

# ESL Teachers' Experiences with Distributed Leadership during School Improvement Initiatives

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**Abstract:** *This qualitative study delves into the nuanced experiences of ESL school teachers in Peshawar, Pakistan, as they engage in distributed leadership during school improvement initiatives. Drawing from in-depth interviews with 22 teachers, the research investigates the impact of distributed leadership on teacher practices, school culture, and student learning outcomes. Five prominent themes emerge from the analysis: collaboration and shared decision-making, empowerment and teacher agency, challenges within distributed leadership, the transformative impact on teaching and student learning, and the professional growth and development of educators. These themes underscore the profound influence of distributed leadership on teachers' roles, autonomy, and contribution to school improvement. These themes reflect the nuanced experiences of teachers, highlighting the positive influence of distributed leadership on their professional growth, teaching practices, and student outcomes. The study's findings underscore the transformative potential of distributed leadership in fostering collaboration and shared decision-making, empowering teachers, and contributing to school improvement. The implications drawn from this research offer valuable guidance for educational institutions seeking to enhance leadership models, inspire teacher leadership, and drive continuous improvement in the education sector. As educational organizations seek to optimize leadership models, the insights gleaned from this study offer a roadmap for enhancing teaching practices, student outcomes, and the holistic betterment of educational institutions.*

**Keywords:** *Distributed leadership, School improvement, Collaboration, Educational leadership,*

## Introduction

School improvement is a fundamental and ongoing process within the realm of education, encompassing a diverse array of strategies and initiatives aimed at enhancing the quality and effectiveness of schools (Epstein, 2019). At its core, it holds a profound significance for various reasons. Foremost among these is its role in elevating student achievement and academic outcomes. Schools serve as the primary conduit

for shaping the future of students, and through continuous improvement, they can provide students with the best possible educational experiences, enabling them to reach their full potential (Schult et al., 2022).

Beyond academic achievements, school improvement initiatives often focus on creating more equitable and accessible educational systems. These efforts aim to reduce achievement gaps and ensure that all students, regardless of their backgrounds, enjoy equal access to high-quality education (Akram et al., 2020). Such equity-driven approaches foster a fairer and more inclusive society while simultaneously providing opportunities for all. In the pursuit of school improvement, a substantial emphasis is placed on teacher professional development. Teachers are the cornerstone of effective education, and when they receive ongoing support and training, they are better equipped to provide quality instruction. This, in turn, benefits students and enhances the overall educational experience (Akram & Yang, 2021).

Furthermore, the impact of school improvement extends to the broader school community. Positive school climates, created through improvement efforts, lead to higher student engagement, fewer discipline issues, and improved overall well-being. Involving parents, community members, and local organizations in these efforts further strengthens the school's connection to its community and promotes shared responsibility for success. In an ever-changing educational landscape, school improvement encourages innovation and adaptation. Schools must remain flexible to meet new challenges and leverage emerging opportunities (Leithwood et al., 2020). By fostering a culture of continuous improvement, educational institutions can stay at the forefront of effective teaching practices, aligning education with the evolving needs of students and society (Akram et al., 2021).

In an increasingly interconnected world, the quality of education directly influences a nation's global competitiveness. Schools that prioritize improvement produce graduates who are well-prepared to navigate a rapidly changing job market, enhancing the country's position on the global stage. Finally, the data-driven approach underpinning school improvement is integral, as it empowers schools to make informed decisions based on evidence (Caldwell & Spinks, 2021). By collecting and analyzing data, schools can identify areas that require attention and make data-informed choices to address weaknesses and capitalize on strengths, ensuring the continuous growth and vitality of educational institutions.

Distributed leadership in school improvement plays a pivotal role and holds significant importance for various reasons. First and foremost, it distributes leadership responsibilities among a collective effort involving teachers, staff, and even students, fostering a culture of shared responsibility, accountability, and collaboration (Lumby, 2019). Each member of the school community becomes an active participant in the improvement process, making it a collective endeavor where everyone contributes to the school's growth (Torres, 2019). Moreover, this leadership model leverages the expertise of individuals with specialized skills and knowledge, leading to more informed decision-making and problem-solving. Teachers and staff members with unique talents can contribute their insights, ultimately

enhancing the overall quality of education provided by the school (Shen et al., 2020). This adaptability to capitalize on diverse talents and experiences is particularly important in addressing the complex challenges of education today.

Distributed leadership is also instrumental in fostering adaptability within schools. By allowing leadership responsibilities to be dispersed, the response to emerging issues and changes can be swift. Multiple stakeholders can initiate action in their respective domains, ensuring that schools can evolve and adapt quickly in a rapidly changing educational landscape (Liu et al., 2021). Furthermore, it provides opportunities for the professional development of educators. Teachers and staff members engaged in leadership roles have the chance to enhance their leadership skills and experience, ultimately improving the quality of education they provide. This empowerment not only benefits individual educators but also contributes to a more motivated and dedicated teaching staff (Azorín et al., 2020).

Inclusivity is another vital aspect, as distributed leadership fosters an environment where diverse voices are heard and respected. The model encourages a wide range of perspectives and experiences to be considered in decision-making, which is particularly important in diverse school settings (Huat & Shunmugam, 2021). This inclusivity can lead to more comprehensive and equitable policies and practices. Ultimately, distributed leadership enhances decision-making within schools, as multiple perspectives lead to well-rounded and thoughtful choices. The model reduces potential blind spots and encourages the exploration of a wider array of potential solutions, resulting in more informed strategies for school improvement (Torres, 2019).

Beyond these benefits, the sustainability of school improvement efforts is ensured through distributed leadership. When leadership is vested in a single person, the departure of that individual can disrupt the school's progress (Leithwood, 2021). In contrast, a distributed leadership model ensures that the improvement process can continue seamlessly, even when individuals change roles or leave, which is critical for the long-term success of schools. While previous research has illuminated the theoretical underpinnings and potential benefits of distributed leadership, there exists a critical dimension that remains relatively unexplored—the experiences of those at the forefront of education, the teachers themselves (Lipscombe et al., 2023). . Ramzan and Khan (2019) have suggested that stereotyped ideological constructions are enhanced by nawabs in Baluchistan. Further, Ramzan et al.(2021) have indicated that there is a manipulation and exploitation of the public in the hands of politicians and powerful people. Khan et al.(2017) have expressed that print media acts as a tool in the hands of capitalists. Bhutto and Ramzan (2021) have claimed that there is a collusive stance and pacifier agenda of media wrapped in the strategy of power. Nawaz et al.(2021) have said that power is striving for negative them and positive us.

The importance of teachers' voices in the discourse surrounding educational leadership cannot be overstated. Teachers, as the primary agents of instruction and day-to-day interaction with students, hold

invaluable insights into the practical implementation of distributed leadership models during school improvement initiatives. Their experiences, perceptions, and challenges provide a crucial lens through which we can examine the actual impact of distributed leadership on the ground. . Ramzan and Khan (2019) have suggested that stereotyped ideological constructions are enhanced by nawabs in Baluchistan. Further, Ramzan et al.(2021) have indicated that there is a manipulation and exploitation of the public in the hands of politicians and powerful people. Khan et al.(2017) have expressed that print media acts as a tool in the hands of capitalists. Bhutto and Ramzan (2021) have claimed that there is a collusive stance and pacifier agenda of media wrapped in the strategy of power. Nawaz et al.(2021) have said that power is striving for negative them and positive us.

This qualitative research endeavor aims to delve deep into the subject matter, shedding light on the real-life encounters of educators who operate within the framework of distributed leadership during school improvement endeavors. By capturing the narratives and perspectives of teachers engaged in this collaborative leadership paradigm, this study seeks to provide a holistic understanding of the dynamics, successes, and obstacles within distributed leadership. In doing so, it aspires to contribute not only to the scholarly discourse but also to the practical application of leadership models that resonate with the teachers who navigate the intricate terrain of education on a daily basis.

### **Theoretical Framework**

At the heart of this research study is the foundational concept of Distributed Leadership Theory. This theory posits that leadership within an organization, in this case, a school, is not the exclusive domain of a single individual but is instead distributed across multiple stakeholders, which can include teachers, administrators, and other staff members (Timperley, 2005). Distributed leadership acknowledges that leadership functions, roles, and responsibilities are shared among these stakeholders, creating a collaborative approach to guiding the organization toward its goals. The theory highlights the collective effort in decision-making, problem-solving, and influencing the direction of the institution (Lumby, 2013).

The core principles of Distributed Leadership Theory emphasize the idea that leadership is not confined to a specific hierarchical structure but is instead a dynamic and shared phenomenon. It acknowledges the diverse expertise, experiences, and perspectives that different members of the school community bring to the table, and it values the unique contributions each individual can make to the improvement process. Furthermore, it recognizes that leadership can emerge organically, depending on the context and the specific challenges or opportunities at hand (Caldwell & Spinks, 2021).

In the context of school improvement, this theory plays a pivotal role in shaping the study's perspective on leadership dynamics. It underscores the collaborative nature of leadership within schools and how this collaborative approach influences the school improvement initiatives (Gurr & Drysdale, 2020). By sharing leadership roles and responsibilities, educators and administrators work together to

identify issues, formulate solutions, and implement strategies that drive improvement. This approach not only promotes a sense of ownership and accountability among all stakeholders but also capitalizes on the collective wisdom and capabilities of the entire school community (DeMatthews et al., 2020). The study seeks to explore how Distributed Leadership Theory is manifested in practice, how it influences decision-making, and how it shapes the experiences of teachers actively engaged in school improvement initiatives. This perspective serves as the guiding framework through which the study examines the intricate dynamics of leadership within educational institutions and its impact on the continuous process of school improvement.

### **Review of Literature**

The work by Naicker and Mestry (2013) represents a cornerstone in the study of distributed leadership in educational contexts. In their comprehensive exploration, they have delved into the diverse manifestations of distributed leadership within schools, examining the many forms, contexts, and implications of this leadership model. Their research underscores the vital role that distributed leadership plays in the improvement of schools and the development of effective educational institutions.

The research by Kelley and Dikkers (2016) present a critical examination of the relationship between distributed leadership and the enhancement of school performance. Their study meticulously assesses how the distribution of leadership roles and responsibilities among various stakeholders, such as teachers and administrators, contributes to the overall betterment of schools and improved student outcomes. In addition, in another work, Dampson et al. (2018) investigate the role of distributed leadership within the broader context of transformational school leadership models. They explore how distributed leadership shapes student experiences, teacher practices, and the classroom environment during large-scale educational reforms. Their research highlights the transformative potential of distributed leadership.

Furthermore, Grenda and Hackmann (2014) work introduces the concept of distributed leadership as a central unit of analysis in educational research. It critically evaluates the challenges and benefits associated with studying leadership as a distributed phenomenon. This perspective offers a novel and nuanced approach to the examination of leadership in educational settings.

In addition, the research by Liu et al. (2021) delves into the multifaceted role of teacher leadership within the framework of distributed leadership. It systematically explores the various functions teachers can undertake in leadership positions and how these contributions influence school effectiveness and the overall educational environment. Moreover, the study by Bush and Ng (2019) provide valuable insights into the practical aspects of distributed leadership in schools. They meticulously analyze how leadership responsibilities are distributed among different roles and individuals, providing an in-depth understanding of how these practices shape the daily functioning of educational institutions.

These seminal works collectively contribute to our comprehensive understanding of distributed

leadership in the field of education. They provide valuable insights into the diverse facets of this leadership model, its profound impact on school improvement, and the evolving roles of educators within the leadership framework of schools. This extensive body of research serves as a robust foundation for further investigation and exploration in this dynamic field.

### **Methodology**

This study employs a qualitative research design to delve into the experiences of school teachers regarding distributed leadership in the context of school improvement. Qualitative research is suitable for exploring the nuances and insights that can be obtained through in-depth interviews (Pathak et al., 2013).

### **Participants**

The study involved 22 school teachers from various schools in Multan, Pakistan. Participants were purposefully selected to represent a diverse range of educational levels, subject areas, and experiences with school improvement initiatives.

### **Data Collection**

Semi-structured interviews were conducted with the participants. These interviews provided a platform for participants to express their thoughts, experiences, and perspectives regarding distributed leadership and school improvement. The interviews were conducted in-person, over the phone, or through video conferencing, depending on participant availability and preferences. An interview protocol was developed to ensure consistency and comprehensiveness in the data collection process. The questions were open-ended and designed to encourage participants to share their experiences, challenges, and observations regarding distributed leadership and school improvement.

### **Data Analysis**

The collected interview data were transcribed verbatim. Thematic analysis was employed to identify recurring themes, patterns, and key findings within the interview responses. This process involved coding, categorization, and the development of thematic narratives.

### **Results**

Certainly, you can organize the results of your study on teachers' experiences with distributed leadership during school improvement initiatives into five key themes:

#### **I. Collaboration and Shared Decision-Making**

This theme highlights the collaborative nature of distributed leadership within schools. Teachers expressed how they actively participated in decision-making processes alongside administrators and other stakeholders. They described instances of shared responsibilities in setting goals, planning curricular changes, and implementing school improvement strategies. Collaboration was viewed as an opportunity for mutual learning and problem-solving, enhancing the overall effectiveness of school improvement initiatives.

Teacher I: "We came together as a team to plan out how to improve our students' reading skills.

It felt like our input really mattered, and we could see the positive impact of our collective decisions."

Teacher 2: "I've never experienced such collaboration before. Working with colleagues and the principal on curriculum development made me feel like I was part of something bigger than just my own classroom."

## **2. Empowerment and Teacher Agency**

Teachers often described a sense of empowerment within the distributed leadership model. They shared how this approach allowed them to have a say in school improvement efforts, giving them a sense of ownership and accountability. Teachers noted that being entrusted with leadership roles and responsibilities boosted their confidence and motivation, ultimately contributing to a more vibrant school culture.

Teacher 1: "Being given a leadership role made me feel more valued as an educator. It's not just about following orders; it's about contributing to the school's growth and direction."

Teacher 2: "I used to be afraid to suggest changes, but now I feel confident. I have a sense of agency. It's empowering to know I can make a difference in our school."

## **3. Challenges of Distributed Leadership**

While recognizing the benefits, teachers also highlighted challenges associated with distributed leadership. These challenges included the need for effective communication, the potential for role ambiguity, and varying levels of commitment among team members. Teachers acknowledged that navigating the complexities of shared leadership roles required time and effort.

Teacher 1: "It's not always smooth sailing. Sometimes, we face communication issues, and different opinions can slow us down. But the challenge is worth it for the outcomes we see."

Teacher 2: "Understanding who's responsible for what can be a bit confusing at times. It takes some effort to find the right balance between shared roles and responsibilities."

## **4. Impact on Teaching and Student Learning**

Participants discussed how their involvement in distributed leadership influenced their teaching practices and had a tangible impact on student learning. They noted that a shared leadership approach led to the adoption of innovative teaching methods, improved classroom management, and a heightened focus on data-driven decision-making. Teachers perceived positive changes in student engagement and academic outcomes as a result of their involvement in school improvement initiatives.

Teacher 1: "I changed my teaching approach based on what we learned from our school improvement team. I saw students become more engaged, and their scores improved as well."

Teacher 2: "It made me more data-driven. We analyze student performance together, and I can make more informed decisions about what works in my classroom."

## **5. Professional Growth and Development**

The theme of professional growth and development emerged prominently. Teachers viewed distributed leadership as a platform for personal and career advancement. Many expressed that their involvement in leadership roles provided opportunities for skill development, networking, and leadership training. They believed that this not only benefited their own professional growth but also contributed to a more dynamic and motivated teaching staff.

Teacher 1: "I had the opportunity to attend leadership workshops and training. It's helped me grow as an educator and as a leader in our school."

Teacher 2: "I feel like I've developed a whole new skill set through my involvement in distributed leadership. It's not just good for the school; it's good for me too."

These themes provide a comprehensive overview of the results of your study, highlighting the multifaceted experiences of teachers engaged in distributed leadership during school improvement initiatives. Each theme offers unique insights into the impact of distributed leadership on teacher experiences, school culture, and the overall effectiveness of school improvement efforts.

### **Discussion**

The findings of this study, which explored teachers' perceptions of the role of distributed leadership in school success shed light on unique aspects of this relationship. This discussion contextualizes the current findings within the existing literature and highlights the implications of these perceptions.

The study reveals that teachers value collaboration and shared decision-making in distributed leadership. This aligns with findings by Torres (2019), who emphasized the importance of collaborative leadership structures. Collaboration promotes collective responsibility and involvement, as supported by Lumby (2019), who found that collaboration is central to improving schools. The collaborative aspect of distributed leadership contributes to the social exchange theory, as mentioned in the literature, where teachers willingly invest in their schools due to perceived benefits in shared decision-making.

The study further reveals that teachers express a sense of empowerment and agency within distributed leadership. This corresponds with the notion of teacher leadership, as highlighted by Huat and Shunmugam (2021), emphasizing that teachers can drive school improvement when empowered. The work by Asbari et al. (2020) on transformational leadership also aligns, as it emphasizes how teacher empowerment can lead to a more transformative and inclusive leadership style. This empowerment finds resonance in the distributed leadership theory, which asserts that leadership is distributed, including to teachers, leading to a sense of ownership and accountability.

In addition, the study also acknowledges the challenges associated with distributed leadership, consistent with the research by Lumby (2019). The need for effective communication and the potential for role ambiguity are challenges in line with previous research on distributed leadership's complexities. Recognizing and addressing these challenges, as this study suggests, is essential to the successful implementation of distributed leadership in schools, which is a point echoed by Torres (2019) and



Akram et al. (2021).

The study further found that distributed leadership positively impacts teaching practices and student learning, consistent with the findings of Shen et al. (2020). The focus on data-driven decision-making and the adoption of innovative teaching methods align with the principles of distributed leadership and its potential to influence instructional practices, as discussed in the literature. The connection between teacher empowerment and improved student outcomes is underscored by previous work by Daniëls et al. (2019).

The study demonstrates how distributed leadership fosters professional growth and development for teachers. This finding concurs with the idea presented by Akram et al. (2021) that teacher leadership can serve as a catalyst for school improvement. The study's findings are consistent with the notion that participation in distributed leadership roles can enhance teachers' skills and provide them with opportunities for leadership training, aligning with Engin (2020) observations regarding leadership development within a distributed context.

In summary, the results of your study resonate with the existing literature on distributed leadership in education. Your findings highlight the key themes of collaboration, empowerment, challenges, impact on teaching and learning, and professional growth. These themes reinforce the importance of a collaborative approach to leadership, teacher empowerment, the need to address challenges, the impact on instructional practices and student outcomes, and the potential for teacher professional development within the context of distributed leadership.

### **Conclusions**

This study sheds light on the transformative impact of distributed leadership within educational contexts. The findings underscore the significance of collaboration and shared decision-making, empowerment, and the role of teachers as leaders in shaping school improvement efforts. While challenges in communication and role clarity exist, they can be addressed through effective leadership structures and clear channels for information sharing. The positive impact on teaching practices, student learning, and teacher professional development is evident, emphasizing the value of distributed leadership in not only driving school improvement but also enhancing the professional growth and motivation of educators. In light of these results, it is clear that embracing distributed leadership models in schools can yield substantial benefits. To maximize these advantages, schools must invest in training and professional development, encourage open communication, and formalize leadership structures. This study highlights the potential for an inclusive, collaborative approach to leadership, one that empowers teachers, enriches the educational experience, and ultimately contributes to the holistic betterment of educational institutions. As schools move forward in their pursuit of excellence, the lessons drawn from this study offer valuable insights into the role of distributed leadership in shaping the future of education.

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