EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

THE ROLE OF DISTRIBUTIVE LEADERSHIP PRACTICES IN ENHANCING PROFESSIONAL DEVELOPMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS

Rowena Y. Almeňe
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra23276
DOI No: 10.36713/epra23276

ABSTRACT

The study explored the relationship between distributive leadership practices of school heads and professional development of teachers in public elementary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of distributive leadership practices of school heads that significantly influence professional development of teachers. With the use of probability sampling, 212 public elementary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high distributive leadership practices of school heads and a high professional development of teachers among the respondents. Furthermore, there was a significant relationship between distributive leadership practices of school heads and a high professional development of teachers. Moreover, all domains of distributive leadership practices of school heads, namely, vision, mission, and goals of the school, school culture, responsibility sharing, and leadership practice, were found to have significantly influence the professional development of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may create programs that would heighten the distributive leadership practices of school heads which would lead to a more intensified professional development of teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: *Distributive Leadership Practices; Professional Development; Descriptive Correlationa; Panabo City Division, Philippine*

INTRODUCTION

Professional development, or professional learning, can refer to any kind of ongoing learning opportunity for teachers and other education personnel. When professional development is done well, it provides an opportunity for teachers to grow their knowledge and sharpen their skills, which can lead to better student outcomes. It is a way for teachers to collaborate with their colleagues, and one avenue through which administrators can support their teachers (Schwartz, 2023). Unfortunately, identified problems do exist in conducting professional development among teachers. Professional development opportunities are often episodic, lack qualified facilitators and learning strategies, reflect budget constraints and face logistical challenges. Not surprisingly, this causes teachers to perceive development programmes as low quality and irrelevant, demotivating participation (Harrison et al., 2022).

Issues about professional development is considered as a global concern. In a study involving fourteen (14) countries focusing on the impactful features of TPD programs in low- and middle-income countries, Popova et al. (2022) reported that programs situated at schools or targeted teacher learning based on skill gaps and years of experience are rare. Most TPD programs are offered in a cascade model and one-off seminars with successive days of in-person training. Cascade models often endure because they enable the government to reach large numbers of teachers at a low cost.

In India, teachers' low motivation to participate in professional development programs, which are often perceived as irrelevant or unengaging, has been a pervasive issue. Leadership For Equity's surveys and focus group discussions with more than 1 lakh teachers across four states and 36 districts in India point to a recurring theme of training fatigue among teachers. The teachers largely felt that there are too many mandatory training programs and each one has different requirements. They claim that these programs interfere with the teaching schedule in schools (Singh & Sarma, 2025).

In Pakistan, the issues with teacher training in Pakistan are administrative as well as faculty related. The findings reveal that the challenges related to policy and planning, poor induction of teachers, lack of resources in teacher training

institutions, demotivation among teachers, and unequal distribution of skilled and productive teachers, dual training system and infrequent trainings (Siddiqui & Mughal, 2021). In Cameroon, teachers often lack access to updated training materials and professional development opportunities. Continuous professional development (CPD) is recognized as essential for maintaining teaching quality, but the effectiveness of CPD programs in Cameroon is often compromised by a lack of relevance and contextualization (Fombo, 2024).

In the Philippines, teacher education and development in the Philippines face serious challenges, including underperforming teacher education institutions (TEIs), inadequate and often misguided professional development systems, and an unclear career progression track. In public schools, there is low participation in INSET among teachers in kindergarten but this increases in the higher grade levels. Professional development opportunities currently offered to teachers frequently fail to consider teacher circumstances and fall short of what teachers need (Sinsay-Villanueva & Orbeta, 2023). Gonong (2018) also disclosed that there is lack of time for professional learning to enhance teaching practice due to accomplishments of reports and other tasks. Teachers were not fully trained in the changes of curriculum to meet its requirement. A one-week seminar is not enough. More so, not all teachers are given opportunities to attend training seminars especially those in the far-flung areas.

REVIEW OF SIGNIFICANT LITERATURE

The related literature and studies of this study provided inputs about the distributive leadership practices of school heads and teachers' professional development. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable is the distributive leadership practices of school heads. It has four indicators namely: vision, mission and goals of the school, school culture, responsibility sharing, and leadership practice (Kaur, Kayatari, and Sarfraz, 2023). Meanwhile, the dependent variable is the professional development of the life of teachers. It has eight indicators namely: educational planning, thematic knowledge, cooperation, educational technology, evaluation, research-based, learning environment, and development of human resources (Pourshafei & Asgari, 2016).

Distributive Leadership Practices of School Heads

School leadership literature overwhelmingly has focused on the role of principals, likely because, as the formally appointed leaders of their schools, effective principals generally are associated with successful efforts for preparing students to attain local, state, and federal standards (Gougas & Malinova, 2021). However, the multitude of demands placed on principals' time draws resources away from a focus on curriculum, instruction, and assessment, as numerous tasks from the school, district, state, and federal government require the attention of these school leaders. Today's principals can neither achieve nor sustain improvements in student learning by acting in isolation (Marshall, 2019).

The current climate of high-stakes accountability requires principals and teachers to work together to help all students achieve. These interdependent relationships necessitate a distributed perspective on leadership, whereby leadership responsibilities are shared by multiple individuals at different levels of the school organization. This form of distributed leadership may be effective in middle-level schools, where an interdisciplinary teaming structure and other elements of middle-school reform may help facilitate such practices (Veletic & Olsen, 2021).

A distributed perspective on leadership would help to decongest school management, boost school autonomy, promote collaborative work, and enhance participation in institutional decision-making because it provides the possibility of having numerous leaders who can cooperate in both formal and informal capacities. For this reason, principals are key because they best know their staff, school context, and organizational culture, and can appropriately manage their resources to execute core organizational functions through leadership practice (Galdames et al., 2023).

Distributive leadership does not take the responsibility and authority of leading the school away from the principal. Most importantly, distributive leadership does not mean that there is no one responsible for the overall organization. Instead, it requires the principal to understand the synergistic relationship between leadership and organizational structures, school vision, and school culture (Zakaria & Mokhtar, 2022).

The concept of distributive leadership postulates that the job of administrative leaders is primarily about recognizing and enhancing the skills and knowledge of people in the organization, in the process creating and enriching human capacity, or leadership density (Edwards, 2022; Pierro, 2020). Lastly, distributive leadership means cultivating a system that holds various pieces of the organization together in a mutually interdependent and productive relationship with one other, and holding individuals accountable for their contributions to the collective result (Nadeem, 2024).

Many of the benefits ascribed to distributive leadership relate to the development of staff. Foremost among these staff benefits is the development of collaboration and relationship building (Irvine, 2021; Villar, 2021). Also recognized as a major benefit of distributed leadership activities is leadership capacity building; support of action research; teacher motivation; development of new teaching practices; trust-building between leaders and other staff; and staff recognition

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

(Stubblefield, 2019). An additional benefit of implementing distributive leadership strategies is related to organizational change (Zeng, Tong, & Li, 2022; Harris, Jones, & Ismail, 2022).

Vision, Mission, and Goals of the School

Mission, vision, and goals are essential elements of distributive leadership. A vision statement represents the school's future goals, while the mission outlines the actions required to achieve that vision. As mentioned by Pierro (2020), a shared vision and mission foster a school community with organizational and behavioral agreements. Setting directions and a vision serves to motivate and inspire a shared sense of purpose across the faculty. Doing so establishes expectations for all, enhancing the improvement of student outcomes. Hence, staff and school community members must understand and share the goals for distributed leadership (Day et al., 2020).

Shared vision, mission, and goals are crucial for effective school leadership and student development. Principals play a key role in building and communicating a shared vision that aligns with the school's values (George, 2021). This vision should be formulated collaboratively, involving teachers and staff, and implemented through socialization, modeling, and evaluation. Department heads are particularly influential in gaining teacher support for the principal's vision, with their alignment being a stronger predictor of teacher support than the principal's behaviors alone (Tawil et al., 2022).

A shared vision is regarded as an important integral part of a school's development efforts and the change process, aiming to bring about far-reaching modifications within a learning community. According to Toikka (2024), having a vision within a school can serve as the foundation for the successful implementation and long-term sustainability of educational innovations, strategies, and programs. A shared vision promotes organizational learning by offering a shared picture of the desired future, providing direction, and guiding the organization towards a common goal (Zasa & Buganza, 2023).

However, shared vision work is far from easy. Gibney et al. (2020) argued that one challenge of developing a shared vision is that the concept itself is abstract. To examine the relationship between developing a shared vision and the development of a learning community, it is important to consider what a shared vision is, how it may be created, and how it has been studied. Building a shared vision is a formal process in which people committed to a school's future regularly meet to discuss and negotiate the future of a community. Senge (1990) cited by Toikka (2024) described this imaginary space as "pictures of the future" and defines five means of forming a vision: "telling," "selling," "testing," "consulting," and "co-creating".

The first two stages, telling and selling, can be beneficial when a community needs a solution quickly. However, a vision built and communicated only by visionary leaders and administrators cannot be regarded as one that will necessarily support teachers' attachments or raise their enthusiasm for a vision. A top-down vision developed by school leaders is unlikely to be embraced by the school community. The last two means, consulting and co-creation, are useful methods when, first, gathering information from teachers, from which a leader or management team then compiles a vision; or, second, when creating a shared vision as a process that seeks to encourage shared thinking, creativity, and the empowerment of individuals (Giliam, 2020; Mitchell et al., 2021). Thus, developing a shared vision requires staff members to collaborate, engage in critical reflection, and exchange knowledge. As Akter (2021) emphasizes, a vision cannot be reduced to a slogan: rather, it needs to work as the basis for daily routines in a school community to which teachers can relate.

STATEMENT OF THE PROBLEM

This study determined the relationship between distributive leadership practices of school heads and professional development of teachers in public elementary schools in Panabo City Division. More specifically, it sought to answer the following questions:

1. What is the level of distributive leadership practices of school heads as perceived by public elementary teachers in terms of:
   - 1.1 vision, mission and goals;
   - 1.2 school culture;
   - 1.3 responsibility sharing; and
   - 1.4 leadership practice?
2. What is the level of professional development of public elementary teachers in terms of:
   - 2.1 educational planning;
   - 2.2 thematic knowledge;
   - 2.3 cooperation;
   - 2.4 educational technology;
   - 2.5 evaluation;
   - 2.6 research based;
   - 2.7 learning environment; and
   - 2.8 development of human resources?

3. Is there a significant relationship between distributive leadership practices of school heads and professional development of teachers?
4. Which domains of distributive leadership practices of school heads significantly influence the professional development of teachers?

METHODOLOGY

This chapter provides an overview of the methodology for this study, encompassing the research design, research participants, research tools, data collection procedure, and data analysis to be utilized in this investigation.

RESEARCH DESIGN

This study adopted a quantitative methodology, specifically employing the descriptive correlational method. Quantitative research focuses on the organized gathering and analysis of data from multiple sources to quantify and understand the extent of a particular issue, enabling results that can be generalized to a wider population. This approach uses statistical techniques to collect, analyze, and present numerical data. It provides several benefits, such as obtaining reliable and precise information, facilitating efficient data collection, enabling thorough data analysis, and minimizing bias, making it a powerful tool in research (Fleetwood, 2024).

On the other hand, the descriptive-correlational study method utilizes quantitative techniques to define and assess current situations by gathering, analyzing, and interpreting existing data. This approach involves comparing different datasets to identify relationships between variables without any manipulation. Although it primarily focuses on present conditions, it often considers historical influences related to current contexts. The main aim is to describe the relationships between variables rather than to establish causal connections (Brodowicz, 2024).

This study was categorized as quantitative due to its use of numerical data for analysis and interpretation. It adopted a descriptive approach to assess the distributive leadership practices of school heads and the professional development of teachers. Furthermore, it was correlational, investigating the relationship between the distributive leadership practices of school heads and the professional development of teachers in public elementary schools within the Panabo City Division. The research also examined the specific areas of distributive leadership practices that had a significant influence on teachers' professional development.

RESEARCH RESPONDENTS

This research centered on 212 public elementary teachers in the Panabo City Division. By applying the Slovin Formula with a margin of error of 0.05, the original population of 455 public elementary teachers from Grades 1 to 6, each having a minimum of three years of teaching experience, had been reduced to 212. According to Memon et al. (2020), a sample size of 200 is sufficient for analyses using Pearson r. Therefore, the researcher opted to include 212 participants, exceeding the minimum sample size required to achieve the study's objectives.

In this research, the researcher utilized a probability sampling method called cluster random sampling. This technique is commonly used when studying large populations dispersed over a wide geographic area, as it entails selecting established units, such as schools or communities, to act as clusters. In cluster sampling, the entire population is divided into smaller groups, or clusters, from which random samples are drawn (Thomas, 2023). Specifically, the researcher randomly chose samples that represent the selected schools.

The inclusion and exclusion criteria for this research focused on selecting public elementary teachers from Grades 1 to 6 who possessed at least three years of teaching experience. Teachers with this level of experience were likely to have encountered a variety of distributive leadership practices implemented by school heads, allowing them to provide insightful perspectives on the professional development opportunities available to teachers. This level of experience ensured that the feedback and data gathered are grounded in real-world contexts, thereby improving the reliability and relevance of the study’s outcomes.

Furthermore, to protect the well-being and comfort of participants, it was crucial to guarantee that their involvement in the survey was entirely voluntary, allowing them the option to withdraw at any time without incurring any penalties or adverse consequences. Participants were informed that their responses were kept confidential and that they could skip any questions or discontinue their participation if they felt uncomfortable. This approach did not only respect their autonomy and privacy but also fostered a supportive environment that encourages honest and open feedback, ultimately strengthening the integrity and reliability of the research findings.

RESEARCH INSTRUMENTS

To collect data, this research utilized an adapted survey questionnaire tailored specifically for this study. The questionnaire consisted of two distinct sections, each aimed at effectively addressing the research objectives: the first section assessed the distributive leadership practices of school heads, while the second section explored professional development.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

RESULTS AND DISCUSSIONS

The findings indicate that the distributive leadership practices of school heads in terms of vision, mission, and goals are consistently present. This suggests that school heads frequently engage in leadership practices related to the school's vision and mission, emphasizing collective goal-setting and strategic planning. The high ratings across all five items reflect a strong alignment with the school's shared mission, suggesting that both teachers and administrators are involved in creating and reviewing the goals, which in turn fosters a sense of unity and purpose.

The data further reveals that school heads place significant importance on utilizing school improvement plans to track progress, with the highest mean score. This indicates a proactive approach in evaluating the effectiveness of goals and strategies. Additionally, the consistent high ratings on statements regarding mutual understanding and support of the mission by teachers and administrators emphasize the collaborative effort that underpins the school's direction. These findings highlight the regular and meaningful involvement of the school community in shaping and assessing the school's vision and mission, reinforcing the idea that distributive leadership practices are integral to school governance.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between distributive leadership practices of school heads and professional development of teachers in public elementary schools. The study was conducted in the selected public schools of Panabo Division. There were two hundred twelve (212) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The level of distributive leadership practices of school heads is high. This indicates that that leadership responsibilities of school heads are effectively shared among staff members. This approach promotes collaboration, empowers teachers, and fosters a sense of collective ownership in school decision-making. High distributive leadership contributes to a more inclusive and participatory school culture, enhancing overall organizational effectiveness.

Meanwhile, the level of professional development of teachers is high. This indicates that teachers have active engagement in training, workshops, and other learning opportunities to enhance their skills. This high level of professional growth reflects a commitment to continuous improvement and staying updated with current teaching practices. As a result, it positively impacts instructional quality, student outcomes, and overall school effectiveness.

It was found out that there is a significant relationship between distributive leadership practices of school heads and professional development of teachers. Moreover, all domains of distributive leadership practices of school heads are linked with the professional development of teachers. This underscores the value of empowering multiple leaders within the school to promote continuous professional learning and development.

Also, all domains of leadership practices of school heads significantly influenced the professional development of teachers. This suggests that that leadership actions directly impact teacher growth. Furthermore, each domain of distributive leadership, vision, mission, and goals, school culture, responsibility sharing, and leadership practice, was found to be significantly associated with teachers' professional development. This underscores the importance of school heads' leadership in fostering an environment that supports and enhances the continuous growth of educators.

Conclusions

Based on the findings of this study, the following conclusions were offered: The level of distributive leadership practices of school heads means is high which means that it is oftentimes evident. Notably, responsibility sharing is always evident while vision, mission, and goal of school, school culture, and leadership practices are oftentimes evident.

Meanwhile, the level of professional development of teachers is high which means that it is oftentimes evident. Specifically, thematic knowledge is always evident while educational management, cooperation, evaluation, learning environment, and development of human resource are oftentimes evident. On the other hand, research base is occasionally evident.

Based on the findings, distributive leadership practices of school heads and professional development are related. All domains of distributive leadership practices of school heads are linked to the professional development of teachers. This leads to the rejection of the null hypothesis.

Also, all domains of distributive leadership practices of school heads significantly influenced the professional development of teachers. Responsibility sharing indicates a higher influence on the professional development of teachers compared to other indicators. This leads to the rejection of the null hypothesis.

The strong and positive correlation between the distributive leadership of school heads and the professional development of teachers aligns with the foundational principles of Distributed Leadership Theory by Spillane (2006, as cited in Harris et al., 2022). This theory conceptualizes leadership as a practice that is distributed among leaders, followers, and their situational contexts. It emphasizes the collaborative efforts of various individuals within the school who collectively guide and support instructional change. Leadership is viewed as a socially distributed function, carried out through the interactions of multiple actors rather than a single authority figure. In the context of this study, distributed leadership fosters professional growth and builds capacity throughout the school community. By cultivating leadership among teachers and other stakeholders, it nurtures a culture of continuous improvement and shared expertise. This collaborative approach enhances the learning environment and ensures that all members are actively engaged in advancing student achievement.

Recommendations

The following suggestions were offered based on the conclusions of the study: Based on the findings, DepEd officials may strengthen support for distributed leadership frameworks in schools by institutionalizing programs that promote responsibility sharing and collaborative leadership among school heads and teachers. Given the strong link between distributive leadership practices and teachers' professional development, initiatives such as leadership training, shared decision-making workshops, and collaborative planning sessions should be encouraged to sustain and enhance leadership culture in schools. Moreover, to address areas of professional development that are less evident, such as research-based practices, DepEd officials may provide targeted capacity-building programs, incentives for research engagement, and partnerships with academic institutions to help teachers integrate research into their instructional and leadership roles.

Moreover, school heads are encouraged to further strengthen distributive leadership practices by consistently involving teachers in decision-making, promoting a shared vision, and nurturing a positive school culture. While responsibility sharing is already highly evident, school heads should place greater emphasis on reinforcing the school's mission and leadership practices through regular collaborative goal-setting and reflective leadership dialogues. Additionally, to enhance the professional development of teachers, especially in areas like research-based practices, school heads may provide mentoring programs, encourage action research, and create opportunities for peer learning and knowledge-sharing. These efforts will not only sustain high levels of teacher development but also ensure a more empowered and collaborative school community.

Furthermore, teachers may engage in the distributive leadership practices facilitated by school heads by participating in shared decision-making, embracing leadership roles, and aligning their efforts with the school's vision and goals. Since professional development is significantly influenced by these practices, teachers may take initiative in seeking out opportunities for growth, particularly in strengthening areas like research-based practices where development is less evident. Collaborating with peers, attending capacity-building activities, and applying leadership insights in classroom practices may further enhance their thematic knowledge and contribute to a more dynamic and empowered teaching community.

Lastly, future researchers may explore the relationship between distributive leadership practices and teacher professional development by conducting studies in diverse educational contexts and using mixed-method approaches to gain deeper insights. Since the research base domain in professional development was found to be only occasionally evident, future studies may focus on how distributive leadership can better support research engagement among teachers. Researchers may also examine the long-term impact of shared leadership models on specific professional competencies, and investigate interventions or programs that can strengthen underdeveloped areas such as educational research and innovation within schools.

REFERENCES

1. *Abakah, E. (2023). Teacher learning from continuing professional development (CPD) participation: A sociocultural perspective. https://www.sciencedirect.com/science/article/pii/S2666374023000171*
2. *Abugho, J. & Quirap, E. (2023). School heads leadership practices and implementation of the school's brigada eskwela. https://ijrp.org/paper-detail/4973*
3. *Acido, J. & Kilongkilong, D. (2022). Resource management practices of a public higher institution in the Philippines. https://files.eric.ed.gov/fulltext/ED620430.pdf*
4. *Ahmad, K., Mukhtyar, M. & Kanwali, Z. (2022). Effect of distributed leadership practices on teacher performance: Comparing the difference in teacher's performance on the basis of demographic characteristics. https://archives.palarch.nl/index.php/jae/article/download/11377/10136/22466*
5. *Akter, S. (2021). Companies' vision, mission, and core values focus on human resource management. https://doi.org/10.35912/ijfam.v2i4.412*

6. *Al-Barakat, A. (2022). Supervisory performance of cooperative teachers in improving the professional preparation of student teachers. https://doi.org/10.26803/ijlter.21.8.24*
7. *Amzat, I., Yanti, P. & Suswandari, S. (2022). Estimating the effect of principal instructional and distributed leadership on professional development of teachers in Jakarta, Indonesia. https://journals.sagepub.com/doi/full/10.1177/21582440221109585*
8. *Anajao, E. A., & Serras, R. L. (2024). Management styles of school leaders and instructional competence of public secondary teachers in Panabo City. EPRA International Journal of Environmental Economics, Commerce and Educational Management (ECEM), 11(5), 29-36.*
9. *Anderson, T. & Vargas, P. (2020). A critical look at educational technology from a distance education perspective. https://files.eric.ed.gov/fulltext/EJ1301459.pdf*
10. *Anthony, A. B., Gimbert, B., Luke, J. & Hurt, M. (2019). Distributed leadership in context: Teacher leaders' contributions to novice teacher induction. https://doi.org/10.1177/1052684618825086*
11. *Aquino, C., Afalla, B., & Fbelico, F. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3948871*
12. *Ashworth, D. (2020). A nested-case study investigating distributed leadership at the middle school level. https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3772&context=doctoral*
13. *Asterhan, C. (2023). The search for evidence-based features of effective teacher professional development: a critical analysis of the literature. https://www.tandfonline.com/doi/full/10.1080/19415257.2023.2283437*
14. *Aydogdu, E. & Sever, M. (2020). Principalship in building shared meanings in school. https://eric.ed.gov/?id=ej1266565*
15. *Bardach, L. & Klassen, R. (2020). Smart teachers, successful students? A systematic review of the literature on teachers' cognitive abilities and teacher effectiveness. https://www.sciencedirect.com/science/article/pii/S1747938X19302714*
16. *Bayar, A. & Duman, H. (2021). The effects of school culture on students academic achievements. https://files.eric.ed.gov/fulltext/EJ1300860.pdf*
17. *Benkramin, A. & Imbeau, D. (2021). Organizational commitment and lean sustainability: literature review and directions for future research. https://www.mdpi.com/2071-1050/13/6/3357*
18. *Benson, C. (2021). Administrative support for effective collaboration between special and general education teachers. https://spark.bethel.edu/etd/ 835*
19. *Bergmark, U. (2020). The role of action research in teachers' efforts to develop research-based education in Sweden: intentions, outcomes, and prerequisite conditions. https://doi.org/10.1080/09650792.2020.1847155*
20. *Berrocoso, J., Borrega, J. & Pizarro, M. (2022). Educational technology and student performance: A systematic review. https://www.frontiersin.org/articles/10.3389/feduc.2022.916502/full*
21. *Brodowicz, M. (2024). Descriptive correlational design in research. https://aithor.com/essay-examples/descriptive-correlational-design-in-research*
22. *Buskurt, B (2023). Effective school leadership as a predictor of school culture. https://ijpe.inased.org/files/2/manuscript/manuscript_4106/ijpe-4106-manuscript-211457.pdf*
23. *Cerbin, B. (2020). Assessing students' insufficient, inaccurate, and inert prior knowledge. https://takinglearningseriously.com/2020/04/17/assessing-students-insufficient-inaccurate-and-inert-prior-knowledge/*
24. *Cetin, C. & Bayrakci, M. (2019). Teacher professional development models for effective teaching and learning in schools. https://tojqih.net/journals/tojqih/articles/v06i01/v06i01-04.pdf*
25. *Chankseliani, M., Qoraboyev, I. & Gimranova, D. (2020). Higher education contributing to local, national, and global development: new empirical and conceptual insights. https://link.springer.com/article/10.1007/s10734-020-00565-8*
26. *Chin, J., Ching, G., Castillo, F., Wen, T. H., Huang, Y., Castillo, C., Gungon, J., & Trajera, S. (2022). Perspectives on the barriers to and needs of teachers' professional development in the Philippines during COVID-19. https://www.mdpi.com/2071-1050/14/1/470*
27. *Claridge, T. (2018). Introduction to social capital theory. https://www.socialcapitalresearch.com/wp-content/uploads/edd/2018/08/Introduction-to-Social-Capital-Theory.pdf*
28. *Coban, O. & Atasoy, R. (2020). Relationship between distributed leadership, teacher collaboration and organizational innovativeness. https://files.eric.ed.gov/fulltext/EJ1274610.pdf*
29. *Colson, T., Xiang, Y. & Smothers, M. (2021). How professional development in co-teaching impacts self-efficacy among rural high school teachers. https://files.eric.ed.gov/fulltext/ej1304431.pdf*
30. *Cramb, D. (2023). A study of primary school teachers' perceptions of student engagement. https://research-repository.griffith.edu.au/bitstream/handle/10072/424202/Cramb_David_Final%20Thesis_Redacted.pdf?sequence=1*
31. *Day, C., Sammons, P. & Gorgen, K. (2020). Successful school leadership. https://files.erc.ed.gov/fulltext/ED614324.pdf*
32. *Demir, K. (2021). The role of social capital for teacher professional learning and student achievement: A systematic literature review. https://www.sciencedirect.com/science/article/abs/pii/S1747938X21000142*
33. *Diocos, C. & Resol, V. (2022). Organizational culture and management practices of a State College in the Philippines. https://dergipark.org.tr/en/download/article-file/2824010*
34. *Don, Y. & Raman, A. (2019). School management and leadership: teamwork in schools. https://www.researchgate.net/publication/340479493_school_MANAGEMENT_AND_LEADERSHIP_TEAMWORK_IN_SCHOOLS*
35. *Donley, J., Detrich, R., States, J. & Keyworth, R. (2020). Distributed leadership. https://doi.org/10.6084/m9.figshare.1427268*
36. *Donley, J. (2019). Teacher retention analysis overview. https://www.winginstitute.org/teacher-retention-turnover-analysis.*
37. *Doos, M. (2019). Shared principalship: The perspective of close subordinate colleagues. https://www.tandfonline.com/doi/full/10.1080/15700763.2017.1384503*

38. *Doos, M. & Wilhelmson, L. (2021). Fifty-five years of managerial shared leadership research: A review of an empirical field. https://journals.sagepub.com/doi/full/10.1177/17427150211037809*
39. *Dudek, C., Reddy, L., Lekwa, A., Hua, A. & Fabiano, G. (2019). Improving universal classroom practices through teacher formative assessment and coaching. https://files.eric.ed.gov/fulltext/EJ1206305.pdf*
40. *Dugang, M. (2020). School teamwork and effectiveness. https://creativecommons.org/licenses/by/4.0/*
41. *Edwards, A. (2022). Distributed system leadership: Student understanding and enactment of mission and values across United World Colleges. https://www.lib.eduhk.hk/pure-data/pub/202201447.pdf*
42. *Espinoza, S. (2020). To be continued: Carl Glickman's work as the beginning of the story. https://doi.org/10.31045/jes.3.2.5*
43. *Fauziah, M., Marmoah, S., Murwaningsih, T. & Saddhono, K. (2020). Profile of divergent thinking ability of elementary school student in thematic learning. https://core.ac.uk/download/pdf/288214018.pdf*
44. *Fleetwood, D. (2024). Quantitative research: What it is, types & methods. https://www.questionpro.com/blog/quantitative-research/*
45. *Fombo, A. (2024). Challenges and opportunities in teacher training and professional development in Cameroon: A comprehensive analysis. https://rsisinternational.org/journals/ijriss/articles/challenges-and-opportunities-in*
46. *Frahm, M. & Cianca, M. (2021). Will they stay or will they go? Leadership behaviors that increase teacher retention in rural schools. https://files.eric.ed.gov/fulltext/EJ1335408.pdf*
47. *Freedman, I. & Somech, A. (2021). Translating teamwork into school effectiveness: A systematic review of two decades of research. https://pdf.eujem.com/EUJEM_4_2_109.pdf*
48. *Galdames-Calderon, M. (2023). Distributed leadership: school principals' practices to promote teachers' professional development for school improvement. https://www.mdpi.com/2227-7102/13/7/715*
49. *George, S. (2021). Building corporate vision and values - A strategic skill for leaders. https://tianjindaxuexuebao.com/dashboard/uploads/32.%208CMZV.pdf*
50. *Ghirmai, D. & Hongde, L. (2023). Exploring the effects of principals' distributed leadership practices on learners' learning achievement as mediated by teachers' commitment. https://doi.org/10.15700/saje.v43n1a211*
51. *Ghumu, N. (2022). The challenges of remote area elementary schools in thematic curriculum implementation. https://files.eric.ed.gov/fulltext/EJ1341773.pdf*
52. *Gibney, D. et al. (2020). Building strong partnerships to improve clinically oriented teacher preparation. https://www.wested.org/wp-content/uploads/2020/10/NGEI_Partnerships_Report-1.pdf*
53. *Giliam, D. (2020). Correlation between teacher efficacy and effective professional learning communities. https://encompass.eku.edu/etd/625*
54. *Gonong, G.O. (2018). Addressing teacher professional development issues: Supporting teacher quality. http://www.deped.gov.ph/sites/default/files/page/2016/EducSummitAddressingTeacher ProfessionalDevelopmentIssues.Nov2_.pdf*
55. *Goodyear, P. (2023). An education in educational technology. https://www.researchgate.net/publication/374863860_An_education_in_educational_technology*
56. *Gougas, V., & Malinova, L. (2021). School leadership. Models and tools: A review. https://www.scirp.org/journal/paperinformation?paperid=106551*
57. *Haloi, M. & Kharbirymbai, B. (2024). Professional development of secondary school teachers with special reference to the Kamrup District of Assam. https://www.propulsiontechjournal.com/index.php/journal/article/view/4468*
58. *Harahap, M. (2020). Concept of human resources development to improve teacher performance: Multi-case study. https://scie-journal.com/index.php/SiLeT*
59. *Harris, A., Jones, M., & Ismail, N. (2022). Distributed leadership: taking a retrospective and contemporary view of the evidence base. https://doi.org/10.1080/13632434.2022.2109620*
60. *Harrison, S., Yengwe, J., Mwelwa-Zgambo, L., Kasivu, G., Mwania, J. M., Kiggundu, J., Ngamau, C., Obegi, F., Loyolah, R., Määttänen, S., & Laitinen, E. (2022). The challenges and needs of professional teacher training. HAMK Unlimited Professional, 25.10.2022. https://urn.fi/URN:NBN:fi-fe2022101161556*
61. *Heilporn, G., Lakhal, S. & Belisle, M. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00260-3*
62. *Hess, F., Ganimian, A. & Vegas, E. (2020). Realizing the promise: How can education technology improve learning for all? https://www.aei.org/research-products/report/realizing-the-promise-how-can-education-technology-improve-learning-for-all/*
63. *Hua, H. & Ling, Y. (2019). Distributive leadership and its relationship to organizational commitment in secondary schools of Sarawak. https://www.researchgate.net/publication/334988452*
64. *Irvine, J. (2021). Distributed leadership in practice: A modified Delphi Method study. https://files.eric.ed.gov/fulltext/EJ1294092.pdf*
65. *Jacob, O. (2021). Challenges preventing effective planning of education in Nigeria and the ways forward. https://cajotas.centralasianstudies.org/index.php/CAJOTAS/article/download/66/59*
66. *Kantawala, A. (2023). Reflecting and adapting: The role of reflective practice in transforming education during the pandemic and beyond. https://doi.org/10.1080/00043125.2023.2203665*
67. *Karo, K. & Nyakundi, G. (2023). Influence of principals' leadership practices on collaborative school culture in public secondary schools in Tiaty East and Tiaty West sub-counties, Baringo County, Kenya. https://www.irjp.org/index.php/IRJSEH/article/download/206/200*
68. *Karunakaran, S., Jusoh, M. & Chinna, K. (2019). Impact of leadership and school culture on students' academic performance. https://oapub.org/soc/index.php/ejmms/article/view/706*
69. *Koirala, K. (2019). Successful leadership practice in school. https://www.nepjol.info/index.php/ed/article/view/32576*
70. *LeTendre, G. (2023). Teacher leadership in cross-national perspective.*

https://link.springer.com/referenceworkentry/10.1007/978-3-031-16193-3_54

71. *Lewellen, L. (2022). Instructional coaching and student achievement. https://encompass.eku.edu/etd/739*
72. *Lin, Q. (2022). The relationship between distributed leadership and teacher innovativeness: Mediating roles of teacher autonomy and professional collaboration. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.948152/full*
73. *Liu, Y. & Werblow, J. (2019). The operation of distributed leadership and the relationship with organizational commitment and job satisfaction of principals and teachers: A multi-level model and meta-analysis using the 2013 TALIS data. https://www.sciencedirect.com/science/article/abs/pii/S0883035518322341*
74. *Manangan, M. (2022). School leadership practices towards enhanced classroom management, school environment, and academic performance of students. https://www.ajhssr.com/wp-content/uploads/2022/03/J2260391104.pdf*
75. *Manuel, J. (2022). Educational leadership. http://rguir.inflibnet.ac.in:8080/jspui/bitstream/123456789/17196/1/9781984678294.pdf*
76. *Mardiana, D., Mohamed, S., Bakar, K., & Ismail, N. (2019). Further study on implementing thematic teaching in preschool: A needs analysis research. https://www.researchgate.net/publication/337599240_Further_Study_on_Implementing_Thematic_Teaching_in_Preschool_A_Needs_Analysis_Research*
77. *Marshall, G. (2019). The relationship between middle school principals use of the dimensions of distributed leadership and teachers. https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3327&context=doctoral*
78. *Mba, C. & Ugwulashi, C. (2020). Assessment of educational planning and policy implementation. https://www.arcjournals.org/pdfs/ijhsse/v7-i4/13.pdf*
79. *Memon, A., Ting, H., Cheah, J., Thurasamy, R., Chuah, F. & Cham, T. (2020). Sample size for survey research: Review and recommendations. https://jasemjournal.com/wp-content/uploads/2020/08/Memon-et-al_JASEM_-Editorial_V4_Iss2_June2020.pdf*
80. *Mesfin, S. (2018). Practices and challenges of distributed leadership of schools of Aksum town, Tigray, Ethiopia. https://www.iiste.org/Journals/index.php/JEP/article/viewFile/41602/42825*
81. *Miller, L., Player, D., Soland, J. & White, R. (2023). Latent classes of teacher working conditions in Virginia: Description, teacher preferences, and contextual factors. https://doi.org/10.26300/91e6-5k60*
82. *Mishra, S. & Panda, S. (2020). Technology-enabled learning: Policy, pedagogy and practice. https://oasis.col.org/server/api/core/bitstreams/4228ce78-000e-4adb-9f54-cab994c76ce7/content*
83. *Mitchell, D., Chiang, W., Wang, K., & Andrews, B. (2021). Investigating the effect of transformational leadership in mutual fund accounting and administration. http://www.ibii-us.org/journals/jmsbi/v6n2/publish/v6n2_3.pdf*
84. *Modeste, M., Nguyen, C., Nafziger, R. & Hermansen, J. (2020). Socially distributed leadership in elementary schools: teacher and staff leadership practice in Denmark and the USA. https://repository.arizona.edu/bitstream/handle/10150/662894/*
85. *Modeste, M., Hornskov, S., Kelly, C., & Bjerg, H. (2018).*