**The Role Modelling Leadership in Educational Ministries**

SR953-12 – Research for 21st Century Scholarship

Acep Loi

Omega Graduate School

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Professor

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**4. Essay**

Assignment #4 – Essay

Continuation of the SR953 Research for 21st Century paper that you began for Assignment #2.

1. Write a summary for each of your resources (see Assignment #2 instructions for

specifications). Use a Level 1 heading at the beginning of each summary. Level 2

and Level 3 headings are optional.

a. Include the following for each book from Assignment #2 (A minimum of two

books (minimum of one published in the last five years) relevant to your chosen

topic.)

• a short biography of the author and his or her credentials, and

• your assessment of each book’s (a) readability, (b) presentation of the

subject, and (c) relevance to your chosen topic.

b. Include the following for each journal article from Assignment #2 (A minimum of five

primary research journal articles relevant to your chosen topic; four articles must

be less than five years old.)

• the title, year, and author(s) of the research;

• the basic categories in the literature review section;

• a brief description of the research type and methods;

• a brief description of the population being studied and how the participants were selected for the research; and

• a brief description of the findings and conclusions.

1. **Educational Leadership: Contemporary Theories, Principles, and Practices**
2. Author Biography and Credentials:

Edited by Donnie Adams, who is a lecturer in Educational Leadership at the University of Melbourne. He has a Ph.D. in Educational Leadership from Universiti Malaya, which he finished in less than three years. He has won awards, including the Emerald Young Researcher Award 2021. He is the Editor-in-Chief of the International Online Journal of Educational Leadership (IOJEL) and an Editor for Cogent Education. His research is about school leadership and education reform. He has worked with UNICEF, the British Council, and Teach for Malaysia.

1. Assessment of the Book:

* Readability: The book is written in a formal style, which can be hard to read for some people. It explains leadership ideas and research, so readers need some background knowledge. However, some parts include examples and case studies, making it easier to understand.
* Presentation of the Subject: The book explains different leadership styles in schools and how they affect education. It talks about transformational leadership, instructional leadership, and distributed leadership. It includes theories and real-life examples to explain the ideas.
* Relevance to Topic: This book is relevant to “The Role Modelling Leadership in Educational Ministries” because it explores different leadership theories that can shape how leaders serve as role models. By understanding these theories, educational ministry leaders can adopt leadership approaches that reflect strong character, ethical decision-making, and servant-hearted leadership in faith-based education.

1. **What Works in School Leadership? Making Evidence-Informed Choices**
2. Author Biography and Credentials:

Written by Linet Arthur and Debra McGregor. Linet Arthur is an expert in educational leadership. She has taught leadership and management courses at the MA and doctoral levels and has done research, training, and consulting in school leadership in the UK and other countries. Debra McGregor is a professor at Oxford Brookes University with nearly 40 years of experience in education. She has taught in schools and universities in the UK, Europe, and the USA. She has written many books and articles on teaching, learning, creativity, and school leadership.

1. Assessment of the Book:

* Readability: The book is easy to read, with clear explanations and real-life examples. It is useful for teachers, school leaders, and researchers who want to learn about school leadership based on research.
* Presentation of the Subject: The book focuses on evidence-based school leadership. It explains how school leaders can use research to make better decisions. It covers different leadership styles, teamwork, and problem-solving in schools. The authors use research findings and real cases to support their ideas.
* Relevance to Topic: This book relevant to “The Role Modelling Leadership in Educational Ministries” by emphasizing evidence-based decision-making. Just as school leaders must make choices based on research and proven strategies, leaders in educational ministries must model wise, thoughtful leadership that is both practical and principled, ensuring they guide others effectively while upholding strong values.

1. **Organizational Leadership**
2. Author Biography and Credentials:

Edited by John Bratton, who is a professor and researcher with over 30 years of experience in organizational behaviour, leadership, and human resource management. He has taught at Strathclyde University, Glasgow, and Edinburgh Napier University, Scotland, as well as in Canada, Finland, and Singapore. His research focuses on work sociology and management. He has also written and co-authored multiple books on leadership and human resource management.

1. Assessment of the Book:

* Readability: The book is structured clearly, with theories, case studies, and research examples. It is suitable for students, researchers, and professionals interested in leadership in organizations.
* Presentation of the Subject: This book covers different leadership styles, workplace culture, and decision-making. It explains how leadership affects teamwork, motivation, and power in organizations. The content is based on academic research and real-world examples.
* Relevance to Topic: This book is relevant to “The Role Modelling Leadership in Educational Ministries” because it explains how leadership principles apply to various organizations, including schools and faith-based institutions. Understanding leadership in broader contexts helps ministry leaders develop strong teams, build trust, and create a culture where others can learn by example.

1. **Transformative Change Through Educational Leadership: Stories, Models, and Wonderings**
2. Author Biography and Credentials:

Edited by Karen H. MacKinnon, an experienced educator and researcher focused on leadership development and transformative learning. She has worked in teacher education and leadership training, emphasizing reflective practice and school improvement.

1. Assessment of the Book:

* Readability: The book is accessible, with engaging stories and case studies that make leadership concepts easy to understand.
* Presentation of the Subject: This book focuses on how leadership can change schools.
* Relevance to Topic: This book aligns with “The Role Modelling Leadership in Educational Ministries” by showing how leaders influence change through their actions. Leaders in educational ministries must guide transformation while setting a Christ-like example, demonstrating wisdom, humility, and a commitment to serving others.

1. **Servant Leadership and Teacher Retention at Independent Schools**
   1. Author Biography and Credentials:

Written by Douglas G. Chapman, who is a researcher in educational leadership. This work is his doctoral dissertation at the University of Pennsylvania. His research focuses on how servant leadership affects teacher retention in independent schools.

* 1. Assessment of the Book:
* Readability: Since this is a doctoral dissertation, the language is academic and research-focused. It includes data analysis, leadership theories, and statistical findings. Educators and school leaders may find it insightful but slightly technical.
* Presentation of the Subject: The research is well-structured, with a clear research question, methodology, and analysis. It connects servant leadership with teacher motivation, offering practical insights for school leaders.
* Relevance to Topic: This book aligns with “The Role Modelling Leadership in Educational Ministries” by focusing on servant leadership, which is a key aspect of Christian leadership. Ministry leaders must model servant-hearted leadership to build trust, inspire commitment, and encourage long-term dedication among teachers and staff, just as the study suggests for independent school settings.

1. **School Leadership Styles and Their Impact on Teacher Attitudes and Job Satisfaction in Israeli High Schools**
2. Publication Details

Title: School Leadership Styles and Their Impact on Teacher Attitudes and Job Satisfaction in Israeli High Schools

Year: 2024

Author: Deborah Schwartz

1. Literature review categories include School leadership styles, teacher job satisfaction, the role of school principals, and cultural differences in leadership perception.
2. Research type and methods involve a quantitative research approach using questionnaires based on the Teaching and Learning International Survey (TALIS) framework, with multiple linear regression analysis applied to measure leadership impact.
3. Population and participant selection consist of 40 high school principals, 324 English teachers, and 212 parents, with participants drawn from Jewish and Arab high schools in Israel to reflect different school leadership experiences and cultural contexts.
4. Findings and conclusions show that principal involvement and close management supervision positively influenced teacher involvement, while transformational leadership had mixed effects, with a positive impact on Jewish teachers but a negative impact on Arab teachers. The study also finds that neither transformational nor transactional leadership had a direct effect on job satisfaction, although higher principal responsibility negatively affected teacher job satisfaction. Additionally, cultural context plays a key role in how leadership styles influence teachers, emphasizing the need for leadership approaches that fit specific school environments.
5. **School Leadership: Models and Tools—A Review**
6. Publication Details:

Title: School Leadership: Models and Tools - A Review

Year: 2021

Authors: Vasileios Gougas and Lucia Malinova

1. Literature review categories include school leadership models, leadership measurement tools, leadership behaviour assessment, and the impact of leadership on school effectiveness.
2. Research type and methods involve a literature review analyzing different school leadership models and evaluating various tools used to measure leadership effectiveness.
3. There is no population and participant selection since this is a literature review.
4. Findings and conclusions indicate that multiple leadership models exist, including transformational, transactional, distributed, and servant leadership, each requiring different assessment tools. The study highlights widely used tools such as MLQ, LPI, and PIMRS, emphasizing their reliability and applicability in evaluating school leadership effectiveness.
5. **The School Principal’s Leadership Style Influence on Teamwork Skills of Teachers in Arab Schools in Israel**
6. Publication Details:

Title: The School Principal’s Leadership Style Influence on Teamwork Skills of Teachers in Arab Schools in Israel

Year: 2024

Authors: Hiba Khadija, Nicolae Bibu, Diana Sala, and Martin Dorin

1. Literature review categories include transformational leadership, transactional leadership, laissez-faire leadership, teamwork skills, and cultural influences on leadership effectiveness.
2. Research Type and methods involve a quantitative research approach using the Multifactor Leadership Questionnaire (MLQ) to assess leadership styles and the O’Neil (1998) Work Group Skills Questionnaire to evaluate teamwork skills.
3. Population and participant selection consist of 352 teachers and 57 principals from Arab schools in Israel’s Triangle area, with most participants being Muslim and working in middle and high schools.
4. Findings and conclusions show that all three leadership styles (transformational, transactional, and laissez-faire) have a positive correlation with teamwork skills, with transformational leadership showing the strongest relationship. The study suggests that the cultural and traditional aspects of Arab society influence how leadership styles affect teamwork in schools.
5. **Leadership and Teacher Motivation: A Comparative Analysis on Different Types and Levels of Leadership in Schools**
6. Publication Details:

Title: Leadership and Teacher Motivation: A Comparative Analysis on Different Types and Levels of Leadership in School

Year: 2024

Authors: M. F. Köse, E. K. Köse, & S. N. Y. Özdemir

1. Literature Review categories include school principal leadership styles, teacher leadership in the classroom, teacher motivation theories, and shared leadership in educational settings.
2. Research type and methods involve a quantitative research approach using Structural Equation Modeling (SEM) to analyze the relationship between school principal leadership styles, teacher classroom leadership, and teacher motivation.
3. Population and participant selection consist of 325 teachers from primary education institutions in Turkey, selected through random sampling to represent different leadership experiences.
4. Findings and conclusions show that while teachers' classroom leadership levels were higher than principals’ leadership levels, principal leadership had a stronger direct impact on teacher motivation. The study highlights that quality interaction in both school and classroom settings is the most important factor influencing teacher motivation and suggests that shared leadership strengthens leadership effectiveness rather than diminishing it.
5. **The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools - A Systematic Review of International Literature**
6. Publication Details:

Title: The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools—A Systematic Review of International Literature

Year: 2023

Authors: Inez Wilson Heenan, Derbhile De Paor, Niamh Lafferty, and Patricia Mannix McNamara

1. Literature review categories include transformational school leadership, school staff motivation, school culture development, leadership models in education, and challenges in school leadership.
2. Research type and methods involve a systematic literature review of 15 studies published between 2012 and 2022, analyzing the impact of transformational leadership on school staff and culture using a framework based on established leadership theories.
3. Population and participant selection consist of previously published research from international sources, focusing on primary school settings and examining leadership effects on teachers and school environments.
4. Findings and conclusions indicate that transformational school leadership positively impacts both school staff and culture by increasing teacher motivation, fostering a collaborative and trust-based environment, and encouraging school-wide improvement. The study highlights the interconnected relationship between leadership approaches and school culture, emphasizing the need for school leaders to inspire and empower staff.

**Works Cited**

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