

Role of Distributed Leadership on Teaching and Learning in Primary Schools of Pakistan Bait-ul-Mal

Hina Khatoon¹, Muhammad Hashim² and Rehana Rahman³

<https://doi.org/10.62345/jads.2023.12.4.69>

Abstract

This study delves into the crucial role of distributed leadership in enhancing teaching and learning outcomes within primary schools affiliated with Pakistan Bait-ul-Mal. Recognizing the pivotal role of education in societal development, the study investigates the potential impact of distributed leadership, characterized by shared responsibility and collaboration among school leaders, teachers, and stakeholders. Distributed leadership is explored as a concept with scholars emphasizing its potential to foster a collaborative culture within schools, leading to enhanced teaching practices and improved learning outcomes. The research methodology employs a systematic approach, involving primary school teachers and administrators affiliated with Pakistan Bait-ul-Mal in Punjab, Pakistan. The use of simple random sampling ensures representation from various regions and types of primary schools. Data collection through a Likert scale questionnaire and analysis using SPSS reveal a generally positive view of teacher involvement in decision-making processes, with some variability in opinions on specific aspects. The study concluded by emphasizing the significance of addressing areas of variation and providing recommendations for strengthening collaborative decision-making processes in primary schools. The insights derived from this research contribute to the broader goal of ensuring quality education for underprivileged communities, resonating not only within the school walls but also in the broader fabric of societal transformation. The justification lies in the urgent need to enhance educational leadership practices for better educational outcomes, particularly in schools catering to disadvantaged populations.

Keywords: Pakistan Bait-ul-Mal, Distributed Leadership, Stakeholders, South Punjab.

Introduction

The pivotal role of education in societal development necessitates effective leadership within educational institutions, shaping teaching and learning experiences (Bush, 2014). In the context of primary education in Pakistan, leadership becomes especially vital, given challenges such as resource constraints, teacher quality issues, and curriculum efficiency (Harris, 2009). Distributed leadership, characterized by shared accountability and teamwork among school leaders, teachers, and stakeholders, emerges as a modern leadership model with the potential to positively impact teaching and learning outcomes (Spillane & Diamond, 2007).

Within the Pakistani educational landscape, exploring the potential of distributed leadership in primary schools is crucial for addressing the unique challenges faced by these institutions. Pakistan

¹PhD Scholar in Education, Department IER, Gomal University, DIK. Email: Fatmakhaton@gmail.com

²PhD Scholar in Education, Department IER, Gomal University, DIK. Email: hashimghazlani92@gmail.com

³SSS (English)/Vice Principal, QAED (M) D.G. Khan. Email: rehanaanjum35@yahoo.com



Bait-ul-Mal, a government institution dedicated to social well-being and poverty relief, operates various programs, including primary schools, making it imperative to examine the role of distributed leadership within these schools (Harris, 2009).

Educational leadership literature emphasizes the need for leaders to focus decisively on the quality of learning experiences and the diverse human potentials required in today's educational leaders (Hogan et al., 2018; Southworth, 2011). Distributed leadership, emphasizing cooperative efforts in decision-making, instructional leadership, and school improvement initiatives, has shown potential to foster a collaborative culture and improve teaching practices and learning outcomes (Spillane & Diamond, 2007).

The term "distributed leadership" holds various meanings and is associated with a range of practices, gaining significance in educational literature as a cooperative approach to leadership within schools (Mayrowetz, 2009). Scholars such as Harris (2013) explore the impact of distributed leadership on teaching practices, emphasizing how shared leadership responsibilities contribute to instructional innovation and teacher development.

Studies by Robinson (2011) focus on the relationship between distributed leadership, teacher collaboration, and student learning outcomes, providing valuable insights into how cooperative leadership affects the overall learning environment. Understanding the challenges and opportunities associated with implementing distributed leadership models, as discussed by Bush (2011), is essential, especially in the specific context of primary schools affiliated with Pakistan Bait-ul-Mal. Jafree's (2023) study on distributed leadership models in underprivileged learning situations aligns with this context, addressing the adaptation of these models in resource-constrained environments.

Research by Leithwood and Mascall (2008) delves into stakeholder perceptions and the influence of distributed leadership on organizational culture, offering a comprehensive understanding of how leaders, teachers, and other stakeholders perceive and engage with distributed leadership models. In conclusion, this study contributes to the broader goal of ensuring quality education, particularly in underprivileged communities, by examining the applicability and impact of distributed leadership in the specific context of primary schools affiliated with Pakistan Bait-ul-Mal.

Statement of Problem

Primary schools affiliated with Pakistan Bait-ul-Mal play a pivotal role in offering education to underprivileged communities. However, these institutions often confront complex challenges that impact the quality of teaching and learning experiences. Recognizing the significance of educational leadership in achieving excellence, it becomes evident that the traditional top-down leadership approach may not suffice to address the distinctive contextual challenges within these schools. Therefore, this study aims to investigate the specific nuances of distributed leadership within the unique context of Pakistan Bait-ul-Mal primary schools, with a primary focus on its implications for teaching and learning outcomes. The research seeks to provide an accurate exploration of how distributed leadership models can effectively respond to the multifaceted challenges faced by these schools, ultimately contributing to improved educational quality in underprivileged communities.

Objectives

1. To examine the existing distributed leadership models in primary schools affiliated with Pakistan Bait-ul-Mal.
2. To identify the specific roles and responsibilities assigned to various stakeholders, including school leaders and teachers, within the distributed leadership framework.

Research Questions

1. What are the existing distributed leadership models in primary schools affiliated with Pakistan Bait-ul-Mal?
2. What are the specific roles and responsibilities assigned to various stakeholders, including school leaders and teachers, within the distributed leadership framework?

Significance of the Study

This study on the role of distributed leadership in teaching and learning within primary schools associated with Pakistan Bait-ul-Mal reveals an attractive journey into the heart of cooperative learning performs. By sightseeing the nuanced landscape of leadership dynamics, the research potentials to illumine paths toward improved educational excellence and communal authorization. Beyond its instant influence on learning approaches, this study bears the charm of nurturing a shared vision for comprehensive and excellent education, echoing not only inside the walls of schools but also resounding in the broader tapestry of societal alteration. In this mission for knowledge, the study enthalls devotion as it explains the narrative of distributed leadership, an inspiration regulatory the way toward an upcoming where learning is not simply a process but a cooperative and inspiring involvement for all.

Research Methodology

The current study applied the quantitative approach. The inclusion of primary school teachers, administrators, and stakeholders ensures diverse perspectives, enriching the study's findings. Simple random sampling was used which enhances representativeness and minimizes selection bias, contributing to the credibility of the study. A Likert scale questionnaire was used which facilitates a standardized measurement of participants' perceptions, enabling systematic quantitative analysis. Employing statistical tools such as SPSS for quantitative analysis ensures objectivity.

Population

Primary school teachers and school administrators affiliated with Pakistan Bait-ul-Mal were the population of the study.

Sampling

Simple random sampling was used to ensure representation from different regions or types of primary schools under Pakistan Bait-ul-Mal in Punjab consisting of Khenawal, Multan, Dera Ghazi Khan, Rajan Pur, Layyah, Bhakar and Muzaffar Grah Pakistan Bait-ul-Mal schools.

Data Collection

A questionnaire was developed to collect quantitative data on opinions of distributed leadership, teaching practices, and learning consequences.

A Likert scale was used to gather responses.

Data Analysis

SPSS was used for analysis of data which indicated the following results.

Table 1: Responses of Questions

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	S.D
1.	Teachers keenly contribute in shaping school policies and procedures through regular meetings with senior administration.	14 (40)%	8 (22.86)%	9 (25.71)%	2 (5.71)%	2 (5.71)%	2.95	1.25
2.	Principals and deputy principals select open communication channels, guaranteeing that teachers' viewpoints are appreciated and deliberated in decision-making procedures.	17 (48.57)%	9 (25.71)%	7 (20)%	1 (2.86)%	2 (5.71)%	3.57	1.06
3.	The opinions of teachers are accepted as vital givers to the inclusive progress and development of the school.	16 (45.71)%	11 (31.42)%	5 (14.29)%	2 (5.71)%	2 (5.71)%	3.49	1.01
4.	Decision-making within the school is described by a cooperative method, involving input from both senior administration and teaching staff.	18 (51.43)%	14 (40)%	1 (2.86)%	1 (2.86)%	1 (2.86)%	3.89	.89
5.	Post-holders, comprising principals and deputy principals, keenly pursue and value the input of teachers when making key decisions that influence the school community	16 (45.71)%	13 (37.42)%	2 (5.71)%	2 (5.71)%	2 (5.71)%	3.67	.98

6.	All teachers, irrespective of their roles or superiority, have a role in swaying conclusions that have a broad influence on the whole school.	13 (37.42)%	15 (42.86)%	0 (0)%	4 (11.43)%	3 (8.57)%	3.29	1.35
7.	A culture of inclusivity is nurtured, where the ideas and anxieties of teachers are taken into account when shaping the planned way of the school.	14 (40)%	17 (48.57)%	2 (5.71)%	0 (0)%	2 (5.71)%	3.66	1.02
8.	The school leadership confirms that selections align with the collective vision and goals of the teaching staff, endorsing a sense of shared accountability.	18 (51.43)%	13 (37.42)%	2 (5.71)%	1 (2.86)%	1 (2.86)%	3.66	.98
9.	Chances for response and input from teachers are implanted in the decision-making procedure, guaranteeing a continuous and receptive method to school development.	16 (45.71)%	12 (34.29)%	2 (5.71)%	2 (5.71)%	3 (8.57)%	3.54	1.10
10.	The cooperative decision-making model highlights the significance of a consistent and combined teaching community in attaining the school's educational objectives.	13 (37.42)%	11 (35.43)%	3 (8.57)%	4 (11.43)%	4 (11.43)%	3.17	1.30

Analysis and Reflection on Findings

In the statement “Teachers keenly contribute in shaping school policies and procedures through regular meetings with senior administration” A high percentage (40%) strongly agreed and a mean

of 2.95 indicates a positive perception of teachers actively contributing to school policies. The moderate standard deviation (1.25) suggests some variability, possibly reflecting individual differences in experiences or expectations. The statement on open communication channels received a notably high percentage (48.57%) strongly agreeing, with a high mean of 3.57 and a low standard deviation (1.06). This reflects a consistent and positive perception of effective communication and teacher involvement in decision-making processes.

The statement emphasizing the importance of teachers' opinions in overall school progress garnered positive responses, with 45.71% strongly agreeing and a moderate mean of 3.49. The standard deviation of 1.01 suggests a relatively consistent perception with minimal variation. The indication of 51.43% strongly agreeing and a high mean of 3.89 in the cooperative decision-making model underscore a strong positive perception. The low standard deviation (0.89) suggests a high level of agreement and consistency among respondents. The involvement of post-holders, such as principals and deputy principals, valuing teacher input in key decisions, received positive responses. The mean of 3.67 and a standard deviation of 0.98 indicate a consistent and positive perception.

Statements about inclusivity and shared accountability received positive responses, with percentages of agreement ranging from 37.42% to 51.43%. Mean values ranging from 3.29 to 3.66 indicate overall positive perceptions, although the higher standard deviation in some cases suggests varying opinions. The statement on chances for teacher input in decision-making processes received positive responses (45.71% strongly agreeing), though the mean of 3.54 and a standard deviation of 1.10 indicate some variability in perceptions.

The statement on the cooperative decision-making model highlighting the significance of a unified teaching community received mixed responses. The mean of 3.17 and a higher standard deviation of 1.30 suggest some variability and potential challenges in achieving a consistent approach.

Author's observations

The findings indicate a positive perception of distributed leadership within the examined primary schools. However, variations in responses suggest the need for further exploration into the factors influencing individual perspectives. The observed variability could be influenced by factors such as school culture, leadership styles, or individual experiences. Conducting additional qualitative research, such as interviews or focus group discussions, may provide deeper insights into these variations.

Conclusion

The survey consequences reliably highlight a positive opinion of teacher participation in decision-making procedures within the school. Through different statements, an important percentage of respondents articulated strong agreement or agreement, paying to usually high means score. Particularly, statements such as the energetic influence of teachers in shaping school policies, the open communication channels enabled by principals and deputy principals, and the acknowledgment of teachers' attitudes as vital sponsors to school progress all established strong authorization. The data also designate a level of agreement amongst respondents, as reproduced in the lesser standard deviations associated with numerous of the means scores. This proposes a consistent understanding and configuration between participants concerning the positive role of teachers in the decision-making landscape of the school.

However, it is significant to know some variability in beliefs, mainly apparent in statements associated with the comprehensive participation of all teachers in decision-making and the helpful

decision-making model. The marginally lesser means and higher standard deviation in these cases propose a range of viewpoints, representing the need for extra examination and possibly directed energies to improve consensus.

In summary, though the general sentimentality is promising toward teacher participation in decision-making, the precise areas with inconsistency permit courtesy. These consequences deliver valued insights for school leadership to reinforce cooperative decision-making processes, confirming a more comprehensive and united method that aligns with the cooperative vision and goals of the teaching community.

Recommendations

1. Conduct workshops or training sessions aimed at developing a shared understanding of comprehensive decision-making. These sessions may deliver a platform for open deliberations, addressing worries, and aligning viewpoints to improve teamwork between teachers and school leadership.
2. Build on the optimistic opinion of open communication channels by more refining and expanding communication methods. Establish regular opportunities, like as town hall meetings or online stages, where teachers can keenly contribute their thoughts and concerns, ensuring endless discourse.
3. Create organized response mechanisms to methodically collect input from teachers on decision-making procedures. This may include regular surveys, emphasis group discussions, or suggestion boxes, providing ongoing chances for teachers to express their views and contribute to school progress.
4. Inspire school leadership to demonstrate comprehensive decision-making by energetically looking for input from teachers at numerous levels. Principals and deputy principals may set the tone for a cooperative culture by concerning teachers in key choices and appreciating their perspectives, strengthening a sense of shared accountability.
5. Work collaboratively to reenter and improve the school's vision and mission, confirming it reproduces the collective ambitions and goals of both the leadership and teaching staff. This collective vision may serve as a regulatory framework for decision-making and, development of a sense of common resolution and unity between all stakeholders.

References

- Bush, T. (2014). Instructional and transformational leadership: Alternative and complementary models? *Educational Management Administration & Leadership*, 42(4), 443-444.
- Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., & Kington, A. (2009). *The impact of school leadership on pupil outcomes. Final report.*
- Harris, A. (2013). Distributed leadership: Friend or foe? *Educational Management Administration & Leadership*, 41(5), 545-554.
- Hogan, A., Thompson, G., Sellar, S., & Lingard, B. (2018). Teachers' and school leaders' perceptions of commercialisation in Australian public schools. *The Australian Educational Researcher*, 45(2), 141-160.
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational administration quarterly*, 44(4), 529-561.
- Murphy, J., Smylie, M., Mayrowetz, D., & Louis, K. S. (2009). The role of the principal in fostering the development of distributed leadership. *School leadership and Management*, 29(2), 181-214.

- Robinson, V. (2011). *Student-centered leadership* (Vol. 15). John Wiley & Sons.
- Southworth, G. (2011). *Connecting leadership and learning*. Leadership and learning, 71-85.
- Spillane, J. P., & Diamond, J. B. (Eds.). (2007). *Distributed leadership in practice*. New York: Teachers College, Columbia University.