Fostering School Quality and Parental Participation: The Strategic Impact of Women's Transformational Leadership and Innovation

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Abstract: This study aims to evaluate the impact of women's transformational leadership within leadership innovation programs on school quality and parental participation. While transformational leadership has been widely studied, research on the specific contributions of female leaders in educational contexts remains limited. This study addresses that gap by examining how women's leadership practices foster inclusive school cultures, enhance teacher motivation, and build stronger family–school partnerships. A quantitative, cross-sectional, correlational design was utilized. Data were collected from 100 teachers in Malang City, Indonesia, led by female principals, using a structured questionnaire on transformational leadership, school quality, and parental participation. The data were analyzed with Structural Equation Modeling (SEM) using SmartPLS to test measurement reliability and examine relationships among variables. The results indicate that women's transformational leadership significantly influences the implementation of leadership innovation programs, thereby strengthening both parental participation and school quality. Leadership innovation programs mediated the relationship, showing strong indirect effects on educational outcomes. Direct effects were also confirmed: women leaders' practices of empathy, collaboration, and participatory communication were positively associated with teacher engagement, parental involvement, and improved school quality. These findings highlight the unique relational strengths of female transformational leadership in fostering inclusive and effective educational environments. **Conclusion:** Empowering women leaders through leadership innovation programs is vital to enhancing school effectiveness. Women's transformational leadership not only drives innovative practices but also reinforces trust-based collaboration among teachers, parents, and administrators. The implications suggest that policies should prioritize inclusive leadership development for women to ensure sustainable improvements in parental participation and school quality. This research contributes to a deeper understanding of the strategic role of female leadership in shaping resilient and high-performing schools.

Keywords: leadership innovation programs, women's transformational leadership, school quality, parental participation.

■ INTRODUCTION

Transformational leadership, under the guidance of inspirational and visionary principals, provides the basis for creating quality schools. It aims not just at academic achievement but at developing the character and potential of each student as an individual. Transformational leadership styles enable principals to encourage

innovation, motivate teachers to perform at their best, and foster a positive, supportive school culture (Litz & Hourani, 2020; Zainal & Matore, 2021). In addition, a quality school includes several factors, such as a balanced curriculum, adequate facilities, access to learning resources, and the competence and dedication of the teaching staff. High-quality schools can provide a supportive learning environment, encourage students to do their best academically, and foster their social and emotional growth. Additionally, parents have a direct influence on students' academic and personal growth through their involvement in the children's learning (Sakamoto, 2021; Schmid & Garrels, 2021). Parents might emotionally support children by providing practical help with schoolwork or engaging in activities sometimes called out-of-class activities. Home-School Link: but increase students' overall motivation and self-esteem. According to Kong & Yasmin (2022), when parents are involved in their children's education, this results in increased academic performance, reduced absenteeism, and improved behavior. So, this combination of school quality and parental support is a significant contributor to creating a better education system, which, in turn, produces effective and productive human resources.

The challenges that transformational leaders face include a lack of transformational leaders as inspirational visionaries and motivators of staff and students, a lack of choice and freedom in schools, and a lack of collaborative culture among leaders, staff, and parents (Al-Husseini et al., 2021). OECD research indicates that merely 15% of principals in OECD nations are regarded as transformational leaders. School quality is another challenge, with massive gaps between the industrialized world and developing countries, between cities and rural regions, unequal access to schools, and the irrelevance of 21st-century curricula. According to UNESCO, 262 million children aged 6-17 were out of school in 2021.

Moreover, challenges include a lack of parental participation in their children's schooling, low parental outreach to schools, and limited parental resources. Only 38% of parents in low- and middle-income countries regularly attend parent-teacher meetings, according to UNICEF research.

In addition, several issues encountered in transformational leadership, school quality, and parental involvement involve a range of influencing factors. According to a survey conducted by Yani (2023) among teachers, only 60% reported feeling motivated and encouraged by the principal. Research by Islamic (2024) shows that the teacher turnover rate is 15% per year, indicating low motivation and morale among teachers, which will lead to lower-quality education for students. The school also recorded National Exam results below the national average and a 10% dropout rate, both of which threaten students' preparedness for their academic and professional futures after graduation (Annie E. Casey Foundation, 2021). In addition, Villarreal et al. (2025) noted that parents' involvement in school activities is also significant, but only about half attend parent-teacher meetings, and fewer than 5% volunteer. Parents who take less interest in school tend to provide insufficient support for their children's education and pose a challenge for the school in maintaining a practical and challenging learning environment (Silinskas & Kikas, 2019). That is, the connection between school quality, transformational leadership, and parental involvement in the context of student academic achievement (Freelon, 2022; Sliwka et al., 2024). Schools can enhance the quality of education and student learning outcomes by addressing particular issues within this framework.

When transformational leadership challenges, quality of schools, and parental involvement are overlooked, it may adversely impact the learning atmosphere. Ineffectiveness in transformational leadership within schools may

lead to the absence of innovation, growth stagnation, and demoralization among all stakeholders (Edralin & Pastrana, 2021). Furthermore, the deterioration in school quality due to unsound leadership practices and the absence of parental involvement may affect student achievement. According to research, failing to address challenges such as inefficient management and insufficient resources may lead to learning difficulties among the student population, decreasing academic achievement, and student interest (Halabieh et al., 2022; Werang & Leba, 2022). Additionally, parental engagement is equally crucial; the lack of an effective cooperative relationship between parents and schools may disrupt a favorable learning environment and affect students' relationships with the school and the home. Overall, unsoundness in addressing these challenges may lead to deterioration in student achievement, reduced faculty morale, and less supportiveness and camaraderie amongst the entire student body (Erichsen & Reynolds, 2020).

These include transformational leadership, school quality, and parental involvement. Gender equity among education leaders is a concern, as women's leadership is underrepresented in decision-making (Smith, 2023; Thorpe, 2019). This not only diminishes the role models among women who are interested in a career in education, but it also ignores the benefits that women's transformational leadership would bring to the field, including the development of followers' motivation, the creation of an efficient learning environment, and the improvement of students' academic performance (Mareque et al., 2022). Women's transformational leadership is more focused on empathy, teamwork, and participatory decision-making, whereas transformational leadership typically emphasizes vision, motivation, intellectual stimulation, and individualized consideration. Teacher motivation, school culture, and family involvement in the

educational process are enhanced by the relational and nurturing strategies used by female leaders to foster trust and inclusivity (Banwo et al., 2022; Massouti et al., 2024). In Indonesia, disparities in teaching quality, especially in remote or disadvantaged regions, combined with low levels of parental involvement, particularly among poor families, remain key challenges affecting student outcomes and school-parent communication.

To transform classroom teaching quality, innovation in leadership is a key component. This entails both an internal change in the leadership style used in the educational setting and innovation in management and decision-making processes (Abubakar et al., 2019; Costa et al., 2023). The primary catalyst for leadership innovation is transformational leadership, positioning leaders not merely as decision-makers but as change agents who foster innovation, intellectual stimulation, and collaboration among school staff and parents. Leaders foster a good and forward-thinking school culture by introducing creative ideas (Ismail et al., 2022; Torres, 2022). Teaching and administrative staff are motivated to serve as working models for the conceptualization and implementation of innovative and effective learning mechanisms. Not only does this enhance students' academic ability, but it also fosters constructive learning practices and empowers the entire school family to develop their potential. Apart from directly affecting the caliber of education, transformational leadership also functions as a predictor of leadership innovation programs that strengthen parental participation in the educational process (Wang, 2019). Leaders who prioritize open communication, teamwork, and parental involvement strive to fulfill their role in fostering solid partnerships between families and schools. Parents are more inclined to help and work together to meet the school's academic objectives when they feel heard and actively involved in their children's education.

Through innovative leadership, the school administration can implement new approaches that foster a shared vision and motivate the school population to higher aspirations (Mincu, 2022; Mitchell, 2019). The total revolutionary leadership goal of building people and inspiring an inspirational learning environment will be augmented through this innovative measure. Good-quality schools that demonstrate both in achievement and in learning processes among kids may also be enhanced by embracing innovations in leadership to chart meaningful and effective learning plans (Dexter et al., 2020). Further, parental engagement, which is associated with kids' achievement levels in schools, may be fostered through their participation in school innovation and decision-making processes (Giampietro & Romiti, 2025; Seghers et al., 2021). Therefore, by using creative leadership strategies, schools can maximize transformational leadership, improve teaching quality, and align themselves, students, and parents toward greater levels of accomplishment.

According to transformational theory, all successful leaders can encourage and inspire their followers to strive for more ambitious group objectives (Bojoviæ & Jovanoviæ, 2020). To find fresh answers, transformational leaders encourage their followers to step outside their comfort zones and have faith in innovation. The development and application of cutting-edge new leadership techniques for educational institutions is the focus of the innovation in leadership approach. This is revitalizing the institution's organizational culture, not administrative management. Schools might foster a culture that supports the development of transformative leadership through innovative leadership (Staðkuvienë & Barkauskienë, 2023; Mahmood et al., 2019). By emphasizing the development of individual capabilities, inspiration, and motivation, transformational leadership enables schools to improve the general quality of instruction. This includes improving student success outcomes, fostering positive connections within the school community, and encouraging parental involvement in the educational process.

The novelty of this study lies in its attempt to evaluate leadership innovation programs in education by placing women's transformational leadership as a key factor that simultaneously influences school quality and parental participation. Unlike previous studies that tend to highlight transformational leadership in general (Bunbaban et al., 2022; Alainati, 2023) or are limited to institutional reputation (Putro et al., 2023), this study incorporates parental participation and school quality, two significant variables, into a single analytical framework. Furthermore, this study offers a new perspective by examining how leadership innovation programs can serve as a strategic mechanism to overcome gender barriers, such as stereotypes and patriarchy, which often undermine the effectiveness of female leadership (Sinyosi & Potokri, 2021). In order to provide more thorough empirical evidence about the strategic role of women's transformational leadership in creating inclusive, high-quality schools that are focused on collaboration with parents, this study employs a cross-sectional correlational quantitative design with SEM-PLS analysis. As a result, this study not only adds to the body of current literature but also offers fresh perspectives on how educational policy and women's leadership practices in schools could be developed.

The most significant factor influencing school quality and parental participation is educational transformative leadership. However, there are enormous knowledge gaps about the role that women's transformative leadership plays in changing these relationships. Although there is evidence that women's transformative leadership plays a significant role in shaping school climate, women's leadership remains underappreciated

and poorly understood. The study was essential to realizing and optimizing their potential to enhance educational quality and parental involvement, as it was based on an evaluation and interpretation of innovations in women-dominated educational leadership. The purpose of this study is to evaluate the role of women's transformational leadership within leadership innovation programs and its impact on school quality and parental participation.

■ METHOD

Participants

Teachers from several schools in Malang City, Indonesia, made up the study's population. Purposive sampling was used to choose a sample of 100 teachers from this population. This sampling technique was applied to ensure that only teachers with direct experience working under the leadership of female principals were included, as they were considered capable of providing valid assessments of leadership practices. The criteria for selecting participants were: 1) teachers currently working in schools within Malang City; 2) teachers who had direct interaction and experience with the leadership of female principals; and 3) teachers who expressed willingness to participate in the survey. To provide reliable evaluations of women's transformational leadership and its effects on school quality and parental involvement, a sample of 100 teachers was selected based on these criteria. In particular, teachers assessed their principals' transformative leadership.

Research Design and Procedures

This study used a cross-sectional correlational research methodology and a quantitative approach to assess how women's transformational leadership affected parental involvement and school quality. The research followed these steps: 1) Identifying schools and female principals in Malang City; 2) Selecting teachers with direct experience under these principals; 3) Distributing surveys to evaluate the leadership impact on school quality and parental involvement; 4) Collecting data from the completed surveys; and 5) Analyzing the data using SmartPLS software. The investigation was carried out from January to March of 2025, a span of three months.

Instruments

A structured online questionnaire via Google Forms was used to collect data for this investigation. Teachers' opinions on women's transformational leadership, school quality, and parental involvement were assessed using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The survey was modified from earlier research on leadership innovation and transformational leadership. It contained concepts about parental participation, school outcomes, and leadership strategies. Expert evaluation was used to authenticate the items, guaranteeing content clarity and relevancy. Cronbach's alpha was used to evaluate reliability, and the results showed strong internal consistency.

Table 1. Research variables, dimensions, indicators, and measurement items

Variable	Dimension	Indicator	Scale	Source
Women Transformational Leadership	Idealized influence	Charismatic leadership	Likert 1-5	Bass, B. M., & Riggio (2006)
		Integrity and ethics		
		Confidence and trust		
		Commitment to vision		
	Intellectual stimulation	Encouraging creativity		
		Complex problem solving		
		Supports the development of new skills		
		Critical questioning		

	Individualized consideration	Attention to individual needs		
		Mentorship and guidance		
		Support career development		
		Rewarding achievement		
	Inspirational Motivation	Inspiring vision		
		Conveys high expectations		
		Motivating communication		
		Providing challenges that energize and motivate		
School Quality	Teacher	Teacher education qualification	Likert 1-5	William & Batten (Kwong, 2004)
		Professional development		
		Teaching methods		
	Opportunity	Learning opportunities		
		Facilities and resources		
		Participation opportunities		
	Achievement	Academic achievement		
		Non-academic achievement		
		Personal development		
	Social integration	Cooperation and collaboration		
		Social support		
		Parent participation		
	Adventure	Extracurricular activities		
		Self-development program		
		Out-of-class education		
Parental Participation	Home-based involvement	Participation in home education activities	Likert 1-5	Hill and Tyson (2009)
		Maintaining open communication with teachers		
		Encouraging a supportive learning environment at home		
	School-based involvement	Participation in school activities		
		Involvement in institutional activities		
		Cooperation with teachers and school staff		
	Academic socialization	Building a culture of literacy and education at home		
		Encourage academic independence		
		Provide emotional and motivational support.		
Leadership Innovation Programs	Leadership training for female school leaders	Transformational leadership training for female school principals	Likert 1-5	Madsen (2012)
	Parent engagement workshops	Workshops to increase parents' participation in school activities		
	Mentorship program for female teachers	Mentorship program for female teachers		
	Curriculum enhancement	Curriculum enhancement with a focus on inclusive and technology-based learning		
	Leadership forums and panels	Discussion forums to share best practices in school leadership		
	Digital literacy programs	Digital literacy program to integrate technology in learning		

Data Analysis

Descriptive and inferential statistical analyses were performed on the survey data. To ensure transparency in participant representation and provide a thorough picture of the sample distribution, descriptive analyses were conducted to characterize participants' demographic features. The inferential analysis encompassed two principal stages:

Evaluation of the measurement model: The psychometric properties of the constructs were meticulously assessed using Composite Reliability (CR), Average Variance Extracted (AVE), Cronbach's Alpha, as well as convergent and discriminant validity. To ensure that the observed indicators appropriately reflect the theoretical constructs they represent, these approaches were used to assess the latent variables' construct validity, internal consistency, and reliability.

Evaluation of the structural model: The hypothesized relationships among latent constructs were examined by analyzing the magnitude and significance of path coefficients through bootstrapping, generating corresponding t-statistics and p-values. Furthermore, the overall adequacy and robustness of the model were assessed in accordance with established PLS-SEM protocols, confirming that the proposed structural framework is both statistically sound and theoretically coherent. This comprehensive evaluation guarantees that the structural relationships identified are reliable and substantively meaningful.

SmartPLS SEM (Partial Least Squares Structural Equation Modeling), a methodological technique ideal for modeling intricate interactions among several latent constructs while accounting for measurement error, was used in all studies. This strategy ensures the quality and rigor of the research results, bolstering the reliability of the findings regarding the proposed relationships.

■ **RESULT AND DISCUSSION**

One of the study procedures is to obtain all required data. Study results are heavily dependent on the quality and accuracy of the analytical instruments used. Descriptive analysis was the research methodology employed in this study to analyze the data. A quantitative descriptive analysis method is widely used for data analysis, in which general conclusions are drawn by describing the collected data.

Data and procedures that can be analyzed using descriptive methods include tabular or cross-tabulation frequency distributions, visual representations such as histograms, polygons, and diagrams, and the calculation of measures of central tendency, location, and spread.
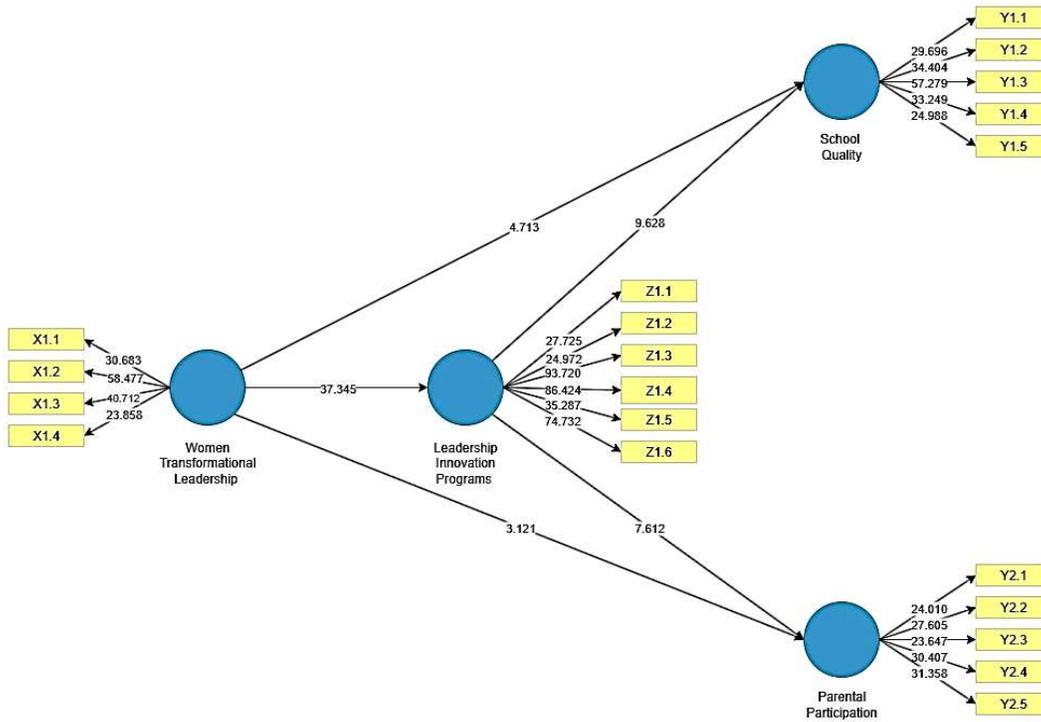
Outer Loading

The outer model test uses the PLS algorithm to assess the association between indicators and hidden variables. Validity and reliability tests assess the outer model's analysis phase. Figure 1 and Table 2 below show the results of the outer loading.

Based on Table 2 above, which shows loading factors indicating the strength of correlations between indicators and latent variables. The loading factor is considered legitimate if it is greater than 0.7. The PLS Algorithm Report from SmartPLS provides outer loadings. The preceding table shows that all variables have values greater than 0.7, indicating a relationship between the factors in this study and their use in research and data analysis.

Construct Reliability and Validity

PLS-SEM was used to evaluate validity and reliability using construct reliability (Composite Reliability/CR) and convergent validity (Average Variance Extracted/AVE). If the AVE value is higher than 0.50, an instrument is

Figure 1. Outer loading

Table 2. Outer loading result

	Leadership Innovation Programs	Parental Participation	School Quality	Women Transformational Leadership
X1.2				0.846
X1.3				0.906
X1.4				0.874
Y1.1			0.811	
Y1.2			0.865	
Y1.3			0.899	
Y1.4			0.873	
Y1.5			0.834	
Y2.1		0.817		
Y2.2		0.829		
Y2.3		0.841		
Y2.4		0.855		
Y2.5		0.844		
Z1.1	0.816			
Z1.2	0.823			
Z1.3	0.938			
Z1.4	0.930			
Z1.5	0.862			
Z1.6	0.922			
X1.1				0.852

deemed valid; if the CR value is higher than 0.70, it is deemed dependable. Table 3 displays the results of the validity and reliability tests.

Table 3. Construct reliability and validity result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Leadership Innovation Programs	0.943	0.945	0.955	0.780
Parental Participation	0.894	0.896	0.921	0.701
School Quality	0.909	0.914	0.932	0.734
Women's Transformational Leadership	0.892	0.895	0.925	0.756

The data test results shown in the preceding table indicate that the variables under investigation are dependable when the r-count is greater than the r-table value. Because the Cronbach's alpha (r) value in the preceding table is greater than 0.60, the dependability rating is acceptable.

R-Square Test (R2)
The strength of the endogenous variables in generating predictions in the structural model will thereafter be assessed using the R-squared test. The R-squared values and their results are shown in Table 4 below.

Table 4. R-Square (R2) test

	R-Square	R Square Adjusted
Leadership Innovation Programs	0.788	0.786
Parental Participation	0.879	0.877
School Quality	0.914	0.912

Table 4 above shows that the variable for leadership innovation programs has an R-squared value of 0.788 and an R-squared adjusted value of 0.786. When the parental participation variable is included, the R-Square value is 0.877; when it is excluded, it is 0.879. By comparison, the R-squared scale score for the school quality variable was 0.914, while the R-squared adjusted scale score was 0.912.

Path Coefficient
The relationship between independent and dependent variables is made clear by using bootstrapping to assess hypothesis acceptance criteria. The hypothesis can be considered significant and accepted if the P-value is less than 0.5 and the t-statistic value is greater than the t-table value of 1.96. The results of the path coefficient and hypothesis tests are displayed in Table 5 below.

The results of tests conducted using the bootstrapping technique are displayed in Table 5 above. All of the hypotheses can be considered valid because the t-statistic value is greater than the t-table value (1.96) and the P-value is less than 0.05.

Table 5. Path coefficient test

	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics (|O/STDEV|)	P Values
Leadership Innovation Programs -> Parental Participation	0.676	0.666	0.089	7.612	0.000

	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics (|O/STDEV|)	P Values
Leadership Innovation Programs -> School Quality	0.664	0.655	0.069	9.628	0.000
Women Transformational Leadership -> Leadership Innovation Programs	0.888	0.888	0.024	37.345	0.000
Women Transformational Leadership -> Parental Participation	0.284	0.295	0.091	3.121	0.002
Women Transformational Leadership -> School Quality	0.317	0.325	0.067	4.713	0.000

Specific Indirect Effect

Determining the degree to which endogenous and exogenous variables influence one another is the goal of the particular indirect effect. Table 6 below shows the outcomes of the particular indirect impacts.

Table 6. Specific indirect effect

	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics (|O/STDEV|)	P Values
Women Transformational Leadership -> Leadership Innovation Programs -> Parental Participation	0.600	0.591	0.076	7.938	0.000
Women Transformational Leadership -> Leadership Innovation Programs -> School Quality	0.589	0.581	0.057	10.409	0.000

Both indirect effects are highly significant based on the data in Table 6, as the T-statistics exceed the critical value of 1.96 and the p-values are 0.000 (á < 0.05). This indicates that both indirect effects are statistically significant, and the hypotheses regarding these relationships are supported.

The Effect of Leadership Innovation Programs on Parental Participation

The result of the hypothesis test in Table 4 supports the hypothesis. This is because the t-statistic (7.612) is greater than 1.96, and the p-value (0.000) is less than 0.05, indicating that leadership innovation programs play a significant role in parental involvement. This outcome aligns with the findings of Tingle et al. (2019), who found that creative leadership initiatives increase parental participation in a range of school-related activities.

One of the main goals of leadership innovation in the lengthy agenda of school management is to produce a supportive school environment that benefits all kids and to provide efficient channels of communication between parents. This result corroborates the findings of Triwardhani et al. (2020), who highlighted the significance of good communication in fostering enduring bonds between parents and coworkers.

Importantly, this study highlights that transformational leadership, particularly when practiced by women principals, has unique characteristics that strengthen parental participation. Although transformative leadership in general is the study's measurable variable, the contextual analysis shows that women school leaders often display more empathic, collaborative, and inclusive traits (Hsu et al., 2022; Sholikhah et al., 2025). These characteristics

enhance the impact of leadership innovation programs on parental participation by fostering trust and bridging communication gaps between home and school environments. This approach is consistent with earlier research highlighting the relational and participatory aspects of transformational leadership (Anastasiou, 2025; Laeheem et al., 2025).

Furthermore, innovative leadership also entails designing programs that focus on character education and educational quality improvement. Principals are urged to work with parents to create a learning environment that fosters character and academic growth (Yafie et al., 2022). Collaborative school–parent efforts, as suggested by Hsu & Chen (2023), are essential in instilling strong educational foundations. Parental support at home goes beyond involvement in school activities. Enhances children's motivation and performance through educational and emotional reinforcement (Fane & Sugito, 2019). Therefore, transformational leadership, when reinforced by women leaders' communication and empathy, provides a more comprehensive platform to engage parents not only in school-based programs but also in home-based educational support.

This nuanced role of women's transformational leadership indicates that leadership innovation programs are not merely managerial tools but also relational strategies that leverage empathy, inclusiveness, and communication to mobilize parental participation (Bartlett, 2025; Latorre et al., 2025). In this way, women principals' transformational leadership strengthens both parental involvement and overall school quality, leading to holistic student development.

The Effect of Leadership Innovation Programs on School Quality

The findings of the hypothesis test in Table 4 support the hypothesis. This is given that the t-statistic shows a value of 9.628 > 1.96 and the p-value shows a value of 0.000 ($á < 0.05$), hence lending support to the claim that leadership innovation programs are associated with improvements in school quality. This aligns with research by Smith & de Klerk (2022), which found that innovative leadership enhances school effectiveness by making the learning environment better suited to each child's needs. Similarly, Caliskan & Zhu (2020) found that schools with innovation-oriented leadership tend to report higher levels of student engagement and significant growth in learning achievement. Additionally, creative school administrators foster a culture of experimentation and ongoing improvements in instructional quality, thereby boosting teachers' job satisfaction.

When leadership innovation is enacted through transformational leadership, particularly by women leaders, the outcomes reflect a unique strength. Women transformational leaders often emphasize collaborative planning, emotional intelligence, and inclusive decision-making, all of which contribute to meaningful quality improvements in schools. According to Naidoo (2019), transformational leadership fosters innovation, strengthens the ability to lead change, and supports the creation of student-centered, context-oriented educational initiatives. Thus, the contribution of leadership innovation programs, when driven by transformational leadership, particularly among women leaders, is better understood as a relational factor that strengthens collaboration, adaptability, and resilience within schools rather than as a direct cause of quality improvement (Owusu-Agyeman, 2021).

Women transformational leaders are more likely to demonstrate resilience and adaptability, characteristics that sustain innovation and support long-term improvements in school performance (Jing et al., 2022; Sarwar et al., 2022). This shows that the value of leadership innovation lies not in deterministic causality but in fostering sociative dynamics, collaboration, shared vision, and

inclusivity that together enhance the overall quality and sustainability of schools.

The Effect of Women's Transformational Leadership on Leadership Innovation Programs

The findings of the hypothesis test in Table 4 support the hypothesis. This is because the t-statistic (37.345) is greater than 1.96, and the p-value (0.000) is less than 0.05, indicating that leadership innovation initiatives in schools are significantly influenced by women's transformational leadership. This means that female leaders who apply transformational practices are not only able to motivate their followers but also create structural changes that foster the development of innovative and sustainable school programs.

This finding goes beyond merely confirming earlier studies. At the same time, Lasrado & Kassem (2021) highlight the importance of transformational leadership in inspiring followers. The current study shows that this inspiration manifests in tangible leadership innovation initiatives in schools, especially when implemented by female leaders. In the educational context, women's transformational leadership, characterized by empathy, empowerment, and collaborative problem-solving, becomes a mechanism that fosters inclusivity and sustainability in school innovation (Fujimoto et al., 2024).

Women's transformative leadership is powerful because it can build empathetic interpersonal relationships, increase teacher participation, and integrate innovation into schools' daily practices. Tentama et al. (2019) verified that these leadership philosophies foster a cooperative environment that improves teacher job satisfaction and student performance. Yafie et al. (2022) further showed that leader encouragement stimulates teacher group involvement in innovation programs. Similarly, Mammen & Pushpanadham

(2018) highlighted that the creation of effective and innovative schools is inseparable from transformational leadership.

Therefore, women's transformational leadership may be seen as both a strategic tool for implementing leadership innovation programs in schools and an inspirational leadership style. The distinctive characteristics of female leaders: empathy, supportiveness, and inclusivity make the innovation they drive more collaborative in orientation and more widely accepted by the school community.

The Effect of Women's Transformational Leadership on Parental Participation

The findings of the hypothesis test in Table 4 support the hypothesis. This is because the p-value (0.002 < 0.05) and the t-statistic (3.121 > 1.96) indicate that women's transformational leadership has a significant impact on parental involvement. This shows that female leaders practicing transformational leadership not only concentrate on academic outcomes but also establish an inclusive and collaborative school culture that enables stronger parental engagement. This finding deepens previous evidence. Wilson Heenan et al. (2023) highlight that principals adopting transformational leadership foster inclusive school climates. However, this study demonstrates that women leaders, through empathy, empowerment, and participative communication, are especially effective in encouraging parents to engage. For instance, school heads can enhance parental involvement through structured communication practices, such as online socialization activities and the establishment of formal parent committees (Biglan et al., 2020; Katel & Katel, 2024).

From a socio-cultural perspective, women's transformational leadership often emphasizes relational trust and emotional sensitivity, values that resonate with parents and make them feel heard, respected, and valued

(Islam et al., 2023; Koburtay et al., 2023). This relational approach encourages parents to actively assist their kids at home and at school. To reduce barriers to parental involvement and improve the school-family relationship, female transformational leaders at the organizational level establish inclusive decision-making procedures and open lines of communication (Yulianti et al., 2021).

This perspective aligns with Wilder's (2023) contention that successful school administration and family participation are strongly related. Parents are more likely to actively participate in school governance, work together to provide a conducive home learning environment, and support the school's educational objectives when they feel valued by transformational women leaders (Leithwood, 2021). Therefore, through improved school-family collaboration, women's transformational leadership serves as a catalyst that not only increases parental involvement but also directly enhances educational quality.

The Effect of Women's Transformational Leadership on School Quality

The findings of the hypothesis test in Table 4 support the hypothesis. This is because the t-statistic (4.713) is greater than 1.96 and the p-value is 0.000 (á < 0.05), indicating that women's transformational leadership is associated with improvements in school quality. This is consistent with research by Gaur et al. (2024), which found that women's transformational leadership can improve teaching quality by boosting teacher engagement and motivation and fostering a shared school vision. In recent years, efforts to enhance school quality have focused more on women's transformative leadership, which affects other aspects of educational performance. Because it operates through several interconnected mechanisms, including improved teacher performance, greater student involvement, and a positive school climate, the impact of women's transformative leadership on school quality cannot be overstated (Alzoraiki et al., 2023).

Teacher motivation and performance are among the most important ways in which women's transformational leadership influences school quality. According to recent research, women's transformational leadership fosters a positive school environment that increases student involvement (Messmann et al., 2022; Shin & Bolkan, 2021). Additionally, transformational leaders are essential to helping the educational institution develop a clear vision and goals. As leaders, they must inspire both teachers and learners to strive for excellence, thus creating a shared sense of purpose. This vision-oriented approach is highly effective for engaging in school improvement tasks.

Beyond the school's immediate surroundings, women's transformative leadership affects student conduct and academic achievement. Women's transformative leadership in the classroom is favorably correlated with several student outcomes, including engagement and satisfaction, according to a study by Hazzam & Wilkins (2023). This implies that when educators demonstrate transformational leadership qualities, they not only enhance the quality of their instruction but also raise the standard of education students receive. Women's transformational leadership is a strong predictor of school quality because it impacts various aspects of the learning experience. By improving teacher motivation, inspiring a shared vision, and fostering an exceptional school climate, transformational leaders significantly contribute to improved student achievement and overall school effectiveness (Khumalo, 2019).

The Effect of Women's Transformational Leadership Through Leadership Innovation Programs on Parental Participation

The findings of the hypothesis test in Table 5 support the hypothesis. This is because the t-

statistic is 7.938 > 1.96, and the p-value is 0.000 (á < 0.05), indicating that women's transformational leadership through innovation programs is positively associated with parental involvement. This evidence confirms previous studies by Mitchell (2019), which suggest that women's transformational leadership can facilitate parental involvement in education. In addition to concentrating on kids' academic progress, women's transformational leadership in schools also aims to create an atmosphere that encourages parental participation. Leadership is crucial to innovation programs because it guarantees that greater parental involvement improves students' academic performance. A transformational leader, particularly a female leader, can inspire her followers to collaborate on shared objectives. By presenting a promising future, principals who use women's transformational leadership in the classroom might encourage parents to actively participate in their children's education (Yafie et al., 2024).

Teaching parents about their involvement in their children's education is one way that school administrators can implement leadership innovation initiatives. Programs centered around nature may help parents better understand how to support their children's education at home (Ghazali et al., 2021). Giving parents the information and skills they need will likely make them more involved in school events, thereby improving their involvement in their kids' education. Additionally, initiatives that inform parents about their part in their kids' education might improve the bond between the family and the school (Yafie et al., 2021). Parental involvement goes beyond the acquisition of academic knowledge; it also encompasses aspects like discipline and character development. The literature underscores that participative parents, who actively mentor their children, contribute significantly to developing a disciplined mindset for learning (Baehaqi &

Murdiono, 2020). Women's transformational leadership promotes women's engagement in leadership innovation programs, thereby strengthening cooperation between parents and teachers. Improving student accomplishment requires collaboration between educators and parents.

The Effect of Women's Transformational Leadership Through Leadership Innovation Programs on School Quality

The findings of the hypothesis test in Table 5 support the hypothesis. This is because the t-statistic is 10.409 > 1.96, and the p-value is 0.000 (á < 0.05), indicating that women's transformational leadership, as an outcome of leadership innovation programs, plays a significant role in improving school quality. This outcome is consistent with earlier research by Owusu-Agyeman (2021), which showed that fostering a common vision, empowering employees, and inspiring both students and teachers can positively transform the learning environment through women's transformational leadership. This finding is further supported by Dong (2024), who argued that women transformational leaders possess the capacity to create the innovation and flexibility necessary to respond to challenges and developments, given the dynamic nature of the learning environment.

In addition to achieving immediate objectives, women's transformational leadership emphasizes creating a dynamic, long-lasting school culture. Leadership innovation programs designed for women leaders by transformational leaders allow schools to continuously develop and improve overall quality (Al-Mansoori & Koç, 2019). In this context, women transformational leaders take the lead in encouraging and empowering instructors to be change agents by cultivating their capacity through thorough preparation and collaboration, and inspiring the entire school community to actively participate in

decision-making processes. By fostering a positive and conducive working atmosphere, the principal can enhance job satisfaction among instructors, which, in turn, influences educational quality (Dutta & Sahney, 2022).

In this sense, leadership development programs that emphasize women's transformational leadership are crucial for raising educational standards. Navaridas et al. (2020) stressed the need for transformational leadership to raise educational standards. Thus, by fostering an atmosphere that encourages cooperation and creativity, management can motivate teachers to actively engage in teaching pupils.

■ **CONCLUSION**

The study's conclusions provide important new insights into how women's transformative leadership can improve school quality and parental involvement. Research indicates that leadership innovation initiatives improve school performance and parental involvement. In particular, it was found that women's transformational leadership is essential to fostering an atmosphere that promotes cooperation, empathy, and communication between parents and school administrators, all of which positively affect academic outcomes. Furthermore, women's transformational leadership is a major force behind the creation of leadership innovation initiatives, fostering a more vibrant and inclusive school culture. These results demonstrate the significance of leadership innovation in education, as it fosters long-term gains in parental involvement and teaching quality, as well as raising student achievement. The study's findings highlight the vital need for transformational leadership, especially among female leaders, to improve school effectiveness and create a welcoming, flexible learning environment.

This study has important ramifications for the development of educational policy and practice. This study promotes a more inclusive approach to school leadership by highlighting women's transformative leadership in leadership innovation programs, fostering cooperation, participation, and better educational outcomes. This study suggests that empowering female leaders in educational settings can significantly increase parental involvement and school quality, offering a comprehensive platform for continuous improvement. However, this study also has limitations. One major limitation is that the sample is limited to schools in the city of Malang. Future studies may broaden the focus to include additional schools in various nations or locations. Furthermore, although this study emphasizes women's transformational leadership, further research on the relative impacts of male and female leadership in the context of educational innovation may yield insightful findings. Despite these drawbacks, the study's conclusions significantly advance our understanding of how transformational leadership may shape education in the future by fostering a more welcoming, cooperative, and productive learning environment.

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