

Influence of Distributed Leadership on Teachers' Job Satisfaction in Public Secondary Schools in Awka Educational Zone, Anambra State

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Abstract

This study used the descriptive survey design to investigate the influence of distributed leadership on teachers' job satisfaction in Awka Educational Zone of Anambra State. Three research questions and three hypotheses guided the study. The population of the study comprises 487 teachers in rural and urban public secondary schools in Awka Educational Zone. Convenient sample technique was used to select 80 teachers for the study. The instrument of data collection was a structured questionnaire titled "Influence of Distributed Leadership on Teachers' Job Satisfaction Questionnaire" (IDLTJSQ). A reliability coefficient of 0.83 of the instrument was obtained using Cronbach Alpha. Findings from the study revealed that teachers' participation in decision making, teachers' belonging to the leadership teams and teachers' collaboration influence their job satisfaction. It was recommended that school principals should involve teachers in making decisions that concern their areas of specialization. They should create leadership teams and assign teachers important roles.

Keywords: Distributed Leadership, Collaboration, Job Satisfaction, Decision Making, Self-Efficacy

INTRODUCTION

Many leadership theories have been propounded over the years by researchers in a bid to improve management practices and sustain school improvement. Theories such as trait theory, behavioural theory, situational theories, path- goal theory to mention but a few, have to an extent explicated the ideas of leadership. Some laid emphasis on the trait of the individual, others on the behavior, actions and functions of designated leaders. That notwithstanding, best leadership practices have not been effectively clarified in literatures.

Among leadership practices making wave in the 21st Century is distributed leadership. It is an ideological construct that looks at the various roles' actors play in the school to provide effective leadership. It describes how teachers, principals, heads of department, students and other stake holders work collaboratively to establish conditions for improving teaching and learning. This study explores distributed leadership as a motivator of teachers' job satisfaction. It expounds the various dimensions of distributed leadership and their influence on job satisfaction. It equally used school locational variables (i.e., rural vs. urban) in the analysis, to show the linkage between both perspectives. Note that location was taken into cognizance because the researcher wants to show that a locational position is important to our understanding of the role of distributed leadership on job satisfaction. Hence, opinions of teachers in both localities were expedient for the study. Urban teachers were operationalized as teachers teaching in the city while rural teachers were those teaching in the village.

Distributed leadership

Dartel (2013) described it as sharing leadership responsibilities and accountabilities to every teacher, as well as providing an environment that will enable them develop and initiate ideas, while Spillane (2005) defines it as a leadership practice composed of a collection of interacting components: leaders, followers, and situation. It is also the act of mobilizing leadership potentials in staff members at all levels in the school and using them to generate more opportunities for change (Harris, 2014). Mobilizing in the sense of searching out teachers with skills, abilities, and expertise; prepare them through staff development, and hand over leadership responsibilities to them. In that way, leadership will be in every aspect of school activity.

Distributed leadership involves leaders sharing a common school vision, sharing accountability, sharing responsibilities, and sharing values. Members see their collective efforts as beneficial for achieving school goals as well as increasing their self-efficacy. Self-efficacy in terms of coping with the challenges that come with performing their duties. It is quite obvious that teachers participating in distributed leadership could develop confidence which might help them build up leadership behaviours, skills and abilities needed to deal with any difficult situation that might arise in the school. Researchers have discovered a positive relationship among distributed leadership, occupational self-efficacy and job autonomy (Unterrainer, Jeppesen & Jonsson, 2017). They noted in their study that distributed leadership increases employee self-efficacy, which positively influences work-related performance, individual autonomy and employee job satisfaction (Unterrainer, Jeppesen & Jonsson, 2017). In essence, when teachers

are given opportunities to participate in making decisions that concerns them and the school, they may develop satisfying connection with their school environment and feel a sense of freedom when carrying out their duties. A teachers' most influential place is the classroom, they are therefore, in the best position to contribute to decisions that will benefit the students and the school in general. The principals are to carry them along and create opportunities for them to fulfil their need for autonomy and relatedness.

Job Satisfaction is the feeling of contentment that comes with doing one's job. It gives a worker (teacher) a sense of achievement and is characterized by the ability to carry out duties effortlessly. It is a positive feeling about ones' job and comes with peace of mind. Satisfied teachers are enthusiastic and committed to work while the unsatisfied ones are bored, disorganized and ineffective (Otu, 2006). Research has noted that teachers who are not satisfied with their position in school may not perform to the best of their capabilities (Jain & Verma, 2014). Shonk as cited in Jain & Verma (2014) identified three fundamental factors that promote teachers job satisfaction as: empowerment to participate in problem solving, participation in decision making and teamwork. They noted that teamwork create a web of support that help teachers with stressful, frustrating and dissatisfying tasks that hinder job satisfaction.

Metlife, (2012) conducted a survey on American teachers to examine views about the teaching profession and the economic impact on teaching and learning in schools. The findings showed that American teachers' job satisfaction had decreased over the years. Noted reasons were the effect of the economic downturn and job insecurity (Metlife, 2012). Economic downturn is a slow in economic activity which leads to financial crisis. The study also discovered that teachers who showed the greatest satisfaction with their jobs were proponents of distributed leadership (Metlife, 2012). Moreover, another study was carried out by Popoola (2009) on the preponderance of unsatisfied teachers in Nigeria. It was found that some teachers in Ekiti State were not happy with their teaching jobs and would prefer other jobs if possible. Findings further revealed that school leadership was one of the factors associated with teachers' job dissatisfaction. Leadership is about setting direction, aligning staff and providing motivation that will bring about their job satisfaction.

Features of Distributed leadership

The following has been identified according to Dean (2007) and Dartel (2013) as some of the distinctive features of distributed leadership:

- i. Distributed leadership is a product of interaction. The interaction is among leaders, teachers, students and the situation which consist of tools, routines and the physical environment. Interaction is the way people act and react to others in the organization. As leaders interact

with teachers, students, situations, they learn from each other, help and support each other solve daily challenges in the school. Interaction in the workplace could have positive or negative effect on staff relationship; when positive, they become a source of support that help and encourage individuals in the organization to thrive, thereby improving job satisfaction. On the other hand, when negative, brews animosity, exclusion, stress and job dissatisfaction (Rosales as cited in Houston, 2020). Interaction also helps develop, strong leadership capacity in teachers and students, with which to influence the whole school organization.

- ii. Another feature of distributed leadership is expertise. Inclusion into leadership teams demands expertise. Expertise is having special knowledge and skills required in your field. Individuals in the organization vary in knowledge and skills and this can be garnered by the school principal to promote the growth of the school. It is important to know that the knowledge and skill of one person complement that of another and the competency of some can be shared with others in the school (Elmore as cited in Dartel, 2013). Teachers with expertise can contribute immensely to decision making in school. The implication of this, is that teachers will strive for expertise knowing that it is a basis for inclusion into leadership teams. Expertise also plays a great role in self-efficacy and job satisfaction.
- iii. Also important is leadership teams: Distributed leadership is leadership that stretches across many people in the school organization with the aim of developing leadership teams. A standard leadership team is composed of school administrator, teachers, students and in some cases parents. The team works with group cohesion, mutual trust and openness to facilitate the professional growth and development of team members (Goksoy, 2015). Research has noted that high team leader member relationship leads to greater job satisfaction among teachers (Martin, Guillaume, Thomas, lee & Epitropaki, 2015). For leadership team recruitment, staff are mobilized across all levels in the school to serve in various leadership capacity. This action promotes division of labour where the leadership task is broken down into smaller units and shared among knowledgeable staff members to increase performance and improve specialization. In the long run teachers' self-efficacy is improved and their job satisfaction enhanced.
- iv. In distributed leadership, decision making is not solely the property of the principal but is jointly arrived at through deliberation by members of the leadership team. Members rob their expert minds together to arrive at a decision that will move the school forward. This helps to create strong interdependence among leaders. On the other hand, if teachers are alienated from decision making, the possibility of a rift developing between management and teachers will be high and there will be unwillingness on the part of the teachers to implement any decision that they have no input in. Research has also noted a significant relationship between teachers'

job satisfaction and their involvement in decision making (Taiwo & Ogundele, 2015). Hoy & Miskel (as cited in Mosheti, 2013) advocates for teachers' participation in decision making on the grounds that teachers have the expertise to contribute meaningfully and can be trusted to make decisions that are best for the school.

- v. Distributed leadership has an element of collaboration. Members are to work as a team, share knowledge and information through effective communication to achieve school goals. Collaborating with team members provide a safety net for teachers; it catapults thoughts and helps develop dumb ideas into creative lesson plans (Gates, 2018). Collaboration demands that teachers assist each other through cooperation, mentoring and knowledge sharing. It is a key to teachers' commitment to work and can bring about their job satisfaction (Madiha, 2012).
- vi. The school is structured to support distribution of leadership, Such as promoting supportive teacher relationships, creating an environment that encourages innovation and creativity and setting appropriate expectations for teachers. In addition to the above, school principals are to create enabling school structure that sustains school improvement, teachers' wellbeing and enhances teachers' job satisfaction (Zakariya, 2020)

Furthermore, emphasis have been laid by researchers on the interdependence of leaders in distributed leadership (Harris, 2012; Dartel, 2013). A reciprocal relationship where leader depends on leader, collaborating among themselves to solve problems and create new ideas. The point is for leaders in the school not to work in isolation, but collectively as a team. They are to interact, communicate, collaborate, share ideas and support each other. Kaptelinin (2021) supported the above discourse using the activity theory. The theory speaks of an existing relationship and interdependence between subjects and objects which produces outcomes. The subjects as related to this study are teachers while objects are leadership activities while the outcome is job satisfaction. The leadership activities are the responsibilities of many actors in the school (leaders and followers) and not an individual leader. In fact, when leadership activities are spread across leaders and followers, job satisfaction is enhanced. It is therefore apparent that the exposure of teachers to leadership tasks will make them develop more expertise in leadership practices which will in turn improve their self- efficacy and thereby increasing their love for the teaching profession.

In addition, Hulpia and Devos (2009) carried out a study to explore the link between distributed leadership and job satisfaction of school leaders. The aim was to find out the perceptions of school leaders concerning some aspects of distributed leadership such as cooperation of leadership teams, the distribution of leadership functions and participative decision making; and

to assess their relative weight in terms of predicting school leaders' job satisfaction. The findings of the study revealed that school leaders perceived their leadership team as highly cooperative, moderately participative in decision making, highly satisfied with their jobs and highly distributed supportive leadership functions. Hence, this present research will fill the gap of knowledge by investigating the influence of distributed leadership on teachers' job satisfaction.

Statement of the Problem

Many studies have been carried out by researchers in a bid to improve teachers' job satisfaction and sustain school improvement, yet the problem of teacher's contentedness with their jobs still plagues many institutions of learning. Teachers are not happy with the nature of their jobs; they are expected to carry out same activity over and over again. The monotonous nature of teaching has made them long for other jobs. They long for opportunities to be innovative and creative. They desire to grow in their jobs in terms of building new skills and taking different roles and responsibilities. Many studies have shown that relationship exist between school leadership and teachers' job satisfaction, hence this study will investigate the influence of distributed leadership on teachers' job satisfaction in public secondary schools in Awka Educational Zone of Anambra State.

Purpose of the Study

The purpose of the study is to find out the influence of distributed leadership on teachers' job satisfaction in public secondary schools in Awka Educational Zone. The study sets to achieve the following objectives:

1. The influence of teachers' participation in decision making on their job satisfaction in public secondary schools in Awka Educational Zone.
2. The influence of teachers' involvement in leadership teams on their job satisfaction in public secondary schools in Awka Educational Zone.
3. The influence of teachers' collaboration on their job satisfaction in public secondary schools in Awka Educational Zone.

Research Question

The following research questions were used to guide the study.

1. What is the influence of teachers' participation in decision making on their job satisfaction in public secondary schools in Awka Educational Zone?
2. What is the influence of teachers' involvement in leadership teams on their job satisfaction in public secondary schools in Awka Educational Zone?

3. What is the influence of teachers' collaboration on their job satisfaction in public secondary schools in Awka Educational Zone?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the opinions of teachers from urban and rural public secondary schools on the influence of teachers' participation in decision making on their job satisfaction in Awka Educational Zone.
2. There is no significant difference in the opinions of teachers from rural and urban public secondary schools on the influence of teachers' leadership teams on their job satisfaction in Awka Educational Zone.
3. There is no significant difference in the opinions of teachers from rural and urban public secondary schools on the influence of teachers' collaboration on their job satisfaction in Awka Educational Zone.

METHODOLOGY

This study adopted a descriptive survey design to find out the influence of distributed leadership on teachers' job satisfaction in Awka Educational Zone. The population of the study consisted of 487 teachers in public secondary schools in Awka Educational Zone. Convenient sampling technique was used to select 80 participants, 37 from rural and 47 from urban schools respectively. This was done in a gathering of teachers who enrolled in a sandwich program at Nnamdi Azikiwe University, Awka. A self-structured questionnaire tagged "Influence of Distributed Leadership on Teachers' Job Satisfaction Questionnaire" (IDLTJSQ) with 14 descriptive items was used to elicit information from teachers. The items response anchored on the modified Likert scale of Strongly Agree (SA - 4); Agree (A - 3); Disagree (D - 2) and Strongly Disagree (SD - 1) respectively. The validity of the instrument was carried out by two experts in the Department of Measurement and Evaluation and Educational Management and Policy, both in Nnamdi Azikiwe University, Awka. A reliability coefficient of 0.83 was obtained for the instrument using Cronbach's Alpha technique. Data collected were analyzed using mean and standard deviations while hypotheses were tested using Z-test at 0.05 level of significance.

RESULTS

The results of the study were presented as follows.

Research Question 1: What is the influence of teachers' participation in decision making on their job satisfaction in public secondary schools in Awka Educational Zone?

Table 1: Mean Scores of respondents on the Influence of Teachers' Participation in Decision Making on their Job Satisfaction in Public Secondary Schools in Awka Educational Zone

S/N	Item Statement	Rural (N1 = 33)			Urban (N2 = 47)		
		X	SD	RMK	X	SD	RMK
1	The freedom to express my opinion during meetings boosts my self esteem	3.55	0.51	Agree	3.57	0.50	Agree
2	I am happy with the level of independence given to me in decision making in my school	3.60	0.50	Agree	3.36	0.59	Agree
3	I am happy to be aware of everything happening in my school	3.15	0.74	Agree	3.26	0.73	Agree
4	I am happy with the opportunities given to me to take part in decision making in the school	3.03	0.97	Agree	3.21	0.85	Agree
5	Sharing in the schools' vision, mission, and values makes me feel at home	3.20	0.83	Agree	3.31	0.67	Agree
Grand Mean/SD		3.30	0.71	Agree	3.34	0.66	Agree

Source: *Researcher's Field Result, 2021*

Table 1 shows the mean ratings of the respondents on the influence of teachers' participation in decision making on their job satisfaction in public secondary schools in Awka Educational Zone. The result from table 1 revealed that the respondents (rural and urban teachers) agree to all the items as ways that teacher's participation in decision making could influence their job satisfaction in public secondary schools in Awka Educational Zone. The result shows a mean score between 3.03 and 3.60 for rural teachers and 3.21 and 3.57 for urban teachers respectively. The result of the study shows the grand mean of 3.30 for rural teachers and 3.34 for urban teachers. The standard deviation of items which ranges from 0.50 to 0.97 and 0.50 to 0.89 for rural and urban teachers respectively, indicate homogeneity in the opinions of the respondents.

Research Question 2: What is the influence of teachers' leadership teams on teachers' job satisfaction in public secondary schools in Awka Educational Zone?

Table 2: Mean Scores of respondents on the Influence of Teachers' Leadership teams on their Job Satisfaction in Public Secondary Schools in Awka Educational Zone

S/N	Item Statement	Rural (N1 = 33)			Urban (N2 = 47)		
		X	SD	RMK	X	SD	RMK
6	My inclusion in leadership teams gives me a sense of belonging	3.30	0.57	Agree	3.42	0.60	Agree
7	Assistance provided by committee group leaders encourages me in my job	3.35	0.74	Agree	3.31	0.58	Agree
8	Division of tasks in my school gives me a sense of autonomy	3.30	0.73	Agree	3.21	0.71	Agree

9	My team support enhances my confidence.	3.75	0.55	Agree	3.57	0.50	Agree
Grand Mean/SD		3.42	0.64	Agree	3.37	0.59	Agree

Source: *Researcher's Field Result, 2021*

The data in Table 2 reveals the mean ratings of respondents (rural and urban teachers) on the influence of teachers' leadership teams on their job satisfaction in public secondary schools in Awka Educational Zone. The table shows that all the respondents agree that teachers' leadership teams influence their job satisfaction in public secondary schools in Awka Educational Zone with mean scores between 3.30 and 3.75 for rural teachers and 3.21 and 3.57 for urban teachers respectively. The result of the study also shows the grand mean of 3.42 for rural teachers and 3.37 for urban teachers. The standard deviation of items which ranges from 0.55 to 0.74 and 0.50 to 0.71 for rural and urban teachers respectively, indicate homogeneity in the opinions of the respondents.

Research Question 3: What is the influence of teachers' collaboration on their job satisfaction in public secondary schools in Awka Educational Zone?

Table 3: Mean Scores of respondents on the Influence of Teachers' Collaboration on their Job Satisfaction in Public Secondary Schools in Awka Educational Zone

S/N	Item Statement	Rural (N1 = 33)			Urban (N2 = 47)		
		X	SD	RMK	X	SD	RMK
10	Working jointly with other teachers makes me do my work better	3.80	0.41	Agree	3.73	0.45	Agree
11	I love making contributions to the growth of my school	3.75	0.44	Agree	3.68	0.47	Agree
12	Cooperating with other staff to solve school problems makes me love my job more	3.70	0.47	Agree	3.57	0.50	Agree
13	I accomplish more when I discuss work issues with my colleague	3.75	0.44	Agree	3.42	0.50	Agree
14	Sharing knowledge with others inspires me	3.30	0.80	Agree	3.73	0.56	Agree
Grand Mean/SD		3.66	0.51	Agree	3.62	0.49	Agree

Source: *Researcher's Field Result, 2021*

Table 3 shows the mean ratings of respondents on the influence of teachers' collaboration on their job satisfaction in public secondary schools in Awka Educational Zone. The result from table 3 reveals that the respondents (urban and rural teachers) agree to all the items as ways that teacher's collaboration could influence their job satisfaction in public secondary schools in Awka Educational Zone. The result also reveals mean score between 3.30 and 3.80 for rural teachers and 3.42 and 3.73 for urban teachers respectively. The table shows the grand mean of 3.66 for rural teachers and 3.64 for urban teachers respectively. The standard deviation of items which ranges from 0.41 to 0.80 and 0.45 to 0.56 for rural and urban teachers respectively, indicate homogeneity in the opinions of the respondents.

Test of hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

Hypothesis 1: There is no significant difference in the opinions of teachers from urban and rural public secondary schools on the influence of teachers' participation in decision making on their job satisfaction in Awka Educational Zone.

Table 4: Z-test on the Mean Ratings of Rural and Urban Teachers on the Influence of Teachers' Participation in Decision Making on their Job Satisfaction

School Type	N	Mean	SD	Sig	z-cal	z-crit	df	Decision
Rural	33	3.30	0.71	0.05	-0.25	1.99	78	Accepted
Urban	47	3.34	0.66					

Source: *Researcher's Field Result, 2021*

The z-test presented in the Table 4 shows that the Z calculated value of -0.25 is less than the Z critical table value of 1.99. Hence the null hypothesis is accepted, and the researcher concludes that there is no significant difference in the mean ratings of rural and urban teachers on the influence of teachers' participation in decision making on their job satisfaction in Awka Educational Zone.

Hypothesis 2: There is no significant difference in the opinions of teachers from urban and rural public secondary schools on the influence of teachers' leadership team on their job satisfaction in Awka Educational Zone.

Table 5: Z-test on the Mean Ratings of Rural and Urban Teachers on the Influence of Teachers' Leadership Team on their Job Satisfaction

School Type	N	Mean	SD	Sig	z-cal	z-crit	df	Decision
Rural	33	3.42	0.64	0.05	0.35	1.99	78	Accepted
Urban	47	3.37	0.59					

Source: *Researcher's Field Result, 2021*

Data in Table 5 shows that the calculated Z= 0.35 while critical table value of Z = 1.99 with 78 degree of freedom (df) and at 5 percent significant level. Since Z computed (0.35) is less than Z critical table value (1.99), the null hypothesis is accepted, and the researcher concludes that there is no significant difference in the mean ratings of rural and urban teachers on the influence of teachers' participation in decision making on their job satisfaction in Awka Educational Zone.

Hypothesis 3: There is no significant difference in the opinions of teachers from rural and urban public secondary schools on the influence of teachers' collaboration on their job satisfaction in Awka Educational Zone.

Table 6: Z-test on the Mean Ratings of Rural and Urban Teachers on the Influence of Teachers' Collaboration on their Job Satisfaction

School Type	N	Mean	SD	Sig	z-cal	z-crit	df	Decision
Rural	33	3.66	0.51	0.05	0.35	1.99	78	Accepted
Urban	47	3.62	0.49					

Source: *Researcher's Field Result, 2021*

The z-test presented in Table 6 revealed that the calculated z (0.35) is less than z-critical table value (1.99) with 78 degree of freedom and at 5 percent level of significance. The null hypothesis is accepted, and the researcher concludes that there is no significant difference in the opinions of rural and urban teachers on the influence of teachers' collaboration on their job satisfaction in Awka Educational Zone.

Discussion of Findings

Table 1 shows the mean and grand mean ratings of influence of teachers' participation in decision making on their job satisfaction in public secondary schools in Awka Educational Zone. The results indicate that teachers' participation in decision making influence their job satisfaction. This finding agrees with Hupia and Devos (2009) who discovered that participative leadership teams are antecedent of job satisfaction. This implies that teachers are happy when they are trusted to make decisions in their area of expertise. This also collaborates with the findings of Taiwo and Ogunlade (2015) who discovered that teachers' job satisfaction is significantly related to the level of teachers' decisional participation in school matters. It is also important to note that teachers as classroom instructors are in the best position to make decisions that are beneficial to the students and the school.

Table 2 identified the mean and grand mean ratings of influence of teachers' leadership team on teachers' job satisfaction. The results indicate that leadership team influence teachers' job satisfaction. The findings agree with Martin, Guillaume, Thomas, Lee and Epitropaki (2015) that teachers' leadership teams lead to greater teachers' job satisfaction. Moreover, Goksoy (2015) discovered that leadership teams facilitate the professional growth and development of team members. This also implies that when teachers are included in the school leadership teams their confidence level increases, thereby giving them higher job satisfaction.

The result presented on table 3 concerning the influence of collaboration on teachers' job satisfaction. The findings reveal that teachers' collaboration influence their job satisfaction. This finding is in tandem with Madiha (2012) who noted that collaboration is a factor that can help teachers feel more committed to the school and teaching; Hulpia and Devo (2009) also concurred that collaboration is a key to teachers' job satisfaction in school. This implies that

when teachers' share ideas, cooperate with other staff and receive support from colleagues, their love for the teaching job increases.

Further analysis through hypothetical testing showed that there is no significant difference in the mean ratings of rural teachers and urban teachers on the influence of teachers' participation in decision making, teachers' leadership teams and teachers' collaboration on their job satisfaction in Awka Educational Zone in Anambra State.

Conclusion

Distributed leadership is a practice of spreading leadership roles throughout the school, in such a manner that every activity in the school is covered by a leadership team. The reason behind it is to expose teachers to leadership functions and create more opportunities for growth and advancement in their professions. Distributed leadership involves teachers being part of the leadership teams and the decision-making process in the school. They are to contribute meaningfully to the teams through collaboration and cooperation. It is believed that given these opportunities, teaching and learning will improve throughout the school and teachers' job satisfaction enhanced. From the findings, it is therefore concluded that distributed leadership influences teachers' job satisfaction in public secondary schools in Awka Educational Zone.

Recommendations

Based on the findings from the study, the following recommendations was made

1. School principals should create leadership teams and give teachers important roles to play.
2. Teachers should be allowed to make decisions in their areas of specialization.
3. Principals should encourage effective collaboration among the leadership teams in the school

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