Research Article

The Relationship between Distributed Leadership and Family Involvement from Parents' Perspective[*]

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Abstract

In this study, the relationship between distributed leadership and family involvement in schools from parents' perspective was examined. The study was carried out with 1,488 secondary school parents in the Elazığ province, Turkey. The Parent Distributed Leadership Perception Scale and Parent Family Involvement Questionnaire were employed. According to the results obtained from the research, parents' level of involvement in the school, and their level of dealing with their children's education, increase simultaneously with their positive perceptions on distributed leadership in schools. Furthermore, it can be observed that the distributed leadership perception in schools was a significant predictor of family involvement. Future recommendations were developed for practitioners and researchers based on the results obtained from the research.

Keywords

Distributed leadership • Family involvement • Secondary schools • School-family partnership • Parents' perspective

In recent years, studies conducted on leadership have revealed that traditional leadership approaches are not compatible with today's organizational structure, which is increasingly getting more complicated. Considering today's understanding of leadership, the sense of a single highly talented leader – who performs his or her duties completely and seamlessly – has changed along with the fact that democratic approaches have increasingly gained importance. The humanitarian leadership approaches that include all stakeholders of the organization in management have been discussed in academic literature (see e.g., Özer & Beycioğlu, 2013; Uhl-Bien, 2006). Hoy and Miskel (2012), in turn, define leadership as a social influence process which is shared among the members of a social group, and emphasize that leadership is a component of the organization.

In school leadership, single leadership has changed, and been replaced by an understanding of leadership in which leadership is shared among stakeholders at all levels of the school, and the leadership capacity is increased by using the knowledge, skills, and expertise of stakeholders (Spillane, 2006; Yılmaz & Turan, 2015). The unique nature of school administration, in turn, has very suitable features for the sharing of leadership among stakeholders, for school employees have intellectual capacity to demonstrate leadership skills along with their competencies on both education and human relationships (Spillane, 2005). Furthermore, the functions fulfilled by school require the collective effort and involvement of all stakeholders (such as, administrators, teachers, students, and families). For this reason, in recent years, it can be observed that studies on distributed leadership (see Groon, 2002), teacher leadership in schools (Beycioğlu & Aslan, 2010; Murphy, 2005; Pounder, Ogawa, & Adams, 1995), parent leadership (Bolivar & Chrispeels, 2011; Çetin, Tatık, Doğan, & Çayak, 2016), and student leadership (Dempster & Lizzio, 2007; Dial, 2006) have become increasingly popular.

There is a growing body of research conducted on distributed leadership in the field of educational administration. Although current interest in distributed sources of leadership is common among researchers and practitioners, systematic evidence has been modest about the factors affecting the nature and extent of distributed leadership as well as about the consequences of distributed leadership for schools and students (Mascall, Leithwood, Straus, & Sacks, 2008). It can be noted that most of the studies on distributed leadership conducted in the school administration literature are scale development and adaptation studies (Bostancı, 2012; Özdemir, 2012; Özer & Beycioğlu, 2013; Wood, 2005), and that distributed leadership is discussed from the perspectives of administrators and teachers in research (Ağıroğlu Bakır, 2013; Bostancı, 2013; Korkmaz & Gündüz, 2011; Yılmaz, 2013), and that the relationship of distributed leadership with various individual and organizational variables (Hulpia, Devos, & Keer, 2011; Obadara, 2013) has been examined. In the research conducted, it has been concluded that the level of display of distributed leadership

in schools is associated with variables, such as administrative creativity (Alanezi, 2016), teacher self-efficacy, student success (Zinke, 2013), team learning (Liu, Hu, Li, Wang, & Lin, 2014), and organizational citizenship (Beattie, 2016; Bostancı, 2013). However, research that examines distributed leadership from the perspective of parents, and evaluates its reflections on parent-school relations, has not been found in the reviews conducted by researchers. Nevertheless, distributed leadership is a leadership approach that also requires the cooperation and division of labor of parents and students, as well as of school administrators and teachers.

It can be observed that a large number of studies on school-family cooperation, and family involvement in school, have been conducted in recent years. In these studies, especially, the effects of family involvement on social and academic outcomes (Fan & Chen, 2001; Hill & Tyson, 2009; Jeynes, 2007; McNeal, 1999) have been examined. However, a limited number of studies have been conducted on the antecedents of family involvement. In particular, there are not enough studies on how school-related contextual factors, and the leadership shown by school administrators, are reflected on family involvement. As an educational rhetoric, although it has been revealed that family involvement in school affects the success of the student – and that the leadership behavior of school administrators have a significant effect on family involvement (Barr & Saltmarsh, 2014) – this issue has not been examined well-enough empirically. For this reason, it is envisaged that the investigation of the relationship of distributed leadership with parent involvement in school, which is an important variable in the success of a school from the perspective of parents, will contribute to the current school management and leadership literature. From this point of view, the aim of this research is thus to examine the relationship between distributed leadership and family involvement in schools from the perspective of parents.

Distributed Leadership

Distributed leadership is a leadership approach in which all stakeholders of the organization interact in cooperation, act with the common sense of responsibility, and have efforts to achieve common organizational goals (Ağıroğlu Bakır, 2013). It arose from the understanding of division of labor in organizations (Baloğlu, 2011a). Distributed leadership spreads leadership into the actions and influences of the individuals in the organization by looking at leadership from a taxonomic perspective (Baloğlu, 2011b). Distributed leadership approach downgrades the leadership of a single individual, for educational organizations are so complicated that a single person cannot handle them, and school leadership is not only under the responsibility of administrator. For this reason, the belief that distributed leadership contributes to organizational effectiveness has been gradually increasing (Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Spillane, 2006).

The researchers (who usually focused on the leadership behavior of school principals until the 1980s), also started to study the role of teachers in the leadership process along with the other practices, such as 'school-based management' and 'teacher career steps' that emerged afterwards, and there were attempts to include employees in the decision-making process (Özdemir, 2012). This understanding was later developed further, and an understanding of leadership emerged in which distributed leadership can be implemented as a leadership process based on involvement and cooperation in schools where administrators, teachers, parents, and students are all involved in the decision-making process (Heck & Hallinger, 2009). It can be noted that distributed leadership will be helpful in the sense that school administrators will ensure that the parents, as one of the stakeholders of school, will have a clearer say in management and thus, so the argument goes, effective school-family cooperation can be established. According to Henderson, Mapp, Johnson, and Davies (2007), family-school partnership requires sharing of power. The starting point for teachers and administrators is to consider families as partners, and not as customers or guests. All partners should have a say in how a school works, including school budgets, activities, teaching, and student behavior.

It is not possible for parents (who do not have a say in decisions taken in schools) to contribute to a solution of the problems experienced in schools. Parents and teachers, in turn, want that cooperation between school and family should be developed (Ceylan & Akar, 2010). The authoritarian teacher and administrator behavior, and the bureaucratic cold structure in schools, may cause parents to think that they are not considered as valuable stakeholders (Aslanargun, 2007). In this case, it will become even more difficult for parents to cooperate with the school. The authoritarian structure and advisory environment in educational institutions can make it difficult for a school to reach its goals. To make parents feel that they are valued more by receiving their opinions can strengthen communication in schools.

Family Involvement

Family involvement in education means that parents attempt to be involved in school works, provide academic support at home, and communicate with teachers about their students and other parents, in order to support learning and to raise its learning (see especially Weiss, Dearing, Mayer, Kreider, & McCartney, 2005).The inclusion of children of the families in the educational process is among the most important strategies applied to improve the overall quality of education (Lindberg & Demircan, 2013). Family involvement aims to strengthen the channels between home and school, enrich the instructional programs with the contributions of the family to the educational process, and thus, attempts to increase the educational achievements of children (Epstein & Sheldon, 2002). Fantuzzo, Tighe, and Childs (2000) discuss family

involvement in school from three dimensions. These dimensions are (i) school-based involvement, (ii) school-family cooperation-based involvement, and finally (iii) home-based involvement. While school-based involvement refers to the involvement of families in school and in-class activities, school-family cooperation-based involvement is related to families' levels of communicating with teachers and how to maintain it successfully. Home-based involvement refers to the fact that families provide suitable studying environment for their children at home and help them with their homework (Albright, Weissberg, & Dusenbury, 2011; Fantuzzo, Tighe, & Childs, 2000; Manz, Fantuzzo, & Power, 2004; Mautone, Marcelle, Tresco, & Power, 2015).

Studies that have been conducted on the topic have shown that family involvement has an effect on school success, both through a healthy communication that parents will establish with their children as well as through the cooperation that they will establish with school. There are many research findings regarding the fact that family involvement in the school and education positively affect students from academic and social aspects. In the research conducted by Mautone et al. (2015), for instance, it was concluded that family involvement in school positively affected students' level of fulfilling their assignments and other duties. Moreover, Fantuzzo et al. (2004) found that family involvement decreased students' behavioral problems and attention deficit while it increased their proactivity. Also, in the research conducted by Topor, Keane, Shelton, and Calkins (2010), it was found that the cognitive competence perception of students and the quality of student-teacher communication (together with the indirect academic achievement of students) increased as family involvement in the school increased simultaneously. The findings of this research show that family involvement in school is a very important variable to improve the quality of education.

Aim of the Research

It is thought that to make leadership practices widespread in schools and the fact that parents have a say in school management will also ensure that parents will further deal with their students and increase their support in terms of their children's educational life. Theoretically, the establishment of the understanding of distributed leadership in educational organizations – and the fact that the teachers, parents, and students are given an opportunity to have a say in school administration – will strengthen the communication between school stakeholders. This will also help to establish cooperation among school stakeholders. The fact that parents are asked for their opinions about the school's administrative activities – and that they feel that they have a say in the decisions taken – may ensure that they further deal with their children's educational process, spare more time for them overall, and support their education. Very little research can be found that directly examines the distributed leadership practices from the perspective of parents and that aims to reveal parents'

distributed leadership perceptions. It is envisaged that the sharing of leadership power with teachers, parents, and students will contribute to the achievement of the goals of schools. The hypothesis that this sharing will positively reflect in the family involvement by strengthening the school-parent relations appears.

In this context, the general objective of the research is to determine the relationship between parents' distributed leadership perception and family involvement. Based on this general objective, the following three research questions were developed:

1) At what level is distributed leadership applied in secondary schools according to the views of parents?

2) What is the level of parents' involvement in schools?

3) Is there a significant relationship between parents' distributed leadership perceptions and the level of involvement?

Method

This research is a correlational study because it aims to examine the distributed leadership in schools and family involvement levels, and the relationship between these two variables. The relational research is based on measuring these two variables and determining the degree of relationship between them (Johnson, Christensen, & Turner, 2014). In accordance with this model, the aim is to determine the presence of relationships between family involvement (as a dependent variable) and distributed leadership (as an independent variable), and also, to reveal the degree of their relationship.

Study Group

The parents of students studying in 60 secondary schools in the Elazığ province, Turkey, constituted the sample of this study. In total, 1,488 parents, who were randomly selected among the parents of those students studying in 60 secondary schools in the city center of the Elazığ province, were included in this research. Whereas 746 (50.1%) parents were male, 722 (48.5%) were female. However, 20 did not indicate their gender (1.3%).

Data Collection Tools

The Distributed Leadership Perception Scale for Parents (DLPSP) and the Parent Family Involvement Questionnaire were used as data collection tools in the research. The DLPSP used in the research is a 5-point Likert scale (1 = Never Agree 5 = Completely Agree), developed by Erol (2016), and it consists of 23 items and 3 dimensions (Involvement in Decisions, Stakeholders' Cooperation, and Autocratic

Leadership). The internal consistency coefficients of the scale were measured as .907 for the dimension of involvement in decisions, .846 for the dimension of stakeholders' cooperation, .763 for the dimension of autocratic leadership, and .897 for the whole scale. In the confirmatory factor analysis performed by Erol (2016), it was determined that the goodness of fit statistics of the three-factor structure of the scale were within acceptable limits (X^2/Sd = 2.457; GFI (Goodness of Fit Index) = 0.896; RMSEA (Root Mean Square Error of Approximation) = 0.06; SRMR (Standardized Root Mean Square Resudial) = 0.048; NFI (Normed Fit Index) = 0.86; CFI (Comparative Fit Index) = 0.91). In the confirmatory factor analysis performed by the researchers, it was determined that single-factor structure of the scale also had acceptable goodness of fit values (X^2/Sd = 2.683; GFI (Goodness of Fit Index) = 0.882; RMSEA (Root Mean Square Error of Approximation) = 0.06; SRMR (Standardized Root Mean Square Resudial) = 0.049; NFI (Normed Fit Index) = 0.87; CFI (Comparative Fit Index) = 0.91). The results obtained from the exploratory and confirmatory factor analyses and the findings related to reliability were evaluated. It was decided that the scale had sufficient psychometric properties to measure parents' perceptions on distributed leadership.

The increase in the scores of the answers given to the items in the dimensions of Involvement in Decisions and Stakeholders' Cooperation on the scale shows that the perceptions of parents on displaying distributed leadership practices in schools increase. The other dimension, i.e., the autocratic leadership dimension, consists of reverse items. The fact that the items in the dimension of autocratic leadership were given high scores indicates that parents perceive school administrators displaying autocratic leadership behavior rather than distributing leadership behavior.

The *Family Involvement Questionnaire* used in the research is a 5-point likert scale with 34 items (5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never), developed by Fantuzzo, Tighe, and Childs (2000). The scale consists of three subscales, including Home Based Involvement, School-Family Cooperation Based Involvement, and School Based Involvement. Family Involvement Questionnaire was adapted to Turkish by Gürşimşek (2003) and used at the pre-school level. At the elementary education level, the adaptation and validity-reliability studies were performed again by Şeker (2009). Ten items with factor loads of .40 and below (or loaded in more than one factor) were excluded from the scale, and the scale became a 24-item scale. The home-based involvement subscale consisted of 10 items, the school-family cooperation-based involvement subscale consisted of 7 items, and the school-based involvement subscale consisted of 7 items. In the analyses performed on the data of this research, Cronbach's alpha values of the three subscales were found to be above the recommended limits (.85, .87, and .81, respectively). For this reason, it was decided that the scale had sufficient psychometric properties to measure parents' level of involvement.

Data Analysis

SPSS 22.0 program was used for the analysis of data. The mean and standard deviation values were calculated to determine the parents' distributed leadership perceptions and levels of involvement in the school. The correlation analysis was employed to determine the relationship between distributed leadership perception and family involvement. Finally, the multiple regression analysis technique was applied to determine the level of prediction of distributed leadership for family involvement. Regression analysis was performed in two steps. To predict family involvement as a dependent variable, the age of the parents, the monthly income of the family, and the number of school visits within one year were included in the model in the first step, and the scores obtained from the distributed leadership scale were included in the model as a second step.

Findings

The mean and standard deviations of the answers given to the Distributed Leadership and Family Involvement scales were calculated to find answers to the questions of "At what level is distributed leadership applied in secondary schools according to the views of the parents?" and "What is the level of parents' involvement in the school?", which are the first and second research questions of this study. These values are presented in Table 1.

Table 1
Parents' Perceptions on Distributed Leadership and Family Involvement

Scales and their Dimensions	N	$\overline{X}$	SD
Distributed Leadership	1488	3.69	0.63
Involvement in Decisions	1488	3.88	0.76
Stakeholders' Cooperation	1488	3.45	0.83
Autocratic Leadership	1488	3.29	1.08
Family Involvement	1488	3.21	0.75
Home Based Involvement	1488	3.77	0.78
School-Family Cooperation Based Involvement	1488	3.04	0.95
School Based Involvement	1488	2.56	1.02

When the table is examined, it can be noted that parents expressed opinions for the overall distributed leadership scale ($\overline{X} = 3.69$) and the dimensions of involvement in decisions ($\overline{X} = 3.88$) and stakeholders' cooperation ($\overline{X} = 3.45$) at the "Agree" level, and for the dimension of autocratic leadership at the "Partially Agree" ($\overline{X} = 3.29$) level. In the family involvement questionnaire, it can be observed that they expressed opinions for the dimension of home based involvement at the "Often" ($\overline{X} = 3.77$) level, for the overall scale ($\overline{X} = 3.21$) and the dimension of school-family cooperation based involvement ($\overline{X} = 3.04$) at the "Sometimes" level, and for the dimension of school-based involvement at the "Rarely" ($\overline{X} = 2.56$) level.

Based on these findings, it can be noted that parents have more positive perceptions on involvement in decisions and stakeholders' cooperation related to distributed leadership in schools. However, when the mean and standard deviation values are being examined, it can also be assessed that administrators have some autocratic tendencies in schools according to the views of these parents. Furthermore, parents state that they have a high level of home-based involvement. However, when the mean values for the dimensions of school family cooperation and school-based involvement are being examined, it can be observed that the parents were not sufficiently involved in school-family cooperation and in the studies performed in the school. In other words, it attracts the attention that their communication with the school is not at a high level, although they state that they deal with their children at home, and that they do not sufficiently cooperate with the school employees regarding their children's education.

The correlation and regression analyses were performed to find the answer to the question of "Is there a significant relationship between parents' distributed leadership perceptions and the levels of involvement in the school?", which is the third research question of this study. Correlation and regression analysis results are presented in Tables 2 and 3.

Table 2
The Distributed Leadership Scale, Family Involvement Questionnaire and Its Dimensions, and the Correlation Matrix Showing the Relationship between Demographic Variables

	A	B	1	2	3	C	D	E
A. Distributed Leadership	1							
B. Parent Family Involvement	.48**	1						
1. Home Based Involvement	.42**	.80**	1					
2. School-Family Cooperation Based Involvement	.41**	.88**	.56**	1				
3.School Based Involvement	.32**	.82**	.41**	.67**	1			
C. Family Income	.04	.05*	.08**	.03	.01	1		
D. Parent's Age	.00	−.05*	-.06*	-.05*	-.02	04	1	
E. Number of School Visits	.09**	.17**	.12**	.16**	.16**	−.04	−.01	1

*$p < .05$, N = 1488, **$p < .01$, N = 1488.

When Table 2 is being examined, it can be noted that there is a significant and positive relationship between parents' distributed leadership perception and parent-family involvement perceptions ($r = .48$; $p < .01$). Furthermore, it could be observed that there was also a significant and positive relationship between parents' distributed leadership perceptions and the dimensions of home-based involvement ($r = .42$; $p < .01$), school-family cooperation based involvement ($r = .41$; $p < .01$), and school based involvement ($r = .32$; $p < .01$), which are the sub-dimensions of the family involvement questionnaire. It is also noteworthy to mention that there is a significant and positive relationship between distributed leadership and the number of school visits ($r = .09$; $p < .01$). In addition to this, there was also a significant and positive relationship between the number of school visits and family involvement, as expected ($r = .17$; $p < .01$). A significant and positive relationship was also found between

monthly income of the family and the home-based involvement ($r = .08; p < .01$), which is one of the dimensions of the family involvement questionnaire.

Table 3
The Results of the Multiple Regression Analysis Showing the Relationship between Parents' Distributed Leadership Perceptions and Family Involvement Perceptions

Predictor Variables	R	R^2	R^2 Change (ΔR^2)	F Change P	B	Stand. Error	β	t	p
Standard					80.762	3.145		25.683	.000**
Step 1	.20	.04	.04	.000					
Parent's Age					−.176	.074	−.062	−2.381	.017*
Number of School Visits					.608	.089	.180	6.869	.000**
Family Income					.001	.000	.059	2.249	.025*
Home Visit					2.029	2.051	.026	.989	.323
Step 2	.52	.27	.23	.000					
Distributed Leadership					.504	.024	.485	21.077	.000**

*$p < .05$, **$p < .01$.

When the data in Table 3 are being considered, it can be observed that the parent's age ($\beta = −.062, p < .05$), number of school visits by the parent ($\beta = .180, p < .01$), and monthly income of the family ($\beta = .059, p < .05$) are the significant predictors of family involvement scores ($R = .20, R^2 = .04, \Delta R^2 = .04$). Moreover, it can be concluded that the distributed leadership perception (included in the analysis in the second step) significantly predicted the family involvement scores ($R = .52, R^2 = .27, \Delta R^2 = .23; \beta = .485, p < .01$). All independent variables of the research account for 27% of the variance of the scores of the family involvement questionnaire. From this, 23% is due to distributed leadership and 4% to demographic variables.

Discussion

According to the results obtained from the research, parents' perceptions on involvement in decisions and stakeholders' cooperation are at a high level, and their autocratic leadership perceptions are at a moderate level. In other words, it appears that there is an effort to include and cooperate with stakeholders in the decision-making process of schools, but there are indeed the traces of autocratic management style, in which authorities and responsibilities are gathered together in one hand. The studies conducted in the Turkey samples about distributed leadership on teachers show parallelism with these results. For instance, the studies conducted by Yılmaz (2013) and Korkmaz and Gündüz (2011) reveal that school administrators have exhibited distributed leadership behavior. On the other hand, Kılınç (2013) has concluded that the traditional autocratic leadership trends still apply to schools. In their study conducted on students' parents, Erdem and Şimşek (2010) have also concluded that the success of involving students' parents in the school by elementary school administrators was at a moderate level.

With respect to family involvement, it was discovered that home-based involvement of the parents was high, school-family cooperation based involvement was moderate, and school-based involvement was low. In parallel with the findings of this research, Şad and Gürbüztürk (2013) have shown that parents found themselves adequate for home-based involvement, but at a lower level for school-based involvement. In other words, although parents think they sufficiently deal with their children's education at home, they do not find themselves sufficient enough to cooperate with the school and be involved in the activities of the school.

The fact that home-based family involvement has a positive effect on the school success of the student (García, Fernández, & Ruiz-Gallardo, 2017; Kluczniok, Lehrl, Kuger, & Rossbach, 2013; Saban & Şeker, 2010) may have caused families to be more sensitive to home-based involvement. The traditional understanding of education (that advocates that the learning should take place in the school and under the supervision of teachers), can pose an obstacle to the higher level of home-based involvement of families (Gürşimşek, 2003). However, the fact that the dimensions of school-family cooperation based involvement and school-based involvement are higher than the dimension of home-based involvement gives rise to issue that there are problems related to cooperation between the school and family, and that parents are not sufficiently involved in the studies performed in school. In other words, although they think that they sufficiently deal with their children at home, they acknowledge that their communication with the school is not at the desired level, and that they do not sufficiently cooperate with the school's stakeholders regarding their children's education.

In the studies conducted, it has been shown that there are limited numbers of parents with high level of family involvement in Turkey (Argon & Kıyıcı, 2012; Saban & Şeker, 2010), and that both families and schools are inadequate in ensuring family involvement (Erdoğan & Demirkasımoğlu, 2010). Families are not willing and active for involvement and perceive involvement as coming to the school and getting information about their children. School administrators and teachers consider the involvement of families in their children's educational process necessary. Yet, they do not show enough sensitivity to ensure family involvement (Erdoğan & Demirkasımoğlu, 2010). The facts that school-parent cooperation organizations in schools do not serve in accordance with their purposes, and that school administrators and teachers' communication with the parents is not at the desired level, prevent families' involvement in school processes (Aslanargun, 2007). Elementary school administrators are not very willing to consider parental expectations. In fact, parents usually think that they are invited to the school for the request of financial support (Erdem & Şimşek, 2010).

There is a significant and positive relationship between the variable of distributed leadership perception and family involvement perception. All independent variables

included in the analysis of the research account for 27% of the variance on family involvement. In total, 23% of this is due to distributed leadership perception, and 4% of which is due to demographic variables (parent's age, number of school visits, family income, and home visit). The display of distributed leadership practices in school organization increases parents' level of dealing with their children's educational life. In other words, sharing leadership among school stakeholders, giving parents the right to have a say in school administration (and the involvement of parents and teachers in making decisions about the education of the students), are positively associated with parents' contribution to the educational life of their children. This result shows parallelism with the investigations examining the effects of contextual features of the school and the understanding of leadership in schools on the relationships between school and family (Aslanargun, 2007; Erdener, 2013; Gürşimşek, Kefi, & Girgin, 2007). In the research conducted by Mleczko and Kington (2013), it was shown that the leadership exhibited by school administrators ensures that families are more engaged in the school. These authors have argued that the formation of a school vision that values family involvement, and the sharing of the leadership with teachers and families, are positively reflected in school-family relationships and student achievement.

Conclusion

This research shows that school-family cooperation and the involvement of parents in the school are strengthened by the implementation of the understanding of distributed leadership in schools. For this reason, school administrators and teachers should consider parents as valuable stakeholders of school and involve them in decision-making processes. In this context, it is recommended to further invite parents to school activities, to make decisions on issues related to students together with the parents, and to ensure that parent-teacher associations serve as the associations that contribute to the school, and aim to strengthen school-family relationships, not just as symbolic communities, but much more.

The relationship between distributed leadership in schools and family involvement has been examined in this study. The results obtained show that the understanding of leadership affects family involvement in the school. However, there are certainly other factors that affect family involvement. In particular, there are very few research initiatives on how the contextual features of the school affect parents' behavior and involvement. Future research can conduct studies that examine this issue from the perspective of parents. The distributed leadership approach requires the involvement not only from teachers and parents, but also, from students in the decision-making processes, and to consider them as school stakeholders. For this reason, examination of distributed leadership from the point of view of students can provide a significant contribution to the literature on school management and leadership.

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