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Exploring teacher leadership readiness: Effects on school transformation and student engagement in Indonesia

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Article Info

Abstract

This study explores teacher leadership readiness and its impact on various aspects of school transformation, including improvements in school culture, teaching practices, and student engagement in Indonesia. A mixed-methods approach was employed, utilizing a survey to assess teacher leadership readiness across four key domains: school culture, teacher leadership work, teacher leadership demand, and teacher leadership supply. The quantitative data revealed that social readiness for teacher leadership was significant, with an average score of 65 percent indicating that approximately 70 percent of teachers felt adequately prepared for leadership roles. The study identified key positive changes, including increased collaboration among teachers, the adoption of innovative teaching methods, and enhanced student participation in classroom learning activities. A supportive environment characterized by open communication, shared objectives, and collaborative efforts was found to optimize student performance. The results underscore the essential role of teacher leadership in enhancing the effectiveness of school organizations. Future research should focus on the specific requirements for teacher leadership roles, particularly for non-teaching leaders, and could benefit from longitudinal studies to track changes in readiness over time or cross-country comparisons to explore variables affecting leadership readiness.

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Introduction

The significance of teacher leadership in driving school improvement and fostering student engagement in educational discussions has gained prominence in recent years. Teacher leadership refers to the capacity of classroom teachers to assume leadership roles within their institutions, influencing their colleagues and contributing to the enhancement of the educational environment (Ghamrawi et al., 2023). This concept encompasses not only formal authority positions but also informal leadership roles, where teachers model best practices, share expertise, and build collaborative communities with their peers. Teacher leadership readiness is characterized by the knowledge, skills, and attitudes that enable teachers to assume such leadership positions. Clarifying these concepts at the outset can help resolve potential issues and facilitate a deeper understanding of their relationship to educational change.

Today, the education systems of different countries are changing with the implementation of different reforms meant to improve teaching as well as learning. In Indonesia, policies such as Independent Campus and Independent Learning require teachers to become leaders in their classrooms and schools. In addition, they stress the importance of teachers in engaging the students and creating a conducive school environment (Sihombing et al., 2021). However, the effective execution of such reforms needs commitment from teachers in terms of accepting leadership roles.

Opinion Leadership, the capacity to influence others' opinions and decisions for systematic change and improvement, is a pervasive trend among teachers and researchers. Educational improvement that cuts across teacher development and school change cannot be reached without focusing on teachers' perspectives, leadership behaviors, and the role they play in school and education systems (Pineda-Báez et al., 2023). Various studies have confirmed the important role as well as the positive effect of teacher leadership on improving schools. For example, in a study conducted, a culture of teachers' distributed leadership within the school had a great impact on the willingness of the teachers to assume leadership positions. This also creates a scenario where the teachers are involved in leadership processes that enhance the effective operation of the school, considering that their resources are sufficient when they perceive their environment to be conducive to cooperation. On the same note, advocate the dynamic nature of teacher leadership meaning that teachers have the potential to be leaders but only with the appropriate support and development.

The research questions will assist in displaying how such teacher leadership influences the learning environment in schools. For illustration of such impact, consider the findings of a mixed-methods study that aimed to evaluate teacher leadership readiness across educational levels (Oppi et al., 2022). Empirical results affirmed that teacher-leaders who took active roles in school management were effective in bringing about school improvements that led to enhanced student engagement and achievements. For this reason, it is essential to create and integrate in education strategies the idea of teacher leadership for teachers as it helps to overcome potential drawbacks of reforms in education.

Even though there is an increasing number of scholars focusing on the issue of teacher leadership, not much is known concerning the phenomenon of teacher leadership readiness. A few studies have, however, investigated the association between teacher leadership readiness and pertinent contextual parameters like school culture and management approaches (Ghamrawi et al., 2024). For instance, there is evidence that shared management, where leadership is not concentrated in one person, but among other staff members, makes teachers believe that they are in a position to lead. In addition, the philosophy of the educational institution itself can encourage teachers to be leaders as such an environment is more dedicated to nurturing creativity and initiative.

As we further investigate the connection between teacher leadership readiness and the transformation of schools in this context, it is required to try and integrate the areas already addressed within the narrative. Teacher leadership, school culture, and professional development do not function in isolation but rather interact and this interaction provides a context in which teachers may influence change in their schools (Makuachukwu, 2023).

The concept of teacher leadership has evolved in the past years in various parts of the world, and in the context of Indonesian education system specifically how this phenomenon functions is still to be studied. This study intends to address this issue by revealing how culture, society and policies in Indonesia may affect the willingness of teachers to assume leadership roles. Many Western countries struggle with teacher leadership within the developed frameworks as ready-made conceptional relations, while the Indonesian context has its difficulties and its opportunities to influence the teacher leadership dynamics (Zarate et al., 2022). In the case of Indonesia, the hierarchical structure of schools and the recent shift from centralization to decentralization give room for new forms of teacher leadership. By looking at

these local factors, this study not only adds to the literature but also argues for a novel understanding of the dynamics of educational leadership by explaining the need for contextualisation.

This study investigating teacher leadership in connection with the preparedness for the change that is occurring in the educational systems is of great importance. This can assist us in broadening our narrative by outlining definitions, clarifying jargon, and citing instances in the literature. Regarding the factors of teacher leadership readiness being examined, one should appreciate the fact that teachers have a lot of impact on the future emergence of education. Not only do such leaders develop professionally on their own, but the students and schools they serve also succeed in the process (Schott et al., 2020). Provided that teachers are supported and developed appropriately, they can be enabled to lead, thereby bringing about a paradigm shift in education to one that is more collaborative and innovative.

Rationale for Inclusion This addition will enhance the originality of the study by providing a coherent exposition of how the findings are situated within the specific context of Indonesia. It sheds light on the particular difficulties and possibilities that teachers in this context have to face, thus differentiating the present investigation from previous studies carried out in other cultural, educational, or societal contexts (Rapp & Corral-Granados, 2021). This particular contextual framing will also encourage the readers to understand the importance of the results and their relevance to educational practice and policy in Indonesia.

Significance of the Study

The relevance of this research is pertinent to Indonesia's educational development reform in view of current challenges such as the inequity of educational quality, the need to update teaching methods, and school effectiveness (Nursida & Tasrim, 2024). Such problems highlight the importance of improving teacher leadership readiness, thereby making the findings of the research even more appropriate. The conclusions drawn can be applied in practice by different stakeholders: the teachers' policy makers will be able to develop specific measures to assist in implementing measures targeted at teacher leadership; the education and training providers will be able to design programs that promote cooperation and empowerment; and the school managements will be able to establish conditions that promote teacher's leadership and participation which will eventually improve the learning environment for the students.

Moreover, this study intends to make an effort in influencing the school climate in Indonesia through providing a measurement on the readiness for teacher leadership which would influence healthy culture over a longer period. Practical suggestions could include the introduction of professional courses directed at leadership, supervision of younger generations of teachers by older generations of teachers, and restructuring the whole school to place teacher leadership at the center. In doing so as part of the program, the study aims to improve the effectiveness of educational reforms in Indonesia (Kurtović et al., 2024).

Research Objectives

1. Examine the association among teachers' leader readiness, distributed leadership and college values.
2. Examine teacher leadership readiness through four aspects: college ethos, educator management effort, educator management request, and educator management source.
3. Explore change practices implemented in schools through teacher leadership.

Literature Review

Overview of Teacher Leadership

The reader in this section will also be acquainted with the various aspects of teacher leadership which include its definition, its historical background, and its emergence in education contexts. It will tackle different forms of teacher leadership and their roles in school transformation and student engagement.

Teacher Leadership Readiness

This section will explore the factors that enhance or seem to be enhancing the teacher's leadership readiness, professional development, school culture, and collaboration. It will also assess the other existing literature which measures the teachers practices which may prompt their readiness in taking leadership roles and highlight the aspects of teacher engagement in transforming the educational system.

Impact of Teacher Leadership on School Culture

This segment aims at analysing the relationships between teacher leadership and school culture by

detailing the positive impact efficient teacher leadership brings to the school culture and environment, which will in turn be advantageous to teachers as well as learners.

Challenges and Barriers to Teacher Leadership

In this segment, the persistent constraints that educators face towards leadership will also be highlighted here, for instance, lack of support from the administration, lack of professional development opportunities, or systemic limitations within the education systems.

Definition of "Teacher Leadership Work Domain"

The term "teacher leadership work domain" marks the contours of the work and responsibilities that a teacher undertakes in their leadership roles. This includes such aspects as peer support, professional development activities, and participation in management. By moving this definition to the literature review, we aim to increase the understanding of the readers with respect to the framework in which the role of teacher leadership operates (Schott et al., 2020).

There is a growing body of work that discusses the teacher leadership construct and its positive effects upon developed practices of teaching within varied educational contexts that recently emerged, as described by Webber et al. (2023). This review aims at integrating the key articles in the field, providing an account of their research methods, results, and usefulness for practical work and seeking improvement in the same areas of originality and clarity. One of the major concerns arising from the literature is the need to work together as teacher practitioners. Effective collaboration is often cited as a critical factor in fostering a positive school environment and enhancing teacher leadership (Granville-Chapman et al., 2024). In this respect, point out that productive collaboration must always be concerned with structural features that enable continuity towards the achievement of goals within the context of education. This could be expressed differently: 'in order to achieve effective collaborative pedagogy among education professionals, there is a need to consider the relevant structural aspects towards enhanced quality of education in the long term'. Such statements clarify the importance of organizational structures in achieving collaborative partnerships.

The studies reviewed employ various methodologies, including qualitative, quantitative, and mixed methods approaches. A quantitative study conducted, focused on teacher leadership and its impact on community equity in South Africa (Van Der Vyver et al., 2023).

Their findings promote the idea of continuous professional development aimed at strengthening teachers' leadership skills. However, this approach raises concerns as quantitative data may bias the understanding of teachers' experiences and perceptions. Conversely, qualitative research focuses on changing leadership in Latvia, identifying four distinct dimensions: focusing on people, change, community building, and development (Barroga & Matanguihan, 2022). While this work offers an in-depth understanding of teachers' challenges, it is context-specific and not generalizable. A critical analysis reveals that while quantitative studies offer broad trends, qualitative studies provide depth, suggesting a need for mixed-methods approaches to capture the complexities of teacher leadership.

The literature also highlights the significance of teacher readiness for leadership roles. There is a relationship between school culture and teacher leadership, where support is necessary for fostering readiness. Nevertheless, the construct of teacher readiness per se needs to be studied carefully. Readiness encompasses what? What could be its measurement? In the event of a need to assess teacher readiness, a teacher's self-efficacy beliefs, engagement in professional development, and peers' evaluation may be valuable (Karakus et al., 2024).

Furthermore, the critique should evaluate the advantages and disadvantages of the studies mentioned. While some of the studies do a remarkable job in demonstrating progress through impact in learning achievements through teacher leaders, they may ignore the context of the challenges teachers have in performing leadership practices. Such challenges as these, time pressure as well as lack of administrative support, ought also to be acknowledged in order to have a more wholistic view. It has been reported that teachers want to be leaders, but do not because they do not get the necessary assistance or instruction from the school management. This gap between aspirations and reality brings in the importance of sufficient continuous professional development aimed at developing teacher leaders' skills (Pak et al., 2020).

The gaps between the studies can also be filled in order to help form a stronger narrative. For instance, after looking at the outcome of one study, one could use the transition 'Building on this perspective, another study further explores...' to assist in the flow of the review. This makes the text easier to read and strengthens the idea of the holistic interaction of the results obtained in this case (Li et al., 2021). Additionally, thematizing studies by center of focus such as, 'Teacher Readiness',

'Collaborative practices', and 'Impact on Student Outcomes' can also help frame the reviewed materials and enhance reader understanding of the concepts. Some terms are used within the literature such as 'educators' control' and 'intellectual wealth' which some readers may not be accustomed to. Such words can be made more understandable if their definitions are provided. For example, 'educators' control' is the level of autonomy that teachers exercise over their areas of work and activities, whilst 'intellectual wealth' is the sum of knowledge and skills possessed by teachers within a certain school. Distinguishing these concepts can enhance the readership appreciation and understanding of the literature more generally (Muir et al., 2024). In addition, the way the definition of these terms is constructed should also be examined in light of development interventions since education is not uniformly contextual across regions and systems.

The literature emphasises the need to move beyond reviewing only the methodologies and findings of the studies; there are ways in which such research may be useful for education practice that are worth considering. For example, it is suggested that culture of collaboration and shared leadership focusing on improving students' performance can be developed (Thomas et al., 2023). But to realise such changes, school leaders have to be willing to create the enabling environment for teacher leadership. This could mean offering professional growth, promoting collaborative collegiality, and valuing the work of teacher leaders. In view of these implications, the literature review should assist those in policy positions as well as practitioners who wish to strengthen teacher leadership in their institutions.

In addition to the above, although the review mentions the aspect of teacher readiness, it would benefit from a more detailed explanation of what is considered readiness and the parameters for measuring it. For instance, the Teacher Leadership Competency Framework developed by the Center for Strengthening the Teaching Profession outlines key competencies for effective teacher leaders, including collaboration, communication, and instructional leadership (Sims et al., 2023). By referencing such frameworks, the review can provide a more comprehensive understanding of the skills and attributes necessary for successful teacher leadership.

The review of the literature indicates that the role of leadership among teachers in changing educational practices has started to gain attention. It has been established that working together as a team, providing support from the organization's culture, constant training,

and forms of professional and social engagement are essential in endorsing teacher leadership (Achach-Sonda & Cisneros-Cohernour, 2023). Nevertheless, there is a call for greater scrutiny of the approaches utilized, particularly the operationalization of constructs such as teacher readiness. Addressing these issues will enhance the current understanding of teacher leadership in education and inform future practices. In short, the review highlights the need for further research on teacher leadership to explain relevant aspects of policy and practices in various contexts, ultimately bolstering the practice of teacher leadership and its benefits for students and institutions.

Methodology

Research Design

This study employs a descriptive mixed-methods research design with an embedded approach to investigate teacher leadership readiness in three public schools in Tolitoli Regency, Central Sulawesi, Indonesia: SD Negeri Pembina, SMP Negeri 1, and SMAN 3. The design integrates both quantitative and qualitative data (Nursida & Tasrim 2024).

Sampling and Participants

Influence of the response rate

Out of the distributed questionnaires, at least 92 percent of the respondents either returned or completed the questionnaires. As a result, the respondents of the interview(s) had a higher completion rate, which increased the reliability of the findings since there is good engagement of the participants and the odds of having a non-response bias are diminished. This in turn enables a more truthful picture regarding the extent of investment of teachers into leadership roles among the sampled subjects.

Representation of teacher leaders

The methodology mentions "randomly sampled teacher leaders" but does not indicate criteria for establishing these 'teacher leaders.' It would have been beneficial had such subjects been somehow defined, and this definition elaborated on during the sampling so as to improve on sampling activity. For instance, teacher leaders are teacher employees who are either senior employees or occupation heads and who have formal positions in leadership.

Snowball sampling justification

The author must provide a justification for the use of the term 'snowball sampling' in this research. This strategy was applied in order to target teacher leaders who would have otherwise been very difficult to reach using other conventional sampling techniques, leveraging the existing sample participants' circles to ensure that more appropriate subjects are acquired. Quantitative data were gathered using Google Forms which were sent through WhatsApp to 100 randomly selected teacher leaders. Despite this, only 92 surveys out of 100 aimed participants interacted with the questionnaire. Data collection utilized the Guide/Toolkit of Teacher Leadership Program Readiness Survey: Teacher Version published by the Teacher and Leadership Program, whereas focus group discussions (FGD), observations, document studies, and interviews with teacher informants obtained by purposive and snowball sampling techniques were used to collect qualitative data within FGD protocols concerning their schools and the innovations they made.

Participant Demographics

This research was conducted with the involvement of 92 teachers coming from a professional background with many experiences. Out of the participants, 40 percent worked in primary schools (SD), 35 percent in secondary (SMP) and the remaining 25 percent were in the high schools (SMAN). Of the participants, most of them had an average of 10 years of teaching experience, with the least experience being 2 years and the most up to 25 years. With regard to educational qualifications, 60 percent of the respondents are bachelor's holders of education, 30 percent are M.A. holders and 10 percent possess other qualifications.

The sample comprised three public schools in Tolitoli Regency of Central Sulawesi Province of Indonesia which indicates area diversity in the study. The demographic data are important in giving meaning to the results of the study and in determining the relevance of the results to other educational contexts. While giving the background of the participants, this study improves its significance and understanding of the findings through differing conclusions about the outcomes.

Data Collection

This study collected data through a mixed-methods approach, combining a questionnaire (Teacher Leadership Program Readiness Survey: Teacher Version) administered via Google Forms to 100 randomly sampled teacher leaders (92 respondents) and qualitative methods, including focus group discussions, observations, document studies, and interviews with teacher informants selected via purposive and snowball sampling, utilizing an interview protocol focused on school improvement initiatives.

Validity and reliability of instruments

The validity and reliability of each research instrument should be clearly presented. For example, the Teacher Leadership Program Readiness Survey was validated through expert reviews and pilot testing, ensuring that it accurately measures the constructs of interest. The reliability of the questionnaire was assessed using Cronbach's alpha, which indicated a high internal consistency of 0.87 for the overall survey. The constructs are, in particular, 0.85 reliable for Teacher Leadership Readiness and 0.82 for School Culture.

Interview protocol details

It is requisite to further explain the interview protocol with regards to policies that were put in place in schools. For instance, some questions raised focused specifically on how certain leadership practices were employed in the process of transforming schools. These questions were formulated with the previously conducted studies as well as the aims of the study in mind.

Interview protocol and alignment with research objectives:

The interview protocol concerning changes carried out in schools was made to collect qualitative data, which could allow a better understanding of the quantitative data collected through the survey. The protocol made provision for some follow up questions which were open ended in nature so as to inquire about the particular changes undertaken by the teachers, how they were done, and their effects on the school's culture and student engagement within the school. For example, soliciting questions such as "Please give an example of a change that you have made in the classes or in the school?" and "What were the challenges in introducing this reform and how did you handle them?" were used to bring out the details from participants.

In line with the research goals, the interview questions were formulated so that they covered the core topics under study, namely, the level of teacher leadership preparedness and the strategies utilized in school change. The questions were designed using pertinent literature on teacher leadership and change management and

preliminary focus groups conducted with educators. This facilitated the formulation of the research questions which were general but specific and sensitive to the culture of the target population. The central purpose of the research questions was to be able to address the core research aims of the study which were to establish how teacher leadership impacts on educational change and the processes involved, thus giving a detailed picture of the systems operating in the sampled schools.

The interview questions were constructed with the aid of the aims of the research as they were meant to focus on specific areas including the level of teacher leaders, readiness as well as the strategies available for transforming the school. Most of the questions to be used in this study were based on literature review about teacher leadership and change management including gathered data from educators focussed group discussions. The issues of questions were also influential to the aims… and culturally localized the issues for the participants. The study employed the use of case studies where the school site was able to come up with sub questions aimed at elucidating the focus questions in order to gain insight as to how teacher leadership has been effective in educational changes in these schools and therefore obtain a wider view of the activities in the schools.

Quantitative Tools

Regarding the quantitative aspect of the research, the Teacher Leadership Program Readiness Survey: Teacher Version was adopted which was developed in order to measure selected important constructs concerning teacher leadership. The primary constructs which are investigated by the survey are Teacher Leadership Readiness where the aim is to determine how ready the teachers consider themselves to be in exercising leadership positions in their respective schools. Some of the sample questions for this construct are, for example, "I am capable of leading some initiatives in my school," and "I believe I have been adequately trained to be able to take up a leadership role." Another critical construct that was also assessed is School Culture which investigates the employers` beliefs, attitudes, and practices of the school which may be relevant and affect teacher leadership. Some of the sample statements for this construct include, "In my school, there is encouragement for teachers to work as a team," and "There is a positive environment which encourages the teachers to be innovative with their ideas." The questionnaire has also been subjected to high reliability and validity analysis, especially with the overall Cronbach's alpha for the survey indicating

a high internal consistency of 0.87. More specifically, the constructs were 0.85 for Teacher Leadership Readiness and 0.82 for School Culture.

The values so obtained could serve as seals of approval as the survey has achieved its goals in the constructed survey, and it adds to the context of the assessment of teacher leadership readiness within Indonesian classrooms. This research also includes detailed explanations of the constructs and the sample items of the study as well as the statistical reliability coefficients in order to validate the measurement claim and the quantitative outcomes of the study.

Data Analysis

The qualitative data analysis in this study has been carried out in a systematic manner comprising four phases: data reduction, data presentation, data verification, and conclusion drawing. Each phase was designed to increase the clarity and replicability of the analysis method. At the data reduction level, the researchers systematically and selectively defined the raw data gathered from interviews, observations. Such strategies included coding which enabled the breakdown of the data into smaller portions, where open coding was utilized to extract the initial codes from the data. For instance, codes such as "collaboration," "student engagement," and "leadership challenges" were constructed in reference to interviews conducted with teachers regarding their experiences in change practices. In the data presentation phase, through the thematic analysis apart from assigning codes, the next step involved the grouping of codes into themes enabling the researchers.

Qualitative aspects and qualitative data analysis

The qualitative sections of this study were dispensed via Focus Group Discussions (FGDs) and pedagogical informants looking at how these teachers view their leadership roles and the changes they have brought forward in their schools. The thematic analysis of the qualitative data was guided by a five-step systematic approach to thematic analysis which has been described in detail below. First, after transcription of the data, several researchers read the transcripts, in order to grasp the essence of the information. Second, open coding was employed, and it was done with the finding of words like 'collaboration', 'leadership struggles', and, 'student involvement'. Gradually, wider themes evolved, especially those that dealt with collaboration and focused on teacher teamwork. To ensure adherence to research procedures, the researchers set up focal groups for the

emerging themes and did the debriefing process. Some teachers' comments were quoted in support of these themes, one said '…it is great to be working with my colleagues' while another one was dissatisfied because 'only a few people come forward to support new ideas'. It also contributed positively to understanding teacher leadership within the Indonesian context as part of the qualitative analysis.

Ethical Approval

Ethical considerations were crucial in this study, with approval obtained from the institutional review board. Participants were informed about the study's purpose and their rights, including withdrawal without consequence. Informed consent was secured, and data were anonymized to protect confidentiality, enhancing the credibility of the research findings.

Connection to research objectives

It may be helpful to explicitly connect the chosen methodology to the research objectives. For example, clarifying how each data collection method addresses specific objectives related to teacher leadership readiness and the influencing factors will strengthen the overall coherence of the study.

Results and Discussion

Connection to Research Objectives

The findings on school culture, demand, and supply of teacher leadership are integral to understanding teacher leadership readiness. By analyzing these domains, we can assess how conducive the environment is for teachers to take on leadership roles. For instance, a positive school culture may enhance teacher confidence and willingness to lead, while a lack of supply indicates potential barriers that need addressing. Highlighting these connections strengthens the narrative of our results and aligns them with our research objectives.

Quantitative Data: Survey Results on Teacher Leadership Readiness

The measurement of teacher leadership readiness to implement change in schools was conducted through a questionnaire that assessed four aspects of teacher leadership readiness: school culture, teacher leadership work, teacher leadership demand, and teacher leadership supply. The survey was distributed to 92 teacher respondents. In summary, the survey findings are presented in the two images below. The first image shows the survey results for three domains: school culture, teacher leadership demand, and teacher leadership supply, where respondents were selected from four categories of responses: agree, somewhat agree, somewhat disagree, and disagree. Meanwhile, the second image presents the survey results for the teacher leadership work domain, where respondents chose from five response criteria, as indicated in the image below. (See Figure 1)

The questionnaire data from teacher respondents for the three domains of teacher leadership readiness in Figure 1 indicate that the majority of teachers agreed with all the indicators related to school culture and teacher leadership demand. However, in the teacher leadership supply domain, 41 percent of teachers agreed, and 22 percent somewhat agreed. This suggests that teacher leadership readiness in this domain is still dominant,
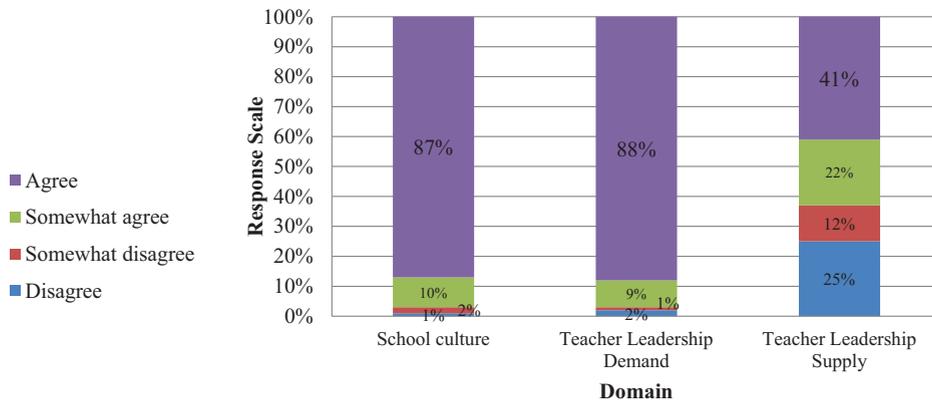

Figure 1 Three Domains of Teacher Leadership Readiness

as only 37 percent of respondents disagreed or somewhat disagreed. The study's findings indicate that most teachers are prepared and recognize that, in order to create a positive school culture, they are required to actively engage in various high-level professional development programs. This will empower them with the requisite skills to tackle various challenges and influence change and improvement in schools through teacher leadership.

Analysis of disagreement in teacher leadership supply

The conflict around teacher leadership supply might arise from the feeling that there are few chances or even support, for the teachers to hold leadership positions. This implies that, even when the teachers appreciate the need for leadership, there are barriers to their willingness, such as inadequate preparation, absence of encouragement from administration, or vague paths to leadership position. Solutions of these problems are necessary for increasing the teacher leadership deficits in supply.

Recommendations for professional development

In order to engage in professional development at a higher level, schools may consider introducing formal mentorship schemes, offering leadership training courses, or establishing learning communities which allow teachers to exchange ideas and concepts. These are pragmatic ways in which teachers can be empowered and their leadership potential developed.

Impact on educational policy and practice

The recognition of the importance of a healthy school culture by the teachers has far-reaching consequences for educational policy and practice. It suggests that certain emphasis should be placed in policies which assist development of plans which facilitate working together,

leadership by teachers, and offer exposure to professional growth. These findings would also be useful in designing school improvement strategies and teacher training programs on appropriate culturing of the leadership style.

Impact on educational policy and practice

The importance placed on having a healthy school culture by the teachers has profound consequences for education policy and practice. This is emphasizing that there is a need for policies that foster a collaborative culture, encourage teachers' leadership and offer proper training opportunities. Such findings should be useful in designing approaches aimed at improving the school culture and also as part of the teacher education programs for the students aimed at encouraging leadership.

Clarification of terminology

In order to facilitate understanding, we will avoid overusing complicated terms and will elaborate on them briefly when necessary. For example, 'reciprocal manner' can be elaborated as an active exchange of support and ideas between teachers, 'leadership practices' means the teacher's performance and the strategies for influencing other teachers and the general environment of the school. (See Figure 2)

Exploration of shared tasks

The statistic indicating that 77 percent of tasks are shared suggests a collaborative environment among teachers. However, it would be beneficial to specify which tasks are most commonly shared, such as curriculum planning or student assessment. Identifying areas where teachers feel empowered versus those where they feel less so can provide insights into the dynamics of teacher leadership within the school (Kolleck et al., 2021).
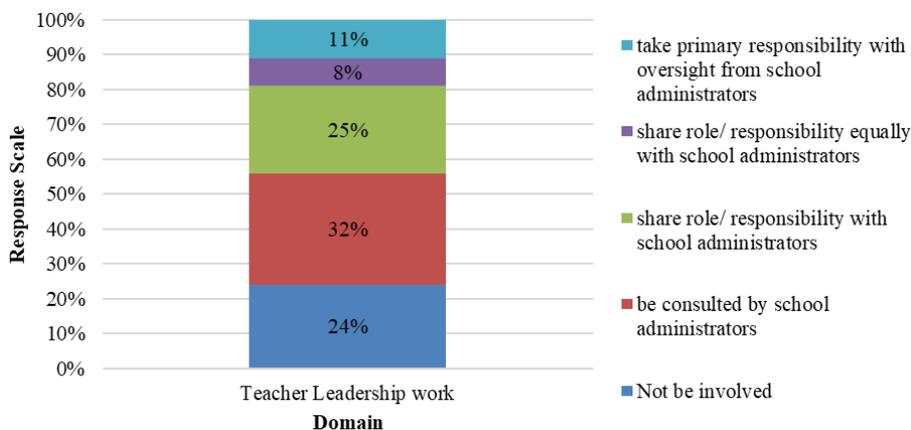

Figure 2 Teacher Leadership Work Domain

Figure 2 shows that, within the teacher leadership work domain, 77 percent of the tasks and responsibilities carried out by teachers in schools are performed by sharing roles and responsibilities with the principal, with tasks being discussed with the principal as the leader. This indicates a positive trend in teacher readiness to lead and reinforces the consensus among researchers to challenge the belief that principals are the sole key factor in school progress and student achievement.

Addressing research objectives

To effectively address the first research objective concerning the relationship between teacher readiness for leadership, dispersed management, and college philosophy, the results section should be revised to provide a more explicit analysis of these interrelationships. The current study's descriptive findings, as presented in Figures 1 and 2, provide a foundational understanding of the variables at play. However, to further elucidate the relationships among these variables, incorporating statistical tests or correlation analyses would be beneficial. This quantitative approach would enable a more comprehensive understanding of how teacher readiness for leadership correlates with aspects of dispersed management and the underlying college philosophy.

The discussion section would also benefit from revision to emphasize the alignment of the results with the research objective. By integrating the findings from the statistical analyses, the narrative can be strengthened to highlight the implications of these relationships. Specifically, the discussion could explore how a supportive college philosophy may enhance teacher readiness for leadership roles, and how dispersed management practices can facilitate or hinder this readiness. Ultimately, this study aims to contribute to the broader discourse on educational leadership and management by providing valuable insights into the factors that influence teacher leadership readiness.

This is because principal leadership practices represent only one side of the equation. No matter how sophisticated, school leadership heavily relies on the quality of teachers and how well principals work with them. Teacher quality is a direct factor in school progress and student achievement. The findings of this study also demonstrate that, in the school context, a principal remains the primary leader who guides all teachers to collaborate in improving the school. As a result, the roles and responsibilities of the principal can be shared with teachers, and tasks can be discussed with the principal. Any change in the school can be effectively implemented if there is shared leadership among teachers and the principal.

Qualitative data: change practices implemented by teachers in schools

The results of the cross-case data analysis reveal individual case findings related to the change practices implemented through the role of teacher leadership in elementary, middle, and high schools. These findings were analyzed comprehensively and categorized into four aspects, aligned with the teacher leadership readiness domains. The research findings are presented in the below paragraph.

Support for Qualitative Analysis

To strengthen the qualitative analysis, we will include excerpts from interviews that illustrate the themes identified. For instance, quotes from teachers discussing their experiences with leadership roles can provide empirical support for the findings and enhance the richness of the discussion.

School change practices through teacher leadership role

The practice of school change leadership has been beneficial in improving schools through narrowed teacher leadership practice. At first, the school culture's barriers included limited input from the various decision-making groups principals, staff, teachers, students, and parents in the development of programs. This distance also made it impossible for the principal to place student requirements at the forefront which in turn led to very dull learner participation, limited creativity, learner motivation, and self-efficacy within the learners.

Nonetheless, the establishment of teacher leadership stirred up a number of changes in the school dynamics. Teachers were proactive in urging leaders within the school and teachers to engage every member of the school in the decisions made. Student-centered and collaborative approaches to all tasks were espoused in the communities created for learning and sharing. It reformed the approaches of the students and enabled them to be involved in making decisions on their education which consequently enabled the development of learning experiences that suited their needs and specifications. As a result of these shifts, the processes of making decisions started to involve all the school members which ensured that students' needs were met. The active participation of the students in the programs at the school level increased as they now felt a responsibility towards the programs. As a result, I developed a teacher-learning community that enhanced the professional growth of teachers as well as knowledge of the good practices of other teachers. As a result, there was an increase in

interest by the students in learning activities as well as creativity, critical thinking, self-motivation, and confidence.

In this way, the leadership role of the teachers is crucial in changing schools from a less developed and less effective state to a more desirable and effective one. Teacher leaders importantly instill collegiality and capacity for relentless improvement among their colleagues in the process of building communities of teachers who can share useful and successful practices. However, the role of teacher leader can also be difficult to assume with heightening hopes and further additional roles leading to feelings of inadequacy or even anxiety in certain advanced educational environments. On the other hand, the rapid pace charted for changes in terms of professional growth only makes matters worse as the majority of teachers feel a lot of pressure to change quickly. Encouraging improvement among teachers necessitates active participation in professional development as there are skills that can be acquired through effective teacher training and mentorship. A study has shown that teachers who join such professional development programs produce much more and better results. Especially, leadership and creative development have to be continuous so that they integrate within the teaching and learning context.

Effective teacher leadership requires the integration of three key functions - demand, work, and supply within the school context. Research shows a positive relationship between teacher leadership and a task-oriented, achievement-oriented, and professional development-based culture. However, common barriers such as workload, time management, and self-esteem issues must be addressed. A supportive environment that encourages creativity and innovation can empower teacher leaders, driving educational change and fostering a synergistic culture that benefits both teachers and students.

Summary of findings related to domains

We will include specific quantitative and qualitative data related to the three domains of demand, work, and supply in the summary of findings. For example, we can present survey results that quantify teacher perceptions in each domain, thereby substantiating our claims.

Expansion on overlooked factors

Expanding on the factors of workload, time allocation, and self-esteem, we can provide examples of how these elements impact teacher leadership. For instance, excessive workload may limit teachers' ability to engage in leadership activities, while positive self-esteem can enhance their willingness to take on leadership roles. Suggesting how future studies could integrate these factors will enrich the discussion.

Conclusion

The present study works with the premise that the teachers have a high level of preparedness to take on teacher leadership roles averaging over 60 percent across assessed five domains. This preparedness is indeed demonstrated by the survey data as well as by the practical demonstrations of leadership that were exhibited by both teacher leaders and non-teacher leaders in the primary, junior high, and senior high schools. Their collusion has brought about substantial favorable changes that helped in transforming these institutions into great places of learning. In these schools, teachers work in teams to involve all students so as to create an environment that brings about growth academically and non-academically.

Transformation of Schools

The fatalism in the classroom, on the part of students, teachers, and parents, the absence of hope for change, appears to be least a perception that comes as a result of transformative teacher leadership. In fact, it opens a door promoting undying appeal for mastery of something that is new, teaching them how to be successful. For instance, it creates an urge to bring about change in pedagogical methods that serve such the purpose of teaching diverse learners. In addition, teacher leadership encourages more effective instructional practices and professional growth through mentoring relationships and team planning. Open and clear communication, teacher's likeness to share the responsibility of decisions, and the existence of trust among them helps a great deal to increase the level of participation and success of students.

Recommendations

Educational policymakers should support the development of specific training aimed at improving and enhancing teachers' leadership skills. Such programs should not only prepare teachers to be leaders, but also prepare them to lead school improvement projects. To enhance teacher growth, schools need to improve collaboration between teachers and administrators.

Creating structures that allow teachers to connect ideas and help each other make changes is a strategy for innovation in decision-making that is crucial for developing new practices in the education sector. In this regard, future research should consider the teacher-leadership potential of non-teacher leaders by assessing all four domains within which people are shown to be prepared to lead. The participation of all teachers in this study will help to examine the people and events that lead to high levels of teacher leadership. In addition, sociological panel studies may be useful to show how teacher leadership practice changes over time and its implications for school change.

Professional development activities should be designed to increase the level of teacher leadership skills. These include workshops, mentoring, and a collaborative learning community that prepares teachers to lead. Professional development must be context-sensitive and responsive so that teachers can make the necessary changes in their schools.

Limitations

While this research contributes significantly to the development of teacher leadership and educational change, several limitations must be acknowledged. First, the study focused exclusively on the Talitol Regency District, which may introduce sampling biases and limit the generalizability of the findings to other regions. Additionally, the reliance on self-reported data can lead to response bias, as participants may provide socially acceptable answers rather than reflecting their true experiences. The sample size of 92 teachers from three public schools further restricts the applicability of the findings to broader educational contexts.

The sample included both teacher leaders and non-teacher leaders without distinction, which may have obscured the unique characteristics of each group. In addition, the wide range of changes studied may limit knowledge about specific areas of teacher leadership. Future research should focus on clearly defining the types and roles of teacher leadership functions in the context of school transformation. Increasing teacher leadership readiness is essential for improving pedagogical practices and promoting supportive learning environments.

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Conflict of Interest

The author declares that there is no conflict of interest.

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