Exploring the Impact of Managerial Leadership on Students Academic Progress at the University of Narowal

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Abstract
This research was carried out to investigate the impact of managerial leadership style on academic progress of students in University of Narowal. The study concentrated on three main leadership styles namely; transformational, transactional and laissez faire and then examined their impact of the students' Grade Point Average (GPA), course completion and retention. This study employed a survey research design and 200 students with different academic levels in different departments were surveyed using designed questionnaire. Descriptive statistics, Pearson's correlation, multiple regression and logistic regression were used to investigate the relationship between leadership practices and academic progress. To understand the moderating impact of gender, academic year and department of study on perceived and effective leadership, demographic variables such as gender, academic year and study discipline were considered. The results reveal that transformational leadership was the single largest contributor to student academic progress. Students who perceived their leadership being more transformational reported higher levels of engagement, motivation, and self-efficacy and these were manifested in enhanced GPA scores, course completion on schedule and students' retention. Leaders were seen to develop a supportive, participative, and motivating climate (academically oriented) with mentorship, acknowledgment, and a common sense of direction (vision). These practices are linked to the active involvement of the students in their learning, and this involvement leads to effective critical thinking, problem solving skills and university progress. Transactional leadership was found to work moderately well by supplying structure, clear expectations and progress related rewards. Although transactional leadership was effective in controlling and improving behavior in the short term, it may not be as effective as transformational leadership at inspiring students to higher levels of motivation and engagement. Laissez faire leadership (least active management by faculty with few involvement and passive decision making) was negatively related to students' academic progress (lower GPAs, delayed course completion, and greater

repetition). This contributes to the lack of support and lack of involvement being directly associated with poor student progress.

Introduction

Managerial leadership has its roots in early management and organizational theories that emerged during the late nineteenth and early twentieth centuries, particularly with the rise of industrialization. Classical theorists such as laid the foundation for managerial leadership by emphasizing efficiency, formal authority, division of labor, and standardized procedures (Schreurs, 2000). Taylor's scientific management focused on improving productivity through systematic task design, while Fayol identified key managerial functions planning, organizing, commanding, coordinating, and controlling that remain central to managerial leadership today. Particularly in educational and public sector research, managerial leadership is applied to study administrative effectiveness, policy implementation, and the relationship between leadership practices and employee outcomes such as commitment, engagement, and compliance with institutional standards. Its continued use in leadership research reflects its practical relevance in structured and rule-based organizational contexts (Northouse, 2025).

Academic progress which implies enhancing of the academic progress of students was extremely crucial towards assisting students in succeeding in their future careers and also with regard to human capital. Human capital, in its turn, is a significant source of the economic opportunities and personal progress in the future. Hence, it was urgent to gain further information regarding what contributes to academic progress among , policymakers, educators, and administrators (Bikamo, 2023).

Transformational leadership was reputed to be one of the most efficient leadership styles in education. The main feature of this type of leadership was that the leader was able to inspire or motivate his team members through having a common vision of progress. Transformational leaders interact with their followers by inviting them to put their selfish interests aside in the best interest of the institution. They were concerned with the creation of a climate in which faculty and students are empowered and motivated to accomplish their personal and professional objectives. By doing so, transformational leadership could have a considerable impact on academic progress, particularly faculty participation and student progress (Khaliq et al., 2023) authenticate that transformational leadership might prove helpful in inspiring faculty members and students to engage and improve in their education.

Transactional leaders were interested in orderliness, progress management, and ensuring that work was done within set standards. It is a type of leadership where expectations were made clear, there was monitoring of progress and people are rewarded/punished according to their progress. Transactional leadership was more likely to be observed in more organized settings when it comes to education where there are set goals to be achieved academically and targets that an institution must meet. The transactional leadership could lead to the maximization of the positive academic progress because of the research by Ali et.al, and its manifestation was the most obvious in the highly structured educational fields that need to define the objectives and progress indicators (Ali et al., 2025).

Laissez faire leadership characterized by the least amounts of administrative interventions could produce ambivalent outcomes depending on the institutional surroundings, faculty and student discretion (Chaudhry & Javed, 2012). The leaders in such cultures were highly laissez faire that gives the faculties and students in the given culture a lot of freedom concerning their choices in decision making and course of work. Even though this type of leadership can become creative and independent, it may also turn into disorientation or no orientation when it is not handled well.

The study starts with the identification of organizational complexity of learning institutions that pose issues that need good leadership. (Gamble, 2009) Research has also demonstrated that resource allocation, curriculum progress and student interaction were some of the issues that are frequently encountered in universities and could impact the academic progress of the academics unless they are dealt with effectively.

The research aims to learn about the relationship between the leadership styles and academic progress through evaluation of leadership style related to the following areas decision making, communication and progress evaluation. It was important to know how various leadership styles impact academic progress to design methods to improve academic progress. The study was useful in terms of understanding how university leadership can influence the academic progress of students and enhance the academic learning experience at the University of Narowal in general (John, 2009).

Statement of the Problem

The provision of any higher education was definitely the issue of creating the positive situation in the student academic progress. The controversies surrounding the academic progress of the students in the University of Narowal had been increasingly problematic and this might be based on the problems with the managerial leadership styles that have a certain impact on the student progress in the University. Therefore, it becomes clear that there was an urgent need to research in this area since there was little evidence based insights as regards the link between the leadership styles and the student academic progress. The aim of this study was to fill this gap by investigating impact of managerial leadership on students' academic progress at the University of Narowal. This research explores this relationship with the aim of adding to the larger discussion around leadership styles at universities, and providing some recommendations for university administrators to help support student progress and institutional practice.

Research Objectives

1) The purpose is to investigate different kinds of managerial leadership styles the University Narowal administration has adopted, for example, transformational, transactional, and laissez faire styles.

2) Identify quantifiable indicators, such as retentions rates, graduation rates, or Grade Point Average (GPA), as they are related to study students' academic progress.

3) I seek to provide evidence based recommendations for higher education administrators on how to improve leadership styles to enable positive impact on students' academic progress.

Research Questions

Q.1 what are the managerial leadership styles generally predicated by administrators of University of Narowal?

Q.2 To what extent does students' academic progress (GPA, course completion rate, retention rate), as measured by the academic progress, depend on such managerial styles' influence?

Q.3 For instance, what actionable recommendations can be proposed to be an effective managerial leadership styles to excel student academic progress?

Significance of the Research

Now this research work had added to contribute the knowledge of the role of Managerial Leadership on the academic progress of the Students of University of Narowal for the literature. The first research question was covered by the findings of the study in which the managerial leadership styles used most frequently by the university directors are described: transformational, transactional, and laissez faire leadership. Knowledge of these leadership styles provides an image of leadership climate in the university. Some of the styles of leadership being used were transformational styles which entail the following; mentoring, student progress

recognition, sharing a clear vision, and emotional support. Although transactional leadership might be able to provide a supportive role among the above initiatives by providing structure and accountability, the laissez faire style would not be tolerated as they have negative correlations with the impacts on the student progress. An implication of these findings was given on the university administrators and professors, interested in good leadership styles, more student participation, and better academic progress.

Literature Review

Various articles had been conducted to establish the linkage that exist between managerial leadership and the scholastic progress of a student where researchers had demonstrated that leadership plays a vital part in the determinability of the learning ambiance. It was established that educational leadership was among the predictors of the academic progress as it impacts the teaching as well as the learning processes directly. Although the influence of leadership on academic progress was the object of multiple studies, the notion of key management in education was a complex concept. (Shen & Wu, 2025) argue that the diversity in the definition of leadership is one of the major factors that contribute to the disagreements in the results of studies conducted on leadership. Managerial leadership and the academic progress of students was a studied problem with many already established studies concluding that leadership was a prevailing scenario that dictates the learning process. The research study that had been the most comprehensive in this field was the meta analysis published by (Shen & Wu, 2025) since the authors aimed at the impacts of managerial skills of the principal on the student progress. The problem, however, was to arrive at a congruence between these competing definitions so that the role of leadership in student progress could better understood (Witziers et al., 2025) and student progress was that other studies define leadership differently. Others might focus on the leadership style (e.g., transformational leadership), others might focus on certain leadership behaviors and skills, and it was hard to make general conclusions. To add to this complexity, (Gillespie et al., 2025) state that effective leadership is conceptualizable in two main forms: in terms of the particular managerial styles that leaders use, or in terms of leadership qualities and behaviors that directly impact academic progress. Communication skills and decision making talent were other leadership qualities that impact academic progress according to Frango et al. A leader capable of making sound timely decisions was probably be in a position to create a conducive environment to academic growth and progress (Frangos, 2022). Educational leadership was a highly significant factor in determining learning and studies have always focused on the impact of various forms of leadership in educational contexts on learning outcomes. Some of the most researched leadership styles used in education include laissez faire, transformational and transactional leadership (Harper, 2012). The Laissez faire leadership style where leaders do not intervene in the daily operations of staff and students had been demonstrated to bring both good and bad outcomes. The concept of this style was that employees or students was perform well when they were allowed to make their own decisions without being closely supervised (Yang, 2015). Transformational leadership had received a lot of publicity as among those leadership styles that work best in educational institutions. Transformational leaders encourage, drive and involve their teams in sharing the vision and the desire to grow personally and professionally. Studies have always found that, transformational leadership promotes positive academic progress through the creation of an enabling environment that promotes student progress. (Ketrah et al., 2023) explain that transformational leaders can provide students with both inspirational motivation and practical support by promoting an academic environment that allows them to progress.

The Path Goal Theory of Managerial Excellence

This theory demonstrates how students can make progress through leadership styles through goal setting and motivation. It reminds the significance of leadership in leading academic progress, supplying required resources and adapting leadership styles to eliminate barriers. The motivational style of leadership that motivates students relies on decision based and explicit plans to achieve objectives, equitable distribution of resources, and monitoring arising concerns (Ketrah et al., 2023) . Leadership relations also play a role in encouraging students and facilitating their learning and progress of education (Khan et al., 2023). By transforming their leadership style to suit the interests of their students, leaders was able to create a learning environment that allows academic excellence to flourish. Khan says that the most important aspect of successful leadership in university was not merely being a master of education, but being at ease and adaptable to changing circumstances, and making sure that whatever leadership styles were involved continually developing to suit the interests of both faculty and students. According to (Jameel, 2021) , transformational leaders create an atmosphere of continuous improvement and empowerment. These leaders embrace innovation, foster technological progress, and empower their teams to make decisions that ultimately lead to better academic progress. In addition, those leaders who believe in themselves and who were trusted by others were more likely to encourage faculty and students to perform at their best. Transformational leadership had been proven to have a positive impact on student engagement, teacher motivation, and institutional progress. According to (Jameel, 2021) , transformational leaders create an atmosphere of continuous improvement and empowerment. These leaders embrace innovation, foster technological progress, and empower their teams to make decisions that ultimately lead to better academic progress. In addition, those leaders who believe in themselves and who were trusted by others were more likely to encourage faculty and students to perform at their best.

The role of leadership in education continues to evolve and that evolution has the power of influencing the policy and outcomes. This was evidenced by many research studies in other nations (Jabeen et al., 2019). Hingley et al. references collaboration in managerial education, particularly in addressing global issues such as poverty, climate change, and sustainable leadership (Hingley). This was because they say such partnerships were key to leadership responsive to the society. Tracking poverty and climate change contribute to the university and make them reach the need of the society as well as be ready to solve big problems. Institutional academic and administrative objectives were directly configured by significant leaders of the institutions. Strong leaders were able to enhance academic, or faculty morale, and the general institution growth directly through the good university leaders. As part of the research examining leadership in the University of Narowal, three theories of leadership transformational, transactional and laissez faire were examined. Especially with regard to the higher education, these styles were critical and each had various roles to play in enabling the learning and research activities run smoothly (Karim et al., 2023). . The transformational leaders, the goal of a university was to provide an environment where faculty and students were empowered to become their best selves. According to (Bass & Avolio, 1993), transformational leaders are defined by their ability to inspire followers to rise above their self-interests for the common good, create innovation, and question the status quoin terms of academic forward movement, transformational leadership promotes collaboration, critical thinking, and a pursuit of excellence. Research found that transformational leadership resulted in increased student involvement, student academic progress, and faculty job satisfaction (Wan Omar & Hussin, 2013) . As an example, transformational leadership in universities was more prone to innovative styles to teaching, engagement of university staff in research, and a focus on the personal and academic progress of the students. This kind of leadership had been found to lock-up student retention

and student involvement by inculcating a culture of excellence and innovation (Robinson et al., 2008).

Though transactional leadership cannot be effective when it comes to developing intrinsic motivation compared to transformational leadership, it was effective in a situation where high discipline and structures are needed. As an example, in some cases, the application of the transactional type of leadership could be useful in ensuring that academic standards were achieved, deadlines were observed, and assignments submitted by students on time. But research had revealed that transactional leadership could be successful in achieving compliance, and short-term gains in academic progress, but not progress in long-term student engagement or innovation (Avolio & Bass, 1995). That's because while transactional leadership helps to keep academic standards in place, it can be less effective at supporting creativity and student initiated learning.

It was quite significant that leadership influences academic progress such as student participation, time spent in enrollment and academic progress (Zhong, 2024). In one case the transformational leadership had been demonstrated to build a more participatory academic society where students were actively involved in their learning and help to foster the progress of a culture of learning. As Zhou et al. indicated, leadership behavior determines the university culture and management of universities and the curriculum of the universities regarding faculty job satisfaction and student progress (Zhou & Tapsai, 2025). Transformational leaders have more chances of establishing a positive working environment whereby the faculties could be motivated to learn more about their pedagogical abilities and the students be motivated to achieve the best. Conversely, transactional and laissez faire leaders may struggle with the ability to establish a unified academic atmosphere to help students experience long-term involvement and progress.

Methodology

This research surveyed the progress of students in the University of Narowal in university through a quantitative method. A survey comprising standard question was completed by faculty and students. The researcher gathered data on leadership styles and student progress through the random sampling method. The study was a descriptive inquiry that focused on the association of various items based on responses categorized using a Likert scale. The statistics were conducted with the help of SPSS, which involved Pearson correlation and regression. With this design, researcher were able to make objective comparisons of the relationship between leadership orientations and student progress. The sample of students was selected in the Faculty of Social Sciences of the University of Narowal, representing all departments. Students associated with numerous departments and levels were included in the group. The 200 sample size contributed to enhancing the research findings with reliability as well as validity in that it attached some scientific value to the research findings. By a stratified random sample, the researchers can select the participants in such a way that they would represent the different departments and academic stages (Etikan and Bala, 2017). Stratified random sampling further sampled participants with specific characteristics that included facilities on gender, course of study, and year of study. Once they were split and put into these groups, the members of each group were selected randomly in such a way that each subgroup was represented (Weyant, 2022). This minimized sampling bias and increased the reliability of the findings since it provided a fair representation of groups of students. A structured survey was utilized to determine how the role of leadership styles of managers impacts the academic progress of students. The base of the scale was the validated instruments used in measuring the variables, as they provided reliable information (Rowe et al., 2020). Pilot tested were some students of the target population

to ensure accuracy, consistency of measurement, and clarity of questions before the entire survey was implemented (Malmqvist et al., 2019). The pilot participants would be assessed to determine whether there are ambiguous or unclear survey questions. The researcher analyzed the consistency of the scales in the measurement of the mentioned variables. The research design was done using structured questionnaire, but responses were in hand written to gather primary data. The researcher processed the data cleaning thoroughly so as to rectify any issues consequent to the data gathered. Demographic and academic progress data were used to describe using descriptive statistics. The researcher compared the perceptions of leadership to the academic prosperity through the standard deviation, mean, and middle values as well (Gamazo and Martinez-Abad, 2020). The researcher has used this statistical technique to determine the directionality and the strength of the relationships between operational measures of leadership styles and scholastic progress, such as cumulative grade point average and course completion rates (De Winter et al., 2016). The Multiple regression analysis is performed to assess the variables significance based on the dependent variables. The level of significance was adopted as < 0.05 to assess the relation among different forms of managerial leadership and academic progress of them. This was arrived at after taking into consideration demographic variables and therefore the result relies even more on an accurate analysis (Hair Jr et al., 2017). Data visualization was a very helpful step to analyze the data variables with human eye. To present the patterning tendencies and frequency distributions in the analysis in a clearer way, both bar charts and histograms were used, to explain the empirical outcomes of the research. In accordance with what Unwin (2020) describes, scatter plots were also used to present the correlation between different styles of leadership and academic progress. The expected outcomes are supposed to provide substantive information that can help university leaders work on their leadership styles more effectively and, thus, improve the academic progress by a student.

Data Analysis and Interpretation

This chapter provides the results of empirical study on the role played by management leadership on student academic progress at the University of Narowal. The sample size of the data was 200 students who were chosen in the different departments of the university and different educational groups. The difference results were important to highlight the sensitivity of topic specific leadership models, and not generic organizational schemes. Besides, the departmental distribution was more than a simple descriptive snap; it is a key point that indicates the current state of the culture in academia that shifts the attitude of students towards leadership and their experiences in the academic environment. Therefore, the departmental distribution is not just a descriptive characteristic of the data but a significant indicator that academic culture does play a role in the way students view leadership and how they interact with their academic setting. It starts with the demographic information of the respondents, and then the reliability of the measurement scales was assessed. The descriptive statistics of leadership styles, student engagement, and progress of the students were then provided. Correlation analysis was performed to investigate the relationships between the variables, whereas regression and logistic regression tests are adapted to analyze the predictive influences. Lastly, t-tests and departmental comparisons (ANOVA) are used to investigate group differences.

Table.1
Gender Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent

Female	152	76.0	76.0	76.0
Male	48	24.0	24.0	100.0
Total	200	100.0	100.0	

Table.1 shows that most respondents were women (76%), and only one fourth (24%) were men, presenting a very strong gender gap in the sample. This imbalance coincides with enrollment trends in the University of Narowal, with women being especially prominent in the fields of Education, English, and Urdu. Accordingly, the views on leadership and engagement in this research are expected to emerge mainly through the prism of female views. Previous studies indicate that women are generally more receptive to transformational leadership, and its attention to vision, encouragement, and inspiration. Male students, on the other hand, are fewer in number and might lean more toward a transactional or laissez faire structure, which prioritizes rules or autonomy. Although the underrepresentation of males restricts their total influence, it nonetheless permits meaningful gender based comparisons in terms of t-tests. In sum, the demographic picture indicates that the leadership strategies in this situation had to be effective, especially in meeting the needs and expectations of the majority, who were the females.

Table.2

Descriptive, Reliability, Correlation, and Regression Analyses

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	200	1.0	5.0	3.3475	0.86595
Transactional Leadership	200	1.0	5.0	3.3146	0.85973
Laissez-Faire Leadership	200	1.0	5.0	2.9537	0.83353
Student Engagement	200	1.0	5.0	3.2625	0.92384
GPA midpoint estimate	200	1.75	3.75	3.1125	0.47721

Table.3

Reliability of Scales (Cronbach's α)

Scale	Items	Cronbach's α
Transformational Leadership	4	0.537
Transactional Leadership	4	0.579
Laissez-Faire Leadership	4	0.482
Student Engagement	4	0.645

As can be seen in Table 2 the mean of transformational and transactional leadership was moderate (around 3.3), whereas the mean of laissez faire leadership was lower (2.95). The average student engagement was 3.26, and the GPA midpoint was 3.11, indicating stable yet low academic performance. As shown in Table 3, the reliability scores were between 0.482 and 0.645, with the most consistent being the student engagement. As indicated in Table 4.6.2, transformational leadership was correlated the most with student engagement (r =.419), transactional leadership the least, and laissez faire had the weakest yet positive correlation (r =.215).

Table 4

Correlations among Variables

	Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership	Student Engagement
Transformational Leadership	1	.460	.332	.419
Transactional Leadership	.460	1	.361	.358
Laissez-Faire Leadership	.332	.361	1	.215
Student Engagement	.419	.358	.215	1

Table 5

Regression Model Summary Predicting GPA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.8	0.633	0.622	0.4765

Lastly, Table 4 shows that leadership and engagement together had a high order of explanation (R^2 =.633), which implies that leadership and engagement were capable of jointly explaining 63.3 percent of the day in day out variance in GPA. Overall, these findings indicate that leadership, especially transformational, was a decisive factor in the progress of engagement and, consequently, academic progress. Nonetheless, the limitations of reliability warn that students perceive the leadership styles differently, which indicates cultural variations in the effectiveness of leadership.
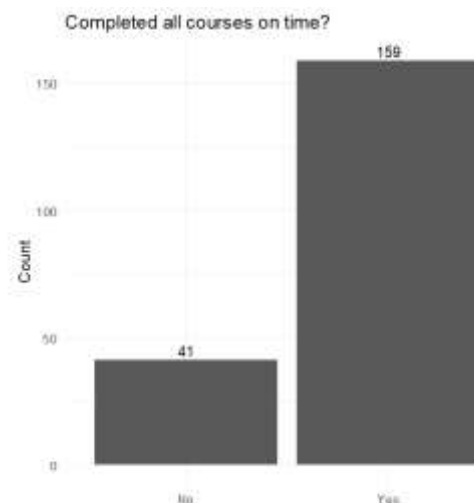

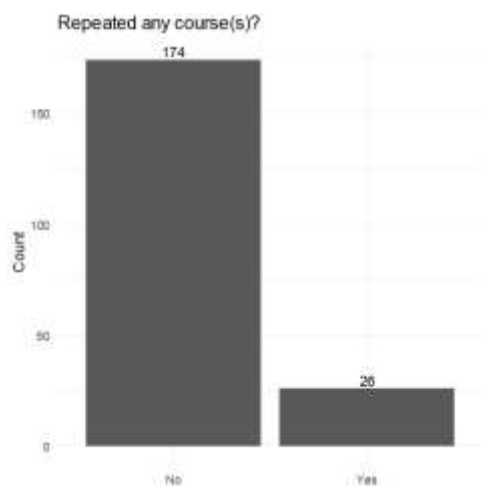Figure 4.8: Course Completion on Time
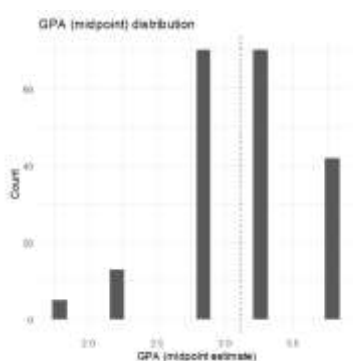
Figure 4.9: Course Repetition

Figure 4.10: Confidence in Degree Completion

Figure 4.8 demonstrates that most students finish courses on schedule, with the minority reporting lags. This implies that there was a high academic consistency within the sample, with only a minor proportion being delayed affected. In Fig. 4.9, it was revealed that the majority of students did not repeat any courses, with a very minor proportion of those students who did. This emphasizes the fact that academic development was usually gradual, with few failures. Figure 4.10 shows that an overwhelming majority of people were certain about finishing their degrees on time, with some feeling unsure or doubtful. This is indicative of an excellent ground of academic self confidence in the student body.

Discussion

Three leadership styles were discussed: transformational leadership, transactional leadership and laissez faire leadership. The outcome of the study provides informative details that are comparable to those of previous studies, but also brings fresh discovery to the market of packaged foods in Pakistan. The most notable outcome was the tremendous correlation between transformational leadership and academic progress. Having an academic chairperson whom they perceived as a transformational leader increased their motivation, engagement, and confidence, and this situation significantly enhanced their GPA, completed courses, and reduced the number of dropouts. Due to the conducive learning atmosphere that the transformational leaders embraced, which was future thinking, they urged the students to stretch out of their comfort zone. This is equivalent to what Bass and colleagues discovered transformational leadership generates a positive learning environment (Bass et al., 1996). By instilling creativity, critical thinking and collaborative efforts, transformation leaders in this manner equip students with the skills and emotional support that fosters their progress in academics. Transactional Leadership (extrinsic reward, punishment): It did raise academic progress in some aspects, including

deadline compliance and discipline. But it failed to impact student engagement and intrinsic motivation. For students both under transactional leadership, academic progress was short lived and failed to motivate long term academic engagement or to develop a deep interest in learning. This result supports previous study conducted by (Avolio et al., 1999) that transactional leadership works well in monitoring progress, but not able to motivate students to develop at the highest possible level. Transactional style is a pedagogical style driven by compliance with set rules at the expense of the personal and academic flourishing of students.

However, on the negative side of the spectrum, laissez faire leadership was significantly related with student academic progress. Those students who reported encountering a laissez faire leadership lost motivation, commitment and their academic progress declined as reflected in their lower GPA and higher repetition. Laissez faire style of leadership- passive involvement and low interactions with students did not give enough guidance and reactions. This resulted in student not studying enough as he/she lacked guidance and he/she lacked responsibility to a lecturer and hence academic progress deteriorated. These results are in line with those of (Zani et al., 2025) who determined that laissez faire leadership results in low commitment, low expectations, and support of students.

Conclusion

The study finds that leadership has an important but uneven influence on students' engagement, confidence, and progress at the University of Narowal. While most students believe they can finish their degrees on time, this confidence is shaped more by their own academic habits, like completing courses on schedule and staying involved, than by any particular leadership style. Transformational and transactional leadership are used to a moderate extent, but laissez-faire leadership unexpectedly has a positive effect on GPA, which suggests that giving students more independence may help them in this setting. Still, students' views on leadership vary, with many saying they feel little inspiration, face unclear communication, see inconsistent discipline, and lack enough guidance. There are also clear differences in how leadership is experienced across genders and departments, showing that departmental culture affects these perceptions. In summary, leadership does play a role in academic results, but its effect is indirect and depends on how engaged and self-managed students are. Improving how visible, supportive, and communicative leaders are could help boost student motivation, engagement, and success throughout the university.

Recommendations

In an attempt to encourage students to succeed and to enhance learning, the study provides a number of recommendations that could enhance the effectiveness of leadership in higher education. This recommendation is intended to university leaders, policy makers, teachers and researchers and it will develop effective leadership, enhance engagement and promote academic progress. In terms of transformational leadership, the leaders of particular interest in this study are the ones whose leadership style has the greatest impact on the academic progress of students. So, more structured and systematic transformational leadership should be incorporated to the University of Narowal. Transformational leaders must also engage students in the decision making process, allow them to give their views and facilitate in the making of educational policies. This integrative style does not only increase student motivation, but also provides students with the opportunity of managing their learning process. To ensure that students are comfortable and encouraged to study, the authors of the paper need to request more written feedback and one-on-one assistance by faculty members, should they not already exist. Moreover, transactional leadership might come in handy to establish boundaries, monitor student progress, and reward or penalize students according to their academic progress. But it

is crucial that transactional styles are complemented with transformational strategies to not establish the framework in a pure reward oriented structure without the motivational and emotional backup. Transactional Leaders can be effective in promoting and accounting for academic discipline, but it is critical for them to pay attention to value added attitude and student satisfaction, and that students don't feel they are just being controlled. This study also found that the effectiveness of leadership varies depending on demographic factors such as gender, year in university, and departmental culture. For instance, female students tended to give a higher positive rating of transformational leadership, whereas students in business oriented departments might like having structured leadership behaviors. Leadership styles for the university should be gender, academic discipline, and year level specific for different student subgroups in order to meet their needs and expectations.

Future Work and Context Factors Investigation

This research provides practical information on the impact of a superintendent on student achievement by the leadership approach adapted. Future studies should address any other variables that may impact academic progress. For example, understanding the interplay between leadership and these context embedded variables in relation to student progress would help explain the contribution of institutional resources, such as access to technology, academic support services and faculty student ratios.

Additionally, it would also be interesting for the future research to replicate the current research with a larger sample size and examine leadership practices from different universities of Pakistan or around the world. Cross national studies could be useful to understand the mediation of leadership styles by a country's culture, and to understand the impact of leadership styles within and outside educational organizations on students' progress globally. These types of longitudinal studies may capture the impact of leadership and validity about how leadership matter for student learning over many different academic years.

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