



RESEARCH PAPER

An Overview of Distributed Leadership Practices in Private Sector Secondary Level Schools of Karachi

¹Rubina Rizwan, ²Dr. Sarwat Rizwan and ³Dr. Wardah Sameer

1. Assistant Professor, Research and Education Department, Ra'ana Liaquat Ali Khan Government college of Home-Economics, Karachi, Sindh, Pakistan
2. BDS, former student, Karachi Metropolitan University, Karachi, Sindh, Pakistan
3. Pharmacist, former student, Jinnah Sindh Medical University, Karachi, Sindh, Pakistan

Corresponding Author

rubinarizwanche@gmail.com

ABSTRACT

Distributed leadership practices implemented in private sector secondary schools in Karachi, including how leadership roles and responsibilities are shared among staff, including factors such as decision-making structures, collaborative mechanisms, and leadership roles. Over a time, it has become apparent that a single leader cannot be able to fully implement the needed changes in schools due to lack of time or experience. This realization has resulted in the allocation of leadership to a number of persons. This research is qualitative in nature. A purposive sampling technique was employed and selected three school administrators, and six teachers (two from each school) from three private sector secondary level schools of Karachi. Interview method was used. Thematic analysis was used to investigate, analyse and themes were interpreted in relation to the research questions and theoretical framework. The research findings indicated that the supportive school culture plays a very important role in teachers' retention in the school, professional development opportunities, collaborative mechanism and favorable environment of the school improve the school's overall performance. Further in future research studies would investigate distributed leadership practices in different areas of Pakistan and it would be compare among rural and urban schools. Moreover the research can include public sector schools and explore the leadership role in government sector schools. This research study helps policy makers to implement policies according to the current scenario of the public schools.

Keywords: Distributed Leadership Practices, School Culture, Teachers Retention and Turn Over

Introduction

The distributed leadership concept has been studied in detail in Western educational contexts, and it has been connected with the positive outcomes, e.g. enhanced teacher professionalism, improved student performance, and more effective school management (Harris, 2014). However, the adoption and impact of distributed leadership in non-Western contexts, such as Pakistan, remain under-researched.

Over a time, it has become apparent that a single leader cannot be able to fully implement the needed changes in schools due to lack of time or experience (Muijs and Harris, 2006). In an effort, to use the knowledge of people throughout the institution, this realization has resulted in the allocation of leadership to a number of persons. In accordance with the significance of Leadership, it has a great impact on school improvement. Leadership practices has drawn a lot of attention in recent researches on education. The potential of this paradigm to improve employee engagement, innovation, and organizational success is beginning to garner attention. Teaching staff turnover is a serious issue in majority of countries (Duan& Guan, 2018; Muzaffar, 2016; Huang, 2020). Research studies

shows that teaching staff turnover may be because they are not satisfied with the work place culture or might be because of the teaching profession (Skaalvik & Skaalvik, 2011).

Pakistan, largest city Karachi, is a crucial hub of educational activities, hosting a diverse array of private and public schools. The private sector, in particular, plays a pivotal role in providing education to a large part of the population. Private sector schools in Karachi vary widely in terms of resources, size, and educational philosophy, but they share a common challenge: the need to retain motivated and qualified teachers in a highly competitive environment.

Despite the considerable growing importance of private sector schools in Karachi, there has been very limited research on the leadership practices within these institutions. Majority of research studies in Pakistan have explored the leadership of schools of public sector, and leaving a gap in the private sector schools. This study overcome this gap and investigated the distributed leadership practices in the private sector schools of Karachi. This leadership increased collaborative school environment. Distributed leadership foster better learning facilities and enhance satisfying environment for the teaching staff to collaborate and focus on their role (Leithwood, 2019).

It is very important for the teachers to have some motivation and developed professionally, and it established sense of power in the teachers. Many empirical research studies point out the benefits of distributed leadership. For example, Tian, Risku, and Collin (2016) conducted an analysis of distributed leadership and concluded that employee satisfaction enhanced through it. Moreover, Leithwood, Harris, and Hopkins (2020) also put forward their claim that distributed leadership positively influence the overall school environment. Recent researches indicated that student's achievement boosted through successful administrative school leadership and pushes teachers to deliver at their optimum level (Harris, 2020; Muzaffar, et. al., 2020).

Recent studies have highlighted the merits of distributed leadership in school settings. For example, Tian, Risku, and Collin (2016) conducted a meta-analysis of distributed leadership (DLS) and found that it significantly enhances organizational performance and employee satisfaction. Similarly, Leithwood, Harris, and Hopkins (2020) revisited their claims about successful school administrative leadership and reaffirmed the positive influence of distributed leadership (DLS) on and teacher morale, school improvement, teacher retention and student outcomes. More recently, distributed leadership (DLS) has been explored as a key factor in sustaining communities of professional learning (Louis & Stoll, 2007). Research suggests that distributed leadership practices can contribute to improved organizational effectiveness and student achievement (Harris, 2020). By involving multiple stakeholders in decision-making processes and fostering a culture of collaboration, distributed leadership models promote innovation, shared responsibility, and collective ownership of school improvement initiatives (Spillane et al., 2001). Furthermore, distributed leadership has been linked to increased teachers' retention (Harris, 2020). Teachers who perceive a high degree of shared leadership in their schools report higher level of professional fulfillment, and commitment to their profession (Rhoades & Eisenberger, 2020). Understanding the relationship between distributed leadership practices and teachers' role is essential for fostering a conducive and supportive work environment in schools.

This research study examine the leadership responsibilities and roles that are shared among staff members, and in-depth investigation of the distributed leadership impact on teaching staff collaboration, motivation and school performance in all. In school settings, the research investigates the practices of shared leadership in Karachi, Pakistan, private sector secondary schools, a sector where shared leadership practices are still under progressing stage (Bahadur, H. 2010). Moreover, research study done by Tian, Risku, and Collin (2015) investigated distributed leadership in Chinese schools and its impact on

teachers' retention. The study found that distributed leadership practices, such as shared leadership roles and collaborative decision-making, were positively linked with school culture. The researchers highlighted the pivotal of teacher leadership in enhancing favorable work place culture, which indirectly reduce teachers' turn over. The collaborative leadership approach challenges the conventional, hierarchical models of leadership, proposing instead that leadership is a collective process that emerges from the interactions between different members of an organization (Spillane, 2006). In the context of schools, distributed leadership involves the participation of teachers, administrators, and sometime students involvement in the process of decision-making and the overall administration of the institution.

High level of job performance, increased teachers retention, and improved student learning outcomes. On the contrary, low performance can lead to teacher burnout, lack of motivation, absenteeism, and high turnover rates, all factors adversely affect the overall quality of school education (Ingersoll, 2001).

In private schools of Karachi region, the management of school expected optimum level of performance with use of limited resources, this shared leadership is excellent for school management. By sharing responsibilities, the educational institution can extract potential of their staff, leading to better effective decision-making and improved school outcomes. This research study examine whether these theoretical benefits of distributed leadership are implemented and in practiced in Karachi's private schools.

Decision making process is the key factor in the management of any organization, so it is very important to involve the teachers and administrative staff to share the responsibilities and collectively work for the improvement of the organization (Spillane et al., 2001). When multiple stakeholders involve in decision-making process, it fosters collaborative culture. Distributed leadership models increases innovation, shared responsibility, and initiate improvement in the school. (Spillane et al., 2001). Furthermore, distributed leadership indirectly related to increased teachers' retention (Harris, 2020). In educational settings, where teachers perceive a high degree of distributed leadership report optimum level of professional fulfillment, and commitment to their profession (Rhoades & Eisenberger, 2020).

Collaboration is another important element of distributed leadership. In schools with shared leadership practices, collaboration and sharing among staff members is encouraged and facilitated through variety of strategies, such as team members meetings, professional learning communities, and interrelated departmental projects. These combined collaborative structures enable teachers to solve problems collectively, and supportive towards each other's professional development.

Positive collaboration established trust and positive culture, where teaching staff feel no hesitation while sharing new ideas and their suggestions. Conducive school environment engage teachers in thoughtful dialogue and contribute to the overall leadership of the school.

Distributed leadership also involves in allocation of leadership roles to different teaching staff of the school. This can include formal roles, such as department heads or team leaders, as well as informal roles, such as mentoring or coaching colleagues. For teachers, taking on leadership roles can be a source of professional fulfillment and growth. It allows them to develop their leadership skills, contribute to the school's success, and gain recognition for their contributions. This sense of professional accomplishment is closely linked recognition, as teachers feel that their efforts are valued and that they are making a meaningful impact on the school (Spillane & Diamond, 2004).

Teacher leadership enhance a culture of learning and professional development, where teachers are motivated to pursue professional development and share their knowledge with colleagues (Leithwood et al., 2009). The school management and administration support for teaching staff, plays a very crucial role in the uplift of teachers professional development and improve work quality. This conducive environment improve performance of teachers' as they feel that their administrators are invested in their success (Tschannen-Moran &Gareis, 2015).

This research study seeks to examine the distributed leadership practices implemented in private sector secondary schools in Karachi including how leadership roles and responsibilities are delegated among staff, and to examine the shared leadership influence on teachers motivation, their team work, and overall school performance. Furthermore explore the role of teachers in the decision-making process under distributed leadership frame works.

The investigation of this study are expected to provide clear and transparent picture for academia and policymakers, helping them to enhance teacher leadership practices and improve teachers' turn over in Karachi's private schools.

In the educational system, the conventional hierarchical leadership exists, that often hinder the contribution of teaching staff in school policy making process, the top down hierarchy of school management decline ownership among teachers. However, in the context of Pakistan, leadership practices in Pakistani secondary schools remains underexplored, leaving a critical gap in understanding how these practices impact teacher morale, retention, and overall school performance. This study is vital in the context of private sector schools of Karachi, and overcome the gap by investigating the leadership practices of teachers and how these practices influence teachers' retention in schools of Karachi, Pakistan. This research study identify key factors contributing to teachers' retention under the umbrella of shared leadership models, and also providing insights to improve school administration and management practices and enhance teachers over all well-being.

Literature Review

A lot of researches have been conducted on distributed leadership and the dispersion of responsibilities to the other members of the organization for the smooth run of the task (Harris, A. 2009) also discussed distributed leadership and its influence on the organization. Harris, A. (2011) in his research article further discussed about the role of principal regarding the implementation of leadership among teachers in the school. Moreover Bagwell, J. L. (2019) has done a case study about the educational leadership and administration role while exploring leadership practices in elementary schools. Cailen O'Shea 2021 is also written in his article about Distributed leadership and innovative teaching practices, the school principal's work for the new innovation in teaching practices. Rachel Dennee and Kate Thornton talks about effectiveness of distributed leadership which truly depends upon the supportive structure of the school, coaching and mentor ship of the teachers.

Several empirical researches in Pakistani context documented the practices of leadership of teachers and establish this role after attended various in-service trainings, and some of them without trainings. Whether this teacher leadership role perceive themselves as the worthy member of the school and respectively it brings job satisfaction among them

This research study explores the secondary school teacher's perspective regarding teacher leadership practices with in the school context of Pakistan. Understand the perspective and practices of teacher leadership role probably help educational institutions to put positive steps for school improvement according to the required standards. The study

lights up the impact of teacher leadership role contribute towards improving teachers' turn over and recognition of teacher contributions within the different socio-cultural and administrative context of Pakistani schools. By addressing the understanding of teacher leadership and their effectiveness towards the institution standard. Relevant studies by Harris et al. (2013), Memon et al. (2000), and recent research on distributed leadership practices and their outcomes in Pakistani schools, provide a base for this qualitative research.

Teacher leadership

Teacher leadership is a contemporary leadership model that emphasizes the sharing of leadership responsibilities among various members of an organization, rather than centralizing power and decision-making in a single leader or a small group of leaders. In the context of schools, distributed leadership involves teachers, administrators, and sometimes students collaborating and sharing leadership roles to improve educational outcomes. (Muijs, 2003). This approach is particularly relevant in educational settings where the complexity and dynamic nature of teaching and learning demand a more inclusive and participative leadership style.

Factors affect teacher leadership

Decision-making structures in educational institutions refer to the informal and formal processes through which decisions are made within schools. Effective decision-making structures are vital for distributed leadership, as they ensure that all staff members of the organization have the equal opportunity to contribute to important decisions. Decentralized decision making structure empowers teachers and more authoritative and worthy for the organization (Wall & Rinehart 1998). Amount of decision making structure shows the policy and structure of school and autonomy of teachers within the school. Hierarchy of decision making in educational system usually vertical from top down structure (Sibanda, 2018).

Participative decision-making (PDM) involves including teachers and other stakeholders in the decision-making process. Research studies have shown that PDM leads to recognition, as it makes teachers feel respected and valued (Somech, 2010). Thus the commitment can enhance by involvement of teachers to school goals and policies (Ingersoll, 2003). Shared decision making structure in the educational institutions, foster teaching staff morale and confidence, and make them feel valuable for the institutional. It also helps to inculcate new, fresh ideas and suggestions for the betterment of the institution and for the positive learning outcomes (Tashi, 2015).

Decentralized decision-making structures distribute decision-making authority throughout the organization rather than centralizing it in the hands of a few individuals. The decentralization aligns with the principles of distributed leadership, promoting a sense of accountability and, ownership among teachers (Leithwood&Mascall, 2008).Decision making process is very complex, teachers think that it consumes their leisure time.

Collaborative strategies linked to the structures and processes that initiate cooperative work environment among teachers, administrators, and other staff members. Effective collaboration is a cornerstone of distributed leadership, enabling shared leadership practices and collective problem-solving.

The positive school culture influence teachers' retention (Piko, 2006). Shared school culture improve work quality and develop supportive environment for all staff members, especially for senior and experienced teachers, who guided and support juniors at every step for the betterment of the students (Day et al., 2009).

Shared team work allows teachers from different subject areas to collaborate on curriculum development and to form strategies for better learning outcomes. This team work can lead to increase teachers professional growth as well as students also (Erb, 1995). Results of other researches pin point the benefits good designed activities. This underlines the strong connection between the teaching process and the learning results.

Professional Learning Communities (PLCs) are a common collaboration mechanism in schools, where groups of educators meet regularly to discuss teaching practices, student performance, and professional development. Research indicates that PLCs can improve teaching quality and student outcomes by fostering a culture of continuous improvement and mutual support (Vescio, Ross, & Adams, 2008).

Leadership Roles

Leadership roles in distributed leadership models are not confined to formal administrative positions but are shared among various members of the school community. These roles can include teachers, support staff, and even students, reflecting a more inclusive approach to leadership. The teacher leadership industry is pumped by new paths of understanding leadership practice (Harris, 2008). Teacher leaders play a critical role in distributed leadership by taking on duties beyond their actual teaching job likewise supervising new teachers, and motivate them towards professional development programs, and participating in school culture. This expanded role can enhance their sense of professional fulfillment (York-Barr & Duke, 2004).

Shared leadership team consists of diverse members of the school community who collaborate on decision-making and strategic planning. (Day et al., 2009). Involvement of students in leadership roles can foster a sense of responsibility and ownership in their education. Schools that promote student leadership report positive impacts on school culture and student engagement, which contributes indirectly to an increased supportive and better school culture for teachers (Mittra, 2005).

Theoretical framework:

The basic theoretical underpinnings for the research study include Herzberg's two factor theory. (Siegrist, 1996;1998). Frederick Herzberg introduced the two factor theory which is also known as the motivation and hygiene factors theory in 1959. The other factor motivators include the work itself, achievement, improved standards, responsibility, and further growth. The various other factors which are non-job related factors that include company's policies, salary, co-worker relation, and style of supervision. These factors are known as Hygiene factors (Steers & Black, 1994). According to Herzberg (1959), managers who seek to bring about peace but not necessarily motivate. They may be pacified their workforce rather than motivating them. Moreover, the managers should explore more opportunities to up lift their motivated employees (Robbins & Judge, 2007).

Material and Methods

The research methodology used to examine the distributed leadership practices and their link to teacher job satisfaction in secondary schools of Karachi, Pakistan. The method includes the research design, selection of participants, method of primary data collection, procedure of data analysis, ethical considerations, and measures.

This research study is qualitative in nature, to gain in-depth analysis about the teaching staff and section heads ideas, and perspective of teachers and administrators related to leadership practices. A narrative approach is used to allow a detailed examination of the phenomena within the context of secondary schools in Karachi.

Basically, we selected participants using purposive sampling technique because they would give the same detailed data we needed. The sample size includes six teachers' three school administrators (e.g., principals, and section in-charges) from three private sector secondary level school of District East, Karachi. Interview method was used to collect primary data. This approach allows for not so rigid in investigating themes while putting a focus on the research questions.

Interviews were audio-recorded with participants' consent and converted for detailed analysis.

Key themes were identified, noted and compared with interview data. Thematic analysis was used to investigate, analyze, in written form (themes) within the data. Transcripts were coded. First basic codes were extracted based on the research questions and literature. Codes were organized into themes that capture significant aspects of the data. Themes were interpreted in relation to the research questions and theoretical framework. Participants' identities and responses were kept confidential. This research study was limited to the small sample size limit to the generalize findings, and in-depth study.

Results and Discussion

The findings of the analysis of collected primary data, the four basic themes emerged such as, supportive school culture and environment, role of school leaders, personal comfort, and professional development. The findings are presented and interpreted under these themes in the below section

Leadership Hierarchy in Studied Schools

The schools where study has been done are well known three (03) private sector secondary schools located in Karachi, Pakistan. Like every school these three schools charges tuition fee, students enrolled in these schools come mainly from middle class and higher class background. Similar to other private schools in the context, these schools are English medium schools. There are around 300, 400 and 650 students and 20, 30, and 35 teachers respectively of School A, B and C, specifically in secondary section. At secondary level, students study in segregated environment in school B, there is segregation for both genders from secondary level, whereas school A and B are totally girls' schools and both gender teaching staff, but the ratio of male teachers was very low.

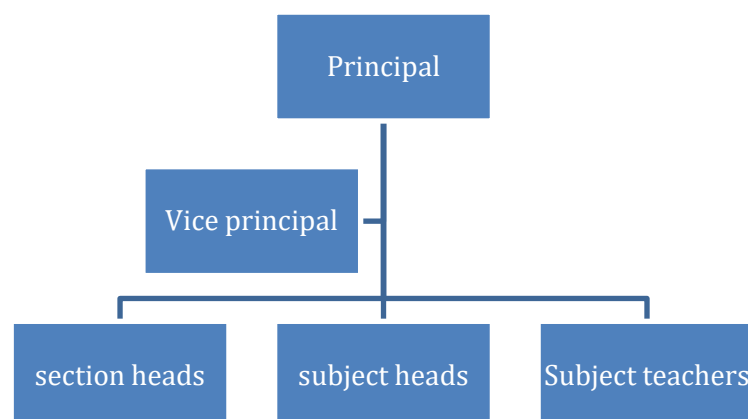


Figure 1 Hierarchy of school administration

Elmore, 2000; Spillane, Halverson, & Diamond, 2000, discuss the leadership distribution in their research that, the school responsibilities has been divided among various employs, this shift towards collective work of facilitator increases the capacity of

leadership in school. Hargreaves & Connor, 2018, further discuss that allocating task to different individual incline leadership which is beneficial for school as well as students also.

Supportive School Culture and Environment

The findings indicate that school culture has been a positive factor inculcating distributed leadership in school. Regular meeting, feedback and sharing of practices has been seen as the indicator of positive culture. For example collaboration, teamwork, mentorship, and professional growth etc.

As school A section head stated: *"The school fosters a supportive culture by encouraging open communication and collaboration among staff. Regular meetings and feedback sessions help us address concerns and implement improvements, ensuring a positive atmosphere for both teachers and students."*

The above quotation highlight the evidence of positive culture resulting from foremost distributed leadership practices facilitated overall school has been the example of vision of the school leadership. As stated by the institution head, she wants to establish supportive school culture both for teachers and students. Similarly the teachers found positive culture where mentoring has been available to new and senior teachers when facing any problems.

As school B Section Head responded: *"We have a strong system of peer support and mentorship. New teachers are paired with experienced staff members, which not only help in skill development but also create a sense of belonging. The administration is always approachable for guidance."*

The above quotation clearly defines the school culture, where experienced teachers guide new ones, helping them grow professionally and feel welcome. This teamwork builds a strong bond among staff. This helps them learn quickly and feel more comfortable in their new roles. Plus, the school leaders always open to provide help and guidance, making sure everyone feels supported. If teachers need help or advice, they can easily talk to the school administration, which is always open to listen. The school administration is always available to offer advice or help whenever needed.

As school C Section Head responded: *"Our school culture promotes professional growth through regular training sessions and workshops. The administration acknowledges our efforts, and there's a shared commitment to providing a nurturing environment for students and staff alike."*

Professional growth is a priority at our school, teachers have many opportunities to grow with regular training and workshops designed to help teachers develop new skills. Our school provides regular workshops and training sessions to support teachers in their professional journey. The administration values the efforts of every staff member and appreciates the hard work of the staff and works hard to build a culture of respect and collaboration. Further the section head stated that, together, we aim to create a warm and supportive work space where everyone can thrive. The school administration fosters a positive atmosphere and always acknowledges and values the efforts of staff, creating a workplace where everyone feels respected. Everyone works together to build a positive environment that supports the growth of both students and teachers.

Research highlights the educational system elevated performance when teachers share their experiences, knowledge and help each other in improving the work quality, which to better educational outcomes for students (Harris et al., 2013).

The six subject teachers of three schools stated: *"The school ensures a healthy work-life balance by maintaining reasonable workloads and providing necessary resources for effective teaching. The administration values our well-being, which motivates us to perform better."*

The above quotation expresses that, the school help teachers to maintain a balance between their work and personal lives by ensuring that workloads are manageable. Teachers are given the resources they need to teach effectively, which reduces stress and allows them to focus on their tasks. The administration cares about the well-being of the staff, making sure they feel valued and supported. This positive approach inspires teachers to do their best and stay motivated in their roles.

By prioritizing a healthy work-life balance and providing consistent support, the school teachers and students produce quality of work; this is due to by establishing better environment at school. The focus of school administration is on well-being that boosts job satisfaction and helps teachers perform at their best, ultimately benefiting the entire school community.

The two teachers of school B stated that, *"We feel empowered by the freedom to experiment with innovative teaching methods. This trust from the management reflects a supportive environment and helps us grow professionally. The collaboration among colleagues is remarkable. Everyone is willing to lend a hand, whether it's sharing teaching materials or covering for each other during emergencies. This collaborative spirit enhances our overall experience."*

The school allows us to explore new teaching techniques and supports our creativity, showing confidence in our abilities. This positive environment helps us become better teachers and grow professionally. The teamwork among staff is amazing colleagues are always ready to help, whether it's by providing resources or assisting during emergencies, everyone shares materials, ideas, and even helps cover classes during emergencies. This spirit of collaboration makes the work environment positive and uplifting.

"The school organizes team-building activities and social gatherings, which strengthen relationships among staff members. This creates a sense of community and makes the workplace enjoyable. The open-door policy of the administration allows us to discuss challenges freely, the support provided is commendable. This approach not only benefits students but also creates a harmonious and respectful environment for teachers."

The school brings teachers together through group activities and social events, helping them build stronger relationships between teachers and teachers with students and helps in improving students learning outcomes. These efforts make the workplace a conducive place feels like a community. Teachers feel comfortable and happy with the school culture approaching the administration with problems, school administration is approachable and flexible and always welcoming for teachers regarding any school related problems and offer help. This positive culture benefits everyone in the school, especially the students.

Role of School Leaders

The findings of this research indicates that the mentor ship program of school unable new teachers adjust quickly in the school environment. School leaders play an important role in shaping the culture of educational institutions. The school leaders are responsible to create a supportive environment where students and teachers can thrive. This involves fostering a positive school culture that emphasizes respect, collaboration, and

continuous learning. A school leader's role is multifaceted, balancing administrative duties with the responsibility of inspiring and guiding the school community toward success.

According to section heads of three (03) prestigious schools stated about the role of school leaders that; *"We implemented a mentorship program where experienced teachers mentor newer staff members. This is a form of distributed leadership, as senior teachers share their insights and skills, empowering the team as a whole. The program has helped new teachers adapt and adjust quickly in the school environment"*.

Our school started a mentorship program where senior, experienced teachers help guide the newly appointed teachers. This not only helps the new teachers learn and adjust quickly but also lets senior teachers lead and share their expertise. The program has created a supportive and effective teaching environment and helped new staff members get comfortable in their roles more easily.

"Leadership tasks are manageable and integrated into the daily operations of the school. We introduced collaborative planning time, where leadership activities could be done during scheduled staff meetings or professional development sessions. We also delegated leadership tasks in a way that allowed staff to contribute to areas they were passionate about, which made the roles feel more manageable and relevant. Over time, this helped spread out the workload and made leadership responsibilities more sustainable for everyone involved."

The school administration enhance the collaborative planning which helps in developing team, and responsible for allocating the task according to the strength and abilities of the individual. This maximizes school productivity without overloading staff. By sharing responsibilities and ensuring leadership roles align with individual interests, the workload is distributed evenly. Over time, this helps prevent burnout and makes leadership more sustainable. The team work approach foster collaboration, and this collaboration establish ownership among teaching staff when they become the part of school decision making process, they feel valued and enjoy their assigned role. This creates a cohesive environment where everyone works toward common goals.

This research study it is discussed that an understandable leadership team is defined is characterized by team work, which includes all team members, trust and better communication (Holtz 2004; Kozlowski and Ilgen 2006).

Conclusion

Since my research indicate the learning culture, school leader supporting role, as key factors of distributed leadership in school. The school section heads and teachers narrative analyze the perspective in detail and established various themes. Themes further investigated and defines the school culture, where experienced teachers guide newly appointed teachers, and share their experiences helping teachers feel welcome in the school. This teamwork builds a strong bond among staff. A variety of distributed leadership perception reported by academia Hickey and Harris (2005), that teachers' knowledge, sharing ideas and experiences are the contribution from teacher leaders. Distributed leadership further discussed by Elmore, 2000; Spillane, Halverson, & Diamond, 200, in their researches that, different duties or responsibilities has been allocated among various individuals, the shift inclined the school leadership capacity which benefit the school and students also. Further reported by (Dils, 2001) that collaborative and supportive school culture boost school vision and it's a major addition of teacher leaders. This helps them learn quickly and feel more comfortable in their new roles. The school leaders always open to provide help and guidance, making sure everyone feels supported. If teachers need help or advice, the school administration is always open to listen they can easily talk to the school administration. Research highlights the educational system elevated performance when teachers share their experiences, knowledge and help each other in improving the work

quality, which to better educational outcomes for students (Harris et al., 2013). To build a collaborative and supportive school culture is the prior responsibility of the school administration, it helps to develop team and allocate task according to the potentials of an individual.

Mentorship program helps the new teachers learn and adjust quickly. The program has created a supportive and effective teaching environment and helped new staff members get comfortable in their roles more easily. A school leader's role is multifaceted, balancing administrative duties with the responsibility of inspiring and guiding the school community toward success.

Shared responsibilities establish leadership roles align with teachers' interests and potentials. Leadership role becomes more sustainable and develop ownership among teaching staff. The study has investigated the leadership practices in secondary level schools of private sector in Karachi. The study high lights the leadership responsibilities shared among teachers to create a favorable school culture that supports the teachers and students as well. School leadership fosters a supportive culture where teachers collaborate and share responsibilities reduce stress, enhances morale, and encourages teachers to stay committed. These interconnected elements not only improve the school's overall performance but also enhance the well-being of teachers.

Recommendations

Further in future research studies would investigate distributed leadership practices in different areas of Pakistan, and school culture would be compare among rural and urban schools. Moreover the research can include public sector schools and explore the leadership role in government sector schools. This will help policy makers to implement policies according to current scenario of the public schools. Long term studies could also be conducted to observe the retention of teachers' and school performance. Including the mix method can enhance the in-depth and reliability of the study. Future researches can also include the perception of parents, students and community in large to understand the influence of leadership practices. This can capture the broader trends of the community. Future researches can also conducted by adding the impact of demographic factors like, age, educational background, experience and gender also impact leadership role. Integration technology work as support enhance leadership role. Teacher leadership practices connected with students learning outcomes. Assessment of current educational policies can also be studied to improve the performance of teachers.

References

- Bruce-Agbogidi, T. G. (2024). Salary, welfare and work environment as determinants of job satisfaction of secondary school teachers. *Sagbama Journal of Review in Education*, 2(1), 88-94.
- Bruggen, A. (2015). An empirical investigation of the relationship between workload and performance. *Management Decision*, 53(10), 2377-2389.
- Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2025). Workload, work intensification and time poverty for teachers and school leaders: A systematic research synthesis. *Educational Review*, 77(2), 661-680.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, 8, 1-1.
- Day, C., Sammons, P., Hopkins, D., Leithwood, K., & Kington, A. (2009). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 45(1), 55-81.
- Edwards, W., & Magill, K. R. (2023). Rethinking the educational ecology in the wake of COVID: Intellectual solidarity, teacher prestige, and educational humanization. *Policy Futures in Education*, 21(2), 220-238.
- Eisenberger, R., Rhoades Shanock, L., & Wen, X. (2020). Perceived organizational support: Why caring about employees counts. *Annual Review of Organizational Psychology and Organizational Behavior*, 7(1), 101-124.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. John Wiley & Sons.
- Ghoris, T. L. (2007). Becoming Qualitative Researchers: An Introduction. *Qualitative Research Journal*, 6(2), 203-205.
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of educational administration*, 46(2), 172-188.
- Harris, A. (2013). Distributed leadership: Friend or foe?. *Educational Management Administration & Leadership*, 41(5), 545-554.
- Huber, S. G. (2016). Germany: The school leadership research base in Germany. In *A Decade of Research on School Principals: Cases from 24 Countries* (pp. 375-401). Cham: Springer International Publishing.
- Huizinga, T., Handelzalts, A., Nieveen, N., & Voogt, J. M. (2014). Teacher involvement in curriculum design: Need for support to enhance teachers' design expertise. *Journal of curriculum studies*, 46(1), 33-57.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.
- Judge TA, Thoresen CJ, Bono JE and Patton GK (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376

- Leithwood, K., Mascal, B., Strauss, T., Sacks, R., Memon, N., & Yashkina, A. (2009). *Distributed leadership according to the evidence*. Routledge.
- Liu, P. (2020). Motivating teachers' commitment to change through distributed leadership in Chinese urban primary schools, *International Journal of Educational Management*, 34(7), 1171-1183.
- MacBeath, J. (2005). Leadership as distributed: a matter of practice, *School Leadership and Management*, 25(4), 349-366.
- Muijs, D., & Harris, A. (2003). *Teacher leadership—Improvement through empowerment? An overview of the literature*. *Educational management & administration*, 31(4), 437-448.
- Muzaffar, M. (2016). *Educational Institutions and Political Awareness in Pakistan: A Case of Punjab*, Unpublished Ph. D Dissertation, International Islamic University Islamabad, Pakistan
- Muzaffar, M., Hussain, B., Javaid, M. A., Khan, I. U., & Rahim, N. (2020). Political Awareness in Educational Policies of Pakistan: A Historical Review, *Journal of Political Studies*, 27(1), 257-273
- Olagunju, & A.M Abiona O.F: (2008): Production and Utilization of Resources in Biology Education. A case Study of South West Nigeria Secondary Schools, *International Journal of Africa & African American Studies*. 11, (2)
- Sibanda, L. (2018). Distributed leadership in three diverse public schools: perceptions of deputy principals in Johannesburg, *Issues in Educational Research*, 28 (3), 781-796.
- Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. *Social Psychology of Education*, 20, 775-790.
- Spillane, J. P., & Diamond, J. B. (2007). *Distributed leadership in practice*. Teachers College Press.
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational researcher*, 30(3), 23-28.
- Spillane, J.P., Halverson, R. and Diamond, J.B. (2004), "Towards a theory of leadership practice: a distributed perspective, *Journal of Curriculum Studies*, 36(10) 3-34.
- Tashi, K. (2015). A quantitative analysis of distributed leadership in practice: teachers' perception of their engagement in four dimensions of distributed leadership in Bhutanese schools, *Asia Pacific Educational Review*, 16(3), 353-366.
- Tian, M., Risku, M., & Collin, K. (2016). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration & Leadership*, 44(1), 146-164.
- Tschannen-Moran, M., & Gareis, C. R. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration*, 53(1), 66-92.
- Tschannen-Moran, M., & Gareis, C. R. (2015). Principals, trust, and cultivating vibrant schools. *Society*, 52(3), 230-236.

- Wall, R., & Rinehart, J. S. (1998). School-based decision making and the empowerment of secondary school teachers. *Journal of School Leadership*, 8(1), 49-64.
- Walters, C. H. (2001). Assumptions of qualitative research methods. *Perspectives in learning*, 2(1), 14