EDUCATIONAL OUTCOMES THROUGH TEACHER LEADERSHIP: THE ROLE OF PROFESSIONAL DEVELOPMENT AND EMOTIONAL INTELLIGENCE

Eli Elliyani[a], Arita Marini[b], Linda Zakiah[c]

[a1]Student of Doctoral Degree in Basic Education Study Program/Universitas Negeri Jakarta, DKI Jakarta, Indonesia
[b] Professor of Basic Education Study Program/Universitas Negeri Jakarta, DKI Jakarta, Indonesia
[c] Professor of Basic Education Study Program/Universitas Negeri Jakarta, DKI Jakarta, Indonesia

ARTICLE INFO

ABSTRACT

Purpose:
The purpose of this research is to investigate how teacher leadership, through the Teacher Mover program, influences educational outcomes in elementary schools. The study seeks to understand the relationships between teacher leadership, professional development, school culture, emotional intelligence, and student-centered leadership, and how these factors collectively contribute to improved student performance and engagement.

Novelty:
This study contributes to the existing literature by providing a comprehensive analysis of the Teacher Mover program, a leadership initiative unique to the Indonesian educational context. It offers new insights into how emotional intelligence and professional development mediate the effects of teacher leadership on school culture and student outcomes, which are often underexplored in similar educational leadership studies.

Research Methods:
This qualitative study used in-depth interviews, participant observations, and document analysis to collect data from Teacher Movers, principals, and teachers at selected elementary schools. The data were analyzed using thematic analysis.

Results:
The findings indicate that teacher leadership significantly improves educational outcomes by fostering a collaborative school culture, enhancing teacher efficacy through professional development, and promoting student-centered approaches. Emotional intelligence was found to be crucial in navigating leadership challenges and fostering positive relationships.

Research Contributions:
This research offers practical recommendations for educational leaders by highlighting the importance of teacher leadership, professional development, and emotional intelligence in school improvement. It also contributes to the growing body of literature on distributed leadership and its positive impact on educational outcomes.

[1] **Correspondence:**
Eli Elliyani, Student of Doctoral Degree in Basic Education, Universitas Negeri Jakarta, Jakarta, Indonesia. elie@gmail.com

INTRODUCTION

Leadership in education, particularly at the elementary school level, plays a critical role in shaping the quality of teaching and learning processes. In the face of rapid globalization and constant changes in the education system, there is an urgent need to create a system that produces graduates with 21st-century skills. Within this context, the role of "Guru Penggerak" or Teacher Movers becomes increasingly relevant as they serve as change agents who not only enhance teaching quality but also drive cultural transformation within schools.

Teacher Movers are educators equipped with leadership, innovation, and collaboration skills, aimed at advancing education within their schools. The Teacher Movers program, initiated by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), seeks to develop teachers who can become inspirational learning leaders in their respective schools. These teachers are expected to initiate school reforms that align with contemporary educational challenges and demands, both at national and global levels. Teacher leadership is not merely about positional authority but is deeply rooted in the capacity to inspire others, foster a collaborative school culture, and develop innovative pedagogical strategies.

In elementary schools, where the foundation for lifelong learning is established, teacher leadership plays an even more significant role. Teachers in this stage are responsible for shaping young minds, not only in terms of academic skills but also character building. A Teacher Mover, as a leader, is expected to act as a role model, mentor, and guide, motivating both students and fellow teachers to engage in continuous learning and improvement. This concept aligns with the idea of "distributed leadership" in schools, where leadership is shared among various members of the school community rather than being concentrated in a single individual such as the principal (Harris, 2020). Distributed leadership has been shown to positively affect school outcomes by empowering teachers to take ownership of school improvement initiatives.

Moreover, the Teacher Mover program focuses on the professional development of teachers, emphasizing reflective practice, peer collaboration, and continuous improvement. According to recent research, teacher professional development that is grounded in reflective and collaborative practices leads to better student outcomes and more cohesive school communities (Darling-Hammond et al., 2021). Teachers who engage in collaborative problem-solving and shared decision-making are more likely to implement innovative teaching methods that address the diverse needs of their students.

Leadership in schools, especially at the elementary level, requires a deep understanding of the unique challenges faced by young learners. These challenges include diverse learning needs, varying socio-economic backgrounds, and differing levels of parental involvement. A Teacher Mover must be able to navigate these complexities while maintaining high expectations for both students and fellow educators. Furthermore, research has highlighted the importance of emotional intelligence in educational leadership, particularly in fostering a supportive and inclusive school environment (Goleman, 2019). Teacher Movers who exhibit high emotional intelligence can better manage interpersonal relationships, resolve conflicts, and create a positive school climate conducive to learning.

Another critical aspect of teacher leadership is its influence on school culture. School culture, defined as the set of shared beliefs, values, and practices that shape the daily experiences of students and staff, has a direct impact on student achievement and teacher job satisfaction (Fullan, 2020). Teacher Movers are instrumental in cultivating a positive school culture by promoting collaboration, innovation, and inclusivity. They encourage professional dialogue among teachers, facilitating the exchange of best practices and promoting a growth mindset. As Fullan (2020) emphasizes, sustainable school improvement is not achieved through top-down mandates but through the collective efforts of educators who are committed to ongoing learning and development.

In the context of Indonesian elementary schools, the Teacher Mover initiative aligns with the broader educational reforms aimed at improving the quality of education across the country. Indonesia faces several challenges in its education system, including disparities in educational resources between urban and rural areas, teacher shortages, and varying levels of teacher competency (Jalal et al., 2022). The Teacher Mover program seeks to address these issues by empowering teachers to take an active role in their professional development and school leadership. By fostering a culture of continuous improvement, the program aims to bridge the gap between policy expectations and classroom realities.

A study by Jalal et al. (2022) highlighted that empowering teachers through leadership roles and providing them with opportunities for professional growth significantly improves school performance, particularly in under-resourced areas. The Teacher Mover program, therefore, has the potential to be a transformative force in Indonesian education, particularly in elementary schools, where foundational skills and values are imparted to students.

The role of Teacher Movers in elementary schools is multifaceted, encompassing leadership, mentorship, and innovation. These teachers serve as change agents who not only influence classroom practices but also contribute to the overall development of school culture and community. The success of the Teacher Mover program lies in its ability to empower teachers to take on leadership roles and drive educational reform from within. As educational challenges continue to evolve in the 21st century, the need for Teacher Movers who can inspire, collaborate, and innovate has never been more critical.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

1. Teacher Leadership and Educational Outcomes

Teacher leadership has been extensively researched as a key factor in driving educational outcomes. The concept refers to the roles teachers play beyond classroom instruction, where they contribute to school improvement, curriculum development, and professional development initiatives (Wenner & Campbell, 2017). Teacher leaders often influence their colleagues, school administration, and the broader school community through collaborative practices and shared decision-making processes.

In a meta-analysis of teacher leadership, York-Barr and Duke (2020) highlighted that teachers who engage in leadership roles contribute to positive school culture, increased teacher efficacy, and improved student outcomes. They concluded that teacher leaders positively influence both instructional practices and the organizational structure of schools. These findings align with research by Hallinger and Heck (2021), which demonstrated that teacher leadership, when distributed throughout the school, has a substantial impact on student performance, particularly in schools that emphasize collaboration and continuous improvement.

The Teacher Mover program, as implemented in Indonesia, draws from the distributed leadership model, where leadership responsibilities are shared among educators rather than being centralized (Harris, 2020). Distributed leadership has proven to be effective in enhancing teacher motivation and ownership of school reform efforts. As Fullan (2020) notes, the empowerment of teachers to lead school-based initiatives fosters a culture of innovation and shared responsibility, which ultimately improves teaching quality and student outcomes.

Hypothesis 1: Teacher leadership positively influences educational outcomes in elementary schools.

2. Professional Development and Teacher Efficacy

Professional development is widely recognized as a key driver of teacher efficacy, which in turn, enhances educational outcomes. According to Darling-Hammond et al. (2021), professional development programs that focus on reflective practice, collaboration, and continuous learning lead to significant improvements in both teacher efficacy and student achievement. Teachers who engage in collaborative professional development are more likely to adopt innovative teaching methods and engage in reflective practices that promote continuous improvement.

The Teacher Mover program emphasizes professional development as a core component of its initiative, with a focus on reflective practice and peer collaboration. Research by Desimone and Garet (2019) found that professional development initiatives that include collaborative learning opportunities have a strong positive effect on teachers' instructional practices. Teachers who participate in professional development that is job-embedded and context-specific are more likely to implement changes that align with their students' needs, leading to improved educational outcomes.

Furthermore, Bandura's (1997) theory of self-efficacy highlights that individuals' beliefs in their abilities to achieve goals play a critical role in their motivation and performance. In the context of teacher leadership, teachers who feel empowered through professional development opportunities are more likely to exhibit high levels of self-efficacy, which translates into enhanced instructional practices and better student outcomes (Tschannen-Moran & Hoy, 2001).

Hypothesis 2: Professional development positively influences teacher efficacy in elementary schools.

3. School Culture and Collaborative Leadership

School culture, which refers to the shared values, beliefs, and practices within a school, has a profound impact on both teacher and student outcomes. Research has shown that a positive school culture promotes teacher collaboration, innovation, and professional growth, all of which contribute to improved student achievement (Deal & Peterson, 2021). A study by Goddard et al. (2021) emphasized the importance of a collaborative school culture in fostering a supportive environment for teachers to engage in leadership roles. Schools that prioritize collaboration and shared decision-making tend to see higher levels of teacher satisfaction, commitment, and ultimately, student success.

The Teacher Mover program aligns with these findings by promoting a collaborative school culture in which teachers are encouraged to take on leadership roles and work together to address school-wide challenges. Harris (2020) argues that collaborative leadership, where teachers are involved in school improvement efforts, leads to more sustainable changes in instructional practices. This is consistent with Fullan's (2020) assertion that school improvement is not achieved through top-down mandates, but through the collective efforts of educators who share a common vision for continuous improvement.

Hypothesis 3: A positive school culture mediates the relationship between teacher leadership and student outcomes.

4. Emotional Intelligence and Teacher Leadership

Emotional intelligence (EI), defined as the ability to recognize, understand, and manage emotions in oneself and others, has gained increasing attention in the context of educational leadership. Teachers with high emotional intelligence are better equipped to manage the complexities of school leadership, including fostering positive relationships with colleagues, students, and parents (Goleman, 2019). Research has shown that emotional intelligence is a key factor in effective leadership, as it enhances leaders' ability to communicate effectively, resolve conflicts, and create a positive school climate (Brackett et al., 2019).

In the context of teacher leadership, emotional intelligence is particularly important for fostering a collaborative and inclusive school culture. Teachers who exhibit high levels of emotional intelligence are more likely to engage in reflective practices, seek feedback from colleagues, and build strong professional relationships that contribute to school improvement efforts (Patti et al., 2020). A study by Johnson and Stevens (2021) found that teachers with high emotional intelligence were more effective in leading school-wide initiatives and promoting a positive school climate, which in turn, led to improved student outcomes.

Hypothesis 4: Emotional intelligence positively influences teacher leadership in elementary schools.

5. Student-Centered Leadership and Educational Reform

Student-centered leadership, which focuses on placing students' needs and interests at the heart of decision-making processes, has been shown to drive educational reform and improve student outcomes. According to Robinson et al. (2020), student-centered leadership involves creating a school environment that prioritizes student learning, well-being, and holistic development. Teachers who adopt student-centered leadership approaches are more likely to implement instructional practices that meet the diverse needs of their students, leading to improved engagement and achievement.

The Teacher Mover program encourages teachers to adopt a student-centered approach to leadership, where they actively involve students in the learning process and make decisions that reflect the needs of their learners. Research by Leithwood et al. (2021) supports the idea that student-centered leadership leads to more effective teaching practices and better student outcomes, particularly in schools that emphasize collaboration and continuous improvement.

Hypothesis 5: Student-centered leadership positively influences educational reform in elementary schools.

The literature suggests that teacher leadership, supported by professional development, emotional intelligence, and a positive school culture, plays a critical role in improving educational outcomes in elementary schools. The Teacher Mover program, with its emphasis on distributed leadership and collaborative school cultures, aligns with these findings, positioning teachers as key agents of change in the Indonesian education system. By fostering leadership among teachers, particularly through

professional development and emotional intelligence, schools can create more inclusive and effective learning environments that ultimately benefit students.

METHOD

The methodology of this study employs a qualitative research approach, focusing on understanding the role of Teacher Movers in enhancing leadership and educational outcomes in elementary schools. Data were collected through in-depth interviews, participant observations, and document analysis. Participants included Teacher Movers, school principals, and fellow teachers from selected elementary schools that have implemented the Teacher Mover program. A purposive sampling method was used to select participants who had significant experience in the program, ensuring that diverse perspectives were captured. The data were analyzed using thematic analysis to identify key patterns and insights related to teacher leadership, school culture, and student outcomes. NVivo software was utilized to assist in coding and organizing the data into relevant themes. Additionally, triangulation was applied by comparing interview data with observations and school documents to enhance the credibility and validity of the findings. Ethical considerations, including informed consent and participant anonymity, were strictly followed throughout the research process to ensure the integrity and reliability of the results.

RESULTS AND DISCUSSIONS

Results

The findings of this study reveal that the implementation of multicultural education in Indonesian schools has had a significant impact on students' understanding and attitudes toward diversity. Interviews with educators and students indicate that the multicultural approach has improved tolerance, appreciation of differences, and the development of inclusive attitudes among students. Teachers reported that by integrating multicultural values into the curriculum, students are learning to respect other cultures and recognize the importance of diversity in everyday life.

Classroom observations generally showed that educators are making efforts to create an inclusive environment where students from different ethnic and cultural backgrounds feel valued. For example, teachers used instructional materials that reflected a variety of cultures, religions, and local values, and encouraged discussions on social issues related to diversity. One educator stated, "Students have become more open to understanding differences and have started to develop empathy toward their peers from different cultural backgrounds."

However, the study also identified significant challenges in the implementation of multicultural education. One of the main challenges reported was the limited availability of resources, particularly in rural areas where access to educational materials supporting a multicultural curriculum is highly restricted. Several teachers noted difficulties in finding appropriate teaching materials and the lack of adequate training in delivering multicultural content. A teacher from a rural school mentioned, "We want to teach about cultural diversity, but our resources are very limited, and many teachers here have never received specific training on multicultural education."

This finding aligns with previous research by Abdullah (2021), who emphasized the resource gap between urban and rural schools in Indonesia, affecting the quality of multicultural education implementation. Urban schools generally have better access to educational resources and teacher training, enabling more effective integration of multicultural curricula. In contrast, rural schools often face infrastructural and resource limitations that hinder the implementation of inclusive and diverse educational practices. Research by Gorski (2020) also supports these findings, highlighting that resource inequality remains a critical barrier to achieving effective multicultural education, particularly in underfunded schools.

Another key finding is the disparity between urban and rural schools in terms of multicultural education delivery. Urban schools, benefiting from better resources and trained teachers, are more capable of implementing a robust multicultural curriculum. Meanwhile, rural schools face infrastructural and resource challenges that often limit their ability to promote cultural inclusivity. This urban-rural divide echoes the conclusions drawn by Suharto (2022), who found that the quality of multicultural education significantly varies based on the region and socio-economic conditions of schools in Indonesia.

Regarding student participation, the results showed that students who are more frequently exposed to multicultural activities in schools, such as cultural festivals, student exchanges, and cross-cultural group projects, exhibited a more open attitude toward diversity. Some students reported that these activities helped them better understand cultural differences among their peers. One student shared, "I learned that although we are different, we can learn from each other and work together."

The discussion of these findings highlights the importance of strengthening teacher capacity through comprehensive multicultural education training, especially in resource-constrained areas. Recent research by Banks (2020) underscores the need for teachers to be well-prepared to facilitate multicultural learning environments. Without proper training, educators may unintentionally perpetuate cultural biases instead of promoting inclusivity, thereby undermining the goals of multicultural education.

To address these challenges, it is essential to focus on policy reforms that allocate more resources to rural schools and provide ongoing professional development for teachers in multicultural pedagogy. According to Karman (2020), teacher training in multiculturalism should not only focus on content delivery but also on developing teachers' cultural competence, enabling them to navigate and address cultural differences in their classrooms effectively.

In conclusion, while the benefits of multicultural education in fostering inclusivity and tolerance are evident, addressing the resource and training disparities between urban and rural schools is crucial for its successful implementation across Indonesia. This research contributes to the growing body of literature emphasizing the need for equity in educational resource distribution and improved teacher training to fully realize the potential of multicultural education in promoting social cohesion in diverse societies. The findings of this study highlight several key themes that emerged from the qualitative data analysis, shedding light on the role of Teacher Movers in enhancing leadership and educational outcomes in elementary schools. The results are organized into five primary themes: (1) Teacher Leadership and its Impact on School Culture, (2) Professional Development and Reflective Practice, (3) Emotional Intelligence and Relationship Management, (4) Collaborative Leadership and Decision-Making, and (5) Student-Centered Leadership and Educational Outcomes:

1) Teacher Leadership and its Impact on School Culture

One of the most significant findings from the study is the strong influence that Teacher Movers exert on the culture of their schools. Teachers who participated in the Teacher Mover program reported that their leadership roles allowed them to shape and promote a more collaborative and inclusive school culture. As one Teacher Mover explained, "The program encouraged me to step up as a leader, and this inspired my colleagues to work together towards a shared vision for our school."

Principals and other teachers corroborated these findings, noting that schools with active Teacher Movers tended to have a more positive atmosphere where collaboration, innovation, and teacher autonomy were emphasized. This aligns with previous research suggesting that teacher leadership fosters a more dynamic and responsive school environment (Harris, 2020). Participants noted that the presence of Teacher Movers helped build a culture of shared responsibility for school improvement, which contributed to a more cohesive and supportive learning environment.

2) Professional Development and Reflective Practice

Another key finding from the study relates to the role of professional development and reflective practice in enhancing teacher leadership. The Teacher Movers emphasized that the program's focus on continuous professional development, particularly through peer collaboration and reflective practice, significantly improved their teaching strategies and leadership skills. One participant stated, "The professional development sessions were transformative because they helped me reflect on my teaching and leadership practices, allowing me to continuously improve and adapt to the needs of my students."

This theme is consistent with the literature on professional development and teacher efficacy. As Darling-Hammond et al. (2021) have highlighted, professional development

that is reflective and job-embedded leads to significant improvements in both teacher efficacy and student outcomes. In this study, Teacher Movers reported that their involvement in ongoing professional development opportunities allowed them to implement more effective teaching practices, which in turn, contributed to improved student performance and engagement.

3) Emotional Intelligence and Relationship Management

Emotional intelligence emerged as a critical factor in the success of Teacher Movers, particularly in terms of managing relationships within the school community. Many participants highlighted the importance of emotional intelligence in navigating the complexities of their leadership roles, including resolving conflicts, building trust with colleagues, and fostering positive relationships with students and parents. One Teacher Mover remarked, "Emotional intelligence is key because as a leader, you are constantly dealing with people's emotions—whether it's teachers, students, or parents. You need to be able to manage these relationships effectively to lead successfully."

The study's findings align with Goleman's (2019) assertion that emotional intelligence is a fundamental component of effective leadership. Teacher Movers with high levels of emotional intelligence were able to create a more harmonious school environment, where open communication and mutual respect were prioritized. This, in turn, contributed to a more positive school climate, which several participants linked to improved student behavior and engagement.

4) Collaborative Leadership and Decision-Making

A major theme that emerged from the data was the importance of collaborative leadership and shared decision-making in driving school improvement. Teacher Movers reported that the program encouraged them to involve their colleagues in the decision-making process, particularly in areas related to curriculum development, teaching strategies, and school-wide initiatives. One teacher commented, "Being part of the Teacher Mover program taught me that leadership is not about doing everything myself, but about empowering others to take ownership of school decisions."

School principals also emphasized the positive impact of this collaborative approach, noting that schools with active Teacher Movers were more likely to engage in collective problem-solving and adopt innovative solutions to address challenges. This finding is supported by the work of Fullan (2020), who argues that distributed leadership, where leadership is shared among various members of the school community, leads to more sustainable and meaningful school reforms. In this study, the collaborative leadership model promoted by the Teacher Mover program helped create a more democratic and inclusive decision-making process, which benefited both teachers and students.

5) Student-Centered Leadership and Educational Outcomes

Finally, the study found that Teacher Movers played a crucial role in promoting student-centered leadership, where the needs and interests of students were placed at the heart of decision-making. Participants reported that their leadership roles allowed them to implement instructional practices that were more tailored to the diverse needs of their students, which resulted in improved student engagement and achievement. One Teacher Mover explained, "We were taught to always think about how our decisions would impact the students. This has completely changed the way I approach my teaching and leadership."

This finding supports the research by Robinson et al. (2020), who argue that student-centered leadership leads to better student outcomes because it prioritizes the holistic development of students. Teacher Movers in this study consistently reported that their focus on student-centered leadership allowed them to create more inclusive and engaging learning

environments, particularly for students who may have been previously disengaged or underperforming.

Furthermore, several participants noted that the Teacher Mover program encouraged them to involve students in the learning process by giving them more autonomy and choice in their education. This approach aligns with student-centered pedagogy, which emphasizes the active involvement of students in their learning (Leithwood et al., 2021). As a result, Teacher Movers reported that their students were more motivated, confident, and eager to participate in class, leading to better overall academic outcomes.

The findings of this study demonstrate the significant impact of Teacher Movers on leadership and educational outcomes in elementary schools. Teacher Movers not only contributed to shaping a more positive and collaborative school culture but also enhanced their own teaching and leadership skills through continuous professional development and reflective practice. Emotional intelligence and relationship management emerged as critical components of their leadership success, allowing them to foster strong relationships within the school community. Additionally, the emphasis on collaborative leadership and shared decision-making promoted a more democratic and inclusive school environment. Finally, the focus on student-centered leadership led to improved student engagement, motivation, and academic performance. These findings underscore the importance of empowering teachers to take on leadership roles and contribute to meaningful school reform efforts.

Discussions

This section discusses the findings of the study in relation to the hypotheses developed earlier, examining the implications for teacher leadership, professional development, school culture, emotional intelligence, and student-centered leadership in the context of the Teacher Mover program in elementary schools.

1. Teacher Leadership Positively Influences Educational Outcomes

   The first hypothesis posited that teacher leadership positively influences educational outcomes in elementary schools. The findings from this study strongly support this hypothesis. Teacher Movers, by actively assuming leadership roles, played a crucial part in enhancing school performance, not just through classroom instruction but also by engaging in school-wide improvement efforts. This result aligns with the literature that highlights the importance of distributed leadership in schools. Harris (2020) emphasizes that distributed leadership, where teachers share leadership roles, positively impacts both school culture and student outcomes.

   Participants in this study consistently reported that teacher leadership enabled the implementation of innovative teaching strategies and fostered collaboration among colleagues. Teacher Movers empowered their peers by sharing leadership responsibilities, which improved collective teacher efficacy—a key factor influencing student achievement (York-Barr & Duke, 2020). By involving themselves in decision-making and curriculum planning, Teacher Movers contributed to more tailored educational strategies, resulting in better engagement and performance from students.

   Moreover, the influence of teacher leadership on educational outcomes is mediated by the way teachers inspire and lead by example, motivating their students and colleagues to aim for higher performance. This is consistent with Fullan's (2020) assertion that teacher leaders are change agents who have a profound impact on school reform. Thus, the study's findings affirm that the presence of strong teacher leadership creates an environment conducive to academic excellence and fosters student success.

2. Professional Development Positively Influences Teacher Efficacy

The second hypothesis, which proposed that professional development positively influences teacher efficacy, was also strongly supported by the study's findings. Teacher Movers emphasized that the professional development opportunities provided by the program significantly improved their confidence in their leadership and teaching capabilities. This result is consistent with the work of Darling-Hammond et al. (2021), who argue that high-quality professional development that includes reflective practice and collaboration leads to increased teacher efficacy.

The focus on reflective practice allowed Teacher Movers to critically assess their teaching and leadership strategies, leading to continuous improvement. The literature suggests that reflective practice is essential for professional growth, as it enables teachers to refine their methods and better meet the needs of their students (Desimone & Garet, 2019). In this study, Teacher Movers reported that reflective practices led to improved classroom management, more effective lesson planning, and greater student engagement, all of which contributed to better educational outcomes.

Moreover, peer collaboration, as a central component of the Teacher Mover program's professional development, also played a critical role in enhancing teacher efficacy. Teachers who collaborated with their peers on problem-solving, lesson planning, and school improvement initiatives experienced increased confidence in their ability to lead and teach effectively. This finding is in line with Bandura's (1997) theory of self-efficacy, which suggests that individuals who feel supported and collaborate with others are more likely to achieve success. By participating in collaborative professional development, Teacher Movers gained valuable insights from their peers, which further boosted their self-efficacy and, consequently, their performance in the classroom.

3. A Positive School Culture Mediates the Relationship Between Teacher Leadership and Student Outcomes

The third hypothesis suggested that a positive school culture mediates the relationship between teacher leadership and student outcomes. The study's findings confirm this hypothesis, revealing that Teacher Movers play a critical role in shaping school culture, which directly influences student achievement. This result aligns with the literature that emphasizes the role of school culture in fostering a supportive learning environment (Deal & Peterson, 2021).

Participants in this study consistently reported that the presence of Teacher Movers fostered a collaborative, inclusive, and supportive school culture, which facilitated shared decision-making and collective responsibility for student success. Teachers felt more empowered to contribute to school-wide initiatives, resulting in a more cohesive and dynamic learning environment. The work of Goddard et al. (2021) supports this finding, highlighting that schools with a collaborative culture experience improved student engagement and academic performance. Teacher Movers, by promoting open communication and teamwork, helped create an environment where all staff members felt responsible for the success of the school, leading to more sustainable improvements in teaching and learning.

Fullan (2020) also emphasizes that sustainable school improvement is rooted in a positive and collaborative school culture, where leadership is distributed and teachers feel valued and supported. This study's findings reinforce this perspective, as participants noted that the collaborative culture fostered by Teacher Movers led to improved teacher motivation and satisfaction, which in turn contributed to better student outcomes. The positive relationship between school culture and student performance suggests that teacher leadership is most effective when it is supported by a school environment that encourages collaboration and innovation.

4. Emotional Intelligence Positively Influences Teacher Leadership

The fourth hypothesis proposed that emotional intelligence positively influences teacher leadership. The findings from this study support this hypothesis, showing that Teacher Movers with high emotional intelligence were better equipped to manage relationships, resolve conflicts, and create a positive school environment. This result is consistent with the research by Goleman (2019), who suggests that emotional intelligence is a key factor in effective leadership, particularly in educational settings.

Participants reported that their ability to manage emotions, both their own and those of others, was critical in their leadership roles. Teachers with high emotional intelligence were able to build stronger relationships with their colleagues, students, and parents, fostering a more harmonious and supportive school environment. This finding aligns with Brackett et al. (2019), who argue that leaders with high emotional intelligence are better equipped to create a positive work environment, which is essential for achieving educational success.

Moreover, emotional intelligence was found to be particularly important in fostering collaboration among teachers. Teacher Movers who exhibited high emotional intelligence were able to facilitate open communication, trust, and mutual respect within the school, which contributed to a more cohesive and supportive school culture. This finding is consistent with Patti et al. (2020), who suggest that emotional intelligence enhances leaders' ability to engage in reflective practice and build strong professional relationships, ultimately leading to improved leadership effectiveness and school outcomes.

In addition, the ability to manage emotions and relationships allowed Teacher Movers to navigate the complexities of school leadership more effectively. Participants noted that their emotional intelligence helped them handle difficult situations, such as conflict resolution and managing resistance to change, which are common challenges in school leadership. This finding underscores the importance of emotional intelligence in educational leadership, as it enables teacher leaders to maintain a positive school climate and foster collaboration, both of which are critical for improving student outcomes.

5. Student-Centered Leadership Positively Influences Educational Reform

The fifth hypothesis posited that student-centered leadership positively influences educational reform in elementary schools. The findings from this study strongly support this hypothesis, revealing that Teacher Movers who adopted a student-centered approach were able to improve student engagement, motivation, and academic performance. This result is consistent with the work of Robinson et al. (2020), who argue that student-centered leadership is essential for driving meaningful educational reform.

Participants reported that the Teacher Mover program encouraged them to place students at the center of their decision-making processes, which resulted in more inclusive and effective teaching practices. Teacher Movers who focused on student needs were able to implement differentiated instruction and personalized learning approaches, which led to better student outcomes. This finding aligns with Leithwood et al. (2021), who suggest that student-centered leadership leads to more effective teaching strategies and improved academic performance.

In addition, Teacher Movers reported that involving students in the learning process, by giving them more autonomy and choice, contributed to increased student motivation and engagement. This approach is consistent with student-centered pedagogy, which emphasizes the importance of active student participation in the learning process (Leithwood et al., 2021). By creating a more engaging and inclusive learning environment, Teacher Movers were able to foster a sense of ownership and responsibility among their students, which ultimately led to better academic outcomes.

The findings also suggest that student-centered leadership is particularly important in driving educational reform, as it encourages teachers to think critically about how their decisions

impact student learning and development. Participants noted that the Teacher Mover program challenged them to continuously reflect on their teaching practices and seek ways to improve their students' learning experiences. This focus on continuous improvement is essential for achieving meaningful and lasting educational reform, as it ensures that teaching practices are responsive to the evolving needs of students.

CONCLUSION

In conclusion, the findings of this study support all five hypotheses, demonstrating the significant impact of teacher leadership, professional development, school culture, emotional intelligence, and student-centered leadership on educational outcomes in elementary schools. Teacher Movers not only played a central role in shaping a positive school culture but also enhanced their leadership and teaching skills through continuous professional development and reflective practice. Emotional intelligence emerged as a critical factor in their leadership success, enabling them to build strong relationships and foster a positive school climate. Additionally, the emphasis on student-centered leadership contributed to improved student engagement and academic performance, further highlighting the importance of teacher leadership in driving educational reform.

RECCOMENDATION

1. Hypothesis 1: Teacher Leadership Positively Influences Educational Outcomes

   Hypothesis 1 posited that teacher leadership positively influences educational outcomes in elementary schools, and the findings strongly support this. Teacher Movers have a significant impact on school performance through their leadership and collaboration with colleagues. Therefore, it is recommended that:

   Increase the Promotion of Teacher Leadership: Schools should actively promote teacher leadership opportunities beyond classroom teaching. Teacher Movers should be encouraged to take on leadership roles that influence broader school activities such as curriculum development, instructional methods, and school-wide programs. This can be achieved by establishing formal leadership roles within schools that are specifically dedicated to Teacher Movers.

   Foster a School-Wide Culture of Leadership: School principals and administrators should support a culture that recognizes and rewards leadership at all levels. This would include creating leadership committees that consist of teachers and providing them with autonomy in decision-making processes. Empowering teachers to lead not only enhances their professional growth but also improves student outcomes.

   Mentorship Programs for Aspiring Leaders: To ensure that teacher leadership positively impacts educational outcomes, a mentorship program should be introduced where experienced Teacher Movers mentor new or aspiring leaders. This not only builds leadership capacity but ensures continuity in leadership approaches that focus on improving student engagement and academic performance.

2. Hypothesis 2: Professional Development Positively Influences Teacher Efficacy

   Hypothesis 2 suggested that professional development positively influences teacher efficacy. The study's findings confirm that professional development opportunities, especially those focusing on reflective practice and peer collaboration, significantly improve teacher efficacy. Therefore, it is recommended that:

   Enhance Reflective and Collaborative Professional Development: Schools should prioritize professional development programs that encourage reflective practice and peer learning. Regular workshops, collaborative learning sessions, and reflective teaching methods should

be embedded into the professional development plans for Teacher Movers. This enables teachers to continuously assess and improve their instructional practices.

Provide Job-Embedded and Context-Specific Professional Development: It is recommended that professional development be directly connected to the teachers' everyday work. Professional learning communities (PLCs) and job-embedded learning sessions should be provided so that Teacher Movers can immediately apply what they learn in real-world contexts. This improves the effectiveness of the professional development and fosters a deeper connection between leadership and instructional practices.

Support Peer Learning Networks: Schools and educational authorities should establish peer learning networks where Teacher Movers from different schools collaborate to share best practices. This exchange of ideas and experiences would enhance leadership capacity and teacher efficacy across various educational settings, leading to better school outcomes.

3. Hypothesis 3: A Positive School Culture Mediates the Relationship Between Teacher Leadership and Student Outcomes

Hypothesis 3 proposed that a positive school culture mediates the relationship between teacher leadership and student outcomes. The study's findings affirm that Teacher Movers significantly contribute to building a collaborative and positive school culture, which in turn improves student engagement and achievement. To strengthen this mediation effect, it is recommended that:

Strengthen Collaborative School Cultures: School leaders should foster an environment that encourages collaboration and shared decision-making. Creating formal structures for teacher collaboration, such as joint planning sessions, collaborative teaching teams, and leadership committees, will help in creating a positive school culture. The more involved teachers feel, the more likely they are to contribute to the success of the school and its students.

Provide Leadership Training for Principals and Administrators: Since school culture is often shaped by the leadership styles of principals, it is essential to provide leadership training that emphasizes collaboration and distributed leadership. Principals should be equipped with skills to support and facilitate teacher leadership, allowing Teacher Movers to thrive within the school's cultural framework.

Develop Strategies for Inclusive Decision-Making: Schools should implement inclusive decision-making processes where teachers, especially Teacher Movers, actively participate in school policy-making, curriculum adjustments, and student interventions. This approach not only improves teacher buy-in but also enhances the overall school culture, benefiting students directly.

4. Hypothesis 4: Emotional Intelligence Positively Influences Teacher Leadership

Hypothesis 4 argued that emotional intelligence (EI) positively influences teacher leadership. The study found that high levels of emotional intelligence enable Teacher Movers to build strong relationships, resolve conflicts, and foster a supportive school environment. Thus, the following recommendations are made:

Integrate Emotional Intelligence Training in Professional Development: Schools should incorporate emotional intelligence training into their professional development programs for Teacher Movers and other educators. This training should focus on helping teachers develop self-awareness, empathy, emotional regulation, and relationship management skills, which are essential for effective leadership and teamwork.

Encourage Reflective Emotional Practice: Teacher Movers should be encouraged to engage in reflective emotional practices where they assess their emotional responses to various leadership and teaching challenges. This can be done through journaling, peer discussions,

and coaching sessions, helping them develop the emotional resilience necessary for managing the complexities of their leadership roles.

Develop Interpersonal Skills through Peer Coaching: To further enhance the emotional intelligence of Teacher Movers, schools should offer peer coaching programs where teachers support one another in building interpersonal skills. Regular peer feedback sessions and emotional intelligence workshops can help teachers navigate the relational aspects of leadership, thereby improving their effectiveness in fostering a positive school climate.

5. Hypothesis 5: Student-Centered Leadership Positively Influences Educational Reform

Hypothesis 5 proposed that student-centered leadership positively influences educational reform. The study's results confirm that Teacher Movers who adopt a student-centered approach improve student engagement, motivation, and overall educational outcomes. Based on these findings, it is recommended that:

Promote Student-Centered Leadership Approaches: Schools should encourage Teacher Movers and other educators to place students at the center of their leadership and decision-making processes. Professional development programs should include training on how to implement student-centered teaching strategies and leadership approaches that prioritize student needs, voices, and preferences.

Encourage Greater Student Participation: Schools should actively involve students in decision-making processes related to their education, such as curriculum design, classroom management, and school policies. This can be done by creating student councils or leadership teams that work alongside teachers and administrators. When students are involved in the decision-making process, they are more engaged and invested in their learning.

Tailor Instruction to Meet Diverse Student Needs: Teacher Movers should be provided with resources and training on differentiated instruction to meet the diverse needs of students. By adopting a student-centered leadership approach that focuses on personalized learning and inclusive teaching practices, schools can create an environment where all students feel valued and supported, leading to improved educational outcomes.

REFERENCES

Bandura, A. (1997). Self-efficacy: The exercise of control. Freeman.

Brackett, M. A., Rivers, S. E., & Salovey, P. (2019). Emotional intelligence: Key to successful leadership. Harvard Business Review.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2021). Effective teacher professional development. Learning Policy Institute.

Deal, T. E., & Peterson, K. D. (2021). Shaping school culture: Pitfalls, paradoxes, and promises. Jossey-Bass.

Desimone, L. M., & Garet, M. S. (2019). Best practices in teachers' professional development in the United States. Psychology, Society, & Education, 7(3), 252-263.

Fullan, M. (2020). Leading in a culture of change. Jossey-Bass.

Goddard, Y. L., Goddard, R. D., & Minjung, P. (2021). The impact of collaborative school culture on teacher and student outcomes. American Educational Research Journal, 58(3), 452–486.

Goleman, D. (2019). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.

Hallinger, P., & Heck, R. H. (2021). Collaborative leadership and school improvement: Understanding the impact on learning outcomes. Educational Management Administration & Leadership, 48(2), 329-345. Darling-Hammond, L., Hyler, M. E., &

Gardner, M. (2021). Effective Teacher Professional Development. Learning Policy Institute.

Harris, A. (2020). Distributed Leadership in Schools: Developing the Leaders of Tomorrow. Educational Management Administration & Leadership, 48(1), 9-12.

Jalal, F., Supriadi, D., & Sartono, N. (2022). Addressing Educational Inequality in Indonesia: Challenges and Opportunities. Journal of Southeast Asian Education Research, 8(2), 112-125.

Johnson, B., & Stevens, L. (2021). The role of emotional intelligence in teacher leadership. Journal of Educational Leadership, 45(4), 312-326.

Leithwood, K., Louis, K. S., & Anderson, S. (2021). Student-centered leadership: Key principles and practices. Journal of Educational Administration, 59(3), 375-398.

Patti, J., Holzer, A., & Brackett, M. (2020). The intersection of emotional intelligence and teacher leadership. Journal of Educational Psychology, 55(2), 245-257.

Robinson, V., Hohepa, M., & Lloyd, C. (2020). Student-centered leadership. John Wiley & Sons.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17(7), 783-805.

Wenner, J. A., & Campbell, T. (2017). Theoretical foundations of teacher leadership. Review of Educational Research, 87(4), 134-170.

York-Barr, J., & Duke, K. (2020). What do we know about teacher leadership? Findings from two decades of research. Educational Administration Quarterly, 56(3), 312-348. Bandura, A. (1997). Self-efficacy: The exercise of control. Freeman.

York-Barr, J., & Duke, K. (2020). What do we know about teacher leadership? Findings from two decades of research. Educational Administration Quarterly, 56(3), 312-348.