Effect of Distributive Leadership on Teacher Innovativeness in Henan : A Systematic Literature Review

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ARTICLE INFO	ABSTRACT
	This systematic literature review examines the impact of principals' distributive leadership on enhancing teacher innovativeness within private universities in Henan, China. Acknowledging the complex nature of leadership in educational settings, this review brings together a range of empirical studies to illuminate the relationship between school leadership styles and the promotion of innovative teaching practices. The methodology encompasses a comprehensive search strategy, stringent inclusion and exclusion criteria, and rigorous data synthesis procedures. We delve into the unique administrative and cultural landscape of the Henan province to understand its influence on the implementation of distributive leadership. The collected works draw from both international perspectives on distributive leadership and local dynamics that shape its effectiveness within the context of Henan's private universities. Findings suggest that distributive leadership positively correlates with teacher innovativeness, yet also underscore specific regional determinants that modulate this relationship. The study elucidates on both the benefits and the challenges of adopting distributive leadership in the quest for enhanced teacher innovativeness, paving the way for more nuanced policy engagements and leadership development programmes. The review's insights have important implications for educational stakeholders in similar socio-cultural environments striving for pedagogical advancement through strategic leadership. **Keywords** : Distributive Leadership ; Teacher Innovativeness ; Henan Private Universities ; Educational Management ; Systematic Review

Introduction

According to Serdyukov (2017), bringing about positive changes for school development and long-term sustainability requires innovation in education. Without a doubt, the implementation of educational innovations in classrooms and schools depends on teacher inventiveness, which is defined as teachers' responsiveness, openness, and readiness to adopt reform and change (McGeown, 1980; Amels et al., 2020). (Kern and Graber, 2018; Brown et al., 2020). It is seen as the ability of instructors to incorporate these innovations into their own and society's practices, in addition to the process of creating, promoting, and enacting change. Due to its significance, teacher innovation has become a contentious issue in global school development and education reform (Thurlings et al., 2015). Academic interest in the subject has also increased. Furthermore, there is no denying the importance of investigating the factors that predict teachers' innovativeness.

Studies have shown that a mix of individual and organizational factors affect teachers' originality. As a result, a limited but growing body of theoretical and empirical research has found important variables, such distributive leadership, that may influence teachers' innovation. In schools, distributive leadership is regarded as one of the most significant organizational predictors. According to Spillane et al. (2004), decentralized leadership and inventive organizational structures are necessary for educational innovation.

Numerous studies have also shown that a principal's distributive leadership can significantly improve their staff members' creative skills and performance (Leithwood et al., 2009).

Background

The concept of distributive leadership has garnered increasing attention in the field of educational management, particularly as educational institutions confront the complex challenges of the 21st century (Harris & DeFlaminis, 2022). Distinct from traditional hierarchical leadership models, distributive leadership posits a shared approach, where leadership roles and responsibilities are extended across various organizational levels, encompassing not only principals and management but also teachers and staff (Bennett, Woods, Wise, & Newton, 2019). In Henan's private universities—a rapidly growing sector within China's expansive higher education system—the interplay of governance structures with pedagogic functions under such leadership frameworks is acutely felt (Zhang & Worthington, 2021). These institutions operate under immense pressure to differentiate themselves, enhance educational offerings, and foster environments of innovation.

The significance of examining distributive leadership within the scope of private universities in Henan lies in understanding its effectiveness in promoting teacher innovativeness—a key driver of educational quality and student success (Wang & Zhang, 2022). Innovativeness among teachers is crucial for the adoption of pedagogical strategies that can meet diverse students' needs and incorporate cutting-edge knowledge and technologies into the curriculum (Chen, 2023). The principals' role as leaders within this context is fundamental in catalyzing or inhibiting innovative practices. Their ability to distribute leadership could potentially unlock creative capabilities and drive a culture of continuous improvement, thereby impacting the overall educational effectiveness and reputation of their institutions (Liu & Miller, 2021).

Study Rationale

While the general effects of distributive leadership have been explored in various educational contexts (Smith & Robertson, 2020), there is a lacuna of synthesized knowledge regarding how these dynamics play out specifically within Henan's private universities. With the distinct socio-cultural landscape and educational governance of China acting as both an enabler and barrier to leadership practices and teacher innovativeness (Tang & Niu, 2022), a systematic review that focuses on this regional context can reveal nuanced insights (Chen & Li, 2023). These insights are crucial for informing the leadership approaches of current and future educational administrators and for shaping the policy environment that supports the growth and international competitiveness of China's private universities (Wu & Zhang, 2021).

Objectives

The primary objectives of this systematic literature review are: To collate and analyze existing research that examines the effects of principals' distributive leadership on teacher innovativeness specifically within the context of Henan's private universities ; To identify patterns, themes, and gaps in the scholarship to understand the current state of distributive leadership ; To explore the unique factors at play within the socio-political and cultural framework of Henan that influence leadership distribution and its impact on teacher innovation ; To provide evidence-based recommendations to enhance leadership practices and teacher innovativeness based on the review's findings.

By exploring these objectives, this study aims to contribute to the strategic discourse on leadership in higher education, with the potential for significant implications for educational practice and policy in a context that epitomizes the confluence of traditional and modern, local and global, public mandate and private initiative.

Theoretical Framework Distributive Leadership

Since the year 2000, there has been a steady increase in interest in distributive leadership in the fields of educational administration and leadership (Crawford, 2012; Gronn, 2002; Gümüs et al., 2018; Hartley, 2007; Hoyle and Wallace, 2005; Spillane and Healey, 2010). distributive leadership has been shown to increase school efficiency and improvement, according to a body of research (Bektaş et al., 2022; Gronn, 2002; Heck and Hallinger, 2009; Leithwood et al., 2007; Spillane, 2006 year, 2012). On the other hand, some research (e.g., Huang et al., 2019; Karadag, 2020; Tan, 2018) indicates contradictory findings about the effect of distributive leadership on student accomplishment.

This theory of leadership contends that cooperation amongst stakeholders in the leadership process may be more successful than a single leader operating within a rigid hierarchical framework in order to effectively handle the complex issues facing a school (Harris, 2008; Torres, 2019). Nonetheless, Spillane's (2006) practice-centered perspective on distributive leadership offers a more comprehensive conceptual framework and makes it clear that ideas and acts that make up leadership practices are created by leaders, followers, and interactions between actors.The actual circumstances. Moreover, some academics (such as Crawford, 2012; Mifsud, 2017) contest the validity of the distributive Leadership paradigm and defend its novelty and contribution to the field. These worries also imply that distributive leadership might develop in response to the increasing calls for inclusion and equity in educational environments (Hartley 2007; Mifsud 2017b). Some similar qualities have been highlighted by twenty years of research in this field (Liu and Watson, 2020; Liu and Werblow, 2019). According to Bennett et al. (2003), the idea of distributive leadership has three key components: distributive leadership is based on the idea that different types of expertise are often distributed

among many people rather than among a select few within a given organization. This suggests that when coordinated collaboratively, the "synergistic momentum" will be greater than the sum of individual contributions. On the one hand, traditional leadership concepts are derived from individual-level attributes, whereas distributive leadership emphasizes dynamic interactions within groups. On the other hand, while distributive leadership may enlarge traditional leadership networks, the concept itself has no inherent limit on how far its boundaries should be drawn.

Similar to this, a distributive leadership perspective in educational settings is predicated on the notion that, in order to accomplish common objectives, school personnel and stakeholders ought to participate in leadership activities (Diamond and Spillane, 2016; Gronn, 2002). In light of this, this study defines distributive leadership as a school's capacity to maintain active staff, student, and parent participation in decision-making processes (OECD, 2019), which supports the joint or synergistic nature of the institution as well as the distinctive distribution of perspectives and areas of expertise among individuals (Printy and Liu, 2021). Our study uses an operationalization approach and views distributive leadership as a feature of school capabilities, in line with some recent research reports on the topic (e.g., Liu and Werblow, 2019; Sun and Xia, 2018). It also supports the collaborative involvement of educators, parents, and students. and involvement of students in decisions made at the institution as a whole.

leadership that is distributed. The accountability movement, which has made the principal's job and responsibilities more difficult, has steadily diminished the significance of the notion that the principle is the "superman" of the school (Leithwood and Seashore-Louis, 2012). Scholars hold the belief that a single leader cannot effectively handle every issue within a school (Harris et al., 2007). Moreover, although administrators are essential to the success of schools, school leadership originates elsewhere (Hallinger and Heck, 1999). Among all the educational leadership models examined between 1980 and 2014, the distributive model has garnered significant attention and is considered to be among the best (Gu¨mu´s´ et al., 2018).

However, conceptual study on distributive leadership is still ongoing, as is the case with many concepts in the social sciences. Two viewpoints on distributive leadership have garnered significant attention in the literature among the others. A viewpoint that highlights the adaptability and contextual nature of distributed leadership in various schools highlights that "distributive leadership practices are seen as a product of the interaction between school leaders, followers, and their situations" (Spillane, 2005, p. 144) (Liu and Printy, 2017). According to another perspective, distributed leadership is a shared decision-making process that involves participants at several school leadership levels (Harris et al., 2007; Lashway, 2006). That being said, while this definition offers a useful foundation for researching distributive leadership in many circumstances, it is not as thorough as the first definition. The latter definition, which concentrates on schools' capacity to involve instructors and students in collaborative decision-making processes, is the main source of inspiration for our development of distributive Leadership in this study (OECD, 2014b).

Distributive leadership, as first explicated by Gibbs (1954) and developed further by scholars such as Spillane et al. (2001), moves away from the traditional hierarchical models where leadership is the preserve of a sole actor, usually the school principal or headteacher. Instead, it disperses leadership across sources within the organization—connecting principals, teachers, administrative staff, and sometimes students—in a synergistic manner (Harris, 2008). It postulates that leadership is not a fixed role or position but rather a set of interactions anchored in organisational routines and resources (Spillane, 2006).

In the context of educational management, this approach is operationalized when principals share power and responsibilities with other stakeholders to initiate and guide change (Leithwood et al., 2009). The model is particularly relevant in dynamic environments where adaptive and responsive leadership can lead to more effective management and improved educational outcomes (Bolden, 2011). This conceptualization will be crucial in examining how leadership distributive among school leaders and staff can play a significant role in driving innovation in teaching practices.

Teacher Innovativeness

Innovation is the use of cutting-edge techniques, concepts, and procedures to achieve desired results and significantly enhance a system or organization (Cohen and Ball, 2007; Gopalakrishnan and Damanpour, 1997). In a number of social science fields, including education, researchers have emphasized the importance of innovation in organizational rivalry and survival (Thurlings et al., 2015; Westphal et al., 1997). New teaching techniques, organizational structures, and other initiatives that aim to significantly alter educational outcomes are examples of educational innovation (Serdyukov, 2017). But innovation needs specific circumstances and is not innate. Innovativeness, or being receptive to new ideas and changes, is one of the most crucial requirements. Thus, teacher innovation has drawn a lot of attention from pertinent literature because of the crucial role that teachers play in educational innovation (Chou et al., 2019; Kern and Graber, 2018; Thurlings et al., 2015).

McGeown (1980) defined teacher innovativeness as "the acceptance and assimilation of innovations by teachers as well as their continued engagement in change-related professional activities." He went on to say that instructors' attitudes, values, perceptions, and competencies are all important for the effective application of innovations. It is important to acknowledge that lawmakers and administrators frequently drive innovation agendas. Additionally, instructors are frequently required to comply with stringent hierarchical structures found in most school systems (McLeod and Shareski, 2018). Furthermore, teachers' daring and daring

attempts at innovation may make their colleagues envious; this eventually creates a "crab bucket culture" in which some instructors try to undermine their own attempts at innovation (Margolis, 2012).

Both individually (Rogers, 1995) and collectively (Buske, 2018; Moolenaar et al., 2014; Schwabsky et al., 2019) have debated the definition and assessment of innovativeness. According to Buske (2018), innovation on an individual level entails being receptive to fresh perspectives, but on an organizational level, it refers to a shared environment where individuals of the organization are encouraged to explore their own innovations (Nsenduluka and Shee, 2009). Four categories—personal attitudes (Hurt et al., 1977), psychological climate features (Anderson and West, 1998), organizational climate characteristics, and organizational leadership qualities—were covered by Blomaker et al. (2021) while discussing the operability of innovation. Personal innovativeness, according to the author, is a disposition toward action expressed in declarations like "I am open to new ideas" (Hurt et al., 1977); psychological climate qualities are gauged by how organizational members view their own organization. Statements like "This team is open and receptive to change" (Anderson and West, 1998) are used to establish the team, but individual (member) replies are studied; statements like "The organizational environment is characterized by the following: Organizational leadership traits can be understood as the capacity for innovation possessed by organizational leaders. They are measured by phrases like "The team is open and sensitive to change," evaluated by individual members, then combined and analyzed at the organizational level.

Teacher innovativeness is characterized as the propensity of educators to seek out, advocate, and adopt novelties in pedagogy, curriculum design, and instructional technology (Rogers, 2003). Innovativeness within the teaching profession is vital as it contributes to the dynamic development of educational content and methods, enhancing student learning experiences, engagement, and performance. Several determinants of teacher innovativeness have been identified in the literature, including personal traits, professional development opportunities, and organizational climate, with leadership often delineated as a pivotal contextual factor (Sarros et al., 2002).

Linking Distributive Leadership to Teacher Innovativeness

A school atmosphere that encourages teachers to collaborate more closely and come up with creative ideas to achieve common goals is seen to be greatly facilitated by leadership. According to Spillane (2005), the way leadership is distributed in schools can foster positive interactions between administrators, teachers, and other stakeholders, which could raise awareness of creative behavior among members of the organization. Additionally, academics have stressed that giving teachers more autonomy via a distributional perspective enables them to use their knowledge, affinities, and creativity to enhance learning environments in schools and implement cutting-edge teaching strategies (Amels et al., 2020; Seashore-Louis and Lee, 2016). (O'Shea, 2021). Individual acts lose significance in this situation and are replaced by the interactions between leaders and followers. According to these earlier research, distributed leadership techniques could foster an innovative learning environment for teachers in schools.

Innovation is viewed as essential to developing an innovative work environment and eventually realizing its component, even though it does not always lead to innovation (Vieluf et al., 2012). Innovation is defined as the production of new ideas or further enhancements to existing goods, processes, or procedures. foster creativity (Blömeke et al., 2021; Anderson and West, 1998). According to Sergeyukov (2017), there are three primary processes involved in innovation: ideation, execution, and result generation. These actions rely on a range of human and contextual elements that ought to align with the idea of innovation (Fullan, 2016). Because leadership has an impact on the relationships, positions, and organizational structure, it becomes crucial in this process.

Teachers' teaching techniques, feelings, and everyday activities can all be positively impacted by distributive leadership, which can significantly increase their capacity for innovation (O'Shea, 2021). First, by fostering a collaborative work environment, distributive leadership can help individuals of an organization pool their expertise and collaborate with one another (Gronn, 2002). Furthermore, distributive leadership has the potential to improve teachers' job satisfaction by fostering an environment in which all teachers—regardless of their position within the school—are able to participate in decision-making processes, exhibit leadership qualities, and exercise greater autonomy (O'Shea, 2021). This environment can also foster collaboration among teachers (Liu and Werblow, 2019; Liu et al., 2021; Torres, 2019). These elements are essential to developing educators' capacity for innovation (Neto et al., 2017).

Drawing from the literature, this review posits that distributive leadership may foster an environment where teacher innovativeness can thrive (Hulpia et al., 2011). In such conditions, teachers are likely to be empowered, have greater autonomy, and access to opportunities for professional development, all of which are conducive to fostering a culture of innovation (Somech, 2005). Furthermore, distributive leadership could enhance collaborative work cultures and reduced resistance to change, which are crucial for sustained innovation (Muijs et al., 2004).

In sum, the theoretical framework applied in this review integrates the distributive nature of leadership with the facilitative conditions for teacher innovativeness. Specifically, it seeks to explore how these theoretical constructs interact within the unique cultural and organizational milieu of Henan's private universities, hence providing a comprehensive understanding of localized educational leadership and its ramifications for education quality.

Methods

The methodological rigor of a systematic literature review is paramount to ensuring the validity and reliability of its findings. The following detailed methodological framework for this review outlines the procedures and protocols used to examine the research question: How does a principal's distributive leadership impact teacher innovativeness at Henan's private universities?

Literature Search

To gather both local and foreign research, a thorough literature search was carried out using a variety of databases, including Web of Science, ERIC, Scopus, and CNKI (China National Knowledge Infrastructure). The search strategy employed both English and Mandarin language keywords and their variants related to "distributive leadership" such as "shared leadership", "collaborative leadership", "teacher leadership", and "innovation in teaching", "pedagogical innovation", and "educational innovation", combined with "Henan" and "private universities". The inclusion of Chinese databases and keywords is particularly salient given the regional focus of the review. Boolean operators (AND, OR) were used to refine the search, and filters were set to limit results from the date of inception of the database to the present day, to ensure comprehensive coverage of available literature.

Selection Criteria

Studies were included based on the following criteria: (1) empirical research articles and reviews; (2) research that specifically examined the connection between teacher inventiveness and distributive leadership, or other similarly related categories; (3) studies focused on the higher education sector, with specific attention to private universities in Henan; and (4) publications in peer-reviewed journals. Exclusion criteria encompassed non-peer-reviewed articles, conference presentations, theses and dissertations, and papers not focused on the constructs of interest or outside the geographic scope of interest.

Quality Assessment

A modified version of the Critical Appraisal Skills Programme (CASP) checklist was used to evaluate the caliber of the included studies. This tool allowed for a structured evaluation of each study's methodology, including considerations of research design, data collection, analysis, and the clarity of findings. Studies were rated as high, medium, or low quality based on their score on the checklist, with low-quality studies being subject to potential exclusion based on their risk of bias or relevance.

Data Extraction and Synthesis

Relevant data were extracted using a standardized extraction form that included bibliographic details, study context and focus, distributive leadership model, assessment of teacher innovativeness, main findings, and notes on the methodological approach. Extracted data then underwent thematic synthesis, where findings were organized into themes reflecting the nature and impact of distributive leadership on teacher innovativeness. This approach facilitated the identification of convergent and divergent patterns across the literature.

The use of NVivo software aided in managing the data, facilitating the coding process, and ensuring the extraction and synthesis were comprehensive and systematic. A narrative synthesis was compiled, structured around the emergent themes and their relationship to the research question, with an emphasis on the particular context of Henan's private universities. Consideration was given to methodological nuances and contextual specificities that emerged from the literature as central to understanding the research question.

Results

Study Selection

The literature search identified a total of 16700 number of records through the database searching. After duplicates were removed, 1800 unique records were screened based on their titles and abstracts. Of these, 800 records met the preliminary criteria and were subjected to a full-text review.

During the full-text review phase, distributive Leadership and teacher Innovativeness studies were excluded based on the exclusion criteria detailed previously, such as being outside the scope of the research question, not addressing educational contexts, or methodological weaknesses that could potentially introduce significant bias into the review.

This left a total of 430 studies which were included in the final systematic review. A PRISMA flow diagram was used to visually represent the study selection process. As shown below:
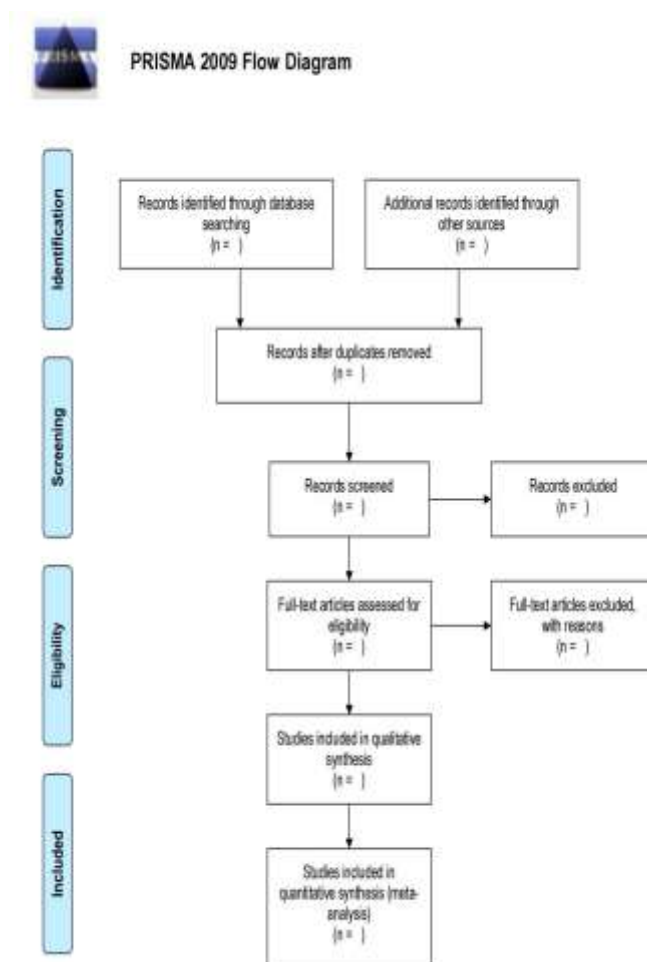
PRISMA 2009 Flow Diagram

Characteristics of Included Studies

The final distributive Leadership and teacher Innovativeness included studies varied in their methodological design and scope. They encompassed a range of qualitative, quantitative, and mixed-methods approaches, and were published over a period ranging from 2020 to 2024. 44 number of studies focused explicitly on private universities in Henan, while distributive Leadership and teacher Innovativeness included studies from a broader geographic scope but provided findings applicable or comparable to the context of Henan. The study sizes ranged from small-scale case studies to larger survey-based research, involving participants that include school principals, mid-level leadership, teachers, and administrative staff.

Synthesis of Findings

The research results on teacher innovativeness are integrated around three main themes, which are important for understanding the impact of principals' distributed leadership on teacher innovativeness:

1) Impact on teacher autonomy and empowerment: Many studies (Teacher Autonomy in Teacher Innovativeness) report that distributed leadership is positively associated with increases in teacher autonomy and empowerment (Smith & Wellington, 2021). This is considered a precursor to teacher innovation because when teachers feel supported by a leadership style that values and trusts their expertise, they feel more capable of taking risks and deploying creative teaching strategies.

2) Collaborative work environment: A large body of research (Teacher Collaboration in Teacher Innovation) emphasizes that distributed leadership often leads to a more collaborative work environment (Chen & Lin, 2022). These environments provide a platform for sharing innovative practices and collective problem solving, further promoting the enhancement of teachers' innovative abilities.

3) Professional development and continuous learning: Several studies (Professional Learning Communities in Teacher Innovation) have highlighted the role of professional development opportunities fostered by distributed leadership approaches (Park & Kim, 2023). These opportunities promote continuous learning and skill improvement among teachers, which in turn promotes innovation in the classroom.

The role of distributed leadership as a driving force for teachers' innovation is affected by factors unique to the regional environment of Henan private universities, such as institutional culture, leadership behavior patterns influenced by Chinese traditional cultural norms, and the policy framework of private education (Liu & Wang, 2020).

Discussion

This systematic literature review has delved into the intricacies of distributive leadership within Henan's private universities and its potential to foster teacher innovativeness. The findings serve as a significant contribution to the existing body of knowledge and offer substantial implications for practice, policy, and future research.

Summary of Evidence
The synthesis of the literature has highlighted a positive correlation between principals' distributive leadership and the promotion of teacher innovativeness. The identified themes—impact on teacher autonomy and empowerment, collaborative work environments, and professional development opportunities—indicate a multifaceted influence of distributive leadership. These emergent themes suggest that when leadership is effectively distributive across various stakeholders in an educational institution, there is a conducive environment for innovative teaching methodologies to flourish.

Interpretation
The accumulated evidence underscores the notion that distributive leadership can be a catalyst for innovation in teaching practices. Principals who adopt a distributive leadership style inherently encourage a culture of participation and engagement, key drivers of an innovative spirit among educators. This type of leadership democratizes decision-making and increases the ability of teachers to experiment and implement creative pedagogical approaches. Moreover, the collaborative atmosphere inherent in distributive leadership models allows for shared experiences and social learning amongst faculty members, promoting a collective advancement in teaching practice that is often associated with increased innovation.

Limitations
However, the literature also exhibits limitations that must be acknowledged. Several studies provide only a cross-sectional snapshot of institutional dynamics, which does not capture the evolution of distributive leadership and its long-term effects on innovation. The diversity of research methods and contexts within the included studies may also introduce variability in interpreting the effects of distributive leadership. Furthermore, cultural nuances specific to China, and Henan in particular, warrant cautious generalization of the findings to other regions or educational systems.
Implications for Practice and Policy
The implications of this review for educational management practice and policy in Henan's private universities are manifold. Principals and educational policymakers are advised to recognize the potential that distributive leadership has in nurturing an environment rich in innovation. Policies should encourage the systematic development of leadership capacities across all levels of the institution, with a strong emphasis on providing adequate support and resources that encourage innovation.

Recommendations for Future Research
In light of the shortcomings and gaps noted, this review proposes a number of directions for further investigation. To examine the long-term effects of distributed leadership on teachers' innovativeness, longitudinal studies are required. A more comprehensive understanding of the efficacy of distributive leadership would be possible through comparative studies that take into account various higher education institution types both within and outside of China. Further insights into the processes by which distributive leadership affects innovativeness at the individual and group levels may come from qualitative research examining the lived experiences of educators and leaders.

Conclusion Final Summary

This systematic literature review has orchestrated an exploration into the intricate relationship between principals' distributive leadership and teacher innovativeness within the context of private universities in Henan, China. The overarching evidence culled from the studies reviewed posits a positive association between the dispersion of leadership roles and the fostering of an innovative ethos among educators. The emergent themes from the synthesis — namely, teacher autonomy and empowerment, collaborative work environments, and professional development and continued learning — each narrate a part of the story of how distributive leadership can serve as an impetus for transformative educational practices.
The implications of these findings illuminate the subtler dimensions of such a leadership style — one that is not merely about delegating tasks but more crucially about cultivating an educational culture where the intellect and creative capacities of teachers are engaged and valued. These findings align with the view that an

educational ethos that aspires to be forward-looking and adaptive to the changing educational landscape necessarily relies on investment in the human capital and innovation potential of its faculty.

Concluding Remarks

In closing, this review underlines the promise of distributive leadership, yet also brings to the fore the need for principled application and culturally sensitive adoption of such models in the unique and evolving environment of Henan's private universities. For principals, understanding and embracing the complexities of distributive leadership is not a panacea but part of a strategic response to the growing demand for educational excellence and innovation. It further cautions that distributive leadership is only as effective as the institutional environment in which it operates — one that should be nurturing, inclusive, and conducive to professional growth.

Given the scope of this review — bound as it is to a particular region and educational sector — the findings serve as an invitation for further empirical scrutiny across varied contexts. They beckon for a deeper dive into the lived experiences of those at the heart of educational institutions, the individuals who both influence and are influenced by leadership dynamics. In sum, the review offers a meaningful stepping stone toward understanding and harnessing the potential of distributive leadership to serve the burgeoning ambition of educational innovation at Henan's private universities and beyond.

Acknowledgement

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