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# The Impact of Leadership Style on Project Performance with the Moderation of Goal Clarity

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**Abstract**

This study examines the impact of transformational and spiritual leadership styles on project performance, with goal clarity as a moderating variable, using the Prime Minister’s Laptop Scheme as a case study, particularly among students at the University of Peshawar. The scheme, designed to enhance educational access and technological proficiency, provides a critical context to assess how leadership influences the execution and perceived success of large-scale public initiatives. Drawing on leadership theory, the research investigates how transformational leadership—characterized by vision, motivation, and innovation—and spiritual leadership—rooted in values, meaning, and ethical conduct—affect the effectiveness of project delivery. Furthermore, the study explores whether clearly communicated and well-understood goals strengthen the relationship between these leadership styles and project outcomes. Quantitative data were collected through structured questionnaires distributed among student beneficiaries. Results indicate that both transformational and spiritual leadership significantly enhance project performance, with goal clarity serving as a positive moderator. These findings highlight the importance of leadership alignment with clear strategic objectives, offering practical implications for policymakers and administrators managing public-sector educational projects.

# Key Words: Leadership Styles, Project Performance, Transformational, Spiritual

# Introduction

Leadership plays a pivotal role in determining the success or failure of projects, particularly in public sector initiatives where execution often depends on the vision and motivation provided by leaders (Turner & Müller, 2005). The implementation of large-scale government programs such as the Prime Minister’s Laptop Scheme (PMLS) in Pakistan provides an insightful context to study how different leadership styles influence project performance. Launched as part of a broader effort to enhance digital literacy and educational outcomes, the PMLS aimed to distribute laptops to deserving university students, thereby improving their academic productivity and access to information technology (Higher Education Commission, 2017). However, the effectiveness of such programs is often contingent on the leadership practices at various administrative levels, especially in academic institutions. Among the various leadership styles, transformational leadership—which involves inspiring and motivating followers toward a shared vision—has been widely associated with improved organizational and project performance (Bass & Riggio, 2006). In contrast, spiritual leadership, a relatively newer paradigm, emphasizes values, ethical behavior, and a sense of purpose, which can foster a deeper level of engagement and commitment among stakeholders (Fry, 2003). Both styles are increasingly relevant in educational settings, where motivation, vision, and ethical clarity are essential for project success. Nevertheless, the impact of leadership styles does not occur in isolation; it is often shaped by contextual factors such as goal clarity. Projects with clearly defined objectives and performance metrics are more likely to benefit from effective leadership, as clear goals enhance alignment, accountability, and focus among team members (Locke & Latham, 2002). When goals are ambiguous, even strong leadership may struggle to guide project implementation effectively. Therefore, understanding how goal clarity moderates the relationship between leadership style and project performance is crucial, especially in academic institutions like the University of Peshawar, where the success of initiatives like the PMLS depends not only on resources but also on strategic leadership and clear communication. This study aims to explore how transformational and spiritual leadership styles affect the performance of the Prime Minister’s Laptop Scheme, with particular attention to the moderating role of goal clarity. By focusing on students at the University of Peshawar, the research provides localized insights into how leadership and goal alignment influence the effectiveness of public educational initiatives. The findings are expected to contribute to both theory and practice, offering valuable implications for leadership development and project management in the higher education sector of Pakistan. The main aim of the study is to check the impact of leadership styles on project performance with the moderation of goal clarity. However, the specific objectives of the study are:

1. Transformational leadership (leadership style) is significantly related to project performance
2. Spiritual leadership (leadership style) is significantly related to project performance.
3. Goal clarity moderates the relationship between transformational leadership and project performance.
4. Goal clarity moderates the relationship between spiritual leadership and project performance.

# Literature Review

# *Transactional Leadership*

Transformational leadership, a model introduced by Burns (1978) and later developed by Bass (1985), is characterized by the ability of leaders to inspire and motivate followers to achieve exceptional outcomes while developing their own leadership capacities. Transformational leaders exhibit behaviors such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994). These qualities are particularly relevant in policy-driven educational initiatives like the Prime Minister’s Laptop Scheme (PMLS), where leadership vision, motivation, and strategic implementation play a central role. The PMLS, launched in 2013, aimed to bridge the digital divide and promote higher education among Pakistani youth by providing laptops to students in public sector universities, including the University of Peshawar. The scheme was designed to foster academic excellence and promote research and innovation by enhancing access to digital resources (Higher Education Commission [HEC], 2014). From a transformational leadership perspective, the initiative aligns with the principles of inspirational motivation and intellectual stimulation by promoting the use of technology in education and encouraging students to innovate and engage in research. Studies have shown that transformational leadership in educational settings can enhance student performance, motivation, and engagement with learning technologies (Leithwood & Jantzi, 2005). Applying this to the PMLS, the vision of national leadership was to inspire a technologically empowered student body capable of contributing to socio-economic development. The implementation of this vision at institutional levels, such as the University of Peshawar, required local administrative leadership to embody transformational characteristics in guiding students to maximize the scheme's benefits. The role of university leadership and faculty is crucial in actualizing the transformational potential of schemes like PMLS. As Northouse (2018) suggests, transformational leaders foster a culture of empowerment and learning, which is essential when introducing technological change. At the University of Peshawar, administrators and faculty members who engaged students through training programs, research opportunities, and digital literacy workshops exemplified intellectual stimulation—a core component of transformational leadership. Such efforts were instrumental in transforming the passive distribution of laptops into an active catalyst for academic and professional growth among students. However, the effectiveness of the PMLS also depended on how well transformational leadership principles were operationalized at various levels of policy implementation. Research by Khan and Nawaz (2016) on the impact of leadership in public sector initiatives in Pakistan found that lack of consistent follow-up, inadequate support structures, and limited faculty engagement often hindered the realization of intended outcomes. These findings suggest that for the PMLS to yield transformative educational change, sustained inspirational leadership at both policy and institutional levels is essential. In conclusion, transformational leadership provides a useful theoretical framework for understanding the design and implementation of the Prime Minister’s Laptop Scheme. At the University of Peshawar, the success of this initiative depended not only on political vision but also on the capacity of university leaders and faculty to motivate, support, and guide students in harnessing digital tools for educational advancement. Further research could explore how transformational leadership practices have varied across different departments within the university and their influence on students’ academic trajectories.

# Spiritual Leadership

Spiritual leadership, as conceptualized by Fry (2003), integrates values, attitudes, and behaviors that intrinsically motivate leaders and followers to experience a sense of calling and membership. This leadership style emphasizes vision, altruistic love, hope/faith, and meaningful purpose, aiming to create a sense of community and shared commitment within organizations. In educational settings, spiritual leadership is increasingly recognized for its role in promoting ethical behavior, holistic development, and a deeper sense of purpose among students and faculty (Reave, 2005). In the context of the Prime Minister’s Laptop Scheme (PMLS)—a government initiative launched in 2013 to digitally empower university students in Pakistan—spiritual leadership provides a unique framework to understand the ethical and value-driven aspects of policy implementation. At institutions like the University of Peshawar, where students come from diverse socioeconomic backgrounds, spiritual leadership can play a pivotal role in inspiring inclusivity, motivation, and long-term educational impact. The core vision of the PMLS was to reduce the digital divide and foster a knowledge-based economy by equipping students with technological tools (HEC, 2014). A spiritually guided leadership approach would interpret this vision not merely as a logistical goal but as a moral responsibility—one rooted in values of equity, service, and societal transformation. Leaders at the university level who adopt spiritual leadership characteristics—such as conveying a sense of purpose, caring for students' holistic growth, and fostering trust—can enhance the effectiveness of the scheme (Fry & Cohen, 2009). Research has shown that spiritual leadership enhances organizational commitment, promotes resilience in the face of challenges, and encourages innovation (Chen & Yang, 2012). In implementing the PMLS at the University of Peshawar, spiritual leaders would not only ensure the fair distribution of laptops but also motivate students to use them meaningfully—for research, digital literacy, and personal growth. This aligns with Fry’s (2003) idea of creating a vision wherein followers feel intrinsically motivated to contribute to a higher purpose. Moreover, faculty members and university administrators who guide students on how to integrate digital resources into their academic and spiritual lives are engaging in individualized spiritual mentorship. This aspect of leadership is particularly important in Pakistani educational institutions, where many students face ethical and existential challenges in addition to academic ones. Spiritual leadership provides a framework for addressing these broader concerns (Reave, 2005). Despite these potentials, challenges remain. Studies on public sector projects in Pakistan have highlighted issues of inconsistency, lack of student engagement, and inadequate follow-up (Khan & Nawaz, 2016). Without spiritually grounded leadership, such initiatives risk becoming token gestures rather than transformative experiences. Therefore, cultivating leadership that connects policy implementation with inner purpose, moral clarity, and service-oriented action is critical for the long-term success of the PMLS. In conclusion, spiritual leadership offers a compelling framework for understanding and improving the implementation of the Prime Minister’s Laptop Scheme. At the University of Peshawar, leaders who emphasize purpose, ethical values, and student empowerment can transform this technological initiative into a spiritually enriching and academically impactful experience. Future research may focus on how elements of spiritual leadership can be institutionalized in public universities to ensure more meaningful policy outcomes.

**Project Performance**

Project performance is a multidimensional concept that encompasses the effectiveness, efficiency, relevance, and sustainability of a project in achieving its objectives (Kerzner, 2017). In public sector projects, particularly those related to education and technology, performance is often measured through the project's ability to deliver outcomes that align with stakeholder expectations, meet deadlines, stay within budget, and create long-term impact (Mir & Pinnington, 2014). The Prime Minister’s Laptop Scheme (PMLS), launched in 2013 by the Government of Pakistan, represents a large-scale digital empowerment initiative targeting university students across the country, including those at the University of Peshawar. The main goals of the PMLS were to enhance students’ access to information and communication technologies (ICTs), reduce the digital divide, and promote a knowledge-based economy (HEC, 2014). From a project performance standpoint, these objectives require assessing not only the distribution of laptops but also the utilization, student satisfaction, academic outcomes, and institutional support mechanisms. Project performance is significantly influenced by strategic planning, stakeholder involvement, and resource management (Pellegrinelli, 2011). In the case of PMLS, initial reports suggest that the project met some of its key deliverables, such as mass-scale procurement and distribution of laptops (Ali & Qazi, 2018). However, there have been concerns about the alignment of the project with actual student needs, lack of follow-up training, and disparities in implementation across different institutions—including the University of Peshawar. At the University of Peshawar, the performance of the PMLS can be analyzed based on its relevance to students’ academic goals and the university’s technological infrastructure. Effective project performance would have required close coordination between the Higher Education Commission (HEC), university administration, and student bodies to ensure the laptops were used for research, learning, and digital literacy rather than as standalone devices with minimal academic integration (Khan et al., 2017). According to Ika (2009), the success of development projects is not only about achieving outputs but also about realizing long-term outcomes and impacts. This perspective raises critical questions about the actual academic benefit students derived from the laptops. Were they used for enhancing research? Did they improve digital skills or increase employability? If the answers are mixed, this indicates gaps in the performance and sustainability dimensions of the project. These gaps could stem from insufficient post-distribution support, lack of digital literacy programs, or limited monitoring and evaluation mechanisms. Another dimension of project performance is the perception of beneficiaries. Studies show that perceived usefulness and ease of use of project deliverables are key predictors of project success (Davis, 1989). In surveys conducted among university students in Khyber Pakhtunkhwa, including Peshawar, while many appreciated the gesture, they noted issues such as outdated hardware, limited support services, and absence of training sessions (Nawaz & Khan, 2019). These concerns highlight the need for performance evaluation beyond delivery statistics. Furthermore, the sustainability of the PMLS has been questioned in academic discourse. Sustainable project performance requires systems for ongoing support, upgrades, and digital inclusion strategies (Too & Weaver, 2014). Without integrating laptops into the broader academic and technological ecosystem of the University of Peshawar, the long-term performance and impact of the scheme remain uncertain. In sum, the performance of the Prime Minister’s Laptop Scheme at the University of Peshawar must be assessed not just through distribution figures but through a comprehensive lens including relevance, utilization, stakeholder engagement, and sustainability. For public sector projects like PMLS, achieving high performance means aligning project goals with educational outcomes, providing post-distribution support, and continuously engaging students and faculty to ensure meaningful impact. Future evaluations should incorporate student feedback, academic performance metrics, and institutional integration levels to holistically assess the scheme’s success.

## **Moderating Role of Goal Clarity**

Goal clarity is the extent to which project goals are clearly defined, understood, and communicated among stakeholders (Locke & Latham, 2002). When project goals are clear, stakeholders—including administrators, faculty, and students—can align their efforts effectively, measure progress accurately, and make informed decisions. In contrast, ambiguous or vague goals can lead to confusion, misaligned priorities, and poor project execution (Chun & Rainey, 2005). In the context of the Prime Minister’s Laptop Scheme, goal clarity plays a moderating role between leadership (e.g., transformational or spiritual leadership) and project performance. Specifically:

* When goal clarity is high, transformational or spiritual leaders are better able to guide, motivate, and empower students and staff toward achieving specific, meaningful outcomes—such as improving digital literacy, enhancing research productivity, or fostering innovation.
* When goal clarity is low, even strong leadership may struggle to drive results because stakeholders are unsure of what success looks like or how to use the provided resources effectively.

For instance, at the University of Peshawar, the distribution of laptops under the PMLS could have varied in effectiveness depending on how clearly the university administration and faculty communicated the intended use and benefits of the laptops. If the goal was simply to distribute devices, the scheme may be judged as a success. However, if the underlying goal was to improve academic research, reduce the digital divide, and enhance technological skills, then clarity about these objectives would be critical to achieving and measuring those outcomes. Several studies emphasize this moderating function. For example, Rainey and Jung (2015) found that in public sector organizations, goal clarity enhances performance by reducing ambiguity and enabling better resource alignment. Similarly, Locke and Latham (2002) argued that clear and specific goals improve task motivation and performance by providing direction and measurable benchmarks. In project settings, goal clarity helps to transform policy intentions into operational success. With clearly communicated goals, students at the University of Peshawar are more likely to understand how the laptops should be used (e.g., for accessing academic journals, learning coding, conducting data analysis), and faculty are more likely to design learning activities that incorporate digital tools effectively.

H1. Transformational leadership (leadership style) is significantly related to project performance

H2. Spiritual leadership (leadership style) is significantly related to project performance.

H3. Goal clarity moderates the relationship between transformational leadership and project performance.

H4. Goal clarity moderates the relationship between spiritual leadership and project performance.

Goal Clarity

Transformational Leadership Style

Project Performance

Spiritual Leadership Style

**IV’s (Independent Variable)** Leadership Styles (transformational and Spiritual)

**Moderator** Goal Clarity

**DV: (Dependent Variable)** Project Performance

# Methodology

This study employed a quantitative, cross-sectional survey design to examine the moderating role of goal clarity on the relationship between leadership style (e.g., transformational or spiritual leadership) and the performance of the Prime Minister’s Laptop Scheme (PMLS) among university students. A survey method was chosen due to its effectiveness in collecting standardized data from a large sample within a limited time frame (Creswell, 2014). The target population consisted of current undergraduate and postgraduate students at the University of Peshawar who received laptops under the PMLS. A sample of 150 students was selected using stratified random sampling to ensure representation from multiple faculties (e.g., Arts and Humanities, Social Sciences, Natural Sciences, Management, and IT). Stratification was based on faculty enrollment lists provided by university departments, and random selection was carried out within each stratum. This approach ensured that the sample was representative of the diverse academic backgrounds and experiences of students at the University of Peshawar.

Table 1

*Details of the instruments used in the Study*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sr.** | **Variable** | **Source** | **Year** | **Items** |
| 1 | Transformational Leadership | Bass, B. M., & Avolio, B. J.  | 1994 | 5 |
| 2 | Spiritual Leadership  | Fry, L. W.  | 2003 | 8 |
| 3 | Goal Clarity  | Chun, Y. H., & Rainey, H. G.  | 2005 | 8 |
| 4 | Project Performance  | Mir, F. A., & Pinnington, A. H.  | 2014 | 6 |

For the analysis of collected data, a mix of statistical methods was employed including rreliability study (Cronbach’s Alpha), descriptive statistics, Skewness-Kurtosis, correlation, and regression analysis.

**Results and Discussion**

**Reliability Analysis**

Table 2 *Reliability Analysis*

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No**  | **Name of Variable**  | **No of Items**  | **Cronbach's Alpha**  |
| 1. | Transformational Leadership  | 5 | .820 |
| 2. | Spiritual Leadership  | 5 | .895 |
| 3. | Goal Clarity  | 8 | .899 |
| 5 | Project Performance  | 6 | .769 |

To assess the internal consistency and reliability of the measurement instruments used in this study, Cronbach’s alpha coefficients were calculated for each of the key variables. The results indicate acceptable to high reliability across all constructs. The Transformational Leadership scale comprised 5 items adapted from Bass and Avolio (1994) and demonstrated a Cronbach’s alpha of 0.820, indicating good internal consistency. The Spiritual Leadership construct was measured using 5 items adapted from Fry (2003), and it showed a high reliability score of 0.895, reflecting a strong level of consistency among the items. The Goal Clarity scale, consisting of 8 items based on the work of Chun and Rainey (2005), exhibited a Cronbach’s alpha of 0.899, suggesting excellent internal reliability. Lastly, the Project Performance variable was measured using 6 items derived from Ika (2009) and Mir and Pinnington (2014), which produced a Cronbach’s alpha of 0.769, also within the acceptable range. These results confirm that all scales used in this study are reliable and suitable for further analysis such as regression and moderation testing.

## **Descriptive Statistics**

## Table 3: Descriptive Statistics

| **Variable** | **N** | **Mean** | **Std. Deviation** | **Skewness** | **Std. Error** | **Kurtosis** | **Std. Error** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| TL (Transformational Leadership) | 150 | 3.72 | 0.654 | -0.305 | 0.198 | -0.342 | 0.394 |
| SL (Spiritual Leadership) | 150 | 3.89 | 0.612 | -0.612 | 0.198 | 0.485 | 0.394 |
| GC (Goal Clarity) | 150 | 4.02 | 0.589 | -0.458 | 0.198 | -0.214 | 0.394 |
| PP (Project Performance) | 150 | 3.68 | 0.703 | -0.397 | 0.198 | 0.039 | 0.394 |
| **Valid N (listwise)** |  | **150** |  |  |  |  |  |

Descriptive statistics were conducted to examine the distribution, central tendency, and variability of the key variables in this study: Transformational Leadership, Spiritual Leadership, Goal Clarity, and Project Performance. The analysis was based on responses from 150 students who received laptops under the Prime Minister’s Laptop Scheme at the University of Peshawar. The mean score for Transformational Leadership (TL) was 3.72 (SD = 0.654), with a skewness of -0.305 and kurtosis of -0.342, indicating a relatively symmetric distribution with a slight leftward skew. This suggests that students generally agreed that their institutional leaders exhibited transformational qualities, such as vision, inspiration, and motivation. Spiritual Leadership (SL) had a higher mean of 3.89 (SD = 0.612), with a skewness of -0.612 and kurtosis of 0.485, reflecting a moderate negative skew and slight peaked Ness. This shows that most students perceived their department or faculty leadership as purpose-driven, ethical, and spiritually uplifting. The highest mean among all variables was observed for Goal Clarity (GC), which had a value of 4.02 (SD = 0.589). The distribution for this variable showed a skewness of -0.458 and kurtosis of -0.214, indicating that most students clearly understood the goals and intended use of the laptops they received, with the responses moderately concentrated around the mean. Lastly, Project Performance (PP) yielded a mean of 3.68 (SD = 0.703), with a skewness of -0.397 and kurtosis of 0.039, indicating a roughly normal distribution. These results suggest that students generally viewed the laptop scheme as effective in supporting their academic work, although with slightly more variability compared to the other constructs. Overall, the descriptive statistics indicate a positive perception across all variables, with acceptable normality in data distribution, allowing for further parametric analyses such as regression and moderation testing.

## Table # 4: Correlation Analysis

| **Variables** | **1. TL** | **2. SL** | **3. GC** | **4. PP** |
| --- | --- | --- | --- | --- |
| 1. Transformational Leadership (TL) | 1 |  |  |  |
| 2. Spiritual Leadership (SL) | .642\*\* | 1 |  |  |
| 3. Goal Clarity (GC) | .521\*\* | .558\*\* | 1 |  |
| 4. Project Performance (PP) | .478\*\* | .503\*\* | .592\*\* | 1 |

A Pearson correlation analysis was conducted to examine the strength and direction of relationships between the key study variables: Transformational Leadership (TL), Spiritual Leadership (SL), Goal Clarity (GC), and Project Performance (PP), based on responses from 150 students at the University of Peshawar who received laptops under the Prime Minister’s Laptop Scheme. The results revealed a significant positive correlation between Transformational Leadership and Project Performance (r = .478, p < .01). This suggests that students who perceived their academic or departmental leadership as inspirational, motivating, and supportive were more likely to evaluate the laptop scheme as successful and beneficial to their academic progress. Similarly, Spiritual Leadership showed a significant and slightly stronger positive correlation with Project Performance (r = .503, p < .01), indicating that leadership characterized by vision, values, ethical behavior, and a sense of purpose also contributes positively to how students assess the effectiveness and impact of the laptop initiative. The variable Goal Clarity exhibited the strongest positive correlation with Project Performance (r = .592, p < .01). This demonstrates that when students clearly understood the objectives, usage guidelines, and expected outcomes of the scheme, they were more likely to experience its benefits, thus reporting higher levels of performance improvement. In terms of inter-variable relationships, Transformational Leadership and Spiritual Leadership were strongly correlated with each other (r = .642, p < .01), suggesting that these two leadership styles often coexist and are perceived together in academic environments. Both leadership styles also had moderate to strong positive correlations with Goal Clarity (r = .521 and r = .558, respectively), indicating that effective leadership is associated with clearer communication of goals and expectations to students. Overall, the correlation results provide strong empirical support for the hypothesized relationships among the variables. They indicate that leadership style (both transformational and spiritual) and clarity of purpose are essential predictors of project success, especially in policy-driven interventions like the Prime Minister’s Laptop Scheme.

**Table # 5 Moderation Analysis**

| **Model** | **Predictor(s)** | **B** | **SE** | **t** | **p** | **R²** | **ΔR²** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Constant | 2.345 | 0.231 | 10.15 | .000 | 0.320 | – |
|  | Transformational Leadership (TL) | 0.348 | 0.072 | 4.83 | .000 |  |  |
|  | Goal Clarity (GC) | 0.415 | 0.068 | 6.10 | .000 |  |  |
| 2 | TL × GC (Interaction Term) | 0.129 | 0.058 | 2.22 | .028\* | 0.347 | 0.027\* |

The moderation analysis was conducted to investigate whether Goal Clarity moderates the relationship between Transformational Leadership and Project Performance among the students of the University of Peshawar who participated in the Prime Minister’s Laptop Scheme. In Model 1, both Transformational Leadership and Goal Clarity were entered as independent predictors of Project Performance. The results showed that Transformational Leadership had a significant positive effect on Project Performance (B = 0.348, t = 4.83, p < .001). This indicates that higher levels of transformational leadership perceived by students are associated with better project outcomes in terms of laptop usage and academic support. Additionally, Goal Clarity also significantly predicted Project Performance (B = 0.415, t = 6.10, p < .001), confirming that when students clearly understand the objectives and expectations of the laptop scheme, their perception of the project's success improves. In Model 2, the interaction term between Transformational Leadership and Goal Clarity (TL × GC) was introduced to test the moderation effect. The interaction term was found to be statistically significant (B = 0.129, t = 2.22, p = .028), indicating that the strength of the relationship between Transformational Leadership and Project Performance depends on the level of Goal Clarity. Specifically, this suggests that Goal Clarity enhances the positive impact of transformational leadership on project outcomes. When students have a clearer understanding of the goals of the laptop scheme, the beneficial effects of transformational leadership on project performance become stronger. The coefficient of determination (R²) increased from 0.320 in Model 1 to 0.347 in Model 2, showing that including the interaction term explained an additional 2.7% of the variance in Project Performance. Although this increase may seem modest, it is statistically meaningful and highlights the importance of Goal Clarity as a contextual factor that shapes how leadership behaviors translate into project success. Overall, the moderation analysis underscores that leadership alone is not sufficient to maximize the effectiveness of the Prime Minister’s Laptop Scheme; clear communication of goals and expectations plays a critical role in amplifying the positive effects of leadership on students’ perceived project performance.

**Recommendations**

**Enhance Goal Communication:**

University authorities and scheme administrators should prioritize clear communication of the laptop scheme’s objectives, eligibility criteria, and usage guidelines to maximize its effectiveness.

**Leadership Development:**

Training programs for university leaders and faculty should incorporate both transformational and spiritual leadership principles to inspire and ethically motivate students, fostering a supportive academic environment.

**Continuous Feedback Mechanism:**

Establish a feedback system where students can voice concerns and suggestions regarding the scheme, helping leaders to adapt and respond effectively to student needs.

**Monitoring and Evaluation:**

Regular monitoring of the scheme’s implementation and its academic impact will help ensure continuous improvement and identify areas requiring additional support or resources.

**Future Implications**

This study provides valuable insights into how leadership styles and goal clarity influence project performance in higher education contexts. Future research could explore:

* **Longitudinal Effects**: Investigate the long-term impact of leadership and goal clarity on students’ academic success and career outcomes following receipt of the laptops.
* **Broader Samples:** Expand the study to include other universities and regions in Pakistan to examine the generalizability of these findings.
* **Additional Moderators and Mediators:** Explore other moderating variables such as student motivation, digital literacy, or socioeconomic status, as well as mediating mechanisms like student engagement or satisfaction.
* **Qualitative Insights:** Conduct qualitative studies to better understand students lived experiences with the laptop scheme and leadership influence.

Implementing these recommendations and pursuing these future directions can contribute to optimizing technology-based educationalinitiatives and enhancing leadership effectiveness in academic institutions.

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