

## CRITICAL ANALYSIS OF THE RELATIONSHIP BETWEEN DISTRIBUTED LEADERSHIP AND EDUCATIONAL OUTCOMES

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### ABSTRACT

The concept of distributed leadership reflects the belief that a group's combined strength is greater than the sum of one person's abilities. The school community, including stakeholders and the leader, participates in decentralized decision-making through a collaborative method. This paper analyzes the relationship between distributed leadership and the educational outcomes of students, the effect of distributed leadership on teaching and learning practices, teacher motivation, job satisfaction, and professional development. Qualitative meta-analysis and conceptual approaches were used to draw scientifically valid conclusions. A qualitative design was used for this research study. A critical literature analysis was used to collect the data. Distributed leadership can improve student educational outcomes, teacher job satisfaction, and professional development by boosting cooperation, engagement, and efficacy in educational settings.

**Keywords:** Analysis, distributed leadership, development, educational outcome, relationship.

### INTRODUCTION

There is tremendous demand for schools to improve the quality of teaching, learning, and education (Atasoy, 2020). In a globalized society, education is becoming a more powerful force for change. Schools must investigate new avenues for innovation and knowledge acquisition in a rapidly changing environment. Schools now approach teaching and learning very differently as a result of this rapid transformation. There are many chances to improve instruction, encourage learner-centered classrooms, and meet the various requirements of students through the use of technology, particularly in educational processes and leadership styles (Fasiku, 2021).

The foundation of society is education, and the quality of educational leadership plays a critical role in determining how well pupils learn. It is the responsibility of educational

leaders, including principals, administrators, and instructional heads, to mentor and motivate teachers and students toward both academic achievement and personal growth. Effective educational leadership has a big impact on students' academic performance and the learning environment. Educational leaders create an environment that encourages learning, increases student performance, and raises overall educational standards by establishing strategic direction, encouraging a positive school culture, and implementing effective instructional techniques ((Culduz, 2024)).

The concept of distributed leadership reflects the belief that a group's combined strength is greater than the sum of any one person's abilities. The school community, including stakeholders in addition to the leader, participates in decentralized decision-making

through a collaborative method. The distributed leader actively involves the school community in addressing issues and coming up with answers to the unique challenges the school has. It also fosters a greater sense of communal responsibility and encourages broader engagement.

Distributed leadership is fundamentally different from traditional hierarchical systems, offering a paradigm that successfully meets the complex requirements of modern education. This method, which has its roots in social constructivist ideas, sees leadership as a common, inclusive endeavor developed via collaboration and shared experiences rather than the domain of a chosen few. Educational institutions can become fluid ecosystems where all voices contribute to the development of a cohesive and peaceful learning environment by using dispersed leadership (Nadeem, 2024).

As they address the absence of diversity in educational institutions, the authors of *The Inclusive Nature of Distributed Leadership* discuss how this leadership paradigm promotes a sense of shared responsibility and empowerment. Demie & See (2023) draw attention to the important problem that distributed leadership can assist in addressing the continuing underrepresentation of people of global majority origin in school leadership. This strategy can result in a more inclusive and varied leadership structure that will eventually benefit the entire school community by giving all teachers equal power and giving prospective leaders a fair opportunity.

Galdames-Calderón (2023) argues in *Distributed Leadership and the Power of Diverse Teams* that groups that encourage diversity of opinion not only boost student achievement but also achieve broader educational goals.

Galdames-Calderón (2023) believes that distributed leadership is particularly well-suited to the complexities of modern education. It recognizes that no single leader can possess all of the knowledge and skills required to address the complex difficulties that schools face. Schools can encourage a wide range of perspectives and skills by assigning leadership positions and fostering creativity and adaptation within their communities.

Education's leadership concepts have evolved significantly, especially when it comes to corporate management and social justice. In recent academic discourse, there has been a noteworthy increase in the scientific investigation of leadership structures, particularly distributed leadership (DL) in educational settings (Karakose et al., 2023).

This move toward distributed leadership is a reflection of a wider understanding of the shortcomings of conventional, hierarchical leadership models, which frequently concentrate decision-making and school management under the purview of a single individual, usually the principal.

According to Nadeem (2024) when it comes to leadership, especially in educational institutions, the conventional model has a reputation for being inflexible and one-dimensional, which leaves out important aspects of contemporary leadership requirements. For a fuller understanding, it becomes imperative to differentiate this approach from the more dynamic concept of distributed leadership (DL). The centralized structure of traditional leadership frequently limits decision-making to the highest levels of authority. It is hierarchical, with those in positions of power dictating plans and policies and others carrying out these decisions in a submissive capacity. Only a small number of people may influence the nature of education, frequently muting the voice of the general public.

Nadeem (2024) further described the distributed leadership approach, in contrast to this, provides a structure that is more inclusive and collaborative. Decentralized decision-making allows a range of stakeholders, including staff members, students, and instructors, to participate in the leadership process. Shared responsibilities result in a network of leadership that utilizes the institution's combined knowledge.

The goal of Distributed leadership is not only to assign work but also to foster a common vision in which each person's special abilities and knowledge may support the success of the organization as a whole. This method encourages engagement at all levels, establishing a culture of shared responsibility, innovation, and ongoing development.

Understanding the intricate conceptual frameworks and developmental paths of distributed leadership models is essential to promoting sustainable educational practices as learning environments continue to change (Karakose, Papadakis, et al., 2022).

Using distributed leadership in education changes the traditional hierarchical model to one that is more collaborative and interactive. Schools can take advantage of the combined knowledge of their community members by adopting strategies that establish a common vision, specify responsibilities, empower participation, and encourage continuous learning. To achieve educational excellence, this approach fosters a culture of shared responsibility and innovates, and fortifies decision-making. The next part examines the difficulties and important factors to take into account while putting distributed leadership into practice, pointing out potential roadblocks and strategies to get beyond them (Nadeem, 2024).

In educational literature, the idea of distributed leadership in schools has become well-known as a crucial framework for studying leadership dynamics and encouraging group decision-making (Karakose et al., 2021, 2022).

According to (Nadeem, 2024) examining distributed leadership's incorporation into educational policies and systemic reforms is necessary to take into account its wider effects. Beyond specific schools, it's critical to evaluate how distributed leadership contributes to systemic changes and the goals of educational policy. Consideration of potential obstacles, difficulties, and chances to align policies with collaborative leadership practices and principles can direct significant change in educational institutions.

As reforms in education and modernization continue, the conventional authoritarian leadership paradigm is becoming increasingly inadequate to meet the demands of modern school management (Liu et al., 2021).

Although distributed leadership has had a significant impact on educational leadership study and implementation in Europe and America, its both theoretical and practical potential remains unrealized in the context of Pakistani educational leadership (Gong, 2023).

## Objectives

To analyze the relationship between distributed leadership and the educational outcomes of students.

To examine the improvements of distributed leadership in teaching and learning practices.

To explore the effect of distributed leadership on teacher motivation, job satisfaction, and professional development.

## Research Questions

What is the relationship between distributed leadership and the educational outcomes of students?

What is the effect of distributed leadership on teaching and learning practices?

What is the effect of distributed leadership on teacher motivation, job satisfaction, and professional development?

## Literature Review

### Distributed Leadership and Student Outcome

Effective and responsive school leadership is critical for increasing student, teacher, and overall school performance (Agasisti et al., 2019; Hallinger et al., 2019; Zhang et al., 2020). This shows that effective leadership improves the environment for student learning and instructional methods. Distributed leadership substantially impacts student results by creating an inclusive and collaborative school culture that promotes effective teaching techniques and improves the learning environment. This leadership approach stresses shared accountability among school leaders, teachers, and all other stakeholders, resulting in a unified system focused on student success.

The standard of education has a significant impact on a country's ability to compete internationally in this increasingly linked world. Schools that prioritize continual improvement provide graduates who are prepared to thrive in a rapidly changing labor market, enhancing the nation's reputation abroad. Furthermore, schools may make evidence-based, well-informed decisions thanks to the data-driven approach at the heart of school reform. Distributed leadership encourages teachers to participate actively in decision-making and instructional innovation. This empowerment empowers educators to implement evidence-based methods, collaborate on planning, and meet

the different needs of their students. The improved teaching quality directly benefits students' academic progress and overall growth (Caldwell & Spinks, 2021).

Distributed leadership also provides chances for the professional development of educators. Teachers and personnel in leadership positions can improve the quality of education they provide by developing their leadership abilities and gaining useful experience. Individual teachers gain from this empowerment, which also cultivates a more dedicated and driven teaching staff (Azorín et al., 2020).

Khan, & Wahid, (2023). To encourage academic achievement in high schools, distributed leadership is essential. According to research, to improve students' academic achievement, teachers should concentrate on fostering a pleasant school climate and putting shared leadership strategies into practice. A distributed leadership strategy encourages open communication, mutual respect, and collaborative problem-solving. By incorporating teachers and other professionals in leadership roles, schools may foster a supportive and inclusive climate that promotes student well-being. Students gain from a cohesive group of instructors who are dedicated to addressing their educational and socio-emotional needs and establishing a healthy learning environment. In recent times, several schools have struggled to fill classrooms with trained, motivated, and effective instructors. Although teachers are regarded as critical to students' academic achievement, many are under constant work stress and on the verge of burnout .but distributed leadership is a style of leader not only overcomes the challenges of the leader but also improves the student learning outcome (Bhai & Horoi, 2019).

Lopes and Oliveira (2020) argue that effectiveness, particularly within schools, is critical to the achievement of learners as well as teachers. Characteristics associated with effectiveness are important predictors of teacher instructional methods and student learning results.

Felix. Diano, Jr., et al (2024), distributed leadership in the twenty-first century, having strong communication and teamwork skills is essential. Even though not all leaders are effective communicators, involving

stakeholders in a cooperative effort can greatly increase an administrator's output. Effective communication and teamwork are essential leadership traits that impact student performance and school culture. By fostering trust, negotiating agreements, and resolving issues, effective communication aids school administrators in improving student learning outcomes. School administrators can promote innovation and adjust to the needs of a global education system by encouraging cooperation and communication, which will enhance academic performance.

According to (ElBaba, 2024) the implementation of distributed leadership resulted in dramatically better teaching performance. By allowing teachers to lead initiatives and make decisions, a collaborative culture is formed. Educators took on school projects, which resulted in novel teaching approaches and improved classroom practices. This leadership style also encouraged peer learning and mutual assistance, supporting professional development throughout the organization.

According to Parveen, Hassan, & Akram, (2023) distributed leadership empowers instructors to take the initiative by instilling a sense of responsibility and pushing them to attain common goals. It also alleviates the leader's stress by spreading the effort among the team. Furthermore, it emphasizes the role of encouragement in increasing motivation, as distributed leadership enables and teaches instructors to make independent decisions for organizational progress. Teacher development and collaboration are beneficial to overall school progress.

Parveen, Hassan, & Akram, (2023) further discuss that distributed leadership improves decision-making abilities and teaching competencies, making them feel more accountable and responsible. Leadership is critical in fostering trust, establishing a shared vision, and developing teachers by incorporating them in decision-making. Senior staff's expertise and experience contribute to the development of emerging leaders. Additional research is required to investigate the favorable benefits. Of distributed leadership on educational outcomes and organizational empowerment. Findings from Malaysian practices also demonstrate that features of distributed leadership have a beneficial impact on

students, and educators' commitment to change, particularly leadership support, leadership supervision, effective team leadership, and decision-making involvement, as Malaysians used distributed leadership style (Ghavifekr, 2022).

### Teaching and Learning Practices

Furthermore, this leadership approach makes use of people's unique abilities and knowledge, which leads to better decision-making and efficient problem-solving. By sharing their opinions, teachers and personnel with special skills can improve the overall quality of education the school provides (Shen et al., 2020). Distributed leadership improves teaching practices by encouraging teacher cooperation, professional development, and the sharing of innovative ideas. Teachers feel more empowered and inspired to try out new educational tactics, resulting in better classroom practices and student engagement. Lopes and Oliveira (2020) argue that effectiveness, particularly within schools, is critical to the achievement of learners as well as teachers. Characteristics associated with effectiveness are important predictors of teacher instructional methods and student learning results. Furthermore, distributed leadership promotes the formation of a professional learning community in which educators collaborate to address obstacles and exchange best practices, thereby improving overall educational outcomes.

According to Liu (2021), to attract and retain high-quality instructors while also ensuring effective instruction, teacher well-being has become a priority. One effective technique, which does not require large financial investment, is to better understand how teachers' job and career requirements can be satisfied within their work communities with a distributed leadership style.

In this setting, an expanding amount of research suggests that distributed leadership might boost teacher self-efficacy via three major channels. First, empowering teachers through the use of distributed leadership techniques fosters a positive collaborative work atmosphere in which instructors feel comfortable sharing information and are more likely to collaborate to improve teaching-learning practices (Liu et al., 2021).

Yang, & Chang, (2024) argue that this leadership style supports essential teachers in teams by exploiting their professional knowledge, pedagogical ability, and research abilities. It also promotes positive environments and connections, builds a culture of trust and collaborative learning, and aids in the formation and maintenance of professional learning communities. Shared leadership and responsibility in these communities promote open communication, strengthen teacher efficacy, foster emotional connections, reinforce professional commitment, and promote continual professional development, eventually boosting teacher capacities.

According to research, distributed leadership increases teachers' self-efficacy, which leads to better teaching and learning practices in school. For teaching-learning practice, leaders may adopt a distributed leadership style. Distributed leadership improves the school climate and teaching quality, which has an indirect impact on students' learning outcomes. Teachers who actively participate in leadership roles are more likely to use student-centered approaches, effectively incorporate technology, and personalize education to meet the various needs of their students. This collaborative framework fosters a dynamic learning environment that promotes critical thinking, creativity, and academic excellence. (Liu & Werblow, 2019).

In the absence of effective methods for collecting and evaluating accurate information in highly specialized work contexts, there is a major risk of decision-making misalignment in school governance. These mismatches are expected to have an impact on managerial performance, teacher instructional effectiveness, and student learning outcomes which can be improved with a distributed leadership style (Liu, 2021).

Providing a supportive, emotionally comfortable, and safe atmosphere for teacher professional development is critical. It also offers a clear professional route for teachers, emphasizing a common vision, shared responsibility, an overall emphasis on student learning, and ongoing teacher development. Distributed leadership shapes teaching and learning processes by encouraging a collaborative inclusive approach to decision-

making. This leadership style stresses shared responsibility among teachers, administrators, and other stakeholders, resulting in a culture of communal ownership and accountability. (Meeuwen et al., 2020). According to ElBaba, (2024), Strong leadership is critical to educational institutions' success. School leaders, particularly principals and department heads, have a considerable impact on teaching quality and student progress in addition to their administrative obligations. Distributed leadership has a link to better teaching outcomes.

According to (Bolton, Logan, & Gittell, 2021) this model's effectiveness is demonstrated by research, which shows that when leadership is shared among the school community, it can increase teacher engagement, enhance decision-making, and have a beneficial impact on the entire school atmosphere. However, the success of distributed leadership is dependent on several elements, including the school's organizational atmosphere, leaders' willingness to delegate responsibility, and the ability to foster good communication and coordination.

In the modern educational system, distributed leadership has emerged as a feasible paradigm for increasing organizational performance and improving school management. It entails delegating leadership responsibilities and decision-making to diverse staff members and levels, moving away from traditional hierarchical systems and toward more decentralized and collaborative approaches (Latta, 2019).

### **Teacher Job Satisfaction**

According to Liu and Watson, job satisfaction is an individual's judgment of their work and overall positive emotional condition. It is associated with a sense of happiness and success that stems from the profession's everyday work and responsibilities.

The workplace environment has significant effects on teacher performance and satisfaction. The study by Xin & Tahir (2024) investigates the impact of several leadership styles, especially instructional and distributed leadership, in increasing teacher satisfaction. It looks at both the direct impact of different leadership techniques on teacher work satisfaction and the indirect effects through

mediating elements like rewards, motivation, and overall effectiveness.

According to earlier research, the relationship between principals' distributed leadership and teachers' job satisfaction is enhanced through teacher autonomy and professional collaboration among teachers (Liu et al., 2021).

Distributed leadership grows the scope of leadership by fostering multiple perspectives, increasing teachers' self-efficacy, and serving as a strong predictor of job satisfaction (Samancioglu et al., 2020).

Distributed leadership is gaining popularity in schools because institutions are too complicated to handle by a single leader (Karakose et al., 2022). According to research, teachers cannot properly fulfill their tasks unless they have enough assistance. Involving teachers in major decisions through distributed leadership enhances their confidence, which is an important aspect of achieving job satisfaction.

According to studies, distributed leadership can improve teacher morale, trust, and job satisfaction. For example, when teachers are given greater autonomy and participate in decision-making, they are more likely to be dedicated to their responsibilities and more engaged in their work (Bakker & de Vries, 2021).

Torres (2019) highlights that distributed leadership encourages professional collaboration, which improves teachers' satisfaction and effectiveness. It also involves multiple stakeholders and reflects a variety of actions, holding each participant accountable for controlling influence. Similarly, instructional leadership has a profound impact on staff behavior and work ethics.

From an instructional perspective, distributed leadership encourages school personnel to work together on creative projects by reducing personal distance between principals and individual teachers (De Jong et al., 2020).

According to Bernales-Turpo...et al... (2022) a leadership strategy known as "distributed leadership" delegated leadership duties to several people inside an organization. Distributed leadership means that different people or groups share decision-making power and accountability. This strategy is based on the notion that leadership is a shared

duty throughout an organization rather than being the exclusive domain of one individual. Fresan and Magnate (2023) described that understanding the reasons for faculty members' dissatisfaction with their employment and developing methods to increase their dedication is critical. Favorable correlations between dispersed leadership, leadership in education, organizational satisfaction, and teacher commitment indicate that improvements in one area can have a favorable impact on others. When professors feel supported by their leaders and content with their organization, they are more likely to stay devoted to the institution's goals. This emphasizes the need for educational institutions to provide enough support and resources to enhance employee happiness and commitment while assuring alignment with institutional aims.

Fresan and Magnate (2023) further described it also demonstrates that distributive leadership has a direct impact on teacher organizational commitment, which in turn influences teacher organizational satisfaction. The findings dispute the concept that distributive leadership, rather than instructional leadership, has a direct impact on teachers' organizational commitment and happiness. Furthermore, the study found no direct effects of distributive leadership on teacher organizational commitment. Instead, teacher organizational satisfaction played an important mediation role in the connection. The study of (Kilag et al., 2023) stresses the importance of emphasizing employee well-being and satisfaction since they promote productive behavior. Organizations should prioritize providing a supportive work environment, introducing flexible work arrangements, and building a positive workplace culture. These measurements can increase employee engagement and productivity, hence improving the organization's performance and success. This characteristic can be found in distributed leadership.

Distributed leadership fosters a sense of shared responsibility and collaboration among teachers. This strategy, which relies on the school's widespread expertise, can lead to novel teaching methods and improved performance. Nevertheless, successful implementation will require creating a

supportive culture and establishing clear communication (ElBaba, 2024).

A case study conducted by Antinluoma et al. (2021) in four Finnish schools discovered that professional learning communities can encourage the use of distributed or collaborative leadership. This strategy improves teachers, knowledge, dedication, motivation, engagement, collaboration, and shared accountability, with a focus on increasing community membership. Teachers are more likely to devote extra time and effort to school functions when they have a feeling of belonging. Distributed leadership enhances teaching and learning by empowering educators, encouraging professional development, and establishing a unified, student-centered educational system. Numerous studies in the literature emphasize the relationship between distributed leadership and teacher professional development. Bellibaş et al. (2020) investigated the impact of principal leadership on teaching practices. Their findings demonstrated that instructional leadership had an immediate effect on the quality of instruction, while distributed leadership indirectly affected outcomes through improved teacher collaboration and greater job satisfaction.

### **Motivation, and Professional Development**

According to Amzat et al. (2022), distributed leadership is critical for establishing a long-term learning community and cultivating effective relationships within it. This leadership technique also considerably adds to teachers' professional development, ultimately increasing their satisfaction with their jobs and developing motivation. Distributed leadership promotes teacher engagement and professional development by promoting a culture of empowerment, collaboration, and continual learning. These benefits eventually transfer into better teaching techniques and educational outcomes.

Leadership skills based on professional expertise are also recognized, encouraging teachers to play a more active and involved role in internalizing school reform objectives and improving student outcomes as shared goals and duties. This entails coordinating efforts, developing coordinated structures and processes to allow group

communication, and cultivating a school culture that values trust and cooperation in learning (Van den Boom, Muilenburg, et al., 2021).

Similarly, Jakobsen et al. (2023) underline that distributed leadership improves an organization's service system and gives assistance to subordinates with motivation, resulting in higher job satisfaction.

Distributed leadership is expected to increase intrinsic motivation for achieving both learner and institution goals. Distributed leadership promotes professional growth by giving instructors opportunities to learn, grow, and lead. Using this technique, educators can take on a variety of leadership roles, including mentoring peers, directing instructional initiatives, and engaging in curriculum design. These experiences enable teachers to improve their skills, broaden their knowledge, and acquire confidence in their talents (Flores et al., 2020).

Similarly, Joo (2020) claims that internal elements inside institutions, such as motivation, increase the link between distributed leadership and teacher professionalism and work satisfaction. It is obvious that distributed leadership, when combined with incentives, has a high potential for increasing teacher work satisfaction.

Distributed leadership style giving teachers more autonomy in their work is a vital aspect in motivating and maintaining them, as it has a significant impact on their job satisfaction (Torres, 2019).

The study's findings show that both instructional and distributed leadership styles play an important influence in increasing teacher job satisfaction. Furthermore, rewards, motivation, and job performance were revealed as key mediators in the relationship between leadership styles and job satisfaction. These findings have significant implications for educational systems, demonstrating the potential to improve teacher satisfaction through appropriate leadership techniques that prioritize rewards, motivation, and effectiveness.

Distributed leadership plays an important role in improving professional networking inside educational institutions. This leadership style promotes teamwork and enhances the effectiveness of school workers.

Distributed leadership motivates teachers by allowing them to take responsibility for their jobs and duties. When teachers are involved in decision-making and leadership responsibilities, they feel appreciated and respected for their expertise. This sense of autonomy increases their intrinsic motivation, resulting in higher job satisfaction and commitment (Azorín et al., 2020).

Distributed leadership promotes collaboration among school members, instilling a strong sense of responsibility in them. Effective communication among employees and teachers is crucial for promoting active involvement in decision-making and motivation toward accomplishing institutional goals. Distributed leadership improves teacher engagement and professional growth by promoting a culture of collaboration, trust, and shared accountability. This leadership strategy stresses communal decision-making, with leadership duties distributed among teachers rather than centered on a single person. (Kılınç & Özdemir, 2022).

According to Yang, & Chang, (2024), the formation of teacher-professional learning communities is based on establishing both personal and professional relationships within schools, as well as cultivating shared values and understandings that guide actions. Distributed leadership, which exists in both formal and informal roles, is critical to sustaining these relationships and creating shared ideals. In environments with horizontally distributed leadership systems, teamwork, and shared decision-making thrive, allowing for the long-term transfer of knowledge and experience.

Distributed leadership is the division of leadership tasks among several members of an organization. This paradigm stresses the institution's combined competence, allowing teachers to take on leadership responsibilities while also encouraging collaboration and inclusion. It is believed to increase teaching performance by encouraging shared accountability and professional development. Distributed leadership promotes collaboration among employees, instilling a sense of belonging and shared purpose. As teachers collaborate to achieve similar goals, they build mutual trust and respect, which



boosts motivation and engagement. (ElBaba, 2024).

The leader's distributed leadership style in an educational setting, positive effects on teacher's autonomy, and teacher cooperation are all potential influences on teacher work satisfaction. They stress distributed leadership and their positive relation with teacher job satisfaction, motivation, and professional development. Distributed leadership frequently fosters the formation of professional learning communities (PLCs), where educators work together to address difficulties, discuss best practices, and reflect on their teaching approaches. Such collaborative workplaces promote constant learning and progress. (Liu et al., 2021).

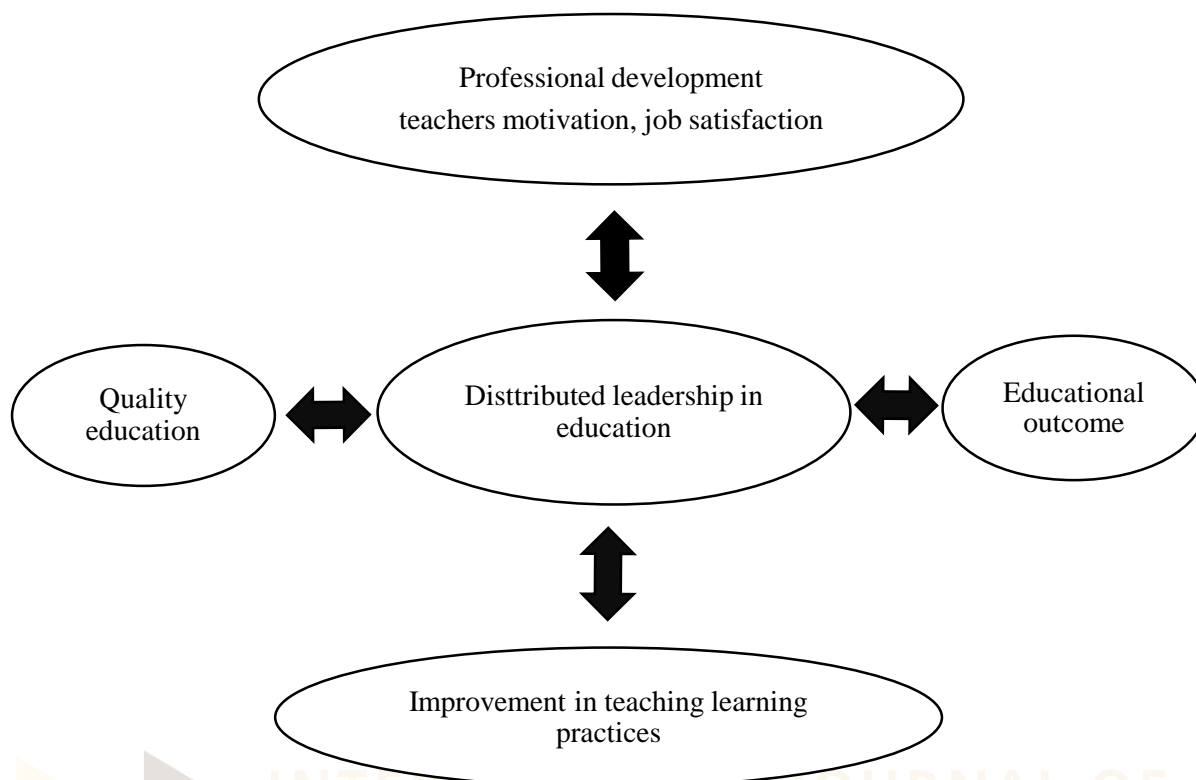
In England, for example, a case study discovered that principals who use distributed leadership techniques can foster creativity in the professional learning networks of teachers (Brown et al., 2020).

According to Nadeem (2024) applying distributed leadership in educational institutions transforms the traditional top-down system into a more flexible and collaborative process. Schools may utilize the combined talents of their community by using tactics that establish a shared vision, clearly define roles, empower participants, and facilitate continuous learning. To achieve educational success, distributed leadership fosters a sense of shared responsibility, inventiveness, and stronger decision-making.

The study of further (Kilag et al., 2023) emphasizes the necessity of providing employees with growth opportunities, with a specific focus on improving their learning and skill development. Leaders are urged to identify and invest in training initiatives that provide employees with the required skills and information to do their jobs more effectively and efficiently. Additionally, providing learning opportunities can boost employee engagement and motivation. For this reason, leaders may use a distributed leadership approach.

Efforts are currently being made to assist and enhance the professional development of primary school teachers in a variety of areas. However, primary school teachers continue to face challenges such as excessive workloads, unclear career paths, a mismatch among their professional skills and the demands of new curriculum changes limited proficiency using instructional technologies, and uncertainty in their professional commitment (Gao, 2020). Distributed leadership helps to foster a long-term culture of success in schools by combining motivation with professional development. Motivated teachers are far more likely to stay with their institutions, which reduces turnover and ensures continuity. Simultaneously, professional development improves instructional quality by preparing instructors to better address students' evolving needs.

**Conceptual Framework**



**Figure .1** demonstrates the relationship between distributed leadership and educational outcome, quality education, improvement in teaching-learning practice, professional development teachers' motivation, and job satisfaction.

Distributed leadership can enhance student support and learning outcomes by boosting teacher morale, job satisfaction, and professional growth (Caldwell & Spinks, 2021). Distributed leadership can result in innovative teaching methods that raise student engagement and academic achievement by engaging teachers and other staff members in leadership roles (Nadeem, 2024).

Distributed leadership encourages teamwork and shared accountability for the quality of education. This strategy strengthens relationships between educators, learners, and the community at large and increases community involvement in educational projects (Shen et al., 2020).

According to Han et al. (2021), distributed leadership involves team members working together to achieve a common goal. This

leadership style focuses on cooperation and teamwork, leveraging shared influence with group members to achieve a common goal.

Liu et al. (2021) found a positive relationship between instructional and distributive leadership and teacher job satisfaction. Instructional leadership supports teacher leadership which as a result increases the teacher's job satisfaction and motivation.

According to Komariah et al., (2023), a distributed leadership style in school administration and management is exceptional as it fosters a climate appropriate to normal instructional activities. This is appropriate since these leaders take the initiative to involve staff in decision-making. Principals use coordination to delegate authority and empower personnel. The focus on collaboration in leadership, teacher autonomy, a common vision, and a dedication to student well-being have all contributed significantly to success. Increasing collaboration with stakeholders and enhancing communication with teachers and students. The idea behind distributed leadership is that multiple people in an

institution share responsibility and accountability for leadership duties by assigning those with the necessary skills or knowledge to those roles. As such, the head of the school needs to be a respectable instructional leader and an excellent communicator and collaborator (Felix. Diano, Jr., et al 2024).

### **Methodology**

Qualitative meta-analysis and conceptual approaches were used to draw scientifically valid conclusions. A critical literature analysis was conducted to collect data. A qualitative design was used for this research study. Which means to investigate relationships between distributed leadership and educational outcomes of students, teaching and learning practices, teacher motivation, job satisfaction, and professional development. A critical literature analysis was conducted to collect data. The inclusion criteria for literature collecting may consist of the following to guarantee the standard and applicability of the data: empirical research, meta-analyses, systematic reviews, and peer-reviewed academic publications. Research using mixed-methods, qualitative, or quantitative techniques. Incorporating research from various socioeconomic and geographic backgrounds to examine differences in the relationship. to incorporate current findings and trends from studies released in the last four to five years (e.g., 2019–2024).

### **Discussion**

The findings of the study indicate a positive relationship between distributed leadership style, student academic success, teaching-learning practices, teacher motivation, job satisfaction, and professional development. This suggests that administrators who adopt a distributed leadership style, distributing decision-making and duties to staff members and teachers, have a positive effect on teaching and learning practices and student outcomes.

The study's findings (Jawed, Rasheed, & Maryam, 2024) demonstrate the revolutionary impacts of distributed leadership in education, highlighting the role that teacher empowerment, shared decision-making, and teamwork play in promoting school progress. Structured leadership and

open lines of communication can help overcome obstacles, including unclear positions and communication gaps. Distributed leadership positively impacts teaching, student learning, and teacher development, underscoring its significance in enhancing academic achievement and nurturing the professional growth of educators. Schools should place a high priority on professional growth, training, and organized communication for the best results. Nadeem's (2024) study results show that distributed leadership replaces the traditional hierarchical approach in educational settings with a more dynamic, collaborative style. Schools can make use of the combined talents of their communities by implementing tactics that establish a common vision, define roles, empower members, and encourage continuous learning. Distributed leadership fosters a culture of shared ownership centered on educational achievement, improves decision-making, and stimulates creativity.

Amels et al. (2020) investigate how primary school teachers' perspectives on inquiry-based learning and distributed leadership affect their capacity to promote educational reform. The results show that teachers' motivation to participate in educational transformation initiatives, collegial relationships, and collaboration are all positively impacted by distributed leadership. According to Coban and Atasoy (Citation 2020), teacher cooperation, organizational innovation, and distributed leadership are all positively correlated. Since it empowers people, this viewpoint holds that teacher autonomy often viewed as individualism in the teaching profession is essential for encouraging teacher innovation. Professional collaboration in education, which is commonly perceived as collectivism in the classroom, is acknowledged as a crucial strategy for expanding teachers' networks and fostering group creativity, which is a focus in distributed leadership. Additionally, studies have demonstrated that the dispersed leadership of principals can affect teacher autonomy and collaboration, indicating that these elements may serve as mediators between teacher innovation and distributed leadership (Nguyen et al., 2021).

Motivation was found to mediate the connection between distributed leadership

with teacher job satisfaction. The findings supported current research on the relationship between distributed leadership and job satisfaction (Birhasani & Sulaiman, 2022; Naz & Rashid, 2021).

According to the study result (ElBaba, 2024) the change to distributed leadership within these international schools resulted in significant improvement in teaching performance. Standardized test results improved, as did student engagement and instructor satisfaction. These leadership styles produced collaborative and supportive environments, which were critical in delivering these results.

Magnate (2023) demonstrates that distributive leadership has a direct impact on teachers' organizational commitment, which in turn determines their organizational satisfaction. The findings show that distributive leadership, rather than instructional leadership, has a direct impact on teachers' organizational involvement and happiness. Similarly, the study identifies teacher organizational satisfaction as a key mediating component, but no data suggests that distributive leadership alone has a direct impact on teacher organizational commitment.

### **Conclusion**

The relationship between distributed leadership and learning outcomes demonstrates its transformational ability for modern educational systems. Distributed leadership enhances teaching and learning practices by encouraging cooperation and shared responsibility, resulting in an environment in which educators feel empowered to innovate and effectively address student needs. This leadership style has a direct impact on teacher motivation, job satisfaction, and professional growth, cultivating a staff that is both dedicated and capable of adjusting to changing educational needs. The literature emphasizes the importance of adopting a distributed leadership model to encourage teacher collaboration and open communication, as this approach can lead to better educational outcomes. The conclusion of the study indicates a positive relationship between distributed leadership style, student academic success, teaching-learning practices, teacher motivation, job satisfaction, and professional

development. This suggests that administrators who adopt a distributed leadership style, distributing decision-making and duties to staff members and teachers, have a positive effect on teaching and learning practices and student outcomes. Institutions/organizations may adopt distributed leadership for better educational outcomes. Adopting distributed leadership in education significantly improves motivation among teachers, professional development, and job satisfaction. By including teachers in decision-making and responsibility sharing, this leadership style fosters a collaborative environment that improves teaching methods. As a result, student outcomes improve, proving the long-term benefits of distributed leadership in developing a more effective, motivated, and sustainable educational system. Distributed leadership in educational institutions transforms the traditional top-down system into a more flexible and collaborative process. Ultimately, distributed leadership not only improves student academic achievement but also enriches school culture, making it more resilient and inclusive. Embracing this strategy is critical for educational institutions seeking to address the challenges of the twenty-first century, as it encourages a collaborative effort toward continual improvement and excellence.

### **Recommendations**

It is recommended that a distributed leadership model be adopted in educational institutions to encourage teacher collaboration and open communication, as this approach can lead to better educational outcomes.

It is recommended that educational leaders adopt a distributed leadership approach to enhance academic achievement and positive outcomes for students in educational settings. Administrators may adopt a distributed leadership style that involves teachers and staff members in responsibility-sharing and decision-making.

It is recommended to adopt this approach in educational organizations, this not only positively impacts teaching and learning practices, motivation, job satisfaction, and professional development but also enhances student outcomes.

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