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### EFFECT OF DISTRIBUTED LEADERSHIP PRACTICES ON TEACHER PERFORMANCE: COMPARING THE DIFFERENCE IN TEACHER'S PERFORMANCE ON THE BASIS OF DEMOGRAPHIC CHARACTERISTICS

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#### ABSTRACT

This quantitative research work was conducted on the topic effect of distributed leadership practices on teacher performance in terms of their demographic characteristics. 535 (288 male and 247 female) teachers of sample were selected. The data were collected using two research instruments: (a) The Distributed Leadership Inventory (DLI) for the measurement of distributed leadership practices (b) Teacher Performance Questionnaire (TPQ). Data were collected through questionnaires. The results indicated that there is a statistically significant difference between participants' responses on the base of experiences i.e., male and female about effect of distributed leadership practices on teacher performance at secondary level and there is insignificant difference between participants responses on the base of academic and professional qualification i.e. male and female teachers about the effect of distributed leadership practices on teacher performance at secondary level. The effective leadership by school leader is a key element in improving the performance of teacher.

#### INTRODUCTION

School is the institution that gives us the knowledge about different topics but also helps us to become a better human being. School should help support the morals of the society. It gives a chance for them to acquire knowledge on various fields of education. A head teacher is the most senior teacher and leader of a school responsible for the education of all pupils, management of staff, and

for school policy making. Head teachers are ultimately responsible for the smooth running of a school, the academic achievement of its pupils and the management of its staff. Head teachers lead, motivate and manage staff by delegating responsibilities, setting expectations and targets and evaluating staff performance.

### *Distributed Leadership*

Distributed leadership focuses on partnership, mutual determination, accountability and acknowledgment of leadership regardless of role or situation within an institute. Distributed leadership structure of belief, the formation of a learning culture and the distribution and distribution of material (Boorum, 2009).

In a school setting, distributed leadership focuses upon the collegial sharing of knowledge, practice and reflection. Frequently exchanged with shared leadership and collaborative leadership, distributed leadership is unique in its form in the implementation of leadership function beyond the role of formal leadership (Bolden, Petrov, & Gosling, 2009).

Distributed leadership is more than the actions of leaders and followers; it is their interaction (Spillane & Diamond, 2007). It is constructed on the condition for leadership and above not the position of a forerunner (Coleman, 2011) with leaders at all levels of the institute. The caution, however, is that not everyone "simultaneously leads" (Harris, 2009). Accordingly, and in divergence with transformational leadership, disseminated leadership is a post-heroic replacement to leadership and organizational formation. The interpersonal "collectivist and non-authoritarian nature" resists the concept of heroic guidance (Crevani, 2010). Distributed leadership is an "emergent network" of interactions in "concrete action" (Woods 2004), over organizational frontiers, grounded in "trust rather than regulation", where leadership be situated placed in "knowledge, not position" (Harris, 2004) leadership emerges from within the organization through skill and collaborative efficacy (Robinson, 2001) enlarges formal leadership acts engaged with board task in approval of informal leadership comparative to organized transformation.

With the implementation of distributed leadership corporations develop into a "social process" with a "Collective and systematic understanding" (Bolden et al., 2009). This social process presented in the systems and interactions of members directly affects organizational improvement capacity thus distributed leadership encourages participants leadership founded in learned expertise.

For distributed leadership originate to be an integrated and triumphant point of the institute, there must be "convenient" action by the established leader to influence the formal and informal setups of the institute. This needs the following organizational element:

1. A culture belief
2. Shared perception
3. Clear composition

Distributed leadership also performs a pragmatic reaction to societal pressure (Mascall, et al., 2011). The structures of distributed leadership are possible on individual actions, participations, formal structures, and cultural stresses both within and without the organization.

### *Distributed Leadership Practice*

It is a series of leadership practices that incorporate numerous foundations of leadership and course in an institute toward take advantage of members' mutual abilities, uses the collaborative network of school actors' experiences. (Gronn, 2002).

### *History of Distributed Leadership*

Gibbs, the first person to use the term distributed leadership in 1951 in his book 'Dynamics of Participatory Groups', writes in this book, "There is full focus on the of Participatory Groups", writes in this book, "There is full focus on the development and expansion of all of the assembly participants. There is no one leader, it leads to leadership. The phrase was adopted under the teacher leadership jargon reappeared in the literature, which allowed the members to assign duties to different teams within the institution when conducting tasks against customary principles and tradition. It involves the leadership group working on a common mission that directs and can be viewed as an asset for greater systematic change (Yukl, 2002). A distributed view of guidance takes into account the accomplishments of various teams of personalities who straight the school towards the procedure of change (Diamond, 2001).

Distributed leadership is a leadership model in which leadership acts should not be dominated by one person, but should be spread with in an Organization or group, to several individuals. Distributed leadership is a phrase that is used in relation to the team and not individuals. Distributed leadership, defined as a comprehensive system which is created by many components that interrelated in an organization by Spillane, Halverson, and Diamond (2001), is well-defined as the distribution of leadership in educational institutional instead of a ones taking the responsibility for leadership. So, roles and responsibilities in an institute are mutual, and decision making becomes collective. Distributed leadership is not ones being lead and it belong with all the members.

Distributed leadership has characteristics of participatory leadership and involves all the school members in leadership functions and decision making through the identification of the school 'cooperation of the leadership team, leadership support, leadership supervision and strategies to achieve these goals (Hulpia & Devos, 2009). The educational institutions structure has become complex previously, thus it is impossible to one person to deal with all the matters and by himself/herself in such a complex institutional structure. Consequently, perception of one leader has been keep away in schools. Instead, perception of distributed leadership in which roles and duties are collectively shared to gained outputs.

### *Teachers' performance*

Teachers are the mainstay of educational movement. The attainment and disappointment of educational accomplishments highly depends on their performance or presentation. Their performance or presentation is straight connected to procedure and product of education. Therefore, the performance of teachers is categorical for the enhancement of teaching. According to Okunola (1990) as cited in Okoji (2015) performance may be defined as "an act of undertaking or achieving a given assignment". It could also be defined as the capability to associate competently the right behaviour towards the attainment of executive goals and objectives (Olaniyan, 1999).

Teachers' employment performance can be defined as "the responsibilities completed by a teacher at a specific dated in the school system in attaining organizational objectives. Okeniyi (1995) says that it could be defined as "The capability of instructors to associate appropriate ideas for the development of teaching and learning procedures". Peretemode (1996) adds that job performance is determined by the employee's level of contribution in the day to day successively of institute. There are some aspects which contribute to teacher's performance. Some of such aspects are as below;

- (i) Satisfying the students through his coaching style and superiority,
- (ii) Separately from teaching, presentation of other projects as allocated by the headteacher and the department.
- (iii) Managing of class discipline, students' inspiration and development of their attainment.
- (iv) Presentation of his responsibilities in a systematic way, and
- (iv) Collaboration with students, blood relation, colleagues and high representatives.

From educational point of view, assessment is a procedure that characterizes a school system. Naugle (2000) puts advancing that the objective of such assessment is the purpose of the attendance and extent of learning among students, for which teachers are held answerable. Describing the requirement and use of assessment of trainers' job presentation, Murphy and Williams quotes from Arvey (1998) that performance competition is understated subject. It is mostly use to;

- (i) Meet the elementary needs of any institute or organization
  - (ii) Develop the work force and offer certain organizational tasks,
  - (iii) Recognize the strong point and weak point of individual employees, and
  - (iv) Develop and calculate human resources scheme, and
- (iv) Harder (1982) adds that performance calculation is also used to remuneration past presentation and explain augmentations According to Nhundu (1999), teachers performance is evaluates for observing and assessment purposes. However, in education segment there is great uneasiness for the materials like who should be calculated. Debating the purpose of evaluating teachers 'performance, Tan (1998) identifies the following purposes;

- (v) Teachers' performance is piloted for making judgments for permanency or elevation of teachers,
- (vi) Gathering of material about the strong point and weaknesses of teachers, so that to develop their capability and the conditions of institute.
- (vii) Through gathering of information, one can find out a clear representation of the situation of schooling,
- (viii) Finally, it determines the morals of an organization to meet forthcoming challenges.

### **LITERATURE RELATED TO PAKISTAN**

In a study by Tatlah & Iqbal (2012) on "Leadership elegances and school efficiency: empirical indication from secondary level" reinforced that the aspects of the school efficiency are dependent on convinced leadership panaches of the heads as per the kind and sexual category of the institutions (public and private sector). The study aimed at the theory of leadership to examine the relation between the institutes' leaders' style of principal towards schools' learning conclusions. The study was correlational and two survey questionnaires were used for the gathering of information.

The study reported the impact of different demographic variables on distributed leadership practices and styles of heads. It was revealed that gender, locale, type of school i.e. public and private do affect the leadership styles of heads. Abdullah (2015) published research related to teacher leadership and classroom management intending to explore the relationship between the two mentioned variables. Under teacher leadership experience there were six dimensions, including generating momentum in the classroom, assembly capability, acquiring environment, widening vision, meeting and mitigating problem, and finding and charting change. This thesis used a quantitative approach survey design to collect data using a questionnaire as an analysis tool. The results showed that the tasks of teacher leadership and classroom management were very commonly practiced.

The dedication of teachers to school rises when it comes to decision-making and administrative relations resulting in better results in classes, enhancing the management of their classroom, and ultimately, the success of high school students is the aim of any organization. The present study pinpointed on the analysis of teachers' job performance at secondary school level in the District Okara.

### ***Rationale of the Study***

The study outcomes help participants consider the effect of distributed leadership in schools, among teachers and students, through establishing unrestricted policy and financial resources to enable the creation of a modern model of leadership. In short, the study outcomes support potential policy and practical implications with respect to the impact of dispersed leadership activities on teaching space running. Heads of schools looking to change the success of student focus on improving the atmosphere of the school by emerging the right connections between themselves, their teachers, students, and parents. Measuring the school environment and using these measures to focus on the

learning goals of the school is essential for the process of improving the academic performance of the school.

### ***Statement of the Problem***

This study was aimed to investigate the “effect of distributed leadership practices on teacher performance at secondary level”.

### ***Objectives of the Study***

The objectives are also important to complete the research. Objective of the study were as follows:

1. To compare the difference in teacher's performance on the basis of demographic characteristics i.e., Academic qualification, professional qualification, services experiences, gender and geographical differences at secondary school level.

### **RESEARCH QUESTIONS**

The following research questions provided lead towards the accomplishment of the objectives of the study.

- 1 Do demographic variables of teachers effect the performance of teachers at secondary school level?

### **SIGNIFICANCE OF THE STUDY**

The aim of this study to investigate the effect of distributed leadership practices on teacher performance at secondary level therefore this study may be very significant in the field of education specially and for the bright future of students generally. The underneath research study investigated the effect of heads' distributed leadership practices on apparently school culture which includes overall school environment, classroom organization and management; and academic performance, but the focus was on teacher performance.

This empowerment of teachers enhances their morale, motivate them, increase their job satisfaction, and sense of responsibility. Resultantly, their commitment to the school's effectiveness and improved functioning rises. Distributed leadership has the advantage to increase initiative, creative and spontaneity and therefore ones have the authority to control events, however, the always justify and accountable through risks and rewards to his teammates. The study is helpful for the educational leaders, managers and educational policy makers. This study may also help for students. The on-going study will present a wide-ranging data on educator's' like job performance and which shall prove and enhance their job performance.

### ***Delimitations of the Study***

The study was delimited only to:

1. The District Okara
2. Public schools
3. Opinion of the teacher

## **RESEARCH METHODOLOGY**

Following procedure was adopted to achieve the objectives of the study.

### ***Nature of the Research***

The aim of descriptive research was to investigate the effect of distributed leadership practices on teacher performance at secondary school level. A quantitative method research was used.

### ***Research Design***

Survey research design is used to investigate the existing phenomenon. Questionnaire on five point Likert's scale was used as a research tool for the collection of data. The quantitative method was used for data collection because it is viewed as an effective method to gather large data to address comprehensive issues in a specified period of time.

### ***Population***

All the educators teaching at secondary level in public sectors schools of selected universe of present study. There were about 2716 male educators and about 2144 female.

### ***Sample of the Study***

Systematic Random sampling method was used for the selection of 535 teachers as a sample. Sample size was selected from the tehsils of district Okara by using random sampling technique from male, female, urban and rural secondary schools.

### ***Development of Research Tool***

Questionnaire based on Likert scale having with five points which is used as research tool. Researcher herself developed research tool.

### ***Validation of Research Tool***

In order to ensure the validity of research tool researcher gets expert opinion and conduct pilot study (Raof et al., 2021; Abdulmuhsin et al., 2021; Basheer et al., 2021).

### ***Reliability of Tool***

To ensure research tool reliability researcher used Chronbach Alpha Test (Yan et al., 2020; Nuseir et al., 2020; Asada et al., 2020).

### ***Data Collection***

Researcher herself collects the data from selected respondents of public sectors schools by extensive visits of the schools. Due to COVID 19 the most of the data was collected through Google form, email, or other social media resources.

**Data Analysis Techniques**

Statistical package for Social Science (SPSS) program is used for data analysis.

**RESULTS**

This section reveals the analysis of data to find the difference between the opinion of Teachers about the Effect of Distributed Leadership Practices on Teacher Performance at Secondary School with visual impairment on the base of demographics i.e. gender, qualification, and locality. Independent sample t-test and one-way ANOVA were used to analyze the data

**OBJECTIVE**

To compare the difference in teacher's performance on the basis of demographic characteristics i.e. Academic qualification, professional qualification, services experiences, gender and geographical differences at secondary school level.

**RESEARCH QUESTION**

Do demographical variables of teachers effect the performance of teacher at secondary level?

***Gender wise difference in teacher's performance on the basis of settlement (male/female)***

**Table 1:** Gender differences

Gender	N	Mean	St.Deviation	Df	t	Sig.
Male	288	2.25	1.258	533	4.099	.689
Female	247	1.81	1.241	522.696	4.104	

Table 1 demonstrates the difference between participants' perception regarding opinion of teachers about the effect of distributed leadership practices on teacher performance at secondary level with visual impairment. The calculated sig. value (0.689) is greater than tabulated significance level (0.05). The sig. value shows there is statistical not significant difference between participants 'experience.

**Table 2: Gender Wises difference in Teaching Experience**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.251	1	26.251	16.804	.000
Within Groups	832.672	533	1.562		
Total	858.923	534			



Table 2 demonstrates the difference between participants' perception regarding opinion of teachers about the effect of distributed leadership practices on teacher performance at secondary level with visual impairment. The calculated sig. value (0.00) is less than tabulated significance level (0.05). The sig. value shows there is statistical significant difference between participants' opinions based on different age groups. F value (16.084) also supports the claim.

**Table 3**  
Gender Wise Difference in Academic Qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.604	1	.604	1.045	.307
Within Groups	308.360	533	.579		
Total	308.964	534			

Table 3 shows the difference between participants' opinion of teachers about the effect of distributed leadership practices on teacher performance at secondary level. Calculated significance value is 0.307 which is greater than 0.05 indicates that there is statistically no significant difference between participants' opinion on the basis of their professional qualification. F value (1.045) also supports the claim.

**Table 4:** Gender Wise Difference in Professional Qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.829	1	.829	2.417	.121
Within Groups	182.842	533	.343		
Total	183.671	534			

Table 4 shows the difference between participants' opinion of teachers about the effect of distributed leadership practices on teacher performance at secondary level. Calculated significance value is 0.121 which is greater than 0.05 indicates that there is statistically no significant difference between participants' opinion on the basis of their professional qualification. F value (2.417) also supports the claim.

***Area wise difference in teacher's performance on the basis of settlement (urban/rural)***

The on-going study also tried to yielding answers regarding teachers' performances on the basis of their localities that have magnificent impact on teacher's performance as quality teaching and student learning. Independent t-test used to differentiate the respondent's perception according to their settlement

of urban and rural that shows in table 4.51

**Table 5: Locality Difference**

Locality	N	Mean	St.Deviation	Df	t	Sig.
Urban	220	2.06	1.326	533	.286	
						.074
Rural	315	2.03	1.228	477.900	.282	

Table 5 demonstrates the difference between participants' perception regarding opinion of teachers about the effect of distributed leadership practices on teacher performance at secondary level with visual impairment. The calculated sig. value (0.74) is greater than tabulated significance level (0.05). The sig. value shows there is statistical not significant difference between participants' opinions based on different areas.

### FINDINGS

1. The calculated sig. value (0.00) is less than tabulated significance level (0.05). The sig. value shows there is statistical significant difference between participants' opinions based on different age groups. F value (16.804) also supports the claim.
2. Calculated significance value is 0.307 which is greater than 0.05 indicates that there is statistically no significant difference between participants' opinion on the base of their professional qualification. F value (1.045) also supports the claim.
3. Calculated significance value is 0.121 which is greater than 0.05 indicates that there is statistically no significant difference between participants' opinion on the base of their professional qualification. F value (2.417) also supports the claim.

### DISCUSSION

The current research was descriptive in nature and the survey method was used to collect the data. It dealt with the data quantitative in nature. The scope of the present research was confined to the all-secondary school at district Okara. Result of the present research showed that the occurrence of heads in the dimensions of distributed leadership was not distinguished by gender and locale. Both urban and rural, men and women are similarly linked with the aspects of dispersed leadership with in educational institutions.

The results are compatible with studies undertaken by Vlachadi and Ferla (2013) observed that both men and women were fairly dedicated to the aspects of distributed leadership. In the same way Tashi,s(2013) findings indicate that both genders in their respective schools feel the same way regarding the distributed leadership. Research conducted by Quin (2014) reveals that the highest academic degrees, did not affect leadership style. There was no substantial variation between the level of educational standard and leadership style of the principals.

School heads reflected those practices about norms, values, and beliefs are exercised in their institutions that support them to nurture dynamic school culture. Heads of school acknowledged there is a strong degree of shared interest for principals and students. Principals accept the Current study was conducted to find out the effect of distributed leadership practices on teacher performance at secondary school level. The study indicates that positive perceptions of school leadership practices. Different studies indicate the great link between school leadership practices and teacher performance. Overall findings and results of this study revealed that teachers of district Okara perceived effect of distributed leadership practices on teacher performance at secondary level as more positive than negative. All these researchers claimed that the effect of distributed leadership practices on teacher performance have positive impact on the students in learning process. Findings and results of this study proved that distributed leadership and teachers performance plays vital role in overall development of students in the school and it enhance their learning capacity, learn teamwork, discipline, and mutual respect, interest of learning, creativity and confidence.

Moreover, there is statistical significant difference between participants' responses on the base of experiences i.e. male and female about effect of distributed leadership practices on teacher performance at secondary level and there is insignificant difference between participants responses on the base of academic and professional qualification i.e. male and female teachers about the effect of distributed leadership practices on teacher performance at secondary level.

## **CONCLUSIONS**

It may be concluded on the base of findings and discussion that in general, effect of distributed leadership practices on teacher performance at secondary level as more positive than negative. Cooperation of the leadership, leadership supervision, leadership support and participative decision making has considerable impact on the student achievement and enhance their learning capacity. Effective distributed leadership and good performance of teacher develop the confidence, socialization, organization skill, cognition level, positive behaviour and motivation, and learning abilities in the students. Moreover, there is statistical insignificant difference between participants' responses on the base of gender i.e. male and female about effect of distributed leadership practices on teacher performance at secondary level and there is significant difference between urban and rural teachers the effect of distributed leadership practices on teacher performance at secondary level.

## **RECOMMENDATIONS**

1. Based on the findings of the study, the majority of teachers are of the view that effect of distributed leadership practices on teacher performance has positive impact on student. Therefore, it is recommended that such practices should be implemented in all the schools of province.
2. Adequate teacher performance strategies should be provided all the schools at different level in province.

3. It is highly recommended that feedback, parent teacher meeting (PTM) and similar activities should be practice in schools at tehsils, districts, divisions, province and national level. So it can motivate the teachers and students to involve in study related activities.

### **SUGGESTIONS FOR FUTURE RESEARCH**

1. The future researches should have been conducted upon the larger scale especially taking the whole divisions as the population of the study.
2. The quantitative part of the research can be broadening by using qualitative approach such as interviews.
3. The upcoming researches can be conduct by the perception of students.
4. The future researches can be on higher secondary level, or university level.

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