EMERGING DISTRIBUTED LEADERSHIP FRAMEWORKS AS PRACTICED IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

Empowering school teams and personnel considered as essential component to expand community participation and involvement in school organization to deliver quality education services to improve school performances. It determines the manifestation of emerging distributed leadership and its relationship to School-Based management and organizational commitment. It was an attempt to identify the most practiced distributed leadership frameworks that reflects the inter-correlation on the concept of different authors about the emerging distributed leadership practice. It pertains to interactive, appreciative, and adaptive distributive leadership. It was determined the manifestation of emerging distributed leadership frameworks as obtained from 715 respondents from public secondary schools in the Division of Quezon who were purposively selected. The study utilized the descriptive method of research. Aside from quantitative data to determine the correlational analysis, the qualitative data also used to strongly support the qualitative results. In general, correlational analysis of the study found out that there was a significant relationship between emerging distributed leadership, School-Based Management practices and organizational commitment. The study illustrates that the distributed leadership frameworks ware being manifested to achieve school effectiveness that develop school structural change and innovation to sustain quality education engaging school heads, teachers, and other stakeholders.

Keywords: Distributed Leadership, Organizational Commitment, Adaptive, Appreciative and Interactive

INTRODUCTION

Leadership is a critical aspect of all social endeavors. It is expected that in every school there must be skilled and responsible individuals who will perform special functions and responsibilities. The school needs group of individuals like school teams and committees who will display leadership capabilities which is essential to improve school performance through distributed leadership. Distributed Leadership is considered a powerful tool in every organization supported by the reviewed theory of Bolden (2011) that summarized the different concepts of distributed leadership. The pattern and outcomes of Distributed Leadership was being presented based on the accounts of different authors. The study included the concept of the following authors: 1.) Gronn's concept which is highly pertained to spontaneous collaboration, Intuitive working relations and Institutionalized practice distributed Leadership; 2.) MacBeath et al. which discussed Pragmatic, Strategic distribution: Incremental distribution; and 3.) Spillane who conceptualized collaborated distribution, collective distribution and coordinated distribution of leadership.

In previous years school reform have resulted an increased functions and responsibilities through collaboration therefore, school success cannot be done without the help of the teachers and other stakeholders. Burton (2015) explained that effective teachers' collaboration incorporates having shared or common goals and objectives, so school heads is needed to encourage and monitor teachers' collaboration to increase effectiveness.

Thus, the Republic Act No. 9155 known Governance of Basic Education Act of 2001 aims to strengthen School-Based Management (SBM) was an opportunity to further develop the governance of education to school, empowering school teams and personnel, expanding community participation and involvement, and effective through and enhanced school planning and communication process. Thus, every School division formulated mechanism to empower all school heads to strengthen stakeholders' engagement.

The Practice of distributed leadership aims to boost teachers' own critical and creative thinking, on how to interact effectively with other leaders to contribute for school effectiveness. Thus, the collaboration in the conduct of various school programs successfully done through distributed leadership. Different teams composed of teachers who identified not only by showing skills but also willingness to volunteer in different school activities through the leadership of school heads and community leaders, like teachers, parents, students who are united to accomplish the goal in creating an organized, safe and pleasant school environment for students. All must be involved on the school projects to achieve a better result with stakeholders harmoniously work together and cooperate meaningfully.

OBJECTIVES OF THE STUDY

The study aimed to identify the following: 1) analyze the level of manifestation of distributed leadership as to interactive, appreciative and adaptive style of leadership. 2) illustrate the extent of the school-Based management being practiced in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources, 3) describe the level of organizational commitment as employed by respondents as to affective, normative and continuance, 4.) determine the significance relationship between emerging distributed leadership and school effectiveness as to School-Based Management practices and organizational commitment.

METHODOLOGY

The study utilized the quantitative and qualitative method of research. The survey questionnaire for quantitative has three parts. The first part contains survey questionnaire about the types of distributed leadership being practiced by the school heads. The survey questionnaire includes a 5 points scale where weights were assigned to every indicator as one (1) being the lowest and Five (5) being the highest.

The second part includes School Effectiveness which was pertained to School-Based Management Practices. The formulation of questions was anchored from the tool used in the SBM validation of the DepEd. It has four principles such as leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

The third part was the survey questionnaires which pertained to respondents' perception on the organizational commitment exist. It has three (3) sub-variables such as Affective, continuance and normative. Affective pertains to self-efficacy and self-concept; continuance pertains to work motivation and self-actualization while normative pertains to ethics and work values.

For content validation and further refinement of the survey questionnaires, the

researcher presented the research instrument to a group of (10) external validators composed of School Heads, Department Heads and Master Teachers who are experts in the field of education and management for critiquing. The experts cited their corrections and recommendations which were used in the revision and refinement of the instruments.

In qualitative method, Focus Group Discussion (FGD) and Individual interviews were utilized after the data of the survey questionnaire were gathered, tallied, statistically treated, and analyzed. The Focus Group Discussion (FGD) was done through audio recording while the individual interviews were done through paper and pen interview.

The study utilized various statistical tools such as weighted mean, frequency count, Percent count, standard deviation, Pearson r. The weighted mean used in consolidating the assessment of the respondents on the practice of the merging distributed leadership as to Interactive, appreciative, adaptive and consultative framework In the same manner, the perception of the respondents on the organizational commitment as to affective, normative and continuance dimensions relative to emerging distributed leadership was also consolidated The Frequency count was used to determine the number of responses for each item and to find the number of respondents for each category of variables. The percent count was utilized to count the frequency of responses by variables and of the distribution of respondents by school. The Mean was used to determine the average responses of the respondents in each area of the main questionnaire.

RESULTS AND DISCUSSION

1. Level of Manifestation of Distributed Leadership as to Interactive, Appreciative and Adaptive Style of Leadership

1.1 Level of Manifestation of Interactive Style of Leadership

Table 1

Level of manifestation of the interactive distributed leadership in public secondary schools

Indicators	School Heads and Key Teachers			Teachers		
	M	SD	VI	M	SD	VI
Collaborated	4.05	0.64	FM	3.99	0.60	FM
Collective	4.08	0.71	FM	3.98	0.67	FM
Coordinated	4.06	0.64	FM	4.00	0.57	FM
Overall Mean	**4.06**	**0.61**	**FM**	**3.99**	**0.53**	**FM**

Table 1 Illustrates interactive distributed leadership as perceived the by respondents. It implies that the respondents experienced to work with group of individuals interdependently through collaboration, coordination, and collective action to enact leadership routine. The results from interviews suggested that the practice of interactive leadership through formulation of different committees in the implementation of various programs should be collaborative to promote healthy working school environment because teachers were given the opportunity to serve as a leader or a member of certain school programs and projects. In addition, the result implies that the school heads engaged the group of teachers with skills to perform functionally in various school activities through interaction. The statements obtained from the interviews strongly support manifestation of interactive distributed leadership in the attainment of school effectiveness.

And since effective leadership is seen on how an individual effectively discharge his role and job as leader, it is also an important thing to note that the effectiveness still prevails despite of any adversities that the teachers might be facing (Aquino, 2013).

1.2 Level of Manifestation of Appreciative Style of Leadership

Table 2 shows that appreciative distributed leadership such spontaneous collaboration, intuitive working relationship and institutionalized practice distributed leadership was found as "Always Manifested" as perceived

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by the school Heads and "Most of the Time Manifested" as perceived by the teachers.

Table 2
Level of manifestation of the appreciative distributed leadership in public secondary schools

Indicators	School Heads and Key Teachers			Teachers		
	M	SD	VI	M	SD	VI
Spontaneous Collaboration	4.17	0.74	MTM	3.98	0.69	MTM
Intuitive Working Relationship	4.70	0.64	AM	4.01	0.67	MTM
Institutionalized Practice	4.10	0.71	MTM	3.98	0.66	MTM
Overall	**4.32**	**0.61**	**AM**	**3.99**	**0.59**	**MTM**

It implies that there were spontaneous collaboration and unity of actions even in unexpected task. It also revealed that school heads and teachers show respect to each other and give opportunity to every individual who offer help. It also implies that school heads promote intuitive working relationship through accepting diverse people and to build trust working relationship.

It is clearly stated that communication, bonding time, actual working with the personnel motivated teachers them to work with willingness. It was also stated that teachers accept additional task as a challenge for them to improve more their skills. The group of school heads described that the teachers engaged to accept additional task with willingness after they have explained the importance of it and through reward system and simple appreciation.

Appreciative administrators actively and intentionally seek to create a work environment that acknowledge the strengths and skills of the team members and the organization as a whole as a newly constructed platform for dreaming how to improve and then acting on the plans that are working with sone another to promote success as one. Bloom (2016).

1.3 Level of Manifestation of Adaptive Style of Leadership

Table 3
Level of manifestation of the adaptive distributed leadership in public secondary schools

Indicators	School Heads and Key Teachers			Teachers		
	M	SD	VI	M	SD	VI
Pragmatic	4.06	0.74	MTM	3.98	0.69	MTM
Strategic	4.15	0.64	MTM	4.01	0.67	MTM
Incremental	4.13	0.71	MTM	3.98	0.66	MTM
Overall	**4.11**	**0.67**	**MTM**	**3.99**	**0.59**	**MTM**

Table 3 condenses the mean responses of the respondents on the manifestation of adaptive distributed leadership. Based on the results, adaptive distributed leadership with overall mean of 4.11, interpreted as *"Most of the Time Manifested"* (MTM). It implies that the school heads employed leadership practices which are pragmatic, strategic and incremental to cope up with many challenges. It signifies that through adaptive leadership school heads determined on how to share responsibility and creativity for a change. The results also emphasized that the importance of technology to stead past process and procedure most especially in the communication to access information.

Moreover, the results obtained from interviews emphasized the manifestation of adaptive distributed leadership suggested that the skills and talent of teachers should be considered before a teacher engaged in leadership activities. It also implies that a system to identify the strengths and weaknesses in the delegation of different tasks among teachers to contribute effectiveness because it can ensure that the skills and knowledge of the teachers are appropriately utilized. Therefore, profiling system to know the skills and talent of every teacher was very important.

The study also illustrates that pursuing graduate studies of teachers and joining to professional educational organization help improve teaching and learning to improve students' performance. It is considered that flexible and collaborative groups of school stakeholders, committed to working in

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challenging situations with the common and guided purpose to improve teaching and learning, and most importantly student

achievement, is the most beautiful image of distributed leadership (Finney, 201

2. School-Based Management Practices

Table 4
School effectiveness as to school- based management practices

Indicators	School Heads and Key Teachers			Teachers		
	M	SD	VI	M	SD	VI
Leadership and Governance	4.10	0.72	P	3.96	0.68	P
Curriculum and Instructions	4.08	0.69	P	3.94	0.69	P
Accountability and continuous Improvement	4.12	0.68	P	3.97	0.67	P
Management of Resources	4.11	0.69	P	3.94	0.70	P
Overall	**4.10**	**0.72**	**P**	**3.95**	**0.70**	**P**

Table 4 shows that the School-Based Management practices such as leadership and governance, curriculum and instruction, accountability and continuous Improvement and management of resources were described as "Practiced" as perceived by the school heads and teachers.

The data implies that the School based management practices included programs that engage stakeholders composed of school teams whose members are came from NGO, LGU, parents and student leaders with clear role and responsibilities in the formulation of school improvement plan and conduct professional development for teachers to promote effectiveness.

The same thoughts were observed during the conduct individual interviews and

Focus Group Discussion, when the teachers and school heads were asked about the School-Based Management Practices. It revealed that the school heads and teachers engaged other stakeholders to be a part of the planning procedure. It implies that school heads conducted programs to create a network to engage community in decision-making to improve leadership and governance for the effective school-Based Management (SBM).

The study of Cabardo, 2016 explained that the level of participation of the stakeholders was based on the level of implementation of SBM with school initiated activities, The more the school head implement SBM, the more participative the stakeholders in various school programs

3. Level of Organizational Commitment as to Affective, Continuance and Normative

Table 5 presents the summary mean perception of respondents. It signifies that the school heads and teachers obtained different opportunities for professional development and fell secure in the present job. It also implies that the school personnel express confidence, happiness, self-compassion, respect, and worthiness in doing extra task.

However, organizational as to normative organizational commitment obtained the highest mean. It implies that school personnel displayed organizational commitment. It also revealed that there was a manifestation of work values that sustained personal accountability and uphold public trust and confidence.

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Table 5
Perception on the Organizational Commitment

Indicators	School Heads and Key Teachers			Teachers		
	M	SD	VI	M	SD	VI
Affective						
Self-Efficacy	4.21	0.62	HO	4.10	0.61	O
Self-concept	4.43	0.55	HO	4.20	0.70	O
Category Mean	4.32	0.53	HO	4.15	0.56	O
Continuance						
Work Motivation	4.33	0.57	HO	4.13	0.71	O
Self- Actualization	4.30	0.58	HO	4.14	0.65	O
Category Mean	4.32	0.55	HO	4.13	0.60	O
Normative						
Ethics	4.32	0.57	HO	4.16	0.64	O
Work Values	4.39	0.58	HO	4.25	0.64	HO
Category Mean	4.35	0.55	HO	4.20	0.59	O
Grand Mean	**4.33**	**0.57**	**HO**	**4.16**	**0.58**	**O**

The same thoughts were observed during the conduct of interviews and Focus Group Discussion (FGD), when the faculty members and school Heads were asked about the manifestation of organizational commitment. The interview revealed that teachers and school heads have almost the same responses. It concluded that the manifestation of the organizational commitment promotes self-Efficacy, self-concept, work motivation, self-actualization, ethics and work values which intend to achieve better performance for the welfare of the organization.

It revealed that there was timeliness and effectiveness in performing task through demonstrating work values to uphold public trust and confidence in the school community by doing their best. Similar to the study of Baig, (2011) the school heads and teachers showed compassion at work by giving their best including practicing time management and achieving the best for the organization.

4. Significance relationship between emerging distributed leadership and school effectiveness as to School-Based Management practices and organizational commitment.

4.1 Correlation between Interactive Distributed Leadership Framework and School Effectiveness

Table 6 illustrates the correlation between the perceived distributive leadership as to interactive and school-Based Management Practices. The result revealed that the interactive distributed leadership framework and School- Based Management significantly related to school the four principles of SBM such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. The data signify that in the school improvement process, school heads promote leadership routine that created a network to communicate different areas of school concerns to ensure continuous improvement process maybe

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because school heads, all teachers and other stakeholders should sit and participates to give suggestions for assistance to each other.

It also implies that the school head promote and foster resource-sharing with all members of the organization.

Table 6

Correlation between perceived interactive distributed leadership framework and school effectiveness

	School Effectiveness	Interactive Distributed Leadership Framework		
		Collaborated	Collective	Coordinated
	Leadership and Governance	.507**	.506**	.700**
	Curriculum and Instruction	.486**	.532**	.569**
	Accountability and Continuous Improvement	.512**	.527**	.605**
SBM Practices	Management of Resources	.493**	.429**	.534**
	Affective			
	• Self-Efficacy	.493**	.429**	.534**
	• Self-Concept	.427**	.430**	.495**
	Continuance			
	• Work Motivation	.511**	.528**	.568**
	• Self- Actualization	.508**	.507**	.553**
	Normative			
	• Ethics	.512**	.477**	.532**
	• Work Values	.508**	.497**	.533**

It also emphasized that the school heads conduct regular meeting for planning, collaboration and sharing of school aspirations with all stakeholders to improve leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources to attain school effectiveness. Furthermore, the results of the study were supported by the views of the school heads and teachers during the interview. It is evidently that the teacher's respondents recognized the influence of leadership practices of the school heads in the workplace. The responses of the school heads and teachers signify that there was collaboration, collective and coordinated actions that contributed to the success in the implementation of school programs activities like the assessment procedure, plan adjustment, technical assistance and problem solving.

However, coordinated was perceived with "high correlation" to self-efficacy compare to other variables. It implies that schools' heads and teachers implemented school programs and projects with proper coordination of all persons involved. It implies

that interactive leadership encourage teachers to exert greater efforts even in difficult situation and tend to contribute more to the interest of the organization.

The study revealed that perceived Interactive distributed leadership framework is significantly correlated to continuance organizational commitments. This may imply that school heads and key teachers demonstrated positive interaction among teachers in order to motivate teachers and embrace their roles and function as member of school organization. Furthermore, the findings affirmed that interactive distributed leadership increased good performance through better outlook in life as teachers to promote healthy professional relationship.

Goksoy (2011) explained that basic principle underlining distributed leadership approach is the mobilization of shared wisdom and common sense by creating synergy among individuals in an organizations and maximization of organizational efficiency, productivity and competence which will ensure achievement and happiness in the members of the organization.

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4.2 Correlation between Appreciative Distributed Leadership Framework and School Effectiveness

Table 7

Correlation between perceived appreciative distributed leadership frameworks and school effectiveness

School Effectiveness		Appreciative Distributed Leadership Framework		
		Spontaneous Collaboration	Intuitive Working Relation	Institutionalized Practice
SBM Practices	Leadership and Governance	.580**	.572**	.564**
	Curriculum and Instruction	.613**	.596**	.605**
	Accountability and Continuous Improvement	..566**	.600**	.585**
	Management of Resources	.483**	.565**	.510**
Organizational Commitment	Affective			
	• Self-Efficacy	.483**	.565**	.510**
	• Self-Concept	.558**	.516**	.481**
	Continuance			
	• Work Motivation	.567**	.553**	.560**
	• Self- Actualization	.537**	.545**	.553**
	Normative			
	• Ethics	.586**	.594**	..517**
	• Work Values	.505**	.554**	.576**

Table 7 shows correlation between perceived appreciative distributed leadership frameworks and School- Based Management practices.

The data reveal that all the indicators of appreciative leadership framework significantly related to School- Based Management Practices. The results show that the spontaneous collaboration, intuitive working relations, and institutionalized practice is significantly related to the four principles of School-Based Management practices.

The result of the study revealed that effective participation should employ sharing of knowledge through mentoring and coaching. The study shows appreciative distributed leadership framework and affective organizational commitment as to self-efficacy and self-concept is found to have "High Correlation". The data illustrate that appreciative leadership promote teachers'

high level of participation even in an unexpected circumstance.

Furthermore, appreciative distributed leadership gave deep appreciation in and group performance because teachers' effort is being accepted by the school heads. Therefore, the data signify that in the concept of emerging distributed leadership frameworks appreciative style emphasize positive approach on how to respect other individuals to build a bridge of inquiries on how to be effective in the workplace.

Since all variables found to have with "High Correlation" It may implies that there is a positive impact in the self-esteem of a teachers if the school head+++s develop close working relationship before the leadership skills of the teachers manifested. It is evident that school heads and key teachers work effectively if everyone is welcomed and valued as member of the organization. Like the study of Humphreys (2010) collaborative work practices are built on the basis of trust. The courage to show leadership also relies on a

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climate of trust. Schools strive towards this and increased awareness of it helps to ensure that the learning environment is improved intentionally through structures and practices. practice of appreciative distributed leadership contributes to the level of teachers' commitment However, the intuitive working relations obtained the highest correlation among other variables. It implies that in the practice of appreciative distributed leadership intuition is at the core of the leadership process. Therefore, the data consider that the intuitive decision usually the best possible that could work in times of emergency.

The result implies that the school heads and key teachers practice a kind of leadership wherein the rational and intuitive decision combined found to be right practices whenever the unexpected problem is emerged. Since interpersonal relationship is being manifested it is considered that the followers are easy to approach no matter how difficult the task is.

In addition, appreciative distributed leadership framework and normative organizational commitment reveals to have "High Correlation". It illustrates that the

In addition, the data implies that school heads and key teachers pertaining ethics work values is found to have significant contribution towards the kind of leadership being employed and a great help to achieve quality of organizational climate and consider as positive impact to achieve the aims and objectives of the school.

Vedavathi (2017) explained that the school team members should be dedicated all the way and at the same time entire school community should be supportive attained success and effectiveness in an organization.

To facilitate teachers' efficacy, school heads should engage in decision-making process, provide leadership opportunities to empower and support professional growth, create respect and trust (Lee, 2015).

4.3 Correlation between Adaptive Distributed Leadership Framework and School Effectiveness

Table 8

Correlation between perceived adaptive distributed leadership framework and school effectiveness

	School Effectiveness	Adaptive Distributed Leadership Framework		
		Pragmatic	Strategic	Incremental
SBM Practices	Leadership and Governance	.553**	.493**	.518**
	Curriculum and Instruction	.566**	.549**	.574**
	Accountability and Continuous Improvement	.534**	.582**	.602**
	Management of Resources	.487**	.493**	.470.**
Organizational Commitment	Affective			
	• Self-Efficacy	.487**	.493**	.470**
	• Self-Concept	.477**	.519**	.529**
	Continuance			
	• Work Motivation	.569**	.606**	.573**
	• Self- Actualization	.530**	.541**	.567**
	Normative			
	• Ethics	.569**	.606**	.573**
	• Work Values	.530**	.541**	.567**

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Table 8 demonstrates the correlation between perceived adaptive distributed leadership frameworks and School- Based Management practices. The data reveal that the adaptive leadership frameworks were significantly related to the school-based management practices. Since adaptive distributed leadership as to incremental and accountability and continuous improvement found to be with the highest correlation compare to other variables. It implies that number of years in service and experiences were considered to be essential in the composition of strong team because teachers with experiences gained complete orientation on the organization and familiarize already with the different task maybe because the school heads practiced openness in terms of decision making.

However, the correlation between adaptive distributed leadership in terms pragmatic and School-based management in terms of management of resources. It implies that when school heads strategically practice leadership with openness most especially informing the teachers with the needs and how they can help to attain school goal and objectives because teachers were engaged in the democratic leadership and innovations in achieving success. Similar to the study of Castro (2013) that school administrators possess effective strategic skills which is primarily demonstrated by their openness to change particularly those concerning global trends and innovations.

In addition, the results show the high correlation between perceived adaptive distributed leadership frameworks and affective organizational commitment. It implies that the pragmatic, strategic and incremental component of adaptive distributed leadership contribute to the level of teachers' commitment in the school organization. It implies that school heads delegate teachers who are best able to respond regardless of their position. Based on the results, the school heads found to be pragmatic and strategic by identifying problems and opportunities to and devise responses. The school heads as the data

reveals provide a better understanding of leadership function of the key teachers and ensure skills to have unity of action in the school environment.The data clearly defined that adaptive distributed leadership are powerful components to formulate innovation and strategies that can make the teachers with high level of self-esteem for effectiveness. In general analysis, the data conceptualize the importance and contribution of adaptive distributed leadership on the self-efficacy and self-concept as teachers. It is indeed a clear description on the teachers to uplift their outlook in life as a public servant.

In the correlational analysis between perceived adaptive distributed leadership frameworks and continuance organizational commitment such as pragmatic, strategic, and incremental found out that they can promote high level of organizational commitment in terms of work motivation and self-actualization. It is shown that the adaptive distributed leadership provide usefulness to level up teachers' commitment. It denotes that the school heads mobilized teachers to well-adjusted most especially in an unexpected situation.

Corresponding to prior correlation of the variables, adaptive distributed leadership in terms of incremental found to be the highest correlation compares the other variables. It defines that the trust and confidence of the school heads in delegation of teachers to special assignment are those teachers who have learned many things or the teachers who are best to respond.

To summarize, the result of the study describe that the distribution of task is based on the skills, willingness and experiences gained of the teachers. Adaptive distributed leadership increased the level of confidence of the teachers before they engage in additional task and render additional time and efforts with all willingness and appropriateness.

CONCLUSIONS

Based on the significant findings, the following conclusions were drawn:

1. The three frameworks of emerging distributed leadership such as interactive, appreciative, and adaptive were manifested by the secondary school heads and teachers.

2. There is significant relationship between emerging distributed leadership as practiced by the school heads and school-Based Management practices therefore, the hypothesis stating that there is no significant relationship between emerging distributed leadership and school effectiveness is not sustained.

3. Emerging distributed leadership has significant relationship between organizational commitments therefore, the hypothesis stating that there is no significant relationship emerging distributed relationship and organizational commitment is not sustained.

RECOMMENDATIONS

Based from the findings and conclusions made in this study, the following recommendation are hereby presented:

1. School heads and key teachers may mobilize distributed leadership for appropriate distribution of task.

2. School heads and teachers may use the proposed framework of distributed leadership can be used on how to identify and enhance teacher's skills and ability before they engage in a certain task.

3. School heads and teachers may simultaneously conduct various school programs at the same time.

4. School administrators are encouraged to adapt the practice of distributed leadership to enhance the practice of School-Based Management and lastly Future researchers may further improve and maximize important information on distributed leadership practices.

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