[Review]

Qualitative Content Analysis: The Significance of Distributed Leadership and its Role in Education

Hyo-Young LEE[1]

Abstract

Purpose: Distributed leadership (DL) is a comprehensive and analytical way to understand how leadership manifests itself among people and in the context of a complex organization. With technological advances and seemingly ever-changing pressures on the environment, it is important for education leaders to represent their practice. This study aims to discuss the significance of DL and its role in education. **Research design, data and methodology:** The present researcher used Qualitative Content Analysis (QCA) because it is credible, transferable, dependable, and confirmable proving its trustworthiness. To begin with, QCA entails a sufficient representation of the social realities being studied, credibility. **Results:** The investigation of this study indicates that the documents are in the proper functioning of schools to highlight the potential impact of collaborative practices, many of which require sharing school fees. DL can be meant as "influence relationships," discussions in groups, government, and non-leaders, about how teachers influence each other, and teamwork was easy. **Conclusions:** This study suggests that management can significantly impact organizational changes in management practices to distribute or skip something planned. DL is not a panacea, plan, or formula. Rather, it is a way to get under the skin of local leadership and restore the potential for change in the organization.

Keywords : Distributed Leadership, Autholity Distribution, Education Science

JEL Classification Codes : I21, N35, C25

1. Introduction

Distributed leadership (DL) is a comprehensive and analytical way to understand how leadership manifests itself among people and in the context of a complex organization. Although primarily used for educational research, it has been used in many other fields, including business and industry, as well as public opinion (Al-Harthi & Al-Mahdy, 2017). Instead of focusing on the characteristics of each of the leaders or on other aspects of the situation, leadership, division, and how actors participate in "feedback" or the division of activities within the organization (Cannatelli, Smith, Giudici, Jones, & Conger, 2017). Based on the theoretical foundations of working thought and to extend understanding and critical leadership to a broader perspective, the Leadership View works on both existing and social processes at the intersection of leaders, followers, and situations.

With technological advances and seemingly ever-changing pressures on the environment, it is important for education leaders to practice their practice. Changes in education and leadership-leadership in schools, and identifying and developing the type of leadership that meets the needs of the 21st century. In recent years, educational institutions have become run with a larger

---

1 First and Corresponding Author, Professor, Chamirisa College of Liberal Arts, Duksung Women's University, Seoul, Korea.
E-mail: prepare31@naver.com

proportion of members, which is consistent with the principles of democracy (DeFlaminis, Abdul-Jabbar, & Yoak, 2016). This led to the creation of school leadership in accelerating the spread of education, which led to the spread of leadership in the school sphere. School leadership changes, and leaders should think about these changes and adapt them to the circumstances of the school's goals. Successful leaders have an impact on the achievements of the school and its students. In other words, the manager's influence on school performance and development is significant (Dampson, Havor, & Laryea, 2018). The future of schools may be linked to the need for more leaders than individual leaders to achieve organizational goals and objectives.

On the other hand, it is one of the most well-known forms of leadership in modern educational discourse. It is precisely the promotion of technology at all school levels that creates opportunities for transformation and building immunity (Harris & DeFlaminis, 2016). As school organizations become more complex, widespread, and independent, we have many approaches and influences to respond to the rapid pace of change and changes in the learning environment (Hristov & Zehrer, 2019). The school of leadership, today and in the future, is more than just the hero of the play. Send the leader to school to improve student learning outcomes. An organization rarely has one leader, but it has many followers. The principal is seen as an integrated community, a process created through the collaboration of many stakeholders (Kelley & Dikkers, 2016). DL was more concerned with the impact of leadership practices and then took care of the legal responsibilities and responsibilities traditionally associated with leadership.

On the contrary, it is very important to practice and leadership, just as the school's goal is to develop better teaching and better learning outcomes for all students. Creating a distributed structure in appropriate circumstances can help develop the organization and further develop the quality of education in schools. About DL in Management education is one of the most important insights derived from academic leadership (Naumov, Ramkissoon, & Hristov, 2020). The notion of logic as "diffuse leadership in schools" has benefited academics, policymakers, practitioners, and educational reformers worldwide. It is a participatory and collaborative decision-making process involving teachers, administrators, students, and parents when it comes to education (Rydenfält, Johansson, Odenrick, Åkerman, & Larsson, 2015). This increases the likelihood that a school organization, with the help of several of its members, makes the school staff, in exercising their authority, develop among its members-a complete understanding of the work and dependence of

behavior on the impact on the organization. With the full DL view, solutions are possible that can be viewed from various sources (Wan, Law, & Chan, 2018). For the first time, DL offers a powerful tool that helps educational leaders to solve the tasks and responsibilities of their ever-growing workgroups. A few years ago, at DL, the concept of education offering an unprecedented level of freedom was becoming increasingly popular. The present research aims to develop how to distribute leadership and resolve numerous leadership challenges in school. As a result, this research will be able to suggest how to improve learning outcomes. For achieving this scenario, the current author reviewed the key prior studies which are focused on theoretical educational perspectives and obtained correct textual data that is a mostly peer-reviewed article in educational contexts.

Figure 1: DL's Role between Leadership and Issues in the Educational Sector

2. Literature Review

Team DL refers to multiple sources, leadership, and professional referral channels among organization members brought together in a single culture. DL means that promoting leadership at all school levels is creating opportunities for transformation and boosting immunity. Best of effective schools and spreading leadership is a good idea. This is part of a single function or improvement, the purpose of these instructions, and the use of a common set of values to perform this function. However, this does not mean that, ultimately, no one is responsible for all the work and management of the school, but rather those that are in the post of the official management of the city. In its place, in official leadership positions, mostly keep the details of organizations in productive relationships (Torres, 2018).

DL is equal to the growth of human capital in the

organization. In DL, it is about "flexibility is the product of collaboration, where people work together to combine their actions and experiences, resulting in a product that is a force that is larger than the size of the operation. On the contrary, in DL-recognition of the existence of a partnership between the private and public sectors (Rao-Nicholson, Khan, Akhtar, & Tarba, 2020). It is assumed that full forms perform the function of leaders, adding more than the number of sections and increasing the level of dependence on who is in power. Complete the form, DL, production, management, operations over dynamic, fun, and social processes that lead to training for stakeholders and their organizations (Malin & Hackmann, 2017). Trust between two or more members of an organization can be based on the transition of knowledge-related roles and skills. About DL in the educational decision-making process is based on participation and cooperation, including managers, teachers, students, and parents who participated. DL deals with distributing responsibilities between supervisors and their supporters and then combining them with team members' tasks (Johnston, 2015). DL is the collaborative effort of a group of leaders who work together on a specific task, resulting in the formation of management practices that exceed the scope of individual practice." Collaboration, shared ideas, and a common view that collaboration produces higher and higher results are expected to act alone (Ho & Ng, 2017).

While, in theory, DL shows that different sources of revenue are available within an organization, it is not just a matter of creating a legitimate role to be played within the organization. This is not about creating a majority but rather about water quality and management actions. The word is found on DL, attracts many meanings, and is related in various ways (Göksoy, 2015). The main characteristics of DL are all actions very strongly aimed at improving the student's educational experience. There is Trust between students and fans, as well as their status. - Each member of the club is valued and supported following their professional achievements. Leadership and collaboration, and the impact of practice, as well as on organizational processes. - It is well known that the guide is not only sitting with the president and his deputy (Dampson et al., 2018). Perception in literature. - Lifelong learning is considered normal for both teachers and students. It was believed that everyone could contribute to the benefit of the organization as a whole. This technology is highly respected and rewarded. - The right and restructuring of structures can be created in such a way as to allow for decision-making and participation on an equity basis.

For the level of Trust and Trust between teachers as well (Berraies, Hamza, & Chtioui, 2020). Leadership can be implemented both in an official position as well as through

commercials and informal activities. This is collaboration and participation in the school's management of the organization to work together to improve teaching and learning. Real-DL, quality control, and communication between actors, participating individuals. It is very important how leadership contributes to organizational development and education (Beirne, 2017). It is precisely the starting point for the overall concept that leadership functions cannot be assigned or delegated to a person, but rather should be shared by more than one person in a school or group, depending on their level of competence. The allocation should be aimed at improving teaching and learning. About DL's connections to ensure the high quality of education provided by the framework (s), programs, procedures, and practices to ensure that the school is a learning organization. However, it should be noted that all clients accept the output in the middle of the length; the equation is in the middle of the building, redevelopment, and necessary for the DL to live in the school.

DL is a concept of short-term direction, even if its form comes in theory in the early 1960s and maybe more. The origin of the concept of DL can be traced back to 1250. DL is a concept of time, although its origins go back to organization theory in the mid-1960s and even more (Bush & Ng, 2019). As an ancient concept, the part may be back to the beginning of 1250. DL has been around for centuries, but education leaders have been using it extensively since the beginning of the new millennium. Management should not be seen as belonging to one person, but it should be seen as a shared responsibility. The study states that while there are several common theoretical foundations, the similarities and differences between DL and related ideas such as collaborative leadership, collaboration, leadership, and democracy can be seen here (Canterino, Cirella, Piccoli, & Shani, 2020). In this research, the current author will show that DL is not a new concept of leadership training. Instead, however, the author is dealing with an incredible rise in popularity, which may have been due to several well-known scholars making direct statements about adopting this new management style. Leadership and followers often switch roles, and perceptions have shown that more active supporters tend to be active starting with a leadership campaign (Floyd & Preston, 2018). The DL account dates back to 1250 BC, making it one of the oldest leaders, ideas, and recommendations for achieving organizational goals with the help of people.

On the other hand, the path of the beginning of logic in theology, in organizations, several terms are normally included. The DL concept is designed to provide a framework for theory, analysis, and training for school administrators who focus on how leadership is practiced in schools and as a complement to social and contextual work

(Günzel-Jensen, Jain, & Kjeldsen, 2018). DL is one of the oldest leadership concepts recommended for achieving people's goals; it has its roots in working, thinking, and spreading understanding. There is an assumption that DL theory is not a new concept in education, but its popularity has surprisingly increased. Tracing the origins of logic and theory, we can identify several key concepts that are often used (Hairon & Goh, 2015). These ideas are human knowledge and experience because they are closely related to the physical, social, and cultural context in which they arise. The second method shows how human activities are allowed and will be restricted by people-material, cultural and social.

The concept of DL is closely linked to the ideas of shared leadership, collaboration, and democratic participation. DL takes on many artificial customs, at all levels, rather than a set of quality icons, and it gives a lot of power (Holloway, Nielsen, & Saltmarsh, 2018). Several organizational advantages are associated with DL. DL will coincide with the business and employees that may arise in the organization from day today compared to independent control. This minimizes the risk of errors resulting from decisions made based on limited information about the new leader (Hristov & Zehrer, 2019). DL increases the organization's chances of acquiring its members so that members, in exercising their authority, develop both among the organization's members, full consciousness, dependence on others, and how human behavior affects the organization (Kelley & Dikkers, 2016). If DL works fine, people are responsible and accountable for their actions and the actions of management, new roles instructions to be fulfilled, and cooperation modus operandi, and cooperation is the foundation of the world.

In terms of collaboration, DL offers great opportunities for participants to learn from each other. With more active participation in the decision-making process, there can be greater involvement in implementing the organization's goals and strategy (Malin & Hackmann, 2017). The DL can improve the experience by developing leadership skills in the workplace and a wide selection of DLS and can improve members ' knowledge. This leadership empowers members to better anticipate and respond to the organization's environmental needs. Solutions are available not taken from private sources but rather the interdependence of actions taken within the DL and further strengthening their leadership and influence (Tashi, 2015). Tian, Risku, and Collin (2016) show that DL can positively impact student learning, moral teachers, and student transformation, with some critics suggesting that development can be considered (Tian et al., 2016).

In DL, there is a significant improvement in the organization and determination of teachers and the satisfaction of working in the presence of one of the team leaders. However, in some cases, faculty participation seemed to shrink and under the guidance of a few leaders (Shava & Tlou, 2018). A study conducted in Australia reported that a student's results were probably for the best because the source of guidance was shared among all school community members, and teachers felt empowered to solve problems that were important to them in school (Vuori, 2019). DL is closely associated with organizational contexts, including employee ethics, which has positively impacted student behavior and student learning outcomes.

Table 1: Contribution of DL based on Literature Review

Contribution of DL	Contents
Promoting Leadership	Creating opportunities for transformation and boosting immunity. Best of effective schools and spreading leadership is an adequate idea. spreading leadership is also acceptable idea.
The growth of human capital in the organization	Flexibility is the product of collaboration, where people work together to combine their actions and experiences, resulting in a product that is a force that is larger than the size of the operation.
Dealing with distributing responsibilities	DL is the collaborative effort of a group of leaders who work together on a specific task, resulting in the formation of management practices that exceed the scope of individual practice.
DL is one of the oldest leadership concepts	DL has its roots in working, thinking, and spreading understanding. There is an assumption that DL theory is not a new concept in education, but its popularity has surprisingly increased. Tracing the origins of logic and theory, researchers can identify several key concepts that are often used.
Linked to the ideas of shared leadership, collaboration	This minimizes the risk of errors resulting from decisions made based on limited information about the new leader and DL increases the organization's chances of acquiring its members so that members, in exercising their authority and members.

2.1. Research Gap

This theoretical research aims at showing that DL is not a new concept of Leadership in training. It is thus an

inherent approach by the researcher to conduct the study as it has grown to show a tremendous rise in the popularity of the new concepts and strategies (Torres, 2018). The rise in its popularity is highly attributed to the scholars who mentioned it in the lines of work and advanced on the topic enough to make it a gullible idea in society. The field of study is long-standing and determined in its efforts to effect change in the communities it is applied (Vanderlinde &Van Braak, 2010). It is applied to educational research among the many fields of life as this paper continues to embrace the same ideology. However, some gaps are present in the numerous research conducted identified in this research paper.

This research conducted is extensive but not entirely inclusive of the educational research and practice. That has become a gap that needs to be addressed and is an aim of this research paper (Bailey, Chow, & Haddad, 1999). Numerous papers produced have featured the importance of DL but not the gaps within itself, which has created lively debates worldwide on multiple occasions. The gap between educational research and practice is a significant problem and is well identified by actors in the field and has not been cited on empirical terms by researchers. The methods used in this research and the research questions used to conduct the research were dictated by epistemological foundations as is required in every educational approach (Bolman & Deal, 1992). Numerous disagreements have come from among researchers and scholars on the various aspects of educational research. The aspects include comprehension of the topics, nature of the researches, goals, and the methodology applied in the research. This research aims to show that educational research is applied to practice and foster improvement for future leaders.

3. Research Design for the Present Study

Qualitative content analysis (QCA) for this study is an acceptable research design that is recommendable to researchers seeking to analyze social realities by uncovering patterns, themes, and meanings. Researchers can use QCA because it is credible, transferable, dependable, and confirmable proving its trustworthiness. To begin with, QCA entails a sufficient representation of the social realities being studied, credibility (Hong, 2021). Qualitative content analysis has a high level of credibility because the researchers are supposed to take prolonged and quality time for the engagements in the field. To ensure credibility, the researchers design various data collection strategies aiming at adequately answering the research questions. Similarly, they make persistent observations that are consistent throughout. The interpretations made and the findings of every research are cross-checked against the raw data used

to ensure credibility. Furthermore, the coding processes that the researchers develop are transparent, and the transparency translates to trusted findings drawn from the conclusions made from the coded data. The sincerity of the conclusions is dictated by the coding schemes established because they help subject data to similar treatment, although it is collected from various contexts (Park, 2021).

Secondly, a researcher can account for the changing conditions throughout a qualitative content analysis (Choi, 2021). QCA is very reliable because data is systematically coded in a clear way that avoids replicating implications. Therefore, the results obtained are valid since a suitable design was picked for the topic that was under investigation. The consistency of the coding scheme used was also counter-checked to minimize errors. Similarly, the findings of qualitative content analysis are confirmable as they can be established by other people who review them. Any other person reading the research results can establish the consistency between the raw data, the interpretations, and the report. Researchers can also subject QCA conclusions to a confirmability audit to prove their reliability (Choi, 2021).

Lastly, researchers can use QCA because it helps provide insights and draw meanings from various communication trends. It helps researchers comprehend various social variables such as behavior, attitude, emotions, and opinions, which cannot be thoroughly studied through any other research methods. The flexibility of the research method also makes it possible to be used for an individual, a group, or an institution. Researchers are not limited to a particular case study but can deal with a wide range as they please. Therefore, QCA is vital as it helps tackle societal issues by giving practical answers to the research questions and problems raised.
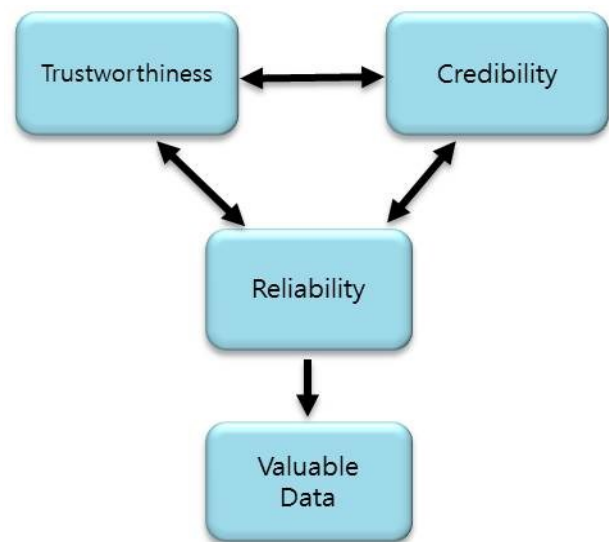

Figure 2: Justification of QCA Method Approch

Finally, compared to quantitative content analysis, modern qualitative content analysis is more valuable. Researchers treasure QCA because it gives reliable interpretive data rather than just figures and statistics that may not have a meaning. It aids in the identification of various themes in the content being studied, establishing significant categories. The data acquired provides explanations for social realities found in any specific locale. Researchers can use the research design because the research findings can develop new theories to improve different settings. Although the methodology is not a rigorous scientific one and may be subjective, it is still reliable because the data preparation is careful. The coding is cautious, and the interpretations are of high quality. Its effectiveness makes it a widely used research method globally (Park, 2021).

Table 2: Crucial Importance of QCA Methodology

Features	Contents
1. For researchers seeking to analyze social realities by uncovering patterns	It is credible, transferable and confirmable proving its trustworthiness. the researchers are supposed to take prolonged and quality time for the engagements in the field.
2. Researcher can account for the changing conditions	It is very reliable because data is systematically coded in a clear way that avoids replicating implications, which means the results obtained are valid since a suitable design was picked for the topic that was under investigation.
3. It helps provide insights and draw meanings from various communication trends.	It aids researchers comprehend various social variables such as behavior, attitude, emotions, and opinions, which cannot be thoroughly studied through any other research methods.

Moreover, Seong (2021) stated that applying a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) as key methodology of this study, researchers should choose coding tool to obtain textual resources. Based on this collecting skill, the current author conducted QCA to obtain both credibility and conformability, and also used coding software for meeting a guideline of transferability that provides a wide range of knowledge (Kang, 2020). The current author utilized qualitative data approach via web software tool and it enabled measuring the connection between different text resources. As a result, the current author was able to identify significant topics and emerging themes for the present research. In sum, qualitative content approach which is adopted by the author can be assessed by

providing right solutions, eliminating the lack of trustworthiness of QCA (Hong, 2021; Seong, 2021).

4. Findings

The documents are in the proper functioning of schools to highlight the potential impact of collaborative practices, many of which require sharing school fees. Leadership is defined as "influence relationships," discussions in groups, government, and non-leaders, about how teachers influence each other, and teamwork was easy.

4.1. Teachers will have an impact on the work to themselves

The concept of effect is included in the definition of leadership. Therefore, it is not surprising that teachers, in their responses to the questionnaire, were more aware of their nature, particularly students (Torres, 2018). As a result of a request back to preschool teachers in all three schools, it turned out that 87% of respondents agreed that the teacher's influence on students goes beyond the classroom. Teachers can influence each other, influence teaching and learning; in fact, this process differs significantly from teacher to teacher (Printy & Liu, 2021). Examples of some features that arise due to peer influence while writing a note on the computer: "as a colleague, people can ask what they are doing," or reflections on the problems of teaching and learning that may arise when drinking tea in the teachers ' room.

Another example is a teacher who uses technology for those who took part in classes in this group, and it is assumed that teachers were not available for these options (Lárusdóttir & O'Connor, 2017). Therefore, it has the size and type of impact on the city. The group then focuses on discussing the level of teachers ' knowledge about what is happening in other classes and teachers. Because peer pressure is so low that they are forced to rely on drugs to find out what is going on because " we are all near the door in our classrooms (Hristov & Zehrer, 2019). The group does not consent regarding for the knowledge quality. As one participant said, anyone needs to have a positive mindset on a variety of ways and means, people just get up," and some of the group members, this wasn't the first time.

When a group with more teachers with less experience was not targeted, one of the leaders expressed the unanimous opinion that teachers positively impact each other and help us improve our performance (Ho et al., 2016). Classroom observations will be covered in the following chapters. Still, in addition to the previous one, it is important to make sure that looking at teachers ' work and a

student's discipline impact their practice. In both places, managers should say that teachers can influence each other, the effectiveness is limited for the overall use of resources (Beirne, 2017). Non-performers agreed that sharing resources could lead to a better understanding of the subject matter. However, all the answers to questions support the player's point of view as focus groups boil down to the fact that this will not be possible if possible.

4.2. Teachers Work Together

In response to questions, about 95% of respondents agreed that teachers work together, students will improve (Kallio & Halverson, 2020). The directors and deputy directors agreed in their discussion that they benefit everyone who interacts with each other. Research says it's [students] starting to work where everyone else works, and if more information can be moved between different departments, employees will know better how students work. Do they get these things at school (Naumov et al., 2020)? A focus group of founders and managers in their understanding of operations and how they can impact their students ' learning. And architectural, cultural, and issues. Structural problems with the group or groups, with specific tasks or types of activity, and the presence of an official meeting. Cultural events include the situation at school; teachers will open up to each other and discuss their teaching practices.

The impact on student learning will be to have a common understanding, consistency in the implementation of public policies, and the overall use of resources and expertise to improve the quality of the education system. Material departments have become much more important than in the past (Rao et al., 2020). Regional meetings provide an opportunity to organize joint classes, coordinate training throughout the year, and discuss working methods for individual aspects of the curriculum. It was agreed that universities in many schools are in the early stages of development and that formal, academic meetings are necessary for this growth to continue.

An example of evaluating a student's progress in studying the student himself was given (Shava & Tlou, 2018). All teachers and students will be asked to analyze the situation and help teachers work together to support the student about the difficulties in teaching. The meeting will require a reconstruction of the terms and definitions of the class as a shield for other teachers (Kallio & Halverson, 2020). However, priorities are based on a belief in the ability of teachers to work together to improve a student's academic skills. In a team that is not affiliated with post-a, these two teachers were trained and worked in the UK. Tell about experience working in a team at school (Tian et al., 2016). We both agreed that such structures are already

legally established in the United Kingdom, and legal entities will be allowed to work there and the expectation that they will do the same. There were official plans, resources, organization of meetings and training, self-employment. Both teachers agreed that these structures are useful for us. To meet special needs, it is called a loan, in which there is also a place for working teachers.

With special needs and examples of interesting negotiation points, they also highlight the benefits of cooperation. References to school culture are very interesting because they emphasize that women have more opportunities to talk about their work. As a culture, in a new building, instead of a traditional school, to be able to encourage teachers to collaborate. There is also recognition that new approaches, such as school planning and the Ministry of Education and Evaluation, have facilitated teacher collaboration.

4.3. Classroom Observation

As noted in the three thematic groups, expert evaluations were rarely conducted among participants, except one or two of them. In the classroom is a look at part of the teaching process. There was no emphasis on group management for newly qualified participants, and there were tips for the benefit of not only recognition but also recognition of others (Wan et al., 2018). They agreed that anyone could have multiple teachers, give them ideas, and help them learn to deal with different students in different situations. It is much easier for young teachers to accept recognition for the teacher's experience (Karriker, Madden, & Katell, 2017). Practices and ideas from the very beginning of their study. If this is a training session for a group of projects and group discussions, it will help to build a skillset as teachers and build common practices with each other.

Just like in the classroom, this is a normal practice from the beginning of one's career, and it will be around the first few years of training, and the teachers are well known. There was consensus among those who were responsible. However, some doubts were expressed by (Kallio & Halverson, 2020). They agreed that if it becomes a habit and everyone looks at it, it will be "the real story. "Another advantage of using a systematic approach is that a person can ask for a second opinion if they don't answer a business assessment report (Ho & Ng, 2017). Peer-to-peer programs, this is a less formal point of view, for the sake of the group, and several examples were given for the voluntary supervision of the teacher.

Another example is a champion in his class to open the door and waits for other teachers to come in. This doesn't happen very often, but sometimes he enters the room in

charge and is a class member. For more experienced instructors who can't be used to find classes, the situation is completely different (Johnston, 2015). They agreed that the practice of mindfulness, entertainment is even more difficult when it is educated for a long without a second person in the room.

As an endpoint of observation, an agreement has been reached between management, teachers, and expert assessments, and they and their students will be better prepared for the tests. It can be assumed that in the recruitment process for new teachers, there is no reference to teachers who work as teachers for a newly qualified teacher (Lárusdóttir & O'Connor, 2017). Principals and deputy principals, as well as focus group discussions with practice teachers in their classrooms. Even though she said that she wouldn't have any problems with classes, she didn't need to do much to get him to do it (Holloway et al., 2018). Other fears in this picture are also depicted in the discussions. This causes fear, but it does not mean that the client should comply or ignore the teacher, whether they have had such problems. If at this time, Ireland does not have an official, unified system for monitoring and supervising preschool teachers, then it is up to each principal and Deputy headmaster to decide on their policies and practices. Culture, climate, and atmosphere in schools are one of the main factors in this. This is closely related to the concepts of classroom observation and collective learning (Kallio & Halverson, 2020). Collaborative learning is one of the few participants in the focus group of employees and users. However, two examples were presented from the point of view of meeting specific needs, and on the other hand from the former school (Günzel et al., 2018).

In the command post group and non-executive directors, this was described as examples and Instagram with interest. However, none of the proposals were put forward, and it was clear that this was different from the usual participants. Due to the growth of specific needs of the education system in a global context over the past few years, there are plenty of opportunities to get a serious boost here. Principals and deputy principals said they would like to be in the classroom but admitted to some anxiety about it. The teachers dispersed, the younger teachers agreed that it would be worth looking at it and observing, but the older teachers admitted that it was very difficult for them. At the same time, a sign was made that they should prepare for the study (Berraies et al., 2020). The state-of-the-class was introduced, discussed, and was more open to "peer review," the concept of "performance management." However, it is worth remembering that this is the most common form of classroom monitoring conducted by the Ministry of Education and Science. Although the observations made by

one of the participants in the peer review process were well prepared for the voluntary peer review process, this is rarely the case for teachers.

4.4. Seeking Advice

To improve productivity, the main thing is to get the opinion of others. In each section focused on directors and non-directors, this issue was discussed to ensure that participants are evaluated through formal or informal channels (Dampson et al., 2018). In their opinion, this was the easiest way to do it. Research has shown that teachers should get access to several of their colleagues, depending on the nature of the advice they are looking for. In addition to the class manual, tips also include subject statements. When bodies such as ministry departments provide teachers with a platform to receive advice, school culture plays a significant role and influences them in their search for a lawyer (Kallio & Halverson, 2020). There was a consensus in the non-post focus group that we can only go to someone who can be trusted and go. Unless this subject content was directly related to their topic, they should not have their own opinion, the opinion of the Department of Education.

As for discipline, they should turn to any more experienced and respectful person. One participant said that as a new graduate or part-time faculty member, this would not be agreed with the client because she felt it was an admission that fighting might bring a full-time job (Göksoy, 2015). Up to this point, he was once again the focus of the group's attention. Not only were these constant contracts with him, but he was also afraid that the new teachers would have no opinion on the subject because they were afraid of appearing inappropriate" - " they wanted to face difficulties, and that doesn't say anything." As the group members themselves, they both said that they should seek the advice of young teachers of their subject: "they can be good adults, can have it." (Ho, Victor Chen, & Ng, 2016).

As a disabled person, managers agreed to a person's fate based on quality, not position. Privacy, trust, and listening skills are all factors that determine who will give them advice. Below is a comparison of the two sides. It was also discussed looking for information about new ideas rather than any problems. In this case, the person elected to the council should be interested and open to new ideas. Also, they are not associated with a person in the field of their articles. Suppose teachers are to be guided by creating and using new ideas to improve teaching and learning. In that case, it is not only the means but also the culture that the opportunities provided, and teachers are free to suggest and discuss new ideas. Again, opinions, assumptions, and less formal than formal structures encouraged me to ask for advice. Organized structures, such as the subject matter, services, or placement of job offers, will not play a big role.

Among the focus group participants of employees and managers, this was a sincere expression of admitting mistakes and a strong emphasis on honesty and confidentiality (Hristov & Zehrer, 2019). Search for tips, and apply them to the development of new ideas and concepts.
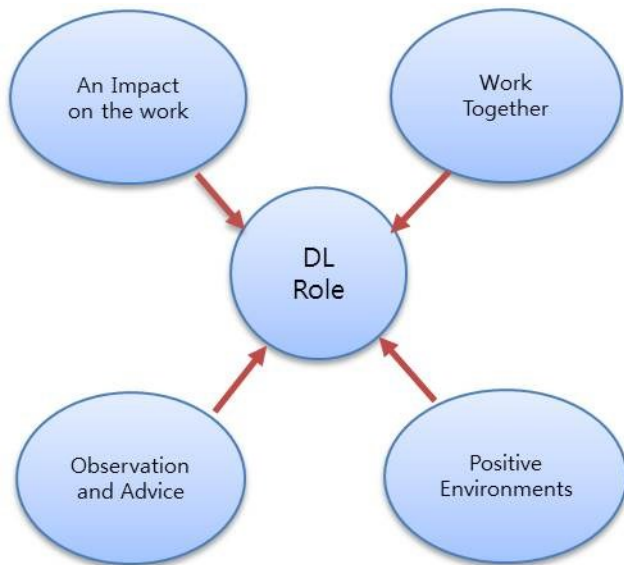

Figure 3: Components of Distributed Leadership

4.5. Positive Environment

Coordinating leadership in teaching and learning is a job, not officials, employees, agents, officers, principals, and deputy principals, creating a supportive environment. During small group discussions focused on both supervisors and non-supervisors, there was a strong consensus that an appropriate learning environment is important for students and teachers (Kallio & Halverson, 2020). This, indirectly, improves students' teaching and learning experience with teachers who will be interested in their work and their students and is very encouraging. As everyone can see, in the end, this is an ample area for teachers to work well together, and to seek advice from themselves. To have a good, friendly atmosphere where teachers know how to communicate informally, it is difficult for teachers to express this when seeking help. Again, trust develops as an important element of the environment (Tudryn, Boscardin, & Wells, 2016). There were strong business ties between teachers working in good conditions and students. It is this feeling of joy and happiness that has been preserved as a positive incentive. The collection of answers to teachers ' questions in three schools shows that schools make crucial decisions to ensure the best possible learning environment (Kelley & Dikkers, 2016). The two statements below are

two practices seen in a higher percentage of teachers that should be identified, even if the answer will vary from school to school.

Table 3: Summary of the Findings through Prior Content

DL Components	Description
An Impact on the work	Teacher's influence on students goes beyond the classroom and Non-performers agreed that sharing resources could lead to a better understanding of the subject matter.
Teachers Work Together	The impact on student learning will be to have a common understanding, consistency in the implementation of public policies, and the overall use of resources and expertise to improve the quality of the education system.
Classroom Observation	As an endpoint of observation, an agreement has been reached between management, teachers, and expert assessments, and they and their students will be better prepared for the tests.
Seeking Advice	To improve productivity, the main thing is to get the opinion of others. teachers are to be guided by creating and using new ideas to improve teaching and learning. In that case, it is not only the means but also the culture that the opportunities provide
Positive Environment	During small group discussions focused on both supervisors and non-supervisors, there was a strong consensus that an appropriate learning environment is important for students and teachers. This, indirectly, improves students' teaching and learning experience with teachers who will be interested in their work and their students.

4.6. Applying Five DL Components to Real Workplace

Integrating the different components of Distributive Leadership in the workplace is not a fete to achieve overnight. It requires much effort and a lot of work done. The incorporation process can be divided into three simple steps. First is superficial, and this is the delegation of duties and responsibilities in the workplace. Then comes the second part of the process, which is subterranean; in this step, there occurs the creation of workgroups or teams and

reassigning the currently offered responsibilities (Bolden, 2011). Subsequently, then comes the third step of the process. This part of the process is the deepest because it roots for the most significant change culturally in the organization and the workforce in general. The leaders in the workplace understand that Leadership is not best viewed from the top-down perspective but rather from the perspective that multiple leaders are well able. From the practical understanding, and in the workplace context, Dl is applied as an issue of how Leadership is distributed, to what effect, and by whom.

The five components of DL characterize modern governance. If appropriately and considerably applied, the elements become very instrumental in the field practice. One element focuses on the process and not the existing structure (Samkari & David, 2019). The workplace is a relatively complex and laborious field that requires sharing expertise and enhancing skills to flourish better. This is the strength accrued to the organization regardless of where everyone comes from because every idea will be considered. The second component is being able to adapt fast based on feedback. Thirdly, the organization or workforce should include everyone as a liable stakeholder in making rules, regulations, policies, responsibilities, and practices. This is done because applying the same will require everyone to participate for the initiatives to be successful. The fourth component in DL aligns every aspect to the practices, responsibilities, and the laid-out policies. In the fifth element, the workplace should be able to identify and use researched data from reliable sources and apply it in an informative manner in the decisions made.

5. Conclusion and Implication

This is an approach designed to assess regional instruction's impact and consider whether a school is improving teaching and learning. During a series of interviews and focus group discussions, the "rainbow" leadership concept was reviewed, and the results were presented and analyzed (Naumov et al., 2020). The detailed explanation turned out that with consent, all teachers can be leaders. However, the extent to which their leadership roles vary within the same class, depending on their influence on students from outside the class, depends on their leadership with peers. Understanding distributed leadership covers issues of structure and culture that can affect teaching and learning (Kallio & Halverson, 2020).

This can be achieved by focusing on teaching and learning and developing leadership skills, and the situation can change in favor of students. Leadership development is achieved through a combination of opportunity and growth. This will depend on the user's behavior, as usual, with the

director and deputy director of the institution; one example of this recognizes the need to "let go," which allows them to manage (Parker, 2015). To reduce the current understanding of drum leadership and its impact on teaching and learning, this concept provides insight into the three schools and the beliefs and practices of overall leadership as they are perceived by teachers, assistant principals, and school administrators. This raises several questions about the role of the student guide that parents and government agencies should play. It also suggests that research is ongoing in the areas of culture, school, and teacher technology.

This approach aims to assess the impact of regional governance and consider whether a school can improve teaching and learning (Parker, 2015). A detailed explanation turned out that if students agree that all teachers can also be supervisors. However, the extent to which their leadership roles vary within the same class depends on their impact on students from outside the class, depending on their leadership impact on their peers (Naumov et al., 2020). Understanding distributed leadership covers issues of structure and culture that can affect teaching and learning. This can be achieved by focusing on teaching and learning and developing leadership skills, and the situation can change in favor of students. Leadership development is achieved through a combination of opportunity and growth (Naumov et al., 2020).

This will depend on the user's behavior, as usual, with the director and deputy director of the institution; one example of this recognizes the need to "let it go," which allows them to manage. It also suggests that research is ongoing in the areas of culture, school, and teacher technology. The book suggests that, like other leadership and strategy schools, DL deals with various defects (Kallio & Halverson, 2020). Book reviews provide a great need for DL research results based on student learning outcomes. Without additional data on DL, the impact on the model's results, you risk staying on the great ideas about leadership-you eat or do not eat under the influence of any educational policy or practice (Naumov et al., 2020). At the theoretical level, DL is an analytical framework for understanding leadership practice. Disparate Visions can be used as a tool for school leaders, providing a framework that can be used for attraction for diagnostics and information about manufacturing processes. DL can be used as a diagnostic tool and a development tool that provides a lens for managing processes within and between schools (Naumov et al., 2020). This allows schools to take a step back and reflect on how leadership is divided, and this is a difference that was or perhaps was not a division.

Leadership Strategy provides alternative and useful methods for identifying, analyzing, and identifying

complex agency communications, influences, and motivations. DL will also ask questions about how to use it in schools - How is it on DL, created in schools? How is the quality of the model distributed in schools (Parker, 2015)? - How does DL work, practice is conducted in schools? How can we expand the distribution of leadership in the community of students, parents, and other stakeholders (Naumov et al., 2020)? This suggests that management can significantly impact organizational changes in management practices to distribute or skip something planned. DL is not a panacea, plan, or formula. Rather, it is a way to get under the skin of local leadership and restore the potential for change in the organization.

Table 4: Summary of the Conclusion (DL's Key Role)

Features	Contents
1. For researchers seeking to analyze social realities by uncovering patterns	DL deals with various defects. Book reviews provide a great need for DL research results based on student learning outcomes.
2. Researcher can account for the changing conditions	DL is an analytical framework for understanding leadership based practice, which allows schools to take a step back and reflect on how leadership is divided.
3. It helps provide insights and draw meanings from various communication trends.	It aids researchers comprehend various social variables such as behavior, attitude, emotions, and opinions, which cannot be thoroughly studied through any other research methods.

6. Limitation and Future Suggestion

There are several limitations to this study, and further research is needed. First, while our research has shown a surprising association between multiple dimensions of overall leadership and organizational commitment, our fragmented study does not take causal factors into account (Kallio & Halverson, 2020). A place for future research to conduct long-term research and assess periodic changes in teachers 'perceptions of the size of overall leadership and teachers' organizational commitment. In this regard, it would be interesting to investigate whether there are different types of sources. The relationship between the manager's management and organizational performance may be a factor. However, it can also be a causal transformation, a relationship such as high staff involvement in distributed leadership between school leaders and employees (Naumov et al., 2020). People can also have different relationships, management relationships, and organizational interactions that affect each other.

Unfortunately, in the present study, the present author could not meet people with different views.

Secondly, there are restrictions on the research that the tool is used for. It should be emphasized that this is only about the opinion of teachers, concerning the general management aspects considered (Parker, 2015). Additional measures for diversity, leadership, and based on the opinions and perceptions of school (external and external) respondents and experts in the field may be used in future research. Finally, although this study found strong evidence for the relationship between different levels of overall leadership and organizational performance of educators, management is of mild variety, with few unrelated variables to teachers ' organizational commitment. Further research is needed to assess the impact of different types of self-disclosure in terms of organizational commitments, such as organization, planning (e.g., education, culture), and work-related (e.g., job requirements, workforce, and personal items) (Kallio & Halverson, 2020). This is a difficult to explore in the future.

Based on the research conducted, the researcher draws the suggestion for future events or possibilities in the same study. They are intrinsically drawn for the well-informed understanding of the author and how intricately the interaction with the study was and all the evidence presented, and the experiences. First, the author advises that future studies foster excellent relations and increase cooperation between practitioners and researchers (Woods, 2004). Another future suggestion is using and applying evidence-based research (Johnson, Onwuefbuzie, & Turner, 2007). That way, it can be elementary and swift to identify what works and what does not. That helps bring some light between what is theoretically and practically able to happen. Another future suggestion is the application of design-based research. Design-based research is learning in context via a system that is well designed for specific studies (Buskey, 2012). The research can help thus better focus on the creation and extension of knowledge. It majorly concerns the development, enactment, and sustenance of an innovative and healthy working environment.

References

Al-Harthi, A. S. A., & Al-Mahdy, Y. F. H. (2017). Distributed leadership and school effectiveness in Egypt and Oman: An exploratory study. *International Journal of Educational Management, 31*(6), 801-813.

Bailey, A. R., Chow, C. W., & Haddad, K. M. (1999). Continuous improvement in business education: Insights from the for-profit sector and business school deans. *Journal of education for business, 74*(3), 165-180.

Beirne, M. (2017). The reforming appeal of distributed leadership.

British *Journal of Healthcare Management, 23*(6), 262-270.

Berraies, S., Hamza, K. A., & Chtioui, R. (2020). Distributed leadership and exploratory and exploitative innovations: mediating roles of tacit and explicit knowledge sharing and organizational trust. *Journal of Knowledge Management, 25*(5), 1287-1318.

Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. *International journal of management reviews, 13*(3), 251-269.

Bolman, L. G., & Deal, T. E. (1992). Leading and managing: Effects of context, culture, and gender. *Educational administration quarterly, 28*(3), 314-329.

Bush, T., & Ng, A. Y. M. (2019). Distributed leadership and the Malaysia education blueprint: From prescription to partial school-based enactment in a highly centralised context. Journal of Educational Administration, 57(3), 279-295.

Buskey, F., & Polizzi, J. A. (2012). A tale of two educational leadership program redesigns: How policy influences process. *Journal of School Leadership, 22*(3), 462-492.

Cannatelli, B., Smith, B., Giudici, A., Jones, J., & Conger, M. (2017). An expanded model of distributed leadership in organizational knowledge creation. *Long Range Planning, 50*(5), 582-602.

Canterino, F., Cirella, S., Piccoli, B., & Shani, A. B. R. (2020). Leadership and change mobilization: The mediating role of distributed leadership. *Journal of Business Research, 108*(January), 42-51.

Choi, D. H. (2021). Digital Forensic: Challenges and Solution in the Protection of Corporate Crime. *The Journal of Industrial Distribution & Business, 12*(6), 47-55.

Dampson, D. G., Havor, F. M., & Laryea, P. (2018). Distributed Leadership an Instrument for School Improvement: The Study of Public Senior High Schools in Ghana. *Journal of Education and e-Learning Research, 5*(2), 79-85.

DeFlaminis, J. A., Abdul-Jabbar, M., & Yoak, E. (2016). *Distributed leadership in schools: A practical guide for learning and improvement.* Oxfordshire, England: Routledge.

Floyd, A., & Preston, D. (2018). The role of the associate dean in UK universities: distributed leadership in action?. *Higher Education, 75*(5), 925-943.

Göksoy, S. (2015). Distributed leadership in educational institutions. *Journal of Education and Training Studies, 3*(4), 110-118.

Günzel-Jensen, F., Jain, A. K., & Kjeldsen, A. M. (2018). Distributed leadership in health care: the role of formal leadership styles and organizational efficacy. *Leadership, 14*(1), 110-133.

Hairon, S., & Goh, J. W. (2015). Pursuing the elusive construct of distributed leadership: Is the search over?. *Educational Management Administration & Leadership, 43*(5), 693-718.

Harris, A., & DeFlaminis, J. (2016). Distributed leadership in practice: Evidence, misconceptions and possibilities. *Management in Education, 30*(4), 141-146.

Ho, J., & Ng, D. (2017). Tensions in distributed leadership. *Educational Administration Quarterly, 53*(2), 223-254.

Ho, J. P. Y., Victor Chen, D. T., & Ng, D. (2016). Distributed leadership through the lens of activity theory. Educational Management Administration & Leadership, 44(5), 814-836.

Holloway, J., Nielsen, A., & Saltmarsh, S. (2018). Prescribed distributed leadership in the era of accountability: The experiences of mentor teachers. *Educational Management Administration & Leadership, 46*(4), 538-555.

Hong, J. H. (2021). A Global Strategy of a Company that Uses Culture Content as its Core Business. *The Journal of Industrial Distribution & Business, 12*(6), 37-46.

Hristov, D., & Zehrer, A. (2019). Does distributed leadership have a place in destination management organisations? A policy-makers perspective. *Current issues in Tourism, 22*(9), 1095-1115.

Johnston, M. P. (2015). Distributed leadership theory for investigating teacher librarian leadership. *School Libraries Worldwide, 21*(2), 39-57.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research, 1*(2), 112-133.

Kallio, J. M., & Halverson, R. (2020). Distributed leadership for personalized learning. *Journal of Research on Technology in Education, 52*(3), 371-390.

Kang, E. (2020). The Relationship between Reinforcement of Employee's Customer-Centric Behavior and Employee Motivation Factors. *Advances in Social Sciences Research Journal, 7*(7), 338-347.

Karriker, J. H., Madden, L. T., & Katell, L. A. (2017). Team composition, distributed leadership, and performance: It's good to share. *Journal of leadership & organizational studies, 24*(4), 507-518.

Kelley, C., & Dikkers, S. (2016). Framing feedback for school improvement around distributed leadership. *Educational Administration Quarterly, 52*(3), 392-422.

Lárusdóttir, S. H., & O'Connor, E. (2017). Distributed leadership and middle leadership practice in schools: a disconnect?. *Irish Educational Studies, 36*(4), 423-438.

Malin, J. R., & Hackmann, D. G. (2017). Enhancing students' transitions to college and careers: A case study of distributed leadership practice in supporting a high school career academy model. *Leadership and Policy in Schools, 16*(1), 54-79.

Naumov, N., Ramkissoon, H., & Hristov, D. (2020). Distributed leadership in DMOs: A review of the literature and directions for future research. *Tourism Planning & Development, 18*(4), 398-414.

Park, H. Y. (2021). The Association between Fair Hiring Policy and Employee Job Satisfaction: Theoretical Approach in the Literature Analysis. *East Asian Journal of Business Economics, 9*(2), 43-54.

Parker, G. (2015). Distributed leadership in English schools in 2014. *Management in education, 29*(3), 132-138.

Printy, S., & Liu, Y. (2021). Distributed leadership globally: The interactive nature of principal and teacher leadership in 32 countries. *Educational administration quarterly, 57*(2), 290-325.

Rao-Nicholson, R., Khan, Z., Akhtar, P., & Tarba, S. Y. (2020). The contingent role of distributed leadership in the relationship between HR practices and organizational ambidexterity in the cross-border M&As of emerging market multinationals. *The International Journal of Human Resource Management, 31*(2), 232-253.

Rydenfält, C., Johansson, G., Odenrick, P., Åkerman, K., & Larsson, P. A. (2015). Distributed leadership in the operating room: a naturalistic observation study. *Cognition, Technology & Work, 17*(3), 451-460.

Al Samkari, H., & David, S. A. (2019). The role and impacts of authentic leadership on staff engagement and performance: A study among school leaders and teachers in private schools in the UAE. Specialty *Journal of Psychology and Management, 5*(4), 65-78.

Seong, D. H. (2021). Sports Leadership Theories for Improving Retail Service Quality on Customer Value. *Journal of Distribution Science, 19*(5), 13-21.

Shava, G. N., & Tlou, F. N. (2018). Distributed Leadership in Education, Contemporary Issues in Educational Leadership. *African Educational Research Journal, 6*(4), 279-287.

Tashi, K. (2015). A quantitative analysis of distributed leadership in practice: Teachers' perception of their engagement in four dimensions of distributed leadership in Bhutanese schools. *Asia Pacific Education Review, 16*(3), 353-366.

Tian, M., Risku, M., & Collin, K. (2016). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration & Leadership, 44*(1), 146-164.

Torres, D. G. (2018). Distributed leadership and teacher job satisfaction in Singapore. *Journal of Educational Administration, 56*(1), 127-142.

Tudryn, P., Boscardin, M. L., & Wells, C. (2016). Distributed Leadership through the Lenses of Special Education Leaders. *Journal of Special Education Leadership, 29*(1), 3-22.

Vanderlinde, R., & van Braak, J. (2010). The gap between educational research and practice: Views of teachers, school leaders, intermediaries and researchers. *British educational research journal, 36*(2), 299-316.

Vuori, J. (2019). Distributed leadership in the construction of a new higher education campus and community. *Educational Management Administration & Leadership, 47*(2), 224-240.

Wan, S. W. Y., Law, E. H. F., & Chan, K. K. (2018). Teachers' perception of distributed leadership in Hong Kong primary schools. *School Leadership & Management, 38*(1), 102-141.

Woods, P. A. (2004). Democratic leadership: drawing distinctions with distributed leadership. *International journal of leadership in education, 7*(1), 3-26.

Youngs, H. (2020). Distributed leadership. In Oxford Research Encyclopedia of Education.