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Impact of Distributed Leadership of School Heads on Teachers' Work Satisfaction

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Abstract

This descriptive study examined the perceptions of male and female secondary school teachers regarding the distributed leadership practices of school heads and the subsequent impact on teachers' work satisfaction, conducted within public secondary schools across the southern districts of Khyber Pakhtunkhwa, Pakistan. Using a stratified random sample of 702 teachers (361 male, 341 female) drawn from a population of 8,223, data were collected through a self-administered seven-point Likert scale questionnaire measuring distributed leadership practices and work satisfaction indicators. Descriptive analysis revealed that the largest proportion of teachers (27.7% boys, 26.4% girls) held neutral attitudes toward heads' distributed leadership, with disagreement responses slightly exceeding agreement among male teachers (38.7% vs. 33.5%) while female teachers showed near parity (36.9% agreement, 36.7% disagreement), indicating a general lack of strong consensus regarding leadership practices. Regarding work satisfaction, overall positive perceptions emerged, with combined agreement categories reaching 51.9% for male and 52.9% for female teachers; however, notable reservations persisted, as 27.7% of male and 32.3% of female teachers expressed mild disagreement. Independent samples t-test results demonstrated no statistically significant difference between male and female teachers' perceptions of distributed leadership's influence on work satisfaction (mean scores: 5.35 for males, 5.36 for females; $t = 0.1007$, $p = 0.9198$, $p > 0.05$), leading to acceptance of the null hypothesis. The findings suggest that while distributed leadership is associated with moderate positive work satisfaction across both genders, a substantial neutral and ambivalent stance prevails, and gender does not significantly shape these perceptions.

Keywords: Distributed Leadership, Work Satisfaction, Secondary School Teachers, Public Schools, Khyber Pakhtunkhwa, Gender Perceptions, Teacher Attitudes, School Heads.

Introduction

Distributed Leadership

Spillane (2012) defines distributed leadership as a participative leadership style, which entails delegating power and decision-making to a group of individuals or teams at various levels and functions of the organization, which fosters a sense of collective responsibility and efficacy. Distributed leadership, or shared-leading, or empowered-leading, is a leadership style that is based on the distribution of authority, decision-making authority, and responsibility to a few individuals of an organization or a team rather than just a few elites. The article "Distributed Leadership as a Unit of Analysis" emphasizes the need to comprehend leadership as a distributed phenomenon instead of concentrating on specific leaders (Gronn, 2015).

The practices led to a distributed leadership philosophy that propelled accountability and improvement, leadership capacity, teaching and learning, and influenced instructional leadership. The study showed that principals are employing distributed leadership practices to enhance instruction on their campus, thus identifying the principal as the agent of change, and the distributed leadership model as the agent of the instructional school improvement process. Based on the literature and the interview data, research was conducted, and recommendations and considerations were drawn to generate strategies to be implemented by teacher leaders who aspire to be administrators, principals, and supervisors of campus administrators in their practice. Campus administrator supervisors ought to develop professional learning to develop the leadership ability of principals and teacher leaders who aspire to become administrators. School principals with the required leadership skills can develop the ability of the leadership team and teacher leaders to assist in the development of teaching and learning. In building such an organization, the principal delegates the work and forms a collaborative, coordinated, and collective group that can collaborate with the members of the leadership team and teacher leaders to communicate a focused mission effectively (Grubbs, 2021).

The topic of distributed leadership is concerned with the problem of leadership being exercised on various levels of organization and its connection to organizational success. Diversified leadership is also compatible with the existing organizational practices, such as complexity theory and systems thinking. This concept states that organizations are intricate adaptive systems, which lack top-down leadership but arise out of individuals and subsystem interactions (Diamond, 2015).

Work Satisfaction

Work satisfaction of teachers is one of the essential features of the educational sector; regardless of the effectiveness of the teachers, their job satisfaction is more likely to enhance overall educational outcomes and school success. It entails the emotional aspects of teachers, which involve their affective, cognitive, and conative processes in relation to teaching-learning, peers and colleagues, students, and the entire school environment. The importance of identifying the main pillars that ensure that teachers are happy at work cannot be overstated, not only to provide a comforting working environment, but also to minimize the turnover of teachers and, ultimately, to improve the quality. The given section will provide a general picture of what teachers should feel like, as well as important factors that underlie it, the latter was informed by the available literature. According to science, there are many factors that are involved in job satisfaction of a teacher. Another of the big factors is job autonomy, which is, in fact, the degree of control that teachers have over their work tasks, their teaching skills, and their classroom management strategies. (Skaalvik & Skaalvik, 2017).

The 21st-century teachers are challenged by the competition to graduate high-quality, soft and hard-skilled graduates. Teachers are regarded as the customers who must be satisfied

with the job they perform. Quality, motivation, and teacher performance can be improved by teacher satisfaction with the way they are doing their work. The education sector can deliver satisfaction and quality services to the entire school customer base, i.e., teachers, students, parents, the community, and graduates' users in an age where the demands of education have become more advanced, and are entering the era of independent learning (Monnette, 2022).

Statement of the Problem

Many school heads practice distributed leadership without a clear framework, leading to role confusion, uneven workloads, and reduced teacher morale. However, little research has directly examined how specific distributed leadership behaviors of school heads impact teachers' job satisfaction. In many school contexts, the absence of such evidence prevents heads from sharing responsibilities in ways that genuinely improve teacher motivation and retention. The core problem is the unknown nature and extent of the relationship between distributed leadership and teacher work satisfaction. This study, therefore, investigates the impact to provide practical guidance for school leaders.

Research Objectives

1. To find the perceptions of stakeholders (male and female teachers) about the Head's Distributed Leadership.
2. To find the perceptions of stakeholders (male and female teachers) about the impact of Heads' Distributed Leadership on the Work Satisfaction of teachers.

Research Questions

The following were the research questions of the study, addressing the objectives of the study:

1. What are the perceptions of stakeholders (male and female teachers) about the Heads' Distributed Leadership? (Align with Objective # 1)
2. What are the perceptions of stakeholders (male and female teachers) about the impact of Heads' Distributed Leadership on the Work Satisfaction of teachers? (Align with Objective # 2)

Research Hypothesis

H₀₁: There is no significant difference between the perceptions of stakeholders (male and female teachers) about the impact of Heads' Distributed Leadership on Work Satisfaction of teachers. (Align with Objective # 2)

Significance of the Study

This study will benefit school heads by showing them which distributed leadership practices actually improve teacher satisfaction, helping them avoid role confusion and burnout. For teachers, the findings may lead to clearer responsibilities, fairer workload distribution, and higher morale in their daily work. Education policymakers can use the results to design training programs for principals focused on shared leadership that genuinely supports retention. School districts will gain evidence-based guidelines for restructuring leadership roles without overburdening staff. Finally, researchers will receive empirical data on the specific link between distributed leadership and teacher job satisfaction, filling a gap in existing literature.

Delimitations

The following were the delimitations of the study:

1. Only Khyber Pakhtunkhwa Southern Districts.
2. Only Public Secondary Schools (Both Male and Female)
3. Only Teachers from Public Secondary Schools.

Literature Review

School Head Leadership

Principals or headmasters play a crucial role in shaping the educational experience of students, faculty, and the entire school. Their duties go way beyond regular administration and demand a multifaceted package of skills (Reid, 2021).

Leadership Responsibilities

Traditional school leadership was usually characterized by hierarchical guidance, but the modern educational process is becoming more oriented towards shared models (distributed leadership model) that enable a greater number of stakeholders to share their expertise and participate in the decision-making process (Bryant, 2014).

Roles in Leadership in the School

This is a wider perspective that takes into consideration the fact that good leadership lies far beyond the principal in terms of including various people who employ their specialized abilities and devotion to develop a successful learning environment. As an example, librarians ensure literacy and access to resources, and athletic directors manage sporting activities and extracurricular activities; all these different leadership roles prove to be crucial in the formation of student experiences and the development of the school agenda (Burnett, 2024).

Teachers as Leaders

Teacher perception has also changed dramatically; no longer does it just focus on the teaching aspect, but many now take up leadership roles, using their knowledge and dedication to make a positive impact on the whole school population (Borko, Jacobs, and Koellner, 2010).

Collaborative Process

In essence, teamwork is the foundation of achievement in schools, as a shared process among school heads, teachers, and parents enables a shared vision, improves decision-making, and ultimately provides a more enriching learning environment to all students (Conrad and Lundberg, 2022).

Mailed to School Personnel

The traditional school leadership model of centralization is slowly being complemented by the distributed model in which tasks are distributed among the various personnel. Such a group model enables teachers to utilize their expertise and develop a sense of shared purpose in the success of the organization (King and Stevenson, 2017).

Important Decisions

In the past, educators were often left out of critical decisions, but their vital voices are now more accepted (Williams, 2022).

Professional Development Sessions

The peer-led professional development is central to this model, in which educators are expected to mentor other teachers in the acquisition of up-to-date skills, which are essential in improving student performance (Darling-Hammond and Cook-Harvey, 2018).

General School Performance

The overall performance of the school is a holistic evaluation, which includes academic performance, graduation rates, well-being of the stakeholders, program vitality, and institutional culture. High performance is based on solid leadership, committed teaching staff, teamwork, and continuous improvement (Barrett, Treves, Shmis, and Ambasz, 2019).

Appreciates and Rewards Teachers

School heads play a central role within this ecosystem, developing a culture of appreciation; officially acknowledging and rewarding teacher commitment and

achievement enhances motivation, boosts morale, and is a potent way to affirm that their input to the school community is valued (Wang'ombe, 2023).

Goals and Objectives of School

The philosophy of our school revolves around developing a true interest in life-long learning, where memorization of material ends and intellectual stimulation begins. We also aim to develop a dynamic environment in which students should feel free to challenge, explore new ideas, and subjects that can provoke their true interest. This is achieved via various active approaches such as student-facilitated discussions, group projects, field work, and interactive learning. When this intrinsic love of discovery is fostered, students are enabled to become self-motivated, critical thinkers who are able to navigate and succeed in this ever-changing world (Martinez & McGrath, 2014).

Creative Problem-Solving

Institutional vitality depends on the joint creativity of school personnel. Principals play a crucial role in fostering an atmosphere where teachers adopt innovative solutions to problems, leading to a more receptive and effective educational environment among students (Sergiovanni, 2015).

Ownership of the School Success

School success is a shared achievement, which has been attained with the dedicated efforts of various stakeholder groups and not an individual. Each constituency plays a crucial role in creating an environment that leads to the development and academic success of students (Murphy & Bleiberg, 2018).

Good at Sharing Work

The success of a school is not only the joint effort of the staff, but also of the principal. Sophisticated school leaders realize this process and artfully use delegation, a key leadership skill to empower their staff, achieving a higher level of organizational effectiveness and a thriving organizational culture (Pondiscio, 2020).

Leadership Opportunities are Available

Whereas old-fashioned perceptions might envision leadership as an isolated role giving orders, modern education enables leadership opportunities at all levels of staff. Such easy accessibility fosters improved coordination and increased agency in the school community (Leonard, Niccum, Cipolla, & Klug, 2023).

Proactively Strives to Build Leadership

Principals play a crucial role in instilling an ethos within the school that appreciates leadership. In addition to being the main leader, they are the main initiator of fostering leadership skills in teachers and students (Day, Sammons, and Gorgen, 2020).

Culture of Learning and Constant Improvement

Constant quality improvement and change make sustained excellence in schools a reality. This does not only involve achieving good results, but it requires the incorporation of a growth orientation throughout the community, among the students, teachers, and administrators who would always seek out growth opportunities (Warner, Greenlee, and Butterworth, 2024).

Vision and Mission of the School

A vision and mission are the guiding light of a school and help it move towards the right direction of student success and organizational performance. To make these guiding principles a reality, teachers should not just become aware but should go beyond that to have a profound understanding and integrate these statements in their own lives (McNair, Albertine, and Cooper, 2022).

Teachers' Work Satisfaction

The work satisfaction of teachers is a two-edged sword. On the one hand, a lot of teachers are immensely satisfied with the ability to mold young minds and see the moments of aha!

of their students. However, conversely, the stressors such as work overloads, scarcity of resources, and undervaluation may cause burnout. Schools and policymakers must find a solution to these issues in order to retain passionate educators and develop an environment that promotes teacher well-being and student success. (Liang, 2022).

School Head Values

A head who values this thinks education is not all about books. They are the proponents of project-based learning, which encourages curiosity and a passion to explore. They look beyond standardized tests, offering students an opportunity to explore topics of interest to them in depth. This establishes a school climate in which the learning process is not only an enjoyable experience but also not a burden (Ledo-Lane, 2023).

Decision-Making

This is all about information, but a decent decision-making process is not only about cold and hard numbers. This is a method that strikes a balance between data analysis and a good dose of creativity and empathy. Although test scores and student feedback are essential, it is also important to learn more about the needs and motivations of your school community. The result of this mix is effective and well-rounded decisions (Fletcher, 2023).

Independence in the Teaching Position

Be proactive and include new activities that support various learning styles. It could be a history lesson recreation in costumes, or it could be a science experiment with everyday materials. Such twists are unexpected and keep the students involved and enhance their knowledge to a level that connects with the students (Snape, 2024).

Leadership Style

This head is not only an administrator; he is a visionary leader. They lay out a clear picture of the future of the school, which focuses on innovation and excellence. They make staff enthusiastic and passionate, they have a sense of purpose, and this makes everyone work towards a common end. This is an inspiring type of leadership that creates a dynamic and progressive school atmosphere (Shining, 2023).

Distributed Leadership Approaches

No longer is the solitary star on the summit, but in this method, leadership a constellation. The head nurtures a system of leaders at school. Subject-based curriculum development is headed by talented teachers, new staff are mentored by experienced teachers, and even student leaders have a role to play in the process of organizing events or leading peer support initiatives. It is a distributed method that leverages the various strengths of the entire school population (McLaughlin, 2022).

Meeting the Goals of the School

Goal attainment involves having a roadmap, and this is the strategy that makes use of data to map out the way. Student surveys, teacher feedback, and test scores are all desirable. But it is not all about numbers. This methodology acknowledges students as individuals and not statistics. Teachers are able to personalize the learning plan according to the needs of students, and interventions are put in place to eliminate learning gaps in a caring and empathetic manner (Ahmad et al., 2023).

Encourage Commitment

The leadership of the head creates an atmosphere of can-do, whereby innovation and experimentation are promoted. They are committed to taking calculated risks to venture into new teaching strategies and learning technologies. They enable teachers to come up with innovative lesson plans and assist them in experimenting with new methods. This also helps to create a culture of continuous improvement that can keep the school ahead of any changes in education and make sure that students are ready to live in a constantly changing world (Gallagher and Thordarson, 2018).

Benefit on Student

A powerful positive influence sets in motion a flame of love for learning. It begins with inculcating curiosity in the classroom. This may include project-based learning to enable students to explore issues of interest to them in depth or practical tasks to bring abstract ideas to life. Students should feel that they are genuinely curious and that learning becomes more of an adventure, rather than a task. This intellectual curiosity opens the pathway to lifelong learning and intellectual development. (Matson & Shoaf, 2023).

Opportunities to Participate

This is not just a conventional school but one that has a plethora of participation options that appeal to various interests. Whether you are a budding scientist or a would-be writer, you will find something to interest you. Participate in groups such as the Robotics Team or Creative Writing Collective. Showcase your work in a science fair or compete in debate competitions to practice your oration skills. They will provide you with the benefits of exploring your interests, acquiring new abilities, and connecting with peers, forming a learning experience of the richest kind (Bean & Melzer, 2021).

School-Wide Decision-Making

It is not top-down decision-making. This school makes use of innovative brainstorming activities in which all voices are listened to. Students may be involved in age-related discussions or surveys, and teachers and staff members provide their knowledge. These are energetic, collaborative sessions, which build an ownership feeling and generate a variety of ideas. Idea incubators are the next best, as small teams develop the best ideas and hone them before they are presented to the rest of the school (Dunn, 2013).

Rewards and Recognizes the Contributions

This school applauds your input, large and small. Perhaps you spearheaded an effective peer tutoring initiative or always provided thought-provoking ideas in brainstorming meetings. Your effort is recognized by being shouted out during school announcements or written by the head themselves. These minor successes accumulate, and you feel your contributions matter and become an important member of the school community (Whitaker et al., 2023).

Promotes Innovative Teaching

The school head encourages experimental culture by means of the Thinking Tank Thursdays. These weekly open-to-all-teachers brainstorming havens are havens of ideas flowing freely. Teachers present new lesson plans, discuss their discoveries with educational technology, and brainstorm on how to address instructional challenges. The most promising ideas are then advanced to so-called Innovation Incubators, where small teams are given specific time and resources to further develop their strategies before trying them out in the classroom (Holt, 2022).

Effectively Addresses

The head does not fear challenges- he views them as learning opportunities. In conflict situations, they become a "Conflict Quencher, using a low-key and understanding attitude. Instead of telling them what to do, they encourage free communication sessions in which everyone will feel that he or she is heard. The results of these sessions are collaborative solutions to the problem, which eliminate the root of the problem and improve relations within the school community (Lingenfelter and Green, 2022).

Notable Resolutions that Impact the School

Designing a curriculum that balances knowledge with future-ready skills is one of the critical decisions. This includes assessing the existing teaching practices, the use of new technologies, such as virtual reality or online simulations, and the curriculum should be designed to promote critical thinking and problem-solving skills. Also, the school should

determine how best to incorporate technology to make it useful so that it does not deny students the opportunity to learn and interact with people in person (Devlin, 2023).

Fosters a Teamwork Spirit

The school leader believes in teamwork and creates a culture where teamwork makes the dream work. They dissolve departmental silos, encouraging teachers, personnel, and even students (by age and problem) to collaborate in finding solutions. This could be through cross-curricular initiatives, such as science and art working together on creating a campaign about global warming, or student committees brainstorming on how the school environment can be improved. The collective strategy results in balanced solutions and enhanced ownership in the school community (Gallagher and Thordarson, 2018).

Research Methodology

The research design used in this study was a descriptive research design to address the influence of distributed leadership on teacher job commitment in the public secondary school in Southern Khyber Pakhtunkhwa. The sample was representative since it was a sample of 702 teachers (361 males, 341 females) and 8,223 teachers in boys and girls schools (Krejcie and Morgan 1970). A 7-point Likert scale questionnaire that measures leadership practices and commitment indicators was used to collect data through the administration of a questionnaire by the researcher. Analysis used descriptive statistics (frequencies, percentages, means, standard deviations) to describe the responses and inferential statistics (t-tests) to test the relationships between distributed leadership and teacher commitment outcomes.

Results and Discussions

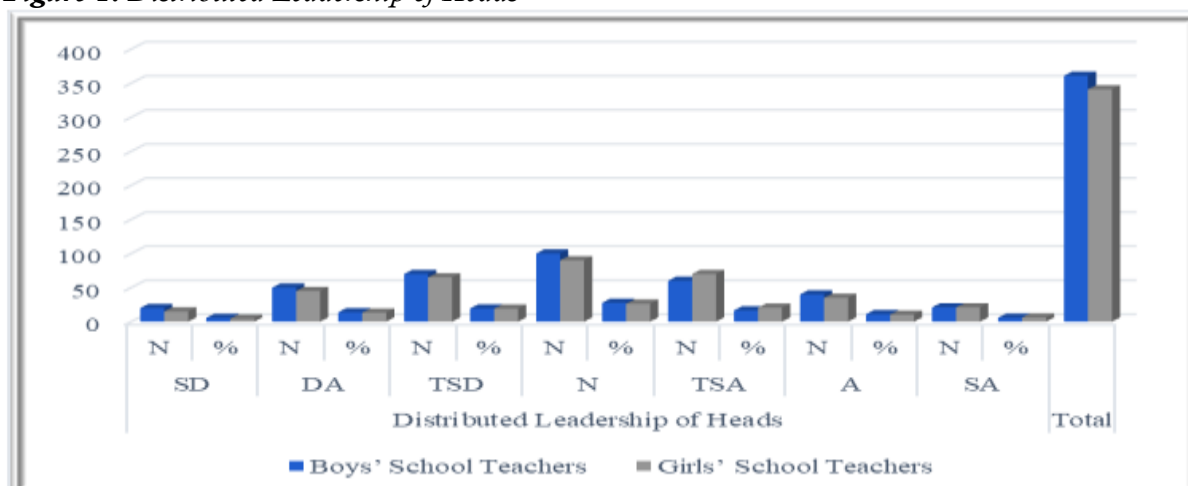
Results

The following tabular data represents the statistical results of the study:

Table 1: Stakeholders' perceptions regarding Heads Distributed Leadership.

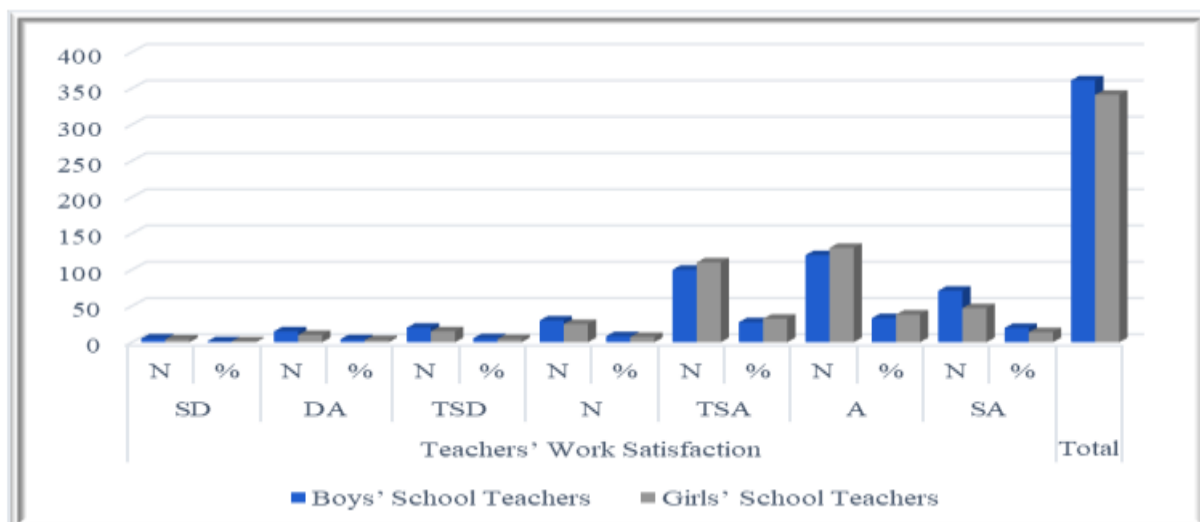
Respondents	Heads Distributed Leadership														Total
	SD		DA		TSD		N		TSA		A		SA		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Boys' School Teacher	20	5.5	50	13.8	70	19.4	100	27.7	60	16.6	40	11.1	21	5.8	361
Girls' School Teacher	15	4.4	45	13.2	65	19.1	90	26.4	70	20.5	35	10.3	21	6.1	341

According to the Table, there was a significant neutral position of both Boys' and Girls' School Teachers (27.7% and 26.4% respectively) towards the Distributed Leadership of Heads. Although combined disagreement (SD + DA + TSD) was marginally higher among the Boys teachers (38.7 vs 33.5) compared to Girls teachers (36.9 vs 36.7), Girls teachers favored agreement (36.9 vs 36.7) whereas Boys teachers favored disagreement (38.7 vs 33.5). A significant percentage of teachers do not strongly believe in this leadership style, as the biggest single response category in both groups is Neutral.

Figure 1: Distributed Leadership of Heads*Table 2: Stakeholders' perceptions about the impact of Heads Distributed Leadership on Work Satisfaction of teachers.*

Respondents	Work Satisfaction of Teachers														Total
	SD		DA		TSD		N		TSA		A		SA		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Boys' School Teacher	5	1.4	15	4.2	20	5.5	30	8.3	100	27.7	120	33.2	71	19.7	361
Girls' School Teacher	4	1.2	10	2.9	15	4.4	25	7.3	110	32.3	130	38.1	47	13.8	341

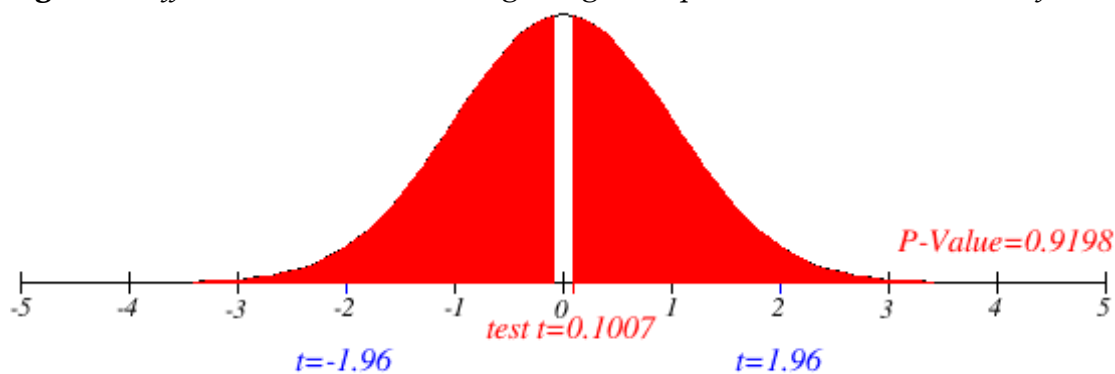
The information in the table is based on the perceptions of teachers in boys' and girls' public secondary schools on the influence of distributed leadership of heads on the work satisfaction of teachers. Among the teachers of schools of boys, 1.4% strongly disagreed (SD), 4.2% disagreed (DA), 5.5% tended to slightly agree (TSA), 8.3% neutral (N), 27.7% tended to slightly disagree (TSA), 33.2% agreed (A), and 19.7% strongly agreed (SA). Of the school teachers of girls, 1.2% strongly disagreed (SD), 2.9% disagreed (DA), 4.4% tended to slightly agree (TSD), 7.3% were neutral (N), 32.3% tended to slightly disagree (TSA), 38.1% agreed (A), and 13.8% strongly agreed (SA).

Figure 2: Impact on Teachers' Work Satisfaction*Table 3: Difference between the Stakeholders' perceptions about the impact of Heads Distributed Leadership on the Work Satisfaction of teachers.*

T-test						
Work Satisfaction of Teachers						
Respondents	Frequency	Mean	SD	t-cal	t-tab	p-value
Boys' School Teachers	361	5.35	1.39	0.1007	±1.96	0.9198
Girls' School Teachers	341	5.36	1.23			

The table shows that the t-test results do not show a significant difference between the perceptions of school teachers of boys and girls of the influence of distributed leadership of school heads on their level of work satisfaction in public secondary schools. The average rating of boys' school teachers (5.35) and girls' school teachers (5.36) is almost the same, which implies that there is a very close perception. The standard deviations (1.39 in schools of boys and 1.23 in schools of girls) suggest that there is moderate variability in the responses of both groups. The t-value (0.1007) calculated is far less than the critical t-value (1.96), and the p-value (0.9198) calculated is very high than 0.05, which proves that the difference in means is not significant. This means that the two groups of teachers have similar opinions regarding the effects of distributed leadership on work satisfaction.

Figure 3: Difference between the views regarding the impact on Teachers' Work Satisfaction



Findings

- Table # 1:** According to the results, the main conclusion is that a significant percentage of teachers in both Boys and Girls schools (27.7% and 26.4% respectively) had neutral attitudes towards Distributed Leadership of Heads, which is the largest category of responses in both groups. Although the disagreement responses (38.7) are slightly higher than the responses of agreement (33.5) among the teachers in the Boys school, Girls school teachers tend to show some minor differences whereby they respond with agreement (36.9) over the disagreement (36.7). This distribution of neutrality, as well as a highly balanced agreement and disagreement, implies that there is a high lack of high degree of consensus or belief among the teaching personnel in their view of the practice of distributed leadership by their heads.
- Table # 2:** The information on distributed leadership of heads and its effects on the working satisfaction of the teachers demonstrates an overall positive attitude of both boys and girls teachers of the public secondary schools, but with certain subtle dissimilarities. Although a considerable part of both groups agreed (boys: 33.2; girls: 38.1) or strongly agreed (boys: 19.7; girls: 13.8%), the school teachers of girls had a moderately higher overall agreement when combining both categories (51.9% vs. 52.9%). Boys' school teachers were, however, more polarized, as almost twice as many strongly agreed as strongly disagreed compared to their female counterparts in school. The proportions of the two groups inclined towards a slight disagreement were significant (boys: 27.7; girls: 32.3), indicating that even the teachers who were generally satisfied had certain reservations. The neutral and disagreeing groups were quite minor but a little bit more salient among school teachers of boys (14.0% combined neutral/disagree) than among school teachers of girls (11.4%).
- Table # 3:** The t-test findings indicate that there is no statistically significant difference in the perception of the teachers working in the boys and girls secondary schools regarding their working satisfaction as influenced by distributed leadership. The almost equal value of the mean score (boys: 5.35; girls: 5.36) and standard deviation (boys: 1.39; girls: 1.23) of the scores shows that there is virtually no difference in the perceptions and response patterns between the two groups. The simulating similarity is statistically verified by the insignificant t-value (0.1007), which is much less than the critical value (1.96), and the non-significant p-value (0.9198), which is significantly more than the 0.05 standard.

Discussions

1. The result is in line with the findings of Parveen, Hassan, and Akram (2023), who found that teachers in Pakistan in secondary schools had mixed attitudes towards distributed leadership, and a high proportion of teachers were either neutral or had no opinion. The study has shown that a large number of teachers had a vague or a poor understanding of the concept of distributed leadership. This unfamiliarity led to the finding that they had trouble assessing how their head teacher was implementing such practices. Additionally, the fact that there was not much difference between the scores of agreements and disagreements indicated that, in most cases, there were no strong shared experiences with the distributed leadership frameworks in the school settings that were considered. There was no collective expression of a strong commitment by teachers to this model of leadership.
2. The result is backed by the work of García-Moya, Brooks, and Moreno (2020), who demonstrate that the degree of work satisfaction depends on individual and institutional factors. In this paper, the overall teacher satisfaction was positive, though more consistent among teachers in girls' schools than among boys' school teachers, who reported a range of responses of greater enthusiasm to slightly higher dissatisfaction. These trends indicate that there are some reservations in the background, which could be associated with workload or resource concerns as determined by Wang et al. (2023). Altogether, the findings suggest that distributed leadership has a positive impact on teacher satisfaction, yet the levels and forms of teacher satisfaction vary depending on the school setting, and personalized strategies are required.
3. Santiago-Torner, Corral-Marfil, and Tarrats-Pons (2024) support the finding by concluding that a well-implemented distributed leadership has a positive effect on teacher satisfaction irrespective of the gender balance in schools. The results of this research indicate that teachers of both boys' and girls' schools had almost the same views on the effectiveness of distributed leadership on their work satisfaction. These results are consistent with those of Liu and Watson (2023), which show that shared leadership strategies always increase job satisfaction when effectively employed. Nevertheless, the average levels of satisfaction found can be improved. This highlights the importance of uniform and high-quality application of distributed leadership to derive the most out of it in terms of teacher morale in various school environments.

Conclusions

1. The teachers in the two types of schools were largely neutral as far as the practice of distributed leadership by their Head is concerned. This general indifference indicates a great absence of firm belief or mutual agreement regarding its practice. The outcomes were fine-tuned between agreement and disagreement with Boys School Teachers slightly leaning towards doubt, and Girls School Teachers slightly leaning towards favor. This general trend highlights an existing attitude of uncertainty and ambivalence among employees. It implies that the present method of distributed leadership does not receive much approval or complete dismissal among teachers, which may suggest a disparity in their perceptions of how genuine or efficient it is.

2. The results indicate that the effects of distributed leadership on work satisfaction are similar in both types of schools, but with different patterns of responses that can be further analyzed.
3. These results strongly indicate that distributed leadership has a fundamentally similar impact on the work satisfaction of teachers, irrespective of whether they work in a boys or girls secondary school. The findings support the argument that the gender structure of student bodies does not significantly affect the ways teachers perceive the relationship between distributed leadership practices and their professional satisfaction, indicating the universal nature of the distributed leadership approach in various school contexts. The uniformity of the responses highlights the fact that the advantages of distributed leadership regarding teacher satisfaction are not limited by school-type-specifics.

Recommendations

Finding#1: Recommendation: School heads can be trained in feasible distributed leadership approaches (e.g., delegation of authority, establishment of teacher committees) that can assist them to shift teachers to the stage of active agreement.

Finding#2: Recommendation: School heads can minimize polarization in boys' schools by making sure that no leadership is selectively distributed to any teacher.

Finding#3: Recommendation: The status quo of a good level of work satisfaction can be preserved, and recognition systems can be implemented to transform small disagreements into total agreement.

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