



## ***Distributed leadership and its role in enhancing Employee Morale***

*An analytical study in several schools of the Baghdad Directorate of Education\Al-Karkh the Second*

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### **Abstract:**

*The research aimed to determine the importance of distributed leadership and its role in enhancing the morale of employees (teachers) in the schools of the Baghdad\Al-Karkh the Second Education Directorate. The research problem, which the researchers noticed, revealed a kind of weakness and lack of clarity in the leadership role followed by the principals of the schools affiliated with the directorate, the subject of the research. This, in turn, negatively affected the morale of the teachers working there. Therefore, the researchers sought to demonstrate the importance of the leadership style followed in the community, the subject of the research, especially (distributed leadership) with its four dimensions (vision, mission and goals, organizational culture, shared responsibilities, leadership practices) to enhance and raise the morale of teachers working in schools. From here, the importance of the research becomes clear to us through its endeavor to find a set of solutions that would address the problems occurring in the schools under study, as far as the research variables are concerned. To achieve this, the researchers relied on the descriptive analytical approach in completing their research, as they relied on the questionnaire as a main tool in collecting and analyzing data, in addition to adopting the method of direct observation that took place during the visits made by the researchers to the schools. The research community included the administrative leadership (school principals and their assistants) affiliated with the Baghdad\Al-Karkh Second Education Directorate. The method of intentional sampling was relied upon, which included these leaderships, as the researchers distributed (87) questionnaires to the community to be studied, and (79) questionnaires were retrieved, of which (3) were not valid for statistical analysis, so the number of questionnaires became (76), a questionnaire that represented the research community that was studied. The researchers relied on the Statistical Package for the Social Sciences (SPSS V.23). The research reached several conclusions, the most important of which is a correlation and a direct influence with statistical significance between distributed leadership in its dimensions. With employee morale, these relationships were positive and directly related to the variable and its dimensions, this indicates that distributed leadership has a major role in enhancing the morale of teachers working in the schools under study.*

**Keywords:** *Distributed Leadership, Employee Morale, Schools of Baghdad Directorate of Education/ Al-Karkh the Second.*

## **Introduction:**

Our world today is no longer as it was yesterday; the rapid changes in the modern era have cast a significant shadow on Iraqi society, particularly the educational community. In recent years, swift transformations have compelled schools to adopt various methods to keep pace with these changes. Among these transformations is the rise of private schools, striving to provide comfort and superior education to students to compete with state-owned (government) schools. This competition has greatly influenced the performance of these schools, leading to a profound shift in leadership methods. Furthermore, during the spread of the COVID-19 pandemic, leadership styles emerged characterized by the need for immediate decision-making to address urgent issues, often bypassing higher leadership levels in general directorates or ministries. As a result of these developments, schools today operate in a dynamic environment filled with changes and overlapping events. They constantly seek innovative solutions and resources to overcome challenges and achieve the best outcomes. Distributed leadership has emerged as one of the most effective leadership styles for organizations, enhancing their standing and long-term competitiveness by boosting the morale of teaching staff in schools. Distributed leadership has become an urgent necessity for schools, serving as their backbone. Schools cannot function effectively without leadership that plays a crucial role in raising morale and assuming responsibilities.

Our study aims to shed light on the variables of distributed leadership and employee morale due to their pivotal role in enhancing the educational level provided to students. The research is divided into four sections:

1. The first section focuses on research methodology.
2. The second section delves into the theoretical framework, with two chapters the one on distributed leadership and another on employee morale.
3. The third section emphasizes the practical framework, analyzing the relative importance of research variables, their dimensions, and testing hypotheses to understand correlations and impacts between the studied variables.
4. The fourth section conclusions.

## **Research Methodology**

### **Research Problem:**

Schools today function as both social and educational organizations, playing a significant role in enhancing the educational and cultural level of society. They serve as the foundational pillar from which future scientific disciplines emerge. In the contemporary world characterized by rapid changes and developments, these traits have become central to the operations of organizations. This is especially true given the increasing number of responsibilities assigned to them, which, in turn, necessitate greater efforts from staff to achieve their goals of serving society and building successful organizations equipped with conscious leadership capable of uplifting employee morale.

From a practical perspective, the research problem emerges from an examination of the operational reality of public sector organizations, including schools under the Baghdad Directorate of Education\ Al-Karkh the Second. As observed by the researchers, these schools, tasked with serving and benefiting students, face several challenges, chief among them is



leadership. Specifically, the research seeks to explore the role of leadership in enhancing the morale of the teaching and administrative staff. To strengthen educational practices, it is essential to identify the optimal leadership style that can elevate staff morale and ensure the highest possible performance. Such morale can only be idealized through positive leadership, represented by distributed leadership, which acts as a coach to others, fostering their drive for excellence and prosperity, ultimately enhancing everyone's morale to deliver their best. Given these realities, the researchers emphasize the need for schools under the Baghdad Directorate of Education\ Al-Karkh the Second, to recognize the importance of distributed leadership and its impact on boosting employee morale. To frame the research problem, the following questions are posed:

1. To what extent do the leadership teams of schools in the Baghdad Directorate of Education\ Al-Karkh the Second, understand the importance of distributed leadership and its dimensions, and what is its role in enhancing employee morale?
2. What mechanisms are available to the leadership teams of these schools to uplift the morale of the teaching staff in the studied schools?
3. What is the level of correlation between distributed leadership and employee morale from the perspective of teachers, and how does this relationship enhance the organization's capacity for improvement?

### **The Importance of the Research:**

The significance of this research is highlighted through the following points:

1. The study sheds light on one of the essential topics in management sciences that directly impacts the life of governmental organizations (schools). To the researchers' knowledge, this topic has not yet been addressed in these organizations.
2. The study relies on contemporary sources to frame the theoretical aspect, aiming to provide a comprehensive understanding of schools, particularly by focusing on the research variables (distributed leadership and employee morale).
3. This research contributes to enhancing and developing the skills of leadership teams in the Baghdad Directorate of Education\Al-Karkh the Second schools, through a series of findings and recommendations that reinforce the concepts of distributed leadership and employee morale.
4. The importance of the research is also evident in assisting the leadership teams of the target organization in gaining a deeper understanding of the concept of distributed leadership, enabling its better utilization to boost teachers' morale.

### **Research Objectives:**

The research aims to achieve a set of key objectives, most notably the following:

1. To construct a comprehensive knowledge framework regarding the research variables (distributed leadership and employee morale) and their dimensions by drawing on the ideas of scholars in the fields of organizational theory and organizational behavior. This aims to help school leaders in the study sample understand the concept of distributed leadership and its significance in boosting employee morale.
2. To assess the current operational reality of schools under the Baghdad Directorate of Education\Al-Karkh the Second, and evaluate the readiness and interest of their



leadership in adopting the distributed leadership style and its role in enhancing employee morale.

3. To identify and analyze the correlation and impact between distributed leadership dimensions (vision, mission, and goals; organizational culture; shared responsibilities; and leadership practices) and employee morale within the studied organization, determining whether this relationship is negative or positive.

### **Research Hypotheses:**

The research includes two main hypotheses, which branch into several sub-hypotheses:

**First Main Hypothesis:** There is no statistically significant positive correlation between distributed leadership in its dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and employee morale in schools under the Baghdad Directorate of Education/ Al-Karkh the Second. **This hypothesis is further divided into four sub-hypotheses as follows:**

1. There is no statistically significant positive correlation between the dimensions of vision, mission, and goals and employee morale.
2. There is no statistically significant positive correlation between the dimension of organizational culture and employee morale.
3. There is no statistically significant positive correlation between the dimension of shared responsibilities and employee morale.
4. There is no statistically significant positive correlation between the dimension of leadership practices and employee morale.

**Second Main Hypothesis:** There is no statistically significant positive impact between distributed leadership in its dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and employee morale in schools under the Baghdad Directorate of Education/ Al-Karkh the Second. **This hypothesis is also divided into four sub-hypotheses as follows:**

1. There is no statistically significant positive impact of the dimension of vision, mission, and goals and employee morale.
2. There is no statistically significant positive impact of the dimension of organizational culture and employee morale.
3. There is no statistically significant positive impact of the dimension of shared responsibilities and employee morale.
4. There is no statistically significant positive impact of the dimension of leadership practices and employee morale.

### **Hypothetical Research Framework:**

The hypothetical framework of the research aims to create a mental image for the audience, illustrating how the research variables operate by explaining the correlation and impact relationships between them. Based on the theoretical aspect of the research, a proposed model can be developed that visualizes the interaction between the independent and dependent variables along with their sub-dimensions. This is demonstrated in Figure (1).

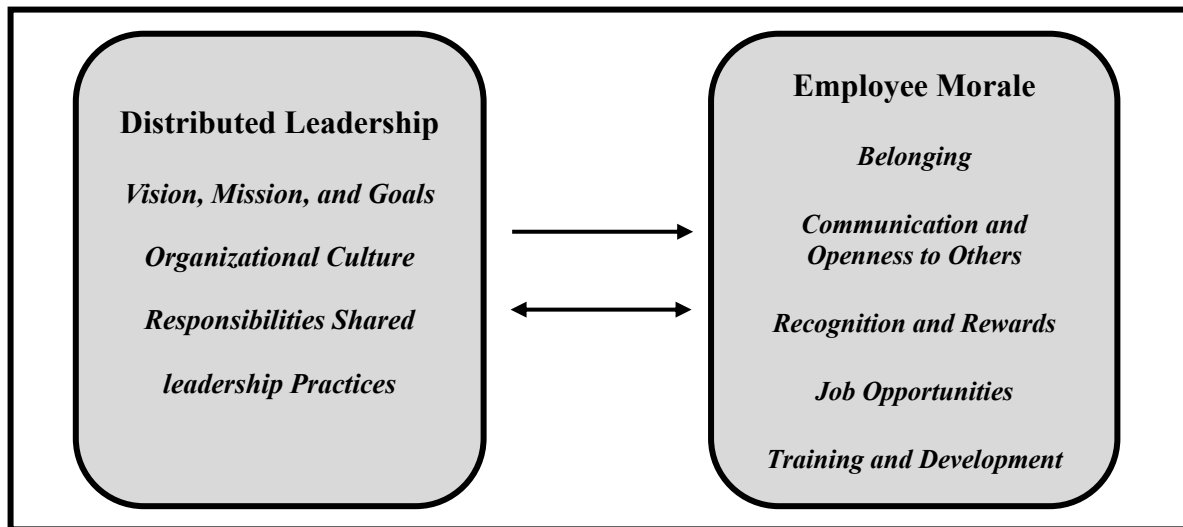


Figure (1) Hypothetical research plan prepared by the researchers

### Research boundaries:

1. **Temporal boundaries:** The research covered the period from September 2, 2022, to May 7, 2024.
2. **Spatial boundaries:** The spatial scope included several schools within the Baghdad Directorate of Education\Al-Karkh the Second. This directorate is one of the general directorates affiliated with the Iraqi Ministry of Education in the capital, Baghdad. It provides public services to numerous students in areas east of the capital.

### Research Scale:

The study included two primary variables from administrative sciences: distributed leadership as the independent variable and employee morale as the dependent variable. To ensure the research was conducted with precision, the researchers utilized Pierro (2020) to measure the distributed leadership variable across its dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices). This measurement comprised 40 items distributed across the variable's dimensions, deemed significant for the studied schools by the researchers. For the dependent variable, the researchers employed Mallik & Keerthi (2019) to study employee morale, which consisted of five dimensions: belonging, communication and openness to others, recognition and rewards, job opportunities, and training and development. Each dimension was represented by 25 items, with 5 items per dimension.

### Scale Reliability:

The (Cronbach's Alpha) measure, developed by Lee Cronbach in 1951, aims to provide a metric for the internal consistency of statistical tests, expressed mathematically as a value between (0) and (1) (Tavakol & Dennick, 2011:53). Today, (Cronbach's Alpha) is considered one of the most reliable and widely used statistical measures in the fields of social and organizational sciences (Bonett & Wright, 2014:1).

Upon reviewing Table (1), the statistical analysis results for the research variables (distributed leadership and employee morale) show that the reliability coefficient for the research variables reached (97.3). Statistically, this is a very high value, significantly above the average, indicating



that the research variables have successfully passed the reliability test on an overall level. Regarding individual variables, the independent variable (distributed leadership) achieved a high reliability coefficient of (95.7), while the dependent variable (employee morale) reached (95.3). This confirms that both research variables successfully passed the reliability test.

Study variables		Reliability Coefficient Cronbach's Alpha
Interpretive	Distributed Leadership	<b>95.7</b>
Respondent	Employee Morale	<b>95.3</b>
<b>All questionnaire items</b>		<b>97.3</b>

Table No. (1) Cronbach's Alpha reliability test for the questionnaire variables (distributed leadership and employee morale)

### Description of the Research Community:

To better understand the studied community and highlight its attributes that attracted the researchers' interest and made it an important subject for study, the research examines the personal, demographic, and academic qualifications of the individuals within this community. For this research, the sample studied consisted of 76 respondents who represented the leadership of the Directorate of Public Passports in its entirety. The sample was selected through purposive random sampling to fully represent the target community. Table (2) describes the sample as follows:

Identification Information	Category	Number	percentage %
Gender	Male	<b>17</b>	<b>22.4 %</b>
	Female	<b>59</b>	<b>77.6 %</b>
Total		<b>71</b>	<b>100 %</b>
Age	From 25-34	<b>30</b>	<b>39.5 %</b>
	From 35-44	<b>41</b>	<b>53.9 %</b>
	From 45-54	<b>2</b>	<b>2.7 %</b>
	55 years and older	<b>3</b>	<b>3.9%</b>
Total		<b>71</b>	<b>100 %</b>
Educational Attainment	Diploma	<b>20</b>	<b>26.3 %</b>
	Bachelor's	<b>55</b>	<b>72.4 %</b>
	Master's	<b>1</b>	<b>1.3 %</b>
	Doctorate	<b>0</b>	<b>0 %</b>
Total		<b>71</b>	<b>100 %</b>
Number of Years of Service	From 6 to 10	<b>23</b>	<b>30.2%</b>
	From 11 to 15	<b>11</b>	<b>14.4%</b>
	From 16 to 20	<b>31</b>	<b>40.8%</b>
	From 21 to 25	<b>9</b>	<b>11.9%</b>
	26 years and olde	<b>2</b>	<b>2.7%</b>
Total		<b>71</b>	<b>100%</b>

Table No. (2) Results of the descriptive analysis of the identifying information for the research sample (n=76)

The results in Table (2) show that the number of males in the sample under study who hold leadership positions was noticeably small compared to females, as their number reached (17)

while the number of females reached (59). It is natural for this discrepancy and the high number of females to exist over males due to the nature of the organizations under study (schools), which are characterized by women's control over them in most cases. The nature of Iraqi society makes women prefer to work in schools and hospitals over other organizations, which makes it natural for most of the leadership elements in these positions to be females. About the age group, we note that the age group from (25-34) constituted a large percentage, as their number reached (30) people out of (76), but it was not the highest, as it came in second place. Despite this, it indicates that there are many leaders in the young age group who take over the reins of affairs in these schools, which makes them more creative, as they are closer to the students in terms of age. As for the age group from (35 to 44), their number reached (41). It came in first place in terms of the age group ranking, and this shows that the groups with little experience and somewhat advanced age formed the largest proportion of the leadership of these schools in the Baghdad\ Al-Karkh the Second Education Directorate, while the age groups from (45 to 54) and (55 and over) came in last places, which means that although the Baghdad\ Al-Karkh the Second Education Directorate pays more attention to the young groups, it did not object to the presence of elderly principals who have experience and wisdom in accomplishing their work. About the axis of academic achievement, we find that holders of a bachelor's degree formed the largest part of the responding leadership in the schools of the directorate noticeably, as their number reached (55) out of (76), while the number of those who hold a diploma reached (20), and the number of those who hold a master's degree reached only one principal, and there was no principal of the schools subject to the research who held a doctorate, and this is something natural for schools, as the basis for it is mostly a bachelor's degree, and about the number of years of service, we find that principals who have years of service from (16 to 20) They constituted the largest number of respondents, as their number reached (31) directors, while the lowest percentage was for those who had more than (26) years of service, in the last place in the ranking. This indicates that the Baghdad\ Al-Karkh the Second Education Directorate is focusing more on young groups taking on management tasks in the schools affiliated with them, and this is a natural matter that reflects the strengths of the organization that is the subject of the research.

### **Theoretical Framework**

#### **Distributed Leadership:**

The concept of distributed leadership was first introduced in an article titled "Leadership" in the "Handbook of Social Psychology" by Austrian theorist Gibb (1954), Subsequently, this concept was explored in studies by Barnard (1960), Cartwright (1965), Katz and Kahn (1966), and Thompson (1967), which focused on communication and collaboration within groups (*Ersozlu & Ulusoy, 2016:43*). According to Spillane et al. (2004), the idea of distributed leadership can be traced through the concept of "organizational theory," which evaluates how both formal and informal sources of leadership contribute to organizational change (*Barker, 2016:19*). While ethical and servant leadership theories promoted more harmonious and selfless leadership styles, distributed leadership emerged as part of a growing movement to move away from a singular, individual-focused leadership model (*Hayward, 2015:63*). Elmore (2000) emphasizes that distributed leadership is not dependent on a single individual or title but is a flexible characteristic relying on the efforts of multiple members within an organization



(Pierro, 2020:8). This approach operates across multiple levels in response to various situations and is often linked to holding an official organizational role (Humphreys, 2010:14).

Distributed leadership relies on the interaction between leaders and their followers rather than assigning specific tasks or responsibilities. It prioritizes learning and teamwork over individual effort. Employing this style has significantly shifted the traditional leadership model from focusing on an individual "hero" or mentor to distributing leadership roles across organizational members (Goksoy, 2016:298). It emphasizes collective goals and outcomes that result in higher quality and energy than individual efforts alone (Street, 2011:36). Distributed leadership can be defined as a leadership model that allows leaders to establish an environment fostering shared responsibilities to achieve assigned tasks (Nicholas, 2019:27). Gronn describes it as a hybrid form of leadership that combines hierarchical and non-hierarchical elements (Streck, 2009:6).

***From our perspective, distributed leadership is a style that involves leaders and organizational members sharing primary roles and tasks within the organization to enhance mutual responsibility, commitment, and employee loyalty over the long term.***

From the viewpoints of its proponent's, distributed leadership has a central role, not confined to one level or individual, but divided among multiple colleagues within the organization (Wendt & Nordbeck, 2010:16). It becomes more effective when people at all levels participate in organizational work and accept leadership responsibilities within their areas of expertise (Vandekerckhove & Giovagnoli, 2015:27). This model shifts away from hierarchical structures where one individual provides vision and leadership for the organization (Noble, 2014:14). Instead, it is not something a person does for a group, but rather a collective activity that operates through relationships rather than individual actions within the organization (Ansheb, 2017:290). It represents a framework within organizations that emphasizes participation and collaboration to achieve goals (De Marco, 2018:10). It also relies on harmony and interaction among individuals and their environment within the organization's structures, rather than focusing solely on an individual's knowledge and skills (Hickey et al., 2022:2).

### **The Importance of Distributed Leadership:**

Distributed leadership has become one of the most widely adopted leadership models in 21st-century educational systems, serving as a platform for managers to identify and develop more leaders within organizations (Jamail et al., 2019:1302). It offers a practical and relevant perspective for educators to re-examine leadership roles within schools, as organizations are places where multiple actors play significant roles (Yilmaz & Beycioglu, 2017:41). Distributed leadership does not specifically rely on the tasks and positions assigned to a leader but focuses significantly on interaction as the key element, driven by experience and practice rather than heroic acts of a leader (Khan & Mahmood, 2020:32). According to Bennett, Harvey, Wise, and Woods (2003), its importance lies in being a way of thinking about leadership, which can be described as not merely what an individual does for others but as a collective property resulting from the efforts of a group pooling their expertise to accomplish assigned tasks (Grant, 2017:3). Distributed leadership plays a significant role in developing the skills of school teaching staff, preparing them to take on greater future responsibilities. This has positive effects when implemented correctly by school principals.

Moreover, distributed leadership is not about delegating or surrendering tasks to others; instead, it is about connecting people, resources, and organizational structures around a shared cause (Mesfin, 2018:2). It goes beyond the sharing of internal tasks and demonstrates strong levels of interaction among members working towards shared goals within the organization (Heikka et

*al.*, 2013:34). Distributed leadership highlights leadership as an emergent property of a group or network of interacting individuals. It considers leadership boundaries to be open, meaning it can expand the traditional leadership network and showcase a variety of expertise distributed among many, not just a few (Bennett, 2003:7). This model involves assigning increasing tasks and responsibilities to every individual in the organization, enabling them to have a clear impact, take initiative, and encourage them to pursue higher leadership roles while understanding that everyone has the potential to lead (Liljenberg, 2015:18). Additionally, Schermerhorn, Osborn, Uhl-Bien, and Hunt (2012) emphasize that distributed leadership relies on the delegation of task and responsibility management across a diverse group of individuals with multiple skills, knowledge, and experiences (Sibanda, 2018:783).

### **Dimensions of Distributed Leadership:**

Distributed leadership includes several dimensions. For this study, the following dimensions were adopted based on Pierro (2020):

1. **Vision, Mission, and Goals:** Vision and mission guide the organization and help it achieve greater success. The vision acts as a compass, defining the path the organization aims to follow to enhance its operations (Wadhwa & Parimoo, 2016:165). According to Achua and Lussier (2016), an organization's mission is a detailed statement that outlines its purpose and distinguishes it from other similar organizations (Jonyo & Ouma, 2018:19). Organizational goals refer to the strategic objectives set by leadership to achieve the desired outcomes. Defining these goals directs employees towards the right path and establishes performance standards (Devi & Geetha, 2022:145).
2. **Organizational Culture:** Culture acts as the social glue that maintains organizational cohesion, utilizing informal tools such as beliefs, traditions, mutual understanding, and shared connections (Akpa *et al.*, 2021:362). It is a way of life in organizations, encompassing norms, traditions, and habits that have been followed over time (Kumar, 2016:15). Organizational culture does not inherently hold significance on its own but emerges through harmonious communication and interaction among members (Kurniady *et al.*, 2020:3). In essence, culture forms the overarching framework within which members of an organization collaborate under a unified set of norms and traditions, aiding them in performing their tasks effectively.
3. **Shared Responsibilities:** The term "shared responsibility" refers to the accountability of multiple individuals or actors contributing to a common outcome. Rather than being limited to one individual, responsibility involves two or more contributors, who collectively bear accountability for the results (Nollkaemper & Jacobs, 2012:366–367). Shared responsibilities enhance team morale by fostering strong commitments among members to complete assigned tasks.
4. **Leadership Practices:** Researchers such as Bennis and Nanus (1997) and Kouzes and Posner (2002) were among the first to study leadership practices in organizations by using direct observations and interviews. They identified common leadership practices employed by effective leaders, which led their organizations to success (Cormier, 2008:26). Leadership practices are defined as actions or behaviors taken by managers towards employees or the organization as a whole (Petrich, 2019:5). These practices represent general behaviors applied across institutions and include delegation, networking, team building, problem-solving, support, guidance, inspiration,



communication, recognition, rewards, consultations, planning, clarification, and monitoring (*Kathuria et al., 2010:1083*). Distributed leadership is a framework for understanding how leadership is practiced. It is not a prescriptive formula for effective leadership but a method to explore its implementation (*Hermann, 2016:19*).

### **Employee Morale:**

Morale has been defined using three different approaches: classical, psychological, and social. According to the classical approach, morale is the degree to which an individual's basic needs are satisfied. In the psychological approach, morale is described as a state of mind for individuals and groups that determines their readiness to work toward achieving organizational goals. The social approach views morale as a sense of unity; it is entirely emotional and dynamic, changing according to work conditions (*Naing, 2021:7*). Employee morale, as per the human resource management perspective, is defined as job satisfaction, outlook, and feelings of well-being held by employees, reflecting their attitude and contentment in the workplace. Employees who feel dissatisfied or negative about their work environment are said to experience low morale (*Mallik & Keerthi, 2019:2389*). In turn, we define employee morale as a state of perceived enthusiasm and satisfaction that an employee feels towards his or her organization, whether negatively or positively, as a result of the situations or events he or she is exposed to in the work environment, which subsequently impacts the way he or she works and interacts with the organization in which he or she works.

It is akin to a "state of mind" or attitude of individuals and groups, determining their readiness to cooperate. High morale is reflected in employees' enthusiasm, voluntary compliance with regulations and orders, and willingness to collaborate with others to achieve organizational objectives (*Aidoo, 2018:6*). Employee morale is a purely emotional construct that reflects an employee's attitude toward their job, supervisor, and organization. It is not a static measure, as it changes depending on work conditions, leadership styles, etc. Its levels can range from very high to very low (*Hariharan & Vikraman, 2024:613*). As a reflection of emotions, satisfaction, and overall outlook toward the workplace, morale is associated with satisfaction and happiness when high, whereas low morale is linked with dissatisfaction and unhappiness. The concept of morale encompasses four main elements: pride in work, attitude toward the job, job satisfaction, and workplace relationships (*Kerangani et al., 2024:2046*). High morale fosters passion and achievement, translating into improved performance, positive well-being, job satisfaction, and better work-life balance (*Slil et al., 2025:2*). Elevated employee morale also strengthens a positive organizational environment, enhancing performance. Organizations must engage in activities that add tangible value to employees, as fostering high morale is critical not only for retaining workers but also for improving productivity and supporting the organization's long-term sustainability (*Mostepaniuk et al., 2022:2*).

### **The Importance of Employee Morale:**

Every organization views its employees as a pivotal element for driving motivation and productivity at any time. Therefore, organizations must prioritize progress and foster positive expectations among individuals responsible for achieving organizational goals and arrangements (*Mandal & Mudgal, 2023:187*). Achieving organizational goals requires employees to maintain high levels of enthusiasm for their work. Increased morale motivates employees to persevere with determination and vigor, granting managers the ability to delegate tasks effectively in alignment with organizational objectives.



(Aidoo, 2018:326) emphasizes the importance of being well-versed in various methodologies and procedures to perform all types of work duties and responsibilities properly. This requires a solid understanding of procedures and consistent practice, as well as instilling ethical values, diligence, and conscientiousness (Kapur, 2024:133).

Employee morale plays a vital role in motivation and support, as managers and leaders have been found to provide these to enhance employee performance and improve their skills. On the other hand, strong arguments suggest that intrinsic motivation is essential to reinforce positivity among employees, ultimately improving their behavior at work (Abbasi & Waseem, 2024:2499).

As a collective concept, employee morale describes the general attitudes of employees within the organization, encompassing positive feelings such as excitement and enthusiasm. These emotions lead to increased commitment and loyalty to the organization. (Sumantri et al., 2024:558) Identify three key characteristics of organizations with high employee morale:

1. Independence and freedom for employees in task performance.
2. Rewarding employees for exceeding organizational expectations.
3. Providing immediate attention and solutions to employee problems and complaints.

And (Pattnaik, 2010:8) notes that elevated employee morale results in greater creativity, innovation, job satisfaction, and commitment to the organization, contributing to improved organizational performance. *We believe that increasing organizational morale lies in enhancing employee morale. Several factors contribute to this improvement, including:*

- Appreciating and recognizing the efforts made by employees at work by acknowledging and praising their important role in accomplishing the work.
- Enhancing growth and development opportunities for good employees, which increases their enthusiasm for growth and advancement within the organization.
- Creating a positive work environment that respects everyone and seeks to provide equal opportunities for them to perform at their best.
- The final and most important factor is effective and fair leadership in dealing with employees, which will contribute to increasing their passion for working better, as they feel more satisfied within their organizations.

### **Dimensions of Employee Morale:**

Employee Morale includes several dimensions is:

1. **Belonging:** Belonging is generally defined as a sense of acceptance, inclusion, and appreciation, rooted in Maslow's (1943) hierarchy of needs and the belonging hypothesis. It is regarded as a basic human drive that plays a critical role in overall well-being, self-esteem, and motivation (Crawford et al., 2024:396). Organizations can foster a sense of belonging by building a culture of respect, celebrating employees' knowledge, perspectives, and values, and encouraging connection among staff to add greater value to the organization (Katsaros, 2022:160). When employees feel an integral part of their organization, they are more likely to contribute positively, raising morale and improving organizational performance. A strong sense of belonging also helps reduce employee turnover by encouraging loyalty, regardless of circumstances (Dewi et al., 2020:634).



2. **Communication and Openness to Others:** Open and transparent communication between colleagues is essential for boosting employee morale. Honest dialogue strengthens trust, enhances knowledge-sharing, and encourages collective commitment to organizational goals (*Herriot & Scott, 2002:251*). Effective communication fosters shared values and productive relationships, enabling teams to work intensively to uncover and leverage critical resources. Additionally, open communication builds mutual trust, ensuring a harmonious flow of information that stimulates creative motivation across the organization (*Asiedu & Doe, 2023:16*).
3. **Recognition and Rewards:** Employees expect appropriate compensation for their contributions to the organization. A robust system of wages, salaries, and incentives maintains high morale, ensuring continuous job satisfaction and motivation (*Gangi, 2024:55*). Low morale is often linked to dissatisfaction caused by inadequate rewards and a lack of incentives, which can lead to high turnover rates. Employee turnover negatively impacts both financial performance and productivity. To achieve organizational success, it is essential to improve compensation or job support to attract and retain talent (*Mallik & Keerthi, 2019:2389; Ibeh et al., 2024:3*).
4. **Job Opportunities:** Morale is directly tied to employees' motivation and satisfaction with their roles. Job opportunities reflect employees' attitudes, emotional well-being, and interactions with colleagues and supervisors within the organization (*Manzo & Canoy, 2024:1007*). Managers strongly believe morale influences job opportunities and productivity, as employees tend to perform more effectively when they feel secure and respected (*Ilagan & Javier, 2014:3*).
5. **Training and Development:** Training involves transferring knowledge and skills required to complete specific tasks, while employee development equips individuals with the abilities necessary for advancement within the organization, even in roles that may not yet exist (*Baporikar, 2024:234*). Training and development programs play a critical role in career growth and positively impact employee morale. They provide employees with effective initiatives, enhancing their skills for current roles and preparing them for future challenges, thereby improving professional competence and expanding career prospects (*Aslichah et al., 2024:6001*).

### **The Relationship Between Distributed Leadership and Employee Morale:**

The relationship between leadership and employee morale is crucial for enhancing business achievement within organizations. The more skilled leaders are at interacting with their employees at work, the more positively they reflect on their morale and work performance within the organization. Leadership styles of all kinds significantly impact employees within organizations, as they represent the cornerstone for leading the organization toward its future goals. In his research linking leadership and employee morale, (Ngambi:2011) argues that a leader's competencies, such as communication, fostering trust, and team building, determine the path to influencing employee morale by enhancing trust and internal work activities, as well as enhancing employees' ability to cope with internal and external changes. A study by (Yeakey:2023) also found that public sector employees are viewed as individuals who maintain the functions of their organizations and serve the public. Therefore, they bear significant responsibilities, which impacts their ability to perform effectively and efficiently. Therefore, organizational leaders must inspire, respect, and support them to maintain their satisfaction and commitment to working together to achieve their goals. A study by (Williams:2024) also



showed that leaders must implement a set of strategies in their leadership style. Organizations experiencing low employee morale within their job roles must adjust their leadership strategies to create a conducive environment for raising employee morale. Maintaining a climate of high morale is essential for building motivated and productive employees in the workplace. From the above, it becomes clear how important the role leadership plays in significantly enhancing employee morale, which positively impacts employee morale within the organization. A closer look at distributed leadership reveals its significant role in enhancing employee morale, as it allows for the distribution of roles among employees, enabling them to learn new skills at work, as well as developing their leadership skills for the future, preparing them for leadership positions within the organization in the near term.

### **The Practical Aspect of the Research**

In this section of the study, we focus on describing the research variables, specifically the explanatory variable (Distributed Leadership) with its dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and the responsive variable (Employee Morale) with its dimensions (belonging, communication and openness to others, recognition and rewards, job opportunities, training and development). Various statistical analysis tools were employed, such as the weighted mean, standard deviation, coefficient of variation, and relative importance. Furthermore, the relationships of correlation and impact between the dimensions of the research variables were analyzed to arrive at significant statistical findings that contribute to enhancing the value of the research for the studied organization.

#### **Section One: Descriptive Analysis of Research Variables:**

##### **1. Analysis of the Explanatory Variable Dimensions (Distributed Leadership):**

Distributed leadership was measured through four main dimensions: vision, mission, and goals; organizational culture; shared responsibilities; and leadership practices. As shown in Table (3), all items of this variable collectively achieved high responses, with a weighted mean value of **3.93**, which is statistically significant as it exceeds the hypothetical mean value of **3**. The standard deviation was **0.91**, and the coefficient of variation recorded was **23.83**, with a relative importance of **78.84%**. These values indicate the participants' strong emphasis on distributed leadership, as demonstrated in their responses to the questionnaire items.

**A. Analysis of the Dimension (Vision, Mission, and Goals):** This dimension was assessed through eight items. According to the statistical analysis in Table (3), this dimension achieved a weighted mean value of **3.78**, which is relatively high compared to the hypothetical mean of **3**. This indicates that most participants had a solid understanding of the items within this dimension. The standard deviation was **0.98**, slightly below **1**, reflecting minimal inconsistency in participants' responses. However, this inconsistency could indicate limited homogeneity among participants. The coefficient of variation was **26.8**, and the relative importance was **75.69%**. These results reveal significant interest among school leadership in the Baghdad Directorate of Education\Al-Karkh the Second, regarding this dimension, which was reflected in



positive responses from the study sample. This observation was further confirmed during the questionnaire process by the researchers.

**B. Analysis of the Dimension (Organizational Culture):** Based on the results in Table (3), the second dimension, measured through ten items, achieved the highest weighted mean value of **4.21**, which is statistically significant as it greatly exceeds the hypothetical mean of **3**. The standard deviation for this dimension was **0.76**, the lowest among the dimensions of this variable, indicating strong homogeneity in participants' responses. The coefficient of variation was **18.47**, and the relative importance reached **84.13%**. These results reflect a high level of awareness among school leaders about the significance of organizational culture in uplifting the morale of teaching staff. The researchers also noted that the topic of organizational culture had the most profound impact on raising employee morale in these schools.

**C. Analysis of the Dimension (Shared Responsibilities):** This dimension, evaluated through thirteen items, demonstrated its importance in embedding the concept of distributed leadership. It achieved a weighted mean value of **3.88**, which is statistically significant. This value emphasizes the critical role of shared responsibilities in boosting the morale of teaching staff within the studied schools. The standard deviation was **0.90**, reflecting some level of response consistency. The coefficient of variation was **23.92**, and the relative importance was **77.69%**. These findings indicate the sample's strong understanding of shared responsibilities and their positive impact on morale, as observed by the researchers in the collaboration between school principals and teaching staff, leading to smoother and more error-free operations.

**D. Analysis of the Dimension (Leadership Practices):** As per Table (3), the leadership practices dimension, assessed through nine items, achieved a moderately high weighted mean value of **3.87**, which is statistically significant as it exceeds the hypothetical mean of **3**. Although the result is not exceptionally strong, it highlights the participants' awareness of the importance of allowing teachers to practice leadership within their schools. The standard deviation was **1.02**, reflecting slight variability in responses, likely due to principals' concerns about retaining decision-making authority amid challenging circumstances in Iraq. The coefficient of variation was **27.01**, and the relative importance was **77.43%**. These values demonstrate the participants' attention to completing tasks efficiently and their impact on overall employee morale.

	<i>Independent variable distributed leadership</i>	<i>Mean</i>	<i>St. dev.</i>	<i>Coefficient of Variation</i>	<i>Relative Importance</i>
<b>1</b>	The school clearly articulates its vision and mission statements.	4.12	0.89	21.71	82.37
<b>2</b>	Teachers and administrators understand and support the school's shared missions and can clearly describe them.	4.07	0.74	18.11	81.32
<b>3</b>	If parents were asked to describe the school's mission, most would be able to do so clearly.	3.84	0.97	25.16	76.84
<b>4</b>	If students were asked to describe the school's mission, most would be able to describe it in general terms.	3.37	1.23	36.55	67.37
<b>5</b>	The school's goals are aligned with its mission statement.	4.2	0.63	15.08	83.95
<b>6</b>	The school uses improvement plans as a basis for assessing its progress toward achieving its goals.	4.22	0.96	22.74	84.47



7	Teachers and administrators collectively set school goals and review them annually.	3.37	1.08	32.1	67.37
8	The school's curriculum is aligned with the overall academic standards.	3.09	1.33	42.96	61.84
<b>Vision, Mission, and Goals</b>		<b>3.87</b>	<b>0.98</b>	<b>26.8</b>	<b>75.69</b>
1	Teachers and administrators have high expectations for student performance.	4.24	0.8	18.83	84.47
2	Teachers and administrators share accountability for their students' performance.	4.12	0.99	24.11	82.37
3	School and pedagogical resources are directed to areas where student learning needs improvement.	3.96	0.94	23.84	79.21
4	The school is a learning community that continually improves its effectiveness and learns from both successes and failures.	4.39	0.49	11.2	87.89
5	There is a high level of mutual respect and trust among teachers and other professional staff at the school.	4.53	0.53	11.68	90.53
6	There is mutual respect and trust between the school administration and staff.	4.51	0.55	12.27	90.26
7	The school principal(s) welcomes input from professional staff on issues related to curriculum, instruction, and improving student performance.	4.39	0.57	12.91	87.89
8	The school supports the use of new educational ideas and innovations.	4.43	0.5	11.25	88.86
9	The school's daily and weekly schedules provide time for teachers to collaborate on educational issues.	3.75	1.05	27.93	75
10	School professionals and parents agree on the most effective roles parents can play as partners in their children's education.	3.74	1.15	30.7	74.74
<b>Organizational Culture</b>		<b>4.21</b>	<b>0.76</b>	<b>18.47</b>	<b>84.13</b>
1	The school clearly communicates the "chain of communication" between home and school so that parents know who to contact when they have questions or concerns.	4.53	0.5	11.1	90.53
2	The school provides a variety of data (such as student performance) for teachers to use to improve student achievement.	4.26	0.7	16.42	85.26
3	Decisions to change curricula and instructional programs are based on assessment data.	3.71	1.3	35.16	74.21
4	A formal structure is in place at the school (such as a curriculum committee) to provide teachers and professional staff with opportunities to participate in school-wide instructional decision-making.	3.32	1.16	34.9	66.32
5	The principal actively encourages teachers and other staff to participate in instructional decision-making.	4.12	1.13	27.46	82.37
6	The school's professional staff are responsible for making decisions that impact the achievement of school goals.	3.74	0.88	23.68	74.74
7	The school provides teachers with professional development aligned with the school's mission and goals.	3.62	1.17	32.22	72.37
8	Administrators participate alongside teachers in school-wide professional development activities.	3.58	0.91	25.51	71.58
9	The principal actively participates in his or her own professional development activities to improve leadership in the school.	4.43	0.5	11.25	88.68
10	My supervisor and I work together to develop my annual professional development plan.	3.75	0.85	22.68	75
11	My professional development plan includes activities based on my individual professional needs and the needs of the school.	4.24	0.69	16.29	84.74
12	Teachers actively participate in instructional decision-making.	4	0.54	13.54	80
13	Central office and school administrators work together to identify professional development activities.	3.21	1.31	40.79	64.21
<b>Responsibilities Shared</b>		<b>4.21</b>	<b>0.76</b>	<b>18.47</b>	<b>84.13</b>
1	The principal is aware of current educational issues.	4.87	0.75	17.07	87.63
2	The principal's practices are consistent with his or her words.	4.26	0.75	17.71	85.26
3	Informal school leaders play an important role in improving professional performance and student achievement.	3.97	0.77	19.26	79.47
4	The school has expanded its capacity by providing formal opportunities for professional staff to assume leadership roles.	3.86	1.02	26.35	77.11



5	Teachers who assume leadership roles in the school have sufficient school time to allow them to make meaningful contributions to the school.	3.38	1.48	43.72	67.63
6	Teachers who assume leadership roles in the school have sufficient resources to enable them to make meaningful contributions to the school.	3.61	1.4	38.72	72.11
7	Veteran teachers occupy most leadership roles in the school.	4.03	1.02	25.32	80.53
8	New teachers are provided opportunities to fill some leadership roles in the school.	3.45	1.05	30.48	68.95
9	Teachers are interested in participating in leadership roles in the school.	3.91	0.95	24.43	78.16
<b>leadership Practices</b>		<b>3.87</b>	<b>1.02</b>	<b>27.01</b>	<b>77.43</b>
<b><i>distributed leadership</i></b>		<b>3.93</b>	<b>0.91</b>	<b>23.83</b>	<b>78.84</b>

Table (3): Weighted Mean, Standard Deviation, Coefficient of Variation, and Relative Importance for the Distributed Leadership Variable and its Dimensions

## 2- Analysis of the Responsive Variable Dimensions (Employee Morale):

The statistical analysis results presented in Table (4) indicate that the responsive variable (**Employee Morale**), measured through five main dimensions (belonging, communication and openness to others, recognition and rewards, job opportunities, training and development), achieved a **weighted mean of 3.86**. This value is relatively good as it is higher than the hypothetical means of **3**. The standard deviation for the variable overall was **1.12**, reflecting notable dispersion in the responses of the research sample. The coefficient of variation reached **30.01**, while the relative importance of the variable was approximately **77.23%**. These results highlight a significant weakness in school leadership's focus on employee morale. The findings for each dimension are as follows:

**A. Analysis of the Dimension (Belonging):** The statistical analysis in Table (4) shows that the five items related to the first dimension (belonging) achieved a weighted mean of **4**, which is statistically very good as it exceeds the hypothetical mean of **3**. However, the standard deviation for this dimension was **1.18**, indicating a lack of consistency in the responses, with some disagreement regarding its importance. The coefficient of variation was **30.74**, and the relative importance reached **79.95%**. Although the mean value is high, the results suggest insufficient attention to this dimension among the participants, with dispersed responses. The researchers noted during school visits that some teachers lacked a strong sense of belonging, often prioritizing external teaching responsibilities over their school duties.

**B. Analysis of the Dimension (Communication and Openness to Others):** As presented in Table (4), the second dimension (communication and openness to others) achieved a weighted mean of **3.83**, reflecting its statistical significance and the importance of managerial openness in enhancing employee morale. Improved communication positively influences overall school performance. The standard deviation for this dimension was **1.21**, while the coefficient of variation was **31.84**, and the relative importance stood at **76.53%**. These results highlight the leadership's emphasis on communication, as it plays a significant role in shaping the external image of the school and positively influencing employee morale when effectively implemented.

**C. Analysis of the Dimension (Recognition and Rewards):** The third dimension (recognition and rewards), measured through five items, achieved a weighted mean of **3.74**, which is statistically good as it exceeds the hypothetical mean. However, the standard deviation was **1.34**, and the coefficient of variation was **39.41**, indicating low consistency among participants' responses regarding its importance. The relative importance was **69.41%**. These findings suggest a weak focus on recognition and rewards despite their critical role in



motivating employees and improving performance. During school visits, the researchers observed that schools relied on cooperative mechanisms among staff to improve their skills and provide better services to students, regardless of their positions.

**D. Analysis of the Dimension (Job Opportunities):** The analysis results in Table (4) indicate that the fourth dimension (job opportunities), measured through five items, achieved a weighted mean of **3.92**, which is statistically very good. The standard deviation was **0.97**, reflecting consistency in the participants' responses. The coefficient of variation was **26.39**, and the relative importance was **78.37%**. Despite the high mean value, the findings reveal insufficient attention to this dimension among participants. This was evident during the researchers' visits to the schools, where they noted that recruitment mechanisms were controlled centrally by the ministry, limiting the schools' involvement to administrative onboarding after appointments.

**E. Analysis of the Dimension (Training and Development):** From Table (4), the fifth dimension (training and development) achieved a weighted mean of **4.09**, which is statistically excellent, reflecting the importance of training programs in enhancing teacher morale. Improved participation in organized training programs positively impacts teachers' competencies and morale, which, in turn, enhances overall school performance. The standard deviation for this dimension was **0.9**, indicating consistent responses among participants. The coefficient of variation was **22.13**, and the relative importance was **81.89%**. These results underline school leaders' emphasis on training and development as a key element in delivering high-quality educational services.

<i>dependent variable</i> <i>Employee Morale</i>		<i>Mean</i>	<i>St. dev.</i>	<i>Coefficient of Variation</i>	<i>Relative Importance</i>
<b>1</b>	I feel like a part of the school.	4.42	1.06	24.01	88.42
<b>2</b>	I'm treated more like a partner or valued member of the school than just a teacher.	4.11	1.13	27.44	82.11
<b>3</b>	Participation in decision-making is an important factor for me.	4.25	1.03	24.34	85
<b>4</b>	It helps to maintain high morale among my colleagues.	4.09	1.13	27.7	81.84
<b>5</b>	My opinions are heard by the school administration when making decisions regarding my job duties.	3.12	1.57	50.22	62.37
<b>Belonging</b>		<b>4</b>	<b>1.18</b>	<b>30.74</b>	<b>79.95</b>
<b>1</b>	Information is shared openly between management and staff.	3.72	1.28	34.42	74.47
<b>2</b>	The management provides me with all the information I need to perform my job duties.	3.88	1.13	29.14	77.63
<b>3</b>	The school's work policies are fair and consistent.	3.59	1.19	33.15	71.84
<b>4</b>	Policies and procedures are adequately explained within the school.	4.09	1.13	27.7	81.84
<b>5</b>	Staff within the school communicate adequately with each other.	3.84	1.34	34.8	76.84
<b>Communication and Openness to Others</b>		<b>3.83</b>	<b>1.21</b>	<b>31.84</b>	<b>76.53</b>
<b>1</b>	At school, we are rewarded for our outstanding performance.	3.24	1.45	44.8	64.47
<b>2</b>	We feel we have received adequate training to perform our jobs appropriately.	4.09	1.01	24.66	81.48
<b>3</b>	We receive non-monetary forms of recognition from our school administration daily.	3.17	1.43	45.01	63.42
<b>4</b>	We feel valued in our school.	3.33	1.44	43.15	66.58
<b>5</b>	We are rewarded for our performance and strive to achieve the best.	3.53	1.39	30.42	70.53
<b>Recognition and Rewards</b>		<b>3.74</b>	<b>1.34</b>	<b>39.41</b>	<b>69.42</b>
<b>1</b>	My school provides me with many opportunities to develop my skills.	3.08	1.3	42.35	61.58



2	My school provides me with training so I can advance in my career.	3.68	1.28	34.68	73.68
3	In my department, the level of motivation is moderate to high on a daily basis.	3.84	1.25	32.66	76.84
4	I have progressed in my career within the school so far.	4.43	0.5	11.25	88.68
5	I am very committed to working here and see myself staying for the long haul.	4.55	0.5	10.99	91.05
<b>Job Opportunities</b>		<b>3.92</b>	<b>0.97</b>	<b>26.39</b>	<b>78.37</b>
1	During the previous period, I received good training on how to perform my work better.	4.09	1.02	24.98	81.84
2	My school provided me with the opportunity to grow and learn during the previous period.	4.13	0.7	16.93	82.63
3	I had the opportunity to perform the type of work I do within the school.	4.37	0.59	13.4	87.37
4	The school administration provides many resources and training opportunities for my professional life.	3.93	1.1	27.95	78.68
5	The school administration facilitates ongoing training to improve my skills.	3.95	1.08	27.41	78.95
<b>Training and Development</b>		<b>4.09</b>	<b>0.9</b>	<b>22.13</b>	<b>81.89</b>
<b>Employee Morale</b>		<b>3.86</b>	<b>1.12</b>	<b>30.01</b>	<b>77.23</b>

Table (4): Weighted Mean, Standard Deviation, Coefficient of Variation, and Relative Importance for the Employee Morale Variable and its Dimensions

## Section Two: Analysis and Testing of Research Hypotheses

This section explores the testing and interpretation of the correlation and impact hypotheses between the research variables: Distributed Leadership with its dimensions: (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and Employee Morale with its dimensions: (belonging; communication and openness to others; recognition and rewards; job opportunities; training and development). The analysis is performed using the SPSS statistical software and various statistical tools as outlined below:

### 1- Testing the Main and Sub-Correlation Hypotheses:

**The first main hypothesis assumes that:** *"There is no statistically significant positive correlation between distributed leadership dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and employee morale in schools of the Baghdad Directorate of Education/ Al-Karkh the Second."*

**Testing the Sub-Hypotheses:** Table (5) reveals that the dimensions of the explanatory variable (Distributed Leadership) demonstrated statistically significant positive correlations with the dependent variable (Employee Morale). All correlations were strong and statistically significant at the **0.01** level. Among these:

- **Leadership Practices** achieved the highest positive correlation with **Employee Morale**, with a correlation value of **0.721** at a significance level of **0.000**.
- **Organizational Culture** ranked second with a correlation value of **0.720** at a significance level of **0.000**.
- **Shared Responsibilities** showed a correlation value of **0.717** at a significance level of **0.000**, ranking third.

- **Vision, Mission, and Goals** ranked last, with a correlation value of **0.586** at a significance level of **0.000**.

The correlations range from moderate to strong, reflecting noticeable attention from school leadership in the Baghdad Directorate of Education\Al-Karkh the Second, toward distributed leadership dimensions and their crucial role in improving employee morale. This attention positively influenced the overall administrative performance in the schools, enabling them to effectively meet educational objectives set by the Ministry of Education.

**Testing the Main Research Hypothesis:** The results in Table (5) indicate a strong positive correlation between the explanatory variable (Distributed Leadership) and the responsive variable (Employee Morale) at the overall level. This correlation was statistically significant at the **0.01** level, highlighting the importance of distributed leadership in fostering employee morale among school leadership. The overall correlation coefficient between the two variables was **0.781**, a strong positive correlation at a significance level of **0.000**.

**Conclusion:** Based on the statistical analysis results, **the** null hypothesis is rejected, and the alternative hypothesis is accepted: *"There is a statistically significant positive correlation between distributed leadership dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and employee morale in schools of the Baghdad Directorate of Education/ Al-Karkh the Second."*

Independent variable and its dimensions	Correlation coefficient	sig	Type of relationship	Sample size	Respondent variable
Dimensions of the explanatory variable	Vision, Mission, and Goals	0.586**	0.003	76	employee morale
	Organizational Culture	0.720**	0.000		
	Shared Responsibilities	0.717**	0.000		
	Leadership Practices	0.721**	0.000		
distributed leadership		0.781**	0.000	76	employee morale

Table (5): Correlation Between Distributed Leadership Dimensions and Employee Morale

### Testing the Main and Sub-Impact Hypotheses:

Simple linear regression is one of the essential statistical methods used to determine the impact relationship between research variables. By using various statistical techniques, reliable results can be obtained, which are pivotal for drawing scientific conclusions and determining whether to accept or reject hypotheses. For this study, we will detail the impact relationship between the research variables, focusing on the dimensions of the explanatory variable (Distributed Leadership) and the responsive variable (Employee Morale), as presented in Table (6). The analysis relies on results generated through the SPSS statistical software and includes the following details:



**Second Main Hypothesis:** *"There is a statistically significant positive impact between distributed leadership dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and employee morale in schools of the Baghdad Directorate of Education/ Al-Karkh the Second."*

The results in Table (6) show that the calculated F-value for the distributed leadership variable was **115.651**, which is statistically greater than the tabulated F-value at the **0.01** significance level. Statistically, this indicates a strong impact of the distributed leadership variable on employee morale in the schools of the Baghdad Directorate of Education\Al-Karkh the Second. This implies that any change in the distributed leadership variable will lead to a noticeable and significant change in employee morale. The relationship is illustrated in the following linear regression equation:

$$(X) \text{ Distributed Leadership } 1.071 + 0.361 = \text{Employee Morale (Y)}$$

Additionally, the Coefficient of Determination (**R<sup>2</sup>**) reached **0.610**, indicating that the distributed leadership variable explains **61%** of the variations in employee morale. The **β-coefficient** derived from the statistical analysis was approximately **β = 1.071**, meaning that a one-unit change in the distributed leadership variable will lead to a **100.71%** increase in employee morale. Statistically, this is considered a highly significant percentage.

**Conclusion:** Based on the above statistical analysis, the null hypothesis is rejected, and the alternative hypothesis is accepted: *"There is a statistically significant positive impact between distributed leadership dimensions (vision, mission, and goals; organizational culture; shared responsibilities; leadership practices) and employee morale in schools of the Baghdad Directorate of Education/ Al-Karkh the Second."*

Dimensions of the Interpretive variable	β	A	T	Std. Error	R	R <sup>2</sup>	R <sup>2</sup> adjusted	F calculated	Sig	Respondent variable
Vision, Mission, and Goals	0.704	1.198	2.753	0.453	0.586	0.343	0.334	38.630	0.000	employee morale
Organizational Culture	1.239	1.352	2.307	0.568	0.720	0.520	0.513	80.119	0.000	
Shared Responsibilities	0.805	0.753	2.047	0.431	0.717	0.514	0.508	78.376	0.000	
Leadership Practices	0.735	1.017	3.139	0.324	0.721	0.520	0.514	80.234	0.000	
distributed leadership	1.071	0.361	0.910	0.397	0.781	0.610	0.605	115.651	0.000	employee morale

Table No. (6) The impact of distributed leadership and its dimensions on employee morale (n=76)

## Conclusions:

The results obtained from the statistical analysis indicate that the leadership of schools within the Baghdad Directorate of Education\Al-Karkh the Second, successfully enhanced the morale of teachers in their schools. This was observed by the researchers during their visits to the studied schools, demonstrating the leadership's understanding of their schools' vision and mission overall.

The statistical analysis of the sample revealed that leadership practices, which achieved the highest measurement results, reflect the role of school leadership in uplifting teacher morale and developing their skills for future leadership roles. This positively impacted the teachers' overall morale. Furthermore, the analysis highlighted the significant positive role of shared responsibilities in boosting employee morale within schools. Shared responsibilities are a fundamental driver of interactions between leaders and teachers, were greater trust from leadership towards subordinates' results in improved teacher morale and relationships. The study also showed that the leadership of schools in the Baghdad Directorate of Education\Al-Karkh the Second, effectively addressed most challenges by employing diverse leadership practices aimed at raising teachers' morale. This was evident through leaders' periodic monitoring of tasks, staying updated on developments, and finding solutions to issues affecting school operations.

In summary, the distributed leadership variable achieved a strong positive relationship with the employee morale variable. This indicates that school leadership played a pivotal role in fostering collaboration within their schools, encouraging teachers to give their best efforts, which, in turn, significantly enhanced their morale.

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