

Influence of Distributed Leadership on Performance of Public Secondary Schools in Kenya

Dr. Odondo Maurice Otieno, PhD

Abstract

The persistent variance in academic outcomes and teacher effectiveness across public secondary schools in Kenya is a direct reflection of that can be attributed to the both rigidity and centralized leadership structures. Drawing on recent empirical studies, distributed leadership has emerged as a critical leadership model in enhancing school performance globally. In Kenya, teacher effectiveness and academic performance vary significantly across institutions. Therefore, understanding the influence of shared leadership practices is essential for effective school performance, this paper examines how shifting from a top-down hierarchy to distributed leadership can unlock and stabilize organizational performance. The paper adopted a desktop meta-analysis research design, focusing only on analyzed peer-reviewed articles, government reports, and institutional publications. Data were obtained from academic databases, including Google Scholar and Ministry of Education reports. Thematic analysis was applied to synthesize findings on the influence of distributed leadership on the performance of public secondary schools. The analysis establishes that distributed leadership,

defined by three core components; collective decision-making, teacher collaboration, and shared accountability systems. These significantly contributes to enhanced academic performance and strengthens overall teacher effectiveness. Based on these findings, the study recommends policy makes need to take practical interventions that promote distributed leadership practices in Kenyan schools.

Keywords: *Distributed leadership, school performance, teacher effectiveness, academic performance, collective decision-making, teacher collaboration, and shared accountability systems.*

1.0 INTRODUCTION

1.1 Background of the Study

Leadership in the education ecosystem has long been a subject of extensive research and debate, with scholars and policymakers exploring various models to improve the performance of educational institutions and student learning outcomes. Among various leadership models, distributed leadership has emerged as a compelling framework for pursuing excellence in school leadership, emphasizing shared responsibilities and collaborative decision-making among teachers, administrators, and other stakeholders (Karakose et al., 2023). The scholars further indicate that the concept of distributed leadership in schools has emerged as a critical framework for

analyzing leadership dynamics and fostering collaborative decision-making processes. The exploration of distributed leadership, characterized by its decentralized approach to leadership, has garnered attention for its potential to promote inclusivity, shared responsibilities, and sustainable educational practices (Leithwood et al., 2020).

Similarly, Gurr and Drysdale (2021) reiterated that distributed leadership offers a promising solution by leveraging the expertise and contributions of multiple individuals rather than relying solely on a single authoritative figure. Unlike traditional hierarchical leadership models, distributed leadership decentralizes authority and fosters a culture of collective efficacy, promotes teamwork, enhances decision-making, improves teacher effectiveness, and enhances student outcomes (Spillane, Halverson, and Diamond, 2001). Additionally, Bush (2023) reiterated that distributed leadership empowers teachers to take on leadership roles in curriculum development, discipline, and resource management and promotes institutional effectiveness.

A study by Tejeiro (2024) on Distributed leadership and Achievements of Inclusive schools in Spain revealed that cooperative teamwork and decision-making lead to a focus on student-centred educational approaches, encourage students'

participation, parents' engagement and stakeholders' involvement and promotion of inclusive teacher training. According to the Organization for Economic Co-operation and Development (OECD) (2023), distributed leadership is globally viewed as a transformative approach in education and focuses on accountability, autonomy, shared decision-making, and capacity-building. In the same breath, Mvukiyehe and Oniye (2025) espoused that schools adopting a distributed leadership model experience improvements in educational outcomes. Additionally, schools worldwide report a 20 percent decrease in attrition rates and a 25 percent increase in course completion rates, showcasing the model's ability to create inclusive and supportive learning environments (OECD, 2023). These outcomes reflect global shifts in educational reform, highlighting the importance of collaborative responsibility and adaptive leadership in addressing challenges within schools (Leithwood et al., 2020).

In Europe, Finland and the Netherlands successfully implemented distributed leadership in education. Finland's system prioritizes teacher autonomy, which allows educators to adapt their instructional strategies to meet diverse student needs and maintains a course completion rate of 91 percent (OECD, 2021) Similarly, the Netherlands has integrated distributed leadership, contributing to a higher accountability

framework in schools, which has resulted in standardized test scores that surpass the EU averages, students score an average of 500 in mathematics and reading (Leithwood et al., 2020). In England, distributed leadership played a significant role in workforce remodeling and reform, alongside the introduction of new models of schooling, including federations, partnerships, networks, and multi-agency working. In the same wavelength, the state of New York in the United States showcase the benefits of the distributed leadership framework. According to the Wallace Foundation Report (2020), schools in New York that utilize distributed leadership posted a course completion rate of 10 percent higher than those following traditional leadership styles. In California, the student attrition rates dropped by 15 percent due collaborative nature of leadership. Additionally, in the USA, distributed leadership was a feature of many of the comprehensive school reform approaches (Mayrowetz 2008).

According to a study by the Australian Institute for Teaching and School Leadership [AITSL] (2021), Australian states such as Queensland and Victoria indicated significant enhancements in academic performance through distributed leadership models. In South Africa, schools practicing distributed leadership have experience an increase in course completion rate of 80 percent and a decrease of 18 percent in student

dropout rates over the last three years (South African Department of Basic Education [SADBE], 2023). In Rwanda, however, there are glaring gaps in the implementation of distributed leadership styles, especially in terms of autonomy, capacity, and accountability within secondary schools (Rukundo et al., 2022). In addition, the attrition rate in these schools stands at nearly 20%, highlighting an urgent need for educational reforms that empower teachers and encourage shared decision-making (Munyaneza, 2023).

In Rwanda, a study on the effects of distributed leadership on the academic performance of secondary school students in Musanze District (2023-2024) revealed a positive influence on the academic achievements of learners (Mvukiyehe and Oniye, 2023). In Kenya, Mugo and Orodho (2023) reiterated that the adoption of distributed leadership in primary education has led to a 15 percent rise in performance on standardized tests, with average scores climbing from 250 to 288 in the Kenya Certificate of Primary Education. This paper establishes how distributed leadership influences the performance of public secondary schools in Kenya.

1.2 Statement of Problem

Kenya's basic education sector has undergone significant reforms, including a 100% transition policy and implementation of Competency-Based

Education (CBE), among others (GoK, 2021; 2025). Despite these efforts, teacher dissatisfaction and poor collaboration persist, partly due to centralized leadership models that often exclude teachers from decision-making (Kibata and Nyakundi 2023; Kimuyu et al, 2025). A study by Kimuyu et al (2025) on the interplay of principals' autocratic(centralized) leadership style on teachers' levels of job commitment for enhanced learning outcomes in public secondary schools in Kitui County revealed that teacher's commitment was negatively affected and their involvement in decision making was minimal thereby hindering learning outcomes. In the same breath, a study by Kibata and Nyakundi (2023) on the Influence of principals' leadership practices on collaborative school culture in public secondary schools in Tiaty East and Tiaty West Sub-Counties, Kenya, reiterated that limited inclusion of teachers and other key stakeholders in decision making for school performance undermined collective efforts in managing secondary schools in the region. Additionally, a report by the Kwale County Education Office (2022), revealed that Leadership and role modeling within schools have been suboptimal in the county, particularly in the primary and secondary institutions, except in a few national schools. Poor leadership of the Heads of Education Institutions, teachers, and the board of management significantly affected learners' academic outcomes.

Additionally, **Ruminjo and Achieng (2025) reiterated that** the applicability of the distributed leadership model in Kenya is more complex, as a structured administrative framework in the institutions of learning often limit effective collaboration. The distributed leadership model disperses leadership roles among school stakeholders, offers a viable alternative to improve teacher engagement and school performance. This paper, therefore, establishes the influence of distributed leadership on the performance of public secondary schools in Kenya.

1.3 Objectives of the Study

1. To determine the relationship between Collective Decision-Making and the performance of public secondary schools in Kenya.
2. To examine the relationship between teacher collaboration and the performance of public secondary schools in Kenya.
3. To establish the relationship between shared accountability systems and the performance of public secondary schools in Kenya.

1.4 Research Questions

1. Does Collective Decision-Making determine the performance of public secondary schools in Kenya?
2. Is there a relationship between teacher collaboration and the performance of public secondary schools in Kenya?

3. Do shared accountability systems influence the performance of public secondary schools in Kenya?

2.0 LITERATURE REVIEW

2.1 Theoretical Framework

The study is based on Distributed Leadership Theory, Spillane (2005), and Self-Determination Theory, Ryan and Deci (2017). According to Spillane (2005), Distributed Leadership Theory is a collective practice rather than an individual role. In the same breath, Ryan and Deci (2017) posit that Self-Determination Theory explains how distributed leadership fulfills teachers' psychological needs for autonomy, competence, and relatedness, thereby enhancing motivation.

Spillane (2005) reiterated that Distributed leadership is about leadership practice rather than leaders or their roles, functions, routines, and structures. Though they are important considerations, leadership practice is still the starting point. A distributed perspective frames leadership practice as a product of the interactions of school leaders, followers, and their situation. Spillane argues that leadership happens in a variety of ways throughout the school and is centred in the interactions between people.

Additionally, Spillane, Halverson, and Diamond (2001) posit that, depending on the particular leadership task, school leaders' knowledge and expertise may be best explored at the group or collective

level rather than at the individual leaders' level. The interdependence of the individual and the environment shows how human activity, as distributed in the interactive web of actors, artefacts, and the situation, is the appropriate unit of analysis for studying practice (Spillane et al, 2001). To illustrate interdependence, Spillane (2005) gives as an example a pilot landing a plane using his own skills, the instruments and controls of the plane, and taking into account the weather conditions and the state of the runway. In the school context, this interdependence exists between the teacher, the students they teach, their subject department and the overall school culture and context. The distributed leadership theory explains the idea further by detailing three types of co-leadership practice encompassing: collaborative, collective, and coordinated. Collaborative leadership distribution is carried out by multiple leaders working together at one time and place, such as leading a faculty meeting.

In the same vein, Collective leadership distribution occurs when the work of leaders is performed separately but is interdependent, for example, a deputy principal making several visits to classrooms, giving formative evaluations, and the principal making the formal visit and giving summative evaluations. In the same vein, coordinated leadership distribution refers to leadership routines that are carried out in a sequence, for example, using data from standardized

assessments to influence instruction. A series of steps is required from the initial administering of the tests, to analyzing results to presenting information in an appropriate format for discussion at staff meetings (Spillane and Diamond 2007). This model emphasizes teamwork, shared decision-making, and collective responsibility. Additionally, Self-Determination Theory by Ryan and Deci (2017) explains how distributed leadership fulfills teachers' psychological needs for autonomy, competence, and relatedness, thereby enhancing motivation to predict outcomes such as performance, engagement, vitality, and psychological health. The theory has become highly influential on human motivation and well-being, with a vast body of research evidence. It offers a blueprint for understanding the motivational basis of personality and social behavior, and of the relation of basic psychological needs to well-being, psychological flourishing, and high quality of life. Similarly, Harris (2008) model of Distributed leadership emphasized teacher empowerment and shared accountability.

2.2 Empirical Studies

2.2.1 Collective Decision-Making

A study by Macha and Mhagama (2022) on the Teachers' Participation in Decision Making and Work Performance in Public Secondary Schools in Meru District Council in Arusha, Tanzania revealed that 83.1 percent of teachers indicated it is

important to involve teachers in decision-making while 16.9 percent indicated it is not important. The findings indicated that teachers viewed their participation in decision-making as an important aspect to enhance work performance in secondary schools. However, in some circumstances, 16.9 percent were neglected because they were not involved in all school-related matters. Some school heads did not involve teachers in all school matters to secure their interest. Additionally, respondents were asked if teachers' participation in decision-making can promote work performance in secondary schools. The data showed that most of the participants, 89.0 percent, accepted, while 11.0 percent rejected.

The findings of the study by Macha and Mhagama (2022) further showed that respondents had positive perceptions of teachers' involvement in the decision-making process. A total of 27.9 percent indicated that involving teachers in decision-making led to the creation of new ideas in schools. In the same vein, 25.7 percent of the participants revealed that involving teachers in decision-making enhances student academic performance in school. Respondents indicated that concerning educators in deciding process encourages a sense of accountability and commitment among teachers

Additionally, 29.4 percent of respondents indicated that involving teachers in decision-making helped to increase the efficiency of teachers in schools.

Participants added that active involvement in decision-making motivated teachers and promote a sense of ownership and transparency to make an organization successful. Similarly, 7.4 percent of respondents indicated teachers' involvement in the decision-making process increases their work commitment in school, thus they feel motivated and work voluntarily in their duties. The study further indicated that Teachers' involvement in decision-making plays significantly in the learning setting. The finding indicated that 5.9 percent of the participants said that school conflicts may be reduced through the active participation of teachers in the decision-making process.

In the same breath, a study by Onesmo et.al (2022) on the Influence of Collective Decision Making in Participative Leadership Style on Improving the Quality of Education in Public Secondary Schools in Arusha Region, Tanzania revealed that collective decision-making influences the quality of education in public secondary schools. The findings from District Education Officers revealed that 100% of respondents identified the improvement of academic performance as it facilitates information sharing through the bottom approach, 66.7% showed that teachers and students feel motivated once they are involved in decision making, resolving education challenges, and improvement of school strategic plans. Heads of Schools on

other hand ranked influence of collective decision making from 83.3% of respondents indicating the influence of collective decision making on resolving education challenges, 77.8% of respondents showing its influence on improving academic performance, 66.7% of respondents indicated the creation of teamwork and cooperation among the teacher, students, and school administration. The findings concurred with the study carried out by Migwi (2018) on the influence of teacher participation in decision-making on job motivation in public secondary schools in Nyeri, Nairobi, and Kajiado counties, Kenya. The study identified the areas of decision making where teachers participate ranking from the students' affairs, curriculum and instructions, community relations, human resource management, management of physical resources, and finance resource. This indicates that teachers are more involved in students' affairs than in other managerial activities that focus on improving quality of education provision. A study by Marakis (2021) on the Effect of Teacher Participation on Decision-making Processes on Performance in Secondary Schools in Mombasa County, Kenya revealed that almost a half (49.0%) of teachers agreed that their participation in decision-making had an impact on the administration of the school, while 51.0% disagreed, 26.0% of teachers agreed participation had an impact on other

school activities, whereas 74.0% did not agree. More than half of the teachers (63.0%) agreed their participation in decision-making had an impact on the academic performance of the school, while 3.0% were in disagreement. Most teachers (78.0%) said their participation had an impact on students' discipline. Impact on student dropout rates had 36.0% of teachers agreeing while 64.0% disagreed.

2.2.2 Teacher Collaboration

Teacher collaboration can be understood as joint interaction in all activities of a group that are needed to perform a shared task (Vangrieken et al., 2015). Influencing factors of teacher collaboration that are frequently addressed include teachers' self-efficacy beliefs, the structure that is adopted in teacher meetings, and norms of autonomy and facilitation in school (Prenger, Poortman & Handelzalts, 2017). Collaboration among educators is receiving a growing amount of attention in the area of education as a strategy for improving teaching methods and increasing the quality of results for students. It is widely acknowledged that successful strategies that foster teacher cooperation, resulting in improvements in both teaching and learning, include both Professional Learning Communities (PLCs) and collaborative teaching techniques (Khasawneh et.al, 2023).

The positive effects of teacher cooperation on student learning extend beyond the realm of professional growth. Toropova,

Myrberg, and Johansson (2021) research shows a correlation between teacher cooperation and better student outcomes, including greater academic success and graduation rates. According to the findings of Iglesias-Pradas, Hernández-García, Chaparro-Peláez, and Prieto (2021), the implementation of collaborative teaching methodologies resulted in improved academic achievements for students. The benefits of collaborative efforts among teachers extend beyond the confines of the classroom. The findings of Goddard and Kim (2018) suggest that collaborative efforts among teachers result in positive outcomes for students, increased job satisfaction among educators, and reduced turnover rates.

According to Harris et al (2021), educational leaders' actions go beyond school limits and move towards a process of democratization and openness in order to promote a culture of collaboration and ensure that networks generate the professional capacity to improve schools. In the same space, there is an increasing demand for teacher collaboration and professional learning networks that bring together teachers from different backgrounds for the co-construction of activities, mutual classroom observations, reducing isolation and exchange of experiences and resources, among many other opportunities (Schuster et al., 2021). A study by Khasawneh et.al (2023) on an examination of teacher collaboration in professional learning communities and

collaborative teaching practices in Saudi Arabia revealed that at the 0.05 level of statistical significance, the t-value for Student Outcomes is 3.72, which shows that there is a statistically significant difference from the value of zero. The difference in question has a p-value of 0.001, which is lower than the threshold of statistical significance; hence, this indicates that the difference in question is statistically significant. Because the confidence interval for the mean difference in views of student outcomes ranges from 0.78 to 1.98, which does not contain the value zero, this finding provides more evidence that the differences are statistically significant. The effect size of 0.70 indicates that the use of collaborative teaching approaches has a significant impact on student perceptions of outcomes.

On the same wavelength, Khasawneh et.al (2023) revealed that collaboration efforts among teachers have resulted in improved student learning outcomes, as instructors have been able to discover successful instructional techniques and personalize their teaching to better fit the requirements of their students. This shows that collaborative efforts among teachers have resulted in improved student learning outcomes.

In addition, studies have indicated that collaborative teaching strategies like co-teaching, team teaching, or peer coaching may have a favourable impact on students' results when compared to traditional

teaching methods. For example, a comprehensive evaluation of the literature on co-teaching discovered that it may result in enhanced academic achievement, greater student involvement, and favourable social relationships among students (Strogilos & Stefanidis, 2015). It has been shown that collaborative teaching approaches improve the instructional abilities of instructors, provide focused help to students who have a variety of needs, and create learning environments that are inclusive of all students.

Azarin and Fullan (2022) indicated that the field of education and learning does not simply think of extending past knowledge of collaborative cultures but rather takes a 'system perspective'. By collaborating in the whole system, institutions of learning would experience improved learning outcomes.

In the same vein, Khasawneh et.al (2023), in an examination of teacher collaboration in professional learning and practices in Saudi Arabia, underscored the importance of recognizing the advantageous effects that collaborative teaching methodologies can have on the academic achievements of students. This necessitates the provision of adequate time for collaborative activities, encouraging supportive leadership within educational institutions, and allocating sufficient resources for collaboration.

A study by Mondal (2020) on Collaborative Leadership and Its Impact on School Improvement: A Critical Analysis in

India revealed that collaborative leadership has a significant impact on school improvement. However, this issue cannot be generalized because school improvement leadership is highly contextual. While applying any kind of leadership style to the school improvement leadership team, it must be connected with the profile of the school, such as student learning outcomes and capacity improvement of the school in a specific period. Additionally, the analysis reiterated that Collaborative leadership should focus on strategic school-based action by all stakeholders, like administrators, teachers, and other stakeholders, for the improvement of students' learning environment as well as the school environment. Collaborative leadership encourages shared commitment to achieve school goals, makes a positive effort in decision-making, and also broad participation of all stakeholders for productive learning outcomes.

2.2.3 Shared Accountability Systems

Kenya's education sector has progressively adopted shared accountability models since the Constitution devolved and decentralized governance functions. Similarly, the Basic Education Act (2013) institutionalized multi-stakeholder participation through Boards of management, Parents, Teachers, and Students Councils. According to Unda et.al (2022), in the Role Expectations and

Shared Accountability: A Framework for School Governance in Australia, the findings revealed that the perception of accountability varies based on individual perception, as other board members took the view that there is a shared accountability for school performance between the board and principal. In the same vein, other board members indicated that everyone in the school community, including students, teachers, and parents, should be accountable for school performance. As indicated in the findings, almost all principals perceive themselves as holding primary accountability for the performance of the school. While some board members also felt the principal is mostly accountable, other responses from the board suggested the notion of "shared accountability," with both the board and the principal held accountable for school performance. The findings of the study reiterated that the perceptions of shared accountability represent an efficient form of coordination and control within the school context to ensure collective responsibility regarding school performance, in which all key actors, including board members, administrators, principal, deputy Principal, teachers, and other non-teaching staff in the school effectively share accountability.

A study by Mvukiyehe and Oniye (2025) explored how accountability by school leaders affects students' academic performance in secondary schools in Musanze District. The results showed that

most respondents (89.1%) strongly agreed that accountability has a positive influence on learning outcomes. The statistical analysis revealed a very strong relationship between accountability and academic performance ($R^2 = 0.866$, $B = 1.000$, $\text{Beta} = 0.884$, $p = 0.001$), indicating that every improvement in accountability leads to a 1.000-unit increase in academic performance. This means that as accountability improves, student performance also increases in a clear and measurable way. The strong statistical link, where accountability explained 86.6% of the variance in academic performance, shows that when school leaders actively monitor and support teaching and learning, student results improve meaningfully. These findings agree with earlier research by Leithwood et al. (2020) and the OECD (2023), who found that strong accountability systems raise expectations, improve feedback, and help both teachers and students focus on achieving better results. However, the study also uncovered some challenges that may weaken the impact of accountability. These include uneven support for teachers, not enough time to give or receive feedback, and poor coordination between departments. These problems can make it harder for accountability practices to be fully effective. The study suggests that school leaders in Musanze District should focus on shared accountability with teachers, creating time for feedback, and

encouraging teamwork across departments. Shared accountabilities work better and improve academic outcomes.

3.0 METHODOLOGY

This study adopted a desktop research design, analyzed peer-reviewed articles, government reports, and institutional publications. Data were sourced from academic databases such as Google Scholar, and Ministry of Education reports. Thematic analysis was used to synthesize findings on influence of Distributed Leadership practices on the performance of public secondary schools in Kenya. The study reviewed distributed leadership practices comprising collective decision making, teacher collaboration and shared accountability systems and their influence on teacher effectiveness and academic performance as the surrogate measures of performance in public secondary schools.

4.0 FINDINGS OF THE STUDY

4.1 Collective Decision-Making

The findings of the study revealed that decision-making is an integral component of school management. Therefore, involvement of teachers in the decision-making of school programmes increases their effectiveness and commitment to work and improves students' academic performance. The findings concurred with Macha and Mhagama (2022) in Tanzania, who indicated that involving teachers in the decision-making process in all school matters increases their work morale and

commitment, and hence improved academic performance and teacher effectiveness is realized. The findings concurred with Haryanto (2020) in Nigeria, who found that there is a significant relationship between teachers' involvement in academic planning and job performance in secondary schools. Thus, school heads should plan effective strategies to ensure teachers are involved fully in various education and school-related matters to boost their work performance. Similarly, Marakis (2021) and Onesmo et.al (2022) reiterated that involving teachers in school decision-making improved students' academic performance and increased teachers' effectiveness in undertaking their roles in teaching and learning processes and maintaining school discipline.

4.2 Teacher Collaboration

The results of the study indicated that teacher collaboration is an essential aspect of performance management in schools. Teacher collaboration in professional learning communities and collaborative teaching practices enhanced teacher effectiveness and improved students' academic performance in schools. The findings further established that teacher collaboration in the school programmes built collaborative efforts among teachers, resulted in enhanced school leadership and facilitated the development of a shared vision and mission for the school. These findings concur with the work of Azorin

and Fullan (2022) who indicated that teacher collaboration in the whole school system results into improved learning outcomes. In the same breath, the findings concur with Khasawneh et.al (2023) who reiterated that teacher collaboration improves teachers' effectiveness and increase the academic achievements of students. Additionally, Iglesias-Pradas, Hernández-García, Chaparro-Peláez, and Prieto (2021) concurred with the findings and indicated that collaborative teaching approaches results into increased students' academic performance.

4.3 Shared Accountability Systems

The findings of the study revealed that shared accountability system provides all teachers, school managers and stakeholders an opportunity to participate in the schools' programmes. The findings established that shared accountability in a school environment enables teachers, managers and other stakeholders to build a spirit of collective responsibility in all the school's activities, improve teacher effectiveness, and increase the academic performance of students. The findings concur with the work of Mvukiyehe and Oniye (2025), who reiterated that accountability in schools leads to an increase in academic performance. Unda et.al (2022), further concurred that strong accountability systems enable teachers and students to be focused and result in teacher effectiveness and increased academic performance.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

The study concluded that distributed leadership influences the performance of public secondary schools through building teacher effectiveness and improving the academic performance of students in the institutions of learning. The study examined the relationship between collective decision-making and public secondary schools' performance and concluded that collective decision-making strongly influenced the performance of public secondary schools. Additionally, the study concluded that teacher collaboration in teaching and learning activities and professional communities increased teacher effectiveness and improved the academic performance of public secondary schools.

Similarly, the study confirmed that accountability by school leaders and teachers significantly contributes to teacher effectiveness and improved academic performance. The influence reflects a leadership approach that prioritizes transparency, feedback, and collaborative improvement. Strengthening accountability practices, therefore, serves as a reliable strategy for driving academic performance and teacher effectiveness in the institutions of learning.

5.2 Recommendations

Based on the study findings and conclusions, the study recommends the

application of distributed leadership practices for improving the performance of institutions of learning. The study recommends training education managers and teachers in distributed leadership practices. The study further recommends that policymakers develop a clear policy guideline that will guide the application of distributed leadership practices in the institutions of learning.

Public secondary schools' management should involve teachers in physical resources management, purchase and maintenance of instructional materials, management of inventory of equipment, and development and review of the school's strategic planning, among other integral school activities.

School managers should practice collective decision making and set clear performance targets, make responsibilities transparent, and provide feedback to help improve students' performance and teachers' effectiveness. School managers should facilitate teacher collaboration in professional learning communities and collaborative teaching practices to enhance teacher effectiveness and improve academic performance.

The government should promote shared accountability systems through training and inspection and encourage cooperation with the parents and community to support in the application of accountability practices.

6.0 REFERENCES

- Bush, T. (2023). Distributed leadership: A normative theory for policy and practice. *Educational Management Administration & Leadership* 51(4): 771-773. [Cross ref. Web of Science.](#)
- Goddard, Y., & Kim, M. (2018). Examining connections between teacher perceptions of collaboration, differentiated instruction, and teacher efficacy. *Teachers College Record*, 120(1), 1-24. <https://doi.org/10.1177/016146811812000102>.
- GoK. (2021). Ministry of Education Report on secondary school performance in Kenya. Government Press.
- GoK (2025). Ministry of Education Rallies the Nation to Embrace Competency-Based Education for a Future-Ready Generation. News/April 2025, <https://www.education.go.ke>.
- Gurr, D., & Drysdale, L. (2021). Leading schools successfully: Insights from principals and researchers. *Educational Review*, 73(4), 456-472.
- Harris, A. (2008). *Distributed leadership in schools: Developing tomorrow's Leaders*. Routledge.
- Harris, A., Azorín, C., & Jones, M. (2021). Network leadership: A new educational imperative? *International Journal of Leadership in Education* 26(2).
- Haryanto, S. (2020). Teachers' involvement in decision making and job performance in secondary schools is contained in Kwara Nigeria. *Journal Pendidikan Sain Sosial Dan Kemamasaan* 1-12. <https://doi.org/10.1016/j.tate.2021.103372>.
- Iglesias-Pradas, S., Hernández-García, Á., Chaparro-Peláez, J., & Prieto, J. L. (2021). Emergency remote teaching and students' academic performance in higher education during the COVID-19 pandemic: A case study. *Computers in Human Behavior*, 119, 1-18. <https://doi.org/10.1016/j.chb.2021.106713>.
- Karakose, T., Tülübas, T., & Papadakis, S. (2023). The scientific evolution of social justice leadership in education: Structural and longitudinal analysis of the existing knowledge base, 2003-2022. In *Frontiers in education* (Vol. 8), Article 1139648. Frontiers.
- Khasawneh, Y. J. A., Alsarayreh, R., Ajlouni, A. A. A., Eyadat, H. M., Ayasrah, M. N., & Khasawneh, M. A. S. (2023). An examination of teacher collaboration in professional learning communities and collaborative teaching practices. *Journal of Education and*

- E-Learning Research, 10(3), 446-452. 10.20448/jeelr.v10i3.484.
- Kibata, P. K., & Nyakundi, G. (2023). Influence of principals' leadership practices on collaborative school culture in public secondary schools in Tiaty East and Tiaty West Sub-Counties, Baringo County, Kenya. *International Research Journal of Social Sciences, Education and Humanities*.
- Kimuyu, D. N., Chepkonga, S. Y., & Kalai, J. M. (2025). Interplay between principals' autocratic leadership style and teachers' levels of job commitment in public secondary schools in Kitui County, Kenya. *East African Journal of Education Studies*, 8(2).
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-2.
- Leithwood, K., Sun, J., & Schumacker, R. (2020). How school leadership influences student learning: A test of the four paths model. *Educational Administration Quarterly*, 56(4), 570-599.
- Macha E. P., & Mhagama M. (2022). Teachers' Participation in Decision Making and Work Performance in Public Secondary Schools in Meru District Council in Arusha, Tanzania. *Journal of Humanities and Education Development* (JHED) ISSN: 2581-8651 Vol-4, Issue-1, Jan - Feb 2022 <https://dx.doi.org/10.22161/jhed.4.1.13>.
- Marakis, J. K. (2021). Effect of Teacher Participation on Decision-making Processes on Performance in Secondary Schools in Mombasa County, Kenya. *East African Journal of Education Studies*, 4(1), 29-36. <https://doi.org/10.37284/eajes.4.1.437>.
- Mayrowetz, D. 2008. "Making Sense of Distributed Leadership: Exploring the Multiple Usages of the Concept in the Field." *Educational Administration Quarterly* 44 (3): 424-435. doi:10.1177/0013161X07309480.
- Migwi, C.M. (2018). Influence of teacher participation in decision-making on job motivation in public secondary schools in Nyeri, Nairobi, and Kajiado counties, Kenya. Doctoral Dissertation, Kenyatta University.
- Mondal, B. (2020). Collaborative Leadership and Its Impact on School Improvement: A Critical Analysis in India. *International Journal of Current Research in Education, Culture and Society* Vol. 4, Issue 2 - 2020 ISSN: 2581-4028.
- Mvukiyehe, B. & Oniye, A. O. (2025). Effect of distributed leadership

- style on academic performance of secondary school students: Case study of Musanze District, Rwanda 2023- 2024. *African Journal of Empirical Research* Vol. 6 (Iss. 2) 2025, pp. 603-613. <https://ajernet.net> ISSN 2709-2607.
- OECD. (2021). *Education at a glance 2021: OECD indicators*. OECD Publishing.
- OECD. (2023). *Education at a glance 2023: OECD indicators*. <https://doi.org/10.1787/eag-2023>.
- Onesmo Amos, Peter Siamoo, Evans Ogoti (2022) Influence of Collective Decision Making in Participative Leadership Style on Improving the Quality of Education in Public Secondary Schools in Arusha Region, Tanzania, *British Journal of Education*, Vol.10, Issue 4, pp. 69-85.
- Prenger, R., Poortman, C.L. & Handelzalts, A. (2017). Factors influencing teachers' professional development in networked professional learning communities. *Teaching and Teacher Education*, 68,77-90. [10.1016/j.tate.2017.08.014](https://doi.org/10.1016/j.tate.2017.08.014).
- Ruminjo E. M. & Achieng P. (2025). Influence of Principals' Management Practices on Kenya Certificate of Secondary Education in South Kinangop, Nyandarua County, Kenya. <https://rsisinternational.org/journals/ijriss/articles>.
- Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory. Basic psychological needs in motivation, development and wellness*. New York, NY: Guilford Press.
- Schuster, J., Hartmann, U., & Kolleck, N. (2021). Teacher collaboration networks as a function of type of collaboration and schools' structural environment. <https://www.sciencedirect.com/science/article>.
- Siamoo, P.N. (2013). *Developing the instructional leadership skills of high school principals in Tanzania: a problem-based learning approach*. Dissertations and theses Paper, 984; 1-411.
- Spillane, J. P. (2005). Distributed Leadership, *The Educational Forum*, 69:2, 143-150, DOI: [10.1080/00131720508984678](https://doi.org/10.1080/00131720508984678)
To link to this article: <https://doi.org/10.1080/00131720508984678>.
- Spillane, J. P., R. Halverson, and Diamond, J. (2001). "Investigating School Leadership Practice: A Distributed Perspective." *Educational Researcher* 30 (3): 23-28.
- Spillane, J., & Diamond, J. (2007). Taking a Distributed Perspective. In J. Dlm. Spillane, & J. Diamond (Eds.), *Distributed Leadership in Practice*

- (pp. 1-15). New York: Teachers College.
- Strogilos, V., & Stefanidis, A. (2015). Contextual antecedents of co-teaching efficacy: Their influence on students with disabilities' learning progress, social participation and behaviour improvement. *Teaching and Teacher Education*, 47, 218-229. <https://doi.org/10.1016/j.tate.2015.01.008>.
- Tejiro, F. (2024). Distributed Leadership and Inclusive Schools. *International Journal of Educational Leadership and Management*. 12 (1), doi: 10.17583/ijelm.10997.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97.
- Unda, L.A., Gong, Z., Benati, K., & Loh, C.M. (2022). Role expectations and shared accountability: A framework for school governance. wileyonlinelibrary.com/journal/faam.
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17-40. <https://doi.org/10.1016/j.edurev.2015.04.002>.