

# Distributed Leadership Practices on Teachers' Morale and School Initiatives Through Their Profile

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**Abstract**—This study aimed to determine the extent of distributed leadership practices and their relationship to teachers' morale and the success of school initiatives. Specifically, it examined the significant relationship of school heads' gender on distributed leadership practices, teachers' morale, and school Initiative. It also assessed the significant relationship between school heads' educational attainment and distributed leadership practices, teachers' morale, and school Initiative. Lastly, it measures the significant relationship of distributed leadership practices on teachers' morale and school Initiative. A descriptive-correlational research design was employed to analyze the relationships among the variables. Quantitative data were collected using a structured survey questionnaire administered to 311 elementary teachers from the Schools Division Office of Laguna. Statistical techniques were utilized to determine the relationships and moderating effects among the variables. Based on the data gathered, the following are the study's findings: distributed leadership practices were implemented to a great extent, characterized by shared decision-making, a collaborative culture, leadership capacity building, and accountability. Teachers' morale was found to be very high across several dimensions, including the working environment, interpersonal relationships, professional growth opportunities, professional pride, leadership support, and job satisfaction. Likewise, the success of school initiatives was rated very high across School Improvement Plan (SIP) implementation, school-community engagement, resource mobilization, student engagement, teacher participation, and technological capacity. The distributed leadership practices had a significant positive relationship with teachers' morale and the success of school initiatives. However, the gender of the school head did not significantly moderate these relationships. Whereas the educational attainment of the school head significantly strengthened the relationship between distributed leadership and teachers' morale, although it did not significantly influence the relationship between distributed leadership and school initiatives. These confirmed that School Heads' gender and Educational Attainment significantly correlate with the relationship between Distributed Leadership Practices on Teachers' Morale and School Initiative. This plays a vital role in enhancing teacher morale and ensuring the effective implementation of school initiatives through collaboration, shared responsibility, and leadership empowerment. On the other hand, it validates the school heads' distributed leadership practices on school initiative and teachers' morale. Therefore, the null hypotheses were rejected, supporting the effectiveness of school heads' distributed leadership practices in school initiatives that led to increased teachers' morale. It is recommended that teachers actively participate in collaborative leadership practices; that school heads continue to promote shared leadership and pursue professional development; that curriculum designers integrate leadership and collaboration into training programs; and that future researchers explore additional factors influencing distributed leadership practices.

**Keywords**— *Distributed Leadership Practices, Teachers' Morale, School Initiatives, School Improvement Plan, Gender, Educational Attainment*

## I. INTRODUCTION

Leadership in education is widely recognized as a cornerstone of school improvement and student success. It encompasses a dynamic and multifaceted role that extends from shaping the vision and mission of educational institutions to guiding day-to-day operations. Effective educational leadership fosters strategic planning, instructional support, data-driven decision-making, and the cultivation of a positive school. In the Philippine context, leadership is particularly critical in navigating resource constraints, cultural diversity, and systemic challenges. Leaders are expected to go beyond administrative functions and embody ethical standards, community engagement, and cultural responsiveness to drive inclusive and sustainable educational outcomes.

Among the evolving paradigms in educational leadership, distributed leadership have gained prominence for fostering collaboration, innovation, and morale among educators. Distributed leadership reframes leadership as a shared function among principals, teachers, and other stakeholders, promoting collective decision-making and capacity-building. It emphasizes relational trust, teacher empowerment, and the decentralization of authority to enhance school governance and instructional quality.

Distributed leadership has shown promising effects on school improvement in Africa, fostering collective responsibility and shared accountability among educators, as evidenced by studies in South Africa, Nigeria, Kenya, Uganda, Ghana, South Sudan, Botswana, and Zimbabwe (Simiyu et al., 2020; Ssekamwa & Kaawaase, 2018; Deng & Machar, 2019). These findings show that dispersed leadership is an important strategy for promoting long-term school development worldwide (Supovitz, D'Auria, and Spillane, 2019). The paradigm fosters a culture of trust, psychological safety, and reciprocal learning, all of which are necessary for educators' deep participation and cooperation (Supovitz et al., 2019). Furthermore, this leadership has been associated with greater teacher dedication, professional efficacy, and instructional effectiveness, which all contribute to higher student accomplishment.

Distributed leadership is about giving teachers a real voice in how schools are run. Instead of leadership being concentrated at the top, teachers are actively involved in decision-making and school initiatives. Harris et al. (2022)

note that this approach fosters a culture of collaboration, where teachers feel genuine ownership and accountability. When teachers are trusted with leadership roles, it not only strengthens teamwork but also boosts their morale, helping them feel more motivated, satisfied, and committed to their profession. Teacher morale, essentially the enthusiasm and drive educators bring to their work, is critical for effective teaching and learning. When morale is high, teachers tend to enjoy their jobs more, teach better, and, as a result, students perform better too.

Sharing leadership also makes schools more effective in carrying out initiatives. By drawing on teachers' diverse perspectives and expertise, schools can design programs that are both innovative and sustainable. Leithwood et al. (2020) emphasize that collaborative leadership enhances a school's overall capacity and creates a more supportive environment for learning. Likewise, Nguyen et al. (2022) highlight that distributed leadership strengthens school initiatives by encouraging collective responsibility and active participation from all stakeholders. In short, when leadership is shared, schools don't just run more smoothly, they thrive.

In the Philippines, distributed leadership is recognized as a successful framework for improving schools via shared decision-making, cooperation, and collective accountability among school leaders, teachers, and stakeholders (Excellencia, 2024). Teacher leadership, a crucial component of dispersed leadership, is essential for ongoing instructional improvement and student accomplishment, and principals are urged to use teachers' leadership potential to supplement official leadership responsibilities (UCL Thesis, 2023). Empirical research from public high schools demonstrates that both principal and teacher leadership have a major impact on school planning, organizational structure, culture, and instructional quality, with teacher leaders having the greatest impact on school planning and organization (Academia.edu, 2018). Despite these advantages, issues such as defining leadership positions and providing proper training persist (Excellencia, 2024). This study aims to examine how distributed leadership practices influence the success of school initiatives and teachers' morale, focusing on their profiles in the province of Laguna.

### *1.1 Statement of the Problem*

#### *Problem/s which were addressed by the research*

This study sought to determine the influence of distributed leadership practices on school initiatives and teachers' morale, as reflected in their profiles.

Specifically, it aimed to answer the following questions:

1. What is the extent of distributed leadership practices as perceived by teachers and school heads' in terms of:
  - 1.1 Shared decision-making;
  - 1.2 collaborative culture;
  - 1.3 leadership capacity building; and
  - 1.4 accountability and responsibility
2. What is the level of the teachers' morale in terms of:
  - 2.1 working environment;
  - 2.2 interpersonal relationship;
  - 2.3 professional growth opportunities;
  - 2.4 professional pride;
  - 2.5 leadership support; and
  - 2.6 job satisfaction
3. What is the level of success of school initiatives in terms of:
  - 3.1 SIP implementation;
  - 3.2 school-community engagement;
  - 3.3 resource mobilization;
  - 3.4 student engagement;
  - 3.5 teachers' participation; and
  - 3.6 technological capacity
4. Does the gender of the School Head significantly influence the relationship between the Distributed Leadership Practices and Teachers' Morale?
5. Does the gender of the School Head significantly influence the relationship between the Distributed leadership practices and School Initiative?
6. Does the Educational Attainment of the School Head significantly influence the relationship between the Distributed Leadership Practices and Teachers' Morale?
7. Does the Educational Attainment of the School Head significantly influence the relationship between the Distributed Leadership Practices and School Initiative?
8. Do Distributed Leadership Practices significantly correlate with the Teachers' Morale?
9. Do Distributed Leadership Practices significantly correlate with the School Initiative?

## II. METHODOLOGY

A descriptive-correlational research design was employed to analyze the relationships among the variables. Quantitative data were collected using a structured survey questionnaire administered to 311 elementary teachers from the Schools Division Office of Laguna. Statistical techniques were utilized to determine the relationships and moderating effects among the variables.

## III. RESULTS AND DISCUSSION

This part presents the study's findings, including the collected data, their analysis, and interpretation. The study was conducted to determine the influence of distributed leadership practices on school initiatives and teachers' morale, as reflected in their profiles. The presentation of the findings followed the order of the questions enumerated in the problem statement.

### *Distributed Leadership Practices*

Distributed leadership practices refer to a collaborative, inclusive approach to school leadership in which responsibilities, decision-making, and leadership roles are shared among school administrators, teachers, and other stakeholders rather than concentrated in a single leader. This leadership model emphasizes teamwork, collective accountability, and teacher empowerment, creating an environment where all members actively contribute to instructional policies, school programs, and organizational goals. Key components of distributed leadership include shared decision-making, collaborative culture, leadership

capacity building, and accountability, which together promote professional growth, teacher morale, and organizational effectiveness.

In this study, the distributed leadership practices of the school heads include shared decision-making, collaborative culture, leadership capacity building, and accountability and responsibility.

*Extent of Distributed Leadership Practices in terms of Shared Decision Making*

Table 1 shows the extent of distributed leadership practices of the school heads in the province of Laguna.

Table 1. Extent of Distributed Leadership Practices in terms of Shared Decision Making

STATEMENTS	MEAN	SD	REMARKS
The school head...			
... involves teachers in important school decisions.	6.40	0.72	Strongly Agree
... seeks teachers' input before finalizing instructional policies.	6.58	0.70	Strongly Agree
...encourages teachers to participate in decision-making about school programs.	6.43	0.72	Strongly Agree
...consults teachers when planning school-wide activities.	6.57	0.72	Strongly Agree
...values teachers' opinions in determining resource allocation.	6.44	0.72	Strongly Agree
...shares authority with teachers in setting academic priorities.	6.53	0.73	Strongly Agree
...ensures that decision-making is a collaborative process.	6.45	0.73	Strongly Agree
Overall mean		6.49	
SD		0.72	
Verbal Interpretation			Extremely Great Extent

Table 1 presents the level of distributed leadership practices among school heads, as perceived by teachers, in terms of shared decision-making. It includes various indicators that describe how school heads involve teachers in important aspects of school governance and instructional planning.

The findings reveal that respondents strongly agree that school heads actively promote collaborative decision-making in the school. This is evident in practices such as involving teachers in important school decisions, seeking their input before finalizing instructional policies, encouraging their participation in school programs, consulting them during the planning of school-wide activities, and valuing their opinions in allocating resources. Moreover, school heads are perceived as sharing authority with teachers in setting academic priorities and ensuring collaborative decision-making. These results indicate that teachers feel recognized, empowered, and included in shaping the school's direction.

The computed mean of 6.49 and standard deviation of 0.72 indicate consistency in responses, reflecting a high level of agreement among teachers. The overall results indicate an Extremely Great Extent of shared decision-making practices among school heads. This implies that school leaders foster a participatory, inclusive leadership environment in which teachers' voices are heard and considered in decision-making. The study's findings demonstrate that school heads exhibit a very high level of collaborative leadership practices. By engaging teachers in decision-making, they promote a sense of

ownership, accountability, and professional commitment among faculty members. This practice not only strengthens teamwork and trust within the school but also contributes to improved school performance and the successful implementation of programs and policies.

Table 2. Extent of Distributed Leadership Practices in terms of Collaborative Culture

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...fosters teamwork between teachers and administrators.	6.41	0.72	Strongly Agree
...creates an atmosphere of mutual trust and respect.	6.62	0.66	Strongly Agree
...promotes open communication among teachers and staff.	6.47	0.73	Strongly Agree
...encourages teachers to share best practices with colleagues.	6.59	0.68	Strongly Agree
...supports collective problem-solving in the school.	6.47	0.74	Strongly Agree
... motivates teachers to work together toward shared goals.	6.57	0.75	Strongly Agree
... builds a school culture where collaboration is the norm.	6.47	0.72	Strongly Agree
Overall mean		6.51	
SD		0.71	
Verbal Interpretation			Extremely Great Extent

The findings reveal that respondents strongly agree that school heads effectively promote a collaborative culture. These practices include fostering teamwork between teachers and administrators, creating an atmosphere of mutual trust and respect, and promoting open communication among staff. Additionally, school heads encourage teachers to share best practices, support collective problem-solving, motivate teachers to work toward shared goals, and build a school culture where collaboration is the norm. These results indicate that teachers experience a positive, cooperative working environment in which collaboration is consistently practiced. The average weighted mean of 6.51 and the standard deviation of 0.71 indicate that the extent of distributed leadership practices in terms of collaborative culture is observed to be at an Extremely Great Extent. This finding highlights that school heads and their leadership teams are strongly committed to building an environment where collaboration among teachers, staff, and stakeholders thrives. Such distributed leadership not only empowers teachers to actively participate in decision-making but also strengthens collective ownership of school improvement initiatives. Ultimately, this underscores the critical role of collaborative leadership in sustaining inclusive, participatory, and resilient educational communities.

The study's findings demonstrate that school heads exhibit a very high level of distributed leadership by cultivating a collaborative culture. This emphasizes the importance of teamwork, open communication, and shared responsibility in achieving school goals. Such practices contribute to a more cohesive, supportive, and productive school environment, ultimately enhancing both teacher performance and student outcomes.

Table 3 depicts the extent of distributed leadership practices of school heads in terms of leadership capacity building as perceived by teachers. It includes various

indicators that describe how school heads develop and empower teachers to assume leadership roles within the school.

Table 3. Extent of Distributed Leadership Practices in terms of Leadership Capacity Building

STATEMENTS The school head...	MEAN	SD	REMARKS
...provides opportunities for teachers to take on leadership roles.	6.41	0.71	Strongly Agree
...encourages teachers to lead committees and projects.	6.61	0.69	Strongly Agree
...supports teachers in developing leadership skills.	6.46	0.69	Strongly Agree
...identifies potential teacher leaders and nurtures their growth.	6.59	0.69	Strongly Agree
...gives teachers responsibility for leading innovations in the school.	6.49	0.67	Strongly Agree
...empowers teachers by trusting them with leadership tasks.	6.57	0.68	Strongly Agree
...invests in the professional development of teachers as leaders.	6.45	0.70	Strongly Agree
Overall mean		6.51	
SD		0.69	
Verbal Interpretation			Extremely Great Extent

The findings reveal that respondents strongly agree that school heads actively promote leadership capacity building among teachers. These practices include providing opportunities for teachers to take on leadership roles, encouraging them to lead committees and projects, and supporting the development of their leadership skills. Furthermore, school heads identify potential teacher leaders and nurture their growth, assign responsibilities for leading school innovations, empower teachers by entrusting them with leadership tasks, and invest in their professional development as future leaders. These results indicate that teachers are given meaningful opportunities to grow professionally and contribute to school leadership.

The average weighted mean of 6.51, with a standard deviation of 0.69, indicates that distributed leadership practices in leadership capacity building are observed to an Extremely Great Extent. This finding demonstrates that school heads are highly effective in empowering teachers and staff to develop their leadership skills and assume greater responsibilities within the school community. Such practices ensure that leadership is not concentrated in a single individual but is nurtured across the organization, creating a sustainable pipeline of capable leaders. Ultimately, this underscores the strategic importance of capacity building in strengthening institutional resilience and fostering a culture of shared leadership for long-term school improvement.

The findings demonstrate that school heads exhibit a very high level of distributed leadership, strengthening teachers' leadership capacity. This highlights the importance of empowering teachers, building their leadership competencies, and fostering a culture of shared leadership. Such practices contribute to the sustainability of effective school leadership and promote continuous improvement in school performance.

Table 4. Extent of Distributed Leadership Practices in terms of Accountability and Responsibility

STATEMENTS The school head...	MEAN	SD	REMARKS
...promotes shared accountability school outcomes.	6.41	0.65	Strongly Agree
...ensures teachers are responsible partners in implementing initiatives.	6.60	0.63	Strongly Agree
...models accountability in carrying out school goals.	6.45	0.65	Strongly Agree
...emphasizes the collective responsibility of teachers and leaders.	6.62	0.62	Strongly Agree
...promotes fairness in holding teachers and staff accountable for their actions.	6.43	0.71	Strongly Agree
...encourages teachers to take ownership of their contributions.	6.55	0.71	Strongly Agree
...builds a sense of mutual responsibility across the school community.	6.44	0.71	Strongly Agree
Overall mean		6.50	
SD		0.67	
Verbal Interpretation			Extremely Great Extent

The findings reveal that respondents strongly agree that school heads effectively foster accountability and responsibility within the school. These practices include promoting shared accountability for school outcomes, ensuring that teachers act as responsible partners in implementing initiatives, and modeling accountability in achieving school goals. In addition, school heads emphasize the collective responsibility of both teachers and leaders, promote fairness in holding staff accountable for their actions, encourage teachers to take ownership of their contributions, and build a strong sense of mutual responsibility across the school community. These results indicate that accountability is not only practiced but is embedded in the school culture.

The average weighted mean of 6.50 with a standard deviation of 0.67 indicates that distributed leadership practices in terms of accountability and responsibility are observed to an Extremely Great Extent. This finding affirms that school heads and their leadership teams are highly effective at cultivating a culture in which individuals take ownership of their roles and are held accountable for their contributions to school improvement.

The study's findings reveal that school heads exhibit a very high level of distributed leadership, strengthening accountability and responsibility among teachers and staff. This underscores the importance of shared ownership, fairness, and collective commitment in achieving school goals. Such practices contribute to a more responsible, transparent, and high-performing school environment.

#### *Level of Teacher's Morale*

Teachers' morale is a critical indicator of a school organization's overall health and effectiveness. Teacher morale reflects educators' sense of professional satisfaction, motivation, enthusiasm, and commitment toward their work and the institution they serve. High morale is often associated with a positive school climate, strong collegial relationships, and supportive leadership practices, while low morale may lead to decreased productivity, burnout, and reduced instructional quality. This study examines teachers' morale to provide essential insight into how leadership practices

influence teachers’ attitudes, engagement, and performance. Understanding this variable is vital, as teacher morale directly affects not only individual well-being but also student outcomes and the successful implementation of school initiatives.

In this study, the teacher’s morale includes working environment, interpersonal relationships, professional growth and development, professional pride, leadership support, and job satisfaction.

Table 5. The level of Innovative Leadership Practices of the School Head regarding technology integration

STATEMENTS	MEAN	SD	REMARKS
The teacher...			
...feels that the school environment is safe and conducive to teaching.	6.40	0.73	Strongly Agree
...experiences a positive atmosphere that supports effective work.	6.56	0.69	Strongly Agree
...has access to adequate resources and facilities for instruction.	6.39	0.73	Strongly Agree
...is satisfied with the cleanliness and orderliness of the workplace.	6.49	0.75	Strongly Agree
...finds the working environment motivating and uplifting.	6.41	0.69	Strongly Agree
...experiences minimal stress from the physical work environment.	6.45	0.78	Strongly Agree
...is comfortable and confident in the current school setting.	6.41	0.72	Strongly Agree
Overall mean		6.44	
SD		0.73	
Verbal Interpretation	Very High Teacher Morale		

Table 5 presents the level of teachers’ morale regarding the working environment as perceived by the respondents. It includes various indicators that describe how teachers view the physical and psychological conditions of their workplace.

The findings reveal that respondents strongly agree that the school's working environment positively influences their morale. Teachers feel that the school environment is safe and conducive to teaching, and they experience a positive atmosphere that supports effective work. They also report having access to adequate resources and facilities for instruction, as well as satisfaction with the cleanliness and orderliness of the workplace. Moreover, teachers find the working environment motivating and uplifting, experience minimal stress from the physical surroundings, and feel comfortable and confident in the current school setting. These results indicate that the school provides a supportive and enabling environment that enhances teachers’ morale.

The overall weighted mean of 6.44, with a standard deviation of 0.73, indicates a Very High Level of Teacher Morale regarding the working environment. This finding demonstrates that the school provides a strong foundation for teacher well-being, ensuring that the workplace's physical and social conditions foster motivation, satisfaction, and professional confidence. Such a supportive environment is essential in sustaining teacher effectiveness, reducing stress, and promoting a culture of positivity and collaboration.

The study found that the school provides a safe, organized, and motivating environment that supports teachers’ professional responsibilities. A positive working environment appears to enhance comfort, confidence, and instructional

effectiveness. When teachers perceive their environment as secure, resource-sufficient, and emotionally supportive, their morale tends to increase, contributing to sustained motivation and performance.

*Level of Teachers’ Morale in terms of Interpersonal Relationships*

Table 6 presents the level of teachers’ morale regarding interpersonal relationships, as perceived by the respondents. It includes several indicators that describe how teachers interact, communicate, and build relationships with their colleagues and school administrators.

Table 6. Level of Teachers’ Morale in terms of Interpersonal Relationships

STATEMENTS	MEAN	SD	REMARKS
The teacher...			
...enjoys good working relationships with colleagues.	6.40	0.77	Strongly Agree
...collaborates effectively with fellow teachers.	6.61	0.71	Strongly Agree
...feels respected by peers and administrators.	6.45	0.74	Strongly Agree
...experiences open and honest communication with colleagues.	6.57	0.74	Strongly Agree
...feels a sense of belongingness in the school community.	6.45	0.78	Strongly Agree
...is treated fairly and kindly by peers and staff.	6.55	0.72	Strongly Agree
...is able to maintain harmonious interactions with co-workers.	6.46	0.75	Strongly Agree
Overall mean		6.50	
SD		0.74	
Verbal Interpretation	Very High Teacher Morale		

The overall weighted mean of 6.50, with a standard deviation of 0.74, indicates a Very High Level of Teacher Morale regarding interpersonal relationships. This finding demonstrates that teachers perceive their school as a community where respect, collaboration, and fairness are consistently practiced.

The findings reveal that respondents strongly agree that positive interpersonal relationships are evident within the school. Teacher’s report enjoying good working relationships with their colleagues and collaborating effectively with fellow teachers. They also feel respected by both peers and administrators and experience open and honest communication in the workplace. Furthermore, teachers express a strong sense of belongingness within the school community, feel that they are treated fairly and kindly, and are able to maintain harmonious interactions with co-workers. These results indicate that the school fosters a supportive and respectful social environment that enhances teachers’ morale. The study's results indicate that the school fosters a supportive and respectful professional community. Teachers appear to experience a strong sense of belongingness, mutual respect, and harmonious collaboration. Positive interpersonal relationships contribute significantly to teacher morale by reducing workplace conflict, enhancing cooperation, and promoting emotional well-being. When teachers feel valued and fairly treated, they are more likely to remain engaged, motivated, and committed to school goals.

Table 7. Level of Teachers' Morale in terms of Professional Growth Opportunities

STATEMENTS The teacher...	MEAN	SD	REMARKS
...is provided with opportunities to attend trainings and seminars.	6.41	0.72	Strongly Agree
...is encouraged to pursue higher education or advanced studies.	6.53	0.75	Strongly Agree
...receives mentoring or coaching to improve instructional practices.	6.45	0.71	Strongly Agree
...is exposed to opportunities for professional development.	6.55	0.73	Strongly Agree
...participates in programs that enhance teaching effectiveness.	6.49	0.71	Strongly Agree
...feels supported in career advancement aspirations.	6.55	0.71	Strongly Agree
...sees clear opportunities for growth within the school system.	6.45	0.74	Strongly Agree
Overall mean	6.49		
SD	0.72		
Verbal Interpretation	Very High Teacher Morale		

Table 7 presents the level of teachers' morale regarding professional growth opportunities, as perceived by the respondents. It includes several indicators that describe how teachers are supported in their continuous professional development and career advancement within the school. The overall weighted mean of 6.49, with a standard deviation of 0.72, indicates a Very High Level of Teacher Morale regarding professional growth opportunities. This finding demonstrates that teachers perceive strong institutional support for their continuous learning and career progression. The relatively consistent responses suggest that professional development initiatives are widely accessible and positively experienced across the teaching staff.

The findings reveal that respondents strongly agree that the school provides ample opportunities for professional growth. Teachers are given opportunities to attend trainings and seminars and are encouraged to pursue higher education or advanced studies. They also receive mentoring and coaching to enhance their instructional practices and are exposed to a range of professional development opportunities. In addition, teachers participate in programs that improve teaching effectiveness, feel supported in their career advancement aspirations, and recognize clear opportunities for growth within the school system. These results indicate that the school actively promotes continuous learning and professional development among teachers. It also demonstrate that the school emphasizes the professional development and enrichment of its teaching staff. By providing access to training, mentoring, and career development opportunities, teachers are empowered to enhance their skills, instructional practices, and professional confidence. A strong focus on professional growth positively impacts teacher motivation, job satisfaction, and long-term engagement within the school.

Table 8 presents the level of teachers' morale regarding professional pride, as perceived by the respondents. It includes several indicators that describe how teachers value their profession, experience fulfillment in their roles, and demonstrate commitment to their responsibilities.

The overall weighted mean of 6.54, with a standard deviation of 0.69, indicates a Very High Level of Teacher

Morale regarding professional pride. This finding demonstrates that teachers perceive their profession as both meaningful and rewarding, with a strong sense of identity and commitment to their role.

Table 8. Level of Teachers' Morale in Terms of Professional Pride

STATEMENTS The teacher...	MEAN	SD	REMARKS
...takes pride in being part of the teaching profession.	6.43	0.71	Strongly Agree
...feels a strong sense of accomplishment in performing teaching duties.	6.61	0.69	Strongly Agree
...values the importance of their role in shaping students' futures.	6.52	0.67	Strongly Agree
...feels motivated by the respect they receive as an educator.	6.61	0.68	Strongly Agree
...demonstrates dedication and passion in fulfilling professional responsibilities.	6.46	0.73	Strongly Agree
...experiences fulfillment when students achieve success.	6.66	0.66	Strongly Agree
...believes that teaching is a meaningful and rewarding profession.	6.50	0.69	Strongly Agree
Overall mean	6.54		
SD	0.69		
Verbal Interpretation	Very High Teacher Morale		

These findings indicate that teachers in the school strongly identify with the teaching profession and recognize the meaningful impact of their work. Professional pride fosters motivation, engagement, and a sense of responsibility toward students' learning outcomes. Teachers' commitment and passion are reinforced by both intrinsic satisfaction in their work and the external recognition of their contributions, which strengthens overall morale and school performance.

*Level of Teachers' Morale in terms of Leadership Support*

Table 9 presents the level of teachers' morale regarding leadership support, as perceived by the respondents. It includes several indicators that describe how school leaders provide guidance, recognition, and support to teachers in the performance of their duties.

The findings reveal that respondents strongly agree that they receive strong support from school leadership. Teachers receive guidance and encouragement from the school head and feel supported in handling challenges. They also perceive that their opinions and suggestions are valued by school leaders and that they receive constructive feedback that helps improve their performance. Furthermore, teachers feel recognized and appreciated, experience fairness in decisions made by the school head, and feel trusted and empowered by school administrators. These results indicate that school leadership plays a vital role in fostering a supportive and motivating work environment for teachers.

Table 9 illustrates the level of the learning poverty gap by school socioeconomic context. The overall weighted mean of 6.53, with a standard deviation of 0.70, indicates a Very High Level of Teacher Morale regarding leadership support. This finding demonstrates that teachers perceive their leaders as approachable, fair, and empowering, with consistent practices that foster trust and motivation. This signifies that these positive experiences are widely shared among respondents,

reinforcing the idea that leadership support is stable and reliable source of morale.

Table 9. Level of Teachers' Morale in terms of Leadership Support

STATEMENTS The teacher...	MEAN	SD	REMARKS
...receives guidance and encouragement from the school head.	6.47	0.70	Strongly Agree
...feels supported by school leadership in handling challenges.	6.60	0.69	Strongly Agree
...Opinions and suggestions are valued by school leaders.	6.47	0.71	Strongly Agree
...is provided with feedback that helps improve performance.	6.61	0.68	Strongly Agree
...feels recognized and appreciated by school leadership.	6.48	0.70	Strongly Agree
...experiences fairness in decisions made by the school head.	6.59	0.71	Strongly Agree
...feels trusted and empowered by school administrators.	6.47	0.70	Strongly Agree
Overall mean	6.53		
SD	0.70		
Verbal Interpretation	Very High Teacher Morale		

These findings revealed that teachers feel empowered, guided, and appreciated by school leadership. Leadership support fosters confidence, reduces stress, and enhances professional effectiveness. When school administrators provide encouragement, value teacher input, and ensure fairness, teachers are more motivated, engaged, and committed to their responsibilities, which strengthens overall school performance and climate.

*Level of Teachers' Morale in terms of Job Satisfaction*

Table 10 presents the level of teachers' morale, as measured by job satisfaction, as perceived by the respondents. It includes several indicators that describe how teachers manage their work responsibilities while maintaining personal well-being and balance in life.

Table 10. Level of Teachers' Morale in terms of Job Satisfaction

STATEMENTS The teacher...	MEAN	SD	REMARKS
...manages work demands without sacrificing personal well-being.	6.33	0.80	Strongly Agree
...is able to balance professional responsibilities with family life.	6.51	0.77	Strongly Agree
...has sufficient time to rest despite the workload.	6.35	0.73	Strongly Agree
...maintains a healthy boundary between work and personal life.	6.52	0.80	Strongly Agree
...feels supported by the school in managing stress.	6.40	0.69	Strongly Agree
...experiences flexibility in managing tasks and responsibilities.	6.50	0.73	Strongly Agree
...maintains satisfaction in both work and personal aspects of life.	6.39	0.69	Strongly Agree
Overall mean	6.43		
SD	0.74		
Verbal Interpretation	Very High Teacher Morale		

The findings reveal that respondents strongly agree they experience high job satisfaction. Teachers report that they can manage work demands without sacrificing their personal well-being and balance professional responsibilities with family life. They also indicate having sufficient time to rest despite

workload and maintaining healthy boundaries between work and personal life. In addition, teachers feel supported by the school in managing stress, experience flexibility in handling tasks and responsibilities, and maintain satisfaction in both their work and personal lives. These results indicate that teachers can achieve a balanced, fulfilling professional and personal life.

The overall weighted mean of 6.43, with a standard deviation of 0.74, indicates a Very High Level of Teacher Morale regarding job satisfaction. This finding demonstrates that teachers perceived their work environment as conducive to maintaining balance, well-being, and satisfaction. This also implies that these positive experiences are widely shared, reinforcing the idea that job satisfaction is a strong contributor to overall morale.

The study's findings emphasized that job satisfaction among teachers is strongly supported by the school's provision of work-life balance, stress management, and flexibility in task allocation. Teachers' ability to balance personal and professional life, coupled with institutional support, enhances their motivation, reduces burnout, and promotes sustained engagement in their roles.

*Level of Success of School Initiatives*

The level of success of school initiatives serves as a vital measure of a school's effectiveness in translating plans and programs into meaningful outcomes. It reflects the extent to which implemented initiatives achieve their intended objectives, improve instructional practices, and contribute to overall school improvement. Successful school initiatives are often characterized by clear goals, collaborative implementation, adequate resource support, and sustained monitoring and evaluation. In this study, assessing the level of success of school initiatives provides important insight into how leadership practices influence program execution and organizational performance. Understanding this variable helps determine whether leadership approaches effectively mobilize teachers, optimize resources, and foster a culture of shared responsibility toward achieving school goals. In this study, satisfaction is measured across SIP implementation, school community engagement, resource mobilization, student engagement, teachers' participation, and technological capacity. The following tables describe the results as evaluated by the respondents. Table 11 presents the success of school initiatives in implementing the School Improvement Plan (SIP).

The findings reveal that respondents strongly agree that the school successfully implements its SIP. This is evident in the school head's consistent monitoring of SIP goals, the clear alignment between SIP priorities and school activities, and the timely achievement of SIP targets. Additionally, SIP is perceived to reflect the real needs of the school community, with teachers actively involved in its implementation. The school is also seen to demonstrate continuous progress through the effective execution of its SIP. These results indicate that the SIP serves as a functional and relevant guide in achieving school goals and improving overall performance.

The overall weighted mean of 6.50 with a standard deviation of 0.73 indicates a Very High Level of Success in SIP implementation. This finding demonstrates that both school heads and teachers perceive SIP as a highly effective tool for guiding school development. This also means that SIP practices are well-integrated and widely supported across the school community.

Table 11. Level of Success of School Initiatives in terms of SIP Implementation

STATEMENTS	MEAN	SD	REMARKS
...The school successfully implements its School Improvement Plan (SIP).	6.42	0.68	Strongly Agree
...The school head ensures that SIP goals are consistently monitored.	6.58	0.77	Strongly Agree
...Teachers observe clear alignment between SIP priorities and school activities.	6.45	0.77	Strongly Agree
...SIP targets are achieved within the planned timeline.	6.56	0.78	Strongly Agree
...SIP reflects the real needs of the school community.	6.46	0.72	Strongly Agree
...Teachers are actively involved in SIP implementation.	6.58	0.71	Strongly Agree
...The school demonstrates continuous progress through its SIP.	6.46	0.71	Strongly Agree
Overall mean		6.50	
SD		0.73	
Verbal Interpretation	Very High		

The study's results confirmed that effective SIP implementation is driven by collaborative leadership, systematic monitoring, and active teacher involvement. Aligning SIP priorities with school activities ensures that initiatives address actual school needs and that progress is continuously tracked. Successful SIP implementation contributes to improved school performance, teacher engagement, and student outcomes.

Table 12. Level of Success of School Initiatives in terms of School Community Engagement

STATEMENTS	MEAN	SD	REMARKS
...The school effectively partners with parents and stakeholders in its programs.	6.45	0.68	Strongly Agree
...The community actively supports the school's initiatives.	6.57	0.71	Strongly Agree
...The school maintains open communication with stakeholders.	6.50	0.71	Strongly Agree
...Parents are involved in school activities and decision-making.	6.54	0.73	Strongly Agree
...School-community partnerships contribute to student learning.	6.48	0.77	Strongly Agree
...Stakeholders provide resources that enhance school initiatives.	6.53	0.75	Strongly Agree
...The school builds trust and strong relationships with the community.	6.45	0.78	Strongly Agree
Overall mean		6.50	
SD		0.73	
Verbal Interpretation	Very High		

Table 12 presents the level of success of school initiatives in school community engagement, as perceived by the respondents. It includes several indicators that describe how the school collaborates with parents, stakeholders, and the wider community in implementing its programs and activities.

The overall weighted mean of 6.50, with a standard deviation of 0.73, indicates a Very High Level of Success in school community engagement. This finding demonstrates that schools are highly effective in fostering partnerships that strengthen educational programs and ensure that initiatives are well-supported by the community. The relatively consistent responses connoted that these practices are widely experienced and valued across the school community.

The findings reveal that respondents strongly agree that the school effectively engages the community in its initiatives. This is evident in the strong partnerships established with parents and stakeholders, as well as in the community's active support for school programs. The school is also observed to maintain open communication with stakeholders and involve parents in school activities and decision-making processes. Furthermore, school-community partnerships are seen to contribute positively to student learning, while stakeholders provide resources that enhance school initiatives. The school also builds trust and maintains strong relationships with the community. These results indicate that community engagement is actively practiced and plays a significant role in the success of school initiatives.

The study found that active engagement with parents, stakeholders, and the broader community enhances the success of school initiatives. Open communication, trust-building, and collaborative participation ensure that school programs meet learners' needs while garnering community support and resources. Strong community engagement also fosters accountability, shared ownership, and sustainability of school initiatives.

Table 13. Level of Success of School Initiatives in terms of Resource Mobilization

STATEMENTS	MEAN	SD	REMARKS
...The school head effectively identifies and utilizes available school resources to support initiatives.	6.40	0.75	Strongly Agree
...The school actively seeks external partnerships to enhance program implementation.	6.59	0.72	Strongly Agree
...Teachers are encouraged to contribute ideas for generating and managing resources.	6.42	0.74	Strongly Agree
...The school efficiently allocates financial, material, and human resources for projects.	6.47	0.79	Strongly Agree
...The school head ensures transparency and accountability in the use of mobilized resources.	6.48	0.76	Strongly Agree
...The school community, including parents and stakeholders, is involved in supporting resource needs.	6.55	0.73	Strongly Agree
...Mobilized resources are used sustainably to maintain long-term success of school initiatives.	6.45	0.73	Strongly Agree
Overall mean		6.48	
SD		0.75	
Verbal Interpretation	Very High		

Table 13 presents the success of school initiatives in resource mobilization. It outlines several statements that describe how schools identify, manage, and sustain resources to support educational programs and projects. The overall

weighted mean of 6.48, with a standard deviation of 0.75, indicates a Very High Level of Success in resource mobilization. This finding demonstrates that schools are highly effective in securing, allocating, and sustaining resources to support their initiatives.

The findings reveal that respondents strongly agree that the school head effectively identifies and utilizes available school resources to support initiatives, while the school actively seeks external partnerships to enhance program implementation. Teachers are encouraged to contribute ideas for generating and managing resources, and the school efficiently allocates financial, material, and human resources for projects. Respondents also affirm that transparency and accountability are ensured in the use of mobilized resources, that parents and stakeholders are involved in supporting resource needs, and that mobilized resources are used sustainably to maintain the long-term success of school initiatives. These results highlight the school's strong capacity to mobilize and manage resources effectively.

The results of the study indicate that successful resource mobilization depends on strategic planning, leadership oversight, and active involvement of teachers and the community. By efficiently allocating financial, material, and human resources and by fostering stakeholder participation, the school ensures the sustainability and effectiveness of its initiatives. Transparent and accountable practices further strengthen trust and engagement among staff and stakeholders.

Table 14. Level of Success of School initiatives in terms of Student Engagement

STATEMENTS	MEAN	SD	REMARKS
...Students actively participate in school initiatives.	6.45	0.67	Strongly Agree
...School projects spark student interest and involvement.	6.56	0.79	Strongly Agree
...Students demonstrate enthusiasm during school activities.	6.45	0.73	Strongly Agree
...School initiatives improve students' learning experiences.	6.59	0.67	Strongly Agree
...Students take responsibility in achieving school initiative goals.	6.42	0.75	Strongly Agree
...Student feedback is considered in planning initiatives.	6.56	0.68	Strongly Agree
...Students show positive behavior changes due to school programs.	6.46	0.75	Strongly Agree
Overall mean		6.50	
SD		0.72	
Verbal Interpretation			Very High

Table 14 presents the level of success of school initiatives in terms of student engagement. It outlines several statements that describe how students participate in, respond to, and benefit from school programs and activities.

The overall weighted mean of 6.50, with a standard deviation of 0.72, indicates a Very High Level of Success in student engagement. This finding demonstrates that students are not only active participants but also co-creators of school initiatives, with their involvement contributing significantly to the effectiveness and sustainability of programs.

The findings reveal that respondents strongly agree that students actively participate in school initiatives and that school projects spark student interest and involvement.

Teachers affirmed that students demonstrate enthusiasm during school activities and that initiatives improve their learning experiences. They also agree that students take responsibility in achieving school initiative goals, that student feedback is considered in planning initiatives, and that students show positive behavior changes as a result of school programs. These results highlight the strong role of student engagement in ensuring the success of school initiatives.

The study confirmed that student engagement is a critical factor in the success of school initiatives. Active participation, enthusiasm, responsibility, and feedback involvement enhance the effectiveness and sustainability of programs, creating a dynamic learning environment. Engagement not only promotes academic achievement but also develops students' social responsibility and ownership of their learning.

Table 15. Level of Success of School Initiatives in terms of Teachers' Participation

STATEMENTS	MEAN	SD	REMARKS
...Teachers willingly participate in school initiatives.	6.48	0.69	Strongly Agree
...Teachers support the objectives of new school programs.	6.65	0.65	Strongly Agree
...Teachers feel ownership of initiatives implemented in the school.	6.49	0.74	Strongly Agree
...Teachers believe that initiatives contribute to school improvement.	6.64	0.64	Strongly Agree
...Teachers are motivated to sustain school projects.	6.49	0.72	Strongly Agree
...Teachers collaborate to ensure initiatives succeed.	6.56	0.76	Strongly Agree
...Teachers advocate for the continuation of successful programs.	6.50	0.70	Strongly Agree
Overall mean		6.54	
SD		0.70	
Verbal Interpretation			Very High

Table 15 presents the level of success of school initiatives in terms of teachers' participation. It outlines several statements that describe how teachers perceive their involvement, ownership, and motivation in supporting school programs and projects.

The overall weighted mean of 6.54 with a standard deviation of 0.70 indicates a Very High Level of Success in terms of teachers' participation. This finding demonstrates that teachers perceive themselves as highly engaged partners in school improvement, with consistent practices of collaboration, ownership, and advocacy.

The findings reveal that respondents strongly agree that teachers willingly participate in school initiatives and support the objectives of new programs. They feel a sense of ownership of initiatives implemented in the school and believe that these contribute to overall school improvement. Teachers also affirm that they are motivated to sustain school projects, collaborate to ensure initiatives succeed, and advocate for the continuation of successful programs. These results highlight teachers' strong commitment to actively engage in and sustain school initiatives.

The study found that teacher participation is a key driver of the success of school initiatives. When teachers actively contribute, collaborate, and feel ownership of programs,

school initiatives are more likely to be implemented effectively and sustained over time. High participation also enhances collective responsibility, strengthens program continuity, and supports the overall improvement of the school environment.

*Level of Success of School Initiatives in terms of Technological Capacity*

Table 16 presents the level of success of school initiatives in terms of technological capacity. It outlines several statements that describe how schools utilize, provide, and sustain technology to support educational programs and initiatives.

Table 16. Level of Success of School Initiatives in terms of Technological Capacity

STATEMENTS	MEAN	SD	REMARKS
...The school uses technology effectively in implementing initiatives.	6.38	0.74	Strongly Agree
...Teachers are equipped with digital tools to support school programs.	6.55	0.74	Strongly Agree
...School initiatives integrate technology in teaching and learning.	6.40	0.72	Strongly Agree
...The school provides teachers with training on digital tools.	6.50	0.73	Strongly Agree
...Technology resources are accessible and reliable in the school.	6.34	0.79	Strongly Agree
...School leaders support investment in technological upgrades.	6.50	0.78	Strongly Agree
...The school maximizes the use of ICT to improve program outcomes.	6.36	0.79	Strongly Agree
Overall mean	6.43		
SD	0.65		
Verbal Interpretation	Very High		

The findings reveal that respondents strongly agree that the school uses technology effectively in implementing initiatives and that teachers are equipped with digital tools to support school programs. They affirm that school initiatives integrate technology into teaching and learning, that teachers receive training on digital tools, and that technology resources are accessible and reliable within the school. Respondents also agree that school leaders support investment in technological upgrades and that the school maximizes ICT in improving program outcomes. These results highlight the school's strong commitment to integrating technology into its improvement efforts. The overall weighted mean of 6.43, with a standard deviation of 0.65, indicates a Very High Level of Success in technological capacity. This finding demonstrates that schools are highly effective in leveraging technology to enhance teaching, learning and program implementation.

The study's findings revealed that effective integration of technology into school initiatives enhances program implementation, teacher performance, and learning outcomes. Providing teachers with access to digital tools, relevant training, and reliable resources ensures that ICT is not only available but also meaningfully utilized to support teaching, learning, and administrative tasks. Leadership support in investing in technology further strengthens the sustainability and efficiency of school initiatives.

*The Gender of the School Head Significantly Influences the Relationship between the Distributed Leadership Practices and Teachers' Morale*

Distributed leadership significantly improves teachers' morale, motivation, and engagement. Harris et al. (2022) emphasized that distributed leadership fosters shared responsibility, collaboration, and empowerment, which enhances teachers' sense of ownership and professional satisfaction. When leadership functions are shared, teachers feel more valued, which directly contributes to higher morale, as evidenced by a statistically significant positive relationship.

Table 17. The Gender of the School Head Significantly Influences the Relationship between the Distributed Leadership Practices and Teachers' Morale

Moderation Analysis of Distributed Leadership Practices (DLP) and Gender on Teachers' Morale						
Moderation Estimates						
	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Distributed Leadership Practices (DLP)	0.87384	0.0345	0.8062	0.9415	25.322	<.001
Gender	-0.01961	0.0344	-0.0869	0.0477	-0.5709	0.568
Distributed Leadership Practices (EDLP)*Gender	0.00343	0.087	-0.1672	0.174	0.0394	0.969
Simple Slope Estimates						
	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Average	0.874	0.0345	0.806	0.941	25.3	<.001
Low (-1SD)	0.872	0.0652	0.744	1	13.4	<.001
High (+1SD)	0.875	0.0387	0.8	0.951	22.6	<.001

Note. shows the effect of the predictor (A) on the dependent variable (B) at different levels of the moderator (D)

From the results, distributed leadership practices have a statistically significant effect on teachers' morale (Estimate = 0.87384, SE = 0.0345, Z = 25.332, p < 0.001). Since the results show a positive value, this means that as distributed leadership practices increase, teachers' morale is more likely to increase. Since the 95% CI (0.8062, 0.9415) does not include zero, this indicates that the relationship is reliable and significant. Therefore, if teachers and school heads share some responsibilities in decision-making, they are more likely to feel valued and motivated. On the other hand, the gender of the school head does not have a significant direct impact on teachers' morale (estimate = -0.01961, SE = 0.0344, Z = -0.5709, p = 0.568). The high p-value indicates that the gender of the school head does not significantly influence teachers' morale. The interaction effect of distributed leadership practices and gender (DLP x Gender) is also not statistically significant (Estimate = 0.00343, SE = 0.087, Z = 0.0394, p = 0.969). This shows that gender does not moderate the relationship between distributed leadership practices and teachers' morale. The positive effect of distributed leadership

practices on teachers' morale is consistent regardless of the school head's gender. The simple slope also confirms this finding, as at the average level of the moderator variable, the relationship between distributed leadership practices and teachers' morale remains positive and significant (Estimate = 0.874,  $p < .001$ ). At low levels of the moderator variable, that is, at -1 SD, the relationship also remains positive and statistically significant (estimate = 0.872,  $p < .001$ ), as does the relationship at high levels of the moderator variable, that is, at +1 SD, where the relationship remains positive and statistically significant (estimate = 0.875,  $p < .001$ ).

Overall, distributed leadership practices have a crucial effect on teachers' morale in schools, while the gender of the school head does not significantly alter this relationship. This implies that in school settings, it is not the gender of school leaders that should be emphasized in improving school performance, but rather distributed leadership practices and shared responsibilities.

Table 18. The Gender of the School Head Significantly Influences the Relationship between the Distributed Leadership Practices and School Initiative  
Moderation Analysis of Distributed Leadership Practices (DLP) and Gender on School Success  
Moderation Estimates

	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Educational Leadership Practices	0.89985	0.0371	0.8271	0.9726	24.2325	<.001
Gender	-0.00114	0.037	-0.0736	0.0713	-0.031	0.975
Distributed Leadership Practices *Gender	0.05098	0.0937	-0.1326	0.2345	0.5443	0.586

Simple Slope Estimates

	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Average	0.9	0.0372	0.827	0.973	24.2	<.001
Low (-1SD)	0.876	0.0702	0.738	1.013	12.5	<.001
High (+1SD)	0.924	0.0417	0.842	1.006	22.2	<.001

Note. shows the effect of the predictor (A) on the dependent variable (C) at different levels of the moderator (D)

Table 18 shows the results of the moderation test on whether the gender of the school head is a significant moderator of the relationship between Distributed Leadership Practices (DLP) and school success.

The results show that educational leadership practices have a strong positive effect on school success (Estimate = 0.89985, SE = 0.0371, Z = 24.2325,  $p < .001$ ). This implies that schools that practice higher levels of distributed leadership practices are more likely to achieve higher levels of school success.

The confidence interval (0.8271 to 0.9726) does not include 0, further confirming that the relationship is reliable and significant. This finding implies that when leadership is shared among teachers, administrators, and other members of the school community, it positively affects the school's overall success and effectiveness.

Conversely, the school heads' gender does not have a significant effect on school success (Estimate = -0.00114, SE = 0.037, Z = -0.031,  $p = 0.975$ ). The high p-value indicates that differences between male and female school heads do not significantly influence school success in this study. Moreover, the interaction effect of distributed leadership practices and gender (DLP x Gender) is also not significant (Estimate = 0.05098, SE = 0.0937, Z = 0.5443,  $p = 0.586$ ). This implies that gender does not moderate the relationship between distributed leadership practices and school success. In other words, the positive effect of distributed leadership practices on school success is similar regardless of whether the school head is male or female.

This result is further supported by the simple-slope analysis. The effect of distributed leadership practices for school success still shows a positive sign and is significant at different levels of the moderator, including the average level (Estimate = 0.900,  $p < .001$ ), low level (-1 SD (Estimate = 0.876,  $p < .001$ ), and high level (+1 SD (Estimate = 0.924,  $p < .001$ ). The results show that distributed leadership practices affect school success, and the effect's strength does not differ across levels of the moderator.

The results indicate that distributed leadership practices are significant for promoting school success, whereas gender does not have a significant effect on it.

*The Educational Attainment of the School Head Significantly Influences the Relationship between the Distributed Leadership Practices and Teachers' Morale*

Table 19 presents the results of the moderation analysis to determine whether the school head's educational attainment has a significant moderating effect on the relationship between Distributed Leadership Practices (DLP) and teachers' morale.

The findings indicate that distributed leadership practices have a strong positive influence on teachers' morale (Estimate = 0.91952, SE = 0.0337, Z = 27.325,  $p < .001$ ). The positive estimate indicates that increased distributed leadership practices are associated with higher teachers' morale. The 95% confidence interval (0.85356 to 0.9855) does not include zero, indicating that the relationship is statistically significant. This implies that when leadership roles, responsibilities, and decision-making activities are shared among teachers and school administrators, teachers feel valued and motivated, which positively impacts their morale.

In contrast, the educational attainment level of the school head does not have a significant direct effect on teachers' morale (Estimate = -0.0083, SE = 0.0203, Z = -0.409,  $p = 0.683$ ). This is due to the high p-value, indicating that differences in educational attainment among school heads do not significantly affect teachers' morale.

Table 19. The Educational Attainment of the School Head Significantly Influences the Relationship between the Distributed Leadership Practices and Teachers' Morale

Moderation Analysis of Distributed Leadership Practices (DLP) and Education on Teachers Morale  
Moderation Estimates

	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Distributed Leadership Practices	0.91952	0.0337	0.85356	0.9855	27.325	< .001
Education	-0.0083	0.0203	-0.04808	0.0315	-0.409	0.683
EDLP*Education	0.07988	0.0385	0.00451	0.1553	2.077	0.038

  

Simple Slope Estimates						
	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Average	0.92	0.0338	0.853	0.986	27.2	< .001
Low (-1SD)	0.859	0.0519	0.757	0.96	16.5	< .001
High (+1SD)	0.98	0.0363	0.909	1.051	27	< .001

Note. shows the effect of the predictor (A) on the dependent variable (B) at different levels of the moderator (E)

However, the interaction effect between distributed leadership practices and educational attainment (DLP x Education) is significant (Estimate = 0.07988, SE = 0.0385, Z = 2.077, p = 0.038). This emphasizes that teachers' morale is significantly influenced by the educational attainment of school heads. In other words, the level of educational attainment among school heads enhances the impact of distributed leadership practices on teachers' morale.

The simple slope analysis also confirms this moderating effect. At the average level, the relationship between distributed leadership practices and teachers' morale remains positive and significant (Estimate = 0.92, p < .001). Similarly, at the low value (-1 SD) of educational attainment, the relationship remains significant (Estimate = 0.859, p < .001), and at the high value (+1 SD), the relationship is even stronger (Estimate = 0.98, p < .001). These findings indicate that distributed leadership practices consistently have a positive effect on teachers' morale, but the impact is stronger when the school head has a higher level of education.

Overall, the findings indicate that distributed leadership practices influence the role in improving teachers' morale, and this effect can be further reinforced by the educational qualifications of the school head. This means that school leaders with higher educational qualifications may be able to effectively implement distributed leadership strategies in their institutions, thereby improving teachers' morale. Therefore, educational institutions may consider encouraging their school heads to undertake further professional development while also encouraging the use of distributed leadership strategies to improve teachers' morale and effectiveness.

The results show that distributed leadership practices have a strong and statistically significant positive relationship with school success (Estimate = 0.8641, SE = 0.0372, Z = 23.2, p < .001). The positive estimate shows that as distributed leadership practices increase, school success also increases. Additionally, the 95% confidence interval (0.79109 to 0.9371) does not include zero, indicating that the relationship is statistically significant. This implies that sharing leadership responsibilities and decision-making between members of the school community improves the school's success and effectiveness.

Table 20. The Educational Attainment of the School Head Significantly Influences the Relationship between the Distributed Leadership Practices and School Initiative

Moderation Analysis of Distributed Leadership Practices (DLP) and Education on School Success Moderation Estimates						
	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Distributed Leadership Practices	0.8641	0.0372	0.79109	0.9371	23.2	< .001
Education	-0.0295	0.0225	-0.07354	0.0145	-1.31	0.189
DLP*Education	0.0736	0.0426	-0.00979	0.1571	1.73	0.084

  

Simple Slope Estimates						
	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Average	0.864	0.0374	0.791	0.937	23.1	< .001
Low (-1SD)	0.808	0.0574	0.696	0.921	14.1	< .001
High (+1SD)	0.92	0.0401	0.841	0.999	22.9	< .001

Note. shows the effect of the predictor (A) on the dependent variable (C) at different levels of the moderator (E)

On the other hand, the educational attainment of the school head does not have a significant direct effect on the school's success (Estimate = -0.0295, SE = 0.0225, Z = -1.31, p = 0.189). The high value of p indicates that the impact of school heads' educational attainment on school success is not significant in isolation. Furthermore, the interaction effect of distributed leadership practices and educational attainment (DLP x Education) is also not significant (Estimate = 0.0736, SE = 0.0426, Z = 1.73, p = 0.084). This indicates that the school head's educational attainment is not a significant moderator of the relationship between distributed leadership practices and the school's success.

The simple slope analysis also verifies these results. At the average level of educational attainment, there is a positive and significant relationship between distributed leadership practices and school success (Estimate = 0.864, p < .001). Likewise, at the low level (-1 SD) of educational attainment, the relationship is still significant (Estimate = 0.808, p < .001), and at the high level (+1 SD), the relationship is also positive and significant (Estimate = 0.920, p < .001). These findings show that distributed leadership practices are consistently associated with school success, regardless of the educational attainment of the school head.

Overall, the distributed leadership practices can help improve school success. However, the educational level of the school head does not significantly influence the strength of the association between distributed leadership practices and improved school success. This indicates that, although distributed leadership is effective in improving school success, its effectiveness does not rely on the educational level of the school head.

#### Correlation between Distributed Leadership Practices and Teachers' Morale

The data in Table 21 revealed a strong, statistically significant relationship between the extent of distributed

leadership practices and teachers' morale across all measured dimensions.

All correlation coefficients range from 0.540 to 0.834 and are significant at  $p < .001$ , indicating a very high level of statistical confidence. This means that as distributed leadership practices increase, teachers' morale

correspondingly improves. The findings suggest that schools that actively implement shared leadership structures tend to foster more positive working environments, stronger collegial relationships, greater professional growth opportunities, enhanced professional pride, stronger perceptions of leadership support, and higher job satisfaction.

Table 21. Correlation between Distributed Leadership Practices and Teachers' Morale

Extent of Distributed Leadership Practices	Level of Teacher's Morale					
	WE	IR	Prof. Growth Opp.	Prof. Pride	Leadership Support	Job Satisfaction
<b>Shared Decision-Making</b>	0.612***	0.752***	0.718***	0.540***	0.597***	0.603***
<b>p-value</b>	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$
<b>Collaborative Culture</b>	0.669***	0.765***	0.728***	0.610***	0.654***	0.670***
<b>p-value</b>	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$
<b>Leadership Capacity Building</b>	0.714***	0.790***	0.780***	0.680***	0.723***	0.761***
<b>p-value</b>	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$
<b>Accountability and Responsibility</b>	0.791***	0.816***	0.834***	0.798***	0.806***	0.673***
<b>p-value</b>	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 22. Correlation between Distributed Leadership Practices and School Initiative

Extent of Distributed Leadership Practices	Level of Success of School Initiatives					
	SIP Imp.	S-C E	RM	SE	TP	TC
<b>Shared Decision-Making</b>	0.655***	0.556***	0.727***	0.708***	0.738***	0.703***
<b>p-value</b>	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$
<b>Collaborative Culture</b>	0.772***	0.646***	0.717***	0.698***	0.717***	0.681***
<b>p-value</b>	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$
<b>Leadership Capacity Building</b>	0.818***	0.696***	0.768***	0.706***	0.719***	0.745***
<b>p-value</b>	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$
<b>Accountability and Responsibility</b>	0.839***	0.740***	0.833***	0.812***	0.796***	0.773***
<b>p-value</b>	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Specifically, shared decision-making demonstrates moderate to strong positive correlations with all aspects of teachers' morale, ranging from 0.540 to 0.752. The strongest association is with interpersonal relationships ( $r = 0.752$ ), indicating that when teachers are actively involved in school decision-making, collegial bonds and collaboration are strengthened. Even the lowest correlation, found with professional pride ( $r = 0.540$ ), still reflects a meaningful positive relationship. This suggests that participative leadership practices contribute significantly to teachers' sense of belonging, value, and engagement within the school organization.

Collaborative culture also shows strong positive correlations with teachers' morale, with coefficients ranging from 0.610 to 0.765. The strongest relationship again appears in interpersonal relationships ( $r = 0.765$ ), reinforcing the idea that a collaborative environment enhances teamwork and mutual support among teachers. Additionally, strong associations with professional growth opportunities ( $r = 0.728$ ) and job satisfaction ( $r = 0.670$ ) indicate that collaborative schools provide conditions that motivate teachers to grow professionally and feel satisfied in their roles. This implies that fostering teamwork and shared responsibility directly contributes to higher levels of morale.

Leadership capacity building demonstrates consistently strong correlations, ranging from 0.680 to 0.790. The strongest relationships are found with interpersonal relationships ( $r = 0.790$ ) and professional growth opportunities ( $r = 0.780$ ),

suggesting that when school leaders intentionally develop teachers' skills and leadership potential, teachers experience greater professional fulfillment and collegial cohesion. The strong correlation with job satisfaction ( $r = 0.761$ ) further indicates that investing in teacher development enhances overall morale and commitment to the organization.

Among the four dimensions, accountability and responsibility exhibit the strongest correlations, ranging from 0.673 to 0.834. The highest coefficient in the entire table is between accountability and professional growth opportunities ( $r = 0.834$ ), followed closely by leadership support ( $r = 0.806$ ) and working environment ( $r = 0.791$ ). These results imply that when accountability systems are clear and responsibilities are shared, teachers feel empowered, supported, and professionally engaged. Rather than creating pressure, structured accountability within a distributed leadership framework appears to strengthen morale by clarifying expectations and promoting trust.

*Correlation between Distributed Leadership Practices and School Initiative*

The results in Table 22 indicate that distributed leadership practices are significantly and positively correlated with the success of various school initiatives.

All correlations are statistically significant at  $p < .001$ , with values ranging from moderate (0.556) to very strong (0.839). This means that schools with higher levels of distributed leadership where leadership functions are shared

among teachers and leaders tend to report greater success in implementing School Improvement Plans (SIP), engaging the school community, mobilizing resources, fostering student engagement, strengthening teachers' participation, and enhancing technological capacity.

Shared decision-making shows moderate to strong positive relationships with all success indicators of school initiatives, with correlation coefficients ranging from 0.556 to 0.738. The strongest relationship is observed with teachers' participation ( $r = 0.738$ ), suggesting that when teachers are involved in decision-making, they are more invested and active in school programs. This also appears to elevate student engagement ( $r = 0.708$ ) and successful implementation of resource mobilization ( $r = 0.727$ ). These patterns reinforce the notion that participative leadership fosters a sense of ownership and shared agency, which in turn enhances initiative outcomes.

Collaborative culture exhibits strong positive correlations with the success of school initiatives, ranging from 0.646 to 0.772. The highest association with SIP implementation ( $r = 0.772$ ) indicates that teamwork, mutual trust, and shared goals provide a firm foundation for implementing improvement plans. Strong relationships among teachers, participation, resource mobilization, and student engagement further reinforce the idea that a culture of collaboration creates an environment where collective efforts are more effective and sustained.

Leadership capacity building also displays strong correlations with all dimensions of school initiative success (0.696 to 0.818). The strongest association is with SIP implementation ( $r = 0.818$ ), followed by technological capacity ( $r = 0.745$ ) and resource mobilization ( $r = 0.768$ ). This suggests that when school leaders focus on building the leadership skills and competencies of teachers and stakeholders, the school becomes more adaptive, creative, and capable of managing complex tasks and innovations. Developed leadership capacity enhances strategic planning, instructional improvement, and technology integration crucial for modern educational initiatives.

Accountability and responsibility demonstrate the strongest overall relationships with school initiative success, ranging from 0.740 to 0.839. The strongest correlation in the entire table is with SIP implementation ( $r = 0.839$ ), followed by resource mobilization ( $r = 0.833$ ) and student engagement ( $r = 0.812$ ). These results suggest that when roles are clearly defined and stakeholders are accountable within a distributed leadership framework, school initiatives run more effectively and achieve better outcomes. Strong accountability encourages clear communication, performance ownership, and sustained effort toward common goals.

#### IV. CONCLUSION AND RECOMMENDATIONS

There is no significant relationship between the distributed leadership and the school head's gender. Thus, the null hypothesis regarding the moderating effect of the School Head's gender is accepted, as gender does not significantly alter the relationship. Therefore, distributed leadership consistently promotes higher teacher morale, independent of the school head's gender.

There is no significant relationship between the distributed leadership practices and school initiatives on the school head's gender. Therefore, the null hypothesis regarding the moderating effect of the School Head's gender is accepted, as gender does not significantly influence this relationship. In summary, distributed leadership consistently supports the success of school initiatives, regardless of the school head's gender.

There is a significant relationship between the distributed leadership practices and teachers' morale on the school heads educational attainment. Thus, the null hypothesis that the school head's educational attainment does not moderate this relationship is rejected, as the analysis indicates that higher on teachers' morale. Therefore, distributed leadership is effective in improving teacher morale, and its impact is enhanced when the school head possesses higher educational qualifications.

There is no significant relationship between the distributed leadership practices and school initiative regarding the moderating role of the school head's educational attainment. Therefore, the null hypothesis is accepted, as educational level does not significantly alter the impact of distributed leadership on school initiatives. Therefore, distributed leadership effectively drives the successful implementation of school programs and projects, and this effect is consistent regardless of the school head's educational qualifications.

There is a significant relationship between the distributed leadership practices and teachers' morale, leading to the rejection of the null hypothesis that no relationship exists. Schools that implement shared leadership structures through shared decision-making, collaborative culture, leadership capacity building, and clear accountability.

There is a significant relationship between the findings, indicating that distributed leadership practices and school initiatives, leading to the rejection of the null hypothesis that no significant relationship exists. Schools that implement shared decision-making, foster a collaborative culture, build leadership capacity, and ensure accountability experience greater teacher participation, stronger student engagement, effective resource mobilization, and successful implementation of School Improvement Plans. These practices enhance strategic planning, teamwork, technological integration, and role clarity, demonstrating that distributed leadership is a critical driver of school initiative success and overall institutional effectiveness.

Based on the results and findings of this study, the following recommendations are proposed:

Teachers are encouraged to actively participate in distributed leadership practices by engaging in collaborative decision-making, supporting school initiatives, and contributing ideas that promote school improvement. Their active involvement can further strengthen teacher morale, teamwork, and the successful implementation of school programs.

School heads may continue promoting distributed leadership by empowering teachers, encouraging shared responsibility, and fostering a collaborative school culture. They are also encouraged to pursue continuous professional

development or higher educational attainment to enhance leadership effectiveness and further strengthen teacher morale.

Curriculum designers are encouraged to integrate leadership development, collaboration, and shared accountability into professional learning programs and teacher training curricula. Embedding concepts of distributed leadership and collaborative practices in teacher education and professional development can help prepare educators to actively participate in school initiatives and contribute to effective school improvement efforts.

Future researchers may expand this study by including a larger and more diverse group of respondents and by examining other factors such as leadership experience, school climate, or teacher empowerment. They may also use qualitative or mixed-method approaches to gain deeper insights into distributed leadership practices in schools.

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