



Full length article

Impact of Transformational Leadership on the Effectiveness of School Management

Hari Singh KC^{1*}, Hazrita Binti Ab. Rahim², Kamaljeet Kaur²

¹PhD Scholar, Kuala Lumpur University of Science & Technology (KLUST), Malaysia

²Department of Management, Kuala Lumpur University of Science & Technology (KLUST), Malaysia

*Corresponding author: harisinghkc18@gmail.com, 081803900012@s.iukl.edu.my

Article Info

Received: 23.02.2026

Accepted: 23.03.2026

Available online: 30.03.2026

Keywords:

Transformational leadership, school management effectiveness, Kathmandu Valley, quantitative research, leadership development

ABSTRACT

This study investigates the impact of transformational leadership on the effectiveness of school management in private schools within the Kathmandu Valley, emphasizing the importance of leadership in fostering institutional success, teacher motivation, and sustainable school development. The introduction establishes the role of transformational leadership in promoting shared vision, collaboration, intellectual stimulation, and innovation while situating the discussion within Nepal's educational context. Adopting a quantitative research design, the study administered structured questionnaires using Likert scales to 325 respondents, including principals, vice-principals, coordinators, and teachers from 25 private schools, selected through stratified random sampling. Methodological rigor was maintained through descriptive statistics, correlation, and multiple regression analyses. Results reveal that transformational leadership significantly contributes to effective school management. Specifically, regression analysis indicates that transformational leadership accounts for 52% of the variance in management effectiveness, with a strong coefficient of 0.743, a t-value of 19.13, and a p-value less than 0.001, confirming the robustness of the relationship. Descriptive statistics further illustrate that mean scores for transformational leadership dimensions ranged from 3.54 (moderate perception for TL1) to 4.36 (high perception for TL3), with standard deviations between 0.714 and 1.02, reflecting both strengths and variability in leadership practices. Frequency distributions demonstrate that dimensions like TL2 and TL3 received exceptionally high ratings, with more than 88% and 90% of responses respectively in the top two categories (scores of 4 and 5), while dimensions such as TL1 and TL5 showed greater variance, suggesting areas for more consistent application. Correlation analysis across all seven dimensions revealed statistically significant positive relationships, with Pearson's r values ranging from 0.281 to 0.640, affirming their interconnectedness. Overall, the findings underline the necessity of cultivating transformational leadership capacities among school leaders to enhance staff motivation, strengthen trust, reduce workplace stress, and achieve sustainable improvements in organizational performance and academic outcomes.

DOI:

<https://doi.org/10.59857/jwzysw46>

1. Introduction

The influence of transformational leadership on the effectiveness of school management has been extensively studied in educational research, highlighting its pivotal role in driving school success. Transformational leaders inspire and motivate educators by fostering a shared vision, intellectual stimulation, and individualized consideration, which promote an empowering and collaborative school culture (Bass & Riggio, 2006). By encouraging professional development and innovation, transformational leadership supports teachers in adapting to contemporary educational demands, thereby enhancing instructional quality and student outcomes (Day, Gu, & Sammons, 2016). Research from Nepal and elsewhere substantiates that transformational leadership directly impacts school climate, teacher satisfaction, and overall institutional effectiveness (Thapa et al., 2013). Leaders displaying transformational qualities build trust, shared responsibility, and resilience, creating environments conducive to open communication and effective problem-solving (Gray, 2015). These leadership practices positively affect teacher motivation, reduce workplace stress, and foster commitment to school goals, all crucial for improving management outcomes (Barbuto & Burbach, 2006; Anusi & Dlamini, 2025)).

Moreover, transformational leadership has been linked to school improvement by promoting collective efficacy and innovation within educational settings (Zhao & Tee, 2024). Thus, developing transformational leadership capacity among school administrators emerges as a strategic priority to enhance the effectiveness of school management, achieve academic excellence, and support sustainable school development. The influence of transformational leadership on the effectiveness of school management is well-established in educational research, demonstrating its critical role in fostering school success. Transformational leaders inspire and motivate staff by promoting a shared vision, intellectual stimulation, and individualized support, creating a collaborative and empowering school environment (Bass & Riggio, 2006). Such leadership enhances teacher development, encourages instructional innovation, and improves student outcomes. Empirical studies, including research from Nepal, emphasize that transformational leadership positively shapes school climate, teacher satisfaction, and overall management effectiveness (Rai & Beresford-Dey, 2023). Leaders exhibiting transformational behaviors build trust, promote open communication, and foster a resilient and committed workforce (Humphrey, 2002). These factors mitigate workplace stress, enhance motivation, and align staff with institutional goals, which are vital for effective school management (Barbuto & Burbach, 2006). Transformational leadership facilitates school improvement through increased collective efficacy and innovation (Wu et al., 2024). Therefore, cultivating transformational leadership capabilities in school administrators is essential for advancing school effectiveness, achieving academic excellence, and ensuring sustainable institutional growth.

2. Methodology

Research Philosophy

The study is grounded in a constructivist epistemology, recognizing that knowledge about transformational leadership and school management is socially constructed and context-specific. This aligns with Creswell and Poth (2016), emphasizing leadership as a dynamic, experience-based process shaped by individual and environmental factors. Ontologically, the study adopts a relativistic stance, acknowledging multiple realities derived from diverse perceptions of school leaders, teachers, and staff, which shape how school management functions in the Kathmandu Valley. Axiologically, the research highlights the ethical importance of fairness, emotional well-being, and integrity in educational leadership practice and interpretation.

Research Design

A quantitative research design has been employed to empirically examine relationships between transformational leadership and effective school management. Structured questionnaires using Likert scales were administered to principals, vice-principals, and teachers in private schools across Kathmandu Valley. Multiple regression facilitated rigorous analysis of both direct and mediated effects, including school climate as a mediator. This methodology allows for robust hypothesis testing and exploration of complex multivariate interactions to generate generalizable findings on leadership effectiveness.

Population and Sampling

Participants included school principals, vice-principals, coordinators, and teachers from private schools in Kathmandu, Bhaktapur, and Lalitpur districts. Stratified random sampling ensured representation of schools with recognized academic excellence and student bodies over 500 students. The sample comprised approximately 325 individuals from 25 schools, balancing statistical rigor and practical constraints. This approach enhances the validity and reliability of findings relating transformational leadership to school management effectiveness.

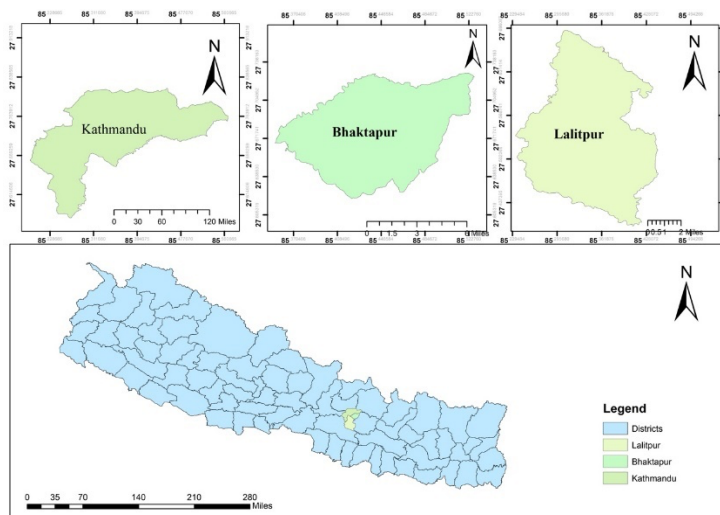


Figure 1: Map of A Study Area (Kathmandu, Bhaktapur and Lalitpur) (Source: Self Drawn Using Arc Gis 10.8)

Data Collection Methods

A comprehensive two-part questionnaire collected data on transformational leadership practices, and school effectiveness. Items were rated on 5-point Likert scales to capture nuanced perceptions. A pilot test ensured the clarity and reliability of the instrument.

Data Analysis Techniques

Descriptive statistics outlined participant characteristics and leadership patterns. Pearson’s correlation and multiple regression analyses assessed the impact of transformational leadership on management effectiveness. Regression analysis measured model fit indices (e.g., AVE, CR, R²) thoroughly assessed.

Ethical Considerations

The study upheld strict ethical standards by ensuring participant confidentiality and anonymity. Informed consent was obtained, with clear communication on participation rights, including voluntary involvement and withdrawal without penalty. Data privacy was maintained through secure storage and restricted access.

4. Result and Discussion

The descriptive statistics in Table 1 and frequency distribution in Table 2 provide an overview of responses for TL1, a dimension of transformational leadership. Out of a total of 362 valid responses, with 9 missing cases, the mean score is 3.54, indicating a moderate to moderately high perception of this leadership trait among respondents. The median value is 4.00, suggesting that at least half of the participants rated TL1 at or above this level, while the standard deviation of 1.02 reflects a moderate spread of scores around the mean. The range of scores spans from a minimum of 1 to a maximum of 5, demonstrating that all levels of agreement or performance for TL1 were represented. The frequency analysis shows that the largest proportion of respondents (39.5%) rated TL1 at 4, followed by 29.6% rating it at 3, and 16.6% giving the highest score of 5. Lower ratings were less common, with 10.2% scoring TL1 at 2 and only 4.1% at 1. The cumulative percentage column reveals that 83.4% of responses were at 4 or below, with the remaining 16.6% at the top score, suggesting that while the overall perception of TL1 is positive, there is still room for improvement toward consistently higher ratings. These findings indicate that TL1 is generally viewed favourably by most respondents but also highlight variability in perceptions, which may point to differences in leadership practices or contextual factors influencing evaluations.

Descriptives

	TL1
N	362
Missing	9
Mean	3.54
Median	4.00
Standard deviation	1.02
Minimum	1
Maximum	5

Table 1: Descriptive Statistics for TL1

Frequencies of TL1

TL1	Counts	% of Total	Cumulative %
1	15	4.1%	4.1%
2	37	10.2%	14.4%
3	107	29.6%	43.9%

Frequencies of TL1

TL1	Counts	% of Total	Cumulative %
4	143	39.5%	83.4%
5	60	16.6%	100.0%

Table 2: Frequency Distribution for T11

The descriptive statistics presented in Table 3 and the frequency distribution in Table 4 offer a comprehensive summary of responses related to TL2, a distinct component of transformational leadership. From a total of 362 valid responses, with 9 missing cases, the mean score of 4.27 indicates a notably high perception of this leadership trait among participants. The median value of 4.00 demonstrates that at least half of the respondents rated TL2 at or above this level. The relatively low standard deviation of 0.766 indicates responses are closely clustered around the mean, reflecting consistent perceptions. Scores ranged from a minimum of 1 to a maximum of 5, illustrating the full spectrum of agreement levels, though lower ratings were infrequent. Frequency analysis reveals that a majority of respondents rated TL2 highly, with 45.6% selecting a score of 4 and 42.5% assigning the maximum score of 5, indicating strong agreement or satisfaction with this leadership attribute. Mid-range scores were less common, with only 9.4% rating TL2 at 3, while very low ratings were rare 1.7% at 2 and 0.8% at 1. Cumulatively, over 88% of responses occupied the top two rating categories (4 or 5), underscoring a solid overall endorsement of TL2. These findings suggest that TL2 is broadly recognized and valued among respondents, indicative of effective implementation and a high degree of leadership satisfaction, although the small proportion of lower scores points to some isolated opportunities for further enhancement.

Descriptives

	TL2
N	362
Missing	9
Mean	4.27
Median	4.00
Standard deviation	0.766
Minimum	1
Maximum	5

Table 3: Descriptive Statistics for T12

Frequencies of TL2

TL2	Counts	% of Total	Cumulative %
1	3	0.8%	0.8%
2	6	1.7%	2.5%
3	34	9.4%	11.9%
4	165	45.6%	57.5%
5	154	42.5%	100.0%

Table 1: Frequency Distribution for TL2

The descriptive statistics presented in Table 5 and the frequency distribution in Table 6 provide detailed insights into responses for TL3, a dimension of transformational leadership. From a total of 360 valid responses, with 11 missing cases, the mean score of 4.36 demonstrates a high overall perception of this leadership trait among respondents. The median value of 4.00 indicates that at least half of the participants rated TL3 at or above this level. The relatively low standard deviation of 0.714 suggests a tight clustering of responses around the mean, reflecting consistency in participants' views. Scores range from a minimum of 1 to a maximum of 5, but low ratings are scarce. The frequency distribution reveals that the majority of participants gave high ratings, with 47.2% selecting the highest score of 5 and 43.3% choosing a score of 4. This means that over 90% of respondents placed TL3 within the top two categories. Only 8.1% rated it at 3, while the lowest ratings were minimal at 0.8% for 2 and 0.6% for 1. The cumulative percentage further reinforces that this leadership quality is overwhelmingly well-regarded, with all responses falling within the top five categories and the majority at the highest rating. These findings indicate that TL3 is a particularly strong and well-practiced aspect of transformational leadership within the study's context, exemplifying effective behaviors that inspire, motivate, and engage stakeholders. The exceptionally high ratings, coupled with low variability, signify the consistent and positive implementation of this leadership dimension, with very limited dissatisfaction among respondents.

Descriptives

	TL3
N	360
Missing	11
Mean	4.36
Median	4.00
Standard deviation	0.714
Minimum	1

Descriptives

	TL3
Maximum	5

Table 5: Descriptive Statistics for TL3

Frequencies of TL3

TL3	Counts	% of Total	Cumulative %
1	2	0.6%	0.6%
2	3	0.8%	1.4%
3	29	8.1%	9.4%
4	156	43.3%	52.8%
5	170	47.2%	100.0%

Table 2: Frequency Distribution for TL3

The descriptive statistics provided in Table 7 and the frequency distribution shown in Table 8 comprehensively present data for TL4, a distinct dimension of transformational leadership. From 361 valid responses, with 10 missing entries, the mean score registers at 4.20, indicating a generally high perception of this leadership quality among the respondents. The median value sits at 4, suggesting that at least half of the participants rated TL4 at or above this level. The standard deviation of 0.833 points to moderate variability in the responses. Scores ranged from a minimum of 1 to a maximum of 5; however, lower scores were infrequent. Analysis of frequency data reveals that a majority of participants rated TL4 highly: 41.8% awarded a score of 4, and 41.3% gave the highest score of 5, collectively accounting for over 83% of the ratings. Mid-level scores at 13.3% were comparatively low, and very low ratings were rare, with only 2.8% at 2 and 0.8% at 1. The cumulative percentage further affirms that the vast majority hold a favorable view of TL4. These findings suggest that TL4 represents a well-recognized and consistently applied leadership behavior that likely enhances the school management environment. While the predominance of high ratings indicates widespread acceptance and effective demonstration, the limited presence of mid and low scores points to potential minor inconsistencies or areas for improvement in the application of this leadership dimension.

	TL4
N	361
Missing	10
Mean	4.20

TL4	
Median	4
Standard deviation	0.833
Minimum	1
Maximum	5

Table 7: Descriptive Statistics for TL4

Frequencies of TL4

TL4	Counts	% of Total	Cumulative %
1	3	0.8%	0.8%
2	10	2.8%	3.6%
3	48	13.3%	16.9%
4	151	41.8%	58.7%
5	149	41.3%	100.0%

Table 3: Frequency Distribution for TL4

The descriptive statistics presented in Table 9 and the frequency distribution in Table 10 offer detailed insights into TL5, a dimension of transformational leadership. Among 359 valid responses, with 12 missing cases, the mean score of 3.96 reveals a moderately high perception of this leadership attribute among the participants. The median value of 4 indicates that at least half of the respondents rated TL5 at or above this level. The standard deviation of 0.836 indicates a moderate variability in responses. Scores ranged from 1 to 5, although low ratings were relatively uncommon. Frequency data show that the majority of respondents gave positive ratings, with 51.3% assigning a score of 4 and 25.3% providing the highest score of 5, meaning that over three-quarters of responses were in the top two categories. A smaller share rated TL5 at 3 (18.7%), while very low scores were minimal 3.3% at 2 and just 1.4% at 1. The cumulative percentages affirm that 74.7% of responses were 4 or below, with the top quartile earning the highest rating. These findings suggest that TL5 is generally perceived as a strong leadership trait but not as universally highly rated as some other transformational leadership dimensions in the study. The presence of a higher proportion of mid-level responses compared to other TL items may point to variability in how consistently this leadership behavior is practiced or perceived, indicating opportunities for further development and reinforcement to achieve more uniformly high evaluations.

Descriptives

	TL5
N	359
Missing	12
Mean	3.96
Median	4
Standard deviation	0.836
Minimum	1
Maximum	5

Table 9: Descriptive Statistics for TL5

Frequencies of TL5

TL5	Counts	% of Total	Cumulative %
1	5	1.4%	1.4%
2	12	3.3%	4.7%
3	67	18.7%	23.4%
4	184	51.3%	74.7%
5	91	25.3%	100.0%

Table 10: Frequency Distribution for TL5

The descriptive statistics in Table 11 and frequency distribution in Table 12 present a comprehensive view of TL6, an important dimension of transformational leadership, based on responses from 360 participants, with 11 missing cases. The mean score of 4.24 reflects a high overall assessment of this leadership attribute, while the median value of 4.00 indicates that at least half of the respondents rated TL6 at or above this level. The relatively low standard deviation of 0.745 suggests a high degree of consensus among participants, with most responses closely clustered around the mean. The range of scores extends from a minimum of 1 to a maximum of 5, yet lower ratings are rare, signaling that this leadership behavior is consistently observed and valued. The majority of participants assigned high ratings, with 49.2% selecting a score of 4 and 38.9% awarding the maximum score of 5. This means that an impressive 88.1% of the responses fall into the top two categories, underscoring the widespread acknowledgment of TL6’s importance and effectiveness within the leadership framework assessed. Mid-range ratings (score 3) accounted for only 9.4% of responses, while very low ratings were minimal 1.9% at score 2 and a mere 0.6% at score 1 indicating limited dissatisfaction or negative perceptions.

The overwhelmingly positive distribution of scores for TL6 highlights its strong role in driving the principles of transformational leadership, likely reflecting consistent behaviors that inspire, guide, and support staff and stakeholders in educational settings. The high ratings suggest that respondents perceive leaders as effectively embodying the qualities represented by TL6, which may include promoting shared vision, providing encouragement, fostering collaboration, and enabling innovative problem-solving. The consistency of high ratings, combined with the minimal proportion of low scores, points to a well-established practice that has been integrated into leadership routines and institutional culture. Nonetheless, the small proportion of mid and low ratings suggests there is room for refinement to achieve an even more uniform perception of excellence. This could involve ensuring that these leadership practices are not only maintained but also strengthened through professional development, mentoring, and structured feedback mechanisms. By doing so, organizations can further enhance the impact of TL6, ensuring it continues to play a pivotal role in promoting effective, inclusive, and adaptive school management that aligns with the broader goals of transformational leadership, thereby sustaining long-term institutional growth and success.

Descriptives

	TL6
N	360
Missing	11
Mean	4.24
Median	4.00
Standard deviation	0.745
Minimum	1
Maximum	5

Table 4: Descriptive Statistics for TL6

Frequencies of TL6

TL6	Counts	% of Total	Cumulative %
1	2	0.6%	0.6%
2	7	1.9%	2.5%
3	34	9.4%	11.9%
4	177	49.2%	61.1%
5	140	38.9%	100.0%

Table 12: Frequency Distribution for TL6

The descriptive statistics in Table 13 and frequency distribution in Table 14 summarize the responses for TL7, a dimension of transformational leadership, based on 361 valid responses with 10 missing cases. The mean score of 4.24 indicates a high overall perception of this leadership quality, while the median value of 4 suggests that at least half of the respondents rated TL7 at or above this level. The standard deviation of 0.748 is relatively low, signifying that responses are closely clustered around the mean, showing consistency in participants' views. Scores ranged from a minimum of 1 to a maximum of 5, but low ratings were rare. Nearly half of the respondents (47.4%) assigned a score of 4, and 39.6% gave the maximum score of 5, meaning that 87% of ratings fall within the top two categories. Mid-level ratings (score 3) were given by 10.5% of participants, while very low ratings were minimal 2.2% at score 2 and just 0.3% at score 1. The cumulative percentage shows that a large majority of respondents perceive TL7 positively, reinforcing its strong standing among the transformational leadership dimensions measured.

The high mean, low standard deviation, and strong concentration of responses in the upper rating categories suggest that TL7 is a consistently demonstrated and well-regarded leadership practice. This dimension may reflect leaders' ability to inspire, mentor, or build trust behaviors that promote engagement, collaboration, and shared responsibility in educational settings. The small proportion of mid and low ratings implies that while the majority experience TL7 positively, there may be some variation in its application across different contexts or individuals, leaving room for targeted improvement. Strengthening this leadership behavior through consistent practice, feedback, and professional development could further elevate perceptions and ensure more uniform excellence. Overall, TL7's strong ratings suggest it is an integral part of effective transformational leadership, contributing to an environment where staff feel supported, motivated, and aligned with institutional goals, which in turn supports sustainable improvements in school management performance.

Descriptives

	TL7
N	361
Missing	10
Mean	4.24
Median	4
Standard deviation	0.748
Minimum	1
Maximum	5

Table 13: Descriptive Statistics for TL7

Frequencies of TL7

TL7	Counts	% of Total	Cumulative %
1	1	0.3%	0.3%
2	8	2.2%	2.5%
3	38	10.5%	13.0%
4	171	47.4%	60.4%
5	143	39.6%	100.0%

Table 14: Frequency Distribution for TL7

The regression analysis in Table 15 and Table 16 shows a strong model fit, with an R value of 0.721 and an R² of 0.520, indicating that transformational leadership alone accounts for 52% of the variance in effective school management. The intercept of 1.058 reflects the baseline level of management effectiveness when transformational leadership is at its lowest measurable level. The coefficient for transformational leadership is 0.743, meaning that a one-unit increase in transformational leadership practices leads to a 0.743-unit improvement in school management effectiveness, holding all other factors constant. This effect is highly statistically significant, with a very large t-value of 19.13 and a p-value less than 0.001, confirming the robustness of the relationship. The small standard error (0.0388) demonstrates the precision of the estimate. These findings underscore the central role of transformational leadership in shaping effective school management by inspiring a shared vision, motivating staff, fostering innovation, and building trust within the school community. Leaders who adopt transformational practices such as individualized consideration, intellectual stimulation, and inspirational motivation can create an empowering environment that enhances staff engagement, improves decision-making, and drives institutional success. Given that more than half of the variance in management effectiveness can be attributed to this leadership style, cultivating transformational leadership skills should be a strategic priority in leadership development programs to ensure sustainable improvements in both organizational performance and educational outcomes.

Model Fit Measures

Model	R	R ²
1	0.721	0.520

Table 15: Model Fit Measures

Model Coefficients – Effective School Management

Predictor	Estimate	SE	t	p
Intercept	1.058	0.1619	6.54	<.001
Transformational Leadership	0.743	0.0388	19.13	<.001

Table 5: Model Coefficients – Effective School Management

Correlation Matrix

		TL1	TL2	TL3	TL4	TL5	TL6	TL7
TL1	Pearson's r	—						
	df	—						
	p-value	—						
TL2	Pearson's r	0.360	—					
	df	360	—					
	p-value	<.001	—					
TL3	Pearson's r	0.281	0.607	—				
	df	358	358	—				
	p-value	<.001	<.001	—				
TL4	Pearson's r	0.331	0.640	0.619	—			
	df	359	359	357	—			
	p-value	<.001	<.001	<.001	—			
TL5	Pearson's r	0.383	0.511	0.463	0.505	—		
	df	357	357	355	356	—		
	p-value	<.001	<.001	<.001	<.001	—		
TL6	Pearson's r	0.368	0.548	0.544	0.539	0.580	—	
	df	358	358	356	357	355	—	
	p-value	<.001	<.001	<.001	<.001	<.001	—	
TL7	Pearson's r	0.355	0.589	0.526	0.518	0.524	0.613	—
	df	359	359	357	358	356	357	—
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	—

Table 6: Correlation Between Key Variables

The correlation analysis presented in Table 17 explores the relationships among the seven dimensions of transformational leadership (TL1–TL7), revealing consistently positive and statistically significant associations across all variables. Each correlation is significant at $p < .001$, providing strong evidence that these leadership traits are interconnected rather than operating independently. Pearson's r values range from moderate to strong, with the weakest correlation observed between TL1 and TL3 ($r = 0.281$) and the strongest between TL2 and TL4

($r = 0.640$). These findings imply that while each dimension captures a distinct aspect of transformational leadership, they are meaningfully linked, reflecting a coherent leadership framework. Notably, TL2 exhibits relatively high correlations with multiple dimensions—0.607 with TL3, 0.640 with TL4, 0.548 with TL6, and 0.589 with TL7—suggesting a central role in connecting different facets of transformational leadership. Similarly, TL6 is strongly correlated with TL7 (0.613) and TL5 (0.580), underscoring the synergy between these competencies in promoting effective leadership. The moderate-to-strong correlations imply that improvements in one dimension are likely associated with enhancements in others, supporting a synergistic leadership model. For example, a leader's ability to communicate a compelling vision (captured in TL2 or TL4) appears closely tied to their capacity to foster supportive relationships (TL6 and TL7) and encourage innovation (TL5). Although lower correlations, such as between TL1 and TL3 (0.281) or TL1 and TL7 (0.355), may reflect contextual differences in behavior frequency, the universal statistical significance affirms that all dimensions operate in a mutually reinforcing manner. For practitioners, these results highlight the importance of holistic leadership development strategies that cultivate strengths across all dimensions, reinforcing the interconnected skills and behaviors that define transformational leadership and thereby enhancing overall leadership effectiveness and team inspiration.

5. Conclusion

In conclusion, this study clearly establishes transformational leadership as a critical determinant of effective school management, highlighting its capacity to inspire, motivate, and engage educators while fostering an environment conducive to collaboration, trust, and innovation. The consistently high perceptions across transformational leadership dimensions such as intellectual stimulation, individualized consideration, and inspirational motivation underscore its significant influence on improving school climate, enhancing teacher satisfaction, and strengthening institutional resilience. The statistical analyses, particularly the regression results showing that transformational leadership accounts for over half of the variance in school management effectiveness, provide strong empirical evidence of its pivotal role in shaping organizational performance. Correlations among the seven dimensions further affirm the interconnectedness of transformational traits, suggesting that strengthening one aspect of leadership can positively reinforce others, thereby fostering a holistic and cohesive approach to leadership practice. Importantly, the findings from Kathmandu Valley private schools demonstrate that transformational leadership is not only prevalent but also deeply valued in the local educational context, with especially strong ratings for dimensions linked to trust-building, shared vision, and intellectual stimulation, though some indicators also revealed opportunities for more consistent application across schools. These insights strongly advocate for prioritizing leadership development programs that cultivate transformational capabilities in school leaders, as doing so promises far-reaching benefits including the alignment of staff with institutional goals, the reduction of workplace stress through supportive leadership practices, and the enhancement of professional growth opportunities for educators. By institutionalizing transformational leadership principles, schools can more effectively adapt to evolving educational challenges, promote sustainable organizational growth, and advance academic excellence within their communities. Ultimately, this research emphasizes that transformational leadership is not merely an individual trait but a strategic tool for systemic improvement, equipping school leaders to address complex management challenges and drive long-term institutional success.

Declaration

The authors declare that this work was prepared independently and that no AI-based applications or tools were used to generate any part of the manuscript.

References

- Abbas, M., Raja, U., Darr, W., & Bouckennooghe, D. (2019). Combined effects of perceived politics and psychological capital on job satisfaction, turnover intentions, and performance: Evidence from Pakistan. *Journal of Management*, 45(6), 2313–2340. <https://doi.org/10.1177/0149206318762443>
- Anusi, H. I., & Dlamini, B. I. (2025). *Influence of digital leadership and green digital innovation on SMEs in Enugu State, Nigeria*. *International Journal of Advanced Business Studies*, 4(5), 33–46. <https://doi.org/10.59857/ctw2g227>
- Barbuto, J. E., & Burbach, M. E. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *Journal of Social Psychology*, 146(1), 51–64. <https://doi.org/10.3200/SOCP.146.1.51-64>
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press. <https://doi.org/10.4324/9781410617095>
- Bujang, M. A., Sa'at, N., & Baharum, N. (2024). Sample size guidelines for researchers in behavioral sciences: Pilot study recommendations. *Journal of Applied Research in Higher Education*. <https://doi.org/10.1108/JARHE-02-2023-0087>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional leadership to make a difference. *Educational Administration Quarterly*, 52(2), 221–258. <https://doi.org/10.1177/0013161X15616863>
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research* (4th ed.). Sage Publications.
- Gray, D. (2015). Emotional intelligence and school leadership. *International Journal of Educational Leadership Preparation*, 10(1), 1–13. <https://files.eric.ed.gov/fulltext/EJ1071402.pdf>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage Publications.
- Humphrey, R. H. (2002). The many faces of emotional leadership. *The Leadership Quarterly*, 13(5), 493–504. [https://doi.org/10.1016/S1048-9843\(02\)00140-6](https://doi.org/10.1016/S1048-9843(02)00140-6)
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Ministry of Education. (2025). *Annual report on education indicators in Nepal*. Government of Nepal.
- Rai, R., & Beresford-Dey, A. (2023). Emotional intelligence in educational leadership: A study of self-awareness and decision-making in Nepalese schools. *International Journal of Leadership in Education*, 26(2), 179–195. <https://doi.org/10.1080/13603124.2022.2098724>
- Sarstedt, M., & Cheah, J.-H. (2019). Partial least squares structural equation modeling using SmartPLS: A software review. *Journal of Marketing Analytics*, 7(3), 196–202. <https://doi.org/10.1057/s41270-019-00058-3>
- Sudirjo, A. A., Hartanto, R. A., & Winata, L. (2024). The role of self-awareness and self-regulation in school leadership: A quantitative analysis. *Journal of Educational Administration Research and Review*, 10(1), 15–28.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357–385. <https://doi.org/10.3102/0034654313483907>
- Wu, H., Thaima, W., & Sinjindawong, S. (2024). *Transformational leadership approaches to improve school management efficiency in junior high schools, Henan, China*. *Journal of Arts Management*, 8(4), 285–307.

Zhao, F., & Tee, P. K. (2024). *The relationship between entrepreneurial education and the sustainable development of SMEs in China: The mediating effect of innovation capability*. International Journal of Advanced Business Studies, 3(2), 31–41.
<https://doi.org/10.59857/IJABS.7645>