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RELATIONSHIP BETWEEN DISTRIBUTED LEADERSHIP AND TEACHER'S JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN MAIDUGURI METROPOLIS, BORNO STATE

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ABSTRACT

This study investigates the relationship between distributed leadership and teacher's job performance in public senior secondary schools in Maiduguri Metropolis, Borno State. Grounded in Distributed Leadership Theory (DLT), the research examines how distributed leadership practices influence teachers' motivation, job satisfaction and instructional effectiveness. A correlational research design was employed, involving a stratified random sample of 376 teachers. Data were collected using validated questionnaires measuring distributed leadership, teacher motivation, job satisfaction and instructional effectiveness, with reliability coefficients ranging from 0.88 to 0.92. Pearson's Product Moment Correlation Coefficient analysis revealed strong, statistically significant positive relationships between distributed leadership and teacher motivation ($r = 0.735$, $p < 0.001$), job satisfaction ($r = 0.896$, $p < 0.001$) and instructional effectiveness ($r = 0.742$, $p < 0.001$). These findings suggest that when leadership responsibilities are shared across school stakeholders, teachers experience greater motivation, enhanced job satisfaction and improved instructional delivery. The study recommended that policymakers and school administrators adopt distributed leadership strategies to foster collaboration, professional growth and sustainable improvements in teaching and learning.

Keywords: Distributed leadership, Teacher Motivation, Job Satisfaction, Instructional Effectiveness

Introduction

Scholars contend that schools are more likely to thrive when principals share leadership responsibilities with relevant stakeholders (Heck & Hallinger, 2009; Leithwood & Jantzi, 2012). Although most distributed leadership (DL) studies originate from Western settings, the concept also holds considerable relevance within global educational environments. Evidence from high-achieving nations such as Finland and Singapore illustrate how incluve leadership strategies engaging diverse participants contribute to robust school capacity and overall effectiveness (Hargreaves & Shirley, 2012).

In the context of public secondary schools, particularly those grappling with resource constraints and inconsistent policy implementation, evaluating the role of distributed leadership in enhancing teacher performance is cannot be over emphasized. Existing research highlights that distributed

leadership fosters greater teacher autonomy, job satisfaction and professional collaboration factors that are closely linked to improved instructional practices and student outcomes (Lin, 2022; Camano & Bermudo, 2025; Yu *et al.*, 2025). This study explores how distributed leadership practices directly influence teacher motivation, satisfaction and teaching effectiveness within these school environments.

Research on distributed leadership consistently highlights its positive impact on teacher performance, job satisfaction and school culture. Printy and Liu (2020) found that distributed leadership practices, shaped by national policies align with both principal and teacher perceptions, fostering a collaborative school environment. Devos *et al.* (2014) showed that when principals empower assistant principals and teachers to lead and participate in decision-making, teachers exhibit stronger organizational commitment. Similarly, Harris *et al.* (2022) reviewed two decades of research affirming that distributed leadership remains a vital strategy for school improvement and teacher empowerment.

Other empirical studies further support these findings. Samancıoglu *et al.* (2020) demonstrated that distributed leadership significantly improves teachers' job satisfaction, commitment and organizational citizenship behavior. Bellibaş (2020) also revealed that distributed leadership indirectly enhances instructional quality through teacher collaboration and satisfaction. Ma and Marion (2025) found it improves job satisfaction in China, mediated by psychological factors like well-being and motivation. Hsieh, Chen, and Li (2024) showed it enhances professional collaboration and innovativeness, while Hsieh *et al.* (2024) revealed its indirect positive influence on instructional quality through teacher autonomy and innovation. Lin (2022), analyzing TALIS data, confirmed distributed leadership's role in fostering teacher creativity and cooperation, with autonomy and collaboration serving as mediators. In inclusive education, Wang and Tian (2023) demonstrated how distributed leadership boosts differentiated instruction via teacher competence and leadership. Finally, Le *et al.* (2025) illustrated how empowering teachers through distributed leadership strengthens various dimensions of teacher leadership, especially decision-making. Collectively, these studies reveal that while direct impacts may vary, distributed leadership consistently drives positive teacher outcomes when backed by enabling structures and professional support. These studies suggest that distributed leadership fosters shared responsibility, trust and motivation, which are critical for improving teacher performance, particularly in challenging contexts like public senior secondary schools in Maiduguri Metropolis.

Theoretical Framework

Distributed Leadership Theory (DLT) emphasizes the sharing of leadership responsibilities among multiple individuals within an organization rather than concentrating authority in a single leader. It views leadership as a collective and interactive process shaped by the context and the people involved, rather than as the sole

responsibility of those in formal leadership roles. This theory suggests that leadership can emerge from any level of the organization, depending on expertise and the demands of the situation (Spillane, 2006; Gronn, 2002). In educational settings, teacher and students may all contribute to decision-making and school improvement efforts, promoting collaboration, professional development and innovation (Harris, 2004).

While distributed leadership fosters shared responsibility and enhances organizational flexibility, it also presents certain challenges. Successful implementation requires clear communication, mutual trust, and a supportive culture to avoid confusion and ensure accountability (Bennett *et al*., 2003). Additionally, critics argue that the theory may be difficult to apply consistently due to its broad and sometimes vague conceptualization. Despite these concerns, DLT remains an important framework, especially in complex environments that benefit from diverse perspectives and collaborative leadership practices. Distributed Leadership Theory is highly relevant to the study of its impact on teacher performance in public senior secondary schools in Maiduguri Metropolis, as it emphasizes shared responsibilities and collaborative decision-making. By involving teachers in leadership roles, the approach can enhance their sense of ownership, motivation and professional growth. This in turn may lead to improved teaching practices and overall school performance in the state.

Research Objectives

The objectives of the study are to:

1. Examine the relationship between distributed leadership and teachers' motivation in Senior Secondary Schools Maiduguri Metropolis, Borno State.
2. Evaluate the relationship between distributed leadership and teachers' job satisfaction in Senior Secondary Schools Maiduguri Metropolis, Borno State.
3. Investigate the relationship between distributed leadership and teacher effectiveness in instructional delivery in Senior Secondary Schools Maiduguri Metropolis, Borno State.

Research Hypotheses

H_{01}: There is no significant relationship between distributed leadership and teachers' motivation in Senior Secondary Schools Maiduguri Metropolis, Borno State.

H_{02}: There is no significant relationship between distributed leadership and teachers' job satisfaction in Senior Secondary Schools Maiduguri Metropolis, Borno State.

H_{03}: There is no significant relationship between distributed leadership and teacher effectiveness in instructional delivery in Senior Secondary Schools Maiduguri Metropolis, Borno State.

Methodology

This study employed a correlational research design to investigate the relationships between distributed leadership and teachers' motivation, job satisfaction and instructional effectiveness in public senior secondary schools in Maiduguri Metropolis, Borno State. A sample of 352 teachers was selected using stratified random sampling to ensure

representation across schools, genders and experience levels. Data were collected through a structured questionnaire featuring validated scales measuring distributed leadership (α = 0.90), teacher motivation (α = 0.92), job satisfaction (α = 0.88) and instructional effectiveness (α = 0.89). Pearson's correlation analysis was used to examine the relationships between distributed leadership and each outcome variable.

Results

Table 1: Pearson Correlation Coefficient on the relationship between distributed leadership and teachers' motivation in Senior Secondary Schools Maiduguri Metropolis, Borno State.

Variables	N	Mean	SD	df	r	p-value	Remark
Distributed Leadership	376	15.04	2.02	375	0.735	0.000	Reject H_{01}
Teachers' Motivation	376	14.93	4.27				

Table 1 presents Pearson Product Moment Correlation Coefficient on the relationship between distributed leadership and teachers' motivation. Results revealed that there was a statistically significant positive relationship between distributed leadership and teachers' motivation ($r = 0.735$, $p < 0.001$). With a sample size of 376 teachers, distributed leadership (M = 15.04, SD = 2.02) and motivation (M = 14.93, SD = 4.27) were highly correlated, indicating that as distributed leadership practices increase, teachers' motivation levels also rise significantly. The null hypothesis (H01) is rejected, confirming that distributed leadership is significantly associated with enhanced teacher motivation in senior secondary schools in Maiduguri.

Table 2: Pearson Correlation Coefficient on the relationship between distributed leadership and teachers' job satisfaction in Senior Secondary Schools Maiduguri Metropolis, Borno State

Variables	N	Mean	SD	df	r	p-value	Remark
Distributed Leadership	376	15.04	2.02	375	0.896	0.000	Reject H_{02}
Teachers' Job Satisfaction	376	14.09	1.96				

Table 2 presents the summary of Pearson Product Moment Correlation Coefficient on the relationship between distributed leadership and teachers' job satisfaction in senior secondary schools in Maiduguri Metropolis, Borno State. Results reveled that, there was a strong, significant positive correlation between distributed leadership and teachers' job satisfaction ($r = 0.896$, $p < 0.001$). Both variables distributed leadership (M = 15.04, SD = 2.02) and job satisfaction (M = 14.09, SD = 1.96) were highly correlated, indicating that as distributed leadership practices increase, teachers' job satisfaction also rise significantly. Hypothesis two is rejected, suggesting that, distributed leadership practices are linked to

higher job satisfaction among teachers in the studied schools.

Table 3: Pearson Correlation Coefficient on the relationship between distributed leadership and teacher effectiveness in instructional delivery in Senior Secondary Schools Maiduguri Metropolis, Borno State.

Variable	N	Mean	SD	df	r	p-value	Remark
Distributed Leadership	376	15.04	2.02				
					0.742	0.000	Reject H_{03}
Instructional Effectiveness	376	14.96	3.41				

Table 3 presents the summary of Pearson Product Moment Correlation Coefficient on the relationship between distributed leadership and teachers' effectiveness in instructional delivery in senior secondary schools in Maiduguri Metropolis, Borno State. Results reveled that, there was a strong, statistically significant positive relationship between distributed leadership and instructional effectiveness ($r = 0.742$, $p < 0.001$). With comparable means (DL: $M = 15.04$, $SD = 2.02$; instructional effectiveness: $M = 14.96$, $SD = 3.41$), the results suggest that distributed leadership practices robustly predict teachers' effectiveness in instructional delivery. Hypothesis three is rejected, affirming that distributed leadership is a critical factor in improving teaching performance in these schools.

Discussion

The findings of this study showed that distributed leadership has a strong positive relationship with teachers' motivation, job satisfaction, and instructional effectiveness in public senior secondary schools in Maiduguri Metropolis. This agrees with Spillane (2006) and Gronn (2002), who explained that when leadership is shared, teachers feel more engaged and committed. In the same way, Harris and Muijs (2005) and Lin (2022) reported that collaboration and autonomy help teachers become more motivated and creative in their work.

The study also found that distributed leadership strongly improves job satisfaction. This means that when teachers are allowed to take part in decision-making, they feel happier and more connected to their schools. This finding is in line with Devos *et al.* (2014) and Ma and Marion (2025), who discovered that teachers' well-being and commitment grow when they are included in leadership roles. The very high correlation in this study confirms that in a place like Maiduguri, where schools face many challenges, giving teachers a sense of belonging and recognition is very important.

In addition, distributed leadership was shown to improve instructional effectiveness. Teachers who share leadership responsibilities become more active in planning, innovating and improving classroom practices. This supports the work of Bellibaş *et al.* (2021) and Hsieh, Song and Li (2024), who found that distributed leadership increases teaching quality through collaboration and autonomy. The study

agrees with Harris *et al*. (2022), who reported that distributed leadership is a powerful tool for school improvement. The results also prove that in the context of Maiduguri, involving teachers in leadership not only motivates them but also makes them more effective in their jobs. This shows that distributed leadership can help schools build stronger, more committed and more successful teachers.

Conclusion

This study demonstrates strong, statistically significant relationships between distributed leadership and key teacher outcomes in senior secondary schools in Maiduguri Metropolis. The findings revealed that, distributed leadership practices are closely associated with higher levels of teacher motivation, greater job satisfaction and improved instructional effectiveness. These results align with existing literature emphasizing the transformative potential of shared leadership approaches in educational settings. The higher positive correlations across all measured variables suggest that fostering distributed leadership could be a valuable strategy for enhancing teacher performance and well-being in senior secondary schools. Future research could explore how contextual factors might influence these relationships, while policymakers and school administrators may consider these findings when designing professional development programs and leadership initiatives.

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