Volume 2, Issue 2, December 2022, PP. 38-44
ISSN: (O) 2959-1821 (P) 2959-1813
Website: https://researchmosaic.com/index.php/rm/index
Email: rm@researchmosaic.com

Impact of Distributed Leadership on the Teachers' Performance and Self-Efficacy

Faheem Khan, *Regional Professional Development Center (Male), Khyber Pakhtunkhwa, Pakistan*
Najma Sultana, *Elementary and Secondary Education Department, Khyber Pakhtunkhwa, Pakistan*
Ishrat Fatima, *Elementary and Secondary Education Department, Punjab, Pakistan*
Naila Noreen Kanwal, *Elementary and Secondary Education Department, Punjab, Pakistan*

Keywords	Abstract
Distributed Leadership, Job Performance, Self-Efficacy.	*The study's main goal was to investigate how distributed leadership affected the teachers' performance and self-efficacy. This study was conducted with the Positivism research philosophy using a survey research design. Through stratified random sampling, 271 secondary school teachers (SSTs) were selected as a sample from the District Dera Ismail Khan's 839 SSTs. A well-structured questionnaire was used for data collection based on a five-point Likert scale. The Index of Item Objective Congruence (IOC) was used for content validity, while reliability was used to estimate the internal consistency of the tool. Pearson product moment correlation and linear regression were used. The study concluded that there is a significant impact of distributed leadership on teachers' performance and self-efficacy.*

INTRODUCTION

Organizational operations and decision-making are growing more complicated in this setting as modern firms strive to keep up with the knowledge-based society's rapid developments. The widely recognized leadership styles of the past that were built on hierarchy and rivalry are now seen as being unable to solve the issues of a constantly changing, complex, and globalized environment (Clegg et al., 2001). Educational institutions are in a similar condition. The burden of the school principal has increased due to the rising trend towards school-based management, which makes it exceedingly difficult for him to complete his duties (Bush, 2012). In such circumstances, now the schools need greater participation from their stakeholders and personnel in the process of making decisions.

The education-related literature makes it obvious that there is a shift towards collaborative and participatory approaches where decisions are made in partnership with the employees in order to solve problems and carry out tasks in educational organisations more effectively and efficiently. (Weiss & Cambone, 1994). It is stressed that delegating leadership responsibilities to organization members enhances decision-making, benefits the school, and is more effective than other leadership tactics (Berjaoui & Karami-Akkary, 2019).

DL refers to school administration strategies that emphasize interactions between leaders and

followers as well as the contexts in which such interactions take place. In fact, it changes the focus from one source of impact to many sources of influence (Harris 2010). Since it is currently too challenging for a single "great man" such as the principal to handle every multifarious and sophisticated organisational duty, many researchers and practitioners have embraced the concept of distributed leadership (Samancioglu et al., 2020). This article was aimed at examining the impact of distributed leadership on the teachers' performance and self-efficacy.

Objectives of the Study

1. To find out the impact of distributed leadership and teachers' job performance.
2. To examine the impact of distributed leadership and self-efficacy.

LITERATURE REVIEW

Distributed Leadership: The term "distributed leadership" refers to a leadership approach that changes the way schools are run and goes beyond a single individual (Bush, 2012). Distributed leadership refers to a strategy that encourages the active participation of all organisation members in the leadership process (Leithwood et al., 2009). Distributed leadership is defined by Harris (2010, p. 55) as the expansion of leadership responsibilities beyond those associated with official administrative and managerial posts.

Although the concept of dispersed leadership (DL) is fluid, there are few key components that set it apart from other leadership models (Harris & DeFlaminis, 2016). First off, leadership is viewed as an activity rather than a position or duty. For practise, it is crucial to consider how the three DL elements—leaders, followers, and situation—interact with one another. The goals of leadership are the second distinction. By empowering and granting autonomy, DL distributes tasks and influences among its participants. The emphasis on the interaction between individual and group interactions is the third distinction. Individual leadership, which coexists with other types of leadership for DL, is equally important. In DL, both individual agency and the combined agency of several players are important. The structure-related fourth distinction is.

Self-Efficacy of Teachers: The phrase "self-efficacy" refers to teachers' confidence in their ability to influence students' learning (Klassen et al., 2011). According to Bangs and Frost (2012), instructors who have a high level of teaching efficacy through experience are better able to address difficulties because they are more self-assured and, more importantly, they learn from both good and negative experiences. Teachers who overestimate their own efficacy do so only because they believe they have influence over what happens in their classroom or in accordance with school policy. Skaalvik (2010) developed the idea of teachers' self-efficacy further. Teachers play a similar role in all contemporary educational systems.

Distributed Leadership Style and Self-Efficacy: The institutions depend on the leadership. The school improves through distributed leadership, and whatever change takes place, the leaders have the power to create beneficial changes in the educational initiatives in accordance with the expectations and objectives of the decision-makers. Principals' leadership style is a significant tool used by leaders to accomplish their objectives (Davis, 2009).

The phrase "self-efficacy" refers to teachers' confidence in their ability to influence students' learning (Klassen et al., 2011). Regression analysis findings revealed a relationship between principal transformational leadership, teachers' self-efficacy, and their inventiveness. Even the relationship between teacher leadership and creativity was impacted by teachers' levels of self-efficacy. The instructor acted as a broker. This study demonstrated a strong positive relationship between teacher self-efficacy, adapting instruction to students' individual needs, motivating students, maintaining order, cooperating with colleagues, and coping with change and the development and modification of the degree of innovation and self-efficacy between the teacher's leadership styles (Davis, 2009).

Conceptual Model of the Study

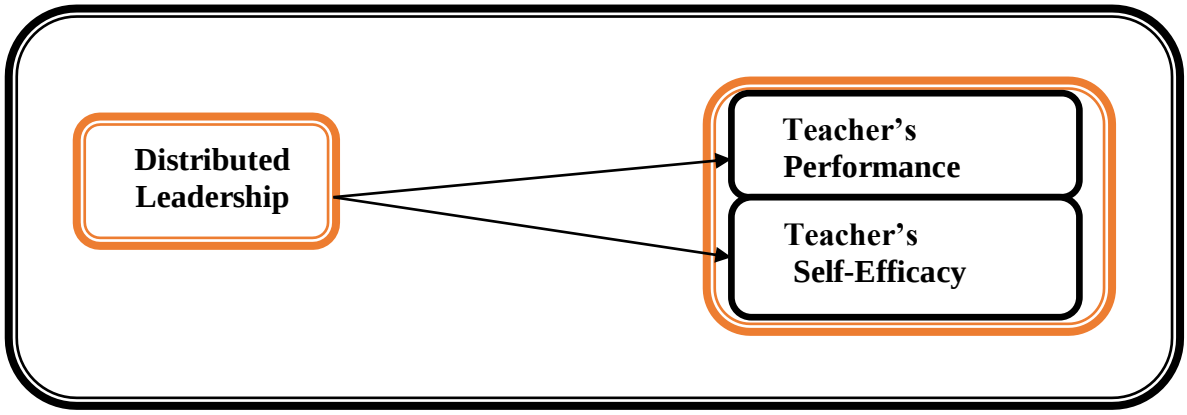

Figure 1:

Hypotheses of the Study

The following hypotheses are generated from the above literature:-

Ha_1: Distributed leadership has a significant relationship with the performance of teachers.
Ha_2: Distributed leadership has a significant impact on the performance of teachers.
Ha_3: Distributed leadership has a significant relationship with the self-efficacy of teachers.
Ha_4: Distributed leadership has a significant impact on the self-efficacy of teachers.

RESEARCH METHODOLOGY

The research methodology used for this study was positivism. A conclusion was reached via statistical analysis. The research philosophy of positivism valued facts and information that could be measured. Thus, the researcher employed a quantitative research methodology. Data collection was done using a questionnaire. The study design employed was a survey. Using stratified random sampling, 271 secondary school teachers (SSTs) were selected as a sample from the District D.I. Khan's 839 SSTs, consisting of three (03) sections in the questionnaire. The first part of the questionnaire asked about teachers' demographic characteristics, including their gender and location. The second segment included 21 items linked to self-efficacy, 19 items about instructors' performance, and 15 things about distributed leadership. Yamane's

(1967) method was used to determine the sample size. Moreover, Pearson product moment correlation and linear regression were used.

The content validity of the study instrument was evaluated for validation using the IOC (Index of Item Objective-Congruence). IOC's main goal is to evaluate an item's relevance using the expertise of experts. So, the content validity of the instrument was evaluated by ten specialists in the social sciences. To gauge the tool's internal consistency, Cronbach's Alpha was employed. The IOC and Cronbach's alpha score are displayed in Table 1.

Table 1: Sample Size, IOC Score and Reliability

Population (N)	Sample (n)	Tool	IOC (Including Min. and Max. Score)	Cronbach's Alpha
839	271	DL	50-.80	.876
		TP	.60-1.0	.769
		TSE	.70-1.0	.766

DATA ANALYSIS

Table 2: Distributed Leadership Relationship with Performance of Teachers

Variable		DL	Teacher's Performance
DL	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	N	270	270

p<.05

Table 4.2 shows the relationship between distributed leadership and teachers' performance. The table infers that there is a correlation between the distributed leadership and teachers' performance (r=.738**). Moreover, it shows that there is a significant relationship between distributed leadership and teachers' performance (*p*=.000<.05).

Table 3: Distributed Leadership Impact on the Performance of Teachers

R	*R Square*	*Adjusted R Square*	*F*	*β*	*Sig.*	*D-W*
.738[a]	.532	.491	88.3	2.71	.000	1.93

p<.05

Table 3 shows that the R-square value is estimated .532, which shows that 53% of the variation occurs in teachers' performance because of distributed leadership. The *p*-value=.000<.05, which depicts that our null hypothesis was rejected and proves that there is a significant impact of distributed leadership on the teachers' performance. The Durbin Watson value (1.93) infers that there is no autocorrelation between the two research variables.

Table 4: Distributed Leadership Relationship with Teachers' Self-Efficacy (TSE)

Variable		DL	TSE
DL	Pearson Correlation	1	.602**
	Sig. (2-tailed)		.000
	N	270	270

p<.05

Table 4 shows the relationship between distributed leadership and teachers' self-efficacy. The table infers that there is a correlation between the distributed leadership and teachers' performance (r=.602**). Moreover, it shows that there is a significant relationship between distributed leadership and teachers' self-efficacy (*p*=.000<.05).

Table 5: Distributed Leadership Impact on the Teachers' Self-Efficacy

R	***R Square***	***Adjusted R Square***	***F***	***β***	***Sig.***	***D-W***
.602[a]	.430	.407	38.9	1.9	.000	1.66

p<.05

Table 5 shows that R-square value estimated .430, which shows that 43% variation occurs in teachers' self-efficacy because of distributed leadership. The *p*-value=.000<.05, which depicts that our null hypothesis was rejected and proves that there is a significant impact of distributed leadership on the teachers' self-efficacy. The Durbin Watson value (1.66) infers that there is no autocorrelation between the two research variables.

DISCUSSION AND CONCLUSION

The study's objective was to assess how distributed leadership affected the job performance (JP) and self-efficacy of teachers. The study's initial finding indicates that teachers perform better when distributed leadership is present. Teachers' JP levels are positively impacted by the sub aspects of coherent leadership teams and leadership functions. More specifically, improving the leadership team's coherence and the degree of leadership responsibilities positively affects instructors' JP. The opinions of teachers about their work and their JP are intimately related to the quality of education (Sloan, 2013). Research has shown that managers' leadership style affects the JP level of their team members (Kim, 2002; Ylmaz & Ceylan, 2011). According to a different study, instructors' JP increases when leadership is shared in educational organisations. Teachers are supported and urged to participate actively in the leadership process at schools where distributed leadership approaches are used (Holloway et al., 2018). The study concluded that there is a positive relationship between distributed leadership and job performance.

Recommendations and Suggestions

Furthermore, by delegating leadership responsibilities to their staff, senior managers and policymakers can serve as pioneers and examples for school administrators. This will improve

instructors' work performance and self-efficacy levels, which will aid schools in improving their performance. In other words, if principals or managers construct certain leadership teams for the purpose of dispersing their own power and authority, the organisational goals of the schools or any other level of educational institutions may be accomplished.

Conflict of Interests: The authors claim that there are no conflicting interests.

Author's Contributions: All authors contributed equally to the theoretical development, data analysis, interpretation, and writing of the manuscript.

Funding Information: There was no particular grant for this study from any public, private, or nonprofit funding organization.

REFERENCES

Bangs, J., & Frost, D. (2012). Teacher Self-Efficacy, Voice and Leadership: Towards a Policy Framework for Education International. Education International Research Institute, Cambridge, UK.

Berjaoui, R. R., & Karami-Akkary, R. (2020). Distributed Leadership as a Path to Organizational Commitment: The Case of a Lebanese School. Leadership and Policy in Schools, 19(4), 610-624.

Bush, T., & Glover, D. (2012). Distributed Leadership in Action: Leading High-Performing Leadership Teams in English Schools. School Leadership & Management, 32(1), 21-36.

Clegg, S. R., Ibarra-Colado, E., & Clarke, T. (2001). Organization Studies Today: A Challenge for Management and Organization Studies in the Coming Century. Nankai Business Review.

Davis, M. W. (2009). Distributed Leadership and School Performance (Doctoral Dissertation, the George Washington University).

Harris, A. (2010). Distributed Leadership. In T. Bush, L. Bell & D. Middlewood (Eds.). The Principles of Educational Leadership and Management (pp. 55-69). London: Sage.

Harris, A., & Deflaminis, J. (2016). Distributed Leadership in Practice: Evidence, Misconceptions and Possibilities. Management in Education, 30(4), 141-146.

Holloway, J., Nielsen, A., & Saltmarsh, S. (2018). Prescribed Distributed Leadership in the Era of Accountability: The Experiences of Mentor Teachers. Educational Management Administration & Leadership, 46(4), 538-555.

Klassen, R. M., Tze, V. M., Betts, S. M., & Gordon, K. A. (2011). Teacher Efficacy Research 1998– 2009: Signs of Progress or Unfulfilled Promise? Educational Psychology Review, 23, 21-43.

Samancioglu, M., Baglibel, M., & Erwin, B. J. (2020). Effects of Distributed Leadership on Teachers' Job Satisfaction, Organizational Commitment and Organizational Citizenship. Pedagogical Research, 5(2).

Skaalvik, E. M. (2010). Teacher Self-Efficacy and Teacher Burnout: A Study of Relations. Teaching and Teacher Education, 26(4), 1059-1069.

Sloan, T. (2013). Distributed Leadership and Organizational Change: Implementation of a Teaching Performance Measure. The New Educator, 9(1), 29-53.

Weiss, C. H., & Cambone, J. (1994). Principals, Shared Decision Making, and School Reform. Educational Evaluation and Policy Analysis, 16(3), 287-301.

Yamane, Taro. (1967). Statistics: An Introductory Analysis. 2nd edition, New York: Harper and Row.