Chapter 4

The Impact of Distributed Leadership on Effective Professional Development via Organizational Innovativeness

Ramazan Atasoy

https://orcid.org/0000-0002-9198-074X
Harran University, Turkey

Mehmet Tufan Yalçın
Çankırı Karatekin University, Turkey

ABSTRACT

This chapter aims to explore to what extent distributed leadership affects effective professional development of teachers mediating organizational innovativeness in the sample of the countries participating in the TALIS 2018 survey. Accordingly, the sample consisted of 15,980 schools and 261,429 teachers from 48 countries participating in TALIS 2018. The study found that teachers' gender, education level, and experience have a significant, albeit low, effect on their thoughts on the effectiveness of professional development activities. Another important research finding has shown that school principals' distributed leadership behaviors contribute to the effectiveness of professional development activities by promoting organizational innovativeness. Based on the findings of this study, the identified variables should be considered in the development of policies and practices for teacher learning. Future research could explore multilevel models that would examine the potential impacts of various leadership styles and teacher attributes on teacher learning.

INTRODUCTION

Contemporary educational research focusing on educational administration and policies shows that teacher quality has a significant impact on school outcomes (Buske, 2018; Darling-Hammond et al., 2017; Hattie, 2009). For this reason, studies to determine the characteristics of effective professional development activities that improve the quality of teachers' knowledge and skills remain a priority for practitioners, researchers, and policymakers (Ainley & Carstens, 2018; Bates & Morgan, 2018; Desimone, 2009). Therefore, despite the gap between theory and practice in teacher professional development, the linkage f the relationship between them should be taken into account (Day, 1997; EL-Deghaidy et al., 2015; Mansour et al., 2014). Enhancing teacher attributes and learning is the main focus of most education reforms to improve student learning outcomes. Remarkably, several studies highlight that teacher professional development is equivalent to educational reforms (Desimone, 2009; Sykes, 1996). Along with these efforts, it is seen that there is a need for empirical studies using advanced statistics to discover the characteristics of activities that increase the quality of teachers and to determine the school and individual level variables that affect teacher learning (Ainley & Carstens, 2018, p. 49; Darling-Hammond et al., 2017; Desimone, 2009). When these studies are scrutinized, the school principal's leadership behaviors and the school's innovative structure come to the fore as variables emerge as characteristics that can affect teachers' professional development studies at school level.

Leadership is essential for organizational innovativeness and effective school improvement efforts. The study of hierarchies dominated organizational theory for most of the last century, but now researchers are more interested in peer-based dynamics, interactions and distributed leadership (Heckscher, 2007). This shift is evident in both the academic and the practical literature on management, especially in the growing fields of complexity science and network theory. According to a complexity view, formal leaders focus on "managing interdependencies" and care more about fostering rich relational networks than "controlling processes or outcomes" (Leithwood et al., 2009). This circumstance has been one of the key forces that highlight distributed leadership in the context of altering contemporary school management approaches as well as effective school and organizational innovativeness activities.

Many studies have explored the organizational structures, leadership roles, and school conditions that foster innovation (Blase & Blase, 1999; Hallinger & Heck, 1996). For decades, theoretical perspectives on management and leadership have traditionally been viewed as individual activities, i.e.,

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-impact-of-distributed-leadership-on-effective-professional-development-via-organizational-innovativeness/339699

Related Content

Incentivizing Adjunct Faculty Participation in Professional Development
Lori J. Cooper (2021). *Handbook of Research on Inclusive Development for Remote Adjunct Faculty in Higher Education (pp. 162-175).*
www.irma-international.org/chapter/incentivizing-adjunct-faculty-participation-in-professional-development/263962

The Integration of Gender Equality Policies in the Training of Future Teachers: A Pending Task
Diego Gavilán-Martín, Jorge Fernández-Herreroand Mayra Urrea-Solano (2023). *Challenges of the Educational System in Contemporary Society (pp. 149-166).*
www.irma-international.org/chapter/the-integration-of-gender-equality-policies-in-the-training-of-future-teachers/318005

Navigating Unfamiliar Terrain to J.D./Ph.D.
Christina S. Walker (2024). *Autoethnographic Tactics to Closing the Gap on Educational Attainment (pp. 35-56).*
www.irma-international.org/chapter/navigating-unfamiliar-terrain-to-jdphd/340837

Exploring the Relationship Between Online Learning Trait Anxiety and Online Learning Academic Behavioural Confidence During COVID-19
Wisam A Chaleila, Enas Qadan, Lena Gnaim-Abu Touma, Ahmad Amerand Abeer Abu Akel (2023). *The Role of Educators as Agents and Conveyors for Positive Change in Global Education (pp. 268-294).*
www.irma-international.org/chapter/exploring-the-relationship-between-online-learning-trait-anxiety-and-online-learning-academic-behavioural-confidence-during-covid-19/322293

The Role of School Management Teams in Managing Curriculum Delivery During and After COVID-19