader-centric, rather than group-centric. Such a practice would obstruct the ordinary ownership and performance of new programs that survive in the long-term. Thus, the research has determined that innovation is not to be considered as a solitary characteristic of leadership that is to be augmented, but a feature of the organizational culture that is amplified by the organizational vision, teamwork, and shared leadership. The additional involvement of the teachers and other staff is what can transform schools into learning organizations, capable of responding to new educational demands in an adequate manner.

Schools became very preoccupied with academic performance as the areas of strong emphasis on instructional quality, high expectations, and student achievement. The results show that there is a specific understanding of the value of individualized attention and personalized instruction as influential success factors of learning. Practices in leadership appear to be quite consistent with academic performance, and achievement-based instructional programs receive significant emphasis. Even though it demonstrates the level of institutional commitment to improve learning outcomes and maintain academic standards, the comparative inattention to emotional and psychological care is an indicator of the disproportion of the cognitive and socio-emotional components of learning. Although academic rigor is a point of high significance, a reduction in motivation, engagement, and long-term learning may occur when the emotional well-being of the students is compromised. The research thus finds that excellence in instruction is not enough to maintain academic success. Education should be effective, meaning that intellectual growth should be complemented with emotional and social support, and the leadership practices should be used to create the learning conditions that facilitate the development of empathy, care, and psychological safety in addition to high academic expectations.

The results of internal assessment practices are moderately effective, which shows the improvement as well as the persistent challenges. The respondents admitted that assessment outcomes are also employed to enhance teaching and learning, implying the increasing awareness of assessment as a formative activity instead of a summative one. This is a welcome change in the direction of evidence-based instructional improvement. Nevertheless, irregularities in frequency and application of the assessment and teacher readiness continue to be apparent. These problems indicate

that internal evaluation systems have not yet been completely institutionalized in practice, though they are appreciated in theory. Other factors that might contribute to uneven implementation could be limited training in professional aspects, the non-existence of standard guidelines, and administrative constraints. The paper finds that although internal assessment has a fair amount of potential to improve the quality of instruction, systematic capacity building, having clear procedures, and constant monitoring are the keys to its success.

Similarly, the results on ECA and CCA activities show that there is a profound awareness towards holistic student development. The respondents also concurred that extracurricular and co-curricular activities play an important role in the physical, social, and emotional development of students and that schools tend to offer such activities to the students. However, issues related to planning, coordination, and distribution of resources were also few, indicating that there were flaws in the way these activities are handled. The research then concludes that the effective implementation of ECA and CCA programs comes with well-organized management systems, trained coordinators, equal access, and sufficient resources to achieve a sustainable and inclusive outcome.

The practices of student-centered learning were also positively rated, as there was a slow transition towards the practice of learner-centered pedagogy. The availability of the students to share knowledge, need-based assistance, and various teaching approaches signifies responsiveness to the learner diversity. Nonetheless, the variations in the degree of active student participation indicate that there are inconsistencies in classroom practices. This means that although student-centered learning philosophy is generally accepted, the practical implementation is still bumpy. The research thus notes that efficient execution of learner-centered methods necessitates long-term professional development, pedagogical backing, and leadership that is proactive towards inciting participatory and interactive instructions.

Overall, the research proves that school effectiveness is multidimensional and situational. Creativity and innovation, academic performance, assessment practices, extracurricular engagement, and student-centered learning are not independent and must be considered as one. The results will give empirical support on why leadership needs to be collaborative, inclusive, and context sensitive. The leadership practices in promoting teamwork and innovation, meaningful and consistent assessment, holistic

student development, and balance between academic excellence and emotional well-being are most likely to lead to sustainable school improvement.

### **Recommendation**

- Strengthen collaborative and participatory leadership practices by promoting shared decision-making, teamwork, and distributed leadership to enhance ownership and institutional effectiveness.
- Promote continuous and practice-oriented professional development programs focusing on creativity, innovation, and student-centered teaching approaches to improve instructional quality.
- Improve the consistency and effectiveness of internal assessment systems by developing clear guidelines, regular monitoring mechanisms, and enhancing teachers' assessment literacy.
- Integrate emotional and psychological support systems within schools by introducing counseling services, mentorship programs, and supportive classroom environments to ensure holistic student development.
- Enhance the planning, management, and inclusivity of co-curricular and extra-curricular activities to support students' social, emotional, and physical growth.
- Develop and implement leadership training programs aligned with transformational leadership principles to strengthen leadership capacity among school leaders.
- Encourage the creation of a positive and supportive organizational culture that fosters trust, collaboration, and continuous improvement within schools.

### **Implications of the Study**

The findings of this study carry important implications for educational leadership practice, teacher development, policy formulation, and future research within the context of private schools in Nepal, particularly PABSON-affiliated institutions in Lalitpur.

#### **Implications for School Leadership Practice**

The study highlights that collaborative and innovation-oriented leadership practices play a central role in enhancing school performance. This suggests that school leaders should move beyond traditional, hierarchical, and control-based approaches toward more participatory and transformational leadership styles. Emphasizing teamwork, shared responsibility, and collective problem-solving can

significantly improve institutional effectiveness. Leaders are encouraged to foster a culture where collaboration and innovation are embedded within everyday practices, thereby promoting sustainable school improvement and strengthening overall organizational performance.

### **Implications for Teacher Professional Development**

The strong association between leadership practices and instructional outcomes indicates that teacher development and leadership practices are closely interconnected. Schools should prioritize continuous, need-based professional development programs that focus on reflective practice, collaborative learning, and innovative teaching strategies. Enhancing teachers' capacity to actively participate in decision-making processes, instructional innovation, and student-centered approaches will contribute to improved teaching effectiveness, stronger assessment practices, and increased student engagement.

### **Implications for School Policy and Management**

The findings suggest a need for more structured and systematic leadership development initiatives within the private education sector. Educational authorities and organizations such as PABSON should design and implement formal leadership training programs grounded in transformational leadership principles. Policies should also emphasize the strengthening of internal assessment systems, effective management of co-curricular and extra-curricular activities, and the integration of emotional and psychosocial support mechanisms within school systems. Such policy interventions will help create a balanced approach to academic achievement and holistic student development.

### **Implications for Educational Outcomes**

The observed relationship between transformational leadership and key performance indicators underscores the importance of leadership in promoting student-centered learning and overall educational quality. Schools that cultivate supportive leadership structures, collaborative cultures, and innovation-friendly environments are more likely to achieve improved academic outcomes and holistic student development. This implies that meaningful and sustained improvements in educational outcomes depend not only on instructional practices but also on the quality and nature of leadership within schools.

### **Implications for Future Research**

This study opens avenues for further research in several directions. Future studies may explore transformational leadership using longitudinal designs to examine its long-term impact on school performance. Comparative studies across different regions, school types, and educational levels would provide broader insights into contextual variations. Additionally, future research can investigate the role of mediating and moderating variables such as emotional intelligence, teacher motivation, and organizational trust. There is also a need to develop context-specific leadership models that reflect the socio-cultural and institutional realities of Nepal's education system.

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## APPENDICES

## Appendix A

**Reliability Values**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .90              | 32         |

**Total Item Analysis**

|                                                                                                   | Scale<br>Mean if<br>Item<br>Deleted | Scale<br>Variance<br>if Item<br>Deleted | Corrected<br>Item-Total<br>Correlation | Cronbach's<br>Alpha if<br>Item<br>Deleted |
|---------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------|----------------------------------------|-------------------------------------------|
| I believe in teamwork for success rather than promoting self                                      | 12<br>0.38                          | 816.559                                 | .758                                   | .975                                      |
| I have the ability to work in team                                                                | 12<br>0.56                          | 816.066                                 | .794                                   | .975                                      |
| I encourage teachers and staff to apply their expertise to lead the school                        | 12<br>0.47                          | 813.332                                 | .776                                   | .975                                      |
| I support to develop positive interactional environment among teachers and staff.                 | 12<br>0.28                          | 813.608                                 | .844                                   | .975                                      |
| There is positive attitude of the entire school team towards school improvement.                  | 12<br>0.50                          | 829.425                                 | .636                                   | .976                                      |
| It is necessary to develop sharing culture among teachers.                                        | 12<br>0.16                          | 821.446                                 | .744                                   | .975                                      |
| Achievements are regularly celebrated.                                                            | 12<br>0.49                          | 827.080                                 | .657                                   | .976                                      |
| Subject wise departmental system of the schools promotes professional relationships.              | 12<br>0.47                          | 826.068                                 | .665                                   | .976                                      |
| I have the communication competency with right words at right time for the benefit of the school. | 12<br>0.56                          | 831.629                                 | .631                                   | .976                                      |
| I provide time to listen objectively to the ideas and opinions of the teachers and                | 12<br>0.56                          | 820.525                                 | .753                                   | .975                                      |

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|                                                                                          |            |         |      |      |
|------------------------------------------------------------------------------------------|------------|---------|------|------|
| staff and try to solve.                                                                  |            |         |      |      |
| I acknowledge teachers and staff for their effort and hard work.                         | 12<br>0.49 | 814.253 | .798 | .975 |
| I have willingness to listen and discuss issues in decision making process.              | 12<br>0.60 | 815.461 | .743 | .975 |
| I have willingness to embrace (hold) new ideas and to learn continuously.                | 12<br>0.53 | 819.424 | .819 | .975 |
| I involve teachers and staff in envisioning attractive future states of the school.      | 12<br>0.63 | 828.513 | .675 | .975 |
| I utilize personal knowledge and experience to make good decisions.                      | 12<br>0.51 | 818.667 | .747 | .975 |
| I promote creativity and innovation among the staffs.                                    | 12<br>0.57 | 813.880 | .781 | .975 |
| Anticipating high achievement from the students is the central concern of the school.    | 12<br>0.60 | 840.334 | .486 | .976 |
| Instructional program of this school is focused to high achievement of all the students. | 12<br>0.56 | 822.089 | .684 | .975 |
| Individual attention in the classroom is necessary.                                      | 12<br>0.34 | 811.492 | .788 | .975 |
| Students have been supported to manage their emotions.                                   | 12<br>0.69 | 825.732 | .634 | .976 |
| Internal assessments are taken seriously.                                                | 12<br>0.74 | 828.103 | .648 | .976 |
| Assessment results are analyzed to improve teaching and learning.                        | 12<br>0.73 | 811.718 | .813 | .975 |
| Assessments are consistent and regularly conducted                                       | 12<br>0.90 | 822.001 | .697 | .975 |
| Teachers are trained enough for the proper implementation of internal assessments.       | 12<br>0.77 | 819.787 | .753 | .975 |
| Extracurricular activities help to promote the overall development of the students.      | 12<br>0.20 | 810.923 | .855 | .975 |
| Extracurricular activities have been managed properly in this school.                    | 12<br>0.76 | 821.655 | .732 | .975 |

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|                                                                                                 |            |         |      |      |
|-------------------------------------------------------------------------------------------------|------------|---------|------|------|
| The school promotes CCA participation.                                                          | 12<br>0.58 | 816.246 | .800 | .975 |
| Students should get the opportunity to learn and participate in ECA.                            | 12<br>0.25 | 813.638 | .792 | .975 |
| Need-based support for the students is the real teaching.                                       | 12<br>0.57 | 815.926 | .776 | .975 |
| Students actively participate in learning.                                                      | 12<br>0.70 | 825.659 | .666 | .976 |
| It is necessary to provide an opportunity for the students to share their knowledge and skills. | 12<br>0.24 | 810.368 | .869 | .975 |
| A variety of teaching methods has been used to support diverse learners.                        | 12<br>0.66 | 819.630 | .796 | .975 |