

# The Influence of Distributed Leadership towards PLC Implementation in Kelantan Residential Secondary School

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**Abstract:** According to Malaysian Education Blueprint 2013-2025, Distributed Leadership was suggested as one of leadership style should be practices among head teachers at primary and secondary school to enhance the school improvement. Besides that, professional learning community was identified as a techniques to improve teachers professional development in teaching and learning. The main purpose of this study is to identify the influence distributed leadership practices towards the level of Professional Learning Community implementation in Kelantan Secondary school. This research used quantitative methods using questionnaires that were distributed randomly to 371 respondents involved teachers from Kota Bharu secondary school. The Distributed Leadership Readiness Scale (Gordon, 2005) were used to measure the principals leadership practices while the Professional Learning Community – Revised instrument (Oliver & Hipp, 2010) was used to measure the PLC practices. The data were analyzed using SPSS version 25.0 (Statistical Package for Social Sciences for Windows Version 25.0). The findings reported that there is a significant relation between distributed leadership practices towards the PLC implementation in Kota Bharu Secondary School.

**Keywords:** Distributed Leadership, professional learning community, teachers commitment, continuous professional development

## 1. Introduction

### 1.1 Background

Many studies have been conducted that highlight the idea of the effectiveness of distributive leadership in organizational excellence (Salfi, 2011; Abdullah & Zuraidah, 2009; Feng, Hao, Iles, & Bown, 2017)[51][1][20]. The key concept inherent in this approach is how the power of leadership is disseminated within an organization and all members work collectively to achieve the goals or objectives that are mutually agreed upon (Gronn, 2002; Harris, 2011)[22][26]. In this regard, organizational leaders are seen as leaders who empower members of an organization to make decisions, take action and translate actions to achieve the organization's vision, mission and objectives not only in education but through other areas such as health care and as well as other professional fields (Harris & DeFlaminis, 2016; Harris & Spillane, 2008)[27][28].

In other words, distributive leadership is an approach used by organizational leaders to deal with the transformation process to meet the challenges of rapid change in the global world (Hargreaves & Fink, 2008; Rosnarizah Abdul Halim & Hussein Ahmad, 2016)[25][50]. In the education sector, distributive leadership translates how a school leader mobilizes middle leaders to realize systematic and effective management to enhance organizational excellence through continuous improvement in teacher professionalism (Rabindarang, Khuan, & Khoo, 2015)[47].

Efforts to improve the level of professional development of this teacher will impact the teaching and learning of teachers

and pupils. This will help to improve student performance (Rabindarang et al., 2015)[47]. Teachers' commitment to the development of professionalism can be realized through the support of distributive leadership (McKay & Miller, 2008; Muhammad Faizal A. Ghani & Crow, 2013)[41][44]. The professional learning community approach has been found to have a positive impact on teachers' ongoing professional development (DuFour, 2004)[16]. The key concepts highlighted in this PLC are the commitment and partnership among teachers to enhance their skills in the teaching and learning process (Martin, 2012; Wieczorek & Lear, 2018; Zuraidah Abdullah, 2009)[39][65][67]. When the PLC is systematically implemented with the support of strong distributive leadership, organizational change will be reflected in the collaboration between principals and teachers that will impact school development and student performance (Joo, 2020; Tooher-Hancock, 2014; Sjoer & Meirink, 2016)[32][61][54].

The Ministry of Education Malaysia has launched the Malaysian Education Blueprint 2013-2025 (PPPM 2013-2025)[34] in 2013. Between the essence of these 11 moves is to strengthen school leadership through a distributive leadership practice approach. The main goal is to strengthen school management towards systematic organizational management (Azhar Harun et al., 2016)[6] with the integration of its core values towards producing talented students (Meng Tian et al., 2015)[40] and to compete on a global stage (KPM, 2013)[33]. In addition, the practice of distributive leadership practice is expected to serve as a catalyst for principals to strengthen the middle leadership as a means of providing skilled and lay leaders to lead the school. In this case, principals who practice distributive

leadership play a role in encouraging their subordinates make decisions together and to take on the role of developing a school and not subject to the role of principal (Torrance, 2015; Gordon, 2005; Angelle, 2010)[62][21][4].

## 1.2 Research Questions

The research questions raised in this study area,

- 1) What is the level of distributed leadership practices in Kelantan residential secondary school?
- 2) What level of professional learning community (PLC) practices in Kelantan residential secondary school?
- 3) Is there any influences of distributed leadership towards the PLC implementation in Kelantan residential secondary school?

## 2. Review of Related Literature

### 2.1 Distributed Leadership

In Malaysia education system, this practice of distributive leadership is seen as an approach practiced by principals for the cooperation of all members in the organization to improve school performance. This situation is interpreted through collaborative relationships that can be developed among school leaders and teachers as well as the whole school to improve teaching and learning methods and thus enhance student achievement (Aidan Davison et al., 2014)[3]. According to Gordon (2005)[21] there are five dimensions inherent in distributive leadership namely,

- a) Mission, vision and goals: Mission is the goal of an organization, while vision is the long-term plan that an organization wants to achieve (DuFour & Eaker, 1998)[17]. The mission, vision and goals of the school are only effective if they are well-informed, clear, up-to-date and reflect educational values that support the educational direction of the nation (Gordon, 2005)[21].
- b) School culture: Includes beliefs, values and practices that shape organizational norms (DuFour & Eaker, 1998; Gordon, 2005)[17][21]. Collaborative culture is an important element of distributive leadership that provides the opportunity for teachers to collaborate through sharing practices to enhance teaching and learning strategies.
- c) Sharing responsibility: Sharing responsibility means that principals and teachers share accountability for student achievement (Gordon, 2005)[21]. The sharing of responsibilities needs to be shaped by the interests, skills, experience and expertise of each member (Elmore, 2000)[19].
- d) Leadership practice: Explains how school leaders determine, communicate and apply their interactions with others in the leadership process (Gordon, 2005)[21]. Leadership practices should be disseminated among school leaders formally and informally and school leaders should be clear about their responsibility and confidence to work well with teachers.

In leading the organization's excellence, strong leadership is certainly supported by committing and credible middle leaders in carrying out their duties and responsibilities. The ability of middle leaders to perform tasks distributed through

these distributive leadership practices will foster a sense of cooperation among teachers (Heck & Hallinger, 2010)[30]. Committed teachers with clear directions and translating teamwork will have an impact on student teaching and learning and thus improve student performance (Chang, 2011; Terrell, 2010)[10][59]. Skilled teachers will produce students with high creativity, values (Kurt, 2016)[37].

### 2.2 Professional Learning Community

The development of professionalism in the public sector needs to be enhanced so that they are better prepared to implement teaching and learning methods that meet the ever-increasing needs of education (KPM, 2013)[7]. This intention was translated through the *Program Pembangunan Berterusan* which emphasized aspects of implementing the PLC as one of the most effective ways to improve professionalism among teachers (PPB, 2014)[33]. The PLC is a collaborative group of teachers whose objectives and goals are to be achieved in an area to make improvements in teaching and learning methods (Muhammad Faizal A Ghani et al., 2013; Carpenter, 2015)[44][9]. Through PLC teachers will discuss and find ways to resolve an issue based on the data obtained in the teaching and learning sessions (Zuraidah Abdullah et al., 2012; Mohd Yaakob et al., 2016)[68][43].

However, the extent to which the ability of distributive leaders at the school level to realize the implementation of the PLC remains a question. This is due to the lack of studies conducted on distributive leadership practices and implementation of PLCs in schools (Halim & Ahmad, 2015; Tahir et al., 2016)[23][58]. Although the PLC has been highlighted by the MOE Teacher Education Division since 2014 and the implementation of the PLC has been made a key activity in the Continuing Development Plan (PPB, 2014)[35], the results of this teacher's activity have not been disseminated to schools (Zuraidah Juliana Mohamad Yusoff et al., 2016)[69].

There are some findings indicate that there is a significant relationship between distributive leadership practices and the improvement of teacher professional development practices through the implementation of the PLC (Kurt, 2016; Sentocnik, 2012)[37][53]. In addition, there are many studies that show that PLC practices can increase teacher commitment to implementing school changes that impact student achievement (Chen & Chiao, 2009; Roslizam Hassan, Jamilah Ahmad, & Yusof Boon, 2018)[11][49].

According to Meng Tian et al. (2016)[40], the lack of empirical evidence on the practice and impact of distributive leadership constitutes a research gap in the education system. This is supported by the findings Copland (2003)[13] who conclude that the concept of distributive leadership in Malaysia is still in its infancy as school administrators consider the leadership to be new and foreign to them. Abdullah et al. (2014)[2], the PLC model for schools in Malaysia is relatively new. This is because the ministry of education in Malaysia recently introduced the implementation of the PLC in 2014. In addition, there are studies show that many teachers do not understand the true concept of PLC culture in schools (Zuraidah et al.,

2016)[69]. Studies on principals' leadership on PLC practices among teachers are lacking. Most previous studies have focused on teacher PLC practices (Zuraidah & Muhammad Faizal, 2014; Sujirah et al., 2013) [12] [56] and PLC practices on student achievement (Stoll, 2010)[55] and teacher professionalism (Watson, 2014; Zuraidah et al., 2016)[64][69]. Overall, the lack of empirical data on distributive leadership of principals and PLCs and no studies on the relationship between distributive leadership and PLCs has prompted researchers to identify whether there is any influence on distributive leadership practices and PLC implementation in schools.

PLC has become a SDacial program for enhancing teacher professionalism (KPM, 2014). This goal has been a key agenda in CPD at the school level aimed at improving teachers' skills through sharing practices, teamwork, and mentoring among teachers to find ways, strategies, and solutions to improve student learning (Stoll, 2010; Muhammad Faizal A. Ghan i & Crow, 2013; Watson, 2014)[55][45][64]. The PLC encourages collaborative teachers to make improvements in teaching based on students' performance-related data (Mohd Faiz & Jamal @ Nordin, 2015; Zuraidah Abdullah, 2009; Thompson, Gregg, & Niska, 2004)[42][67][60]. The collaboration generated through these PLC activities will encourage teachers to strive for and to share best practices among teachers (Mohd Faiz & Jamal @ Nordin, 2015)[42]. Within the PLC conceptual framework, six dimensions (Nafsiah et al., 2018; Trust & Horrocks, 2019; Torrance, 2015)[46][63], identified area was,

a) Shared and supportive leadership

The existing leadership, a partnership between school administrators and teachers enables collaboration to improve student performance (Trust & Horrocks, 2019)[63].

b) Shared values and vision

The practice of sharing among teachers and school administrators in determining the goals and systems of values that needs to be applied to foster the development of ongoing professionalism. The goals, objectives and goals of the school are to be collectively determined by teachers and administrators (Hord, 2008)[31] aimed at improving student achievement (Nafsiah et al., 2018; Sujirah Ibrahim & Zuraidah Abdullah, 2013)[46][56].

c) Collective learning and application

Teachers are directly involved in seeking knowledge and developing skills to apply in teaching and learning. Therefore, teachers are aware of methods and strategies for improving student learning (Wieczorek & Lear, 2018)[65].

d) Shared personal practice

Sharing best practices among teachers to improve their knowledge of teaching methods. This practice helps teachers improve their skills and develop professional self-esteem (Sujirah Ibrahim & Zuraidah Abdullah, 2013)[56].

e) Supportive condition-relationship

Collectively positive relationships between school administrators and teachers will foster a more conducive

learning environment (Chong, Muhammad Faizal, & Zuraidah, 2018)[12].

f) Supportive condition-structure

Structural support includes time allocation and schedule execution, provision of conducive learning SDaces and support of other materials to facilitate PLC implementation (Carpenter, 2015)[9].

### 3. Research Method

#### 3.1 Research Design

The research design, as an overall plan, was used by the researcher to determine the real framework of the study. Besides, it gives specific information about the process that was undertaken in implementing the research (Robson, 2002)[48]. In general, this cross-sectional study was performed, while the respondents were to represent the population affected by the change (Bourque, 2004; Hall, 2008)[8][24]. This study provided a clear snapshot of the outcomes (Hall, 2008)[24] and explained the level of organizational readiness to change and professional learning community practices, as well as an explanatory nature, to explain the relationship between the variables. A quantitative approach was implemented based on empirical data collected in a survey through the questionnaire distribution to teachers Kelantan residential schools. Creswell (2014)[14] explained that a quantitative approach used a post-positivist paradigm to explain the studied phenomena. The instruments consisted of three sections; Section A for the respondents' demographics, Section B for the organizational readiness to change, and Section C for the professional learning community PLC.

#### 3.2 Sampling Design

The definition of the population of this study was essential to design the sampling plan. According to Sekaran and Bougie (2010)[52], the population refers to several things that interest researchers such as groups of people or events or similar characteristics (Kumar, Abdul Talib & Ramayah, 2013)[38]. Based on this study, teachers in secondary residential schools in Kota Bharu, Kelantan have been identified as population. Thus the sample size was approximately 371 teachers. Krejcie and Morgan (1970)[36] explained that the sample size of 371 was adequate to support the generalization of the findings to the identified population.

According to Azizi et al. , (2007)[5], the determination of the sample size was also consistent with the sample size requirement proposed by, which explained the critical role of power analysis to determine adequate sample size. Besides, this sampling was chosen because it is suitable when they almost have similar characteristics.

According to Azizi, Shahrin, Jamaludin, Yusof and Abd Rahim (2007)[5] sampling chosen was based on, every population has an opportunity to choose and the subject chosen was not related to each other. The respondents in this study were mainly female teachers, 268 (72.20%), while



103 male teachers represented 27.8% of the respondents. The 371 sample respondents comprised mainly of teachers aged 40 to 49 years, of which 179 were (48.20%) and those aged 50 and above were 128 (34.50%). A total of 59 teachers aged 30 to 39 years (15.90%) and five (5) teachers aged between 20 and 29 (1.30%).

In terms of work experience, a large number of teachers, 214 have been teaching for 21 to 30 years (57.70%). The number of experienced teachers between the ages of 11 and 20 was 122 (32.90%). A total of 25 teachers among the respondents had taught over 30 years (6.70%), while the number of teachers teaching over a period of one to 10 years was 10 (2.70%). In terms of academic qualifications, 318 teachers have Bachelor’s degrees (85.70%) and 43 teachers have Bachelors (11.60%).

Diploma/Certificate/STPM/STAM holders are 8 (2.20%) while 2 teachers (0.50%) have a PhD. In addition, on the basis of academic credentials, 187 teachers have a Diploma of Education (50.40%), 167 teachers hold a Bachelor of Education (45.00%) and the remaining 17 teachers have a Certificate of Education (4.60%). Data on PLC courses/workshops/seminars showed that 257 teachers (69.30%) had attended and 114 teachers (30.70%) had never attended any PLC courses/workshops/ seminars. The distribution of respondents by school location was 233 teachers (62.8%) in rural areas, while 138 teachers (37.20%) were in urban areas.

**3.3 Instrumentation**

Consistent with the purpose of the study, a 40-item survey of Distributed Leadership Readiness Scale by Gordon (2005) was used to examine teachers’ perception of distributed leadership in schools while the professional learning community practices were measured by the Professional Learning Community -Revised (PLC-R) the instrument by Olivier, Hipp, and Huffman (2010). The subscales of the PLCA-R consisted of 24 items divided into six dimensions. Each dimension has four items. The dimensions are shared, and supportive leadership, shared values and, vision, collective learning, and application, shared personal practice, supportive conditions-relationships, and, supportive conditions-structures.

The participants were asked to respond to the 7-point Likert scale survey, ranging from strongly disagree (1) to strongly agree (7). The survey contains Bahasa Malaysia version and English version. The IBM SPSS Statistics 25.0 software was used to analyze the descriptive and inferential statistical analysis. As the original instrument is in English, back-translation method was used to ‘ensure linguistic equivalence of test instruments’ where the Bahasa Malaysia version was initially translated from English and the Bahasa Malaysia version was then translated back to English version by one external research assistant to compare the original English version.

**3.4 Data Collection**

Researchers have applied for permission from the Education Planning and Research Division (EPRD) before data is collected. Subsequently, researchers have sought permission from the State Education Department and the District Education Office. Next, the researcher distributed the questionnaire to the schools involved in the study. A total of 371 teachers from 13 Kelantan residential schools were involved with a mean of 29 teachers per school. The research questions and the type of data analysis were stated in Table 1 as followed:

**Table 1: Type of Data Analysis**

No	Research Questions	Type of Analysis
1	What is the level of distributed leadership practices in Kota Bharu secondary school?	Mean
2	What level of professional learning community (PLC) practices in Kelantan residential secondary school?	Mean
3	Is there any influences of distributed leadership towards the PLC implementation in Kota Bharu secondary school?	Correlation

**3.5 Cronbach Alpha**

Table 2 shows a reliability the four-component distributional leadership construct that produced four (4) Cronbach's alpha values was greater than 0.90. Components of DL2, DL3, and DL4 had Cronbach alpha values of 0.900 and higher, while DL1 components had values of 0.800. Cronbach's alpha value for the distributional leadership construct was 0.90, which is considered to be excellent reliability (Hinton et al., 2004) and strong (Taber, 2017).

**Table 2: Distributed Leadership Dimensions**

Dimension	Number of Item	Cronbach's Alpha
Define and share the school's mission, vision and goals(DL1)	8	0.800
School Culture (DL2)	10	0.922
Sharing Responsibility(DL3)	15	0.900
Leadership practice(DL4)	7	0.935
<b>Total</b>	40	

The PLC implementation construct consisted of six (6) components producing a Cronbach's alpha value greater than 0.90. Components of PLC1, PLC2, PLC3, PLC4 and PLC6 each had a Cronbach alpha value of 0.90, whereas PLC5 had a Cronbach alpha value of 0.85. The Cronbach's alpha value for the PLC implementation construct was 0.97, which is considered to be excellent reliability (Hinton et al., 2004)[29] and strong (Taber, 2017)[57]. Table 3 shows a reliability value greater than 0.900 for all construct with the greater value is 0.941 for construct PLC4. Thus, Cronbach's alpha values of at least 0.60 or greater (Hinton, McMurray, Brownlow, & Cozens, 2004; Taber, 2017)[29] indicate that these items are capable of providing measurements for a component with reliable internal consistency.

**Table 3: PLC Construct Reliability**

Dimensions of Characteristic		Number of Items	Cronbach's Alpha
Professional	Shared and supportive	4	0.900

Learning Community	leadership (PLC1)		
	Shared values and vision (PLC2)	4	0.919
	Collective learning and application(PLC3)	4	0.941
	Shared personal practice (PLC4)	4	0.940
	Supportive conditions-relationships (PLC5)	4	0.908
	Supportive conditions-structure (PLC6)	4	0.919
	Total	24	0.960

**4. Result and Findings**

Subsequently, to elaborate on and answer the first research questions regarding distributive leadership levels, and the implementation of PLCs, a mean analysis was performed. The scale range for this study is 1 to 7 points, so the mean estimates used to obtain a more accurate interpretation of this study are described in Table 4.

**Table 4: Mean Score Interpretation**

Mean Score	Level
1.00-1.84	Very low
1.85-2.70	Low
2.71-3.56	Medium Low
3.57-4.42	Moderate
4.43-5.28	Medium High
5.29-6.14	High
6.15-7.00	Very High

**Research Question 1:** What is the level of distributed leadership practices in Kelantan residential secondary school?

Descriptive analysis results showing mean scores for distributive leadership levels and mean scores for each dimension in distributive leadership based on priorities are shown in Table 5. Descriptive analysis showed that the level of distributive leadership was high (M = 5.43, SD = .66). This result was obtained as all dimensions in the distributed leadership construct were also in high range, (M=5.33; SD=.75) to (M=5.53; SD=.71). Four (4) components of this distributive leadership, the school culture dimension had the highest mean values (M = 5.53; SD = .71). In addition, the dimension of responsibility sharing with values (M=5.44, SD=.73), mission dimensions, vision and school goals with values (M=5.35, SD=.72) and leadership practice dimensions with values (M=5.34, SD=0.75) is also high.

**Table 5: Mean Score for Distributed Leadership Dimension**

Dimension	Mean	SD	Level
Distributed Leadership	5.43	.66	High
School Culture	5.53	.71	High
Sharing responsibility	5.44	.73	High
Define and share the school's mission, vision and goals	5.35	.72	High
Leadership Practices	5.33	.75	High

In general, item analysis showed that almost all items in each dimension of distributive leadership were high, ranging from (M = 5.31, SD = 1.01) to (M = 5.99, SD = .99). While items

B19, B28, B29, B38 and B40 were in the medium to high range (M = 5.10, SD = 1.04) to (M = 5.27, SD = 1.01). Meanwhile, items B3 and B4 were on a moderate level, with (M = 4.11, SD = 1.34) to (M = 4.33, SD = 1.26).

The first dimension of setting and sharing the school's mission, vision and goals, the highest mean is indicated by item B1 (School has a clear vision and mission statement) with the mean value (M = 5.99, SD = .99) at the highest level and the lowest mean was for item B3 (If parents were asked to state a school mission, most of them could clearly state) with a mean value (M = 4.11, SD = 1.34).

For the second dimension of school culture, the highest mean was shown by item B9 (Administrators and teachers placed high expectations on students' academic performance) with mean values (M = 5.93, SD = .83) while the mean was lower for items B19 (Schools provide a communication platform between parents and teachers in discussing their children) with a mean (M = 5.27, SD = 1.01) mean.

Third dimension of sharing responsibility, the mean was highest for item B16 (School supported by new ideas on intrusions and innovation) with mean value (M = 5.60, SD = .90) while the mean was low for item B28 (I together with the Senior Teacher the subjects formulate an annual professional development plan for teachers in the field) with mean values (M = 5.14, SD = 1.11) at the medium-high level.

For the fourth dimension of leadership practice, the highest mean was shown by item B36 (Teachers assigned as leaders / leaders in each field / unit felt they had made a significant contribution to the school) with mean values (M = 5.47, SD = .93) at the highest level while the lowest mean was for item B40 (Teachers interested in playing the role of leader / leader in the school) with the mean value (M = 5.10, SD = 1.04) at the medium level.

**Research Question 2:** What level of professional learning community (PLC) practices in Kelantan residential secondary school?

Table 6 showed the descriptive analysis result that indicated the level of perception of PLC. All dimensions, as well as overall PLC, were perceived high, except for Collective Learning and its Application, which was seen very high. Based on the mean values, it showed that Collective Learning and its Application were perceived as the highest mean (M=5.64, SD=0.79). The overall mean of the PLC was observed high (M=5.30, SD=0.58), while the lowest was shared personal practices (M=5.37, SD=0.83).

**Table 6**

Construct/Dimension	Mean	Standard Deviation	Level
PLC3 Collective learning and its application	5.64	0.79	Very high
PLC5 Condition (human relations)	5.50	0.78	High
PLC2 Shared values and mutual vision	5.46	0.85	High
PLC6 Supporting condition (school structure)	5.45	0.83	High

PLC1 Shared and supportive leadership	5.38	0.92	High
PLC4 Shared personal practices	5.37	0.83	High
Overall PLC	5.47	0.73	High

For the first dimension of leadership support and sharing, the highest mean was shown by item D4 (teachers used data from various sources in making decisions related to learning and teaching) with mean values (M = 5.52, SD = .93). while the lowest mean was for item D1 (Principal taking into account the views of teachers in making decisions) with mean values (M = 5.24, SD = 1.15) at the medium level.

Second dimension, value sharing and vision, the highest mean is shown by item D5 (Principal encourages collaborative processes to develop shared values among organizational members) with mean values (M = 5.53, SD = 1.02), while the lowest mean was for item D6 (Shared values to support behavioral norms and to guide learning and teaching decisions) with mean values (M = 5.37, SD = .98), both of which were high.

Third dimension of collective learning applications, the mean was highest represented by item D10 (Relationships among teachers reflecting their commitment to school improvement efforts) with mean values (M = 5.70, SD = .88) while the lowest mean was for item D9 (Teachers working together to acquire knowledge, skills and strategies as well as applying new learning in the classroom) with mean values (M = 5.58, SD = .86) respectively.

Fourth dimension, sharing of personal practice, the mean was highest for item D13 (The opportunity for teachers to observe classroom teaching practice) with mean value (M = 5.39, SD = .93) while the lowest mean was for item D15 (Available opportunities for mentoring and mentoring among teachers) with mean scores (M = 5.32, SD = .95). Both are at a high level.

Fifth dimension of supportiveness (relationship), the highest mean was shown by item D20 (Professional relationships among teachers helped them analyze data honestly in an effort to improve learning and teaching) with mean values (M = 5.59, SD = .90) while min. the lowest was for items D18 (Formal culture of trust and reSDect within the organization) with mean values (M = 5.44, SD = .93).

For the sixth dimension, support condition (structure), the highest mean was shown by item D24 (Data is well organized so that teachers could easily access it) with mean values (M = 5.49, SD = .92) while the mean min was for item D22 (Teacher with a resume offers expertise and support for continuous learning) with mean values (M = 5.40, SD = .93). Both are at a high level.

**Research Question 3:** Is there any influences of distributed leadership towards the PLC implementation in Kelantan residential secondary school?

Pearson correlation analysis shows that distributive leadership has a significant positive relationship with PLC implementation as showed on table 7.

Table 7: Pearson Correlation

Variable	Mean	SD	1	2
1. Kepimpinan Distributif	5.43	.66	1.00	.80**
2. Pelaksanaan PLC	5.47	.73		1.00

\*\* Correlation is significant at the 0.01 level (2-tailed)

The Pearson coefficient values in Table 7 show a very strong positive relationship and this value is significant (p <.01). These r values explain the indication of significant and high positive relationship (Dancey & Reidy, 2011)[15] between distributive leadership and PLC implementation, r = .80, n = 371, p <.01, hence the coefficient of determination, r<sup>2</sup> = .64, meaning 64% of the PLC implementation level is contributed by distributive leadership variables.

### 5. Conclusions and Recommendations

In a distributed leadership model, leadership responsibilities and accountability are shared by those with relevant skills and expertise, rather than resting with an individual. In schools, distributed leadership practicers should focus on developing many learning-centred leaders with the ultimate aim of improving the quality of teaching, learning and pupil outcomes. Distributed leadership as 'delegated' or 'shared' leadership, it is based on three key ideas:

- The belief in leadership teams where belief in the power of one gives way to belief in the power of everyone
- Increased demand for leaders as schools become more complex places to manage and lead
- Creating pools of talent from which we can grow tomorrow's leaders

As schools become increasingly complex, it is impossible for one person to have the requisite time, knowledge and skills to lead every aspect of the school. By distributing leadership throughout the school, this may, increase teachers engagement and commitment, due to a sense of collective responsibility for the school's success. Sharing the best practicers among teachers will encouraging sharing of ideas and help generate new solutions to enhance a new technique in teaching and learning. When a group of teachers working collaboratively in a team, they can encourage each other to be more effective and responsive decision-making, help to develop a greater sense of openness and trust in schools. Besides, the distributed leadership practicers in school will assist succession planning as it can help schools to spot and nurture leadership potential in individuals from an early stage, encourage better team work at all levels of the organisation. The principals whom practice the distributed leadership in school will give people a more flexible and adaptable approach to work and improve knowledge-sharing and learning inside and across departments as different groups of people work together.

In the other hand, distributed leadership practicers have a sense to influence the effectiveness of PLC implementation in schools. A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students



can reach their fullest potential. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Good communication is key so that teachers can share opinions and feel that what they are doing in the classroom matters. PLC also enhance teacher reflection of instructional practices and student outcomes. PLC gives teachers the ability to share student progress, and when the data is shared across grade levels within the building, teachers and administrators take ownership of every student's education. PLCs also build stronger relationships between team members. To build a strong team, it's important to define roles and relationship of team members. When mutual respect for each other's opinion is developed within the team, all team members become leaders within the group. So that, the aim of teachers meet will succeed with the clear objectives.

When the discussion carried out by teachers team, the collaboration within panitia and department is essential in order for teachers to have ongoing and regular opportunities to learn learning how to learn. PLC allows teachers to share and learn from each other daily. Besides, PLC promotes the collaboration within teachers worldwide and create a community of practice that far exceeds their classroom walls. Meaning that PLC allows teacher to reflect on ways to enhance their teaching and adjust to their practice that lead students to their achievement. Malaysia Education Department agree that, PLC are effective tools for professional development.

If these leaders are empowered, schools can become more influential learning organisations for all, where staff are encouraged to reflect on their professional experience and act on it to improve the quality of their teaching (Kurt, 2016). Evidence suggests that learning-centred approaches to leadership benefit pupils, staff and the whole school community (Dufour, 2016)[18].

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