



DISTRIBUTIVE LEADERSHIP MODELS AND THEIR EFFECT ON EMPLOYEE ENGAGEMENT

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ABSTRACT:

Employee engagement is an important factor in improving organizational performance, particularly in educational institutions where collaboration and shared responsibilities are essential. This study examined the influence of distributive leadership models on employee engagement among teachers and non-teaching personnel at Villaba National Comprehensive High School in Villaba North District, Cabunga-an, Villaba, Leyte. Distributive leadership refers to a leadership approach in which leadership responsibilities are shared among members of an organization rather than concentrated in a single leader. A descriptive-correlational research design was used, with data collected from 42 teaching and non-teaching personnel through a structured survey questionnaire. Descriptive statistics were used to determine the levels of distributive leadership and employee engagement, while Pearson correlation analysis was applied to examine their relationship. Results showed that distributive leadership practices were implemented at a high level, particularly in shared decision-making and collaborative planning. Employee engagement was also found to be high, especially in commitment to school goals, teamwork, and job satisfaction. The correlation analysis revealed a moderate positive relationship between distributive leadership and employee engagement. These findings suggest that shared leadership practices contribute to higher employee motivation, collaboration, and commitment within the school environment. Strengthening distributive leadership practices may further enhance employee engagement in educational institutions.

KEYWORDS:

DISTRIBUTIVE LEADERSHIP, EMPLOYEE ENGAGEMENT, SHARED LEADERSHIP, TEACHER MOTIVATION, ORGANIZATIONAL COMMITMENT, SCHOOL LEADERSHIP.

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INTRODUCTION

Leadership plays a vital role in shaping organizational culture and influencing employee performance. In educational institutions, leadership approaches affect teachers' motivation, collaboration, and commitment to institutional goals. While traditional school leadership structures often rely on hierarchical decision-making, contemporary leadership theories emphasize collaborative leadership models that encourage shared responsibility among members of the organization.

One approach that has gained increasing attention is distributed leadership. Distributed leadership refers to a

leadership model in which leadership responsibilities are shared among members of an organization rather than being concentrated in formal leaders. Harris (2020) explains that distributed leadership promotes collaboration, shared decision-making, and collective responsibility among staff. Similarly, Nguyen, Harris, and Ng (2020) highlight that distributed leadership encourages teamwork and improves organizational effectiveness in educational settings.

Employee engagement is another important factor

influencing organizational success. Employee engagement refers to the level of enthusiasm, commitment, and involvement employees demonstrate in their work. According to Shuck, Adelson, and Reio (2020), engaged employees are more motivated and committed to achieving organizational goals. In schools, employee engagement among teachers contributes to improved instructional quality and stronger collaboration among staff.

Research also suggests that leadership practices influence employee engagement. Saks (2022) emphasizes that supportive leadership and positive organizational environments strengthen employees' dedication and job satisfaction. Furthermore, Fletcher and Käufer (2021) found that shared leadership structures empower employees and increase their sense of ownership in organizational activities.

Despite the growing interest in distributed leadership and employee engagement, limited studies have examined their relationship in local public secondary schools. Therefore, this study aims to examine the relationship between distributive leadership models and employee engagement among teaching and non-teaching personnel at Villaba National Comprehensive High School.

Specifically, the study seeks to answer the following questions:

1. What is the level of distributive leadership practices in Villaba National Comprehensive High School?
2. What is the level of employee engagement among teaching and non-teaching personnel?
3. Is there a significant relationship between distributive leadership and employee engagement?

MATERIALS AND METHODS

DESIGN

The study utilized a quantitative descriptive-correlational research design to examine the relationship between distributive leadership models and employee engagement in the school setting.

ENVIRONMENT

The research was conducted at Villaba National Comprehensive High School, located in Cabunga-an, Villaba, Leyte. The school serves students from different barangays within Villaba North District and employs teaching and non-teaching personnel who collaboratively support educational programs and school operations.

RESPONDENTS

The respondents consisted of 42 school personnel, including teachers and administrative staff. These individuals were selected because they are directly involved in the implementation of school programs and leadership processes within the institution.

TABLE 1
DISTRIBUTION OF RESPONDENTS BY POSITION

Position	Frequency	Percentage
Teachers	35	83.00
Administrative Staff	5	12.00
Support Personnel	2	5.00
Total	42	100.00

RESEARCH INSTRUMENT

A structured questionnaire was used to collect the necessary data. The instrument consisted of three sections:

1. Respondent demographic information
2. Distributive leadership practices scale
3. Employee engagement scale

Responses were measured using a 5-point Likert scale: 5 for Strongly Agree; 4 for Agree; 3 for Neutral; 2 for Disagree; and 1 for Strongly Disagree.

DATA COLLECTION PROCEDURE

Permission to conduct the study was obtained from the school administration. Questionnaires were distributed personally to the respondents during faculty meetings and collected after completion.

DATA ANALYSIS

The collected data were analyzed using descriptive statistics such as mean and percentage distribution. Pearson correlation analysis was used to determine the relationship between distributive leadership practices and employee engagement.

RESULTS

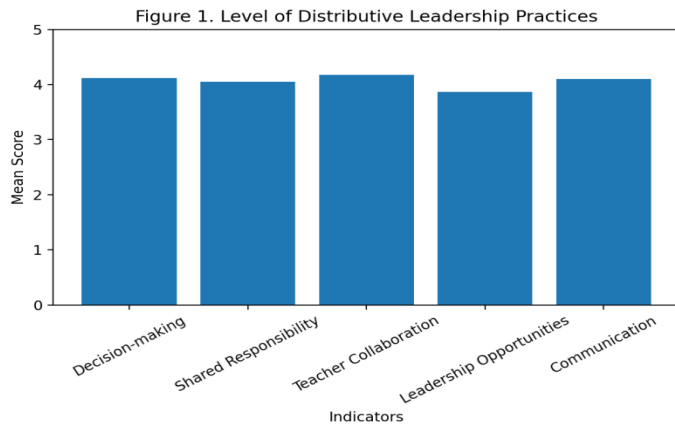
LEVEL OF DISTRIBUTIVE LEADERSHIP PRACTICES

TABLE 2

LEVEL OF DISTRIBUTIVE LEADERSHIP PRACTICES

Indicator	Mean	Interpretation
Participation in decision-making	4.12	High
Shared responsibility in school programs	4.05	High
Collaboration among teachers	4.18	High
Opportunities for leadership roles	3.87	Moderate
Communication with administration	4.10	High
Overall Mean	4.06	High

FIGURE 1: LEVEL OF DISTRIBUTIVE LEADERSHIP PRACTICES



The results indicate that distributive leadership practices are generally implemented at a high level within Villaba National Comprehensive High School. Teacher collaboration obtained the highest mean score, indicating strong collaborative practices within the school.

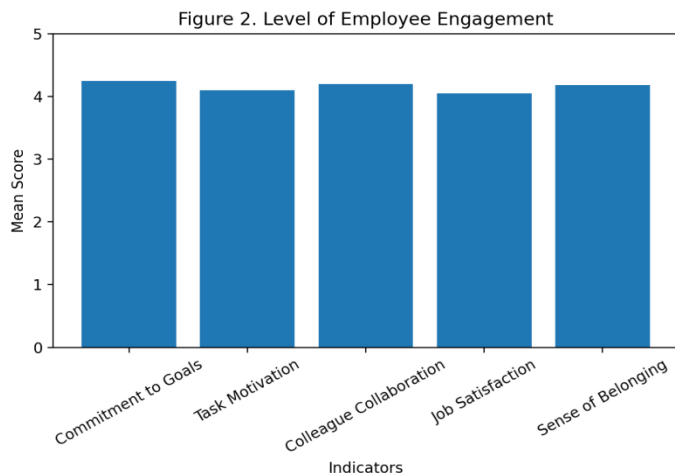
LEVEL OF EMPLOYEE ENGAGEMENT

TABLE 3

LEVEL OF EMPLOYEE ENGAGEMENT

Indicator	Mean	Interpretation
Commitment to school goals	4.25	Very High
Motivation to perform tasks	4.10	High
Collaboration with colleagues	4.20	Very High
Job satisfaction	4.05	Very High
Sense of belonging in the organization	4.18	High
Overall Mean	4.16	High

FIGURE 2: LEVEL OF EMPLOYEE ENGAGEMENT



The findings suggest that employees demonstrate strong engagement and commitment toward their work and

organizational goals. Commitment to school goals recorded the highest mean score, indicating strong organizational dedication among employees.

RELATIONSHIP BETWEEN DISTRIBUTIVE LEADERSHIP AND EMPLOYEE ENGAGEMENT

TABLE 4

CORRELATION BETWEEN VARIABLES

Variables	Correlation Coefficient (r)	Interpretation
Distributive Leadership and Employee Engagement	0.68	Moderate Positive Relationship

The correlation result indicates a moderate positive relationship between distributive leadership practices and employee engagement.

DISCUSSION

The findings of the study indicate that distributive leadership practices contribute positively to employee engagement within the school environment. When teachers and staff are given opportunities to participate in decision-making processes and leadership roles, they tend to demonstrate higher levels of commitment and motivation. These findings support the argument of Harris (2020) that distributed leadership enhances collaboration and shared accountability among educators, leading to improved organizational effectiveness.

The results are also consistent with the findings of Tian, Risku, and Collin (2021), who emphasized that distributed leadership promotes professional collaboration and strengthens collective responsibility within educational organizations. By allowing teachers to participate actively in leadership roles, schools can create a more inclusive and participatory organizational culture.

Furthermore, the high level of employee engagement observed in the study may be attributed to the participatory leadership culture practiced within the school. Shuck, Adelson, and Reio (2020) explain that employees who feel psychologically connected to their work environment are more likely to demonstrate enthusiasm, dedication, and commitment to organizational goals.

The findings also align with the work of Saks (2022), who highlighted the importance of supportive leadership in fostering employee engagement. When leaders encourage participation and value employee contributions, employees develop stronger organizational commitment and job satisfaction.

Moreover, shared leadership practices can enhance employee motivation by providing opportunities for professional growth and leadership development. Fletcher and Käufer (2021) noted that shared leadership structures empower employees and create a sense of ownership over organizational outcomes. Similarly, Kim and Beehr (2022) found that empowering leadership practices increase

employees' motivation and willingness to take initiative in their work.

Overall, the findings suggest that distributive leadership plays a vital role in fostering employee engagement in educational institutions. By encouraging collaborative decision-making and shared leadership responsibilities, school administrators can strengthen teamwork, enhance communication, and promote a more supportive organizational environment.

CONCLUSIONS

This study examined the relationship between distributive leadership models and employee engagement in Villaba National Comprehensive High School.

The results revealed that distributive leadership practices are implemented at a high level in the school, and employee engagement among staff is also high. The study further found a positive relationship between distributive leadership and employee engagement.

The findings suggest that shared leadership practices contribute to increased motivation, collaboration, and commitment among school personnel. School administrators are therefore encouraged to continue promoting distributive leadership approaches to enhance employee engagement and organizational effectiveness.

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