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Exploring Factors Affecting Headteachers in Becoming Transformational Leaders at the Private Secondary School Level in Korangi East Karachi: A Qualitative Study

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Abstract

The authors of the study have determined various factors that hinder an ability of school headteacher's to exercise transformational leadership during the process of change within the school. The current study was qualittauive in nature and its purpose was to investigate various challenges faced by headteachers of schools in Korangi East Karachi.The data was collected from 06 primary school teachers using the purposive sampling technique.The study was conducted in Korangi East District Karachi and the semi-structured interview was used as a tool of data collection.Thematic analysis was used to conceptualize and analyze the qualitative data. The findings gave rise to the themes of challenges, organizational culture, leadership styles, and practices. The results revealed that the critical influence of factors evolving in leadership ideologies on the learning environment and the disparities between expensive and low-cost schools, which emphasizes the need for head teachers to adopt transformative leadership in order to provide individualized solutions. The study adds value to the conversation by addressing the organizational culture's critical role, the transformative impact of leadership practices, the importance of adaptability, resilience, and strategic problem-solving as essential qualities of effective leadership in private secondary education.

Key Words

Headteachers, Transformational Leadership, Challenges, Leadership Styles

Introduction

The efficacy of a school is determined by the leadership style adopted and transformational leadership is considered a crucial component in accomplishing school goals, quality teaching, and set learning targets (Ibrahim et al., 2014). A transformational leader is concerned with having a meaningful relationship with staff promoting equity and fairness, believing in mutual decision-making and encouraging staff personal and professional development, and being concerned with the achievement of a goal or vision set obligations (Bacha & Walker,2013). Hence, the implications of transformational leadership are the establishment of a collaborative learning culture that supports high academic success and student well-being and is headed by school leaders who believe in and practice teamwork, mutual decision-making, and empowerment. This study aims to examine the head teachers' perspectives about their role as transformational leaders and the factors affecting their role in becoming transformational leaders.

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Over the years, there have been numerous educational leadership-related paradigms and perspectives. In the past head teachers were mainly responsible for managing administrative tasks in a school (Pramesworo et al., 2025). During the Industrial Revolution, societal changes like scientific and economic advancement, globalization, and immigration movements inevitably transformed the structure of educational institutions and responsibility shifted from teacher to headteachers, with the belief that the principal, the only instructional leader is responsible for better learning of students and colleagues as well (Jamal., 2014). Initially, in the 1940s, the focus revolved around leaders' personal traits or attributes. This was followed by a shift towards examining leaders' behaviors in the early 1960s. In the late 1960s, the concept of leadership further evolved, emphasizing a contingency approach where the situational context gained more significance compared to specific traits or behaviors (Khalil , 2021 & Komolthiti, 2016). True leadership is best demonstrated through a rational assessment of the situation and the subsequent determination of appropriate actions (Marzuki & Tolla, 2018).

In Pakistan, the job of headteachers is increasingly challenging as they face numerous obstacles in carrying out their duties and responsibilities. The leadership style of headteachers holds great significance in their performance (Marzuki & Tolla, 2018). Headteachers should be extremely qualified, talented, and devoted given the shifting nature of society and the complexity of twenty-first-century values, norms, and issues. They must be able to handle the different issues and difficulties that crop up while carrying out their obligations (Luqman et al , 2012).

Problem Statement

The functions and responsibilities of headteachers are more crucial and demanding than they were in the past in the context of today's educational environment. Now, the general public has high expectations of headteachers, expecting them to live up to the norms and standards of the day. Colleges and educational institutions have experienced significant transformations as a result of dramatic shifts and new trends that have an influence on all facets of life, including education (Aman, et al., 2021). The demands and needs of schools have changed as a result of rapid development and profound transformation in many disciplines, including education. Headteachers' leadership performance is essential for these institutions to achieve their educational objectives (Bada, et al., 2020).

According to the literature, transformational leaders are viewed as influential leaders rather than positional leaders because their goal is to inspire and motivate teachers and staff members and encourage collaboration to support teaching and learning processes (Berkovich, 2016; Posner & Kouzes, 2017).

Transformational leaders cultivate positive relationships with teachers (Malloy & Leithwood, 2017), inspire teacher practices, offer practical and moral support, and create school environments that meet the needs of all students (Hallinger et al., 2018). Hence, the current literature emphasizes the significance of transformational leadership, in promoting a collaborative and learning culture in schools, as opposed to traditional leadership, which focuses on performing managerial and administrative tasks and believing in authority and positional power.

Schools are regarded as learning organizations in this modern era, where teacher development depends on the duties of institutions. According to the literature, leadership abilities are required to transform schools into learning organizations. With this theoretical stance, this research seeks to understand how, if at all, school leaders in Pakistan exercise their roles as transformational leaders, and what factors influence them to do so (Siddiqua, et al, 2023).

Objectives of the Study

This study aimed to achieve the following objectives:

1. To identify and analyze the factors affecting head teachers in becoming transformational leaders.

2. To explore the specific personal characteristics and traits that facilitate the development of transformational leadership in head teachers.
3. To investigate the role of organizational support and culture in shaping head teachers' transformational leadership behaviors.
4. To recommend ways to improve efficacy of head teacher role in the context.

Research Questions

The primary research question addressed is as follows:

▸ What are the factors that affect head teachers in becoming transformational leaders?

Subsidiary Questions

To further explore this research question, the following subsidiary research questions are proposed:

▸ How do headteachers perceive their role as transformational leaders?
▸ What strategies do they use to practice their role as a transformational leader?
▸ What outcomes do they perceive of their role as a transformational leader?
▸ What challenges do they face as a transformational leader?

Definitions of Key Terms
Leadership

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2011). In simple words, leadership is about taking risks and challenging the status quo. Leaders motivate others to achieve something new and better. "Leadership is the capacity to translate vision into reality" (Bennis, 2013).

Leadership Style

The term "leadership style" describes a person's ability to manage, inspire, and advise others while planning and carrying out strategies to satisfy the needs of the team and stakeholders. It reflects the general idea of leadership and includes a leader's actions, speech, and decision-making styles (Nanjundeswaraswamy & Swamy, 2015).

Transformational Leadership

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. It is a process where "leaders and their followers raise one another to higher levels of morality and motivation (Burns, 2004).

Research Design

A qualitative research approach was employed to gain a deeper understanding of the factors and strategies affecting the educational leaders in secondary schools for a healthy learning environment. This research was particularly valuable in comprehending an individual's behavior when it provided insights into their perspectives on a particular situation. Since the purpose of this study was to gain a deeper understanding of how educational leaders perceive their role in fostering transformational leadership at secondary schools, the adaptation of qualitative research helped to address the research focus. The study aimed to explore the internal and external factors that contribute to or hinder the transformational leadership capabilities of headteachers, with the goal of informing strategies and interventions to enhance their leadership effectiveness and promote positive school outcomes. The purposive sampling technique was used to collect the data.There was a specific criterion for purposive sampling which is

mentioned below :

a) 06 Private Schools having at least 1000 students, in Korangi East.
b) Targeted Private Schools were easy to access for the researcher
c) The school has educational purpose building
d) The school headteacher with five years of service and having degree of Master.
e) Three male and three female heads were selected to reduce gender disparity.
f) The information regarding professional experiences, learning practices, and issues inside higher education institutions was developed by the data gathered from the interviews with educational leaders, and it was concentrated on the study topics.

Table 1

Demographic Table

S No	Area	Classification	Frequency	Percentage
1.	Gender	Male	3	50%
		Female	3	50%
2.	Private Secondary School	PPP Schools (Funded)	4	67%
		Not Funded	2	33%
3.	Qualification (All having master's degree)	M Phil	2	33%
		M-Ed	4	67%
4.	Job Experience	5 – 10	1	17%
		10 – 15	3	50%
		15 – 20	2	33%
5.	Separate Computer and Science Practical Labs	Avail	3	50%
		Not Avail	3	50%
6.	Co-Curricular Activities and Sports	Avail	2	33%
		Not Avail	4	67%
7.	Co-Education in Schools	Avail	2	33%
		Not Avail	4	67%

Data Analysis

Thematic analysis was selected as the preferred method for this study's analysis of the qualitative data. The qualitative data collected through interviews was examined using thematic analysis. To find reoccurring themes, patterns, and categories related to the elements impacting head teachers' transformational leadership, the transcripts were coded and categorized. In order to get significant insights, the analytical method involved an iterative series of coding, organization, analysis, and interpretation.

Themes and Coding

In qualitative research, themes and coding are dynamic, iterative processes that help researchers make sense of complex data, identify patterns, and produce deep, contextually relevant insights into the phenomena they are studying. Qualitative findings are more reliable when rigor, transparency, and reflexivity are prioritized.

Following table provides an explanation of the transformational leadership variables for the data analysis, which is the central premise of this chapter, and maps out the themes and sub-themes of the four primary portions.

Table 2

Themes and coding

Themes	Codes
Perception of Leadership Style	▶ Influence of Leadership Style ▶ Democratic Leadership Styles ▶ Collaborative Approach and Teamwork ▶ Transformational Leadership Potential ▶ Continuous Learning and Unity
Attributes of Transformational Leader	▶ Interaction and Collaboration ▶ Empowerment of Teachers ▶ Parent-Teacher Meetings (PTMs) ▶ Co-curricular Activities ▶ CPD Initiatives ▶ Monitoring and Assessment
Organizational Culture and Vision	▶ Cultivation of Transformational Leadership ▶ Variation in Organizational Culture ▶ Alignment of Leadership Behaviors with School Goals ▶ Fostering a Common Vision and Values
Challenges	▶ Limited Resources ▶ Teacher Recruitment and Retention ▶ Students Behavior ▶ Quality Training ▶ Parents Involvement ▶ Motivation ▶ Adaptability and Flexibility ▶ Communication Skills ▶ State-of-the-Art Technology

Ethical Considerations

In order to ensure adherence to ethical standards, a formal application seeking approval for data collection was submitted to the Ethical Approval Committee of IQRA University, Gulshan Campus, Karachi. In order to maintain confidentiality, participants were given pseudonyms and then codes were assigned to them. To protect data security, computer files were password-protected. As per compliance with the (Act XL of 2016 - "PECA" Section-4), all interview recordings and associated materials would be securely discarded one year after the publication of the research results. Triangulation was used to increase the findings' robustness by combining several analytical techniques to fully understand the phenomenon being studied. The research findings were reported in an accurate and objective manner, ensuring that interpretations and conclusions are well-supported by the collected data.

Results and Analysis

This chapter presents findings and analysis that emerged from the process of conducting interviews and the subsequent analysis of the data. These findings are also discussed in the light of previous research findings and available literature, where applicable, in order to identify similarities and differences between this study and previous studies and literature. Four key themes along with some of the sub-themes that have been emerged from the data analysis are discussed here in the followings: -

a) Perception of Leadership Style
b) Attributes of Transformational Leader
c) Organizational Culture and Vision
d) Challenges

In the field of educational leadership, head teachers' journey towards becoming transformational leaders is influenced by a number of aspects that require a deep grasp of leadership style. The focus of transformational leadership is on creating a common vision, encouraging innovation, and inspiring and motivating people to go above and beyond their expectations. Each of these themes is related to one another, and via data analysis, it has become clear that a variety of factors interact to influence head teachers' capacity to become transformative leaders at the private secondary school level. These themes are discussed in the following in details: -

Perception of Leadership Style

There was a variation of understandings of leadership role among headteachers. The literature suggested that role and style of headteachers' transformational leadership was determined by the status of school systems. Headteachers have more clear concepts about transformational leadership in high fee paid schools than low paid schools. It appears that this leadership style has its own purposes and constraints for using its power to drive teacher development. My analysis is that school status defines leadership's role. This may have an impact on the leaders' ability to establish cordial and professional relationships with teachers (Alonderiene, and Majauskaite, 2016).

> *"I believe that there were a lot of things before that, including the necessity of building relationships with individuals while using a transformative leadership style. You are aware that several styles are interwoven in that domain; for instance, you may occasionally need to demonstrate your authority in particular fields. On another level, you must have a democratic manner of addressing the populace. On another level, it occasionally genuinely depends on the workplace, such as how you assign tasks to other team members.* (Interview-4, Q-5)".

> *"Thirdly, make sure the entire team is with you. It is not appropriate for you to be a dictator or to be overbearing. A democratic approach should also be used, in which tasks are assigned and then followed through on. Consequently, I think that your leadership ought to have some resilience as well.* (Interview-5, Q-2)".

Head teachers have the potential to become transformational leaders because of their capacity to empower and influence others in a positive way, foster a collaborative culture, and instill a sense of purpose and passion in both staff and pupils. With a deep understanding of leadership style, head teachers can effectively manage issues and create an environment that encourages continuous advancement and development within the educational institution. Some executives seemed to think that collaborative decision-making, self-improvement, sharing of duties, and cooperation are the distinctive qualities of a democratic workplace culture. at order to achieve educational excellence at their institutions, the leaders embraced collaboration and teamwork. As seen by their comments, which are shown in the table below, for instance, they acknowledged their responsibility to empower and encourage their teaching staff to collaborate in order to maintain their professional progress.

> *Leadership is all about behavior— Behavior, or how you interact with others, is the key to leadership. First and foremost, the relationship with people is the most crucial factor. The individuals you work with and how well you know them will determine how well you get along. You'll be able to have a pretty comfortable setting for that. In a similar vein, teamwork is the second and most crucial factor. You won't be able to be highly productive till and until you worked together and listened to the advice of your colleagues. As you are aware, according to hadith, "Hazrat Muhammad Sallallahu Alaihi Wasallam used to seek advice from Sahaba Ikram." Since the team should be involved in decision-making, it is also our duty as leaders to ensure that the principal does not make all of the decisions alone.* (Interview-6, Q-2)".

The results show that the leaders believed in open conversation and teamwork rather than imposed and prescriptive communication to foster a sense of ownership, which leads to good improvements in their own practices. According to the comments, the leaders were approachable and easily accessible to their staff members in order for them to discuss their issues, seek direction, and address solutions, as they regarded their role team members rather than controllers or evaluators.

> *"My relationship is extremely warm and real; it's not like a dictatorship, and our system is very democratic here. All of this is happening because we speak with teachers, listen to them, hear about their issues, and offer advice. Thus, rather of forcing our will on them, we listen to them first and work to find a solution. This is how we are handling the matter. We are working to find solutions to the issues our teachers are having in the classroom or elsewhere since they are very approachable and come to me with their concerns.* (Interview-3, Q-15)".

Teachers under democratic leadership styles are seen as both leaders and learners, and authority is seen as a duty rather than a position (Kasalak et al.2022). The results are consistent with previous research, such as that done by Cassell & Lee (2011), who emphasize the benefits of democratic leadership in creating a climate that is conducive to faculty members' professional growth. Educational leaders enable their faculty to take charge of their own professional development by appreciating different points of view and encouraging collaborative decision-making.

Attributes of Transformational Leader

Many respondents of the current study reported that there are some critical aspects in decsion making faced by a school leader and these decsions basically employed for clear vision, honest communication, and working together.One of the respondents shared,

> *"I have ensured that my students should not have any confusion they should not have any fear to come to me to see me. They should feel there is someone who can listen to them and resolve their issues. So, similarly with my teachers, my doors are always open for my teachers.* (Interview-4, Q-10)".

Interaction and Collaboration

In private secondary schools, the subject of "Interaction and collaboration" came up as a critical factor impacting headteachers' journey towards becoming transformational leaders. The faculty members trust relationships and a sense of teamwork drive learning and a positive work culture, contrary to the isolated and linear communication where staff and faculty just follow directions without having any sense of mutual decision-making or ownership especially in high fee paid schools. They perceive work dedication as an obligation rather than a responsibility and a joint enterprise.

> *"As you can see, I value teamwork. Together, my teachers and I are collaborating as a team. Since our goals are the same, we don't have any bosses. We all collaborate on this. It is ideal to work while residing in a pleasant setting. In essence, we are neither tyrants nor leaders. We must work as a team to manage the organization, and I have the same mindset toward my employees.* (Interview-1, Q-9)".

> *"Secondly, the students that we have now are more self-assured. Teachers and students collaborate more now because of teamwork, which has been a crucial component for years. Additionally, because teamwork is one of our most important values, there has been excellent collaboration between children and teachers.* (Interview-1, Q-7)".

Empowerment of Teachers

The study sheds light on how head teachers understand that empowering their teachers is critical to creating a transformative learning environment. Delegating tasks, promoting innovative teaching strategies, and offering chances for professional growth are all ways that empowerment is demonstrated. A collaborative environment where teachers feel appreciated, encouraged, and motivated to contribute to the school's development is something that headteachers have committed to fostering. The results highlight the revolutionary effect that teacher empowerment has on both the culture of the entire school and on the professional growth of individual teachers.

> *Second, my staff comes to me and shares whatever they feel should not be done in a particular area. I feel like they are open to seeing anything. They are willing to make errors, so we don't constantly correct them or make fun of them; instead, we tell them that it's acceptable if they make mistakes. However, learn from your mistakes and better yourself; this is how the institution moves forward and achieves success.* (Interview-4, Q-16)".

> *There should be a democratic style as well where you delegate something and follow up on that. So, I feel that there should be some resilience in your leadership as well.* (Interview-2, Q-4)"

Headteachers play a major role in the development of transformational leadership skills in the setting of private secondary schools by encouraging a sense of autonomy and agency among their teachers.

Parent-Teacher Meetings (PTMs)

"Parent-Teacher Meetings (PTMs)" emerged as a crucial factor impacting head teachers aspiring to become transformative leaders. This theme draws attention to the difficulties head teachers encounter in planning and leading frequent PTMs while attending to the various demands and concerns of parents especially in low paid fee schools. The results highlight, especially in elite class schools, the part PTMs play in fostering a supportive school environment and reaffirming the teamwork that is essential for transformative leadership in the setting of private secondary schools.

> *Parents have been granted my time window of 12 to 2 p.m. if I talk about myself. They can make an appointment and come here; I came here every day. Unfortunately, a lot of parents do not adhere to the schedule. We make time to see the parents whenever they visit, which can happen at any time of day. I hear about the issues firsthand. Parents are therefore invited to speak with the head section heads if they come into the school and would like to chat to me.* (Interview-3, Q-7)".

Co-curricular Activities

By encouraging extracurricular activities, headteachers can significantly contribute to the development of a dynamic and comprehensive learning environment. From athletic events to cultural events, these activities foster leadership abilities in addition to aiding in the general growth of the kids.The results indicate that successful implementation of co-curricular activities and efficient management are critical to the overall effectiveness of transformational leadership in elite class private secondary schools. While less infrastructure was available in some schools.

> *Co-curricular activities round out the list. It's clear that extracurricular activities are just as vital to a student's life as academics. If extracurricular activities are not conducted along with academic pursuits, a child will never mature. As a result, we have made three adjustments: 1. Academics. 2. Students' moral principles. 3. Co-curriculum activities.* (Interview-1, Q-11)".

We actually have a ton of extracurricular activities at our school. For instance, if we talk about athletics, we recently started net ball, which starts on Mondays and Tuesdays after school from 3 to 5. In addition, we provide various month-by-month packages. We hold speeches, debates, quizzes, and our students have taken part in a wide range of other national programs. In that, we have received numerous awards. We have won these competitions at both the international and national levels. (Interview-4, Q-15)".

CPD Initiatives

In private secondary schools, the concept of "CPD Initiatives" (Continuing Professional Development) appears to be a key element influencing headteachers' journey toward becoming transformative leaders. Some of the respondents sahred some same thoughts ,

We do construct CPD programs at the start of the school year and train teachers on Saturdays. We have two Saturdays when we are on and two when we are off. We provide teachers with training on Bloom's Taxonomy levels, how to integrate them with lesson plans, and how to help students progress from low-order to high-order thinking. In addition, we occasionally offer leadership and emotional intelligence workshops, subject-specific workshops, and training on emotional intelligence. These kinds of Continuing Professional Development programs are designed at the start of the school year. (Interview-4, Q-9)".

Motivation

In private secondary schools, the concept of "Motivation" appears to be a crucial element impacting head teachers' efforts to become transformative leaders. A headmaster who is driven is more likely to encourage creativity, excite and energize their staff, and create a supportive learning atmosphere. Thus, cultivating transformational leadership in headteachers of private secondary schools requires an awareness of and ability to use motivational elements.

"One of my leadership's outcomes is the teamwork strategy. It is imperative that everyone collaborates; I shouldn't feel the need to work alone or withholding these things from fellow educators. In the event that I discuss class teachers for grades 1 through 4, for instance, I have asked them to work together. When students graduate from grade 2 and enter grade 3, I hold meetings prior to final exams. At these sessions, we sit down, collaborate, and share information about each other and the students. For instance, class 2 teachers sit down with class 3 teachers, and she shares information about the students' backgrounds, behaviors, mental health, academic performance, and everything else. (Interview-4, Q-16)".

Overall, the data shows that head teacher practices were in accordance with their personal theories and beliefs and well reflected their democratic leadership styles. It is important to note that leadership practices resulted in teachers' desire and motivation to learn and upgrade their practices on a regular basis. The potential for transformative teaching approaches may be limited by the emphasis on standardized testing and strict evaluation standards. Head instructors can experience pressure to comply with standardized testing criteria, which could jeopardize the adoption of creative and revolutionary teaching methods.

Organizational Culture and Vision

Additionally, there ought to be counselors at the school. Following the outbreak, numerous problems have arisen. Teachers experience depression just like students do. In my opinion, teachers and students should have access to consolers so that they can communicate with one other about their feelings and mental states. They ought to focus on their health as well. Although we currently hold mentorship sessions for teachers, we also do so for senior grades, particularly for grades 9 and 10. (Interview-4, Q-6)".

In private secondary schools, the theme of "Culture and Vision" appears to be a crucial component impacting

headteachers' journey to becoming transformative leaders. As per the sattements of responents it was showed that supportive and empowering school culture is actively created and maintained by transformational leaders, who also create an atmosphere that encourages creativity, growth, and teamwork. The results demonstrate that effective head teachers actively seek to inculcate principles consistent with transformational leadership in addition to having a thorough understanding of the current culture. The analysis shows that a successful transformational leader actively incorporates the school's mission and vision into everyday operations, communication, and decision-making.

> *We really do have a clear vision. In actuality, "We have been serving impoverished students." It indicates that our goal is to give impoverished kids who reside in impoverished locations access to a high-quality education. We wish to establish a rapport with them and, in particular, to empower the girls. Specifically, girls are assigned to 50% of the seats whenever we accept admittance. Thus, we are offering impoverished students and kids a high-quality education at low costs.".* (Interview-4, Q-3)".

> *It's a vision—I can't quite recall the worlds in which it exists—that the pupils' personalities should be shaped to reflect all the attributes that make them perfect Pakistani citizens.* (Interview-4, Q-5)".

Challenges

The "Challenges" theme appears to be a major factor driving head teachers in private secondary schools who are trying to take on a transformative leadership role. The study sheds light on the various challenges that head teachers face as they work toward becoming transformative leaders.

The theme of "Challenges" highlights the capacity for transformation that comes with conquering difficulties and highlights how they influence head teachers' leadership trajectories in private secondary schools. Head teachers have their own constraints whether there are high fee school or low fee school. Adolescence, students' aggressive behavior, Use of modern technology, Parents's creative role and involvement are some of the challenges.

Limited Resources

Financial limitations are a common issue for educational institutions, which restricts the funding available for projects and programs aimed at developing leaders. In the absence of enough funding for seminars, training, or the adoption of cutting-edge instructional tools, head teachers may find it difficult to successfully execute transformative techniques.

> *Thus, it occasionally occurs that we wish to add some activities to bring about beneficial changes, but their parents do not cooperate. In these situations, we occasionally require material support and occasionally financial support. Thus, we occasionally run out of finances to produce quality job. Our lack of finances is one obstacle.* (Interview-1, Q-6)".

Opportunities for Professional Development and Quality Training

According to the report, training school principals are essential because it equips future school principals with the skills necessary for their demanding and increasingly complicated duties but there are several obstacles to overcome, including staff members' differing levels of receptivity, time limits, and the requirement for customized training plans (Alladatin et al., 2023). In order to overcome these obstacles and achieve transformational leadership, head teachers must create all-encompassing training plans that take into account the special requirements and abilities of their faculty (Akram et al., 2024). It becomes clear that overcoming training-related obstacles is essential to headteachers' ability to model and implement a transformative approach in the classroom.

You know that our organization is reflected by the leader whoever is running that. Secondly, the training of the team, first of all you need to identify the needs of the training, where your employee lay down, what they require what they want to learn, in which area they are weak, in which area they are improving, in which area they are very good. They can excel more. So, you need to train and you need to mentor your team. (Interview-6, Q-8)".

Standardized Assessment and Evaluation

In private secondary schools, the subject of "Evaluation, Monitoring and Assessment" is evident as a critical component of headteachers' development into transformational leaders. The study emphasizes how head teachers can take the initiative to set up strong monitoring and evaluation systems, but it was in practice only in elite class high paid schools where resources are available.

Teachers must complete the assessment, and it is from this that we determine the teachers' competency level for that subject. For instance, many teachers possess master's degrees in mathematics, yet when we give them assessments and ask them to complete the examinations, they perform poorly. Teachers take the tests in large numbers, and many of them succeed. Thus, this is our second criterion and how we assess the competency level. (Interview-4, Q-7)".

Parents Involvement

It might be difficult to strike a balance between a vision for transformational leadership and the expectations of parents and the larger community. In order to foster awareness and support for transformative projects, it is necessary to navigate varied expectations through effective communication and community participation. Sometimes, Parents are not literate, sometimes, they don't give time to their offsprings etc.

What obstacles exist within these boundaries, then? For instance, let's say I discuss the obstacles parents present. Therefore, there are occasions when we wish to add extracurricular activities to bring about beneficial changes, but their parents are unwilling to cooperate. In these situations, we may need material or financial support. Thus, we occasionally run out of finances to do quality work. (Interview-1, Q-6)".

Adaptability and Flexibility

Headteachers who demonstrate adaptability and flexibility in response to changing educational landscapes are better positioned to lead transformational change. This includes embracing new technologies, pedagogical methods, and evolving educational trends.

"I have ensured that my students should not have any confusion they should not have any fear to come to me to see me. They should feel there is someone who can listen to them and resolve their issues. So, similarly with my teachers, my doors are always open for my teachers. (Interview-4, Q-10)".

Use of State-of-the-Art Technology

The findings of the investigation indicate that the integration of technology presents a range of opportunities and challenges for the leadership domain. Technology brings opportunities for innovation and improved teaching methods, but it also poses difficulties for training, adaptability, and guaranteeing fair access for all members of the school community. Head teachers must address these issues if they are to fully utilize technology in creating an engaging and forward-thinking learning environment.

So, there are many many areas where the teachers need to work, and they need to get updated with the training with this profession where they are. That is teaching profession. They need to attend workshops

they need to keep on updating themselves and getting a press with the new technologies. They need to familiarize with state-of-the-art technology in order to implement it properly at school level. (Interview-3, Q-4)".

External Pressures and Constraints

Transformational leadership initiatives may be hampered by External Pressures like government policies and supportive working environment. They can oppose the changes which they do not expect or like. Effective persuasion, communication, and a careful balance between adopting novel techniques and maintaining the institution's strengths are necessary to overcome resistance. Transformational leaders possess high emotional intelligence, understanding and managing their emotions and those of others. This enables them to connect with staff on a personal level, fostering a positive and supportive working environment.

> *We have occasionally asked them to come on Saturdays. As you are aware, our campus in this society is specifically called Korangi, and parents occasionally find it difficult to send their children back for remedial classes. As a result, we have forced them to stay after school hours. You see, we arrive at 1:30, pick up the students, and then depart. The students in my area come from various parts of Korangi. The pupils are genuinely unable to return after school for this reason.* (Interview-4, Q-12)".

Discussion

The discussion resulting from the theme analysis of "Leadership Style" emphasized the importance of headteachers' leadership philosophies in defining the distinctive features of secondary school learning environments. This study revealed that headteachers' awareness of leadership responsibilities varied, and that their understanding of transformational leadership was significantly influenced by their status within the school system. The disparity between the definitions of leadership in high-fee and low-paid schools emphasizes how school status affects leadership positions. The collected data indicate that head teachers who have a thorough understanding of leadership styles, especially transformational leadership, are more likely to adapt and implement solutions tailored to the demands of their school community. The interviews provided more insight into the importance of collaboration, collaborative decision-making, and a democratic workplace in creating enduring relationships and influencing the culture of learning. The study emphasizes that head teachers are the primary change makers in educational institutions and stresses the value of transformational leadership strategies in creating an atmosphere that supports learning and promotes involvement from both teachers and students. As vital components of their leadership processes, all of the participants emphasized the significance of creating a shared vision, communicating honestly, and cooperating to reach decisions. The subject matter offered a profound understanding of the intricate mechanisms influencing head teachers' commitment to transformative leadership. It established connections between leadership philosophies, problems faced, school culture, and the necessity of professional growth. Interview quotes were incorporated into the conversation to deepen it and provide firsthand knowledge of leadership strategies.

The theme analysis of "Organizational Culture and Vision" brought to light the importance of vision in influencing how head teachers in private secondary schools become transformative leaders. The study emphasized how crucial company culture and vision were in forming leadership philosophies and practices. The findings demonstrated that in addition to attempting to instil ideals aligned with transformational leadership, effective head teachers also endeavour to understand and integrate with the present social environment. This theme focused on assisting the school community in creating a shared vision, values, and standards. In certain affluent institutions, where transformative leadership is strengthened by a strong organizational culture and a distinct vision, the impact

is substantial. On the other hand, other educational institutions understand the need to improve the corporate learning culture and have an organized goal. The inclusion of excerpts from interviews enriches the discussion by demonstrating the specific steps head teachers have taken to align their leadership philosophies with the school's mission and goals, providing faculty and staff with a sense of direction and purpose.

This emphasized how leaders may change the whole culture of private secondary schools, which impacts effectiveness and performance. The "Challenges" topic takes into account the substantial obstacles head teachers have while trying to implement and uphold a transformational leadership style at secondary school settings. These problems, which are both internal and external, pose significant challenges. They include reluctance to change from the school community, as well as external factors like financial constraints and social norms. The findings highlighted the significance of resilience, adaptability, and strategic problem-solving abilities for head teachers to effectively manage these challenges. Several intricate problems were taken into account, including the lack of resources, the challenge of recruiting and retaining instructors, the emotional and behavioural traits of the students, the administrative burden, and the need for professional development. The addition of real-life situations through interview samples provided valuable information regarding the particular difficulties faced by headteachers, regardless of the school's budget. Finally, the discussion focused on how important it is for transformative leaders to overcome these challenges since doing so enhances their ability to promote creativity, compassion, and positive change in the classroom.

Conclusion

The study arrived at the conclusion that a sophisticated understanding of the intricate factors influencing head teachers' rise to transformative leadership in private secondary schools can be obtained by thoroughly studying its various areas. When it involves the leadership philosophies that are examined and the crucial role, they play in creating the learning environment, there are noticeable disparities between high- and low-cost institutions. The study found that when head teachers have a solid grasp of leadership styles, particularly transformational leadership, they have greater capabilities to adapt to the specific requirements of their school community. In short, this study has shed light on the many factors influencing head teachers at private secondary schools in Karachi as they strive for positions of transformative leadership. The study offered useful perspectives to the discussion of leadership, culture, and issues by employing transcripts from interviews. To assist head teachers in their pursuit of transformative leadership, stakeholders are urged to actively engage in productive dialogue and answer the study's call to action. Finally, the transformative leadership of headteachers determine the quality of instruction and students' overall educational experience. Educational stakeholders may help Karachi's private secondary schools develop a progressive and resilient educational system by putting recommended solutions into practice and resolving issues that have been identified by the study. In order to create a future where educational leaders inspire positive change, this research serves as a catalyst for innovation and growth in Karachi's private secondary school sector.

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