

Distributed Leadership in Schools: Enhancing Diverse Leadership Qualities for Success

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ABSTRACT There are ongoing debates about the growing practice of distributed leadership. Research shows that leadership is not only the sole prerogative of the school principal but also other stakeholders who play key roles in leading instructional innovation. This study investigates the extent to which distributed leadership could enhance diverse leadership qualities in schools. Data was collected from two primary and four secondary schools from the Capricorn District in the Limpopo Province of South Africa. Questionnaires were completed by 101 teachers and School Management Teams from the selected six schools. Frequencies were determined by means of spreadsheets engaging the “count if” function. Statistical data was depicted by means of a table and a bar graph to highlight frequencies as well as percentages. Findings reveal that more teachers put their hopes on distributed leadership to engage their leadership skills and eventually enable them to be self-empowered and capacitated.