Transformational Leadership Style and School Transformation: The Case of Secondary Schools in Kuwait

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In education, transformational leadership is an approach to human resource management (HRM) that emphasizes the need to alter an organization's operations to accomplish the desired results. The prosperity of a nation depends in part on the knowledge and education of its citizens, but some countries, such as Kuwait, have inadequate secondary education, resulting in poor outcomes. This document demonstrates the significance of school transformation in Kuwait, where the primary author resides. Twenty-five semi-structured interviews were conducted to determine the most prevalent leadership style in secondary schools in

Kuwait, the impact of transformational leadership on the transformation of secondary schools, and the factors that influence transformational leadership roles and practices in secondary schools. This investigation recommended that secondary schools in Kuwait overcome the challenges of transactional leadership and implement democratic, empowering, and non-authoritarian leadership styles so that teachers will be motivated and committed to an effective education process and schools will be transformed positively. This would contribute to realizing the country's Vision 2035 by stimulating the economy through the country's knowledgeable and educated citizens.

Keywords: Transformational Leadership, Secondary Schools, Kuwait Education, School Transformation.

Introduction

Secondary school leadership is the administration and supervision of a secondary school, which typically consists of grades 9 through 12. A secondary school leader, such as a principal or assistant principal, oversees day-to-day school operations and implements policies and initiatives to increase student achievement and create a positive school culture (Alainati, 2021). This may involve managing staff and resources, developing curricula and instructional programs, and collaborating with parents and the community. Leaders in secondary schools play a crucial role in fostering a secure and inclusive environment for all students. Therefore, they must comprehensively comprehend education policies and procedures and be able to lead their school effectively.

School leadership style is crucial to achieving the desired change (Winokur & Sperandio, 2017), underscoring the need to investigate how school principals' leadership will facilitate the realization of Vision 2035. Transformational leadership enables followers to align their goals with the organization's (Khalil et al., 2022b; Purwanto et al., 2021; Steinmann, Klug, & Maier, 2018). As a result, transformational leadership can produce unusual changes and extraordinary outcomes (Khalil et al., 2022a; Purwanto et al., 2021; Steinmann et al., 2018). It can be rooted in transformative learning and development, which are best attained by reconfiguring education curricula to be intellectually demanding and promoting good understanding by enhancing knowledge of higher-order analysis and critical and creative thinking (Mulang, 2021). This can lead to students' active learning and engagement, the meeting of diverse learning needs (Al-Hunaiyyan et al., 2021; AlHajri, Al-Sharhan, & Al-Hunaiyyan, 2017; Chan, 2019), both of which are underpinned by pro-social values, inspiration, and social responsibility (Showalter et al., 2019).

Numerous factors influence transformational leaders' effectiveness. These internal and external aspects of the educational environment may directly impact the ability of transformational principals to implement change in their schools. For example, sources of the education problems confronted by Gulf Cooperation Council (GCC) countries, including Kuwait, include ineffective school leaders and teachers, inappropriate curricula, lack of motivation among teachers and other stakeholders, and lack of cooperation and communication between parents and teachers (Al-Sharija, 2012; Alhashem & Alhouti, 2021; Arman et al., 2022; Clausen & Trolle, 2021; Ministry of

Education, 2014; Winokur, 2014). These factors have caused schools in Kuwait to produce students with inadequate aptitude, skills, and knowledge (Swanson et al., 2020), inhibiting Kuwait's ability to develop regionally and globally and meet the challenges of the 21st century (Al-Sharija, 2012; Winokur, 2014).

The influence of leadership style on the transformation of educational institutions has garnered the interest of academicians. There is a need to reinvent school outcomes, especially in secondary education, primarily to improve the quality of teaching and learning and to examine the impact of leadership style on teachers and school administrators (Al-Hunaiyyan, Alhajri, & Al-Sharhan, 2017; Curpănaru, 2021; The World Bank, 2015; Winokur, 2014). This is highly significant for Kuwait. School leadership re-conceptualization can help reinvent and improve secondary schools in Kuwait, support its economic prosperity and growth (Winokur, 2014), and develop a competitive advantage for its economy among Gulf Cooperation Council (GCC) countries. This article focuses on the significance of school transformation in Kuwait, where the primary author resides, and it influences factors (Alea et al., 2020). The article identifies how leadership in secondary schools in Kuwait can inspire, motivate, and influence teachers, students, and principals to embrace a collective vision of renewal in Kuwaiti schools. Leithwood, Sun, and Schumacker (2020) argued that it is essential to comprehend the school environment. Effective school transformation necessitates that school leaders address the unique concerns, challenges, and obstacles inherent to the various contexts in which they operate (Amor, Vázquez, & Faíña, 2020; Bush, 2020). Contextual factors consist of national and organizational culture, institutional factors, organizational structure and climate, and the function of school leaders (Wiseman, 2022).

The argument mentioned above is central to the Kuwaiti government's call for partnership with other stakeholders to reinvent educational quality in the country (Alhouti, 2020; Khalid AlAjmi, Hendawy Al-Mahdy, & Mohamed Emam, 2022), particularly in secondary schools, because of their importance in developing a nation's economy (Azam, Omar Fauzee, & Daud, 2014). Kuwait aspires to become a commercial and financial hub; however, this will not be possible unless the country's economy grows, the future of its upcoming generations is secured, and the rate of educational outputs meets the requirements of the labor market (Al-Sharifi, 2021; Bushehri, 2019). Such objectives, along with Kuwait's 2035 Vision, which includes education and human capital development, will not be realized if the government does not restructure its approach to school management, which is currently dominated by a transactional leadership approach (Al-Abdali, 2021; Winokur, 2014).

Leadership research is crucial for Kuwait Vision 2035 and the overall repositioning of Kuwait's leadership and dominance within the GCC (Winokur & Sperandio, 2017). The renewal of Kuwait's economy, the reduction of reliance on oil revenue, the diversification of its economic base, the reinvention of education, and the stimulation of its economic development are all part of the country's rectification plan (Oxford Business Group, 2019), which can be achieved through a skilled and educated workforce, supporting the growth of manufacturing, export, and the private sector (Al-Abdali, 2021; Winokur & Sperandio, 2017). The government has incorporated high-quality education provisions into its national strategies for economic growth and diversification (Oxford Business Group, 2019). However, the average age of the

population is falling, most young people are still in school, and there is an ongoing debate over the quality of education in Kuwait. This requires the presence of qualified school administrators.

However, there is uncertainty regarding the types of school leadership necessary for Kuwait to realize its vision regarding leaders' influence on various stakeholders, including teachers and students, and how to manage and lead schools (Al-Abdali, 2021; Williams, 2020). Consequently, this study aims to provide policymakers, educators, scholars, and academics in Kuwait with essential perspectives and insights into the factors associated with transformational leadership in developing countries, as opposed to the developed Anglo-American context. In light of these objectives, the research addresses the following questions:

1. What is the most common leadership style in Kuwait's secondary schools?
2. How does transformational leadership impact the transformation of secondary schools?
3. What factors affect transformational leadership roles and practices in secondary schools?

Literature Review

Transformational leadership

Transformational leaders are viewed as agents of inspiration, commitment, motivation, and vision that can lead to the transformation of the ideals and practices of leaders in Kuwaiti secondary schools (Winokur & Sperandio, 2017) so that they can achieve their career goals, ambition, and self-fulfillment, which are central to transformational leadership (Winokur, 2014). This article adopts Purwanto et al.'s (2021) definition of such leaders as those who not only alter the vision, direction, and resources of schools but also whose personal conduct influences the behavior of their followers and enables the accomplishment of shared goals. Numerous other researchers, including Akuffo and Kivipõld (2019), Al-Sharija (2012), Amor et al. (2020) and Male et al. (2019), share this definition and comprehension. Cho et al. (2019) articulated four dimensions of transformational leadership that are crucial for organizational transformation by demonstrating the dynamics of how leaders develop relationships and bonds with their subordinates or the led: Intellectual stimulation; Inspirational motivation; Idealized influence; and Individualized consideration.

Al-Sharija (2012) identified five transformational leadership practices, one of which is financial management. First, he emphasized that the educational leadership role must be expanded to incorporate financial management, a crucial function for organizational development. Transformation (Al-Sharija, 2012; Blau, Shamir-Inbal, & Hadad, 2020). Second, for adherents to clearly understand the vision, leaders must also play an active role in transmitting directions and establishing specific responsibilities (Al-Sharija, 2012; Leithwood et al., 2020; Purwanto et al., 2021). Thirdly, staff development requires four components: a) individualized consideration; b) individual professional development opportunities; c) the principal's participation in supervising professional development activities; and d) modeling the way or providing an appropriate model (Leithwood et al., 2020). Fourth, leaders must have staff development policies and encourage the growth of school community members (Al-Sharija, 2012; Mergel,

Edelmann, & Haug, 2019; Shuqair & Dashti, 2019). Collaborations are essential for developing innovative teaching and learning practices (Leithwood et al., 2020). Fifth, the principal agency refers to the Head of the school's responsibility as the 'Principal' to demonstrate leadership qualities so that the strategy for utilizing new technologies can be better understood. Finally, according to Al-Sharija (2012), leaders play crucial roles as change agents in developing and sustaining the change strategy, particularly in the case of swiftly transforming and changing technological change.

Transformational leadership in secondary schools is collegial and can serve school purposes (Almonawer, 2021) and assure school transformation (Leal Filho et al., 2019; Lustick, 2021). Transformational leaders have generated a sense of commitment and voluntary engagement among their followers, enabling a change in the environment and helping transform situations. Despite the different contexts of corporate and political leadership, it is generally accepted that excellent and effective leaders are transformational. In contrast, transactional leaders are less effective, as Cho et al. (2019) demonstrated. In light of this, school leaders and principals are encouraged to employ transformational leadership. This may be appropriate for schools in Kuwait, which are facing educational reform demands (Al-Sharija, 2012; Alhashem, 2022; Arman et al., 2022) within the context of a global educational need (Suki et al., 2020). Heads of schools or principals who are interested in improving the quality and learning of students do so not only by modifying how teachers teach and how students learn but also by transforming various aspects of national institutions and culture to shape and foster organizational practice and educational leadership (Al-Sharija, 2012; Leithwood et al., 2020; Lestari et al., 2020).

A significant aspect of transformational leadership is a focus on follower development (Al-Sharija, 2012; Clausen & Trolle, 2021), their capacity, and readiness to accomplish current commitments while also imagining the growth of their future roles and responsibilities. This is in contrast to transactional leadership, in which a leader expects followers to accomplish predetermined goals and does not encourage them to assume greater responsibility that will affect their development (Cho et al., 2019). Thompson et al. (2021) argue that transformational leadership imparts a sense of empowerment, morality, and motivation to organizations and leaders in general (Rindu et al., 2020). These factors are essential for developing teachers and enabling them to function effectively in schools due to their pursuit of collective benefit and purpose. This is consistent with what Udin (2020) identified as involved and developed teachers performing at their maximum potential. However, findings regarding the effect of leadership on teachers' engagement and achievement are inconsistent (Gemeda & Lee, 2020; Leithwood et al., 2020; Lestari et al., 2020; Prabhu et al., 2022; Purwanto et al., 2021). The literature on school capacity building and development establishes a connection between the principal's leadership, the quality of teaching and learning, and staff dedication and motivation (Barman, Haque, & Ahmed, 2023; Dugar & Fox, 2022; Kalkan et al., 2020).

Transformational leadership and Organizational Outcomes

Transformational school leaders emphasize instructors' collective and individual skills, understanding, and dedication to improve organizational performance (Leithwood et al., 2020; Lestari et al., 2020). Transformational leaders can influence teachers (and

students) to reevaluate their assumptions regarding their achievement and work, as well as instructional materials and procedures. This can result in the development of novel pedagogical materials and learning systems. This is consistent with the position of Cho et al. (2019), who argued that a leader could transform the commitment and motivation of subordinates by inspiring them to exceed performance expectations via various devices and processes. This is supported by Kalkan et al. (2020). who examine a causal model, Leadership for Organisational Learning and Student Outcomes (LOLSOs), which examines how leadership influences student participation and engagement through teachers' roles and work and organizational learning (Khalil et al., 2022b). Leithwood et al. (2020) developed the transformational leadership model in general education studies. They categorized its different dimensions: a) setting direction- building school vision, b) developing people- intellectual stimulation and modeling professional practices and values, c) redesigning the organization- collaborative school culture and productive community relationships, and d) managing the instructional program- structures and procedures t. Impact on Staff and Student Effectiveness and Development

The empirical (and theoretical) research on applying the issues above in schools in developing nations is scant and inadequate (Aust, Morais, & Pinto, 2020). Research on transformational leadership in schools should progress beyond the description of the roles and responsibilities of principals and the examination of the effect of their activities' antecedents on school management and leadership. This research must address low achievement rates and outcomes, low teacher, parent, and student engagement, and the need to increase teachers' motivation and dedication. In addition, it must address institutional factors, including Islamism, nepotism, centralized power networks, political connections, stratified social systems, and reverence for religious leaders (Da'as & Zibenberg, 2021).

In their assessment of conceptual weaknesses in transformational and charismatic leadership theories, Ibrahim and Daniel (2019) note that transformational leadership, despite its positive aspects, has some drawbacks, while the fundamental influence processes for transformational leadership are still imprecise and lack a systematic analysis of what they must be and how they function. There is no explicit explanation of the effects of a leader on subordinate motivation, attitudes, and behavior in the influence processes of transformational leadership (Khalil et al., 2022a). Eaton (2022) is skeptical of the empowering effects of transformational leadership, arguing that it is a tool of dominance and control rather than genuine educational transformation and positive organizational culture and structure change. According to Woudstra (2021), transformational leadership benefits those at the top of an organization while ignoring those at the bottom. Berkovich and Eyal (2021) and Thompson et al. (2021) concur with this assessment, arguing that transformational leadership is sometimes used to exert control over instructors. The emphasis of transformational educational leadership on a single individual (the leader) rather than the led (group of people) undermines the philosophy of collegiality and shared leadership, which is one of the defining characteristics of a community of leaders (Ahmed et al., 2022b; Chen, 2022; Lustick, 2021). To have a nuanced and comprehensive understanding of leadership, contextual factors must be considered (Jalil et al., 2019), as they illuminate national differences and peculiarities in managing and guiding change in education (Da'as & Zibenberg, 2021).

Research Methodology

This study used a qualitative approach to resolve the three research questions. After a pilot test, semi-structured personal interviews were conducted with two samples of 25 participants from diverse Kuwaiti private and public secondary institutions. The first group of participants consisted of school principals, vice principals, senior teachers, and administrators, while the second group consisted of teachers who represented followers. Most of the interviews were conducted in the participants' offices and lasted between 40 and 90 minutes. Due to their extensive years of experience in the Kuwait education sector, participants were able to provide in-depth responses to the open-ended questions, enabling the researcher to determine the factors that influence the roles of transformational leaders in transforming secondary schools in Kuwait. For example, some queries explored the Kuwaiti school's culture, leadership, staff dedication, and motivation. Other questions aimed at comprehending the factors influencing transformational leadership roles and practices in these institutions.

Using thematic analysis, the empirical research produced eight main themes.

1. School leadership, motivation, and commitment.
2. Islamic religion, patriarchy & marginalization.
3. Centralized system and leadership style.
4. Favoritism and nepotism.
5. Educational leadership style and quality development.
6. Socio-economic and cultural institutions.
7. School leadership and stakeholder's voice.
8. Involvement and empowerment, and participation.

Research findings and discussion

Regarding the first research question about the most prevalent leadership style in Kuwait's secondary schools, the key findings indicated that transactional leadership, as opposed to transformational leadership, is more prevalent in Kuwaiti schools, creating institutional and patriarchal dynamics that place a premium on respect for religion, hierarchy, and social institutions, which guide schools' behavior and actions (Aust et al., 2020; Leithwood et al., 2020). According to some participants, it is challenging to identify the most prevalent leadership style in secondary schools because it can vary depending on the school, the leader, and the situation. However, another participant indicated that democratic or participative leadership styles are the most prevalent in secondary institutions. In this manner, the leader involves others in decision-making and encourages staff, students, and other stakeholders' participation and input. Others concurred, stating that this style seeks to empower individuals, cultivate a sense of ownership and commitment, and encourage collaboration and teamwork. On the other hand, others believe that transformational leadership is prevalent in secondary schools, where the leader inspires and motivates others to work toward a shared vision and concentrates on individual and collective growth and development.

Positive transformation of secondary schools in Kuwait could be aided by overcoming the obstacles of transactional leadership that are undemocratic, authoritarian, and disempowering. This process will result in a transformed educational system, increased motivation and dedication, and effective leadership, resulting in

improved student outcomes. Moreover, identifying and addressing these challenges will result in the realization of Vision 2035, which will have a positive impact on national development, mainly if it focuses on curriculum quality, as one of the participants stated:

"I, for one, think that inciting actions and efforts aimed at realizing Vision 2035 in Kuwait needs taking into consideration how students' learning, development, and commitment, as well as teachers' commitment, can be achieved, and I do highly believe that this could be through curricular development as a start".

According to the findings of the second research question, respondents believed that school leadership practices and systems should be democratic and distributed to create an effective, enabling school environment in which everyone, leaders and followers alike, feels valued and contributes to the pursuit of collective goals and purposes (Showalter et al., 2019). This would promote a decentralized democratic order that encourages employee motivation and dedication. Such a school leadership framework would also promote stakeholders' empowerment, participation, and involvement, which are presently absent but would support the change. When all students feel empowered, they are more likely to assist with school leadership and curriculum development (Ahmed et al., 2022a; Khalid AlAjmi et al., 2022).

One participant stated that transformational leadership could significantly impact the transformation of secondary schools by improving student achievement by emphasizing the creation of a shared vision and mission for the school and inspiring and motivating staff and students to work towards this vision. Another participant stated that it increases teacher efficacy by providing opportunities for professional development and ongoing support for teachers to enhance their skills and knowledge. In addition, it was suggested that fostering innovation and creativity in the school promoted the development of new ideas and methods and provided staff and students with opportunities to take risks and attempt new things, which can lead to the implementation of innovative ideas and methods effectively practices. Transformational leadership can have a positive impact on the transformation of secondary schools by creating a positive and inclusive school culture, improving student achievement, enhancing teacher effectiveness, encouraging innovation and creativity, and building a leadership pipeline, resulting in a more sustainable and effective school leadership structure (Chowdhury et al., 2022). According to Leithwood et al. (2020) argument, more transformational leadership will bring about the necessary changes in school culture and processes for national development. Leadership is understood as motivating, mobilizing, inspiring, and influencing people or stakeholders to act for shared goals and outcomes without coercion. These findings indicate that transformational leadership is central to democratic and reformed schools (Bush, 2020), following the four dimensions of transformational leadership for effective school performance (Bush, 2020).

About the third research question concerns the factors that affect transformational leadership practices and the mechanisms that can enhance effectiveness, learning, and development in schools, factors such as the influence of Islamic religion, patriarchy, and marginalization, the pressures of socio-economic and cultural institutions, the problems posed by favoritism and nepotism, the current transactional nature of school leadership style, and the lack of structural support for transformational leadership were identified. For example, "fringe stakeholders" (McCarthy & Muthuri, 2018), those not

favored by the system, such as teachers and administrators, are not involved in the school leadership and transformation change process. Observed one participant:

"In all places in this country, schools are run from the center, which makes hearing others' voices from the margin difficult. These voices are not heard at all" Several factors can influence transformational leadership roles and practices in secondary institutions, as indicated by the participants. One participant suggested that the school's extant culture and values could impact transformational leadership's effectiveness. A positive and supportive culture can make implementing transformational leadership practices easier, whereas a hostile or recalcitrant culture can make it more difficult. Another participant believed that the level of support and resources provided by administrators and policymakers significantly impacted transformational leaders' ability to implement their vision and practices. Many participants emphasized that transformational leaders should develop support for their vision and practices through strong relationships with the community and parents. To succeed, almost all participants emphasized the need for additional resources, such as professional development or technology funding. A shortage of resources can hinder transformational leaders' ability to implement their plans.

It was also discovered that social institutions foster the abovementioned behaviors, making change difficult. Institutions regulate and direct organizational practices and behaviors, including school leadership and structure (Krücken, 2021). Therefore, cultural, organizational, political, and socio-economic institutions, including leadership, govern school system behavior (Jalil et al., 2019). Numerous researchers, such as Alnawasreh, Nor, and Suliman (2019), have demonstrated that tribal and familial relations and socio-economic status substantially impact school transformation and performance.

Conclusions

This document demonstrates the significance of school transformation in Kuwait, where the primary author resides. Twenty-five semi-structured interviews were conducted to determine the most prevalent leadership style in secondary schools in Kuwait, the impact of transformational leadership on the transformation of secondary schools, and the factors that influence transformational leadership roles and practices in secondary schools. Given the direct relationship between education and a country's economic growth and the enormous impact of how education is conducted, this review demonstrates the significance of transformational leadership in transforming how schools operate to meet national requirements for producing new generations of young people who can assist an economy like Kuwait in achieving its leaders' goals. However, the transition to a more transformational approach in schools will be fraught with obstacles, particularly those posed by the ethos and philosophy of government. Moreover, as skeptics point out, transformational leadership may not always have positive effects. Therefore, policymakers, governments, leaders such as principals, teachers, students, parents, and all other involved parties must make and embrace changes and adopt a more holistic approach, resulting in a shift in the mentality of the entire society. As a result, we recommend that various adjustments, as outlined below, accompany a change to a more transformational strategy.

Recommendations

Quantitative research findings suggest the necessity of concentrating on the following areas:

- Educational reform in Kuwait should strongly emphasize the school leadership style, taking into consideration the strengths and weaknesses of transformational leadership.
- To realize Vision 2035's ideals, school leadership should be more participatory, distributed, and democratized. This should be accomplished by: o involving significant stakeholders, such as instructors, in the decision-making process. In addition, leaders such as principals should perpetually solicit feedback from employees. This would help to involve and retain staff members. This will also contribute to the school's educational process by fostering an appreciation for diverse perspectives from various vantage points.
- Creating a collaborative team in which players learn to work together professionally to accomplish the school or college's objective. Collaborative teachers should have stronger social ties to facilitate collaboration and learning and to support their leaders.
- Leadership style, process, and mechanism must be reinvented; they must be envisaged as a platform for achieving collective goals, not for serving a select few at the expense of others.
- To be effective, transformational leadership must be grounded in the conceptualization of Leithwood et al. (2020), which enshrines intellectual stimulation, building school goals, best practices, and high-performance expectations, and establishing a productive, goal-oriented school culture. This is consistent with the notion that the culture of school leadership should be facilitating, participative, and autonomous (Charteris, Smardon, & Kemmis, 2022).
- The function of institutions in defining educational practice and leadership must be comprehended and re-envisioned. Specifically, this perspective calls for the moderation of Islam's (religion's) influence on school leadership and training.
- International standards and curricula' applicability and design and development must be observed if Kuwait is to match the most competitive global practices (Kumar, Muniandy, & Wan Yahaya, 2019).
- Development, encouragement, and motivation of staff and all key stakeholders in school leadership, including marginal stakeholders, should be promoted and practiced to achieve the school reform agenda more nuanced and collectively.
- Human resources policies should emphasize transformational leaders' personal and professional development in educational settings, particularly secondary institutions.
- Encourage the decentralization of authority and power to obtain all stakeholders' input and make educational decisions more democratic, participatory, and less autocratic. However, decision-making authority should be distributed equitably; otherwise, leaders could lose control under decentralized management. This will also assure the continuation of a transformational, rather than transactional, approach.
- Collaboration and partnership with relevant agencies and institutions on a national and international level should be encouraged to foster a school culture and leadership more focused on results.

Research Contributions

This study responds to calls in the literature on leadership (Amor et al., 2019; Aust et al., 2020; Rindu et al., 2020; Winokur, 2014; Winokur & Sperandio, 2017) and school management (Bush, 2020; Da'as & Zibenberg, 2021) to broaden theories and perspectives to understand how school leadership style can support transformation for better student outcomes, based on better curricular and education quality,

(Winokur & Sperandio, 2017) Transformational leadership scholarship is crucial for implementing genuine change and reform in Kuwaiti schools and assuring their success. However, few studies have applied this theoretical perspective to reform school leadership in developing nations (Aziz et al., 2022; Da'as & Zibenberg, 2021). By examining how transformational leadership can produce educational reform in secondary schools in Kuwait, the researcher contributes to the transformational leadership discourse and management and organizational behavior research by combining various transformational leadership frameworks with institutional theory. This combination represents a theoretical contribution that broadens methodologies and yields novel insights into how institutional factors influence school leadership in developing nations like Kuwait (Wiseman, 2022). Transformational leaders are essential in fostering educational transformation (Leithwood et al., 2020; Thompson et al., 2021).

A significant contribution of this study is the combination of factors that influence transformational leadership. The newly developed context of this study included variables from multiple studies to comprehend their combined impact on transformational leadership roles. Combining internal constructs, such as school culture, school structure, school climate, and social and psychological interaction, with external components, such as national culture, regularity control, and market competition, enabled the researchers to identify the most significant factors for the participants in terms of factors that facilitate or impede transformational leadership in secondary schools in Kuwait.

Limitations and Further Research

This research is limited by its qualitative approach and inductive methodology, which is susceptible to generalization criticism (Mitchell & Rich, 2020). Despite covering many of these factors simultaneously, this research was also limited by its incapacity to cover all potential antecedents that influence transformational leaders in secondary schools. Not every possible internal and external factor was considered. Due to the strictness of some schools' administrations, particularly in the public sector, it wasn't easy to approach all schools in Kuwait. This also contributed to the sample's imbalance between public and private institutions. Through purposive sampling, the researcher involved only those stakeholders deemed pertinent and significant for data saturation. Additional research could be quantitative or comparative. In addition to the factors identified by Valaitis et al. (2018), such as the organization's philosophy, team resources, administrative support, political stability and the availability of reliable information are two additional relevant factors that could be included in future research.

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