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**Poverty and Distributed
Leadership in the United
Kingdom**

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Overview

- Background & motivation for the study
- Key concepts: *Distributed Leadership*
- Research questions
- Methodology: *Research Design, Data collection & Analysis*
- Findings
- Conclusions



Distributed leadership within the context of this study

- Distributed leadership (DL) has increased in popularity worldwide (see, for example, Gumus *et al.*, 2018; Harris & Spillane, 2008; Mifsud, 2017).
- Distributed leadership and its association with quality of education (Liu, 2016), teacher job satisfaction (Sun & Xia, 2018; Liu *et al.*, 2020), organizational commitment (Hulpia *et al.*, 2009; Liu & Werblow, 2019; Liu & Watson, 2020), organizational change (Harris *et al.*, 2007), and school climate (Bellibas & Liu, 2018), across diverse countries.
- However, the evidence supporting how school contextual factors influence DL is limited. Previous studies have found that schools in impoverished areas tend to have less shared decision making, whereas schools with disproportionately large numbers of students coming from high socioeconomic background are likely to involve teachers in school decision making (Liu, 2016; Liu *et al.*, 2018).



Background of this study

- Education reform policies in Australia, the UK, and US have prioritised the role of the school principal and teacher leaders in school organisational change (Singh & Glasswell, 2016)
- There is a qualitative study recently conducted by Thomson (2007) 'examine a set of English texts about leadership in urban schools and examine the gap between the representations of urban schooling and the experiences of some head-teachers who work in such settings.' [p.1050]
- International large-scale assessments (ILSAs)- TALIS-UK



Research Question

- Does school type (low-high socioeconomic status) affect the leadership distribution practices of school principals in the UK?



Methodology

- TALIS 2018 (every 5 years)
- Sample: England sample (154 principals)
 - "ISCED level 2" (i.e., lower secondary school)
- **Sampling technique:** 200 schools in each country and 20 teachers within each school. Schools were chosen using probability proportional to size (PPS) (OECD, 2019a) sampling.
- Making it representative (using weights)



Variables

- **Dependent variable**
- **T3PLEADP**- Participation among stakeholders, principals
- **Independent variables**
- **SCHLOC**- 1 Rural (up to 3,000 people), 2 Town (3,001 to 100,000 people), 3 City (more than 100,000 people)
- **TC3G01**-Gender (dummy female)
- **T3PAUTS**-School autonomy for staffing
- **T3PAUTB**-School autonomy for budgeting
- **T3PAUTP**-School autonomy for educational policies
- **T3PAUTI**-School autonomy for instructional policies
- **T3PAUTC**-School autonomy for curriculum
- **TC3G03**-Highest level of formal education completed
- **TC3G04A**-Years of work experience as a principal at this school
- **TC3G04B**-Years of work experience as a principal in total
- **TC3G04C**-Years of work experience in other school management roles
- **TC3G04D**-Years of work experience as a teacher in total
- **TC3G04E**-Years of work experience in other jobs



Analytical Strategy

- We conducted three separate multiple regression analyses with distributed leadership as outcome variables in the UK.
- Data organising, recoding, descriptive statistics as well as multiple regression analysis were conducted using the IDB analyser (IEA, 2017) and SPSS (IBM Corp., 2015).



Result

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
School location - collapsed	154	1	3	2.31	0.619
Gender - P	154	1	2	1.59	0.493
Highest level of formal education completed - P	154	3	7	5.55	0.627
Years of work exp. as a principal at this school	154	0	27	5.06	4.582
Years of work exp. as a principal in total	153	0	27	5.86	5.121
Years of work exp. in other school management roles	154	0	32	12.68	6.531
Years of work exp. as a teacher in total	154	0	42	23.98	8.92
Years of work exp. in other jobs	154	0	42	3.36	6.865
School autonomy for staffing	150	2	3	2.73	0.444
School autonomy for budgeting	149	1	3	2.7	0.526
School autonomy for educational policies	147	1	3	2.82	0.406
School autonomy for instructional policies	148	1	3	2.82	0.399
School autonomy for curriculum	151	1	3	2.91	0.304
Participation among stakeholders, principals	148	8.33146	16.04258	11.99175	1.61595898
Valid N (listwise)	141				



Table 2. Regression results for T3PLEADP dependent variable

Variables	Model1	Model2	Model3
Town	0.26(0.08)***	0.29(0.11)*	0.31(0.11)**
City	0.22(0.09)*	0.23(0.11)*	0.26(0.12)*
TC3G03		-0.07(0.1)	-0.09(0.1)
TC3G04A		0.46(0.14)***	0.50(0.17)**
TC3G04B		-0.38(0.13)**	-0.44(0.16)**
TC3G04C		-0.03(0.07)	-0.03(0.09)
TC3G04D		0.20(0.1)*	0.20(0.1)
TC3G04E		0.04(0.14)	0.03(0.13)
Female		0.09(0.08)	0.06(0.09)
T3PAUTS			0(0.11)
T3PAUTB			-0.06(0.13)
T3PAUTP			0.19(0.13)
T3PAUTI			-0.09(0.11)
T3PAUTC			0.09(0.11)
Constant	11.30 (0.2)***	11.08(1.29)***	9.42(1.68)***
N (School)	149	147	141

*p<0.05, **p<0.01, ***p<0.001



Findings

- The main finding of this study is that principals who work in town and city area schools have more distributed leadership when compared to principals who work in rural area schools.
- Mixed methods research
- Cultural and social capital



THANK YOU VERY MUCH...



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