

A Literature Review on Distributive Leadership Practices in Malaysian Educational Institutions

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Abstract

Introduction: For hundreds of years, people have debated leadership issues, and the necessity for good leadership is a component in the success of individuals and organisations in numerous fields (Bolden, 2011; Gumus et al., 2018). It is the process of persuading a group within an organisation to achieve organisational goals (Syakur et al., 2020). Various forms of leadership practises, such as transactional leadership models, transformational leadership, strategic leadership, distributive leadership, teacher leadership, instructional leadership, and others, have been examined and discussed in the education sector. Nonetheless, there has been an upsurge in studies examining distributive leadership models in educational institutions over the last two decades (Nicholas, 2019). Even However, the study of distributive leadership techniques in Malaysia is still relatively new (Bush et al., 2018), and research in this area is still limited and underfunded (Harun et al., 2016; Jamail & Don, 2017; Siong & Abdul Wahad, 2018; Teng & Mohd Hamzah, 2017).

Objective: The main objective of this study is to explore the latest knowledge on distributive leadership practices in Malaysia.

Methodology: This article is based on information found in Google Scholar, Scopus, Sage Journal, MySite Journal, and local management journals written in either Bahasa Malaysia or English from 2013 to 2021. This time frame was chosen in accordance with recommendations in the Malaysia Education Blueprint, which was released in 2013 and aimed at increasing the practise of distributive leadership among Malaysian educators.

Findings: According to a review of the research, the level of distributive leadership practise among Malaysian education leaders is high, and it has a strong association with educator behaviour and psychology. However, the study of distributive leadership practices should be further expanded because most studies only focus on the school environment.

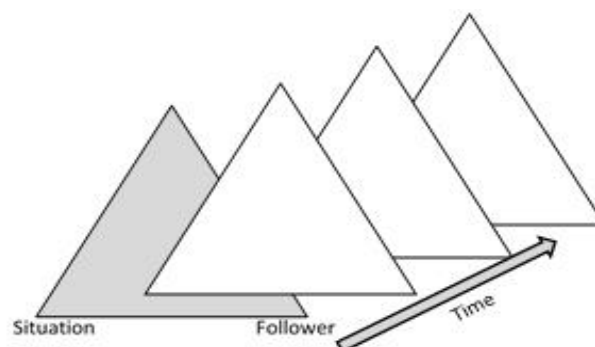
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1.0 The concept of Distributive leadership

According to Yaakub et al (2020), Gibbs, an Australian psychologist, coined the phrase distributive leadership in 1954 in his book *Handbook of Social Psychology*. Gibbs believes that both leaders and followers have a role to play and that they require each other, and that the notion of leadership is not limited to one person. In other cases, phrases like shared leadership, collaborative leadership, delegation leadership, participatory leadership, and partnership may be used instead of distributive leadership (Harris & Gronn, 2008; Spillane, 2005). Despite all of the terminology or constructions discussed, it is important to note that leadership in an organisation is not the duty of a single person, but rather a group of people (Bolden, 2011).

Distributive leadership, according to Tian et al (2016), is not an individual domain but the outcome of interactions between people in an organisation (Spillane, 2005). That is, as a procedure that encompasses both companies and individuals. Spillane (2005) splits distributive leadership into three (3) interconnected aspects based on this. The first is concerned with leadership practises, while the second is concerned with the interaction between leaders and followers, and the third is concerned with conditions or settings that influence or are influenced by leadership practises. Distributive leadership practises are depicted in Figure 1.1.

Figure 1.1: The Process of Distributive Leadership Practices (Spillane, 2005)



In Figure 1.1, the triangle illustrates a leader's leadership practise and the link between the leader, followers, and the setting in which the practise or process occurs. The other triangles behind the primary triangle and the timeline depict interactions that take place throughout time and are tied to one another (Spillane, 2005), and this concept is consistent with Bennet et al (2003) and Bolden (2011). Distributive leadership, according to Harris and Gronn (2008), is an asset that comes through groups or networks of individuals engaging with one another (Bennet et al., 2003).

When distributive leadership responsibilities are spread across the organisation, according to Gordon (2003), the emphasis is placed on the leadership process rather than the nature or style of the leader. Distributive leadership methods are likewise linked to the actions carried out rather than an individual's job (Yaakub et al., 2020). According to Gronn (2000), it is based on activity theory, which describes the interdependence of leaders and followers, as well as the influence of leaders on followers, interacting collaboratively in joint action to effect positive change (Harris & Gronn, 2008), mobilising shared expertise (Bennet et al., 2003), and adopting the concept of devolution of power (Hulpia & Devos, 2009) to achieve organisational goals.

The distributive leadership model is a prominent leadership paradigm that is extensively explored in educational research, according to a systematic survey undertaken (Gumus et al., 2018). This is because distributive leadership is believed to suit current leadership practises, where power sharing can facilitate educational institution management and, as a result, educators can contribute to the institutions' success (Puspanathan & Mahaliza, 2020). The data also demonstrate that in the twenty-first century, distributive leadership is a critical component in enhancing teacher commitment (Thien & Tan, 2019).

To summarise, distributive leadership is a novel concept in the field of educational leadership, particularly in terms of its application in Malaysian educational leadership. One of the criteria emphasised in accomplishing the aims of the Malaysia Education Blueprint (PPPM 2013-2025) towards the excellence of education-based institutions is the practise of distributive leadership among leaders. This is because distributive leadership may change people's attitudes, actions, self-motivation, and the way they work, shifting them from individualistic to collective, collaborative, and cooperative attitudes.

2.0 Distributive Leadership Model

As previously stated, the concept of distributive leadership was first scientifically articulated in 1974 by a psychologist named Gibbs as a rejection of the concept of single leadership. Gronn (2000) acknowledges this, stating that Gibbs was "the new kid on the block" when it came to the concept of distributive leadership. It is a new way of thinking about leadership in organisations that is based on organisational theory and reinforces managerial principles (Gunter & Fitzgerald, 2008). It can be used as a powerful tool to change leadership practises (Harris, 2009; Spillane, 2005) and have a positive impact on organisational development and change (Harris, 2009; Leithwood et al., 2009; Spillane & Camburn, 2006). It's also a hierarchical leadership design-based paradigm that incorporates all individuals in decision-making mechanisms and teamwork in coordinating each work to become more effective and efficient (Gumus et al., 2018). As indicated in table 2.1, numerous models influence the concept of distributive leadership, according to the researcher's research.

Table 2.1: Distributive Leadership Model

No	Distributive Leadership Model	Model Focus
1	Kouzes dan Posner (1995)	Quality leadership activities
2	Elmore (2000)	Ideas for improving educational organizations
3	Gronn (2002)	Cultivation of leader - follower coordination
4	Gordon (2005)	Impact on student and organizational performance
5	Hulpia et al. (2009)	Cultivating employee commitment

The first is the 1995 model proposed by Kouzes and Posner. They characterised it as informal leadership that uses a way of distributing chores and responsibilities as an informal position (Zuraidah Juliana Mohamad Yusoff et al., 2016). His ideas are widely accepted and used as the fundamental foundation of leadership practise in business and education (Goewey, 2012).

Kouzes and Posner explained that the leadership model is based on 5 principles, namely first (1) showcasing the model, which refers to the personality of a leader who has authority, high credibility and inspiration and can be an example to every member of the organization in making any action (Elmore, 2005; Spillane & Camburn, 2006). The second (2) inspires vision sharing, which is the role of leaders in explaining to members of the organization and what needs to be done so that the goals, vision and mission of the same organization can be achieved. The third (3) challenges the process, which is the commitment given by leaders in developing the organization by always looking for space and opportunities creatively and innovatively. The fourth (4) enables others to act, that is, leaders believe and trust members in the organization by fostering the work involvement of members of the organization, participation in the decision -making process towards achieving organizational goals, and the fifth (5) is to provide encouragement, which refers to support, recognition , and leader appreciation of members in the organization in the process of organizational development and employee performance (M.Kouzes & Z.Posner, 1995). The five concepts mentioned in this model are centred on

the expansion process (Harris & Gronn, 2008; Spillane & Camburn, 2006), improvement (Elmore, 2005), and improvement of organisational culture that encourages climate and collaborative culture in organisations (Goewey, 2012). It also acts as a measure of a leader's efficacy, commitment, involvement, and level of happiness with the people he or she leads (John Wiley, 2021).

Next, F.Elmore (2000) established the distributive leadership model, which places the concept of distributive leadership in the framework of school reform ideas (F.Elmore, 2000), with an emphasis on role aspects in the process of improving educational organisations.

The five elements discussed in the Elmore model are first (1) the importance of goals i.e. improvement of practice and achievement is made the leader's priority, second (2) continuous learning i.e. leaders emphasize on disseminating new knowledge in the organization, third (3) modelling, i.e. leader's willingness to give examples and role models with the hope of facilitating the leader's efforts to influence followers, the fourth (4) expertise is the development of expertise created through Cooperation without any dominance of any individual (Puspanathan & Mahaliza, 2020) and the fifth (5) accountability is the belief to perform an action. Meanwhile, the role factor is related to the role and responsibilities at the level of practitioners (staff/teachers), school or institution level (administrators/managers), policy makers (government), professional level (researchers), system level (coordination), (Jose et al., 2018).

Whereas for (Canterino et al., 2020) in his study of 459 middle managers in various sectors and in several countries to study whether task or individual factors are related to leadership in achieving change in organizations. He uses the distributive leadership model developed by (Gronn, 2000). The items in the model aim to look at individuals' perceptions of various practices to foster coordination among different leaders. The items are: (1) "I talk to my colleagues in problem solving", (2) "My colleagues and I can describe the vision clearly", (3) the shared values that drive a change ", (4) "All units are expected to reach a high level", (5) "I and my colleagues meet regularly to discuss performance", (6) "I and my colleagues always meet to discuss standards and objectives", (7) "I provide a structure that encourages all my partners to participate in improving the process", and (8) "Informal leaders play an important role in improving the effectiveness of change implementation". It can be understood here that the measurement method proposed in Gronn's (2002) model is to look at the perceptions of middle leaders in adopting the principles of distributive leadership in achieving organizational change.

Gordon (2005) in his model presented four dimensions of distributive leadership, namely first (1) mission, vision and goals, where the improvement of student academic achievement can be achieved by planning the mission, vision and goals of the school that focuses on academic achievement, second (2) organizational culture and decision making, also related to the mission, vision and goals of the school in mobilizing members of the organization and decision-making process, third (3) leadership practices, namely the dissemination of leadership practices among informal leaders and formal leaders to address issues that exist during the interaction process and the fourth (4) sharing of responsibilities that requires the active involvement of members in the organization. The focus of Gordon's (2005) model is more on looking at the impact of distributive leadership practices on student performance and the achievement of organizational goals.

Then the distributive leadership model brought by Hulpia et al (2009). According to him, the distributive leadership model has four dimensions: first, leadership support, second, leadership supervision, third, team leadership, and fourth, decision-making participation. Hulpia et al. (2009) established a model that focuses on the leadership model's function in addressing teacher commitment to the organisation. Because there are discrepancies in the measured variables, the conclusions from this model's evaluation are fascinating to examine. According to Hulpia et al. (2009), organisational commitment and work satisfaction are only tangentially related to distributive leadership function. The more distribution takes place, the lower the commitment to the organization. What increases commitment is the involvement of teachers or staff in the decision -making process. Even strong team leadership is a factor to increased commitment to the organization.

3.0 Distributive Leadership Practices in Malaysia

In Malaysia, distributive leadership practices can be seen when school principals share and distribute tasks to senior assistants to look after key parts of the school structure (Tahir et al., 2016). It is in line with the emphasis targeted by the Ministry of Education Malaysia (MOE) in the Malaysia Education Blueprint (2013 - 2025) through Wave 2 which is to expand capacity building support and operational flexibility as well as elevate the teaching profession and move towards distributive leadership practices among leaders education (Aaron et al., 2016). Therefore, the elements in the practice of distributive leadership should be applied to educational leaders in ensuring the effectiveness of the leadership of educational institutions can be achieved as outlined in the Malaysia Education Blueprint 2013-2025 (Zuraidah Juliana Mohamad Yusoff et al., 2016).

According to the findings of a study conducted by Bush et al (2018), distributive leadership has already established a practise in educational leadership in Malaysia. According to him, the emergence of distributive leadership practises in Malaysia is due to the expectations that have been established in the ministry's policy, not because of study literature from western scholars (Asiah & Mohd Asri, 2019).

Educators in Malaysia, according to Abdul Halim (2015), have a good attitude toward distributive leadership methods. It can individually and in groups mobilise expertise among middle leaders and teachers. It can also help with school management by allowing teachers to participate in the school's growth through power sharing approaches (Puspanathan & Mahaliza, 2020). This relationship can be demonstrated by a study conducted by Siong and Abdul Wahad (2018) among teachers in Sarawak, Malaysia, which found that the greater the level of distributive leadership practises of principals, the better the level of job satisfaction of

teachers. On the other hand, if administrators' distributive leadership techniques are poor, teachers' work satisfaction will suffer as well.

Findings from Malaysian practise also demonstrate that features found in distributive leadership practise have a beneficial impact on educator commitment to change, particularly in terms of leadership support, leadership supervision, strong team leadership, and participation in decision making (Ghavifekr, 2022). As a result, it can be argued that distributive leadership has favourable implications for educational administrators in Malaysia since it can promote teacher dedication, which directly contributes to better student excellence (Jose et al., 2018) and school outcomes (Jones et al., 2015).

Although studies show that distributive leadership practises have a positive impact on organisations and individuals, as stated by Yaakub & Hamzah (2020), there are still some challenges that exist and should be addressed, including (1) no shared mission, vision, and goals; (2) resistance in improving school culture; (3) responsibilities are not shared; (4) no discussion in decision making; (5) no devolution; and (6) leaders do not understand the concept of distributive leadership. In addition, selecting intermediate leaders in terms of competence, experience, abilities, and willingness presents obstacles (Tahir et al., 2016).

Distributive leadership techniques become challenging, according to Yaakub et al (2020), when there are issues of an unfavourable organisational climate, leadership weakness elements, and responsibility sharing that cannot be carried by people in the company. In addition, there may be issues of organisational instability due to a lack of clarity in the division of tasks among leadership team members (Harris, 2009), as well as issues with responsibility boundary management that lead to unhealthy rivalry in the workplace (Harris, 2009; Storey, 2004). While addition, in embracing the notion of distributive leadership, special attention should be paid to appointments among subordinate leaders. Because of their level of influence, junior leaders may have difficulty carrying out oversight, monitoring, and other tasks. As a result, they will be treated with less respect and will be neglected by their coworkers (Timperley, 2005).

4.0 Past studies of distributive leadership practices in Malaysia

According to the researcher's findings, there are 13 studies spanning the years 2013 to 2021 that address the topic of distributive leadership practises in Malaysia, as indicated in table 4.1.

Table 4.1: Past Studies of Distributive Leadership Practice in Malaysia

Author/ Year	Source	Research Objective	Variables	Model	Methodology	Findings
Wahab et al (2013)	Asian Social Science Journal	To identify the level of distributive leadership practices among headmasters and the level of teacher motivation in primary schools in Malaysia	IV-4 Dimensions of DL DV-Motivation	Gordon (2005)	Quantitative Studies Instrument (DLSR)- Connecticut State Department of Education (CSDE)	There was no significant relationship between head teacher leadership (correlation coefficient value $r = 0.279$) with teacher motivation
Rosnarizah (2015)	Journal of Educational Leadership	To examine the relationship of distributive leadership with teacher self - efficacy and the role of contextual factors as mediators	IV-Distributive Leadership DV-Teacher Self-Efficacy MV-Contextual factors	Gronn (2002) Gordon (2005)	Quantitative Studies Instrument (DLSR)- Connecticut State Department of Education (CSDE)	The findings of the study showed a moderately high, positive correlation and a significant relationship ($r = 0.50$) between distributive leadership and teacher self - efficacy
Lokman et al (2016)	International Journal of Educational	Examines the issues and challenges faced by head teachers in practicing a distributive	IV- Distributive Leadership of principals		Qualitative Studies/ Case Study/ Semi Structured Interview	1- The findings of the study found that senior teachers are less confident in decision making.

	Management	leadership approach to middle leaders	DV- Distributive Leadership	Teacher			2- It is difficult to choose a teacher leader	
Marlia Jamail and Yahya Don (2016)	International Conference on Education towards Global Peace	Identify the relationship between distributive leadership and teacher commitment based on generational cohorts in Malaysian secondary schools	IV- Distributive Leadership	DV- Teacher's Commitment	MV-Cohort	Hulpia et al (2009)	Quantitative Studies Instrument Distributed Leadership Inventory (DLI)	There is a relationship between distributive leadership practices and teacher commitment regardless of teacher cohort and gender
Azhar Harun et al (2016)	International Journal of Education and Training (InJET)	Identify the level of distributive leadership practice and teacher leadership in secondary schools. Next determine the relationship between principals distributive leadership and teacher leadership	IV- Distributive Leadership of principals	DV- Teacher Leadership		Gordon (2005) Gronn (2002)	Quantitative Studies Instrument (DLSR)- Connecticut State Department of Education (CSDE)	found that distributive leadership had a strong positive and significant relationship with teacher leadership ($r = .855, p = .000$)
Zuraidah et al (2016)	Malaysian Journal of Education	Identify the relationship between distributive leadership and conflict management among school leaders	IV- Distributive Leadership	DV- conflict management		Kouzes dan Posner (1995)	Quantitative Studies Instrument Leadership Practices Inventory (LPI)	there is a significant and positive relationship between distributive leadership and conflict management
Zoolaiha binti Abd. Rahman (2017)	Journal of Educational Management and Leadership	To identify the level of readiness for distributive leadership practices among principals in secondary schools in Malaysia and the relationship between the four dimensions of distributive leadership among principals	IV-Distributive Leadership	DV- Teacher Job Satisfaction		Gordon (2005)	Quantitative Studies Instrument (DLSR)- Connecticut State Department of Education (CSDE)	the level of distributive leadership practice is high and the relationship between principals' distributive leadership and teachers' job satisfaction is strong

Sandy Bin Jose and Khalip Musa (2018)	Management Research Journal	Looking at the influence of distributive leadership on teacher commitment	IV- Distributive Leadership DV- Teacher's Commitment		Quantitative Studies Instrument (DLSR)-Connecticut State Department of Education (CSDE)	Distributive leadership has a significant influence on teacher commitment
Abdul Rahim Abdul Rashid and Zahari Hashim (2018)	International Journal of Education, Psychology and Counselling	Looking at the relationship between distributive leadership and teacher collective efficacy	IV-Distributive Leadership DV- The Collective Efficacy of Teachers	Hulpia et al (2009)	Quantitative Studies Instrument Distributed Leadership Inventory (DLI)	1-The findings of this study found that the level of distributive leadership was at a high level (mean = 4.106, SP = .456) and the collective efficacy of teachers was also at a high level (mean = 4.061, SP = .430) 2-Distributive leadership has a positive and significant relationship to the collective efficacy of teachers with a value of $r = 0.486$, $p < 0.001$
Lei Mee Thien and Donnie Adams (2019)	Educational Studies	Assess the contextual influence of gender and teaching experience on the relationship between distributive leadership and teachers' affective commitment to change	IV-Distributive Leadership DV-Teachers' affective commitment MV-Contextual Gender	Hulpia et al (2009)	Quantitative Studies / Cross sectional Instrument Distributed Leadership Inventory (DLI)	There were significant positive effects of leadership support, leadership supervision, cohesive team leadership, and decision-making participation on affective commitment to change
Lei Mee Thien and Meow Yem Tan (2019)	Journal of Nusantara Studies (JONUS)	Examines the relationship between distributive leadership to teachers' commitment to change with the situation in the school as a mediator	IV-Distributive Leadership DV-Teachers' Commitment to Change MV-Situation in School	Hulpia et al (2009)	Quantitative Studies / Partial Least Squares Structural Equation Modelling (PLS-SEM) Instrument Distributed Leadership	1-Distributive leadership had a significant positive relationship with teachers' commitment to change directly ($\beta = 0.472$, $p < .05$). 2-The situation in the school had a significant mediating effect in the relationship

					Inventory (DLI)	between distributive leadership and teachers' commitment to change ($\beta = 0.228, p < .05$)
M Puspanathan Mayana and Mahaliza Mansor (2020)	Management Research Journal	To identify the relationship between distributive leadership practices and self-efficacy and the professional learning community of teachers in Kuala Lumpur.	IV-Distributive Leadership DV- Teacher Self - Efficacy -Professional Learning Community	Gronn (2002) Elmore (2005)	Quantitative Studies Instrument Distributed Leadership Survey (DLS) (Davis,2009)	1-The level of distributive leadership practice, professional learning community and teacher self-efficacy are at a high level. 2-The practice of distributive leadership, professional learning community and teacher self-efficacy are significant and have a strong relationship with each other
Sinirah Ahmad and Aida Hanim A. Hamid (2021)	Malaysian Journal of Social Sciences and Humanities (MJSSH)	To identify the level of distributive leadership practices of headmasters and the level of self-efficacy of teachers as well as the relationship between distributive leadership of headmasters and self-efficacy among preschool teachers in Tawau, Sabah	IV-Distributive Leadership DV-Teacher Self-Efficacy	Gordon (2002)	Quantitative Studies Instrument Distributed Leadership Survey (DLS) (Davis,2009)	1-The level of distributive leadership practice of head teachers is at a high level (mean = 4.12, SP = .576) 2-The relationship between distributive leadership and self-efficacy of preschool teachers in Tawau area also recorded a significant correlation ($r = .435^{**}, p < .05$) at a moderate level

According to table 4.1, the focus of the study on distributive leadership methods in Malaysia's education system is on schools. These 13 peer-reviewed publications emphasised distributive leadership approaches as important and motivating variables in teacher behaviour and psychology, such as enhancing commitment, effectiveness, satisfaction, and motivation (Amels et al., 2020; Jose et al., 2018; Samancioglu et al., 2019). In the early stages of the Malaysian distributive leadership practise method, earlier Malaysian scholars recognised distributive leadership practise as a motivator for teachers (Wahab et al., 2013). Although there is a substantial association between the leadership of head teachers and the degree of teacher motivation with the value of the correlation coefficient ($r = 0.279$), the relationship is weak, according to his research. This is because the distributive leadership practices of head teachers are still at a moderate level and need to be enhanced further.

Abdul Halim's (2015) findings suggest that distributive leadership methods are still relatively new in Malaysia. His study, which looked at the relationship between distributive leadership and teacher self-efficacy, as well as the function of contextual factors as mediators, found that there was a relatively high, positive, and significant correlation ($r = 0.50$) between the two. His findings match those of (Ahmad & A. Hamid, 2021), who looked at the link between distributive leadership and teacher self-efficacy in the Tawau, Sabah area ($r = .435^{**}, p < .05$). Although it seems that there is an issue of the role of distributive leadership practices based on the findings of the study, but found that the level of distributive leadership practices of Education leaders in Malaysian schools is at a high level as shown in table 4.2

Table 4.2: Levels of Distributive Leadership Practice in Malaysia

Author/ Year	Levels of Distributive Leadership Practice
Wahab et al (2013)	(mean = 3.94; SP = 0.484)
Harun et al (2016)	(mean = 4.12; SP = 0.48)
Zoolaiha Abd Rahman et al (2017)	(mean = 3.18)
(Abdul Rahim & Zahari, 2018)	(mean = 4.106; SP = 0.456)
Puspanathan & Mahaliza (2020)	(mean = 4.23)
Ahmad & A. Hamid (2021)	(mean=4.12, SP=.576)

The next study, by Lokman Mohd Tahir et al (2016), looks at the concerns and challenges that headmasters encounter when it comes to implementing a distributive leadership style to middle leaders. His research discovered that selecting teacher leaders is challenging for head teachers, and senior teachers are less confidence in making judgments when given responsibilities. Thus, according to the researcher, this study responds to the findings of a prior study that found a deficiency in the relationship between distributive leadership practises and teacher psychology, such as teacher motivation and self-efficacy (Abdul Halim, 2015; Wahab et al., 2013). While research that link educational leaders' distributive leadership approaches to teacher commitment are represented in table 4.3 by four studies.

Table 4.3: Review of Distributive Leadership Practices and Commitment

Author/ Year	Title
Marlia & Yahya (2016)	Distributed leadership and commitment of teachers based on cohort of generations.
Jose et al (2018)	The effect of distributive leadership on teacher commitment in Pitas, Sabah
(Thien & Adams, 2019)	Distributed leadership and teachers' affective commitment to change in Malaysian primary schools: the contextual influence of gender and teaching experience
(Thien & Tan, 2019)	Distributive Leadership, In-School Condition, And Teachers' Commitment To Change: A Partial Least Squares Analysis.

Overall, based on the research conducted all four articles show that distributive leadership practices have a significant positive relationship with teacher commitment (Marlia & Yahya, 2016, $r = .31$, $p < .01$), (Jose et al., 2018, $r = .493$, $p < .01$), (Thien & Tan, 2019, $\beta = 0.472$, $p < .05$) and Thien & Adams (2019) looked at the relationship of 4 dimensions of distributive leadership practice with affective commitment, i.e. leadership support ($\beta = 0.459$, $p = .021$), leadership supervision ($\beta = 0.129$, $p < .001$), team leadership ($\beta = 0.459$, $p < .001$), and decision -making participation ($\beta = 0.470$, $p < .001$).

In terms of research methodology, researchers in Malaysia take a quantitative approach, Only one study using qualitative methods that is Lokman Mohd Tahir et al (2016) who studied the issues and challenges faced by headmasters in Malaysia in practicing distributive leadership practices for teachers in schools . Next there are three instruments used to measure distributive leadership practices namely, (1) Distributed Leadership Readiness Scale (DLSR) produced by the Connecticut State Department of Education (CSDE); (2) Distributed Leadership Inventory (DLI) designed by Hester Hulpia and Distributed Leadership Survey (DLS)

developed by Davis (2009). DLRS is intended to measure the readiness and involvement of schools in distributive leadership. While DLI is to measure the characteristics of teamwork and distributive leadership functions. According to Hulpia et al (2009) DLI is practical and appropriate for studying the influence of distributive leadership on organizations. Although all the instruments used are modified from western instruments but it is equally desirable to be implemented in the country (Yaakub et al., 2020). There are also instruments used are not distributive leadership instruments such as the study by (Zuraidah Juliana Mohamad Yusoff et al., 2016) who used the Leadership Practice Inventory (Kouzes & Posner, 1995), but according to him, leadership activities discussed in it refers to leadership practices distributive. All instruments used had high content validity and reliability values except that some studies did not state cronbach's alpha values as shown in table 4.4.

Table 4.4: Cronbach Alpha Values of Past Studies

Author/ Year	Instrument	Values of <i>Cronbach's Alpha</i>
Wahab et al (2013)	Distributed Leadership Reading Scale (DLRS)	Not stated
Rosnarizah (2015)	Distributed Leadership Reading Scale (DLRS)	$\alpha = 0.90$ to 0.98
Marlia Jamail and Yahya Don (2016)	Distributed Leadership Inventory (DLI)	Not stated
Azhar Harun et al (2016)	Distributed Leadership Reading Scale (DLRS)	Not stated
Zuraidah et al (2016)	Leadership Practices Inventory (LPI)	$\alpha = 0.96$
Zoolaiha binti Abd. Rahman (2017)	Distributed Leadership Reading Scale (DLRS)	$\alpha = 0.969$
Sandy Bin Jose and Khalip Musa (2018)	Distributed Leadership Reading Scale (DLRS)	Not stated
Abdul Rahim Abdul Rashid and Zahari Hashim (2018)	Distributed Leadership Inventory (DLI)	$\alpha = 0.918$
Lei Mee Thien and Donnie Adams (2019)	Distributed Leadership Inventory (DLI)	$\alpha = 0.86$
Lei Mee Thien and Meow Yem Tan (2019)	Distributed Leadership Inventory (DLI)	$\alpha = 0.96$
M Puspanathan Mayana and Mahaliza Mansor (2020)	Distributed Leadership Survey (DLS)	$\alpha = > 0.70$
Sinirah Ahmad and Aida Hanim A. Hamid (2021)	Distributed Leadership Survey (DLS)	Not stated

5.0 Conclusion

Based on a survey of the literature, this study on distributive leadership techniques has successfully set the path for future Malaysian academics to investigate this topic further. Although the study's conclusions have significant flaws, distributive leadership is a practical approach that can be used in the setting of Malaysian educational administration based on a hierarchical structure in schools and other educational institutions. Distributive leadership practises have a significant positive association with teacher commitment in schools, according to studies. This indicates that teachers are willing to accept distributive leadership as a practise. This preparedness can assist principals in running their schools more efficiently and successfully (Asiah & Mohd Asri, 2019). However, the literature reveals that no research has been done in higher education institutions. As a result, it is advocated that the research of distributive leadership practises be increased in higher education institutions, as these institutions also have a complicated administrative hierarchy and layered leadership, as well as distributive leadership practises.

6.0 References

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