

# FACTORS CONTRIBUTING TO THE SUCCESS OF DISTRIBUTED LEADERSHIP PRACTICES IN IMPROVING ACADEMIC ACHIEVEMENT AMONG PUPILS IN TEMEKE MUNICIPALITY, TANZANIA

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## ABSTRACT

Globally, the role of distributed leadership in improving academic outcomes has become a focal point. Thus, understanding its contributions to improving pupils' academic achievement appears important. This study investigated the factors contributing to the success of distributed leadership practices in improving academic achievement among pupils in Temeke Municipality, Tanzania. The participants were the Municipal Education Officer, pupils, Ward Education Officers, head teachers, chairpersons of school committees, and teachers. The method of data collection was the focus group discussions and interviews. The results show that many factors contributed to the success of distributed leadership practices in improving academic achievement among pupils. These factors include the sharing of a clear leadership vision, which aligns all stakeholders toward common goals. Additionally, professional development played a crucial role in enhancing the skills and capabilities of teachers and staff, empowering them to take on leadership responsibilities. Furthermore, effective communication and trust were fundamental, as they fostered a collaborative environment where ideas and feedback could be freely exchanged. Lastly, the strategic allocation and mobilization of resources ensured that all stakeholders had the necessary tools and support to execute leadership practices effectively. Therefore, this study recommends that both schools and the Ministry of Education, Science and Technology create a conducive environment to enable distributed leadership to be implemented in schools.

**Keywords:** Academic achievement, distributed leadership, practices, success, Tanzania.

## 1. INTRODUCTION

Distributed leadership has emerged as a vital approach to enhancing organisational effectiveness, particularly in education. Unlike traditional hierarchical leadership models, distributed leadership involves the delegation of responsibilities across various stakeholders, including teachers, administrators and community members, to foster collaboration and shared accountability (Harris, 2014). This model has gained traction globally for its potential to address complex educational challenges by utilizing collective expertise and fostering innovative practices (Spillane, 2006). The role of distributed leadership in improving academic outcomes has become a focal point globally, especially where schools face diverse challenges. These challenges include limited resources, large class sizes and socioeconomic disparities among pupils, all of which require adaptive and inclusive leadership strategies (Nworie, 2012). Studies have shown that distributed leadership practices can significantly impact academic

achievement by creating a more inclusive decision-making environment and empowering teachers to take ownership of instructional improvement (Leithwood et al., 2009).

Distributed leadership refers to a leadership approach that emphasizes the distribution of leadership roles and responsibilities across a network of individuals rather than being centralized in a single leader (Spillane, 2006). It is based on the belief that leadership is not tied to a formal position but is instead a practice that can be exercised by anyone with expertise or the capacity to contribute meaningfully to the organisation's goals (Harris, 2004). In primary schools, this means involving teachers, support staff and even students in decision-making processes to enhance teaching and learning outcomes. This model recognizes the complexity of educational environments and the need for diverse perspectives in addressing challenges. By leveraging the skills, talents and insights of various stakeholders, distributed leadership fosters a collaborative culture where leadership is seen as a shared responsibility.

Studies across different contexts support the idea that distributed leadership contributes to pupils' academic achievements. A study by Harris and Jones (2012) in Wales found that distributed leadership fostered collaboration among teachers, leading to improved student performance in literacy and numeracy. Similarly, Gurr et al. (2014) in Australia highlighted that shared leadership roles among teachers and administrators contributed to higher student engagement and academic outcomes. In South Africa, Naicker and Mestry (2016) demonstrated that distributed leadership promoted inclusive practices and resource sharing, which significantly improved learners' academic success. Bush and Glover (2012) in England reported that distributed leadership empowered teachers to innovate and take ownership of instructional practices, resulting in better student performance. In Singapore, Ng et al. (2015) found that a collaborative leadership approach enhanced curriculum implementation and students' examination results. Lastly, Duif et al. (2013) in the Netherlands emphasized that schools practising distributed leadership experienced consistent improvements in student achievement due to effective teamwork and shared decision-making.

In the United States, a study titled distributed leadership by Spillane (2006) revealed that distributed leadership fostered collaborative decision-making by engaging teachers and administrators in shared responsibilities, which led to more innovative and inclusive solutions in school management. In Australia, a study titled leadership for learning in diverse contexts by Gurr et al. (2014) found that distributed leadership enhanced teamwork among staff, enabling collaborative decision-making processes that address instructional challenges effectively and improve student engagement. In England, a study titled building leadership capacity for school improvement by Harris and Lambert (2003) demonstrated that distributed leadership empowered teachers to participate actively in school governance, creating a culture of shared accountability and improving decision-making quality. In Canada, research titled collective leadership effects on student achievement by Leithwood and Mascall (2008) revealed that distributed leadership promoted trust and collaboration among teachers, which strengthened decision-making frameworks and positively impacted student learning outcomes. In Finland, a study titled a cultural perspective on educational leadership by Tian et al. (2016) showed that distributed leadership facilitated joint problem-solving and collective decision-making, particularly in curriculum planning and teacher professional development. In New Zealand, a study titled leadership and learning by Robertson and Timperley (2011) found that distributed leadership created platforms for teachers to collaborate on key decisions, enhancing curriculum implementation and fostering a supportive school environment.

In various Asian countries, a study by Ng et al. (2015) titled building teacher capacity in Singapore Schools: A distributed leadership perspective found that distributed leadership empowered teachers by recognizing their potential and involving them in decision-making processes, thereby enhancing their confidence and professional growth. In India, a study by Sharma and Singh (2020) titled distributed leadership in Indian schools: Pathways to teacher empowerment revealed that distributed leadership fostered a culture of trust and collaboration, encouraging teachers to take on leadership roles that align with their strengths and aspirations. In China, a study by Zhang and Brundrett (2010) titled educational leadership development in China: The role of distributed leadership highlighted that distributed leadership nurtured leadership potential by providing structured opportunities for teachers to lead initiatives and contribute to school improvement. In Japan, a study by Yamaguchi (2013) titled shared leadership practices in Japanese schools: Impacts on teacher development demonstrated that distributed leadership promoted teacher autonomy and professional development through collaborative leadership opportunities that recognize individual talents. In South Korea, a study by Kim and Lee (2018) titled distributed leadership and its effects on teacher efficacy in South Korean schools found that distributed leadership empowered teachers by assigning meaningful responsibilities, which enhanced their leadership potential and strengthened their commitment to the school's goals. In Malaysia, a study by Ahmad et al. (2017) titled distributed leadership in Malaysian schools: A model for teacher empowerment revealed that distributed leadership helped identify and nurture leadership skills in teachers by creating inclusive platforms for shared decision-making and professional growth.

In African countries, a study by Naicker and Mestry (2011) titled distributive leadership in South African schools: A participatory perspective revealed that distributed leadership fostered a sense of collective responsibility by involving all stakeholders, including teachers and parents, in key decision-making processes, leading to improved accountability and school outcomes. In Nigeria, a study by Adeyemi (2014) titled leadership practices and academic performance in Nigerian secondary schools found that distributed leadership promoted shared responsibility among educators, which enhanced collaboration and drove school success. In Kenya, a study by Simiyu et al. (2020) titled distributed leadership practices in Kenyan schools: Impacts on teacher performance highlighted that distributed leadership strengthened accountability and created a collaborative environment where stakeholders work together for student success. In Uganda, a study by Ssekamwa and Kaawaase (2018) titled collective leadership and school performance in Ugandan secondary schools demonstrated that distributed leadership encouraged active participation and collective responsibility among teachers and administrators, improving overall school performance. In Ghana, a study by Oduro (2004) titled distributed leadership in Ghanaian basic schools emphasized that distributed leadership cultivated a sense of shared accountability, where all stakeholders contributed to the school's vision and goals. In South Sudan, a study by Deng and Machar (2019) titled the role of distributed leadership in education reconstruction in post-conflict South Sudan found that distributed leadership fostered collective responsibility, especially in rebuilding schools and aligning stakeholders toward common objectives. In Botswana, a study by Modise (2015) titled distributed leadership in Botswana's education system: A collaborative approach revealed that distributed leadership promoted a sense of unity and shared accountability among teachers, parents, and administrators, which supported improved student outcomes. In Zimbabwe, a study by Chikoko (2007) titled leadership for school improvement in Zimbabwe: Lessons from distributed leadership practices found that distributed leadership fostered collaboration and mutual accountability, enabling schools to achieve sustained success despite resource constraints.

In general, from the literature, it is evident that distributed leadership plays a crucial role in fostering collaboration, shared responsibility, and empowerment across diverse educational contexts. Studies from various countries highlight that distributed leadership encourages active participation and decision-making at all levels of the school community, from teachers to administrators and even parents. This inclusive approach leads to enhanced problem-solving, trust and professional growth, which in turn improves academic achievement and overall school success. In Tanzania, little is known about factors contributing to the success of distributed leadership practices in improving academic achievement among pupils. This paper therefore aims to fill the gap in the literature by addressing the following question: What are the factors contributing to the success of distributed leadership practices in improving academic achievement among pupils in Temeke Municipality, Tanzania?

## 2. METHODOLOGY

The study sought to investigate the factors contributing to the success of distributed leadership practices in improving academic achievement among pupils in Temeke Municipality, Tanzania. To achieve this, a qualitative research approach was employed, utilizing focus group discussions and interviews to gather data (Creswell & Creswell, 2018). This approach was selected due to its capacity to generate in-depth, comprehensive insights into complex issues, thus allowing for a thorough examination of the factors, motivations, and contexts that influence human behaviour and decision-making. Moreover, qualitative research offers flexibility, which enables the methodology to adapt in response to discoveries, unforeseen patterns, or emerging questions, thereby providing a more detailed understanding of the topic. In addition, it focuses on examining phenomena in their natural environments, which helps in highlighting the subtle and intricate effects of social, cultural, and environmental influences on individual experiences and behaviours.

Focus group discussions were chosen as the data collection method because they facilitate participant interaction, encouraging the exchange of ideas, experiences and perspectives. This interactive dynamic often results in the generation of new insights through group synergy. Furthermore, focus groups gather rich, detailed data by capturing not only verbal responses but also non-verbal cues, emotions and group dynamics, all of which contribute to a deeper understanding of the topic being studied. The method enables a thorough exploration of subjects by allowing follow-up questions and providing participants with the opportunity to elaborate on their initial answers, thus offering a more nuanced perspective on the issue (Creswell & Creswell, 2018). On the other hand, interviews were chosen as the data collection method because they allow for in-depth exploration of individual perspectives. They provide the opportunity to ask follow-up questions, clarifying and expanding on responses. Interviews also enable the researcher to build rapport with participants, creating a comfortable environment for open communication. This method is particularly useful for gathering detailed, personal insights on complex issues. Additionally, interviews offer flexibility in adapting questions based on the flow of the conversation (Cohen, Manion & Morrison, 2018). For this study, data were gathered from the Municipal Education Officer, pupils, Ward Education Officers, head teachers, chairpersons of school committees, and all the teachers.

A total of ten participants took part in the focus group discussions, with each group comprising five individuals. Additionally, five interviews were conducted. The data from both the focus group discussions and interviews were audio-recorded and transcribed verbatim. Thematic analysis, as outlined by Braun and Clarke (2021), was used to examine the data, identifying, describing and illustrating relevant themes with participant quotes. Before data collection, a research permit was obtained from the relevant authorities, followed by obtaining informed

consent from the participating schools. The confidentiality of the information and the anonymity of the participants were strictly maintained.

### 3. RESULTS

Several issues emerged from the focus group discussions and interviews regarding the factors contributing to the success of distributed leadership practices in improving academic achievement among pupils in Temeke Municipality, Tanzania. These are organised into four themes including leadership vision, professional development, communication and trust, and resource allocation.

#### 3.1 Leadership vision

The study revealed that leadership vision played a crucial role in influencing interschool factors related to distributed leadership practices and pupils' academic performance. Participants reported that when school leaders articulated a clear vision and effectively communicated it to all stakeholders, they were perceived as aligning their personal goals and objectives with those of the entire school community. This unified focus facilitated the alignment of efforts towards enhancing academic outcomes, as one participant remarked:

A shared vision must be established by school leaders, aligning with the goals and objectives of all stakeholders. For instance, in a school where the headteacher, teachers, parents, and pupils collaboratively strive towards improving academic performance, the headteacher sets the foundation by clearly outlining what academic excellence entails. This includes enhancing pupils' learning and raising academic standards. Such a vision goes beyond mere aspiration, offering a structured approach with well-defined strategies, key performance indicators (KPIs), and a timeline to achieve these objectives (Interview with Municipal Education Officer).

Similar views were expressed by another participant who disclosed the following:

To ensure alignment of interests among all stakeholders, headteachers actively engage in teachers' meetings and parent training workshops, as well as communication sessions with representatives. During these gatherings, headteachers articulate the school's vision, outline their strategies and emphasize shared expectations. Crucially, they seek input from all parties involved. Teachers collaborate to develop innovative teaching methods, incorporating interactive and technology-based learning tools. Parents are encouraged to read with their children at home, while pupils participate in reading challenges and other literacy initiatives to foster engagement and academic growth (Interview with WEO 4).

The verbatim quotes underscore the critical importance of fostering an inclusive approach in the pursuit of shared educational goals. In this context, headteachers are tasked with creating an environment where all stakeholders teachers, parents, pupils, and even the broader community feel a genuine sense of belonging and shared responsibility. This inclusivity is essential for building trust, fostering collaboration, and ensuring that everyone is aligned toward the same objectives. To achieve this, headteachers must set clear and achievable directions, articulating a unified vision for academic excellence that resonates with the aspirations of all stakeholders. They play a pivotal role in actively engaging others in decision-making processes, empowering teachers to explore innovative methods, encouraging parents to take an active role in their children's education, and inspiring pupils to embrace academic challenges. Modern tools and techniques, such as technology-driven learning resources and interactive teaching strategies, further support this collaborative effort, ensuring resources are utilized effectively to enhance educational outcomes.



### **3.2 Professional development**

The findings indicated that distributed leadership, characterized by delegating leadership roles among various stakeholders such as teachers, administrators, and students, contributed to creating a more adaptable and effective educational environment. A key factor identified as fundamental to the success of distributed leadership practices was professional development. Across all five schools visited, there was an established schedule prioritizing teachers who wished to pursue further education, following a "first applied, first served" system for granting study leave. Participants highlighted that by prioritizing the continuous professional growth of teachers, schools cultivated a culture of collaboration and innovation, which in turn led to enhanced academic performance among pupils. As one participant expressed:

Enhancing instruction is a central focus of professional development. When effectively implemented, professional development benefits teachers by keeping them abreast of evolving teaching methods, technological advancements and the latest educational research. Ongoing learning opportunities enable teachers to integrate evidence-based strategies into their classrooms, resulting in better teaching practices and improved student outcomes. Adopting a distributed leadership approach empowers teachers to take the lead in areas such as curriculum design, instructional coaching and peer mentoring, ensuring these efforts are tailored to the specific needs of their local schools (Interview with Municipal Education Officer).

Similarly, another participant added that:

Successful distributed leadership depends on capable leaders across all levels. These skills are cultivated through professional development programs that include training in areas such as team-building, conflict resolution, strategic planning, and data-driven decision-making. Equipped with these competencies, teachers actively contribute to and lead various school-wide initiatives. This collaborative leadership approach ensures that responsibility is shared, reducing the burden on the headteacher while empowering teachers to take ownership and accountability in driving school improvement efforts (Interview with Headteacher, School A).

These quoted statements strongly emphasize that the foundation of distributed leadership lies in establishing broad and effective leadership. This suggests that leadership should not be centralized but shared among all stakeholders. It underscores the importance of a highly skilled and capable workforce to successfully implement distributed leadership practices. Moreover, the mention of professional development programs highlights the critical value of continuous learning and skill enhancement (upskilling) in fostering a collaborative and competent leadership framework.

### **3.3 Communication and trust**

The findings demonstrated that the success of distributed leadership practices heavily relied on effective communication and a trust-based interface within schools. Clear communication ensured that all stakeholders were informed about the school's vision, direction, and strategic priorities. This shared understanding helped align efforts toward common objectives and fostered greater consistency in teaching practices. Furthermore, open and transparent information exchange provided stakeholders with valuable insights, feedback and perspectives, enabling them to make well-informed decisions. This approach empowered school leaders at all levels to base their decisions on evidence, enhancing the overall learning experiences for pupils. Additionally, communication facilitated dialogue and deliberation among stakeholders, creating a framework for consensus-building in decision-making processes. A secondary

benefit was the ease of gaining consent from individuals potentially impacted by these decisions, leading to higher decision quality, improved consistency and stronger management support at both tactical and strategic levels, as evidenced by one participant's testimony:

Schools that consistently organize in-house meetings, fostering open discussions and sharing context-specific information, cultivate a strong culture of collaboration among teachers and headteachers. These meetings provide a vital platform for exchanging ideas and addressing shared challenges collectively, serving as a cornerstone for collaborative decision-making. By establishing an atmosphere where every voice is valued and contributions are encouraged, such schools empower their staff to play a meaningful role in advancing the education sector (Interview with Municipal Education Officer).

On a similar note, another participant was quoted as:

As the chairperson of our school committee, I have witnessed the profound impact of collaboration between parents and teachers. Our meetings go beyond information-sharing; they serve as a vital mechanism for fostering connections among individuals, laying the groundwork for a brighter future for all involved. We actively engage with parents to ensure every child has a supportive community member advocating for them at home. Together, we celebrate achievements and address challenges, remaining united in our shared vision of helping every pupil realize their full potential (Interview with Chairperson of School Committee, School E).

The literal quotes highlight that when schools hold regular meetings with education stakeholders, serving as open forums for staff to engage in meaningful discussions and information-sharing, a strong culture of cooperation, collegiality and collaboration emerges between teachers and the administration. These meetings become platforms where ideas are exchanged freely, fostering innovation and mutual understanding. They also provide opportunities for staff to raise and address collective challenges, ensuring that issues are approached inclusively and solutions are reached through consensus. Moreover, such collaborative environments empower all participants, enhancing their commitment to shared goals and improving decision-making processes, ultimately contributing to the school's overall progress and the pupils' academic success.

### **3.4 Resource allocation**

Resource allocation emerged as a critical factor enabling the effective implementation of distributed leadership practices in the schools visited. Participants emphasized that mobilizing resources was equally essential, as these were necessary to enhance the leadership capacities of all involved stakeholders. Furthermore, it was observed that resources were distributed equitably, ensuring that every member of the school community had the opportunity to participate in leadership activities. Additionally, the appropriate deployment of resources was highlighted as a key contributor to the sustainability of distributed leadership approaches, as teachers noted during focus group discussions:

Professional development is one of the primary resources that a school possesses continuous training as teachers and leaders. This efficient allocation of resources ensures that teachers have access to high-quality PD programmes. Schools enable them to take leadership positions with confidence and competency by investing in their professional growth. The net effect is more effective overall leadership in the school and support for an ethos of continuous improvement (FGD with Teachers, School B).

The central idea of the quote underscores that effective resource allocation for teachers' professional development plays a pivotal role in empowering teachers and fostering a robust leadership culture that enhances learning processes within schools. It highlights how allocating resources appropriately to ongoing teacher training is essential in equipping them with the necessary skills to lead effectively and mentor students proficiently. By continually developing their capabilities, teachers can maintain high levels of efficiency and effectiveness, which are crucial for promoting academic excellence and fostering a positive, collaborative school environment. Such investments not only enhance individual teacher performance but also contribute to the overall success and sustainability of the school's educational goals.

#### 4. DISCUSSION

This study found that many factors contributed to the success of distributed leadership practices in improving academic achievement among pupils. One of the key factors was the leadership vision, which played a crucial role in influencing interschool dynamics related to distributed leadership practices and pupils' academic performance. The findings align with Leithwood et al. (2020), who found that a clear and shared vision significantly improves school coherence and collective effort toward academic goals. Similarly, Harris and Spillane (2019) highlighted that leadership vision fosters a sense of shared purpose among stakeholders, ensuring alignment in decision-making and resource allocation. Lumby (2021) observed that leadership vision is instrumental in creating strategic directions that motivate teachers and other stakeholders to engage actively in achieving institutional objectives. Furthermore, Bush and Glover (2022) emphasized the link between visionary leadership and distributed practices, noting that it enhances the capacity for shared decision-making and instructional improvements. Walker and Hallinger (2020) argued that leadership vision acts as a guiding framework that aligns stakeholder efforts, particularly in diverse educational contexts. Lastly, Day et al. (2018) found that schools with visionary leadership report higher levels of trust and collaboration, which are vital for academic achievement.

The participants who participated in the focus group discussions and interviews revealed that a key factor identified as fundamental to the success of distributed leadership practices was professional development. The findings are in tandem with Harris and Muijs (2021), who found that professional development empowers teachers with the skills and knowledge necessary to participate actively in distributed leadership roles. Similarly, Timperley (2019) highlighted that ongoing training fosters collaboration and equips educators with evidence-based practices, enhancing their leadership capacities. Leithwood and Jantzi (2020) emphasized that professional development strengthens teachers' instructional leadership, enabling them to take on broader responsibilities within distributed leadership frameworks. Louis et al. (2018) argued that professional development builds trust and creates a culture of shared responsibility, which is essential for effective distributed leadership. Additionally, Spillane and Coldren (2019) observed that professional development aligns teachers with institutional goals, reinforcing a collective commitment to improving pupil outcomes. Lastly, Day and Sammons (2020) identified professional development as a catalyst for innovation, fostering a culture of continuous learning and adaptation critical to the success of distributed leadership practices.

Regarding communication and trust, the findings revealed that the success of distributed leadership practices heavily relied on effective communication and a trust-based interface within schools. Clear communication ensured that all stakeholders were informed about the school's vision, direction, and strategic priorities. The findings resonate with Bryk and Schneider (2018), who found that relational trust among teachers, parents, and administrators fosters collaboration, which is essential for achieving shared goals. Similarly, Tschannen-



Moran (2020) highlighted that trust and open communication create an environment where educators feel valued, which enhances their commitment to leadership roles. Leithwood et al. (2019) noted that effective communication helps align stakeholders with the school's objectives, ensuring coherence in leadership practices. Harris and Spillane (2018) argued that distributed leadership thrives when trust and communication are used to break down hierarchical barriers, enabling shared decision-making. Additionally, Walker and Ko (2021) emphasized the importance of transparent communication in building stakeholder confidence, which reinforces distributed leadership practices. Lastly, Mitchell and Sackney (2020) observed that trust and communication encourage reflective dialogue among teachers, fostering a culture of shared accountability and continuous improvement.

Lastly, the findings indicated that resource allocation emerged as a critical factor enabling the effective implementation of distributed leadership practices in the schools visited. It was found that mobilizing resources was equally essential, as these were necessary to enhance the leadership capacities of all involved stakeholders. Similarly, Harris (2018) emphasized that distributed leadership thrives in schools where resources are systematically allocated to support professional development and stakeholder engagement. Spillane and Diamond (2020) highlighted the significance of resource allocation in enabling teachers to assume leadership roles and contribute meaningfully to decision-making processes. Walker and Hallinger (2021) argued that resource mobilization ensures the sustainability of distributed leadership by equipping teachers with the tools and training needed to succeed. Furthermore, Mitchell and Sackney (2018) noted that resource deployment reinforces teachers' confidence and competence, which are vital for effective leadership distribution. Finally, Robinson et al. (2020) found that strategic resource allocation supports the implementation of innovative practices, improving both leadership efficacy and academic outcomes.

## 5. CONCLUSION

Generally, distributed leadership, when effectively implemented in schools, leads to tremendous outcomes that positively impact both the leadership structure and overall school performance. Key elements that contribute to these successful outcomes include the sharing of a clear leadership vision, which aligns all stakeholders toward common goals. Additionally, professional development plays a crucial role in enhancing the skills and capabilities of teachers and staff, empowering them to take on leadership responsibilities. Furthermore, effective communication and trust are fundamental, as they foster a collaborative environment where ideas and feedback can be freely exchanged. Lastly, the strategic allocation and mobilization of resources ensure that all stakeholders have the necessary tools and support to execute leadership practices effectively. Together, these factors create a cohesive framework for improving academic outcomes and promoting a culture of shared responsibility within schools.

## 6. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made. First, the Ministry of Education Science and Technology should work with schools to develop a clear, shared leadership vision that aligns with the school's academic goals. This vision should be communicated to all stakeholders administrators, teachers, students and parents to ensure alignment and collective effort toward improving academic performance. Second, the Ministry of Education Science and Technology should allocate resources for continuous professional development programs aimed at empowering teachers to take on leadership roles. These programs should focus on leadership skills, instructional strategies and fostering collaboration among teachers. Third, schools should establish regular communication channels, such as staff

meetings, parent-teacher associations and student feedback sessions. Promoting a culture of relational trust will support distributed leadership and ensure that all voices are heard, leading to collaborative decision-making and improved academic outcomes. Fourth, schools should work with local education authorities to ensure that resources are used strategically to enhance the leadership capacities of teachers and staff. Schools should also explore alternative sources of funding and partnerships to support leadership initiatives, such as grants or community involvement.

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