



## DISTRIBUTED LEADERSHIP AMONG SCHOOL PRINCIPALS IN THE EASTERN REGION AND ITS RELATIONSHIP TO TEACHERS' JOB SATISFACTION

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### Abstract

The study aimed to reveal the degree of public-school principals in the Eastern Province practicing distributed leadership from the teachers' point of view, and its relationship to their job satisfaction. Besides, Knowing the impact of distributed leadership on teachers' job satisfaction. The study sample consisted of (361) male and female teachers who were randomly chosen. The study used the descriptive analytical and correlative approach for its relevance to the nature of this study. To achieve the objectives of the study, a questionnaire was built consisting of the distributed leadership of the school principals and the job satisfaction of teachers. The results of the study indicated that there was a high effect of the school's vision on the distributed leadership, and there was a very high impact of school's organization and culture on the degree of practicing distributed leadership, and there is also a high impact of the nature of leadership practices in the distributed leadership; moreover, the school, the job and the current principal have achieved a very high level of job satisfaction among employees. There is also an agreement on the role of each of the future career and job advantages in achieving job satisfaction. There is a strong direct correlation between the degree of school leaders' practice of distributed leadership and the level of teachers' overall job satisfaction.

*Keywords:* Distributed Leadership; School Principals; Public Schools and Teacher's Job Satisfaction.

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**Introduction:**

The nature of leadership is one of the most important topics in organizations of all kinds. Administrative leadership almost became the main criterion that determines the success or failure of organizations in achieving the desired goals (Al-Mikhlaifi, 2017), one of the most important factors that lead to an increase in the level of organizational performance, success and progress (Kulachai et al., 2018). In recent years, various organizations have witnessed a tangible development in the use of modern leadership approaches to carry out modern functions in planning, policymaking, decision-making, control, division of performance, addressing and solving administrative problems. (Abu Zar, 2015). One of the most important of these was the entrance to distributed leadership where the traditional leadership style has become already unable to confront and overcome the problems of work considering modern changes (Jouda et al., 2016).

Al-Arabid (2010), Shatha (2018); Grenda (2011) and Marlar (2015) indicated that the traditional leadership patterns in educational institutions are no longer able to face contemporary problems and challenges as well as the rapid developments in the fields of knowledge, and it has become necessary to adopt a leadership pattern that depends on participation in making and taking appropriate decisions to carry out the required educational and learning tasks to the fullest. The pattern centered around the principal, or the administration being restricted to specific individuals, is no longer appropriate for conducting administrative work within the school at the present time, which requires searching for other new and developed patterns that fit the nature of this era, to achieve high performance efficiency (Al-Khuzairi, 2010). Distributed leadership is based on the idea of sharing leadership within the organization, and leadership should not be concentrated in the hands of one person; It also calls for the abandonment of traditional leadership methods that are based on the idea of the one leader (Al-Zaki and Burhammad, 2011). Bush (2011), Crawford (2012) and Ajwa (2012) emphasizes that distributed leadership is one of the best entrances to development that contributes to improving and developing organizations in general and educational organizations in particular (Berjaoui, & Rima Karami-Akkary, 2019 and Bush, 2012), which places distributed leadership in a unique location (Van Dierendonck, 2014), and more popular and desired by researchers and experts (Coetzer et al., 2017). Despite criticism of distributed leadership as lacking clarity for being "loose" or "vague"; or being an umbrella term that is not conceptually clear (Tian et al., 2015)

The nature of leadership also has a significant impact on the job satisfaction of employees, and this will directly affect their behavior at work (Adiguzel et al., 2012 and Steel et al., 2019). For this reason, several studies such as Rarib (2013) confirmed that the lack of participation in decision-making leads to a decrease in job satisfaction among workers in the organization, which is reflected on their loyalty and performance. The results of previous studies showed that distributed leadership is a predictive, important and positive factor in the job satisfaction of teachers (Kılınc, 2014).

## Theoretical Framework

- **Distributed Leadership: The problem of the term (ambiguity, diversity and differentiation in the term):**

There is no unanimous agreement on the definition of distributed leadership (Cherkowski & Brown, 2013). Rather, the definitions reach conflicting and divergent interpretations of what the concept of distributed leadership means (Leithwood et al., 2007). A group of researchers and theorists believe that the concept of distributed leadership overlaps with other concepts Close to it, and such as these (Leithwood et al., 2007; Goksoy, 2016; Fusco et al., 2015 and Robinson, 2009). Examples of these concepts are: delegated leadership or shared leadership, "collaborative leadership" leadership", "delegated leadership", "dispersed leadership", "democratic leadership", authoritative leadership, transformational leadership, team leadership in some cases, such terms may be used interchangeably (National College for School Leadership, 2012).

Therefore, there are many definitions that dealt with the concept of distributed leadership. Harris defines distributed leadership as "a method of exercising leadership within the organization and includes all formal and informal forms, and is not restricted by a hierarchy" (Harris, 2011). (Bennett et al., 2003) defines it as "a formula that allows for the de-concentration of leadership in the hands of one person and the opportunity for other members of the school community to assume leadership roles in the place in which they are located, participate in the decision-making process and become part of a framework leadership in the school. (Rivers, 2010) believes that the responsibility of the leader in the distributed style is to organize the diversity of experiences among the workers in the organization in an effective system so that the skill of one person can be complementary to the other, in order to move the entire organization forward; it reduces the role of the leader by involving members of the organization in the leadership process (Al-Hariri, 2015). It is important to remember that leaders and followers are dynamic and flexible terms, which means that an individual who is a follower in one activity can be a leader in another (Grenda, 2011). In general, distributed leadership means that there are multiple leaders, and that leadership activities are widely distributed among groups and within groups (Alma, 2007).

Accordingly, there are those who see that distributed leadership is not something that one individual does for others, and it is not a group of individual actions, but rather it is the activity of the group that operates within a set of interrelationships, rather than individual work (Al-Mikhlaifi, 2021). Al-Zaki and Burhammad (2011) See that the distributed leadership is not just a hierarchical form of authority, nor is it simply giving others leadership tasks and responsibilities. Rather, it means that leadership practices take place through interaction and cooperation between workers, and the participation of subordinates in making decisions related to work (Younis, 2015), but that distributed leadership calls for that any person can become a leader provided that he has the necessary knowledge and ideas (Du, 2013).

- **Dimensions and characteristics of distributed leadership**

Several studies have addressed the basic dimensions of distributed leadership, and (Leithwood et al., 2007) identified them in three different dimensions: school organization, school vision, and school leadership; While the study of (Davis, 2009) identified the dimensions of distributed leadership in seven different dimensions: school organization, school vision, school culture, educational program, outcomes, teacher leaders, and principal's leadership (Ersozlu & Ulusoy, 2016). While (Woods, 2015) sees the dimensions of distributed leadership: by sharing power, inclusive participation and shared responsibility in decision-making, providing opportunities for shared leadership, and the freedom to exchange views.

While West Chester University (2007), Al-Bishr (2016) and Saimeh (2017) listed a number of characteristics of distributed leadership such as: Distributed leadership brings success in dealing with problems, threats and change, and encourages the use of new, unconventional methods; errors often lead to discovering valuable new approaches and directions, and not everyone is a decision-maker, but everyone is considered an expert who contributes his experience to the decision-making process. Distributed leadership is not intended for individuals who are outside the group norm or who prefer to work alone. It is concerned with cooperation and trust, not competition between units and departments. It allows each individual to make his job more effective, efficient, and more important, and under distributed leadership, each individual has value, influence, and importance in accomplishing the work. All individuals are accountable for their contributions to collective outcomes, and that differences in experience, rather than differences in formal authority, underpin relationships of responsibility and mutual accountability.

- **Job Satisfaction**

The term job satisfaction has been defined by many researchers in different ways, as the job satisfaction is the most common variable in industrial organizational psychology and often included in all types of research (Mishra, 2013). According to one of the most widely accepted definitions, job satisfaction is "a pleasant state or positive emotional state in an individual resulting from job evaluation or job experiences" (Locke, 1976). According to Newstrom and Davis (1993), the job satisfaction is the state of satisfaction or dissatisfaction with the employee concerned with the job. While Williams (2011) defines job satisfaction as a person's reaction to a job resulting from the comparison of desired, expected, or earned results. Robbins & Judge (2010) defined job satisfaction as favorable or unfavorable to how employees see their work. Cho Vincent et al., (2012) defined job satisfaction as the central structure in studies of organizational behavior as it is closely related to the interests and concerns associated with work and the results of general organizations such as high levels of performance, organizational commitment, work freely and life satisfaction in general. While Griffin et al., (2010) defines job satisfaction as the extent to which individuals love their jobs, satisfaction is a satisfactory

or positive state resulting from an individual's job evaluation (Carter, 2010), as Hajjaj (2007) defined it as "a set of positive or negative feelings in which workers express their work." While Al-Omari (2019) indicated that job satisfaction "is a dependent variable that refers to a feeling or state of feeling that the individual carries towards his job." whereas (Sayed, 2005) defined job satisfaction as a positive attitude towards the job that the worker performs, as he feels satisfied with the various environmental, social, economic and administrative factors related to his job. Mishra (2013) believes that job satisfaction is a combination of psychological, and environmental conditions that satisfy a person's work experiences, they are pleasant situations resulting from the evaluation of one's own work. It is an active reaction to one's work and a positive attitude towards one's job.

Al-Ali (2018) indicated that there are reasons for job satisfaction among teachers, such as incentives, wages, rewards, promotions, supervision justice, work organization rules, flexibility, independence, and different working conditions. Job satisfaction with supervision is one of the most important behavioral issues that leaders face in the workplace. It is the set of feelings or emotional responses of organization members related to the functional situation within the organization (Mukhtar, 2013). An employee with higher levels of organizational satisfaction has a lower tendency to look for another job and a lower tendency to leave (Judge et al., 2011).

- **The importance of job satisfaction**

Employee job satisfaction is critical to an organization (Cote, Lauzier, & Stinglhamber, 2020), as it significantly affects the productivity of the organization (Ghasemizad et al., 2013). An employee with a high level of job satisfaction usually has a low level of intention to leave the organization, which makes him more productive (Aziri, 2011). Therefore, studying and discussing job satisfaction is an essential and important thing for any organization because there is a problem related to job satisfaction among employees.

This will affect the overall performance of the institution itself if it is not studied and resolved (Hasanuddin et al., 2021).

- **Dimensions of job satisfaction**

Through the theories and definitions that tried to clarify the meaning of job satisfaction and how it occurs, we find that it takes one of the following two forms:

**General satisfaction:** It is defined as the general tendency of the individual towards his work as a whole. This indicator identifies the qualitative aspects that the employee or worker is satisfied with more than others, nor the amount of that, as well as the aspects that are not originally satisfied, but it is useful in taking a general view of the worker's attitude towards his work in general.

**Qualitative (partial) satisfaction:** It refers to the individual's satisfaction with each aspect separately, and these aspects include the organization's policy, wages, supervision, promotion opportunities, health and social care, working conditions, methods of communication within the

organization and relations with colleagues. Aspects in identifying the sources that can contribute to increasing or decreasing job satisfaction (Faraj, 2020). Indarti et al. (2017) describes job satisfaction in three dimensions, as follows:

1. Social satisfaction is defined as satisfaction in aspects of social relations with people in the work environment such as friendship, respect, treatment, and job security.
2. Intrinsic job satisfaction is defined as one's satisfaction in certain aspects such as depth of work, nature of work, achievement, recognition, development, and growth of the individual.
3. External job satisfaction refers to the employee's feeling about the external aspect of the job such as organizational systems, leadership style, salary, relationship with colleagues, workplace atmosphere, status or prestige, security, and safety in the workplace. As for (Aziri, 2011), he sees that job satisfaction has five main dimensions, which are the nature of the job, compensation and benefits, the position of the leadership and appraisers of the job, the relationship with colleagues, and the opportunity to get a promotion.

- **The study Problem**

In the educational leadership literature, it can be seen that there is a shift from relying solely on the principal to a collaborative approach and participatory decision-making with staff, and there is an increasing focus on models by which leadership roles are allocated to stakeholders in the organization to solve problems and do business more effectively and efficiently in the educational organizations (Fullan, 1993; Weiss & Cambone, 2000) as mentioned in Samancioglu et al., (2020). It is confirmed that the distribution of leadership roles to members of the organization increases the quality of decisions, affects the school positively, and is more effective of other leadership approaches (Berjaoui & Karami-Akkary, 2019; Bush, 2012; Leithwood, Harris, & Hopkins, 2008). Although the concept of distributed leadership has become popular in the literature; there are very few empirical studies examining its effect on organization employees (Spillane, 2008 and Townsend, 2011). Educational and psychological research, such as Maghari's (2009), and Nabih's (2011) indicated the importance of leadership styles, the extent of educational institutions' success and development, and the extent of their direct impact on teachers' morale and job satisfaction, and their motivation to work, both negatively and positively. The subject of job satisfaction has received the attention of many scholars of management and human behavior because they believe that there is a relationship between teachers' satisfaction with their work and their productivity.

Studies in depth with job satisfaction have proven that the level of teachers' productivity and their professional duties towards their communities, their students, and their colleagues is related to the degree of teachers' satisfaction with their profession (Mahafda & Al-Haddad, 2012).

The follower of the results of many of those professional studies that examined the relationship between distributed leadership and satisfaction finds it inconsistent, as a number of studies results

indicated that there are no correlation coefficients between leadership styles and job satisfaction, such as the study of (Alzahrani, 2013 and Williams, 2011), while Some studies have found positive relationships between leadership styles and job satisfaction, such as the study of (Mohammed, & Eleswed, 2013; Innocent Chukwuemeka, 2018 and Hulpia, et al., 2012).

In its vision (2030), the government of the Kingdom of Saudi Arabia emphasizes the importance of developing the educational system with all its components and working to identify best practices through the development of educational leaders to carry out their tasks with high levels of quality and effectiveness, as they are the main arm of educational reform (Saudi Arabia Vision, 2016). Accordingly, there is an increasing importance for the study of distributed leadership among school principals in the eastern region, as well as the satisfaction of their school teachers, and the importance increases with the growing nature of the interrelationship between the pattern of distributed leadership and job satisfaction. Accordingly, the problem of this study is determined in determining the level of application of distributed leadership dimensions in the schools of the eastern region, the degree of job satisfaction of teachers in those schools, and the nature of the relationship between them, and the extent to which is affected by some demographic variables because of the important role of distributed leadership and job satisfaction in improving educational outcomes resulting from the feeling of workers in these schools of more application of distributed leadership and maximizing the level of job satisfaction.

The problem of the study can be crystallized in answering the following main question:

- What is the level of distributed leadership application among school principals and the level of job satisfaction for teachers in the Eastern Province, and what is the nature of the relationship between them?

The following questions arise from this question:

1. What is the degree of practicing distributed leadership by public-school leaders in the eastern region from the teachers' point of view?
2. What is the level of job satisfaction of teachers from the point of view of the study sample members?
3. Is there a statistically significant correlation at the significance level  $\alpha \leq (0.05)$  between the averages of the responses of the study sample members to the degree of school leaders' practice of distributed leadership and their level of job satisfaction?

- **Significance of the study**

The study gains its importance from the vitality of the topic that was addressed, which is distributed leadership and its relationship to the job satisfaction of teachers and the nature of the relationship between these variables, and in order to arouse the interest of the school leadership regarding the

importance of practicing distributed leadership and its role in achieving job satisfaction as well as being the first study conducted at the school level in the eastern region.

- **The delimits of the study**

*The objective delimit:* The study was limited to dealing with the distributed leadership of school leaders in the following dimensions: school vision, school organization, school leadership. The study was limited to the subject of teacher job satisfaction in the following dimensions: (school, job, future career, current school leader, job characteristics).

*Human delimits:* The study was limited to teachers in the eastern region of the Kingdom.

*Spatial delimits:* The study was applied in schools in the eastern region, Kingdom of Saudi Arabia.

*Time delimits:* This study was implemented during the first semester of the school year 2021-2022.

## **Study Methodology and Procedures**

### **1. Study Methodology**

The study used the descriptive analytical and correlational method for its relevance to the nature of this study, which is the method that studies the phenomenon as it is in reality, and does not stop at the mere collection of information and facts, but rather is concerned with classifying, analyzing and studying the relationships among them, then drawing conclusions from them.

### **2. Study Population**

The study population consisted of all teachers in the eastern region, who were (5740) members.

### **3. Study Sample**

The study sample was randomly selected from among the community members. The tool was distributed electronically and manually to all sample members. After examining the responses, it was found that the responses that were valid for statistical analysis amounted to (360) forms, which represent the number of sample members at the level of confidence of (95%) , Margin of Error by 5%, Population Proportion by 50%, Population Size by 5740.

### **4. The study Tool**

The questionnaire was used as a tool for data collection, and it was built after reviewing previous studies and their tools, such as the study of (Osama Al-Masarweh, 2018; Al-Olayani, and Al-Alfi, 2017; Al-Juhaimi, 2015 and Al-Reeh, 2018).

### **5. 4. The validity of the study tool:**



- **Face Validity**

The face validity of the study tool was verified by relying on the opinions of a group of experts in the field of educational administration, numbering (10) of the faculty members.

- **Content Validity**

The content validity or the so-called discriminatory validity was calculated for the items that distinguish between the different dimensions of distributed leadership and the different dimensions of job satisfaction as can be seen from table 1.

**Table No. (1): Correlation coefficients for each of the items and axes of the questionnaire\***

Correlations					
First axis: distributed leadership					
Item Number	School Vision	School Organization	Leadership Practices	School Culture	
1	.857**	.870**	.905**	.883**	
2	.901**	.850**	.918**	.910**	
3	.902**	.920**	.932**	.895**	
4	.908**	.896**	.844**	.898**	
5	.913**	.907**	.936**	.901**	
6	.932**	.905**	.935**	.878**	
7	.880**	.891**	.915**	.942**	
8		.910**	.872**	.952**	
9		.886**	.902**	.914**	
10		.922**	.896**		
second axis (job satisfaction)					
Item Number	School	Job	Future Career	Current Manager	Job Characteristics
1	.896**	.769**	.751**	.817**	.898**
2	.928**	.897**	.905**	.850**	.835**
3	.925**	.826**	.889**	.891**	.739**
4	.867**	.799**	.906**	.916**	.902**
5		.704**	.885**	.905**	.924**
6		.657**	.879**	.907**	.845**

7	.690**	.793**	.931**	.842**
8	.875**		.907**	.467**
9	.808**		.822**	
10	.832**		.891**	
11			.894**	
12			.855**	
13			.922**	
14			.920**	
15			.912**	
16			.931**	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

It is clear from table 1 that there are strong direct correlation between each of the sub-axes items and its axis, where the value of the correlation coefficients came in the range (0.657 - 0.932) except for one value of the average correlation of item 8 with the functional characteristics axis, which amounted to 0.467 which indicates that there is consistency between each of the items and axes of the questionnaire, and that the items are able to measure the variable for which they were developed, which indicates the different axes of the questionnaire. This is at a level of significance of 1%.

- **Reliability of the tool**

The reliability of the study tool (the questionnaire) was verified, and the "Cronbach's alpha" coefficient was relied on to measure the reliability of the study tool, and table 2 shows the reliability coefficient for each of the study's main and sub-axes, and the entire questionnaire.

**Table No. (2):** Shows the reliability coefficients for each of the questionnaire's axes\*

Axis	Number of items	Cronbach's Alpha Coefficient
<b>First axis: distributed leadership</b>		
1. school vision	7	0.959
2. school organization	10	0.972
3. school culture	10	0.975
4. leadership practices	9	0.973
<b>Total of the first axis</b>	<b>36</b>	<b>0.969</b>
<b>Second axis: job satisfaction</b>		

1- school	4	0.925
2- job	10	0.928
3- Future career	7	0.940
4- Current manager	16	0.982
5- Job characteristics	8	0.924
<b>Total of the second axis</b>	<b>5</b>	<b>0.919</b>
<b>Total questionnaire</b>	<b>81</b>	<b>0.991</b>

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

Through table 2, it is clear that the study tool is characterized by reliability, as the value of the reliability coefficient for the first axis of the study (distributed leadership) was 0.969, and for the second axis (job satisfaction) 0.919, and it reached 0.991 for the entire questionnaire, which are high values that confirm that the study tool is characterized by reliability. This indicates that it was designed for what it is for, and therefore, it has a high ability to measure the variables under study.

## Results Analysis and Discussion

*The first study question: the degree to which public school leaders in the eastern region practice distributed leadership from the teachers' point of view?*

The researcher relied on four of the sub-variables to measure the variable (distributed leadership), which are in order (school vision - school organization - school culture - leadership practices) as shown in table 3.

**Table No. (3):** Weighted mean and standard deviation of the distributed leadership axis\*

Sub-axis	Number of items	Mean	Std. Deviation	Degree of distributed leadership
School vision	7	4.13	1.01	High
School organization	10	4.20	0.99	Very high
Leadership practices	10	4.01	1.09	High
School culture	9	4.32	0.90	Very high

<b>The main axis: distributed leadership</b>	<b>36</b>	<b>4.17</b>	<b>0.96</b>	<b>High</b>
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\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

Table 3 shows the values of the weighted average, standard deviation, and trend, for each of the sub-axes and the first main axis of the questionnaire. The responses of the respondents came to reflect the existence of a "high" impact of the school's vision in influencing distributed leadership, where the weighted average value reached 4.13. There was also a very high effect of school organization on the degree of distributed leadership practice.

That is with a weighted average of 4.20. There is also a high influence of leadership practices on the practice of distributed leadership, with a weighted average of 4.01. Through the results, it was also found that there is a very high impact, with a weighted average of 4.32, of school culture towards distributed leadership practices. In general, we find that the responses of the study sample tended to have a high impact of distributed leadership practices. Table 4 shows the values of the correlation coefficient between each of the questionnaire's sub-axes and the first main axis (distributed leadership).

**Table No. (4):** Correlation coefficient between each of the questionnaire's sub-axes and distributed leadership axes\*

<b>Distributed Leadership</b>	<b>School Vision</b>	<b>School Organization</b>	<b>Leadership Practices</b>	<b>School Culture</b>
<b>Pearson Correlation</b>	.940**	.978**	.959**	.959**
<b>Sig. (2-tailed)</b>	.000	.000	.000	.000

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

\*\* Correlation is significant at the 0.01 level (2-tailed).

Through table 4, it is clear that there is a very strong direct correlation between each of the sub-axes of the study (school vision - school organization - school culture - leadership practices), and the axis of distributed leadership. It is a significant relationship at a significant level of 1%. This confirms the presence of a high degree of practice of distributed leadership by public school leaders in the eastern region from the teachers' point of view.

***The second study question: the level of job satisfaction among teachers from the point of view of the study sample members?***

The level of job satisfaction was measured by relying on five axes, which are in order (school - job - future career - current manager - job characteristics), and table 5 shows the values of the weighted

average, standard deviation, and trend, for each of the sub-axes and the second main axis (job satisfaction). for the questionnaire.

**Table No. (5):** Weighted average and standard deviation of the job satisfaction axis\*

Sub-axis	Number of items	Mean	Std. Deviation	Trend
school	4	4.43	0.84	Very Agree
Job	10	4.38	0.73	Very Agree
Future career	7	3.92	1.03	Agree
Current manager	16	4.37	0.91	Very Agree
Job characteristics	8	3.68	1.06	Agree
<b>The main axis: job satisfaction</b>	<b>45</b>	<b>4.16</b>	<b>0.80</b>	<b>Agree</b>

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

Table 5 shows the calculated values for each of the weighted average, standard deviation, and trend, for each of the sub-axes and the second main axis of the questionnaire. The respondents' responses came to reflect that the school, the job, and the current principal have a role in achieving job satisfaction with a degree of "very agree", where the average value reached for each of them 4.43 4.38 4.37 respectively, and therefore it can be said that the school, the job and the current principal have achieved a very high level of job satisfaction among workers. There is also a tendency, to an "agree" degree, to the role of each of the future career and job advantages in achieving job satisfaction. With a weighted average of 3.92 and 3.68, respectively. In general, the respondents' responses came in agreement with the fact that the previous axis contributes to achieving job satisfaction. Table 6 shows the values of the correlation coefficient between each of the sub-axis of the questionnaire and the second main axis (job satisfaction).

***The third study question: There is a statistically significant correlation at the level of significance 1% between the average responses of the study sample members to the degree to which school leaders practice distributed leadership and their level of job satisfaction?***

**Table No. (6):** Correlation coefficient between each of the questionnaire's sub-axes and the job satisfaction axis \*

Distributed leadership	school	job	Future career	Current manager	Job characteristics

Pearson Correlation	.895**	.881**	.918**	.865**	.829**
Sig. (2-tailed)	.000	.000	.000	.000	.000

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

\*\* Correlation is significant at the 0.01 level (2-tailed).

Through table 6, it is clear that there is a very strong direct correlation between each of the study sub-axes (school - job - future career - current manager - job characteristics), and the job satisfaction axis. It is a significant relationship at a significant level of 1%. This confirms the existence of a high level of job satisfaction among teachers from the point of view of the study sample members.

To examine the significance of the correlation between the degree of school leaders' practice of distributed leadership and the level of general job satisfaction among teachers, table 7 shows the value of the correlation coefficient between each of the two variables.

**Table No. (7):** Correlation coefficient between distributed leadership and the level of job satisfaction  
(Nonparametric Correlations)

#### Correlations

			Distributed leadership	Job satisfaction
Spearman's rho	Distributed leadership	Correlation Coefficient	1.000	.812**
		Sig. (2-tailed)	.	.000
	Job satisfaction	Correlation Coefficient	.812**	1.000
		Sig. (2-tailed)	.000	.

\*The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

\*\* . Correlation is significant at the 0.01 level (2-tailed).

By examining the value of the correlation coefficient indicated in table 7, we find that there is a strong direct correlation between the degree of school leaders' practice of distributed leadership and the level of job satisfaction among teachers. 1%.

## **Conclusion**

The results show that there is a substantial high positive association between the distributed leadership style of the principal determined by the perception of teachers with teachers' job satisfaction. This is an indication that school principals' leadership style that is focused on workplace performance can improve teachers' job satisfaction at their school as an institution, and the relationship between the leader and employee within the organization.

## **Recommendations**

This study showed some significant results, which can have exciting implications for practice in school: The significant high, positive correlation between the distributed leadership style of principals and the job satisfaction of teachers reveals the need for principals and other school leaders to promote school governance models that efficiently share leadership with staff members. School leaders have a duty to work together with other leadership team members in an open and reliable way, without conflict concerning their roles, and with a certain view on the school goals. Also, the results of this research have implications for policymakers. The educational policy should provide adequate incentives to schools in order to develop a cooperative team. Also, for the selection of new leadership team members, I can, based upon my study, make some suggestions. The selection procedure should focus on the competence of school leaders to cooperate in a team and have open consultations with other team members about the role-division, the vision and mission of the leadership team and the school in general. Finally, the study has implications for the professional development of school leaders. The knowledge of the impact of a cooperative leadership team as a factor that contributes to the schoolteachers' job satisfaction is useful since school leadership serves as an indispensable factor in the formula for effective schools.

In this regard, increasing awareness and supporting capabilities of school educational leaders on distributed leadership, local and governmental educational bodies (such as school districts, General Administration of Education in the regions, and Ministry of Education) should modernize pre-service and in-service training programs in such a way that they incorporate distributed leadership and related courses. Initial and in-service training of school leaders must inspire school leaders to work collaboratively in a leadership team. Besides, policy makers and top managers should be pioneers and role models for school principals in distributing leadership by sharing their leadership role and duties with their subordinates. In this way, teachers' job satisfaction will improve and that will help schools to increase their performance.

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