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## The Power of Distributed Leadership: Empowering Educators for Success

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### ABSTRACT

Distributed leadership opens the door to meaningful leadership opportunities. Leaders play various formal and informal roles and all members work toward common goals in an interactive manner. This article explores the power of distributed leadership in helping educators succeed. The purpose of this study is. 1) Examine the current status of distributed leadership practices in educational institutions to understand faculty and student outcomes, 2) Analyze faculty perceptions of distributed leadership and its acceptance within the educational community, 3) Examine the impact of distributed leadership on faculty professional development. Impact and student outcomes in the education system. The study population included all 60 teachers in public and private secondary schools in Rawalpindi. The researchers selected five teachers from four schools and four teachers from each of the remaining ten schools, for a total of 60 teachers in 14 schools (7 public, 7 private). Sample size: The entire population is the sample for the study. Research instrument and data collection: A self-developed five-point Likert scale was used. The researcher personally visited all schools for data collection.

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Quantitative data were analyzed through descriptive techniques using SPSS. It was concluded that distributed leadership creates a positive work environment that supports inclusion in schools. Some aspects such as communication and coordination among employees still need to be improved. Based on the findings, it is recommended that by working proactively and implementing communication, professional development skills and collaboration in schools, leaders can create an environment where teachers and students feel motivated, engaged and empowered. **Keywords:** Distributed Leadership, Empower, Teachers, Educators.

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## INTRODUCTION

Distributed leadership is a revolutionary approach to school management that has become a powerful force in changing the educational landscape. Gone are the days of centralized decision-making. Instead, this model allows teachers to share responsibility and actively participate in shaping the future of their school (Nawaz et al., 2022).

Distributed leadership is a progressive and integrative approach to leadership in which decision-making and responsibility are distributed across an organization or a wide range of people within an organization. Rather than relying solely on a single leader or hierarchical structure, distributed leadership recognizes the experience and contributions of multiple stakeholders and allows them to take responsibility and play a key role in shaping the company's strategy (Schaubroeck et al., 2017).

In the distributed leadership model, leadership is not limited to institutions or those in government positions. This includes teachers, support staff, administrators and even students. Each member of the community is viewed as a potential leader who can make valuable contributions by creating a collaborative and cooperative environment, leveraging their collective intelligence to improve the organization (Millar et al., 2017).

Additionally, the researchers consider potential challenges and considerations for implementing this collaborative model, as well as real-world examples of successful implementations. In exploring the field of distributed leadership, researchers explore its potential to transform organizations and realize the full potential of employees. By sharing leadership responsibilities, encouraging collaboration, and encouraging personal growth, this transformation model paves the way for dynamic and inclusive learning communities (Jenning et al., 2022).

In this study, researchers examined the nature of distributed leadership and its significant impact on teacher careers and student outcomes. From creating a culture of trust and inclusion to encouraging learning practices and fostering ownership, distributed leadership sets the foundation for a successful learning environment. This is key to unlocking teachers' full potential so that they can develop and improve future learning experiences (Ahmad & Malik, 2018).

The power of distributed leadership in education is a topic that has received much attention in recent years. It is an approach to school leadership that distributes decision-making authority and responsibility to a broad base of teachers rather than

concentrating power in the hands of a single principal or administrative team. Teachers are accountable for their work and partake in the overall development of the school since power is decentralized in this model (Ali, 2021).

To create more awareness in the field, come up with more performance tests and eventually improve academic success and failure, schools must engage and involve teachers in steering through. The notion of distributed leadership has amazing potential to transform the face of education and make the practitioner successful. Over time, Pakistan's educational institutions have been trying out other models of leadership that are not based on hierarchical arrangements (Khan, 2020).

This kind of distributed leadership that reflects a corporate culture where collaboration, shared decision-making and integration take place would be appropriate. In Pakistan, there is a tradition of crowdsourcing as well as public participation. Through distributed leadership which allows all teacher levels right from teachers to administrators shape leadership for schools and institutions, there is an opportunity to tap into society wealth that lies in talent and experience. To discuss whether shared leadership can improve education in Pakistan by strengthening teacher professional development or constructing student-centered learning environments thus improving quality of education in the country (Malik, 2022).

### **Problem Statement**

The traditional hierarchical leadership model often leads to decision-making authority in the hands of a few administrators, which limits the opportunities for collaboration and shared responsibility among educators. Educators' complete potential may be hindered by this centralized system resulting in less empowerment, low job satisfaction and restricted professional growth. Therefore, there is a pressing need to explore and understand the viability of distributed leadership in Pakistani context with the aim of empowering educators, creating a culture of collaboration, and enhancing student outcomes. This research intended to investigate the effectiveness of distributed leadership can be effectively implemented and its potential on educational success in Pakistan. The purpose of present study as to highlight the power of distributed leadership: empowering educators for success. Objectives of the study were.

1. To examine the current state of distributed leadership practice in educational institutions to understand teachers and students' outcomes.
2. To analyze the perception of teachers towards distributed leadership and its acceptance within educational community.
3. To investigate the influence of distributed leadership in teachers' professional growth and students' outcomes in education system.

### **Research Questions**

1. What is the current state of distributed leadership practice in educational institutions to understand teachers and students' outcomes?
2. What is the perception of teachers towards distributed leadership and its acceptance within educational community?

3. What is the influence of distributed leadership in teachers' professional growth and students' outcomes in education system?

### **Study Contribution**

This study contributes significantly to education especially in Pakistan regarding distributed leadership issue that can empower teachers leading to improved achievement among students. The main contributions are as follows;

The study offers a deep insight to distributed leadership and its applicability in the unique cultural and organizational context of educational institutions in Pakistan. This aspect of the model has been neglected by many previous works published on this field. In order to enable educators, policy makers, and school administrators make informed decisions on whether or not to adopt the practice, this research has taken a balanced approach. The questions of teachers' willingness to embrace this new paradigm are answered by the current investigation. Understanding how teachers view distributed leadership is essential for its successful implementation and adoption. The study identified major factors and strategies necessary for effective implementation of distributed leadership within Pakistani organizations. These results can be used as practical advice to teachers or administrators who intend to shift towards more collective type of leadership style. The study investigates how distributed leadership affects teacher professional growth, job satisfaction, turnover as well as its potential impacts on student performance. Further, it examines its effects on student outcomes so that specific conclusions may be drawn from these evidence-based insights on the quality of education.

### **LITERATURE REVIEW**

The successful implementation of distributed leadership in Pakistani schools requires careful consideration of various factors and the adoption of effective strategies. Khan et al. (2020) emphasized the significance of fostering a culture of trust and collaboration among educators, as it creates a conducive environment for shared decision-making and distributed leadership practices. Additionally, Ahmad and Malik (2018) highlighted the importance of providing ongoing professional development opportunities for educators to build their leadership capacities and enhance their confidence in taking on leadership roles.

Siddiqui and Rahman (2019), investigated that schools implementing distributed leadership practices reported higher levels of teacher job satisfaction, improved instructional practices, and increased student engagement. Study conducted by Ali et al., (2021) demonstrated a positive correlation between distributed leadership and student academic achievement, indicating that a collaborative leadership approach can positively influence student outcomes.

To explore the concept of distributed leadership in the Pakistani educational context, Sadiq and Hussain (2020) delved into its applicability in private schools. Their study revealed that distributed leadership was seen as a viable approach to improve school effectiveness and foster a sense of collective ownership among educators. However, it also highlighted challenges related to administrative support

and the need for clear communication strategies during the implementation process.

Understanding educators' perceptions and attitudes towards distributed leadership is crucial for its successful adoption. Rashid and Ahmed (2019) conducted a study on teachers' perspectives in public schools, indicating a growing interest and willingness among educators to embrace distributed leadership. They found that factors such as autonomy, recognition, and opportunities for professional growth positively influenced educators' acceptance of this leadership model.

Ahmed et al., (2021) identified key elements essential for successful implementation, including a supportive organizational culture that values collaboration and innovation. Additionally, effective communication strategies were highlighted as essential to ensure clarity and transparency in decision-making processes. Moreover, the study emphasized the importance of offering tailored professional development programs to equip educators with the necessary skills and knowledge for distributed leadership.

A case study by Malik and Ahmed (2022) examined a successful implementation of distributed leadership in a Pakistani school. The study demonstrated that the adoption of distributed leadership practices resulted in improved teacher job satisfaction, increased teacher retention rates, and a positive impact on student academic performance.

Khan (2023) research revealed that educators involved in decision-making reported higher levels of job satisfaction, increased motivation, and enhanced professional development opportunities. Additionally, students in schools with distributed leadership demonstrated improved academic performance and greater engagement in their learning process.

Early research on distributed leadership by Ali (2021) highlighted how collective leadership practices in schools can positively influence teacher collaboration and student achievement. This study laid the foundation for further investigations into the benefits of empowering educators and promoting a distributed leadership approach.

In a study conducted by Harris et al. (2017), the authors explored the implementation of distributed leadership in primary schools in England. They found that schools with distributed leadership structures exhibited higher levels of teacher job satisfaction, professional development opportunities, and student engagement.

Recent research by Smith et al. (2021) examined distributed leadership practices in a diverse range of educational contexts globally. Their findings underscored the importance of trust, communication, and inclusivity in successful distributed leadership models, emphasizing how these factors contribute to teacher motivation and student success.

In the Pakistani context, a study by Ahmad and Khan (2019) delved into the perceptions of educators towards distributed leadership in public schools. The research revealed a growing interest among teachers in sharing leadership responsibilities, as it provided them with a sense of ownership and autonomy, positively impacting their job satisfaction and commitment to their schools.

Another recent study by Siddiqui and Mustafa (2022) explored the challenges faced during the implementation of distributed leadership in private schools in Pakistan. The research highlighted the need for supportive administrative structures, ongoing professional development, and clear communication to ensure the successful adoption of distributed leadership practices.

These recent studies collectively emphasize the transformative potential of distributed leadership in education, both globally and in the specific context of Pakistan. The findings underscore how shared decision-making, collaboration, and empowerment of educators can lead to improved teacher satisfaction, professional growth, and, ultimately, enhanced student outcomes. As the educational landscape continues to evolve, the exploration of distributed leadership remains a crucial area of research to drive positive changes and create more dynamic and successful learning environments.

## **METHODOLOGY OF THE STUDY**

The present study was based on quantitative research design. A cross-sectional survey was used to collect data from teachers in schools. Cross sectional study allows to collect data at specific point in time, provide current state of distributed leadership practices and its impact on teachers as well as on students.

### **Population and sample**

Target population of the study consist of all the 60 teachers form public and private secondary schools. The study was carried out with 2 groups of teachers from public and private secondary schools. The sample of the study was comprised total 60 teachers from 7 public and 7 private secondary schools from district Rawalpindi. Entire population was taken as sample of the study. From four schools, researcher pick 5 teachers, and the remaining ten schools had 4 teachers ach, totaling 60 teachers in all 14 schools (7 public,7 private). A self-developed five-point Likert scale was used to know the perception of teachers about distributed leadership. Questionnaire was developed according to objectives of the study.

### **Data collection method and analysis**

A questionnaire consisted of 22 items related to teachers' perception about distributed leadership, its impact of professional development and their experiences. Researcher distributed the questionnaire among respondents and request them to provide their response in specific time frame. The researcher personally visited all the schools for data collection. Data was collected through a self-structured 5-point Likert scale questionnaire distributed to teachers. The survey scale was designed to gather information related to the objectives of the study. The questionnaire was consisting of close ended questions to facilitate quantitative analysis. Quantitative data were analyzed through descriptive techniques such as mean score, percentage and standard deviation of each item. Collected data through questionnaire was tabulated and interpreted. Data were analyzed using SPSS.

## **DATA ANALYSIS AND INTERPRETATION**

This section deals with quantitative data collected through survey questionnaire

and analyzed through descriptive techniques such as mean score, percentage and standard deviation of each item. Likert scale responses ranges from strongly agree to strongly disagree respectively from 1-5.

**Table 1**

S.N.	Items	Mean score	S.D	Percentage					
				S.A	A	N	D	S.D	
Leadership Practices									
1	The current leadership practices positively influence teacher morale	1.79	1.195	56.7	28.3	1.7	6.7	6.7	
2	The leadership in school encourages professional development opportunities for teachers	1.68	1.066	50	38.3	6.7	1.7	3.3	
3	I am aware of the roles and responsibilities assigned me as part of the distributed leadership model in school	1.65	.954	60	23.3	10	1.7	5	1.3
4	The leadership effectively support students learning	2.00	1.293	58.3	26.7	8.3	5	1.7	

1. According to the results of leadership practice, item 1 stated as “The current leadership practices positively influence teacher morale” received 1.79 mean score and standard deviation was 1.195 with 56.7% higher level of agreement of teachers.
2. Table item 2 stated as “The leadership in school encourages professional development opportunities for teachers” received 1.68 mean score and was 1.066 standard deviation with 50% with moderate level of agreement of teachers.
3. Table item 3 stated as “Aware of the roles and responsibilities assigned me as part of the distributed leadership model in school” received 1.65 mean score and was .954 standard deviation with 60% higher level of agreement of teachers.
4. Table item 4 stated as “The leadership effectively support students learning” received 2.00 mean score and was 1.293 standard deviation with 58% higher level of agreement of teachers.

The highest mean score statement was “The leadership effectively support students learning” was strongly agreed by respondents with 58% response rate, while the mean score was 2.00 and standard deviation was 1.293. While, the lowest table value of the statement “Aware of the roles and responsibilities assigned me as part of the distributed leadership model in school” with 60% response rate while 1.65 mean score and .954 standard deviation. The findings showed that while teachers generally had favorable perceptions of distributed leadership practices,

several areas still require development. The feedback of teachers helps to identify strength and weakness in performance of distributed leadership and create a positive environment.

**Table 2**

S.N.	Items	Mean score	S.D	Percentage				
				S.A	A	N	D	S.D
Concept of distributed leadership								
1	The concept of distributed leadership is clear for me	1.63	.956	58.3	28	9.3	1.7	3.3
2	The concept of distributed leadership is communicated and practices in my school	1.73	.778	45	38	15	1.7	2.3
3	Distributed leadership allow for better collaboration and decision making between teachers and school leaders	1.77	.871	46.7	35	13	5	3.3
4	In my school, distributed leadership encourage and promote at all levels	2.10	1.160	40	28.3	16.7	11.7	3.3

According to results of table 2 about concept of distributed leadership, item 1 stated as “The concept of distributed leadership is clear for me” received 1.63 mean score value and standard deviation was .956 with 58.3% higher level of agreement of teachers.

1. Table item 2 stated as “The concept of distributed leadership is communicated and practices in my school” received 1.73 mean score and was .778 standard deviation with 45% with moderate level of agreement of teachers.
2. Table item 3 stated as “Distributed leadership allow for better collaboration and decision making between teachers and school leaders” received 1.77 mean score and was .871 standard deviation with 46.7% higher level of agreement of teachers.
3. Table item 4 stated as “Distributed leadership encourage and promote at all levels” received 2.10 mean score and was 1.160 standard deviation with 40% higher level of agreement of teachers.

The highest mean score statement was “Distributed leadership encourage and promote at all levels” was strongly agreed by respondents with 40% response rate, while the mean score was 2.10 and standard deviation was 1.160. Although, the lowest table value of the statement “The concept of distributed leadership is clear for me” with 58.3% response rate while 1.65 mean score and .956 standard deviation. The results show that they represent teachers' perceptions of distributed leadership in schools. Most teachers find the concept of distributed leadership clear and understandable. However, effective communication and implementation of

distributed leadership in schools needs improvement. Distributed leadership not motivated at all levels of school, so School leaders may focus on improving communication strategies and implementing distributed leadership.

**Table 3**

S.N.	Items	Mean score	S.D	Percentage				
				S.A	A	N	D	S.D
Perception toward distributed leadership								
1	I believe that distributed leadership positively impact teachers' collaboration and decision making	2.18	1.081	30	38	18.3	10	3.3
2	I believe that distribute leadership lead to improve teacher satisfaction and engagement	1.95	1.066	31.7	36.7	10	8.3	3.3
3	I feel motivated and empowered due to presence of distributed leadership	2.22	1.136	41.7	33.3	21.7	8.3	5
4	The acceptance of distributed leadership in my educational community is widespread between teachers	2.10	1.037	33.3	38.3	13.3	15	3

1. According to the results of perception towards distributed leadership, item 1 stated as “Distributed leadership positively impact teachers’ collaboration and decision making” received 2.18 mean score and standard deviation was 1.081 with 38% higher level of agreement of teachers.
2. Table item 2 stated as “Distribute leadership lead to improve teacher satisfaction and engagement” received 1.95 mean score and was 1.066 standard deviation with 31.7% with moderate level of agreement of teachers.
3. Table item 3 stated as “Teachers feel motivated and empowered due to presence of distributed leadership” received 2.22 mean score and was 1.136 standard deviation with 41% higher level of agreement of teachers.
4. Table item 4 stated as “The leadership effectively support students learning” received 2.10 mean score and was 1.037 standard deviation with 38.3% higher level of agreement of teachers.

The highest mean score statement was “Teachers feel motivated and empowered due to presence of distributed leadership” was strongly agreed by respondents with 41% response rate, while the mean score was 2.22 and standard deviation was 1.136. Though, the lowest table value of the statement “Distribute leadership lead to improve teacher satisfaction and engagement” with 60% response rate while 1.95 mean score and 1.066 standard deviation. The findings showed that

teachers are motivated by distributed leadership which led to job satisfaction and engagement. Distributed leadership, positively perceived by teachers to increase students learning. Furthermore, administration may develop leadership, approach and develop supportive environment for teachers and students.

**Table 4**

S.N.	Items	Mean score	S.D	Percentage				
				S.A	A	N	D	S.D
Teachers' professional development								
1	Distributed leadership has provided me opportunities for professional development and growth	2.02	1.232	36	40	13	5	5
2	I received constructive feedback and support from various leaders in school as part of distributed leadership model	2.42	1.266	35.7	23.3	18	15	6.7
3	Distributed leadership enhance overall effectiveness of teaching and learning in school	2.13	1.171	36.7	31.7	20	5	6.7
4	I observed improvement in students learning and outcomes due to distributed leadership	2.07	1.163	41.7	28.3	15	11.7	3.3
5	I am encouraged to take leadership roles and responsibilities within distributed leadership structure	1.98	.873	31	45	16	6.7	4

1. According to the results of professional development, item 1 stated as "Distributed leadership has provided me opportunities for professional development and growth" received 2.02 mean score and standard deviation was 1.232 with 40% higher level of agreement of teachers.
2. Table item 2 stated as "Teacher received constructive feedback and support from various leaders in school as part of distributed leadership model" received 2.42 mean score and was 1.266 standard deviation with 35.7% with moderate level of agreement of teachers.
3. Table item 3 stated as "Distributed leadership enhance overall effectiveness of teaching and learning in school" received 2.13 mean score and was 1.171 standard deviation with 36.7% higher level of agreement of teachers.
4. Table item 4 stated as "Teacher observed improvement in students learning and outcomes due to distributed leadership" received 2.07 mean score and was 1.163 standard deviation with 41.7% higher level of agreement of teachers.
5. Table item 5 stated as "Teacher encouraged to take leadership roles and

responsibilities within distributed leadership structure” received 1.98 mean score and was .873 standard deviation with 45% higher level of agreement of teachers.

The highest mean score statement was “Teacher received constructive feedback and support from various leaders in school as part of distributed leadership model” was strongly agreed by respondents with 35.7% response rate, while the mean score was 2.42 and standard deviation was 1.266. While, the lowest table value of the statement “Teacher encouraged to take leadership roles and responsibilities within distributed leadership structure” with 45% response rate while 1.98 mean score and .873 standard deviation. The results revealed teachers' perceptions of professional development gave insight into satisfaction and the impact of distributed leadership on professional development and student achievement. School management can improve the direction of improvement and development of the educational process.

**Table 5**

S.N.	Items	Mean score	S.D	Percentage				
				S.A	A	N	D	S.D
Implementing distributed leadership								
1	Implementing distributed leadership has the potential to foster teacher’s empowerment	2.08	1.124	28.3	46.7	6.7	18.3	4
2	Implementing distributed leadership has the potential to foster supportive and inclusive work environment for teachers	2.58	1.522	33.3	26.7	5	18.3	16.7
3	Main challenge of distributed leadership is the need for coordination and communication among staff members	2.30	1.394	33	41	11.7	10	3.3
4	I believe that in the long run, distributed leadership lead better teacher empowerment and job satisfaction	2.40	1.224	23.3	45	6.7	18.3	6.7
5	School leadership actively address concerns related to implementation of distributed leadership	2.88	1.403	40	10	5	31	13.3

1. According to the results of implementing distributed leadership, item 1 stated as “Implementing distributed leadership has the potential to foster teacher’s empowerment” received 2.08 mean score and standard deviation was 1.124 with 46.7% higher level of agreement of teachers.

2. Table item 2 stated as “Implementing distributed leadership has the potential to foster supportive and inclusive work environment for teachers” received 2.58 mean score and standard deviation was 1.522 with 33.3% higher level of agreement of teachers.
3. Table item 3 stated as “Main challenge of distributed leadership is the need for coordination and communication among staff members” received 2.30 mean score and was 1.394 standard deviation with 41% higher level of agreement of teachers.
4. Table item 4 stated as “Teacher believes that in the long run, distributed leadership lead better teacher empowerment and job satisfaction” received 2.40 mean score and was 1.224 standard deviation with 45% higher level of agreement of teachers.
5. Table item 5 stated as “School leadership actively address concerns related to implementation of distributed leadership” received 2.88 mean score and was 1.403 standard deviation with 40% higher level of agreement of teachers.

The highest mean score statement was “School leadership actively address concerns related to implementation of distributed leadership” was strongly agreed by respondents with 40% response rate, while the mean score was 2.88 and standard deviation was 1.403. While, the lowest table value of the statement “Implementing distributed leadership has the potential to foster teacher’s empowerment” with 46.7% response rate while 2.08 mean score and 1.124 standard deviation. The results showed the teachers' perspective on the implementation of distributed leadership. The survey identified a need for support, coordination and communication. School administration can work to address the challenges and benefits of distributed leadership. Bureaucracy can also create a better community of teachers to improve school performance.

## **CONCLUSION, FINDINGS AND RECOMMENDATIONS**

### **Conclusion**

According to the findings, it was possible to conclude that the teacher’s perception of the distributed leadership confirms its importance as an educational philosophy aimed at promoting innovation. Distributed leadership also shows that it is a strong predictor of positive morale amongst teachers and outstanding incentives to professional development. It is worth noting that this is a current initiative which continuously invest in building up teachers’ competencies so as to involve them in school related activities and update their instructional practices. In all schools where leaders are policy makers, the job satisfaction and commitment levels of teachers will be high since they always remain responsible for implementing every decision made by these leaders. Furthermore, distributed leadership does create an enabling work environment that promotes social inclusion in the school setting. There are some areas for improvement regarding communication and coordination among staff members.

Distributed leadership also supports self-concept towards leader identity

empowerment. A good teacher creates a productive, positive learning environment. Additionally, there are teachers who understand distributed leadership very clearly as a concept. They think that decision making process and empowerment are crucial elements of distributed leadership which enhance job satisfaction and motivation.

The survey shed the light on implementing distributed leadership model, and considerable number of teachers respond clearly related to this approach. Efforts made to explain leadership roles and responsibilities effectively which shows teachers awareness. Which led sense of commitment among teachers.

It is concluded that by actively working and incorporating communication, professional development and collaboration skills in the school, leaders can create an environment where teachers and students feel motivated, engaged and empowered.

### **Findings**

Findings of the study indicated that;

- 1) Finding of objective 1 of table 1 indicates the highest average mean score statement was “The leadership effectively support students learning”. It received the mean score an average 2.00, indicating that teachers expressing agreement that leadership support students learning. This was supported by 58% response rate of those who strongly agreed with the statement.
- The lowest average score item table value of the statement “Aware of the roles and responsibilities assigned me as part of the distributed leadership model in school”. It scored mean score an average 1.65, which indicates slightly less agreement. This was reflected in response rate of 60% of those who agreed upon statement.
- 2) Findings of objective 2 table 2, indicates the highest average mean score statement was “Distributed leadership encourage and promote at all levels. It received the mean score an average 2.10 was strongly agreed by respondents indicating that distributed leadership promoted and encouraged at all levels. This was supported by 40% response rate of those who strongly agreed with the statement.
- While, the lowest table value of the statement “The concept of distributed leadership is clear for me”. It received mean score 1.65 with 58.3% response rate representing that role of distributed leadership is defined and clear to teachers.
- 3) Findings of objective 3 table 3, indicates the highest average mean score statement was the highest mean score statement was “Teachers feel motivated and empowered due to presence of distributed leadership”. It received the mean score an average 2.22 was strongly agreed by respondents indicating that distributed leadership empower and motivate teachers to complete their duties. This was supported by 41% response rate of those who strongly agreed with the statement.
- The lowest table value of the statement “Distribute leadership lead to improve teacher satisfaction and engagement”. It received mean score 1.95 with 60% response rate representing that distributed leadership improve job satisfaction and engagement of teachers in school activities.

- 4) According to the finding of objective 4 table 4 The highest average mean score statement was “Teacher received constructive feedback and support from various leaders in school as part of distributed leadership model”. It received the mean score an average 2.42 was strongly agreed by respondents indicating that constructive feedback support leaders in school. This was supported by 35.7% response rate of those who strongly agreed with the statement.
- The lowest table value of the statement “Teacher encouraged to take leadership roles and responsibilities within distributed leadership structure”. It received mean score 1.98 with 45% response rate representing that received constructive feedback support leaders in school as part of distributed leadership model.
- 5) According to the finding of objective 5 table 5 The highest average mean score statement was “School leadership actively address concerns related to implementation of distributed leadership”. It received the mean score an average 2.88 was strongly agreed by respondents indicating that school leadership concerns in implementing distributed leadership in school. This was supported by 40% response rate of those who strongly agreed with the statement.
- The lowest table value of the statement “Implementing distributed leadership has the potential to foster teacher’s empowerment”. It received mean score 2.08 with 46.7% response rate representing that distributed leadership foster teacher empowerment.

### **Recommendations**

1. Findings of the first objective shows that while teachers generally had favorable perceptions of distributed leadership practices, several areas still require development. The feedback of teachers helps to identify strength and weakness in performance of distributed leadership and create a positive environment.
2. Findings of the second objective shows that teachers' perceptions of distributed leadership in schools. Most teachers find the concept of distributed leadership clear and understandable. However, effective communication and implementation of distributed leadership in schools needs improvement. Distributed leadership not motivated at all levels of school, so School leaders may focus on improving communication strategies and implementing distributed leadership.
3. Findings of the third objective shows that teachers are motivated by distributed leadership which led to job satisfaction and engagement. Distributed leadership, positively perceived by teachers to increase students learning. Furthermore, administration may develop leadership, approach and develop supportive environment for teachers and students.
4. Findings of the fourth objective shows that teachers' perceptions of professional development gave insight into satisfaction and the impact of distributed leadership on professional development and student achievement. School management can improve the direction of improvement and development of the

educational process.

5. Findings of the fifth objective showed that teachers' perspective on the implementation of distributed leadership. The survey identified a need for support, coordination and communication. School administration can work to address the challenges and benefits of distributed leadership. Administration can also create a better community of teachers to improve school performance.
6. Generally, teacher may foster upon communication between leaders and staff to ensure collaboratively toward goals.
7. It is recommended that; school management should provide an inclusive and supportive working environment to encourage diverse views and implement policies and practices for promotion of diversity in the school.
8. Leaders and teacher may provide training for personality building on distributed leadership practices. Equip them with skills and knowledge and evaluate the effectiveness to identify areas to implement and implement necessary changes.

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