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Distributed Leadership of School Administrators Affecting Teachers' Work Performance in Schools Under the Samutprakan Primary Educational Service Area Office 1

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Abstract

This study aimed to examine the levels of school administrators' distributed leadership and teachers' work performance, investigate their relationship, and identify the specific aspects of leadership that influence performance. The sample comprised 306 teachers from schools under the Samutprakan Primary Educational Service Area Office 1, determined using Cohen's table at a significance level of .05 and selected through stratified random sampling. The research instrument was a questionnaire with an IOC between 0.60 and 1.00 and a reliability coefficient of 0.976. Data were analysed using frequency, mean, standard deviation, Pearson's correlation, and multiple regression analyses using the Enter method. The findings revealed that both distributed leadership and teachers' work performance were at high levels. Distributed leadership showed a significant positive correlation with teachers' work performance at a high level ($p < .01$). Furthermore, the four components—leadership practice, teamwork culture, shared vision, and participative decision-making—jointly predicted teachers' work performance, accounting for 64.6% of the variance, with statistical significance at the .01 and .05 levels. These results indicate that developing leadership practices and a collaborative teamwork culture are essential for enhancing teacher performance. Future research should extend the investigation to broader educational contexts and explore additional factors that influence teachers' work performance.

Keywords: Distributed Leadership, Work Performance, Teachers' Work Performance, Leadership, Educational Administration, Efficiency

Introduction

Thailand has prioritised enhancing educational quality through policies aligned with the Sustainable Development Goals (SDGs) and the 20-year National Strategy (National Strategy 2018–2037). These frameworks aim to develop adaptable citizens who can navigate global changes. Consequently, the Office of the Basic Education Commission promotes learner-centred education and collaborative participation, emphasising the capacity of teachers and administrators to meet 21st-century demands. In this context, school administrators are pivotal in translating these policies into practice through leadership that fosters sustainable development.

Distributed leadership has gained prominence as an approach that emphasises shared responsibility and collaboration across all organizational levels. Rather than concentrating authority in a single administrator, this model encourages teachers to engage in decision-making, fostering mutual trust and a sense of ownership (Harris, 2011).

Leaders thus act as facilitators who support participative management, enabling teachers to reach their full professional potential and cultivate a shared school vision ([Tejeiro, 2024](#)).

Conceptually, distributed leadership reflects a network of relationships, organizational culture, and structural arrangements ([Riley & Macbeath, 2003](#)). Through democratic practices, such as delegation and shared responsibility, schools can establish collaborative environments that promote innovation and continuous improvement ([Senge, 1990](#)). Such conditions balance individual autonomy with collective participation, ultimately strengthening the quality of instruction and school effectiveness.

Within the Samutprakan Primary Educational Service Area Office 1, the policy focuses on strengthening leadership and teacher performance to improve student outcomes. Encouraging teacher participation allows for a better understanding of institutional goals and aligns instructional practices with development plans in accordance with the National Education Act B.E. 2542 (1999, as amended) ([Office of the National Education Commission, 1999](#)). While effective distributed leadership positively influences professional commitment and learning outcomes ([Sharland & Thornton, 2024](#)), empirical evidence remains limited in this specific educational area. Furthermore, few studies have analysed the specific leadership components that directly impact teacher performance within a coherent framework. Therefore, this study examines the effects of distributed leadership on teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1 to provide empirical evidence for effective collaboration management.

Research Objectives

1. To examine the distributed leadership of school administrators and teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1.
2. To investigate the relationship between the distributed leadership of school administrators and teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1.

3. To identify the aspects of distributed leadership of school administrators that affect teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1.

Research Questions

1. What is the level of distributed leadership of school administrators and teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1?
2. What is the direction of the relationship between the distributed leadership of school administrators and teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1?
3. Can the distributed leadership of school administrators collectively predict teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1.

Research Hypothesis

1. The distributed leadership of school administrators and teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1 were at a high level.
2. The distributed leadership of school administrators is positively correlated with teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1.
3. The distributed leadership of school administrators affects teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1, and the dimensions of school administrators collectively predict teachers' work performance.

Conceptual Framework

To examine the distributed leadership of school administrators that affects teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1, the researcher considered two variables: 1) distributed leadership, consisting of shared vision, teamwork culture, participative decision-making, and leadership practice, and 2) teachers' work performance, consisting of time management, quality of work,

quantity of work, and learning management. The details are shown in the figure.

Distributed Leadership	Teachers' Work Performance
Shared vision	Time management
Teamwork culture	Quality of work
Participative decision-making	Quantity of work
Leadership practice	Learning management

Figure 1 Conceptual Framework

Methodology

Population and Sample

The population in this study consisted of 1,554 government teachers from 71 schools under the Samutprakan Primary Educational Service Area Office 1.

The sample group in this study consisted of 306 participants. The sample size was determined using Cohen's table with a 95% confidence level (Cohen et al., 2018) and a statistical significance level of .05. The proportion of the sample was then compared with the total population of teachers across the four school size categories. Multistage sampling was used, beginning with stratified sampling based on school size (small, medium, large, and extra-large), followed by simple random sampling to select teachers in proportion to each school size category. The details are presented in Table 1.

Table 1 Population and Sample Size Classified by School Size Data as of November 10, 2024

Table 1 Population and Sample

School Size	Number of Schools	Population	Sample Size	(%)
Small	19	132	26	8.50
Medium	37	656	129	42.16
Large	14	673	133	43.46
Extra Large	1	93	18	5.88
Total	71	1,554	306	100

Research Tools

The research tool was a 58-item questionnaire on the distributed leadership of school administrators

that affects teachers' work performance. The questionnaire used a 5-point Likert scale. Content validity was assessed, with the Item-Objective Congruence (IOC) index between 0.6 and 1.0, and an overall IOC of 0.94. The questionnaire was revised based on expert recommendations and then underwent a tryout with 30 teachers from a non-sample population. Reliability was analyzed using Cronbach's alpha, resulting in a reliability coefficient of 0.976, indicating high reliability. The researcher examined the redundancy of the items or questions and confirmed that each item was distinct in terms of the content it measured regarding the specified subcomponents. The questionnaire consisted of three sections.

Part 1: The general characteristics of the respondents were assessed using a checklist, including educational level, work experience, and school size.

Part 2: The level of distributed leadership of school administrators consisted of four aspects and was measured using a 30-item, five-point Likert scale questionnaire.

Part 3: The level of teachers' work performance consisted of four aspects and was measured using a 28-item, five-point Likert scale questionnaire.

Research Tool Quality Check

The researcher developed a questionnaire for this study using the following procedures:

1. The researcher reviewed documents, research reports, concepts, and theories related to distributed leadership and teachers' work performance to guide the development of questionnaire items that comprehensively covered the content of this research topic. The questionnaire was checked for accuracy by an advisor.
2. The researcher examined the questionnaire for quality and content validity by presenting it to five experts. The index of Item-Objective Congruence (IOC) was 0.94.
3. The researcher assessed reliability by conducting a tryout with 30 teachers from Watyai School under the Samutprakan Primary Educational Service Area Office 1. The reliability of the entire questionnaire was analyzed using Cronbach's alpha, producing a reliability coefficient of 0.976.

- The researcher analysed the questionnaire and presented it to the advisor for guidance and corrections to finalise and prepare it for printing.

Data Collection

The researcher collected data using the following steps:

- The researcher submitted a request to the Graduate School for a certificate to obtain permission to collect data from the sample group.
- In August, a request was sent to the Samutprakan Primary Educational Service Area Office 1 to distribute an electronic questionnaire (Google Form) to the sample schools.
- All 306 questionnaires (100%) were returned. The data were checked for accuracy and completeness and then compiled for further analysis.

Data Analysis

The researcher recorded or collected the data and analysed them using a statistical software package.

- General information on the respondents was analysed using frequency distribution and percentages. [Srisaard \(2017\)](#)
- The levels of opinions regarding the distributed leadership of school administrators and teachers' work performance were analysed using means and standard deviations. [Srisaard \(2017\)](#)
- The effects of the distributed leadership of school administrators on teachers' work performance were analysed using Pearson's product-moment correlation coefficient and multiple regression analysis using the Enter method. [Srisaard \(2017\)](#)

Research Results

Results of the study on the distributed leadership of school administrators under the Samutprakan Primary Educational Service Area Office 1.

Table 2 Means and Standard Deviations of the Distributed Leadership of School Administrators Overall (n= 306)

Distributed Leadership	X \bar{x}	S.D.	Quality Level	Ranking
Shared vision	4.29	0.53	High	3
Teamwork culture	4.33	0.64	High	1

Participative decision-making	4.27	0.61	High	4
Leadership practice	4.31	0.68	High	2
Total	4.29	0.56	High	

According to Table 2, the level of distributed leadership of school administrators, both overall and for each aspect, was high. The aspect with the highest mean was teamwork culture, followed by leadership practice and shared vision. The aspect with the lowest mean was participative decision-making.

The results of the study on teachers' work performance. Under the Samutprakan Primary Educational Service Area Office 1, as presented in Table 3.

Table 3 Means and Standard Deviations of Teachers' Work Performance Overall (n= 306)

Teachers' Work Performance	X \bar{x}	S.D.	Quality Level	Ranking
Time management	4.41	0.56	High	4
Quality of work	4.42	0.51	High	3
Quantity of work	4.44	0.52	High	2
Learning management	4.45	0.49	High	1
Total	4.43	0.48	High	

According to Table 3, teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1, both overall and for each aspect, was at a high level. The aspect with the highest mean was learning management, followed by quantity of work and quality of work. The aspect with the lowest mean was time management.

The results of the study on the relationship between the distributed leadership of school administrators and Teachers' work performance under the Samut Prakan Primary Educational Service Area Office 1 are presented in Figure 2

Figure 2 Correlation coefficients between distributed leadership of school administrators and teachers' work performance

Distributed Leadership of School Administrators	Teachers' Work Performance				
	Y ₁	Y ₂	Y ₃	Y ₄	Y _{tot}
X ₁	.632**	.613**	.560**	.715**	.674**
X ₂	.714**	.703**	.678**	.736**	.759**
X ₃	.650**	.652**	.662**	.694**	.712**
X ₄	.746**	.714**	.694**	.759**	.781**
X _{tot}	.751**	.735**	.711**	.794**	.810**

** Statistically significant at the .01 level

According to Figure 2, the correlation analysis revealed that the distributed leadership of school administrators (x_{tot}) was correlated with teachers' work performance (y_{tot}). Overall, (x_{tot} , y_{tot}) ($r_{xy} = .810^{**}$), the correlation was high and statistically significant at the .01 level. Considering each aspect, the highest correlation was found in leadership practice (X_4) ($r_{xy} = .781^{**}$), which was highly correlated with teachers' work performance, followed by teamwork culture (X_2) ($r_{xy} = .759^{**}$), participative decision-making (X_3) ($r_{xy} = .712^{**}$), and shared vision (X_1) ($r_{xy} = .674^{**}$), which had the lowest correlation but was still high.

Table 4 Results of the Multicollinearity Test for the Distributed Leadership Factor Variables of School Administrators

Distributed Leadership of School Administrators	Collinearity Statistics	
	Tolerance	VIF
Shared vision (X_1)	0.424	2.357
Teamwork culture (X_2)	0.170	5.876
Participative decision-making (X_3)	0.238	3.540
Leadership practice (X_4)	0.158	6.337

The Variance Inflation Factor (VIF) statistic was used to check for multicollinearity. If the VIF statistic is less than 10, the independent variables are considered to be correlated, but the problem of multicollinearity does not occur. The results of the multicollinearity test are shown in Table 4.

The results of the Multicollinearity Test for the Distributed Leadership factor variables of school administrators (X_1 - X_4) confirmed acceptable levels of correlation. The Tolerance values ranged from 0.158 to 0.424, which were all greater than the conventional threshold of 0.1. Furthermore, the Variance Inflation Factor (VIF) values ranged from 2.357 to 6.337, well below the predetermined cutoff value of 10. Therefore, it is concluded that the Distributed Leadership variables (X_1 - X_4) do not exhibit the problem of multicollinearity, allowing the study to proceed with the Multiple Regression Analysis (Enter method) in the next step.

Effects of distributed leadership of school administrators on teachers' work performance. as shown in Figure 3.

The variables of the distributed leadership of school administrators selected for the equation included shared vision (X_1), teamwork culture (X_2), participative decision-making (X_3), and leadership practice (X_4). These variables significantly predicted teachers' work performance, accounting for 64.6% of the variance ($R_2 = 0.646$). All were statistically significant at the .01 and 0.5 levels, respectively. The prediction equation can be written as follows:

The multiple regression equation in raw score form is as follows:

$$\hat{Y} = 0.156 + 0.273 (X_4) + 0.157 (X_1) + 0.133 (X_2) + 0.104 (X_3)$$

The multiple regression equation in standardized score form is:

$$\hat{Z} = 0.386 (X_4) + 0.177 (X_2) + 0.174(X_1) + 0.131(X_3)$$

Figure 3 Results of the Study on the Distributed Leadership of School Administrators Affecting Teachers' Work Performance in Schools under the Samutprakan Primary Educational Service Area Office 1

Distributed Leadership of School Administrators	B	S.E. _b	β	Ranking	t	Sig.
Shared vision (X_1)	0.157	0.048	0.174	3	3.304	0.001*
Teamwork Culture (X_2)	0.133	0.062	0.177	2	2.130	0.034*

Participative decision-making (X_3)	0.104	0.051	0.131	4	2.027	0.044*
Leadership practice (X_4)	0.273	0.061	0.386	1	4.477	0.000*
Constant	0.156	0.141			11.059	0.000*
R=.804; R ² =.646; Adjusted R ² = .642, SEE = .291, F=137.495, a=1.561, Durbin-Watson = 1.859						

** Statically significant at the .01 level.

* Statically significant at the .05 level

Conclusion and Discussion

The research findings from schools under the Samutprakan Primary Educational Service Area Office 1 are as follows.

Overall, the distributed leadership of school administrators was high. When examined by aspect, all aspects were at a high level. The aspects, ranked from highest to lowest mean, were leadership practice, teamwork culture, shared vision, and participative decision making.

Overall, teachers' work performance was at a high level. When examined by aspect, most were at a high level. The aspects, ranked from highest to lowest mean, were learning management, quantity of work, quality of work, and time management, with the latter having the lowest mean.

Overall, the distributed leadership of school administrators and teachers' work performance were positively correlated, with a statistically significant relationship at the .01 level. The correlation coefficient was 0.81, indicating a strong positive relationship between these two variables.

The distributed leadership of school administrators had a statistically significant effect on teachers' work performance at the .01 and .05 levels. Together, all aspects of distributed leadership could predict teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1 by 64.6%. Leadership practice was the strongest predictor, followed by teamwork culture, shared vision, and participative decision-making.

Discussion

Based on the study, the researcher identified the following points for discussion regarding schools under the Samutprakan Primary Educational Service Area Office 1:

Opinion level: Overall, the distributed leadership of school administrators was at a high level, which

was consistent with the hypothesis of this study. This was especially true for the aspect of teamwork culture, which showed the highest opinion level. This may be because school administrators encourage teachers to exchange knowledge to improve work efficiency. School administrators also instill moral values and mutual support among school personnel. [Deshpande and Webster \(1989\)](#) stated that a teamwork culture refers to working together, which reflects the shared practices and attitudes of groups of individuals who hold common beliefs and values to achieve shared objectives and goals. This leads to organizational development and improved quality of life for organizational members. [Saiphayasri et al., \(2024\)](#) noted that teamwork culture in schools is promoted and cultivated by administrators through emphasizing building positive relationships among teachers, encouraging open idea exchange, and supporting collaboration to achieve shared goals. Such an environment also contributes to an atmosphere that supports development and strengthens the cohesion of the team. This is consistent with the research by [Kitkrajang and Lapcharoen \(2024\)](#), who examined the distributed leadership of school administrators based on the perceptions of teachers in schools under the Secondary Educational Service Area Office Bangkok 2. The results showed that the distributed leadership of school administrators was at a high level overall, and the aspect of teamwork culture was also at a high level. This is consistent with the study by [Komkary et al. \(2022\)](#), who investigated the development of elements of an indicator and assessment forms for the distributed leadership of school administrators in schools under the Nonthaburi Primary Educational Service Area Office. The findings revealed that the distributed leadership of school administrators, in terms of teamwork culture, was also high.

Overall, respondents' opinions on teachers' work performance were at a high level, consistent with

our hypothesis. The highest level of opinion was expressed in relation to learning management. This may be due to the National Education Act B.E. 2542 (1999, as amended) ([Office of the National Education Commission, 1999](#)), which mandates comprehensive self-development by teachers in terms of knowledge, abilities, and ethics. This results in teachers' work efficiency and their ability to continuously improve the quality of educational management. This is consistent with [Pakdeepandon et al. \(2023\)](#), who stated that learning management should reflect knowledge, abilities, and desirable professional characteristics, including good values, morality, ethics, a good personality, physical well-being, and commitment to work. Teachers must be able to collaborate efficiently with various individuals and organisations. Teachers' performance in learning management directly impacts student development. This aligns with the research titled *Instructional Leadership Practices and Teachers' Job Performance at High-Performing Vocational Schools in Indonesia*, conducted by [Puruwita et al. \(2022\)](#). The findings indicate that teachers' work performance was at a high level. This is consistent with the findings of [Tumtalung and Suthiyam \(2025\)](#), which examined the relationship between the digital-era leadership of school administrators and teachers' work performance in schools under the Bangkok Metropolitan Administration. The results revealed that the teachers' work performance was at a high level. When considering each aspect, learning management was also at a high level. This is consistent with the study by [Soodsanae \(2023\)](#), who examined the effect of teacher performance on the effectiveness of academic administration in the digital age in schools under the Mukdahan Secondary Educational Service Area Office. The study found that teachers' work performance was also high.

The relationship between distributed leadership of school administrators and teachers' work performance was positive and statistically significant at the 0.01 level. This supports our hypothesis. This may be because school administrators encourage teachers to exchange knowledge to improve work efficiency and instill the values of morality, virtue, and mutual assistance among personnel. In addition, school administrators guide personnel to work

in new directions that align with organizational changes. According to [Riley and MacBeath \(2003\)](#), distributed leadership does not focus solely on the individual holding an administrative position but reflects the network of relationships among people, culture, and organizational structure. This is in line with [Spillane \(2012\)](#), who stated that distributed leadership arises from the interaction among leaders, tools, and work contexts. It involves the distribution of leadership roles, allowing personnel in the organisation to participate rather than being confined to a single individual. [Putevapithak and Rasamekaew \(2024\)](#) defined work performance as the execution of tasks by each individual, reflecting their ability, responsibility, and commitment to maintaining quality and standards while also creating satisfaction for themselves, the organisation, and service recipients. This aligns with the research *Distributed Leadership and Inclusive Schools* by [Tejeiro \(2024\)](#), which found a positive relationship ($R = .671$). Similarly, [Ghirmai and Hongde \(2023\)](#) explored the effects of principals' distributed leadership practices on learners' learning achievement as mediated by teachers' commitment and reported a positive relationship ($R = .796$) that was statistically significant at the 0.01 level. This is consistent with the findings of [Dechhome \(2020\)](#), which investigated the relationship between distributed leadership and professional learning communities in small schools under the Samutsakhon Primary Educational Service Area Office. The findings revealed that the relationship was strong and positive, with a statistical significance level of 0.01. This is also consistent with the study by [Chotipanit and Ativittayaporn \(2024\)](#), who examined the situational leadership of school administrators that affects teachers' work performance in island-area schools under the Satun Primary Educational Service Area Office. The study found that, overall, the relationship was strong and positive ($R = .876$), with a statistical significance level of 0.01.

Regarding the effect of the distributed leadership of school administrators on teachers' work performance, the study found that four aspects of distributed leadership could predict teachers' work performance, ranked from highest to lowest prediction power: leadership practice (X_4), teamwork culture

(X_2), shared vision (X_1), and participative decision-making (X_3). These four aspects could predict 64.6 % of teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1, in accordance with the hypothesis.

Leadership practice was the first variable entered into the prediction equation. This may be due to the behavioural expressions and processes that school administrators use to carry out their leadership duties, which include developing approaches, methods, or management processes that address challenging situations to ensure appropriateness and diversity in management. They also adjust their methods to be consistent with constantly changing situations, enabling the organisation to move efficiently toward its goals. This aligns with [Sharland and Thornton \(2024\)](#), who stated that leadership practices are various forms or approaches through which leadership is enacted, and emphasised when and why certain forms are more efficient or desirable than others. This is also consistent with [Kitkrajang and Lapcharoen's \(2024\)](#) research, which found that overall, the results were at a high level and that leadership practices were likewise at a high level. This is in line with [Dechhome's \(2020\)](#) findings, which indicated that leadership practices were at a high level, as did [Komkary et al. \(2022\)](#), who also found leadership practices to be at a high level.

The second variable entered into the prediction equation was teamwork culture. This may be because school administrators promote and support genuine participation, allowing everyone to express constructive opinions freely. They do so within an organizational climate and set of practices that encourage collaboration, shared responsibility, and openness to diverse opinions with an emphasis on open communication. This is consistent with the research by [Palawedchakij and Phutiariyawat \(2025\)](#), who examined distributed leadership factors and human capital development factors that influence high-performance organisations in schools under the Bangkok Metropolitan Administration. The findings showed that overall, and in each aspect, the results were at a high level, particularly in the aspect of teamwork culture, which could be jointly predicted by 70.40 % with a statistical significance level of .01. This also aligns with the study by [Jaipang et al. \(2025\)](#),

which examined the effect of distributed leadership on personnel management in schools under the Chiang Rai Provincial Learning Promotion Office. The findings indicated that overall results were at a high level (\bar{X} = 4.48) with a statistical significance level of .05, and could be jointly predicted by 81.1 %.

The third variable entered into the prediction equation was a shared vision. This may be because management provides opportunities for teachers and personnel at all levels to participate in planning and setting the vision, mission, goals, and operational direction of the school. School administrators act as coordinators and promote collaboration among personnel within organisations. Every process that arises from interactions among personnel at all levels is consistent with [Senge \(1990\)](#), who stated that leaders and members of an organisation share a common vision of the future and see common goals. This is consistent with [Kaewta's \(2022\)](#) study, which examined the characteristics of modern school administrators that affect teacher competency in the 21st century in schools under the Ubon Ratchathani Primary Educational Service Area Office. The findings showed a joint prediction power of 78.10 % with a statistical significance level of .01. This aligns with the research of [Palawedchakij and Phutiariyawat \(2025\)](#). The results showed that a high level of shared vision had a joint prediction power of 70.40 % with a statistical significance level of .01.

The fourth variable entered into the prediction equation is participative decision making. This may stem from the process in which leaders allow personnel or organizational members to participate in deliberation, express opinions, propose recommendations, and provide useful information for policy formulation or decision-making on important organizational issues. They draw on knowledge, skills, experience, and information from various perspectives. This represents an approach to distributed leadership that emphasises participation and constructive shared decision-making. This is consistent with the research by [Siriphanboon and Somprach \(2017\)](#), who examined the effect of distributed leadership on high-performing schools under the Khonkaen Primary Educational Service Area Office. The findings showed that school administrators demonstrated distributed leadership in participative decision-making at a high level, with a

multiple correlation coefficient of 0.849, statistically significant at the 0.01 level, and the joint coefficient of prediction was 72.10% ($R=0.721$). This also aligns with the research by [Jaroanket and Nualsing \(2020\)](#), who investigated the leadership of school administrators affecting teachers' quality of work life in schools under the Roi Et Primary Educational Service Area Office. The results of the study found that participative decision-making was one of the four distributed leadership factors that jointly predicted 61.1% of teachers' performance at the statistical significance level of .05.

Conclusion

The study findings indicate that the Distributed Leadership of school administrators under the Samut Prakan Primary Educational Service Area Office 1 has a statistically significant positive effect on teacher work performance. Specifically, in terms of leadership practice and creating a culture of teamwork, distributed leadership is a crucial mechanism that strengthens teachers' motivation, participation, sense of ownership, and professional development. Consequently, this leads to higher efficiency in teacher performance quality and the learning management process, thereby supporting educational development goals aligned with the Ministry of Education's policy.

The limitation of this study is that the data utilised were exclusively sourced from civil service teachers under the Samut Prakan Primary Educational Service Area Office 1. Consequently, the generalisability and conclusive nature of the findings may not fully extend to schools in different educational contexts, geographical areas, or at various educational levels.

This limitation highlights the necessity of conducting further research in the future to compare or expand these findings across a wider variety of contexts.

Recommendations

Suggestions for applying research results or policy recommendations

Short-term

1. School administrators should treat personnel equally and respectfully as individuals with equal standing. They should allow teachers an

appropriate amount of time to complete their work so that they can submit it punctually.

2. School administrators should continually develop themselves and seek new knowledge to improve both their own practice and their organisations, and instill the values of virtue and mutual assistance among school personnel.

Long-term

1. School administrators should encourage personnel to participate in driving the school vision forward.
2. School administrators should prioritise motivating teachers to work together with purpose and guide personnel to keep pace with changes to improve teachers' work performance.

Recommendations for Future Research

1. A study should be conducted on the motivational factors affecting teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1 and other educational service areas.
2. A study should be conducted on the decision-making of school administrators affecting teachers' work performance in schools under the Samutprakan Primary Educational Service Area Office 1 and other educational service areas.

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