



# Distributed Leadership And Its Relationship With Improving Decision-Making Among Secondary School Principals In Jerash Governorate From The Teachers' Point Of View

Dr. Hussein Mohamad Ali Atoom<sup>1\*</sup>, Dr. Osama Adel Hasouneh<sup>2</sup>, Dr. yumna Ahmad Atoum<sup>3</sup>, Dr. Hadeel Saad Al-Hyari<sup>4</sup>, Prof. Mohammed Qasem Al. Magableh<sup>5</sup>

<sup>1</sup>\*Department of higher Education, Faculty of Educational Sciences. Jerash University, Jerash, Jordan. 00962792683846/h.atoum@jpu.edu.jo

<sup>2</sup>Department of higher Education, Faculty of Educational Sciences, Jerash University, 00962799193013/Osahassonah@jpu.edu.jo

<sup>3</sup>Department of Educational Administration and Foundations, Faculty of Educational Sciences, Al al-Bayt University, Mafraq, Jordan /00962776627025/ yumnaatoum@aabu.edu.jo

<sup>4</sup>Balqah University, 00962797378350/ Hadeel.hyari@bau.edu.jo

<sup>5</sup>Department of higher Education, Faculty of Educational Sciences. Jerash University, 00962778041243/ m.magableh@jpu.edu.jo

**\*Corresponding Author:** Dr. Hussein Mohamad Ali Atoom

\*Department of higher Education, Faculty of Educational Sciences. Jerash University, Jerash, Jordan. 00962792683846/h.atoum@jpu.edu.jo

**Citation:** Dr. Hussein Mohamad Ali Atoom et al. (2024), Distributed Leadership And Its Relationship With Improving Decision-Making Among Secondary School Principals In Jerash Governorate From The Teachers' Point Of View, *Educational Administration: Theory and Practice*, 30(4), 76-88, Doi: 10.53555/kuey.v30i4.1406

## ARTICLE INFO

## ABSTRACT

The study aimed to identify the correlation between the practicing degree of distributed leadership among secondary school principals in Jerash Governorate and the level of improvement in their decision-making from the teachers' point of view. The descriptive, correlational approach was used, and the questionnaire was used as a tool to collect to achieve the objectives of the study. The study sample consisted of (310) male and female teachers were chosen in a convenient way, and the results of the study showed that the practicing degree of distributed leadership among secondary school principals in Jerash Governorate was moderate, and the level of improvement in decision-making was moderate, and there was a moderate positive correlation which was statistically significant differences in the level ( $\alpha = 0.05$ ). Between practicing degree of distributed leadership among secondary school principals and the level of improvement in their decision-making.

**Keywords:** distributed leadership, improving decision-making, school principals., Jerash Governorate

## Introduction

Educational institutions, including schools, require modern and effective leadership models for school principals in the current era to organize and develop work, empower workers, and achieve the educational goals on which they depend for the success of their work, and these models include the distributed leadership model, which is based on creating mutual trust, support and cooperation between school staff, and the belief that authority or leadership should not be based in the hands of one person, but rather become available to all, and on the existence of messages Leadership is more democratic, so the practice of school administrations this leadership model contributes to enhancing interaction between employees, and promotes a sense of shared responsibility in achieving educational and educational goals (Akdemir & Ayik, 2017). Distributed leadership means that teachers and all members of the school at all levels and ranks exercise a number of leadership roles (Masarweh, 2019), and it is leadership that allows the distribution of leadership roles to the leader and individuals within educational institutions, by investing their abilities and giving them confidence to exercise leadership roles, which in turn contributes to raising morale and achieving professional development for individuals to achieve the goals of the educational institution to the fullest (Al-Husban, 2021, 399). The principal's application of distributed leadership requires familiarity with the basic competencies of education,

which is a catalyst for the development of leadership capabilities in all aspects of the school (Al-Sharifi and Abdullah, 2017).

The importance of distributed leadership in contributing to addressing the great difficulties faced by principals is evident due to its major contributions to the improvement and development of educational institutions, and its significant contributions to controlling decision-making processes (Zeidan, 2022). Discovering the leadership capabilities of employees and giving authority to make decisions, which reduces duplication of work, and contributes to raising the level of harmony between employees and creating a kind of human relations between them (Al-Asiri, 2018). The importance of distributed leadership has increased as a methodology based on teamwork that is carried out in a participatory and complementary manner between members of the same team to make decisions, and enjoys flexibility and ease of implementation for many procedures that were previously limited to the manager (Ababneh, 2021), (Al-Dhaen and Al-Fahd, 2020).

One of the roles of the distributive school leader is to be an educational facilitator, by emphasizing that the influence of teachers and their inspiration to students is the main element for their success, and thus the success of the school in achieving its goals, and this requires the school principal to adopt an educational vision aimed at enhancing cooperation between members of the school community, directing teachers to adopt modern educational methods, and encouraging them to participate in the decision-making process, and this is done in an atmosphere of trust and fruitful positive interaction between school leaders and teachers (Onukwugha, 2013).

Distributed leadership represents an important shift in the field of organizational thinking, as it places responsibility on all school members (Christy, 2008), and a number of researchers have identified the dimensions of distributed leadership, such as (Kurdish, Kurd 2018), (Taha, 2019), (Al-Husban, 2021), (Spring, 2017), (Gordon, 2005), (Elmore, 2002), (Onukwugha, 2013.) who defined it in four dimensions:

- Vision and Mission: The vision represents the main desire and ambition of each educational institution to reach its future and aspirations, which pushes all managers and employees to develop a long-term vision and vision to reach the goals and perceptions that keep pace with the rapid developments, and the mission represents the path, the way and the mechanism to reach the achievement of the institution's vision.
- Shared responsibility: The leader must participate with the employees in leadership and decision-making, and that he is keen to be within their needs, desires and tendencies, through the role played by the leader in instilling the values of shared responsibility, and working to refine the skills of working individuals, which is a diversity of experiences, knowledge and interests, which enhance and contribute to the success of the organization.
- Institutional culture: It is one of the most important factors affecting the vision and mission of the institution, and is a major and essential factor in the success of the institution, and that the school culture is always compatible and consistent with the culture and values of society in order to promote a positive school culture.
- Ethical practice: practices that principals and teachers carry out regularly, cooperatively and harmoniously to ensure the highest productivity, and to support and enhance their efforts, skills, abilities and knowledge, the goal is to diversify the sources of leadership and responsibility to be distributed to all. Therefore, the principal's main role is to lead, encourage and motivate teachers to become active and responsible in leading the school.

Decision-making process is an important requirement in educational institutions, as it helps managers distinguish between decisions that require complex processes such as thinking and innovation, especially difficult situations, in order to solve problems that hinder the workflow (Wadesango, 2017). The importance of decision-making in educational institutions is shown by the extent to which these decisions affect the achievement of their goals, as these decisions are made by the principals of the process of participation in decision-making is closely linked to teacher satisfaction as it seeks to promote positive contributions and reduce negative results in the decision-making process, and the process of participation in decision-making for principals in schools leads to the acquisition of skills such as knowledge of the internal and external conditions through which teachers must be involved in the decision-making process (Akinyomi, 2019), which contributes to improving the effectiveness of decision-making by providing the school with the necessary information (Belkadi, 2021).

Consequently, schools of all types seek to achieve competitive advantages and creativity in their performance by adopting new leadership models to deal with modern challenges in order to achieve institutional goals. Therefore, the mission of schools today has become more complex and challenging, as they must keep pace with rapid developments and continuous transformations in the educational field, and achieve innovation and excellence in performance, which requires the participation of teachers in proposing and applying new and innovative ideas in management for their continuous participation in the decision-making process, which allows the school to improve The quality of education, understanding developments, and improving the effectiveness of decision-making, hence the idea of this study came with the purpose of revealing the correlation between the degree of school principals' practice of distributed leadership and improving decision-making.

## Previous studies:

The study by Ahmed, Girgis, and Mahmoud (2023) aimed to reveal the reality of distributed practice in public secondary schools. A field study in Sohag Governorate in Egypt. The descriptive analytical approach was used, and the study population consisted of all male and female teachers, agents and principals of public secondary schools in Sohag Governorate. The sample consisted of (1200) male and female teachers, and the questionnaire was used as a tool for collecting data. The study found that there is a positive impact of practicing distributive leadership on teachers and leaders, which leads to improving educational services. The study recommended the necessity of conducting further studies on distributed leadership.

The study (Musa, 2023) aimed to identify the degree of effectiveness of decision-making among public secondary school principals in Palestine. The researcher used the descriptive analytical method and the questionnaire as a tool, and the study was conducted on a sample of (108) male and female principals. The results of the study showed that the overall degree of effectiveness of decision-making among public secondary school principals in Palestine was to a large degree.

The study (Al-Daoud, 2023) aimed to identify the extent to which school principals practice distributed leadership and teachers' participation in decision-making. To achieve the objectives of the study, the researcher relied on the descriptive, correlational approach and used the questionnaire tool to collect the necessary data from a sample of general education teachers in the city of Riyadh, which numbered (708). ) male and female teacher, and the study reached the following results that the members of the study sample believe that school principals practice all dimensions related to distributed leadership to a large degree, and that the members of the study sample agree to a large degree on teachers' participation in school decision-making. The study also revealed that there is a positive relationship between school principals' practice of distributed leadership Teachers' participation in decision-making.

The study (Alshehri, 2022) sought to reveal the degree to which public school principals in the Eastern Province practice distributed leadership from the teachers' point of view and its relationship to their job satisfaction. The study sample consisted of (361) teachers, male and female, who were randomly selected. The descriptive, correlational approach was used, and the questionnaire was used to collect Data: The results of the study indicated that the degree of school principals' practice of distributed leadership was high, that the level of job satisfaction among teachers was very high, and that there is a strong positive correlation between the degree of school leaders' practice of distributed leadership and the level of teachers' job satisfaction.

The study by Sharaiha and Al-Sarayrah (2021) aimed to identify the degree to which private school principals in the Amman Governorate practice distributive leadership from the point of view of teachers. To achieve the goal of the study, the descriptive approach was used, and the questionnaire was used as a tool for collecting data, and it was distributed to a stratified random sample consisting of (380) teachers. She is a private school teacher in the capital, Amman. The results of the study indicated that the degree to which private school principals in the Amman Governorate exercised distributive leadership was high.

The study by Ababneh (2021) aimed to reveal the degree of presence of predictors of distributed leadership from the perspective of teachers in secondary schools in the Directorate of Education of the Qasaba District of Irbid - Jordan, and the degree of their practice and its relationship to improving school performance. To achieve the objectives of the study, the descriptive, correlational approach was used, and the questionnaire was its tool, and it was chosen. The study sample, using a simple random method, consisted of (500) male and female teachers from the study population, which consisted of (2,309) male and female teachers. The results showed that there was an average degree for the predictors of distributed leadership from the perspective of teachers in secondary schools in the Irbid Qasaba District Education Directorate. The participants also reported an average degree for the practice of distributed leadership. .

Al-Qahtani's study (2020) aimed to know the degree of practice of distributed leadership in secondary schools in the city of Dammam, and to identify the most important difficulties that hinder leaders of secondary schools from the point of view of teachers. The descriptive survey method was used, and the questionnaire was a tool for it, and the tool was applied to a random sample of They numbered (300) secondary school teachers in the city of Dammam. The results of the study showed that the degree of practice of distributed leadership by secondary school leaders in the city of Dammam was high, and a moderate degree indicated that there were difficulties that limit secondary school leaders' practice of distributed leadership.

The study (Aquino, 2020) aimed to discover the perceptions of the administrative and educational staff in an elementary school in Ontario about the degree of distributed leadership practice within their school and its relationship to school culture. The study used a case study approach, one of the types of qualitative research, and the interview was a tool for collecting data, and its sample consisted of two different categories that included two of administrators and five teachers who work in an elementary school in the Ontario area. The results showed that their practice of distributed leadership was high.

Al-Ghamdi's study (2020) aimed to demonstrate the degree of participation in school decision-making among secondary school teachers in the city of Riyadh from their point of view. The study used the descriptive survey method, and the study sample consisted of (325) teachers. One of the most important results of the study was that participation in school decision-making was high.

Chopra (2020) conducted a study that aimed to identify teachers' participation in school decision-making processes and practices. The study used a qualitative approach, and the results of the study showed that the

process of fair education and distributed leadership may not achieve equality of opportunities and facilitate communication through education.

The Al-Masarwa study (2019) sought to reveal the degree to which public school principals in the Northern Mazar region practiced distributed leadership from the point of view of teachers. The study sample consisted of (317) male and female teachers, who were selected by a stratified random method. To achieve the above, a descriptive survey method was used, and a questionnaire was used. In collecting study data, the results showed a high degree of public school principals in the Northern Mazar District practicing distributed leadership.

Study (Tapio, et al, 2019) This study aimed to identify the views of Finnish comprehensive school principals on distributed leadership and provided a discussion on the leadership training required by school principals and looked at it in relation to the views of school principals in Finland. The researcher used the quantitative approach to the study, the questionnaire is a tool for it, and the study sample was about (71) schools throughout Finland. The results showed that school principals view distributed leadership as an interaction between the principal and teachers and their positions. The results indicate that school principals who have university studies in educational leadership and administration stress that Distributed leadership is a modern necessity, and there is a growing need to examine educational leadership in terms of training, views on leadership structures and practices in schools.

. The study (Nicholas, 2019) sought to reveal how leaders of secondary schools in Australia employ distributed leadership, and the extent of its contribution to the success of the school. The researcher used the qualitative approach, questionnaire and interview as two tools for collecting data. The study sample consisted of various categories in the schools under study, and included (3) Of school leaders, (4) deputies, (15) first teachers, (3) teachers assigned leadership tasks, and a practicing teacher for teaching only. The results showed that the distribution of leadership is affected at the organizational level by the school's leadership structure, its strategic plan and goals, the tasks that are distributed and the people to whom the tasks are distributed, in addition to that the leader's experience, professional relationships, and organizational trust all play a major role in practicing distributed leadership within their schools.

The study (Hiba, 2018) sought to reveal the relationship between distributed leadership and decision-making for academic leaders at Taibah University from the viewpoint of faculty members, relying on the descriptive survey method. The tools were represented in a questionnaire to collect information, and it was applied to a sample of department heads and faculty members, numbering (446). The study concluded that there is a positive, statistically significant relationship between distributed leadership and decision-making for academic leaders (department heads). The results also indicated that there is a positive, statistically significant relationship between distributed leadership and the decision-making axes (identifying the problem, developing alternatives, making decisions, and following up on decision implementation) for leaders and department heads.

Sezer (2016) conducted a study whose goal was to reveal the opinions of school principals about the factors that affect the decision-making process of school principals. The study used a qualitative approach and the data was analyzed using the descriptive analysis method. The study sample consisted of (20) principals, and the results showed that The main factor that mostly influences the decision-making process of school administrators is laws and regulations. Then the opinions of teachers and vice principals, and the educational suggestions and goals of the school.

### Comment on previous studies

Reviewing the previous studies that were presented and analyzed, the following was revealed:

**A. In terms of objective:** the studies were classified into two axes: The first axis dealt with studies that dealt with school principals' practice of distributed leadership, while the second axis: focused on studies that dealt with the topic of decision-making.

**B. In terms of geographical location:** The geographical locations in which the previous studies that were presented were applied varied, but the researchers were not able, within the limits of their knowledge and research, to reach a study that examined the two variables together in secondary schools in Jordan, and this is an advantage of the current study.

**C. In terms of the methodology and the tool used:** Previous studies relied on the descriptive, correlational approach, using the questionnaire as a tool for collecting data.

**D. In terms of variables:** The current study was distinguished by its variables, as it focused on the correlation between the degree to which school principals practice distributed leadership and improved decision-making.

### Study problem:

Many schools face the problem of concentration of power in the hands of leaders, weak participation with teachers, and lack of involvement and consultation with them in making decisions related to school issues. The process of achieving educational goals appears through the presence of leadership that works to support the teaching and learning process in various circumstances and situations, and since Distributed leadership has a

great ability to absorb internal and external variables and employ them for the benefit of the school and its employees. It also encourages teamwork, which improves the decision-making process through delegating powers and distributing tasks to teachers and their participation in the decision-making process.

Many literatures and studies have emphasized the importance of distributed leadership and its role in the school's success in achieving its goals, such as a study (Ahmed, Gerges, and Mahmoud, 2023), (Sharayha and Al-Sarayra, 2021), (Al-Masarwa, 2019), and given the limited studies that investigated the relationship between distributed leadership and improving decision-making. The idea of this study came in an attempt to reveal the nature of this relationship.

**Study Questions:** This research seeks to answer the following questions:

1. To what degree do public secondary school principals practice distributed leadership from the teachers' point of view in Jerash Governorate?
2. What is the level of improvement in decision-making among secondary school principals from the teachers' point of view?
3. Is there a statistically significant correlation at the level ( $\alpha = 0.05$ ) between the degree to which public secondary school principals practice distributed leadership and improve their decision-making?

**Objectives of the study:** The study sought to achieve the following objectives:

- Identifying the degree to which government secondary school principals practice distributed leadership from the teacher's point of view in Jerash Governorate.
- Identifying the level of improvement in decision-making among secondary school principals from the point of view of teachers.
- Describe the nature of the correlation between the degree to which public secondary school principals practice distributed leadership and the level of improvement in their decision-making, in order to work to consolidate this relationship because of its positive impact on the progress of school work and the success of the school in achieving its goals.

**The importance of the study:** It is represented in the following:

#### **Theoretical importance**

It is hoped that this study will enrich the theoretical aspect and the Arab library with the data, information and knowledge it will provide about the two variables of the study (distributed leadership and improving decision-making). Because it focuses on studying the relationship between them, by providing an appropriate theoretical framework within the subject of the study, as it is perhaps one of the few Arab studies that studied distributed leadership among school principals and its relationship to improving their decision-making, which enriches the theoretical literature in this field.

#### **Practical importance**

- Directing the attention of decision-makers in the Ministry of Education to take into account the results of this study in order to improve practices related to distributed leadership by school principals, through strategic planning to develop training programs for school principals that work to activate them on the foundations of distributed leadership, which will reflect positively on improving decision-making, and thus on the productivity of teachers in particular, and the performance of the school in general.

The results of the current study may benefit school leaders in improving the degree to which they practice distributed leadership, which may reflect positively on the course of the educational learning process in their schools, and thus the school's success in achieving its goals.

The results of the current study may benefit researchers and graduate students, and direct them towards conducting studies similar to the topic of the current study, by linking distributed leadership to other organizational variables such as organizational ambidexterity, job adaptation, and job absorption, in light of the results of this study.

**Study terminology:** The study included the following terminological and procedural definitions:

**Distributed leadership:** It is a procedural approach based on granting the school principal a number of formal and informal leadership roles to teachers and administrators, through delegating authority and participating in decision-making and making, practicing school activities, and activating community partnership, with the aim of developing school performance (Al-Yaqoubia et al., 2015, 82).

It is known procedurally as: a style of leadership among public secondary school principals that focuses on distributing power among members of the school community rather than having it concentrated in one person, the principal. This style is characterized by encouraging workers to participate in school decision-making and taking. In the current study, it was measured by the overall score obtained by respondents on the distributed leadership axis that was developed for this purpose.



**Decision making:** the perceiver's choice between more than one possible alternative to confront a specific situation or problem (Geito, 2019, 273)

It is defined procedurally: rationally choosing the best alternative from a number of alternatives with the aim of reaching a specific goal and determining the necessary procedures for the implementation process. It was measured in the current study by the overall score obtained by the respondents on the distributed leadership axis that was developed for this purpose.

**Limitations of the study:** They will be as follows:

- Subject limit: It is represented in revealing the nature of the correlation between the degree to which government secondary school principals practice distributed leadership and the level of improved decision-making.
  - Human limit: The study was limited to a sample of male and female teachers working in public secondary schools.
  - Location limit: government secondary schools in Jerash Governorate.
  - Time limit: The current study was implemented during the first semester of the 2023/2024 academic year.
- Method and procedures

**Study Methodology:** In this study, the descriptive, correlational approach was adopted to suit its purposes.

**The main variables, including:**

- Public secondary school principals' practice of distributed leadership from the teachers' point of view in Jerash Governorate.
- The level of improvement in decision-making among secondary school principals from the point of view of teachers.

### Study population and sample

The study population consisted of all male and female teachers working in the Directorate of Education in Jerash Governorate, who numbered (1405) male and female teachers, according to the statistics of the Educational Planning Department, Directorate of Education, Jerash Governorate, 2022/2023 AD. The study sample was selected from the study population in the most accessible way, and its number was (310) male and female teachers; Table (1) shows the distribution of members of the study sample according to its variables

**Table (1): Distribution of study sample members according to its variables**

variables	Variable levels and categories	Frequency	Percentage
Gender	male	120	38.7
	female	190	61.3
Qualification	Bachelor	242	78.1
	Postgraduate studies	68	21.9
Years of experience	Less than 10 years	207	66.8
	10 and more	103	33.2
	Total	310	100.0

### Study Tool

To collect the data necessary to achieve the objectives of the study, the researchers developed a questionnaire, which consisted of two parts, the first part: included the personal data of the respondent, and the second part consisted of two axes: the first axis: measuring the degree of practice of government secondary school principals of distributed leadership, and the second axis: measuring the level of improvement in decision-making. With reference to previous studies and theoretical literature on distributed leadership and improving decision-making as a study () and consisted of (27) items, and the second part the level of improvement of decision-making consisted of (12) paragraphs with a total of (39) paragraphs.

**Authenticity of the study tool:** To ensure the validity of the study tool, it was verified according to the following methods:

**First: Authenticity of the content:** The questionnaire was presented in its initial form to a number of experienced arbitrators, and they were asked to express their opinion and propose their observations in terms of the integrity of the linguistic wording and clarity of the paragraphs, and the appropriateness of the

paragraphs to the content of the subject of study and the extent to which each paragraph belongs to the field to which it belongs, and in light of the opinions of the arbitrators, amendments were made to the questionnaire and the proposed observations were worked, and they were finalized, and thus became ready for application.

### Second: Honesty of construction:

**1. Distributed leadership:** To extract the indications of the sincerity of the construction of the scale, the correlation coefficients of each paragraph and between the total score, and between each paragraph and its link to the field to which it belongs, and between the fields with each other and the total degree, were extracted in an exploratory sample from outside the study sample consisting of (30)The correlation coefficients of the paragraphs with the tool as a whole ranged between (0.73-0.96), and with the range (0.79-0.96) and the following table shows that.

**Table (2) Correlation coefficients between the paragraph and the total score and the field to which it belongs**

Paragraph number	Correlation coefficient With domain	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With domain	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With domain	Correlation coefficient With the tool
1	.80**	.73**	10	.95**	.94**	19	.96**	.93**
2	.79**	.76**	11	.92**	.90**	20	.96**	.96**
3	.94**	.92**	12	.94**	.94**	21	.92**	.90**
4	.91**	.80**	13	.94**	.91**	22	.93**	.93**
5	.90**	.93**	14	.89**	.88**	23	.93**	.94**
6	.93**	.95**	15	.96**	.92**	24	.92**	.87**
7	.95**	.96**	16	.96**	.96**	25	.93**	.92**
8	.93**	.91**	17	.95**	.95**	26	.95**	.93**
9	.94**	.95**	18	.94**	.93**	27	.96**	.94**

\* Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were acceptable scores and statistically significant, so none of these paragraphs were deleted. The correlation coefficient of the field with the total degree was also extracted, and the correlation coefficients between the fields were bitten and the following table shows that.

**Table (3): Correlation coefficients between domains with bite and total score**

Variables	School Culture	Shared Responsibility	Ethical Practices	Vision & Mission	Distributed Leadership
School Culture	1				
Shared Responsibility	.55**	1			
Ethical Practices	.947**	.965**	1		
Vision & Mission	.955**	.949**	.952**	1	
Distributed Leadership	.56**	.76**	.26**	.960**	1

\* Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

Table () shows that all correlation coefficients were of acceptable scores and statistically significant, indicating an appropriate degree of construct truthfulness.

**1. Improvements in decision-making:** To extract the indications of the validity of the construction of the scale, the paragraph correlation coefficients with the total degree of the scale were extracted in an exploratory sample from outside the study sample consisting of (30) teachers, and the paragraph correlation coefficients with the total degree of the scale ranged between (0.78-0.96) and the following table shows that.

**Table (4) Correlation coefficients between paragraph and the total score of the scale**

Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient
1	.78**	5	.92**	9	.96**
2	.83**	6	.94**	10	.94**
3	.93**	7	.96**	11	.91**
4	.90**	8	.93**	12	.92**

\* Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were acceptable scores and statistically significant, so none of these paragraphs were deleted.

### Stability of the study instrument:

**1. Distributed driving stability:** To ensure the stability of the study tool, it was verified by the test and retest method (test-retest) by applying the scale, and re-applied after two weeks to a group from outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates both times. Cronbach alpha equation and the repetition stability of domains and total degree These values were considered appropriate for the purposes of this study.

**Table (5) Cronbach alpha internal consistency coefficient and repetition stability of domains and total degree**

Domains	Replay stability	Internal consistency
School Culture	0.84	0.82
Shared Responsibility	0.80	0.77
Ethical Practices	0.83	0.71
Vision & Mission	0.85	0.80
Distributed leadership	0.89	0.85

**2. Stability of decision-making improvements:** To ensure the stability of the study tool, it was verified by the test and retest method by applying the scale, and re-applying it after two weeks to a group outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates both times if it reached (0.86). The stability coefficient was also calculated by the method of internal consistency according to the Cronbach alpha equation, if it reached (0.82), and these values were considered appropriate for the purposes of this study.

### Statistical Standard:

The researchers used the Likert scale for the five-gradient to correct the study tool, and each paragraph was given one degree among its five degrees (very large degree (5), large degree (4), medium degree (3), low degree (2), very low degree (1)), and the following classification was relied on the arithmetic averages: less than (2.33) few, and from (2.34-3.67) medium, and from (3.68-5.00) large. The scale was calculated by using the following equation:  $(\text{Upper limit of scale (5)} - \text{Minimum scale (1)}) / \text{number of required categories (3)} = (5-1)/3=1.33$ , and then add the answer (1.33) to the end of each category.

### Statistical treatments:

To answer the questions of the study, the following statistical treatments were used:

- To answer the first question, the arithmetic means and standard deviations of the responses of the study sample were calculated on the axis of the degree to which government secondary school principals practice distributed leadership.
- To answer the second question, the arithmetic means and standard deviations of the responses of the study sample members were calculated on the axis of the level of improvement in decision-making among secondary school principals.
- To answer the third question, Pearson's correlation coefficient was used to reveal the nature of the correlation between the respondents' estimates of the degree to which government high school principals practice distributed leadership and improve their decision-making improvement.

### Study results and discussion

**First of all, the results of the first question, which stated: What is the degree to which the principals of government secondary schools practice distributed leadership from the teachers' point of view of in Jerash Governorate?** To answer this question, the arithmetic averages and standard deviations of the degree of practice of distributed leadership by government secondary school principals were extracted from the teachers' point of view in Jerash Governorate, and the table below illustrates this.



**Table (6) Arithmetic Averages and Standard Deviations for the Degree of Practice of Distributed Leadership by Government Secondary School Principals from the Teachers' Point of View in Jerash Governorate Arranged in Descending Order by Arithmetic Averages**

Rank	figure	Domains	Means	Standard deviation	Grade
1	1	School Culture	3.54	.573	Medium
1	4	Vision & Mission	3.54	.588	Medium
3	2	Shared Responsibility	3.52	.595	Medium
3	3	Ethical Practices	3.52	.588	Medium
		Distributed leadership	3.53	.565	Medium

Table (6) shows that the arithmetic averages ranged between (3.52-3.54), where the field of school culture, vision and mission came in first place with the highest arithmetic average of (3.54), while the field of joint responsibility and ethical practices came in last place with an arithmetic average of (3.52), and the arithmetic average of the degree to which government secondary school principals practice distributed leadership from the teachers point of view in Jerash governorate as a whole (3.53).

This result is attributed to the importance of the practice of distributed leadership in creating a school climate that enhances trust, the spirit of cooperation, positive competition, and teamwork between teachers during the implementation of the administrative work assigned to them, and the provision of good positive relations based on mutual respect between the school principal and teachers, which may reflect positively on teachers' estimates of the methods of managing their principals and their practice of distributed leadership, as well as increasing trust and authority sharing and giving teachers free space for interaction and decision-making, which encouraged the preparation of multiple leaders within School at different levels characterized by positivity.

This may be due to the principals' awareness of the importance of practicing distributed leadership and its effective role in enhancing teachers' motivation towards the tasks assigned to them, which leads to reducing the administrative burdens placed on school principals, which affected their conviction of the importance of practicing distributed leadership, and involving teachers in administrative tasks, to prepare school leaders capable of assuming responsibility. As much as possible, make appropriate efforts to promote the school culture, and encourage teachers to take the leadership role by assigning them some leadership tasks and participating in the decision-making process.

The advent of the field of school culture can be attributed to the first ranking, and with an average degree of practice, this can be attributed to the fact that the principals' practice of distributed leadership in the school is characterized by respect and mutual trust between school staff and motivating principals to teachers to cooperate and work in a team spirit, and to build an atmosphere of cultural interaction between teachers, due to their belief in the importance of cooperation and team spirit, and belief in the value of teamwork and the importance of The cooperation of principals and teachers in achieving the objectives of the institution, from here we find that the principal promotes the school culture by providing permanent support to employees wishing to participate in leadership, encouraging them, recognizing their achievements and contributions, building positive human relations between teachers and exchanging experiences and ideas among them, works to develop mutual trust between teachers and the school administration on the one hand and between them and their colleagues on the other hand, which contributes to creating a comfortable and inspiring school environment, in which cultural interaction becomes a catalyst for improving the performance of Educational team.

The advent of the field of vision and mission in the second place, with a moderate degree of practice, can be explained by the desire of managers to encourage cooperation and partnership between employees, which leads to effective interaction and exchange of ideas and visions that contribute to defining the school's vision and achieving its educational goals in an innovative and sustainable way.

With regard to the advent of the area of joint responsibility in the third rank, and with an average degree of practice, this can be attributed to the fact that the existing relations between school principals and teachers are based on cooperation and teamwork, supporting and motivating the educational team towards work, and making it aware of its value, importance and active role in the school, which works to create an integrated work environment, and the reason for this may be due to school principals' feeling of the burden and abundance of school work, which generates their belief in the importance of distributed administrative work that achieves goals with lesser Effort and the fastest time, so they work to involve teachers in decision-making and the implementation of that work, which contributes to the success of the school in achieving the school's goals efficiently and competently.

The advent of the field of ethical practices in the last order, to a moderate degree, can be explained by the integrity and high ethics shown by leaders in their dealings with teachers, which in turn perpetuates in them a sense of moral and human responsibility towards them and their interests in situations that require it, distributing administrative tasks to teachers according to their abilities and capabilities, encouraging them to exercise participatory leadership tasks and delegating some of the Powers, and seeking to find a space of

compatibility between the general interest of the school as a social institution, and the private interest of employees.

The result of the current study agreed with the result of a study (Sharifi and Abdullah, 2017; Ababneh, 2021) which showed that there is an average degree in the practice of distributed leadership by school principals.

The result of the current study differed with the result of the study of: (Sharaiha and Al-Sarayra, 2021; Al-Qahtani, 2020; Al-Masarweh, 2019 (Alshehri, 2022); (Aquino, 2020), which showed that there is a high degree in the practice of distributed leadership by school principals.

**Second question: What is the level of improvement in the decision-making of secondary school principals from the teachers' point of view?** To answer this question, the arithmetic averages and standard deviations of the level of improvement of decision-making among secondary school principals were extracted from the teachers' point of view, and the table below illustrates this.

**Table (7) Arithmetic Averages and Standard Deviations of the Level of Improving Decision Making among Secondary School Principals from the Teachers' Point of View Arranged in Descending Order by Arithmetic Averages**

Rank	figure	Paragraphs	Means	Standard deviation	Level
1	1	Involves teachers in the formulation of administrative decisions.	3.60	.698	medium
2	2	Supports teacher participation in decision-making.	3.59	.646	medium
3	8	Provides an opportunity for parents to participate in school decision-making.	3.56	.660	medium
4	4	Teachers participate in the study of the problem in which the decision is to be made.	3.55	.655	medium
4	5	Involve teachers in the process of following up and evaluating the implementation of the decision.	3.55	.713	medium
4	6	Takes into account different perspectives when solving problems and making decisions.	3.55	.661	medium
4	10	Coordinates with parents in participating in school events and activities.	3.55	.689	medium
8	9	Provides the space for teachers to make decisions about their tasks.	3.53	.647	medium
9	11	Demonstrates to teachers the nature of integration and coordination between initiatives related to vision and decision-making.	3.53	.647	medium
10	3	Provides the opportunity for teachers in decision-making.	3.52	.695	medium
11	12	Employs the opportunities available when making decisions to achieve the school's goals.	3.50	.696	medium
12	7	Uses teachers' professional experience in school decision-making.	3.49	.686	medium
		Decision Making Improvements	3.54	.580	medium

Table (7) shows that the arithmetic means between (3.49-3.60), where paragraph (1) states: "Teachers are involved in the formulation of administrative decisions." ranked first with an arithmetic average of (3.60), while paragraph ((7), which reads "uses the professional experience of teachers in school decision-making" ranked last with an arithmetic average of (3.49). The arithmetic mean of the level of improvement in the decision-making of secondary school principals from the teachers' point of view as a whole was (3.54).

This result, according to what the members of the study sample of teachers see, can be attributed to the awareness of school principals the size of the responsibility entrusted to them and the importance of the participation of teachers in the school in making administrative decisions, because of this great importance in achieving school goals and the school principal's keenness to make the right decision to achieve benefit and efficiency in order to achieve the required performance, it shows his role in the decision and its reflection on his performance. The importance of participation in decision-making is that it contributes to improving

performance, which leads to increased production, improving its quality, increasing job satisfaction, raising morale among individuals, deepening commitment, loyalty and belonging to them and achieving democracy. The result of the current study differed with the result of Al-Ghamdi's study (2020) and the study (Moussa, 2023), which indicated that participation in school decision-making was high.

**Third question: Is there a statistically significant correlation at the level of  $(0.05 \geq \alpha)$  between the degree to which government secondary school principals practice distributed leadership and improve their decision-making?** To answer this question, Pearson's correlation coefficient was extracted between the degree to which government high school principals practice distributed leadership and improve their decision-making improvement, and Table (8) illustrates this.

**Table (8) Pearson's correlation coefficient for the relationship between the degree to which government high school principals practice distributed leadership and improve their decision-making improvement**

Variables		Decision Making Improvements
School Culture	Correlation coefficient t	.974**
	Statistical significance	.000
	Number	310
Shared Responsibility	Correlation coefficient t	.974**
	Statistical significance	.000
	Number	310
Ethical Practices	Correlation coefficient t	.915**
	Statistical significance	.000
	Number	310
Vision & Mission	Correlation coefficient t	.895**
	Statistical significance	.000
	Number	310
Distributed leadership	Correlation coefficient t	.972**
	Statistical significance	.000
	Number	310

\* Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

Table (-) shows a statistically significant positive relationship between the degree to which government secondary school principals practice distributed leadership and improve their improved decision-making.

This means that the higher the degree of distributed leadership practice, the higher the level of improvement in managers' decision-making. This result may be attributed to the fact that the practice of distributed leadership increases the ability of principals to create an organizational environment that promotes cooperation and teamwork among teachers, which pushes them to actively participate in decision-making related to school issues and decision-making, and increases the effectiveness of the school by involving teachers in developing a buyer's vision. To start from, and to benefit from the accumulated experiences of teachers who have creative abilities and ideas that improve the administrative and educational process within the school, which makes teachers feel the importance of their presence and their role in decision-making and the development of school policies, and the discovery of informal leaders of teachers who benefit from them in making school decisions and involving them in taking responsibility and spreading the culture of distributed leadership, and not relying entirely On the school leader, which contributes to improving positive interaction and effective communication between the administration, teachers and members of the school community, which enhances teachers' understanding of organizational goals and motivates them to actively participate to achieve them, and encouraging them to participate in decision-making enhances their participatory spirit, and these factors make teachers feel supported and cared for by the school administration, which reflects positively on their willingness to contribute to the practice of distributed leadership, and thus leads to improved decision-making among principals. The result of the current study agreed with the result of the study (Al-Daoud, 2023), which revealed a positive relationship between school principals' practice of distributed leadership and teacher participation in decision-making. A study (Haiba, 2018) indicated a positive relationship between distributed leadership and decision-making for departmental leaders.

**Recommendations:** In light of the results, the authors recommend the following:

- Raising awareness of the concept of distributed leadership as an effective leadership style in schools, and its importance in improving decision-making among school principals in the Ministry of Education in Jordan.
- Holding training courses on the nature of distributed leadership, its importance, and related practices, and that this is an essential part of the training courses for school principals.
- Providing teachers with the opportunity to participate in decision-making, which increases confidence in their abilities and skills that qualify them to perform their role in the educational process to the fullest.
- Improving the work environment by providing a stable and safe organizational climate for teachers, which is reflected in the development of creative practices for teachers.
- Directing school principals to conduct exploratory research to know the future directions of teachers, to benefit from their ideas and aspirations.
- Conducting more studies on the importance of distributed leadership and its association with other related variables.

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