

## THE IMPACT OF YOUTH AND WOMEN LEADERSHIP ON ORGANIZATIONAL EFFECTIVENESS IN PRIVATE SECONDARY SCHOOLS OF KARACHI

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### Abstract

This study looked at how women's and youth leadership affected organizational effectiveness in Karachi's private secondary schools. A mixed-methods study was used, combining qualitative interviews with 14 participants with quantitative data from 200 respondents (teachers and principals). While the qualitative interview data was subjected to thematic analysis, the quantitative phase employed independent samples t-tests, correlation analysis, and multiple regression to identify correlations among variables. Male and female participants' perceptions of women's leadership, youth leadership, and organizational performance differed statistically and significantly, upon the independent samples t-test results. All of the studied variables had strong positive correlations, according to correlation analysis. Additionally, multiple regression analysis showed that women's leadership ( $\beta = .597$ ,  $p < .001$ ) and youth leadership ( $\beta = .265$ ,  $p < .001$ ) both significantly predicted organizational performance, accounting for 68% of the variance ( $R^2 = .680$ ). These findings were corroborated by qualitative research, which identified four main themes: administrative effectiveness and performance of institutions, organizational climate and teacher motivation, innovation and responsiveness, and leadership engagement and decision-making influence. The study comes to the conclusion that improving organizational effectiveness in private secondary schools is mostly dependent on the leadership of women and young people. When compared to young leadership, women's leadership shown a comparatively greater influence. The results underscore the necessity of leadership development programs that assist both young and female leaders, as well as the significance of accessible leadership practices in educational institutions. By incorporating gender and age aspects into the foundation of organizational performance, the study adds to the expanding body of knowledge on educational leadership.

**Keywords:** *Youth Leadership, Women Leadership, Organizational Effectiveness, Private Secondary Schools*

## **Introduction**

### **Background of the Study**

It has long been acknowledged that leadership plays a critical role in whether societies and organizations succeed or fail. In the past, civilizations led by incompetent leaders have been unstable, whereas those led by capable leaders typically experience growth and stability. Since humans operate in social systems where some people take on leadership roles and others behave as followers, leadership is essential for guiding individuals. Motivating people to realize their potential and advance society is linked to effective leadership (Dwiri & Okatan, 2021). Similarly, effective functioning and sustainable development in organizational contexts—especially in business and education—requires strong leadership.

Leadership has a major impact on student accomplishment, school atmosphere, teacher motivation, and overall organizational performance in educational institutions (Leithwood, Harris, & Hopkins, 2020). Due to their potential to improve organizational efficiency, various leadership styles—especially those of women and young people—have received more attention in recent years. Innovation, technological proficiency, flexibility, and collaborative decision-making are traits of youth leadership that are frequently associated with transformational leadership techniques (Northouse, 2022). On the other hand, inclusive, compassionate, and relationship-focused behaviors that enhance corporate culture and communication are frequently linked to female leadership (Eagly & Carli, 2007).

The degree to which educational institutions accomplish specific goals, such as academic achievement, teacher satisfaction, administrative effectiveness, discipline, and stakeholder involvement, is referred to as organizational effectiveness (Hoy & Miskel, 2013). Leadership quality becomes a crucial factor in determining institutional performance in the setting of private secondary schools, where accountability and competition are high. A vast and varied a system of private secondary schools can be found in Karachi, one of Pakistan's largest cities. The growing number of young, female executives in these organizations emphasizes the need for empirical research on how they affect organizational success.

### **Rationale of the Study**

Three main factors form the basis of this study's justification. First, Karachi's private secondary schools function in a fiercely competitive setting where institutional performance, reputation, and sustainability are greatly influenced by leadership. Second, there is no empirical data in Pakistan about the effects of young and female leaders on organizational effectiveness, despite the fact that this practice is becoming more common in educational institutions. Third, age and gender aspects of leadership have received less attention in previous research, which has mostly concentrated on general leadership styles.

Thus, the purpose of this study is to present empirical data regarding the impact of women's and youth leadership on organizational performance in Karachi's private secondary schools.

## Gap in the Literature

There is a contextual gap in Pakistan's private education industry despite the fact that gender and leadership effectiveness have been extensively studied in international studies (Eagly & Carli, 2007; Northouse, 2022). Instead of particularly looking at youth and women's leadership as distinct determinants of organizational effectiveness, the majority of local research have concentrated on general leadership styles and teacher performance. Furthermore, despite their growing significance, little study has been done on private secondary schools in urban Pakistan. Specifically, less is known about how female and younger executives affect organizational results. In order to fill this gap, this study looks at how women's and young people's leadership affects organizational performance at Karachi's private secondary schools.

## Objectives of the Study

The study aims to:

1. Examine the impact of youth leadership on organizational effectiveness in private secondary schools of Karachi.
2. Investigate the influence of women leadership on organizational effectiveness.
3. Compare the relative contribution of youth and women leadership to institutional performance.
4. Identify key dimensions of organizational effectiveness influenced by leadership characteristics.

## Research Questions

The study seeks to answer the following research questions:

1. What is the impact of youth leadership on organizational effectiveness in private secondary schools of Karachi?
2. How does women leadership influence organizational effectiveness in these schools?
3. Is there a significant difference in organizational effectiveness under youth and women leaders?
4. Which dimensions of organizational effectiveness are most affected by youth and women leadership?

## Research Hypotheses

Based on the objectives, the following hypotheses are formulated:

**H<sub>1</sub>:** Youth leadership has a statistically significant positive impact on organizational effectiveness in private secondary schools of Karachi.

**H<sub>2</sub>:** Women leadership has a statistically significant positive impact on organizational effectiveness in private secondary schools of Karachi.

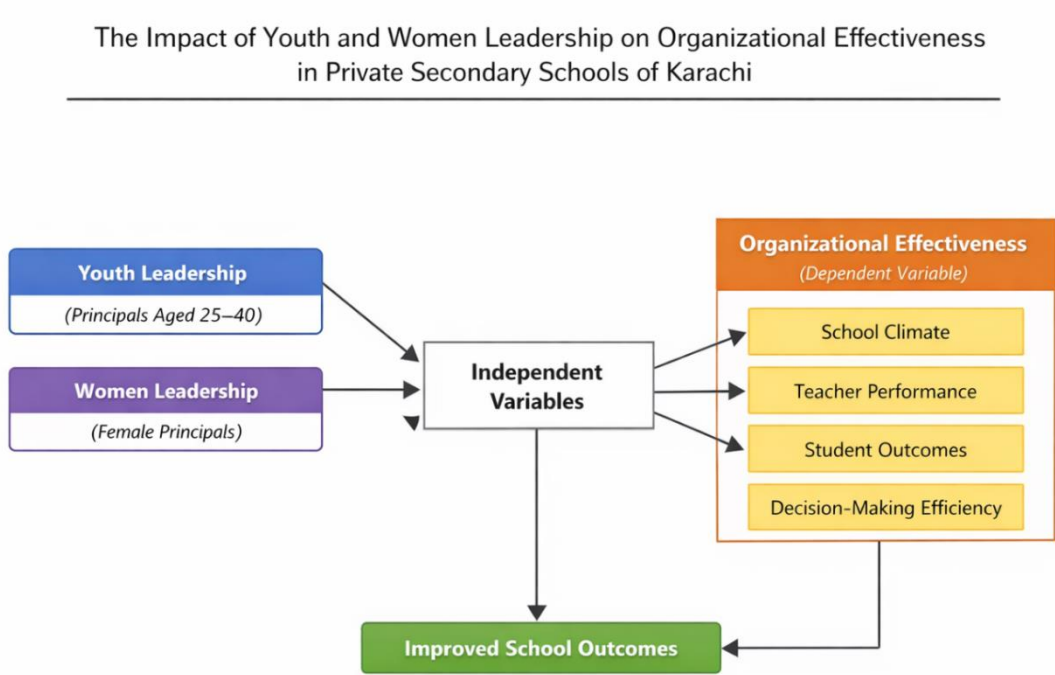
**H3:** There is a significant difference in the relative contribution of youth and women leadership to organizational effectiveness.

**H4:** Youth and women leadership significantly predict organizational effectiveness when analyzed through regression analysis.

Significance of the Study

This research makes theoretical, practical, and contextual contributions. By incorporating age and gender characteristics into the paradigm of organizational performance, it theoretically expands the literature on leadership. Practically speaking, the results could direct boards and owners of private schools in their approaches to professional development and leadership hiring. Promoting inclusive and youth-centered leadership frameworks in educational institutions may also be advantageous to policymakers. Additionally, by evaluating women's leadership efficacy in Pakistan's private education sector objectively, the study adds to the conversation around gender equity.

Conceptual Framework



Literature Review

The success of educational organizations is largely dependent on their leadership. Student results, organizational climate, institutional culture, and teacher motivation are all greatly impacted by effective school leadership (Leithwood et al., 2020). Democratic taking decisions, teacher satisfaction, and organizational sustainability are all strongly correlated with leadership in educational settings (Yaakob, 2025). In particular, transformational leadership has gained

widespread recognition for its beneficial effects on academic results. Through individualized attention, intellectual stimulation, and inspiring motivation, it improves student achievement and teacher engagement (Sultana et al., 2025).

Scholarly interest in women's leadership in education has also grown. Research indicates that female leaders often adopt democratic and collaborative management styles that promote inclusivity, teamwork, and supportive organizational environments (Khan et al.2024, Mamun 2023). Gender-based hurdles and preconceptions continue to impede the effectiveness of women leaders in Pakistan, despite their beneficial contributions to school atmosphere, staff morale, and innovation (Aslam, 2023). Globally, gender diversity in leadership is associated with improved organizational performance, with authenticity playing a key role in strengthening outcomes (Begum et al., 2023).

In educational research, youth leadership is still relatively understudied. Innovation, technological proficiency, flexibility, and willingness to change are frequently traits of younger executives. These characteristics are associated with enhanced organizational responsiveness and practices of participative leadership (Xu et al., 2023). Youth leadership can significantly increase organizational effectiveness when it is in line with transformational and distributed leadership techniques (Yaakob, 2025). Academic success, teacher satisfaction, administrative effectiveness, and stakeholder involvement are all components of organizational performance in schools. Because of the competitive pressures associated with performance, reputation, and stakeholder expectations, leadership is especially important at private secondary schools. Thus, maintaining institutional sustainability and ongoing development depends heavily on effective leadership.

#### Theoretical Frame Work

In order to understand how youth and women's leadership affect organizational performance in Karachi's private secondary schools, this study is based on the theories of transformational leadership and gender and leadership. Effective leaders inspire, encourage, and intellectually excite followers toward common organizational goals, according to transformational leadership theory (Bass & Riggio, 2019; Northouse, 2022). Innovation, technological flexibility, and collaborative decision-making are frequently linked to youth leaders, demonstrating intellectual stimulation and motivating inspiration. According to Begum et al. (2023) and Sultana et al. (2025), women leaders are associated with individualized consideration and idealized influence, which promote teacher support, collaboration, and a healthy school climate. According to Leithwood et al. (2020), these transformative actions improve institutional culture, teacher engagement, and overall organizational effectiveness.

Gender roles influence leadership behavior and its assessment, as further explained by Gender and Leadership Theory (Eagly & Karau, 2002; Paustian-Underdahl et al., 2019). Although they may encounter structural and perceptual obstacles in leadership roles, women leaders frequently adopt participative and relationship-oriented approaches that enhance school atmosphere and staff motivation (Eagly & Carli, 2007; Kossek et al., 2021). When taken as a whole, these ideas offer a conceptual framework for comprehending how women's and young people's leadership enhances organizational efficacy in educational establishments. According to recent empirical data, women leaders are increasingly seen as equally or more effective in collaborative organizational settings, especially in educational institutions where relational trust and

cooperation are crucial (Paustian-Underdahl et al., 2019; Badura et al., 2022). However, compared to their male counterparts, women who exhibit assertive leadership characteristics may be less accepted or subject to more scrutiny due to evaluation biases and backlash effects (Hoyt & Murphy, 2019). In private school settings, where stakeholder views frequently influence leadership effectiveness, these interactions are especially pertinent. Additionally, businesses that foster inclusive and equitable cultures tend to see a decrease in gender disparities in leadership outcomes (Kossek et al., 2021), underscoring the significance of institutional context.

An additional paradigm for comprehending the efficacy of leadership in educational institutions is offered by distributed leadership theory. Instead of focusing on a single authority, it views leadership as a shared process that is distributed among several people (Spillane, 2021). This strategy improves professional trust, teacher empowerment, and collaboration in educational institutions (Harris & Jones, 2022). While women leaders frequently place an emphasis on relational trust and inclusive decision-making, youth leaders may encourage creativity and participatory frameworks, both of which are consistent with distributed leadership concepts (Leithwood et al., 2020).

Distributed leadership enhances teacher satisfaction, instructional quality, and organizational agility by prioritizing expertise-based positions, emergent collaboration, and shared responsibility (Spillane & Diamond, 2019). These results have a direct bearing on aspects of organizational effectiveness like academic achievement, school atmosphere, and administration efficacy.

All things considered, combining Distributed Leadership Theory with Gender and Leadership Theory offers a thorough framework for understanding how female and young leadership affects organizational efficiency in private secondary schools. Together, these models imply that organizational context and collaborative practices, in addition to individual traits, influence leadership success.

## **Methodology**

Because it enables both statistical measurement and a thorough knowledge of leadership practices, a mixed-method study design is particularly appropriate. In particular, it is possible to use an explanatory sequential mixed-method design. In the first stage, teachers would be given standardized questionnaires to complete in order to gather quantitative data on their opinions of women's leadership, youth leadership, and organizational performance. The degree and importance of links between variables would be ascertained using statistical studies like regression and correlation. In order to investigate how leadership behaviors affect school environment, decision-making, and institutional performance, semi-structured interviews with chosen principals and senior teachers would be used to collect qualitative data in the second phase. This combination of quantitative and qualitative data improves validity and offers a thorough grasp of the influence of leadership.

All of Karachi's private secondary schools would make up the study's population. More precisely, the target demographic would consist of secondary school instructors under their supervision as well as principals (especially young principals, such as those between the ages of



25 and 40 and female principals). Since private schools in Karachi vary by size, network affiliation, and administrative structure, the study would focus on registered private secondary institutions across different districts of the city to ensure representativeness.

For sampling, a multistage sampling technique would be suitable. First, schools would be selected using stratified random sampling to ensure representation from different districts of Karachi. Second, purposive sampling would be used to identify schools led by young principals and women principals. Finally, simple random sampling would be applied to select teachers from each chosen school. A quantitative sample of 200 teachers and principals from 30–40 private secondary schools would provide sufficient data for statistical analysis. For the qualitative phase, 7 principals (both young and women leaders) and 7 teachers could be selected purposively for in-depth interviews. This sampling structure ensures both statistical reliability and rich contextual insight into leadership effectiveness.

Data Analysis and Finding

Table 1 Demographic Characteristics of Participants (N = 200)

| Category | Variable  | Frequency (n) | Percentage (%) |
|----------|-----------|---------------|----------------|
| Gender   | Male      | 68            | 34             |
|          | Female    | 132           | 66             |
| Age      | 20-30     | 74            | 37             |
|          | 31-40     | 55            | 27.5           |
|          | 41-50     | 52            | 26             |
|          | 51+       | 19            | 9.5            |
| Position | Principal | 39            | 19.5           |
|          | Teacher   | 161           | 80.5           |

**Note:** Gender was coded as 1 = Female, 2 = Male; Positions 1 =Principal, 2= Teacher

Descriptive statistics were computed to summarize the demographic characteristics of the participants. The gender distribution indicated that the majority of respondents were female ( $n = 132, 66\%$ ), whereas male participants represented a smaller proportion of the sample ( $n = 68, 34\%$ ).

With respect to age, participants were categorized into four groups. The largest proportion of respondents fell within the 20–30 years age group ( $n = 74, 37\%$ ), followed by those aged 31–40 years ( $n = 55, 27.5\%$ ) and 41–50 years ( $n = 52, 26\%$ ). The smallest group comprised participants aged 51 years and above ( $n = 19, 9.5\%$ ). This distribution suggests that the sample was predominantly composed of individuals in the early to mid-career stages.

In terms of professional position, the majority of participants were teachers ( $n = 161, 80.5\%$ ), while principals constituted a smaller segment of the sample ( $n = 39, 19.5\%$ ). Overall, the sample was largely representative of classroom practitioners, with comparatively fewer participants in administrative roles.

Hypotheses

Null Hypotheses (H<sub>0</sub>):

- H<sub>01</sub>: There is no significant difference between male and female participants’ perceptions of Youth Leadership (YL).
- H<sub>02</sub>: There is no significant difference between male and female participants’ perceptions of Women Leadership (WL).
- H<sub>03</sub>: There is no significant difference between male and female participants’ perceptions of Organizational Effectiveness (OE).

Alternative Hypotheses (H<sub>1</sub>):

- H<sub>11</sub>: There is a significant difference between male and female participants’ perceptions of Youth Leadership (YL).
- H<sub>12</sub>: There is a significant difference between male and female participants’ perceptions of Women Leadership (WL).
- H<sub>13</sub>: There is a significant difference between male and female participants’ perceptions of Organizational Effectiveness (OE).

**Table 2 Independent Samples t-Test Comparing Perceptions Between Male and Female Participants on Youth Leadership, Women Leadership, and Organizational Effectiveness**

| Variables | Female   |           | Male     |           | <i>t</i> (198) | <i>p</i> | Cohen's <i>d</i> |
|-----------|----------|-----------|----------|-----------|----------------|----------|------------------|
|           | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> |                |          |                  |
| YL        | 28.74    | 5.431     | 29.71    | 3.844     | -1.451         | .003     | -0.206           |
| WL        | 27.78    | 6.301     | 29.56    | 4.602     | -2.273         | .008     | -0.322           |
| OE        | 27.97    | 5.762     | 29.84    | 4.036     | -2.666         | .000     | -0.375           |

YL= Youth Leadership, WL= Women Leadership, OE = Organizational Effectiveness



An independent samples *t*-test was conducted to examine gender differences in perceptions of Youth Leadership (YL), Women Leadership (WL), and Organizational Effectiveness (OE). The results indicated statistically significant differences between male and female participants across all three variables.

For Youth Leadership, male participants ( $M = 29.71, SD = 3.84$ ) reported higher scores than female participants ( $M = 28.74, SD = 5.43$ ), and this difference was statistically significant,  $t(198) = -1.45, p = .003, d = -0.21$ .

Similarly, a significant difference was observed for Women Leadership, with male participants ( $M = 29.56, SD = 4.60$ ) scoring higher than female participants ( $M = 27.78, SD = 6.30$ ),  $t(198) = -2.27, p = .008, d = -0.32$ .

For Organizational Effectiveness, male participants ( $M = 29.84, SD = 4.04$ ) also reported significantly higher perceptions compared to female participants ( $M = 27.97, SD = 5.76$ ),  $t(198) = -2.67, p < .001, d = -0.38$ .

Overall, the findings indicate that male participants reported significantly higher perceptions across all measured variables. The effect sizes suggest small to moderate differences between groups. Given that the assumption of homogeneity of variances was violated, Welch’s *t*-test results were interpreted. These findings suggest that gender plays a statistically significant role in shaping perceptions of leadership and organizational effectiveness.

**Table 3 Reliability Analysis of Study Variables Using Cronbach’s Alpha**

| Variable / Scale             | No. of Items | Cronbach’s Alpha ( $\alpha$ ) |
|------------------------------|--------------|-------------------------------|
| Organizational Effectiveness | 07           | 0.871                         |
| Youth Leadership             | 07           | 0.851                         |
| Women Leadership             | 07           | 0.903                         |

An internal consistency reliability analysis was conducted using Cronbach’s alpha. The results indicated that all study variables demonstrated good to excellent reliability. The Organizational Effectiveness scale (7 items) showed good reliability ( $\alpha = .871$ ). Similarly, the Youth Leadership scale (7 items) demonstrated good internal consistency ( $\alpha = .851$ ). The Women Leadership scale (7 items) exhibited excellent reliability ( $\alpha = .903$ ). Overall, all scales exceeded the recommended threshold of  $\alpha \geq .70$ , indicating that the instruments used in this study are reliable for further statistical analysis.

**Table 4 Pearson Correlation Matrix Among Youth Leadership, Women Leadership, and Organizational Effectiveness**

| Variables | YL     | WL     | OE     |
|-----------|--------|--------|--------|
| YL        | 1      | .574** | .625** |
| WL        | .574** | 1      | .799** |
| OE        | .625** | .799** | 1      |

\*\* Correlation is significant at the 0.01 level (two-tail)

A Pearson product–moment correlation analysis was conducted to examine the relationships among Youth Leadership (YL), Women Leadership (WL), and Organizational Effectiveness (OE). The results revealed that all variables were positively and significantly correlated with one another at the .01 level (two-tailed).

Specifically, Youth Leadership was moderately and positively correlated with Women Leadership,  $r = .574, p < .01$ , and Organizational Effectiveness,  $r = .625, p < .01$ . Furthermore, Women Leadership demonstrated a strong positive correlation with Organizational Effectiveness,  $r = .799, p < .01$ .

Overall, the findings indicate that higher levels of youth and women leadership are associated with increased organizational effectiveness. The strength and direction of the correlations suggest meaningful relationships among the study variables, supporting the assumption that leadership dimensions are significantly linked with organizational outcomes.

**Table 5 Multiple Regression Analysis Predicting Organizational Effectiveness from Youth Leadership and Women Leadership**

| Variable | B     | SE    | t      | p    | 95% CI         |
|----------|-------|-------|--------|------|----------------|
| Constant | 3.943 | 1.331 | 2.962  | .003 | [1.317, 6.568] |
| YL       | .265  | .053  | 5.029  | .000 | [.161 , .369]  |
| WL       | .597  | .045  | 13.326 | .000 | [ .509, .686]  |

Dependent Variable OE,      N= 200      R<sup>2</sup> = .680      \*P < .001

A multiple regression analysis was conducted to examine the extent to which Youth Leadership (YL) and Women Leadership (WL) predict Organizational Effectiveness (OE). The overall model was statistically significant,  $F(2, 197) = \text{---}$ ,  $p < .001$ , and explained a substantial proportion of variance in organizational effectiveness ( $R^2 = .68$ ), indicating that 68% of the variance in OE was accounted for by the predictor variables.

The results revealed that both Youth Leadership and Women Leadership were significant positive predictors of Organizational Effectiveness. Specifically, Youth Leadership significantly predicted OE,  $B = .265$ ,  $SE = .053$ ,  $t = 5.03$ ,  $p < .001$ , 95% CI [.161, .369], indicating that an increase in youth leadership is associated with a corresponding increase in organizational effectiveness.

Similarly, Women Leadership emerged as a stronger predictor of OE,  $B = .597$ ,  $SE = .045$ ,  $t = 13.33$ ,  $p < .001$ , 95% CI [.509, .686], suggesting that higher levels of women leadership are associated with significantly higher organizational effectiveness.

The constant (intercept) was also statistically significant,  $B = 3.943$ ,  $SE = 1.331$ ,  $t = 2.96$ ,  $p = .003$ , indicating the expected level of organizational effectiveness when both predictors are held constant.

Overall, the findings demonstrate that both youth and women leadership significantly and positively contribute to organizational effectiveness, with women leadership showing a comparatively stronger influence.

## Qualitative Analysis: Thematic Findings

A thematic analysis was conducted on semi-structured interviews with 14 participants (7 teachers and 7 principals) to explore perceptions regarding youth leadership, women leadership, and organizational effectiveness in private secondary schools of Karachi. The analysis revealed four major themes with related sub-themes.

### Theme 1: Leadership Engagement and Decision-Making Influence

The first subject, leadership engagement and decision-making influence, emphasizes how active staff engagement and participatory decision-making greatly enhance organizational effectiveness for both young and female leaders. According to the participants, school administrators who take an inclusive stance typically include teachers in planning and policy-related conversations, which promotes a cooperative organizational culture. Additionally, it was noted that in dynamic educational environments, youth leadership in particular is linked to faster decision-making, which improves operational efficiency. Teachers' participation in school planning procedures has been highlighted time and time again as a crucial element in enhancing organizational performance. Participants' descriptions of "open discussion culture," "quick decisions by young principals," and "consultation with staff" support these findings and show a move toward more participatory leadership practices in private secondary school.

**Theme 2: Innovation and Adaptability in School Practices**

The second theme, innovation and adaptability in school practices, reflects respondents’ perceptions that youth leadership plays a significant role in promoting innovation in both teaching and administrative domains. Participants emphasized that younger leaders are more inclined to integrate technology into school administration and instructional processes, thereby enhancing overall institutional efficiency. In addition, respondents noted the adoption of innovative teaching strategies and responsiveness to evolving educational needs as key features of youth-led institutions. These findings were supported by expressions such as “digital classrooms,” “new teaching methods,” and “flexible school policies,” indicating a strong association between youth leadership and organizational adaptability.

**Theme 3: Organizational Climate and Teacher Motivation**

The third theme, organizational climate and teacher motivation, highlights the positive influence of women leadership on school environment and staff morale. Participants consistently reported that women leaders tend to create a more supportive and respectful organizational culture, which contributes to increased teacher motivation and job satisfaction. Emotional support for staff and effective interpersonal communication were identified as central characteristics of women leadership in private secondary schools. Participants described this leadership style using terms such as “supportive leadership style,” “respectful communication,” and “motivated teaching staff,” indicating its strong contribution to a positive and stable organizational climate.

**Theme 4: Administrative Efficiency and Institutional Performance**

Through improved management techniques, the fourth theme administrative efficiency and institutional performance shows how both young and female leadership contribute to increased organizational effectiveness. Respondents indicated that effective communication systems, streamlined administrative processes, and stronger institutional discipline were commonly observed in schools led by both leadership types. These enhancements were linked to improved collaboration and more seamless school operations. Supporting codes such as “smooth administration,” “clear communication channels,” and “organized school structure” reflect the role of leadership in strengthening institutional performance and overall efficiency.

**Table 6 Thematic Analysis of Interview Data on Youth and Women Leadership and Organizational Effectiveness**

| Theme                 | Sub-theme                     | Sample Codes                       | Source (Participants) |
|-----------------------|-------------------------------|------------------------------------|-----------------------|
| Leadership Engagement | Participative decision-making | Open discussion, staff involvement | Teachers, Principals  |
| Leadership Engagement | Quick decision-making         | Fast responses, dynamic leadership | Principals            |

| Theme                     | Sub-theme                 | Sample Codes                       | Source (Participants) |
|---------------------------|---------------------------|------------------------------------|-----------------------|
| Innovation & Adaptability | Use of technology         | Digital tools, smart classrooms    | Teachers              |
| Innovation & Adaptability | Modern teaching practices | New strategies, updated methods    | Teachers              |
| Organizational Climate    | Teacher motivation        | Supportive behavior, encouragement | Teachers              |
| Organizational Climate    | Positive environment      | Respect, cooperation               | Teachers & Principals |
| Administrative Efficiency | Communication systems     | Clear instructions, coordination   | Principals            |
| Administrative Efficiency | Institutional performance | Discipline, organized management   | Teachers & Principals |

The thematic analysis revealed that youth and women leadership significantly contribute to organizational effectiveness through four key dimensions: leadership engagement, innovation and adaptability, organizational climate, and administrative efficiency. Participants emphasized that youth leadership enhances innovation and technological integration, while women leadership fosters a supportive and motivating school environment. Both leadership types were found to improve communication, decision-making processes, and overall institutional performance.

Discussion

The findings of this study indicate that both youth leadership and women leadership have a statistically significant and positive impact on organizational effectiveness in private secondary schools of Karachi. The quantitative results revealed that women leadership demonstrated a stronger predictive influence on organizational effectiveness compared to youth leadership. These findings are consistent with previous research suggesting that transformational and relational leadership styles, often associated with women leaders, contribute positively to school climate, teacher motivation, and institutional performance (Leithwood et al., 2020; Eagly & Carli, 2007).

Similarly, the role of youth leadership was found to be significant in enhancing organizational effectiveness, particularly through innovation, adaptability, and participatory decision-making. This supports existing literature that highlights the contribution of younger leaders in promoting

technological integration and flexible management practices in educational settings (Northouse, 2022; Yaakob, 2025). The qualitative findings further reinforced these results, as participants emphasized improved communication, innovation, and supportive school environments under both leadership types.

Overall, the integration of quantitative and qualitative findings suggests that leadership effectiveness in schools is multidimensional and influenced by both demographic and behavioral factors.

## **Conclusion**

This study concludes that youth leadership and women leadership are significant predictors of organizational effectiveness in private secondary schools of Karachi. Both leadership types contribute positively, although women leadership demonstrates a relatively stronger impact. The study highlights that effective school leadership is not limited to traditional leadership styles but is also shaped by demographic dimensions such as age and gender. These findings underscore the importance of inclusive leadership practices in enhancing institutional performance.

## **Recommendations**

Based on the findings, the following recommendations are proposed:

1. Private school administrations should consider both youth and women leaders for leadership positions, recognizing their unique contributions to organizational effectiveness.
2. Leadership training programs should be designed to strengthen transformational and participative leadership skills among school leaders.
3. Policy makers should promote gender-inclusive and youth-friendly leadership frameworks in educational institutions.
4. Schools should encourage collaborative and distributed leadership practices to enhance teacher engagement and institutional performance.
5. Further research should explore leadership effectiveness using larger samples and diverse educational contexts to strengthen generalizability.

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