

Relationship between Distributed Leadership and Sustainable School Improvement

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ABSTRACT The study examined the relationship between distributed leadership and sustainable school improvement. Descriptive survey design was used for the study. A sample of 200 public secondary schools out of a total of 595 schools in Lagos State as on September 2010, with their principals (105 male and 95 female) as subjects was drawn for the study using proportionate stratified random sampling technique. The study developed and utilised two sets of questionnaire tagged “Distributed Leadership Questionnaire (DLQ)” and “Sustainable School Improvement Questionnaire (SSIQ)” with reliability coefficients (r) of 0.72 and 0.80 respectively. Pearson product moment correlation coefficient (r) was employed to analyse the data. The null hypotheses developed for the study were tested at .05 level of significance. The findings revealed significant relationships between distributed leadership and school goal achievement; teachers’ professional development; instructional programme management; effective teaching and learning; and promotion of school climate. It was therefore recommended among others that distributed leadership should be adopted in such a way that everyone in schools is empowered to make his or her job more efficient, meaningful, and effective.