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Instructional Leadership, Distributed Leadership, and Teachers' Professional Development in Malaysian Secondary Schools: A Structural Equation Modeling Study with Mplus

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Abstract

This study investigated the direct effect of distributed and instructional leadership on teachers' professional development and examined the link between the two leadership models that significantly influence teachers' professional development. The sample comprised 786 schooleachers. The data were analyzed using the SEM-Mplus statistical technique to test the hypotheses. The results show that distributed and instructional leadership directly affect the professional development of teachers in Malaysia. The findings also revealed the direct effect of instructional leadership on distributed leadership. The findings support the strategic plans of the Malaysian Education Blueprint 2013–2025 to improve school leaders' performances for positive school outcomes. © 2026 Taylor & Francis Group, LLC.

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Abstract

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