Effects of Distributed Leadership on Teachers' Commitment and Job Satisfaction at Secondary Level

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Abstract

The purpose of the study was to measure the effects of distributed leadership on teachers' commitment and job satisfaction at the secondary level. The study was descriptive in nature. The population of the study comprised all the teachers of secondary schools in the district of Lahore. For the sample of the study, sixty-five public secondary schools were selected randomly. Data was collected from 300 secondary school teachers who were willing to provide information. For data collection, two questionnaires were adapted which consist of a five-point Likert scale. Data were analyzed by computing mean values; to compare the mean differences for the quantitative data on a gender basis independent sample t-test was applied. Linear Regression Analysis was applied to explore the causal relationship between variables. Results of the study revealed that male and female teachers' had similar views on distributed leadership, teachers' commitment, and job satisfaction. The study results indicated a significant effect of distributed leadership with a standardized beta coefficient of .378 on teachers' commitment and with a standardized beta coefficient of .517 on job satisfaction.

Keywords: Distributed Leadership, Head of Department, Secondary School Teachers, Organizational Commitment, Job Satisfaction.

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Introduction

Leaders are considered as change agents because school improvement, change, and leadership is strappingly linked with each other (Harris & Mujis, 2004). Giniand Green (2013) defined leadership as a value-based, power-laden, and ethically driven relationship between leaders and followers who share a common vision and achieve real changes. According to Harris (2005), the old form of the single and epic leader is now getting changed with a distributed leadership. For the realization of the goals and to put forward the school education, leaders must have to build a strong commitment by providing sturdy leadership instructions for developing, setting, and achieving the goals of the school (Oyegoke, 2012).

In management and organizational studies, an increasing interest is an alternate form of leadership in which leadership is not partial to the formal leader. Distributed leadership swings workplace in which individual epic leadership models are fewer envoys (Fitzsimons, 2011). The quality or excellence of the leadership manipulates the success of the school. Distributed leadership mainly focuses on the good management of the members working as a team in a school (Salahuddin, 2011).

Distributed leadership does not make HODs unneeded, but provide them the dependability to fit into place others. This environment is necessary if novelty is to achieve something. Distributed leadership is not a universal remedy (Harris, 2005). David (2008) entails that, the distributed leadership perception engages mortal like the hero. It represents a concept of many, rather than a little. This leadership is not specifically based on tasks and positions. Interaction is the main element that comes out from expertise and leadership instead of the actions of a hero. There are empirical researches that revealed distributed leadership put positive effects on the effective results of the school and also provides an encouraging environment to the teacher's performance (Harris & Spillane, 2008).

Literature Review

Leadership has been considered the foremost and crucial element to undertake multifaceted challenges schools and organizations have to work in collaboration with each other. As Elmore (2000) expresses the school leadership is not only a matter of the ability of individuals or an individual. Leadership stimulates and activates people to do something, leadership is considered as the medium or mechanism for accomplishment (Gini & Green, 2013).

What is Leadership?

Leadership is the art or practice that shapes people in a manner so that they will willingly and devotedly look towards the attainment of team aims. As Curtis and O'Connell (2011) entail that however, leadership does not mean that every person in the organization will take the responsibility as a leader, and nor it indicates that the head will only direct the organization. The leadership must be demonstrated in the imperative tasks of all stages are confronted to make a successful organization (Gini & Green, 2013).Effective leadership leads to progressive schools. Quality of management strongly influences the educational outcomes (Tony & David, 2002). Many academic researchers acknowledged that efficiency and the quality of leadership have a strong relationship. Distributed leadership is now being focused on by many contemporary researchers (Salahuddin, 2011).

Harris (2005) defines that to lead an organization for facing challenges distribution management is a key factor, but at the same time, it depends on the state of affairs and environment of each school. Duignan (2007), articulates an apprehension that it is a very constricted view of managerial expertise and leadership to leave many education administrators isolated, presuming prime responsibility for the direction of their school as it pays no attention towards students, teachers, and other stakeholders in the municipal (Spillane & Camburn, 2008).

Distributed Leadership

Distributed leadership is spreading, sharing, and distributing of the leadership work across individuals and the school organization (Angelle, 2010). Humphrey (2010) stated that the term 'distributed leadership' creates a center of attention. It is acknowledged that each member contributes to the betterment of the school and it is necessary for the development. This leadership is based on the idea of the moment. The opponents are of the view that leadership is more general than the "new convention" that strengthens administrative beliefs.

Distributed leadership certainly is the "new kid on the block" and is found to be focusing on changing the leadership and organization (Harris & Spillane, 2008).Work by Gratez (2000) describes distributed leadership as a positive guide for change. He argues that organizations are initiated as most flourishing in managing the vibrant of loose, rigid working affiliations mend strong adapted leadership at the peak with distributed leadership. According to Harris and Mujis (2004), distributed leadership has become a progressively more universal discussion concerning school leadership in recent years and rapidly catching consideration and experimental support. The management considers that it is not a solitary action but the whole pluralistic leadership. Thus, leadership is a form of

action rather than a position. Consequently, it is expected from all the members of the organization to work as both leaders and followers at different times accordingly (Andy, 2006).

Not Delegation

Distributed leadership is not the delegation of powers to others. This leadership concept is misunderstood by most people and they confound it with the conventional, hierarchical concept of power. There is a huge difference in distributed leadership that is a collective responsibility in which everyone involved instead of top-down authority (Harris, 2005).

Person Plus

Distributed leadership confronts us to think fundamentally and ingeniously about leadership. It shifts us from a 'person solo' to a 'person plus', signifying numerous leaders at various levels. There are escalating facts that propose a more extensively distributed model of leadership associate with the enormous budding for organizational amendment and growth (Harris, 2005).

Is the head superfluous?

Distributed leadership means that it is ashore in action rather than position or role. But it doesn't mean that HODs are now apart from the leadership equation, as a simplistic interpretation of distributed leadership might suggest. HODs can endorse others to lead, and they can provide sufficient required energy for transformation and growth. In short, they connect others in the poignant work of edifice mutual and credulous relationships (Harris, 2005).

Importance of Distributed Leadership

Distributed leadership is not a universal remedy or plan. It is only a method of getting things improved and better performance of leadership and to see the leadership from many perspectives and to enlighten the likelihood for organizational change (Harris & Spillane, 2008). A perception of distributed leadership can produce new knowledge related to school leadership (Spillane & Healey, 2010). Efficient educational leaders encourage members of the organization and stimulate a shared vision to work on the way to accomplishment (Potter, 2012). It is considered a very important factor for an organization, to confront the challenges of adjusting to exterior claims and produce creativity, to be capable to depict on their collective and cooperative intellect. It has been said that "two heads are better than one" (Radnor, 2002).

The importance of distributed leadership is evident from the literature that leadership is extensively acknowledged as a key skill to enhance employees' commitment and satisfaction with their job. In Pakistan, leadership requires special attention to achieve educational goals that cannot be achieved without school teachers. School teachers play an important role in the achievement of educational goals and they cannot contribute properly if they are not satisfied and committed to their jobs.

Previous researches highlighted the importance of distributed leadership in other domains while there is a need to investigate the effect of distributed leadership on teachers' commitment and job satisfaction at the secondary school level. The present study intends to bridge a gap in the existing literature about distributed leadership and its effect on school teachers' commitment and job satisfaction. This study is helpful to the administrators, HODs, and school teachers to better understand how distributed leadership affects teachers' commitment and job satisfaction. This study contributes to the on-going research related to distributed leadership. The findings of this study are helpful to evolve similar studies.

Organizational Commitment

Commitment in a particular organization is an essential potency of an individual's participation and gratitude. The devoted person believes strongly in the organizations' goals and values. That person willingly obeys orders and expectations, beyond minimal expectations uses substantial effort for the good of the organization, and strongly desires to stay connected (Hulpia, 2009). Teachers' commitment is the degree of devotion and accountability that is felt towards a shared vision and can be defined as the level of fulfillment to put forth exertion to accomplish that mission (Potter, 2012).

Job Satisfaction

Satisfaction refers to the extent to which people like (satisfaction) or dislike (dissatisfaction) that specifies the job satisfaction as an attitudinal variable (Hulpia, 2009). Job satisfaction involves the overall comfort level of an employee with his job that includes psychological, physical, emotional, and behavioral factors. Job satisfaction grasps a huge magnitude of teachers' commitment. Teachers' job satisfaction has been exposed to be an analyst of teachers' preservation and dedication, which contribute to overall school efficiency (Potter, 2012).

Objectives

 Objectives of the study were:

1. To assess the extent of Head teachers' leadership, teachers' commitment, and job satisfaction
2. To identify the effect of distributed leadership on teachers' commitment and job satisfaction

Hypotheses

These were the specific hypothesis of the study:

1. There is no significant difference between mean scores of male and female secondary school teachers' perception of the Head teachers' leadership, teachers' commitment, and job satisfaction.
2. There is no significant effect of distributed leadership on teachers' commitment and job satisfaction.

Methodology

Research Design of the Study

In this study, the cross-sectional research design was used.

Target Population & Sampling Procedure

The population of the study comprised of three hundred thirty-one public secondary schools of district Lahore. Sixty-five secondary schools were selected randomly as a sample for this study from a population of three hundred thirty secondary schools. Thirty schools for males and thirty-five schools for females were incorporated as the sample from district Lahore.315 members from 65 were invited to fill out the questionnaire, only those teachers who were available and interested in this study.

Instrumentation

Two questionnaires were used to measure the teachers' perceptions of distributed leadership, teachers' commitment, and job satisfaction. Two questionnaires were adapted one by Duif, et al. (2013) and the other one by Hulpia (2009). A five-point Likerttype scale was used consisting of 3 sections: Distributed Leadership, teachers' commitment, and job satisfaction. The questionnaire consisted of 48 statements, in which 27 statements about distributed leadership, 11 statements about teachers' commitment, and 10 statements about job satisfaction. Validation of the questionnaire was done by the four experts in the relevant field. By using SPSS data was coded and analyzed. For measuring

teachers' beliefs on distributed leadership, on teachers' commitment, and job satisfaction, 48 items were analyzed. All Cronbach Alpha values of the subscales ranged from .792 which indicated that this questionnaire is reliable for leadership construct.

Analysis of the Data

Data were examined by using SPSS. For data analysis, descriptive statistics were used. Standard Deviation and Mean scores of each statement were computed. An independent sample *t*-test was employed to find a significant difference based on gender. Pearson correlation was applied to find out the relationship between variables and linear regression analysis was used to explore the effects of distributed leadership on teachers' commitment and job satisfaction.

Results

Table 1

Comparison between Secondary School Teachers' Perceptions on Gender Basis

Variables	Male		Female				95% CI		Cohen's
	M	*SD*	*M*	*SD*	*t*(df)	*P*	*UL*	*LL*	*d*
1.Distributed Leadership	3.42	.78190	3.50	.75007	-.901(298)	.769	.09435	-.25381	-.10
2.School leaders' behavior	3.47	.88728	3.52	.89020	-.447(298)	.702	.15606	-.24787	-.05
3.Vision	3.42	1.09139	3.44	1.08506	-.113(298)	.974	.23311	-.26147	-.01
4.Values	3.03	1.0369	3.09	.98445	-.523(298)	.966	.16792	-.28946	-.05
5.Collaboration	3.57	.98517	3.71	.91558	-1.277(295.788)	.014	.07594	-.35640	-.14
6.Decision making	3.45	.85965	3.57	.82355	-1.260(298)	.217	.06876	-.31377	-.14
7.Teacher's Commitment	3.51	.78772	3.59	.74814	-.955(298)	.284	.08983	-.25924	-.10
8.Job Satisfaction	3.33	.89809	3.50	.83987	-1.691 (298)	.274	.02778	-.36729	-.19

From the above table it is evident that there was no significant difference in the beliefs of secondary school male and female teachers' on the distributed leadership and its factors like school leaders' behavior, vision, values, and decision making but on one-factor collaboration and cooperation have a significant difference in male and female perception female collaboration is better than male. And they also have the same beliefs on teachers' commitment and job satisfaction as well at p > 0.05 significance level.

Table 2

Effect of Distributed Leadership on Teachers' Commitment and Job Satisfaction

Predictor	Teachers' Commitment R2	ß	Satisfaction R2	ß
Distributed leadership	.38***	.62	.52***	.72

Note: ****p<.001*

It is obvious from the above table that distributed leadership is a substantial independent variable with the teachers' commitment and job satisfaction. The value of R^2 (0.378) indicates that 37.8% variation in teachers' commitment is explained by distributed leadership. SSTs are much committed towards their schools under this type of leadership of HODs. R^2 value (.517) indicates that 51.7% of the variation in job satisfaction is explained by distributed leadership and it was clear evidence that SSTs feel much satisfied under this type of leadership of HODs.

Discussion

This study is an effort to measure the effects of distributed leadership on teachers' commitment and job satisfaction at the secondary level in the Pakistani context. The findings of the study contribute a lot in a very helpful manner to the existing body of knowledge in the field of education. Results of the present study make evident that leadership in education required for effective results and school improvement, it is necessary to exchange the culture for all those who work there to succeed with their energy, commitment, contribution, and leadership responsibilities (Salahuddin, 2011).

Results show that most of the HODs in secondary schools in the Lahore district had put distributed leadership into practice. It also shows the significant effect of distributed leadership on teachers' commitment and job satisfaction which shows that leadership scenarios can give more power and opportunity to the teachers such as the head to make decisions at the school level. For a flourishing grasp of goals, teamwork should be promoted among staff (Jamalullail, Che, Hazita, & Majid, 2014).

The researcher illustrated the results of the study that analysis showed the latest and interesting aspects of distributed leadership came forward i.e. government secondary school teachers were more committed towards their job and highly satisfied under distributed leadership. Results also show that teachers of secondary schools had similar beliefs on distributed leadership, teachers' commitment, and job satisfaction on a gender basis. P-value of distributed leadership factors such as; school leaders' behavior, vision, values, and decision-making are greater than the value of significance 0.5(p>0.5). So the researcher is failed to reject the null hypothesis that there is no significant difference in the mean scores of school leaders' behavior, vision, values, and decision making of secondary school teachers' perception based on gender. Mean scores of secondary school teacher's perceptions show that male and female teachers have similar beliefs about various factors of distributed leadership. While one factor of distributed leadership such as collaboration p-value .01 is less than the significance value. Because p<0.5, the null hypothesis was rejected that there is no significant difference in the mean scores of secondary school teachers' perceptions about collaboration on gender bases. The mean score of females (M=3.71) is higher than the mean score of male Secondary School

Teachers (M=3.57) which shows that female HODs were more collaborative than male HODs. The mean score of male and female teachers of secondary schools shows that they have similar beliefs about their commitment and job satisfaction because p>0.5.

The effect of distributed leadership on teachers' commitment and job satisfaction was also explored in this study. It is exposed that distributed leadership is a substantial independent variable to the teachers' commitment and job satisfaction. The value of R^2 (0.378) indicates that 37.8% variation in teachers' commitment is explained by distributed leadership. SSTs are much committed towards their schools under this type of leadership of HODs. R^2value (.517) indicates that 51.7% of the variation in job satisfaction is explained by distributed leadership and it was clear evidence that SSTs feel much satisfied under this type of leadership of HODs.

The present study highlights the importance of encouraging an environment where transformation is appreciated and needed. This form of leadership involves the posting of control and repositioning of ability within the organization which leads to a common purpose or set of goals. Evidence proposed that when these conditions are in place, leadership is much strong for internal driving school improvement and change. Teachers are the most dynamic people in the school which are the catalyst for change but there is a need to allow them to lead and take responsibility to change the region (Harris & Mujis 2004).

Conclusion

The subsequent conclusion was drawn on the study results that the leadership style of HODs, positively affects the employee's commitment to the school and the satisfaction level of their job. They would like to work in an environment in which they can freely share ideas with their colleagues about the school's betterment and they can take part in decision making. All the opportunities that are given by HODs to them for their development, positively affect employee's morale which boosts them to do the best they can.

Lastly, the findings of this study uncovered the realities and put forward a ground for us that the singular heroic leadership is replaced with distributed leadership in which every individual is involved according to their leadership skills and abilities. Distributed leadership means a lot, not just a few; it's an environment in which every individual is responsible and accountable. For effective school results, effective leadership is the basic principle that leads the organization towards improvement and success.

Recommendations

The following recommendations were drawn after the analysis of the study results.

1. In the future, a qualitative or mixed-method study can be conducted on this topic for more insight.
2. Distributed leadership style must be encouraged at all educational levels and appreciated to make a change and to abolish the status quo view of singular leadership that is considered still necessary.
3. For future researches, it is recommended to investigate how distributed leadership affects the student learning outcomes and how it is related to the school improvement goals?
4. It is recommended for future studies to make familiar that what factors promote distributed leadership and what factors hindered it?

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