

## THE IMPACT OF A FACULTY MEMBER'S PRACTICE OF DISTRIBUTED LEADERSHIP ON MOTIVATING BUILDING LEADERSHIP SKILLS AND CULTURAL ROLES FOR STUDENTS OF THE COLLEGE OF BASIC EDUCATION

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**ABSTRACT:** *Since educational institutions are complicated to be governed with only one individual, the supporters of this idea demand that shared leadership is required. The basic principle recommends in the present research based on the efforts to ascertain motivating building Leadership Skills and Cultural Roles for Students as one of the best leader characteristics behaviours. The current study aims to provide practical information on distributed leadership with its impact on students and discuss the applicability of that concept in educational institutions. This study aimed to characterise the effect of a faculty member's practice of distributed leadership on motivating building leadership skills and cultural roles with students from the female's perspective. The sample of the study contains (218) students, who were chosen according to the randomised method. A questionnaire was designed to measure the impact of faculty members 'practice of distributed leadership on Students of The College of Basic Education in the state of Kuwait.*

**KEYWORDS:** leadership skills, distributed leadership, leadership skills, impact of faculty member.

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### INTRODUCTION

The motivation of students is a substantial issue in higher education, mostly due to the significant influences of academic staff performance in their professional life. This study is focused on identifying the factors that will help literary intellectuals to know students' attitudes towards the function of academic staff, what are the facilitates learning and what are the hinders in the process of the education system.

The research will enhance the education community to predict the performance of student academic and distinguish the grades of the students before they begin to fall. (Kamauru, 2000). Lumsden (1994) has investigated that Learning sometimes turns into constraint than pleasure; that is the leading cause of a large number of students' desert education before graduation. Göksoy (2015) explained that many countries and societies had been interested in the importance of leadership with its central and essential role in leading institutions, and individuals to achieve the goals set for them. Leadership aims to direct, encourage, and guide

each of the individuals, societies, and institutions to become purposeful, and fulfilling force of hopes and goals.

Distributed leadership addresses the entirety of human resources in the educational system, especially the academic staff in educational systems as leaders. According to this model, it is fundamental to develop leadership potentials of human resources at educational strategies and provide equal chances and statuses for the staff to realise the goals of the system.

The forming foundation philosophy underlining this process is the mobilisation of shared the quality of having experience and common sense by creating synergy among the staff at institutions and maximisation its efficiency, productivity and competence which will ensure achievements the goodness of the educational process.

Werner (1993) explained that according to behavioural leadership theory, attitudes and behaviours of leaders towards their students are crucial for success. The leader fundamentally relies on the resources of person responsibility feel towards these individuals and utilises interactions with them to acquire the desired outcome. The leadership behaviours are based on two different dimensions. One dimension depends on individuals, communication between staff interactions and the interconnection of the group; the other is based on production orientation and fulfilment of goals.

According to the power of motivation, Bomia et al. (1997) specified that particular teaching strategies could have a positive impact on the different images. Instructors must be aware of methods that will positively affect motivation, utilising an approach that supports student willingness and eagerness. Various components of intrinsic motivation, as detected through the research motivation, could be influenced by autonomy, instrumentality, effort, interest, satisfaction, anticipation, valence, relevance, and self-efficacy. In examining these concepts and the associated teaching strategies, and related to substantial motivation, it was determined that specific teaching strategies could have a positive effect on the different images.

Many are aware of the seriousness of leadership and the vital role in the success or failure of institutions of all sizes—also the diversity of their goals, social, educational, economic, health etc. From here, emerges the significance and central role of the importance of choosing a successful leader who can conduct the journey of the set goals and work to achieve them whilst draw predictions of future visions.

Because of its significant and clear impact on the development of the educational process, Robbins, and Judge, (2012) explained that the academic field, as one of the crucial areas, gave full attention to the leadership component. The method, therefore, includes the styles of leadership that focus on interpersonal relationships, dealing with the personal requirements of staff regarding members divergences and the leadership styles that focus on the technicality and signification of task

To achieve these goals and aspirations, it requires individuals with the competence, ability, and skill necessary to lead the fundamental objectives and work to make them. Throughout modern

times, it was found that the leadership factor is one of the most essential and fundamental keys in the development, progress, and success of many institutions of different and varied activities. Perhaps many are betting on the importance of leadership in facing challenges with rapid developments and its role in confronting these challenges to leading it to safety.

Atwa, (2001) reported that in the process of selecting leaders, the interested educators in developing a set of standards and regulations could achieve a balance and interaction in the task's distribution, responsibilities and duties assigned to each member of the work team until the goals are met.

Agwa, (2012) indicated that for the appropriateness of the educational field, perhaps the importance of Distributed leadership lies in its essence and characteristics, as it has the nature of participatory responsibility in the goals. Many institutions, however, require positively achieving their dreams instead of unfavourable influence on them. In other words, Distributed leadership depends on the principle of participatory leadership between the leader and members of educational institutions to achieve the set goals. That means, what do educational institutions need through an educational leader who has qualities and characteristics that enable him to lead and perform the participatory roles professionally.

## **CONCEPTUAL FRAMEWORK**

### **The Study Problem**

Distributed leadership might be one of the most important of these patterns. In many educational institutions, therefore, the faculty members represent the backbone and foremost leaders in motivating male and female students through their practice of multiple styles of leadership.

Quraishes,( 2014)explained that through the characteristic of distributed leadership, it has a direct and primary impact in motivating students and achieving common goals represented in the participation of everyone in this process, moreover, setting the responsibilities and tasks assigned to them. Whenever the member exercises his role professionally, the role of the faculty member, therefore, is significant and essential in motivating and encouraging students.

Accordingly, the two researchers see the necessity of research and investigation to find out the degree of the practice of the faculty members. In addition to that, they know the impact of a faculty member's exercise of Distributed leadership on motivating students to achieve the common goals in the College of Basic Education.

### **Objectives of The Study**

The aim of the study is:

- To identify the degree to which the distributed practicing of leadership style at the faculty members in the College of Basic Education of Kuwait State.
- To find out the extent of the influence of faculty practice on motivating students of the College of Basic Education in the Kuwait State.

### **Study Questions**

As early mentioned, the study aims to identify the degree of the teaching staff's practice of Distributed leadership as well as the extent of the effect on motivating students. From the student's point of view, the study, therefore, is to answer the following questions: -

- What is the degree to which the faculty member practices the Distributed leadership style?
- What is the effect of the faculty member's practice on motivating students?

### **The Significance of Studying**

This study originates from the importance of the leadership component and its substantial and compelling role represented in the interest of educational institutions in the College of Basic Education of the Applied Public Authority Education and Training as well as College of Basic Education. Also, the abilities and skills that the leader could take part in achieving and developing their academic and educational goals. The goal that almost all institutions demand to sustain within their various activities. Accordingly, the significance of this study could be defined by the following points:

- To clarify the importance of a faculty member's practice of the Distributed leadership style.
- To explain the effect of practicing the Distributed leadership style on motivating on the target students.

### **The Limits of the Study**

The study was limited to the temporal, spatial and human boundaries. The temporal limits were conducted in the second semester of the 2018/2019 academic year. The spatial and human limitations were restricted to the female students of the college of Basic Education of the Public Authority for Applied Education and Training in the State of Kuwait.

## **TERMINOLOGY**

**Motivation:** is a process of transfer from one deficient or inadequate phase to another successful and sufficient phase.

**Motivation:** is a process of transforming a current unsatisfactory situation into a more interactive and satisfying future phase.

Perhaps the main goal and the key to this transfer case are how to support and motivate the process of moving individuals from the unsatisfactory to the most influential role.

## **DISTRIBUTED LEADERSHIP**

Dampson et al., (2018) pointed out that leadership is a complex phenomenon that exists in any institution where the necessity for inspiration and its impact is required. On other words, there is a compelling and necessary need for leadership for every institution. Still, at the same time, it is not an easy and simple task as it primarily depends on the leader.

Qualification and experience can influence a group of individuals to achieve the fundamental goals of the institution. They also indicated that the educational institutions utilise and adapt various types of leadership styles that are adequate and consistent with their contexts to achieve their goals and required tasks. Furthermore, Distributed leadership is a promote process that involves various forms of leadership practices.

Agwa (2012) pointed out that Distributed leadership as one of the most crucial factors influencing the environment of the educational institution. On the other hand, the improvement and development of sustainability efforts, by forceful leadership is facing the challenges of educational goals.

### **THE GENESIS OF DISTRIBUTED LEADERSHIP**

Like any other science or term, from the perspective of social psychology in 1954, the concept of distributed leadership originated by the Australian scientist when he reported about the concept of distributed leadership. It was focused on the psychological impact on that leader. Further, where employees are involved in leadership and not be restricted to the leader alone, he explained that it is to improve the level of achievement in its qualitative dimension. (Groen, 2008) added that leadership inclusive all administrative levels. Later on, the interest in distributed leadership increased, as it is one of the types of leaders that focus on and concerned with teamwork.

Leadership is primarily based on participation and distribution of leadership tasks, which reflects providing the powers and flexibility during the implementation of work and responsibilities in collaborative collective ways.

Halverson, Clifford (2013), Kocolowski (2010); Judge & Ryman (2001); Uğurluoğlu (2010) pointed out that relating to leadership and newer leadership theories demonstrate the distribution institutions leadership responsibilities with conception such as distributed cognition, democratic leadership, shared leadership and self-leadership.

Printty (2008) & Halverson, Clifford (2013) explained that Distributed cognition is a different theory related to distributed leadership. Distributed cognition, however, represents multilateral intelligence where the knowledge, skill and expertise are more than the sum of capacities of the individual. There is a conceivable multilaterally understood which creates the group intelligence as called institutional knowledge or addressed as learning.

Baloğlu, (2011) reported that the concept expresses the extensive knowledge across people and cases. As far as the interactions between leaders, audience and situations are conclusive in distributed leadership, it would be very closed to distributed cognition. In this viewpoint, leadership produces the multilateral leadership potential of an institution, and leadership is more than individualistic knowledge and skills.

Distributed leadership considered one of the essential modern strategies in the educational field, as it depends on the diversity and distribution of powers and authorities rather than the pattern of restricting the jurisdiction and powers in one hand only.

To benefit from all the resources that the institution possesses, many researchers and those interested prompted to pay attention and study more the difference and diversity of its sources.

## **PRINCIPLES OF DISTRIBUTED LEADERSHIP**

Wallace (2001) explained that the conception of distributed leadership depends on various principles, including the following:

- Instructors have the right to participate in making decisions in developing the institution. Furthermore, it has an impact on empowering work to participate and cooperate in obtaining a distinct institution.
- Since instructors spend most of their working lives on their institution, they should have a sense of professional fellowship that stems from their work and their accompaniment to their colleagues in the profession.
- To develop instructors' professional capabilities and to achieve their aspirations and ambitions; it is necessary to gain experience in leadership participating.

Through these participations, instructors should have the opportunity to impart and promote leadership skills.

- Often work relationships between institution personnel play a symbolic role in promoting the social development of students. Instructors, therefore, should be role as models for students and demonstrate it through their relationships among themselves as a reflected model on their students.
- Participatory leadership among the members of the institution environment is often more efficient than the individual work of the principal.

The fact that distribution exchange of leadership tasks between working individuals and the cooperation with each other develops contribution with the cultivation of the feeling of reciprocal participation as well as collaboration and concerted efforts, thus reaching a more remarkable and more accomplishment of tasks and work.

## **LITERATURE REVIEW**

### **The Concept of Motivation**

By reviewing the previous researchers and specialists among workers in the field of motivation and leadership, it reveals a positive impact in improving their performance on the distribution of leadership.

Maslow ,(1970,1978) explained that perhaps one of the oldest theories that referred to motivate and encourage a person to work potentially is the theory of the needs ladder, which indicated

that what force an individual to work potentially is a set of requirements that he demands to fulfil. Maslow based his theory on three assumptions, namely that a human has needs and desires with satisfaction, but in the case of unsatisfaction, his behaviour and his relationship will be influenced by others. According to Maslow, there are five needs, which are divided as follows (physiological needs, security needs, needs for social belonging, needs for self-respect, and needs for self-realization and independence).

Allawi and Radwan (1987) defined motivation as the need to win and achieve, as well as to enjoy the challenge and confrontation with achieving results.

Smiley, (1995) reported that by expanding the nature and scope of leaders' work, the distribution of leadership among instructors reinforce the quality of their performance. Through the superiors and leaders accomplished with distributing leadership, the essential role of the process is supporting and motivating individuals.

Al-Orifi and Abdul-Mahdi, (1996) indicated that whenever an individual obtains one of the leadership necessities with satisfaction, he will go beyond and continues the journey to gain the rest of the essentials and desires.

Al-Qaryouti ,(2004) defined motivations as those factors and motives that take workers to work with all their strength to achieve the set goals.

Spillane.et.al. (2004) reported that in the field of psychology, thinkers and researchers disagreed over a standard conception of motivation. This divergence originates from the various uses and forms. The concept of motivation, therefore, varies according to the field of uses. For example, there is self or internal motivation that stems from the inside of the individual and from the soul and sentiment. On the other hand, internal motivation, such as moral and physical motivation, depends on external motivation. It works to encourage the individual to develop and master the performance and work as well.

Spillane, (2005) reported that Leadership specified to activities restrictive to the core work of the institutions that are designed by institutional members to affect the motivation, knowledge, concern, and exercises of other organizational members or that are understood by institutional members as planned to have an effect on their motivation, knowledge, impact, and activities.

## **MOTIVATION IN THE EDUCATIONAL FIELD**

Abu Allam, (2004) defined motivation as one of the essential factors and pillars, on which to achieve goals. Psychology Specialists have demonstrated the importance of having an element of motivation in the learning and teaching process, regardless of its type, whether consciously or subconsciously. Motivation factor mainly contributes to learning acquisition, knowledge acquisition, skills, and other goals to be achieved. Students who are motivated have the greatest motivation in attaining goals and enjoy better and greater effectiveness than their peers who have less motivation.

The importance of motivation in the educational field, Mahmoud (2004) pointed out that motivation has many advantages, as follows:

1. Helping the learner to participate effectively.
2. Helps the learner in achieving his psychological needs.
3. Develop and increase the relationship between the learner and the instructors.
4. Improve and develop creative ideas.
5. Increases the chances of motivation and ability to learn.
6. Creates an atmosphere of excitement and competition among learners.
7. Motivate students , leading their tendencies and interests.

## RESEARCH METHODOLOGY

### Participants

For gathering the best information, after an explanation of the role of the questionnaire, the chosen students' sample had been invited. The investigation had been explained to all the selected students before they researched unanimity to give the real answers to the questionnaires. According to the rules of the correct questionnaire, the sample consisted of 250 female students in the survey with an average age of 20 years and the selected participant was 218 from the 250 (87.2%) students. The method for selecting the participants in this study was convenience sampling. To confirm the purpose of the questionnaire, an exploratory sample of 30 students assigned to verify the validity and reliability of the questionnaire, honesty, and stability. The following table (1) contains brief information regarding research methodology.

Table (1)

Methodology	Method
Purpose of study	Exploration
Types of investigation	Correlations
Extent of researchers'	Minimal Interference
Study setting	Non-Contrived
Measurement	Scaling
Unit of analysis	Individuals
Sampling design	Random Sampling
Sample size	N = 218
Data collection method	Questionnaire
Time horizon	One Shot
Data analysis	Analysis of Variance

The above-given self-explanatory table describes different parts of research methodology in brief. For statistical purpose analysis of variance has been conducted using **SPSS 25** version.



## INSTRUMENT

The questionnaire comprised 30 items aiming to investigate students' perception towards DL. It was adapted from those invented by Nasser and Fresko (2002) and Spencer & Schmelkin (2002) to suit the current study context. Questions designed based on the format of Likert with three-level item ranging from (Agree)- (Somewhat) - (Disagree). The 30 questions were categorised into three Axes were sent directly to targeted students. In the first part, 10 questionnaires are related to Leadership practices; second part with 10 questionnaires are related to "The Institution culture and third part with 10 questionnaires are related to Motivation of the students as indicated in the table (2).

**Table 2**

	<b>Axes</b>	<b>Number of items</b>
1	Leadership practices	10 items (Items 01-10)
2	Institution culture	10 items (Items 11-20)
3	Students Motivation	10 items (Items 21-30)

### **Statistical Methods Used:**

In this study, quantitative data were gathered from the participants' answers to the questionnaires and then they were encoded and analysed using the Statistical Packages for Social Sciences (SPSS 25).

The data used for the study are:

1. Pearson correlation coefficient.
2. Cronbach Alpha Coefficient.
3. Frequency and Percent.
4. Mean and Standard deviation.
5. Chi-square.

### **The Validity and Reliability of the Questionnaire:**

#### **Results of Internal Consistency Validation:**

In order to verify the validity of the internal consistency of the questionnaire, the researchers calculated the correlation coefficient between the degrees of each item of the questionnaires and the total scores for the axes to which the item belongs, and the conducted results are shown in Table (3).

**Table (3)**

<b>Axes</b>	<b>Item no.</b>	<b>Correlation coefficient</b>	<b>P-value</b>	<b>Significance</b>
<b>Leadership practices</b>	1	0.51	0.01	SN
	2	0.54	0.01	SN
	3	0.48	0.01	SN
	4	0.51	0.01	SN
	5	0.57	0.01	SN
	6	0.52	0.01	SN
	7	0.60	0.01	SN
	8	0.55	0.01	SN
	9	0.54	0.01	SN
	10	0.52	0.01	SN
<b>Institution culture</b>	11	0.68	0.01	SN
	12	0.47	0.01	SN
	13	0.79	0.01	SN
	14	0.46	0.01	SN
	15	0.48	0.01	SN
	16	0.63	0.01	SN
	17	0.58	0.01	SN
	18	0.75	0.01	SN
	19	0.56	0.01	SN
	20	0.72	0.01	SN
<b>Motivation</b>	21	0.51	0.01	SN
	22	0.77	0.01	SN
	23	0.57	0.01	SN
	24	0.78	0.01	SN
	25	0.58	0.01	SN
	26	0.56	0.01	SN
	27	0.61	0.01	SN
	28	0.65	0.01	SN
	29	0.75	0.01	SN
	30	0.53	0.01	SN

Table (3) shows the correlation coefficients between the scores of each of Items of the Axes as they ranged between (0.46 - 0.79), where all of them are statistically significant, and thus the items of the questionnaire are considered true to what they are measured.

**Results of The Structural Validity**

To verify the structural validity of the questionnaire, the researchers calculated the correlation coefficient between the degrees of each Axis and the total degree of the questionnaire, where the conducted results as shown in Table (4).

**Table (4):**

<b>Axes</b>	<b>Correlation coefficient</b>	<b>P-value</b>	<b>Significance</b>
Leadership practices	0.84	0.01	SN
Institution culture	0.89	0.01	SN
Motivation	0.84	0.01	SN

Table (4) shows the correlation coefficients between the scores of each Axis and the total degree of the questionnaire, ranging (0.84, 0.89, and 0.84) for the three Axes respectively, and all of them are statistically significant, which indicates the validity and homogeneity of the Axes of the questionnaire

**The Stability of The Questionnaire with Its Axis**

To verify the stability, the researchers used Cronbach's Alpha Coefficient method, and the result as shown in Table (5).

**Table (5)**

<b>Axes</b>	<b>Items</b>	<b>Cronbach's Alpha Coefficient</b>
Leadership practices	10	0.70
Institution culture	10	0.81
Motivation	10	0.83
<b>Total questioner</b>	<b>30</b>	<b>0.90</b>

Table (5) shows the stability coefficients of the questionnaire and its Axes ranging (0.70, 0.81, and 0.83) for the three Axis respectively, whilst the reliability coefficient for the whole questionnaire reached (0.90), indicating a high stability ratio, which reassures the researchers of the results of applying the questionnaire.

### **Analyses the Results of the Field Study**

The mean value, standard deviation, relative weight, and the "Chi-square" test was used to indicate the differences between the responses of the students, the research sample on the questionnaire's items according to three-scale as follows:-

The scale of "**Agree (A), Somewhat(S), Disagree(D)**" with weights (1,2,3) respectively.

In order to determine the actual length of each level, the range was calculated by subtracting the smallest weight from the highest weight in the scale divided by the highest weight equal:

(  $\frac{3-1}{3} \cong 0.67$ ). This means that the level "**Disagreed**" is located between the value (1) and less than (1 + 0.67), and the level "**Somewhat**" is located between the value (1.67) and less than (1.67 + 0.67), whilst the "**Agree**," level is between the value (2.34 to 3.0). Hence, the likely weight of the answers is as follows:

Agree (A) 3.0- 2.34

Somewhat, (S) 2.33- 1.67

Disagree (D) 1.66 - 1.00.

Note: All averages and relative weights are rounded to two decimal places.

### **STATISTICAL RESULTS FOR THE FIRST AXIS:**

#### **The Leadership Practices.**

The leadership practices represent the faculty member's practice and building of skills and leadership roles for students.

Table (6): Number of Response, Total weights, Mean value, standard deviations, relative weight (%), and results of the "Chi-square" ( $\chi^2$ ) test for the students' opinions of the research sample towards Axis of leadership practices.

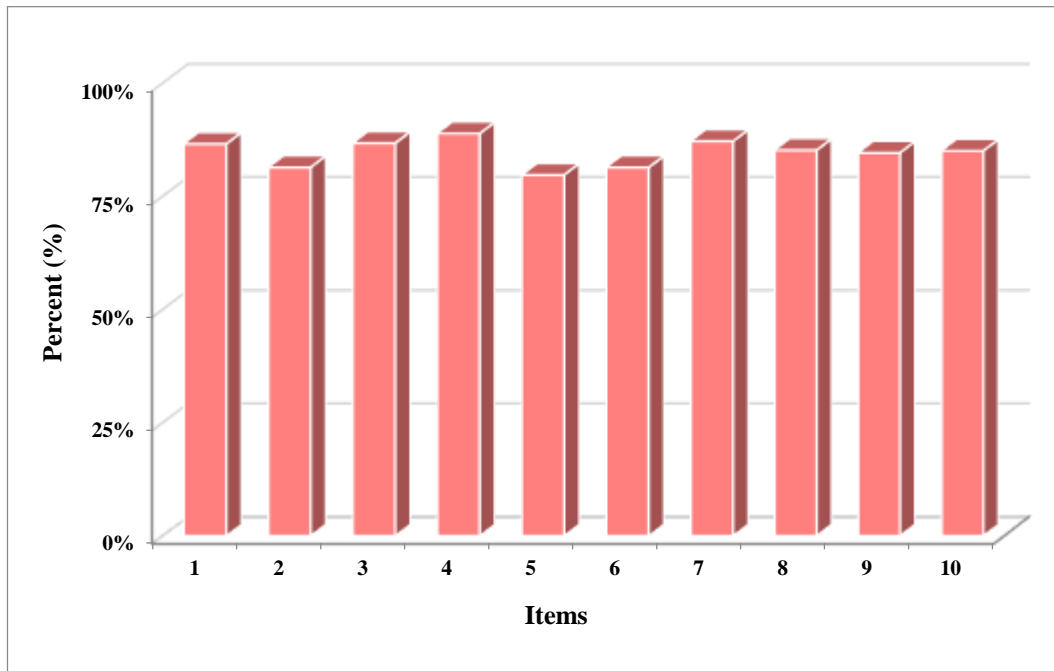
**Table (6)**

Faculty member Towards female Students	Response			Total weights	Mean value	SD	Percent (%)	Measurement	Chi-square		Ranked
	A	S	D						$\chi^2$	P-value	
Gives students sufficient opportunities for creativity	138	72	8	566	2.60	0.56	86.54%	A	116.29	0.001	4
Gives female students the opportunity to practice the behaviour of leadership	103	108	7	532	2.44	0.56	81.35%	A	89.18	0.001	8
Encourages students to develop leadership skills	139	71	8	567	2.60	0.56	86.70%	A	118.14	0.001	3
Plays a major role in guiding the students' performance	159	45	14	581	2.67	0.59	88.84%	A	160.47	0.001	1
Distributes leadership tasks to the students according to their abilities	118	67	33	521	2.39	0.74	79.66%	A	50.38	0.001	10
Distributes leadership tasks equally among the female students	123	68	27	532	2.44	0.70	81.35%	A	63.86	0.001	9
Contributes to developing the leadership skills of female students	141	70	7	570	2.61	0.55	87.16%	A	123.70	0.001	2
Contributes to creating the leadership personality of the female students	133	73	12	557	2.56	0.60	85.17%	A	100.74	0.001	5
Divides leadership tasks fairly among female students	131	73	14	553	2.54	0.62	84.56%	A	94.19	0.001	7
Supports female students to meet and solve challenges	132	74	12	556	2.55	0.60	85.02%	A	99.12	0.001	6
<b>Leadership practices</b>					<b>2.54</b>	<b>0.62</b>	<b>84.63%</b>	<b>A</b>			

Table (6) shows the results of the "Chi-square" test for the significance differences between the responses of the students in the research sample towards the leadership practices Axis. The

values of "Chi-square" were statistically significant for all items, which indicates the presence of significant differences between the levels of opinions. Agree to all items. The mean values of these items ranged between (2.39 - 2.67), and the relative weight (%) ranged between (79.66% - 88.84%).

For leadership practices, the opinions of the student's research sample occurred at the level of "A" with the Mean value (2.54) and a relative weight (84.63%).



**Figure (1): Clarifies leadership practices statements according to their relative weight (%)**

From Table (6), and the Figure (1), the research sample's agreement towards leadership practices, indicating the faculty member is:

1. Playing a major role in guiding the performance of female students.
2. Contributing to developing the leadership skills of female students.
3. Encouraging female students to Leadership skills.
4. Giving students sufficient opportunities for creativity.

**THE STATISTICAL RESULTS OF THE SECOND AXIS:**

**The Culture of The Institution.**

An institution's culture is a mightily fixed, firmly set of values and beliefs that locate, to a great extent, how colleagues and students react to various situations. The culture of the institution represents the set of values and principles that exist between the faculty member and students, which form the general atmosphere of the college.

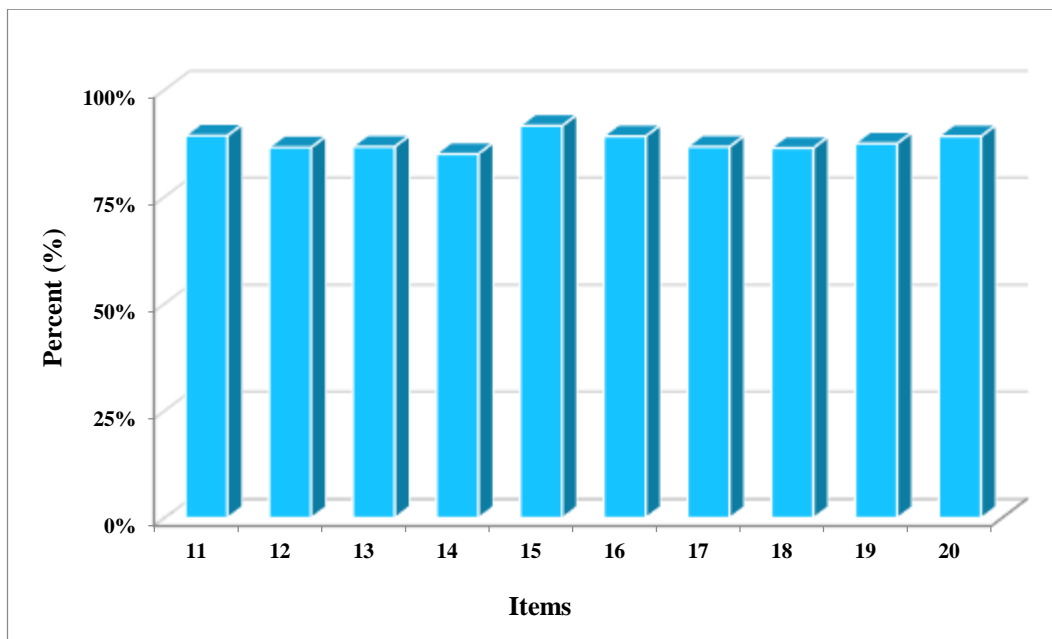
Table (7)

Faculty member Towards female Students	Response			Total weight	Mean value	SD	Percent (%)	Measurement	Chi-square		Ranked
	A	S	D						$\chi^2$	P-value	
Promote entrepreneurship	161	44	13	584	2.68	0.58	89.30%	A	167.68	0.001	2
Motivate the creative energies	142	64	12	566	2.60	0.59	86.54%	A	117.83	0.001	6
Encourages the concept of teamwork	146	57	15	567	2.60	0.62	86.70%	A	123.15	0.001	6 Rep.
Apply the principle of justice	136	66	16	556	2.55	0.63	85.02%	A	100.00	0.001	10
appreciates the hard-workers and encourages them	166	49	3	599	2.75	0.47	91.59%	A	194.38	0.001	1
Allows students to demonstrate their abilities and skills.	153	59	6	583	2.67	0.53	89.14%	A	152.54	0.001	3
It provides a cooperative atmosphere to work with a team spirit	148	53	17	567	2.60	0.63	86.70%	A	126.06	0.001	6 Rep.
Create a suitable environment for exchanging ideas on educational issues	141	65	12	565	2.59	0.59	86.39%	A	115.72	0.001	9
Instils confidence in the souls	150	54	14	572	2.62	0.60	87.46%	A	134.46	0.001	5
Allows the opportunity to express opinions and suggestions	153	59	6	583	2.67	0.53	89.14%	A	152.54	0.001	3 Rep.
<b>Institution culture</b>					<b>2.63</b>	<b>0.58</b>	<b>87.80%</b>	<b>A</b>			

Table (7): Responses, Mean value, standard deviations, relative weight (%), and results of the "Chi square" test for the students 'opinions of the research sample towards the Axis of the institution's culture.

The values of " $\chi^2$ " were statistically significant for all items, indicating the significant differences between opinions levels. **Agree** for all items. The mean values of these items ranged between (2.55 - 2.75), and the relative weights ranged between (85.02% - 91.59%).

**As for the culture of the institution**, the research sample Questionnaire represented at the level "A" with mean value (2.63) and the relative weight (87.80%).



**Figure (2)** illustrates the institution's culture according to its relative weight (%).

From Table (7), and the Figure (2), the research sample's measurement towards the culture of the institution indicating that the faculty members are :

1. Appreciating the efforts of hardworking female students and encourages them.
2. Promoting the entrepreneurial spirit of the female students.
3. Providing a cooperative atmosphere as working in a spirit of one team,
4. Allowing the female students, the opportunity to express opinions and suggestions.

### **STATISTICAL RESULTS FOR THE THIRD AXIS:**

#### **Motivation.**

The culture of the institution represents the set of values and principles that exist between the faculty member and female students, which constitute the general atmosphere of the college.

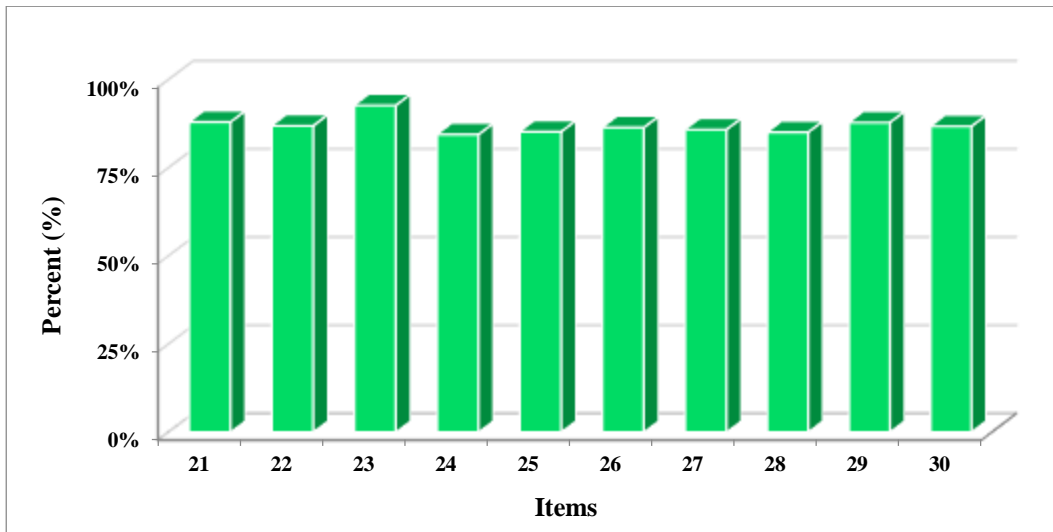


Table (8) shows the results of the "Chi-square" test for the significant differences between the responses of the students in the research sample towards the motivation statements, where the values of " $\chi^2$ " were statistically significant for all statements, indicating the presence of significant differences between the levels of opinions "A" for all statements, and the mean values ranged between (2.53 - 2.78), whilst the relative weights ranged between (84.40% - 92.66%).

**Table (8)**

Faculty member Towards female Students	Response			Total weights	Mean value	SD	Percent (%)	Measure ment	Chi-square		Ranked
	A	S	D						$\chi^2$	P-value	
Encourages freedom of expression	152	53	13	575	2.64	0.59	87.92%	A	140.93	0.001	2
Uses words of praise and admiration	143	64	11	568	2.61	0.58	86.85%	A	121.44	0.001	4
A relationship based on mutual respect	176	36	6	606	2.78	0.48	92.66%	A	226.61	0.001	1
Authorize to participate in classroom activities	134	66	18	552	2.53	0.64	84.40%	A	93.50	0.001	10
Rewards the hardworking and the privileged with exceptional incentives	135	69	14	557	2.56	0.61	85.17%	A	101.02	0.001	8
Stimulates for participation and exchange of ideas	139	69	10	565	2.59	0.58	86.39%	A	114.78	0.001	6
Develops scientific thinking ability	135	73	10	561	2.57	0.58	85.78%	A	107.51	0.001	7
Provides a stimulating climate	135	68	15	556	2.55	0.62	85.02%	A	99.53	0.001	9
Provides opportunities to participate in the decision-making process	149	58	11	574	2.63	0.58	87.77%	A	135.48	0.001	3
Encourages constructive discussion and criticism	139	71	8	567	2.60	0.56	86.70%	A	118.14	0.001	5
<b>Motivation</b>					<b>2.61</b>	<b>0.59</b>	<b>86.87%</b>	<b>A</b>			

As for the motivation as a whole, the opinions of the subjects of the research sample occurred at the level of "A" with Mean value (2.61) and a relative weight (86.87%).



**Figure (3)**

Figure (3): illustrates motivation Axis according the relative weights.

From Table (8), and Figure (3) the relationship of the faculty member with the student is based on mutual respect, indicating that the faculty member:

1. Encouraging female students on freedom of expression,
2. Providing students with opportunities to participate in the process of making decision,
3. Using words of praise and admiration for hard workers.

### **STATISTICAL RESULTS OF THE OVERALL EVALUATION OF THE AXES OF THE QUESTIONNAIRE.**

To learn about the practices of faculty members and the motivational role they play, Table (9) shows the total evaluation of the three questionnaire Axes according to the responses of the students in the research sample, where opinions occurred at the level of “A” for all Axes. The mean values were (2.54, 2.63, 2.61) for each Axis respectively; the relative weights were (84.63%, 87.80%, 86.87%) as represented in Figure (4).

Table (9): mean values, standard deviations, and relative weights of the students and responses.

Axes	Mean value	SD	Percent (%)	Responses	Ranked
Leadership practices	2.54	0.62	84.63%	A	3
Institution culture	2.63	0.58	87.80%	A	1
Motivation	2.61	0.59	86.87%	A	2

From Table (9), and Figure (4), it is evident that the study sample individuals agree with the Axes of the questionnaire.

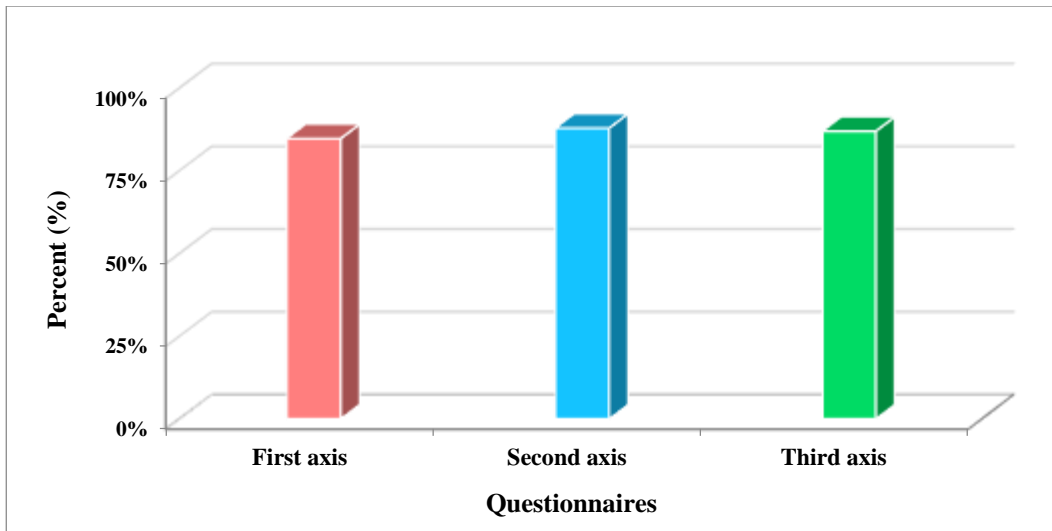


Figure (4)

Figure (4): shows the three Axes of the questionnaire according to their relative weights.

## DISCUSSION

This experiential work is evidence to show that creating the spirit of the cooperative atmosphere of distributed leadership, is vital for the growth and development of every entity. Will teach the students the commitment, resolve and perseverance - eventually driving every aspect of their life toward a singular unified purpose.

In light of the significant findings of the present study, although the questionnaires in the three axes with 30 items, the implications of the impact of improving the practice of distributed leadership on motivating with the student, the student without neglecting the other items, focused mainly on ten items specifically as should be implemented by the leaderships towards the students as Follows:

**The Leadership Practices.**

1. Guiding the performance as a significant factor.
2. Encouraging and participating in the development of leadership skills.
3. Adequate opportunities for creativity.

Leadership is essentially a choice in the education system that one can participate in everyday life, with its quality assessment, often by oneself. These involve the levels of contribution towards a positive impact on the institution, in particular; the colleagues and the students, as well as the level of courage demonstrated by both action and modeling's practice assists to promote inclusivity plus meaningful participation in development with a focus on continuous improvement.

**The Culture of The Institution:**

1. Appreciating and encouraging the efforts of tending to work with energy, commitment and diligent.
2. Promoting the initiative and entrepreneurial spirit.
3. Creating the spirit of the cooperative atmosphere as working in one team,
4. The opportunity for the ability to form and express opinions on education, training, and suggestions.

Category of Providing a work with teamwork attempts to provide students with tools of team members during periods of restructuring for success through strategies arising from problems that occur during the educational process. These exercises achieve permanent acceptance for clear objectives to achieve success. Also, an individual will often have to take notes on the task and then reiterate them to the team as part of the exercise. Whenever the student is to be a leader in most cases will be taught that never get too implicated in the details and must coordinate a high-level plan that drives everyone toward the unified goal

**Motivation.**

1. Encouraging freedom of expression.
2. Full opportunities to participate in the process of decision making.
3. Express warm approval or admiration for diligent.

Through the Motivation process, - the students will be an effective leader and be able to encourage contributions to the entire institution or even his way of life. Also, navigating the specific motivators of each student or group working with them to push the right buttons and

inspire colleagues at every level to achieve not only their personal best wherever they are doing but also the best for their institutional system.

Encouraging the students, to work with energy, commitment and diligent, will promote the student's initiative and entrepreneurial spirit. Eventually, creating the spirit of the cooperative atmosphere as working in one team. This proceeding will create an opportunity for the ability to form and express opinions on education, and suggestions, and eventually creating leadership.

## CONCLUSION

- Effective leadership considered as task-closely connected. The most successful leaders are, therefore, the ones who can adapt their leadership styles across a broad range of varying maturity levels, readily guiding his performance towards the students. Furthermore, factoring into the selection for leadership style by the students' readiness and ability to share responsibility for the assignment as well as their applicable education and experience.
- The institution culture needs to change and adapt itself to the promoting needs of the education system, so the educational institution has to develop and maintain a high-performance culture that will motivate students to carry out their work most effectively and productively. It is, therefore if an educational system culture does not promote merit and efficiency, it can prove to be withdrawal on education quality performance.
- Motivation: as an essential category enables students to understand the situations to stimulate team members, as well as the individual practices, will generate a new leader.

Those steps exercise center on the leader's attitude and will encourage the expression freedom accomplished with full opportunities to participate in the process of decision making. Top opportunities to participate in the process of decision making, create an environment where students could perform the best of their abilities to produce the highest-quality work most efficiently and effectively.

Eventually will encourage students to Risk-taking, breaking the traditional way of life and developing new aspect and services.

## RECOMMENDATION

**For learning, teaching and construct leadership capacity for the higher education sector:**

1. Identify the requirement to sustain advancing the use of a distributed leadership approach.
2. Built a benchmark for distributed leadership developed and disseminated on a wide range across the sector to assist institutions in utilising a distributed leadership approach to achieve leadership for change in learning and teaching.

3. Build leadership beyond learning and teaching and explore between senior leaders in positions of responsibility and human resource experts, for learning and teaching.
4. Designing and piloting test an implementation strategy that integrates the enabling and evaluative aspects of distributed leadership.
5. Develop a Handbook guide for Distributed Leadership.

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