

Leading for Change: The Impact of Leadership Styles in Baluchistan's Educational Landscape

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ABSTARCT

School climate encompasses the physical, psychological, and social dimensions of the school. It is central to learning and the overall well-being of the students. The school principals are considered the gatekeepers of the school. They play an essential role in developing and maintaining a positive school climate. The objectives of this study were to explore the leadership styles of the principals and their effect on school climate. It was a quantitative study. The Multifactor Leadership Questionnaire MLQ was administered amongst the participants to collect the data. For this purpose, 797 samples were selected through simple random sampling. The data were analyzed, and simple linear regression was applied to determine the effect of leadership style on school climate. The results revealed that 21% of the participants were using the transformational leadership style, 26% demonstrated the transactional leadership style, and the remaining 52% exhibited the laissez-faire leadership style. The results further showed that only transformational leadership styles had a significantly positive effect on school climate ($0.47, p < .001$), identifying that higher levels of transformational leadership are associated with more favorable school climate. In comparison, the transactional and laissez-faire leadership styles did not show any significant effect on school climate ($p > .05$). The study has implications for educators and policymakers, highlighting the importance of encouraging transformational leadership to effectively manage schools.

Keywords: Laissez fair leadership style; Leadership; school climate (SC); Transformational leadership style; Transactional Leadership style