

LDR 815-32 Transforming People Problems, Assignment #2

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March 9, 2024

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Assignment #3 – Essay

1. Select a people issue you are passionate about. Write a 5-page paper applying transformational leadership concepts, and compose a research project for addressing this social issue while working in communities with people of diverse cultures and backgrounds. Include the following elements:

- a. Analyze the nature of man from theological, sociological, and psychological perspectives as they relate to your chosen issue.
- b. Analyze the behavioral motivation for the chosen people's problem issue and the leader's role in influencing a solution.
- c. Examine methods of communication to build trust in this situation.
- d. Describe conflict resolution techniques that can be used.

2. Paper Outline

- a. Begin with an introductory paragraph that has a succinct thesis statement.
- b. Address the topic of the paper with critical thought.
- c. End with a conclusion that reaffirms your thesis.
- d. Use a minimum of eleven scholarly research sources (two books and the remaining scholarly peer-reviewed journal articles).

Thesis:

Through transformational leadership principles modeled by our Lord, the body of Christ, which once pioneered public education, can now support it, increasing its impact on the great majority of America's youth.

1. Introduction
2. Early Christians Transforming Education From Just the Elite To The Masses
3. Expansion of Education From Just The Elite To The Masses In the New World
4. Some Public Education Challenges Today
5. Conclusion

Introduction

Through transformational leadership principles modeled by our Lord, the body of Christ, which once pioneered public education, can now support it, increasing its impact on the great majority of America's youth. Alqatawenyh's states, "Transformational leadership is the leadership style in which leaders inspire followers to transcend their self-interests for the benefit of the organization; leaders can have a profound and desirable effect on followers to make the required change" (Alqatawenyh, 2018). Budur's research resulted in transformative leadership being the most highly effective leadership style in the developed world (2020). Transformational leadership is extremely effective in bringing about societal changes and can give businesses a competitive edge. Other cultures around the world are trying to infuse this current leadership trend into different elements of their society (Budur, 2020; Al Amiri, 2020; Alqatawenh, 2018). Alqatawenh connotes that transformational leadership brings about "idealized influence, inspirational motivation, intellectual stimulation and empowerment, and change management" (2018). Jesus epitomized transformative leadership. Through transformative leadership, Jesus reshaped existing assumptions and beliefs reforming adult thinking (Matthew, Mark, Luke, John, NASB, 2020; Budur, T., 2020; Al Amiri, N., et al., 2020; Alqatawenh, A. S., 2018; Schnepfleitner, F.M. & Ferreira, M.P., 2021).

Early Christians Transforming Education From Just the Elite To The Masses

Christ's followers transform the world by teaching others to read the scriptures and follow Jesus making Christianity the largest religion in the world. The followers of Christ began bringing education to the masses. It started between early A.D.80-110 with the Christianity instructional guide, Didache, and other early documents and writings pursued (Morgan, 2023). Unlike other religions and places in society, women were included in these early Christian

teachings as believers. There was gender equality at the cross of Jesus. Women learned scripture and were baptized into the faith along with men (Schmidt, 2009). In Roman and Greek culture, only the white elite males receive an education. The early Christians broke Greek and Roman traditions by including women and by opening up education to all, which brought education to the lower classes. Martin Luther and then other reformers, like John Calvin, took education to the masses even further when they began lobbying for taxes to pay for public education allowing all children to get an education (Schmidt, A. J., 2009; Morgan, T., 2023; Arnold, M., 2019).

Expansion of Education From Just The Elite To The Masses In the New World

This concept of public education paid for by taxes moved from Europe into The New World, the United States, between 1850 and 1914. States began adopting compulsory education laws and setting up public schools. States with higher European immigrant populations adopted compulsory education first for the White immigrants still coming into the country. White immigrants were educated with White American children to emerge into American culture from 1850 to 1914. (Bandiera, 2019). Significant financial investments in education and elevated levels of volunteer attendance led to America having the highest level of education in the world by the middle of the nineteenth century. From 1830 to 1890, rates for pupils aged 5 to 15 were high in the United States and other developed countries. Starting in 1850, the United States enrollment rates were above fifty percent and began to increase and diverge from other developed nations (2019). States in the US started enacting legislation requiring students to attend school at the same hour.

The United States' compulsory laws did not apply to all children. Black Americans and other marginalized children were excluded from schools even after compulsory attendance. After the Emancipation Proclamation, freed Black Americans led the fight in the South for compulsory

education to include them and other marginalized people, despite blatant racism and discrimination. Additionally, it should be properly acknowledged that Native American nations had educational systems in place for thousands of years before the arrival of Europeans in the Americas, as evidenced by the great societies of the Inca, Aztec, and Maya (Spring, J., 2019; Ogbu, J. U., & Simons, H. D., 2022; Bandiera et al., 2019; Carney, J., 2023).

Some Public Education Challenges Today

While United States citizens, even non-citizens, can obtain a public education, kindergarten through twelfth grade, the fight is not over for the struggle for equality among the masses. White children are labeled as gifted, talented, and advanced learners with a startling overrepresentation, and Black students with a glaring underrepresentation. Hundreds of thousands of Black children are not encouraged or selected into Gifted and Talented Education programs. Educators, legislators, and educators are acting in ways that benefit White children and increase achievement gaps for Black children, whether on purpose or accidentally (Grantham, 2020). Additionally, studies are showing widened gaps in the curriculum with Common Core State Standards (CCSS). Since 2010, Common Core State Standards have been adopted for Math and English Language Arts in most of the United States. The CCSS did not contain science or social studies, among other subjects. Studies are steadily computing the effect of the CCSS on student achievement in topics that are not targeted, revealing a negative effect on student achievement in these non-targeted courses. This negative impact exacerbates racial and socioeconomic differences among students, with the greatest impact on disadvantaged students (Arold, 2021). In Davis's study, he connotes that schools and universities will need to do more to help students who want to become teachers understand how to engage marginalized pupils and develop relationships with them. Davis explains how education helps people escape poverty and

contribute to society (Davis, L. D., 2019; Grantham et al., 2020; Arold, B. W. & Shakeel, M, 2021).

And then, there are cultural wars. Cultural wars are raging from religious perspectives being included in the curriculum to contributions of people of color. Also, in question is whether or not true accurate American history will be taught or simply tell the story of the powerful. James Davidson Hunter said in addition to the cultural divide being on race, class, or political party, the cultural divide was most evident by the competing systems of moral understanding (Zimmerman, J., 2022). The divide has been exacerbated from constant attacks on the teaching profession causing many experienced teachers to abandon their classrooms and a sharp decline in the number of college and university applications to teacher preparation programs, causing a teacher shortage. Political leaders also have blamed public school teachers as they tried to gain support to privatize education. Ravitch asked, “How can a nation educate its young without well-qualified, experienced teachers?” (Ravitch, D., 2020; Zimmerman, J., 2022).

Conclusion

The body of Christ can transform education today. Instead of complaining about all of the things they do not like, believers can embrace their Christian history in bringing education to the masses (Schmidt, A. J., 2009). Church programs reach the families that come in, but what about the masses of Americans that will ever enter into a church sanctuary? There are hundreds of shelters, soup kitchens, orphanages, and other Christian charities and agencies, but there is not a great mission field that reaches people of all faiths and backgrounds in the public school systems across America. The Routledge International Handbook of Religion In Global Society connotes that while there are still many historical parallels in religion, it has changed over time. Religion is not going away. Even if religions assume new forms, gods, and spirits continue to have

significance everywhere in the world. There is no longer a single set of traditions, a distinct social sector, or concepts of linear progress that can adequately capture religiosity. It is becoming more and more difficult for the government to regulate and control it since new players and organizations are vying for control of themselves and their gods (Cornelio, J. S., et al., 2021). Does not the Ten Commandments teach us to not put the God of Abraham, Isaac, and Jacob first, and to teach this to our children? (Exodus 20:3-5; Matthew 6:33; Deuteronomy 6:5-9)?

The Bible instructs the body of Christ to teach the next generation, our children and young, about the Lord and all of his wondrous works (Psalm 78:4; Joel 1:3). Believers are to train their children so they will not depart from truth and teach them to love God with all their soul and strength (Proverbs 22:6; Deuteronomy 6:5-9). All believers are to share their faith with others (Matthew 28:18-20). If the body of Christ is to transform the educational system, we must first embrace God's command to share our faith starting at home.

Christian educators are serving tirelessly at all levels in education, state offices, schools, colleges, and universities. What is missing is support from the church. Church comes alongside these educators. If volunteers from the church were to come into the schools to pray with educators or to help sponsor Christian clubs, it would encourage Christian students and staff. If the churches in America were to treat Christian educators and staff as well as they treat their foreign missionaries by visiting them and supporting them financially, the church would have a greater impact. Did not Jesus pray for believers and teach us that the world would know us by the love we show one another (John 17)? O'Connor, Hoge, and Alexander researched the greatest influence on adults remaining faithful to church (2020). The study found that it was not merely attending church with their families as a child. The study found that "youth of all denominations who were more involved in church youth groups of any kind were more involved

in personal religious practice as adults (2020). True transformation can occur by partnering with Christian educators and staff by supporting them in their work. The church can work with Christians in the school system to support them as missionaries to sponsor after-school Bible clubs and youth programs. This would encourage young people to care about learning about God and serving him (Proverbs 22:6).

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