

### Abstract

The session Long Project (SLP) will review and discuss my fifteen selected peer-reviewed journal literatures in Educational Leadership. It will explain a logical sequence of ideas and the purpose served by qualitative components in the studies. It will also review and identify a potential research problem that maybe encountered by educational researchers during the study. There are five different modules that will discuss and explain the process of implementing qualitative component in this study. Each module will be subdivided into parts that explain the purpose of the study, types of research, type of data collected, how the data was analyzed, conclusions reached by the researchers and my analysis of the study process. Below is the discussion of my fifteen selected peer-reviewed journals addressing the aspects of current research in higher education:

#### **Module 1: Articles' Overviews**

Below is the discussion of my Module 1-5 SLP fifteen selected peer-reviewed research journals:

##### **1<sup>st</sup> Article: The Influence of four Elementary Principals upon their schools' reading programs and student's reading scores**

**Purpose of the Study:** Is to provide insights regarding the impact of the four elementary school principals upon the success of the school reading program and student reading achievement scores. This is to ensure that every student has access to equal educational opportunities to reach his/her life expectations. The vision for the school administration in the four urban schools is to understand the needs of their students.

**Questions guided the study?** The research question guided the study is, who are the principals viewed as effective instructional leaders within their schools use a broad-based approach for

teachers' growth and reflection. The purpose is to make sure that the school principals take responsibility to evaluate and determine the mission accomplishment.

**Types of Research:** This is qualitative research method. This type of research method helps to investigate and study how the reading programs were designated in the four urban schools. The characteristic of qualitative research assists researchers investigate how the subject in question constructs reality. The authors strive to understand the implication that people have to achieve goals of the research. The overall objective of qualitative research method in this study is to empower participants in the process of conducting the analysis of the research.

**Corresponding hypotheses tested:** The researchers used Qualitative In-Depth Interviews for data collection. The purpose of collecting data by in-depth interviewing is to discuss step by step the processes necessary to follow in order to make sure that participants agreed to participate in the study. The research data were tested in three different ways to make sure that enough information was obtained for the study: obtaining information in order to achieve a legitimate understanding of the interviewees' point of view; to explore possible interesting areas for further study; and asking open-ended questions to obtain data.

**How the Data was analyzed:** The data were collected from the three second grade classrooms in each of the four urban schools during the language arts instructional time; three teachers from the four urban schools were interviewed with seven open-ended questions; and the four school principals were interviewed with three questions.

**Conclusions reached by the Researchers:** The researchers reached a conclusion by making sure that the roles of the four school principals, how they make decisions to achieve goals and evaluate the practice in their schools to improve students reading strategies.

**My analysis of the Study:** I believe that the principals should work hand in hand with teachers and staff to promote the academic success regardless, of the students' race. The article states, "Principals who demonstrate effective instructional leadership and help at-risk students are able to meet students' and teachers' basic/instructional, academic/professional, and affective needs (Mackey, Pitcher & Decman, 2009)." It is significantly important to implement and improve the student reading program in the school by providing tutoring after school. The article also discusses the concepts about how school principals become effective leaders to improve student success by putting the success of the students first; promoting academic achievement for all diverse students; and provides continuous learning opportunities for students.

**2<sup>nd</sup> Article: Defining Educational Leadership in Canada's Yukon Territory: "Hmmm, that's a good question**

**Purpose of the Study:** The purpose is to present findings from a 2010 study of Educational Leadership in Canada's Yukon Territory. The goal is to identify how school principals, individuals often referred to as "educational leaders," define educational leadership despite the inability on the part of universities, the extant body of literature, or educational systems to articulate what this term even means.

**Questions guided the study:** The research question guided the study is, how the school principals, individuals often referred to as educational leaders?

**Types of Research:** The research used qualitative research method to assess the effectiveness and defining goals and objectives for professional research learners.

**Type of Data Collected:** The data were collected through observations, interviews, and document reviews as a means of examining the patterns of behavior, interactions with others,

way of life, and language and beliefs of non-Indigenous principals in Yukon Indigenous contexts.

**How the Data was analyzed: The data was analyzed by** gathering data, organizing the information collected, and engaging in the process of analysis, a number of specific themes from the data analysis process were generated. This data were analyzed to sort data and generate field codes from the data gathered through observations, interviews, document reviews, and my reflective field journal.

**Conclusions reached by the Researchers:** The concept of educational leadership presented was that of a teacher who had an expanded role which included many additional managerial responsibilities and duties. The authors believe that educational experiences comprising of effective professional development researching and vision for being life-long learners in the research occupation. I think that that many people who write about education tend to write about systems.

**My analysis of the Study:** The strength of this study is that it provides an insightful window through which to view the lives of non-Indigenous principals working in Indigenous contexts. I believe that this study points to the need to redefine what a principal is to be and to do as an educational actor in the Yukon context. What is thus required is the development of spaces where conversations can occur that would lead to conceptions of educational leadership in a Yukon context beyond the current managerial and administrative frame. The article states, “The study identified that these Yukon principals define educational leadership in managerial and administrative ways, referring to themselves as principals who have a “function” and a “job” as the jungle the continuous ambiguity they face while wearing the multiple “hats” of teacher, principal, and community leader (Blakesley, 2011).” The attributes for a successful educational

researcher is to be analytical and be able to gather descriptive information to make sure your research meet the needs of audiences.

### **3<sup>rd</sup> Article: The Legitimacy and Efficacy of Current Organizational Theory: An Analysis**

**Purpose of the Study:** The purpose is to examine the history of various organization theories and their development from the perspective of legitimacy and efficacy; to analyze selected debates regarding theory development and various theories; to advocate the use of evidence-based theory development, and to provide an example of a model and related theories that educational researchers created after reviewing existing theories and determining gaps in terms of implementation and alignment.

**Types of Research:** The researchers used **qualitative research method** to provide a method of organizing and directing case study and guidance on how to communicate the results. By doing so, the researchers will examine the history of theory development as it is present in the organization and management theories and models from the early 1800s until today.

**Type of Data Collected:** The data was collected through observation, and theories testing. These combinations of data collection methods help organize the concepts to come to conclusions and explain why educational researchers think why this study is valid.

**How the Data was analyzed:** The data was analyzed to learn from one another and gain understandings of organizations. By studying organizations, educational researchers can build grounded theories incorporating new variables and insights as they increase their own expertise and write up the results. The advantage of data analysis requires the representation and testing of both measurement and latent construct link for statement of theory is more exact; testing of theory is more precise; and the communication of theory is enhanced. It will make the representation and testing makes the theories more legitimate. The researchers suggest that the

widespread communication of theories and their subsequent visibility increases the perception that they are legitimate.

**Conclusions reached by the Researchers:** In this study the researchers examined the history of theory development as we presented organization and management theories and models from the early 1800s until today. They believe that organization theory development for introduction and application in today's rapidly changing environment, they advocate the evidence-based approach and other innovative approaches to the creation of new, and the extension of existing, theories and models.

**My analysis of the Study:** I believe that the evidence-based approach to organization theory development may be more appropriate in today's dynamic environment of rapid change. The researchers provided an example of the 5P's Model and related theories that were developed using the evidence based approach to organization theory development. The article states, "We can only determine legitimacy if theories and models are published, and we are able to determine the extent to which they are meaningful to us and to our organizations (Pryor, Humphreys, Oyler, Taneja, & Toombs, 2011)." I believe that educational researchers, authors, faculty members, and business practitioners should be able to contemplate and debate the usefulness of various theories and models without worrying so much about the relevance of the field of organization theory or the legitimacy of the theories and models when they are initially proposed.

### **Module 2: Articles' Overviews**

Below is the discussion of my Module 2 SLP three selected peer-reviewed research journals:

#### **1<sup>st</sup> Article: Charge Nurses as Front-Line Leaders: Development through Transformative Learning**

**Purpose of the Study:** The purpose of this study is to develop a nursing program that offers transformational learning opportunities to the participants and nurse leaders and served as an important means of empowering and energizing staff.

**Questions Guided the Study:** The question guided the study is, who assumed the charge nurse role expressed frustration and a vague understanding of what expected of them when identified as the charge nurse.

**Type of Research used:** The researchers used qualitative research component to highlight staff appreciation for their own leadership abilities, the power of different perspectives offered by nurses working on different units, and the ways in which thoughtful design of educational programs can bring notable results.

**Type of Data Collected:** The data were collected through staff survey, staff interviews, and group brainstorming sessions provided distinct topics and content areas for the education and development of charge nurses. During the three 4-hour sessions, participants completed 1-minute papers. A 1-minute paper is a classroom assessment technique used to gather information about what participants learned in an educational session by having them answer focused questions in the last few minutes of the session.

**How the Data was analyzed:** The data were analyzed by asking participants to share what was most and least valuable in the session as well as what remained unclear. Participants were informed at the start of the session that they would be completing the evaluation. This method was chosen to give the participants an opportunity to reflect on what had been learned and assign meaning to it. Additionally, this method offered facilitators feedback about what needed to be clarified in the next planned educational session. The themes and comments from these documents were tabulated.

**Conclusion reached by the Researchers:** The researchers created a topical outline that included leadership and management, delegation, the scope of practice and legal responsibilities of registered nurses, conflict management, team building and communication, decision making, and the image and socialization of nurses. Also, many positive attributes were associated with the educational program, and lessons were learned about the assumptions made about mentoring. Nurse Managers had identified the need for formal mentoring of the attendees and committed to identifying a mentor for each staff member at the onset of the educational series.

**My Analysis of the Study:** I believe that researchers have established venues to publish tools and resources on an internal intranet were identified as a suggested improvement for future sessions. I think that many organizations strive to develop shared governance and succession planning, the need for meaningful professional development and support for leadership development is evident. It is important that nurse leaders set the tone for continuous improvement and the commitment to making change as a means to support nurses in the execution of the charge nurse role. I believe that ongoing research of nurses' satisfaction and performance will be important to validate the effect of the educational series.

**2<sup>nd</sup> Article: Comparing Educational Leadership Course and Professor Evaluations in On-line and Traditional Instructional Formats: What are the Students Saying?**

**Purpose of the Study:** The purpose of this study is to investigate course candidates' evaluations of a course and professor that was delivered in two distinctly different on-line formats and a traditional face-to-face format.

**Questions Guided the Study:** The question guided the study is, what the students said about rating the online course.

**Type of Research used:** The researchers used qualitative research component to study the course formats were the traditional face-to-face model, an on-line format with professor-student interaction, and an on-line format where the professor designed the course, but a course assistant interacted with students and graded their assignments.

**Type of Data Collected:** The data was collected by a videotaped during a special education topics and legal issues. Students were organized into discussion groups containing four members and participated in professor monitored interaction of case studies that coincided with the week's lecture. As in the face-to-face course students discussed the cases utilizing a template that was designed to generate solutions that were legally sound and ethically considerate of all stakeholders.

**How the Data was analyzed:** The data was analyzed after group discussion, students submitted individual responses to the case studies and the professor would grade the submissions (utilizing a rubric) and respond to each either through an email or voice feature provided in the on-line platform. There were fourteen students enrolled in the course. Professors responded to students either through an email or voice feature provided in the on-line platform. While the professor maintained a vigil over the course, students were encouraged to interact with the course assistants in lieu of the professor.

**Conclusion reached by the Researchers:** It was evident in this study by the numbers of responses generated by course completers that both the professor and course were valued significantly greater when there was direct contact between professor and student. Qualitative feedback indicated that course completers significantly rated the course and professor higher when there was direct contact between students and the professor.

**My Analysis of the Study:** I believe that the research was conducted in a limited scope using three sections of a course in which each was delivered in distinctively different formats; evidence was provided indicating that students wanted and appreciated a course design that offered a direct relationship with the course professor. This study indicated that universities should consider the importance of professor involvement when designing on-line programs. When professors appear to be removed from the grading and feedback components of a course students tend to be less satisfied with the process. When professors are directly involved with students, through grading and providing meaningful feedback, students tend to articulate a higher level of satisfaction to the process.

**3<sup>rd</sup> Article: The Interaction of Principal and Teacher Instructional Influence as a Measure of Leadership as an Organizational Quality**

**Purpose of the Study:** The purpose of this article is to present the design and test of a measure of school leadership as an organizational quality through the interaction of principal and teacher instructional influence. The Organizational Leadership Model hypothesizes four distinct conditions of school leadership, and the analysis investigates the relationship between teacher, principal, and school outcomes; school descriptors; and a school's category in the Organizational Leadership Model.

**Type of Research used:** The researchers used qualitative research method to study the nature of leadership itself and the relationship between teacher and leader. The primary contributions of this study are two-fold. First, the study puts forward a measure of leadership as an organizational quality that effectively captures differences in school leadership contexts at the level of principals' and teachers' perceptions of their influence that precede task-oriented behaviors.

**Type of Data Collected:** This study draws teacher, principal, and school restricted-use data from the 2003-2004 Schools and staffing Survey. The sample consists of 7,950 schools, their principals, and a random sample of teachers from each school. The school is the primary unit of analysis.

**How the Data was analyzed:** This study is conducted in two phases. In Phase 1, the Organizational Leadership Model (OLM) is tested for its ability to discriminate between teacher, principal, and school outcomes through a series of one-way ANOVA models. In Phase 2, a series of weighted ordered logit models explores the predictive power of school descriptors in determining the OLM category of schools.

**Conclusion reached by the Researchers:** The researchers identified several avenues for future research to extend inquiry on the potential of the Organizational Leadership Model to develop additional nuance in discriminating between relationships among school contexts, leadership conditions, and teacher, principal, and school outcomes. The article further urges those implicit in maintaining the status quo of poor leadership accountability in schools, including those in the research community, to seek interventions at the level of principal and teacher perceptions of and professional standards for their practice.

**My Analysis of the Study:** The analysis finds evidence that the Organizational Leadership Model is a robust measure of leadership as an organizational quality that effectively captures differences in school leadership contexts at the level of principals' and teachers' perceptions of their influence that precede task-oriented behaviors. I believe that this study highlighted the troubling relationship between schools serving high-need populations and those typified by low levels of school leadership.

### **Module 3: Articles' Overviews**

Below is the discussion of my Module 3 SLP three selected peer-reviewed research journals:

### **1<sup>st</sup> Article: Needs-Based Leaders**

**Purpose of the Study:** The purpose of this study is to ensure that effective leaders understand that organizational needs can be distinguished from the actions of their strategies. These leaders should pay attentions to listen to others and understanding their feelings.

**Type of Research:** The researchers used qualitative research component to study the role of educational leaders within an organization. By doing so, the leadership would likely foster an effective understanding.

**Type of Data collected:** The researchers used survey and online questionnaires to collect data for qualitative research method. The information was gathered and shared with the entire organization.

**How the Data was analyzed:** The data was analyzed to ensure that researchers gain a strategic based approach to leadership roles that would effectively helps attain organizational goals, strategy, team productivity, marketing, product and program development and sales since it facilitates collaboration, innovation and managing changes in the market and workplace. The data collection approach was based on the peaceful process to make sure that researchers work together with participants to complete the data analysis for the study.

**Subsequent Conclusions Reached by the Authors for the Study:** The authors reached a subsequent conclusion that interpersonal aspect of empathy is about how leaders engage with their employees and customers. The researchers want to make sure that future leaders understand the appropriate qualities that employees and customers need from their administration. The article states “team leaders who can discern the feelings and needs beneath what is said can create mutual respect and trust with their team members (Miyashiro, 2012).” Employees within

the organization and customers want to see leaders who possess trust, compassion, stability, hope, honesty, integrity, respect and empathy.

**My Analysis of the Study:** Ultimately, the purpose of this study is to ensure that educational leaders discover the values and implement organizational needs. The article states “when you become aware of your feelings, you can begin to discern the needs they indicate, when you understand your needs such as consistency, clarity, honesty, individuality, consideration, order you can make requests of yourself or others to meet those needs, and when needs are met, productivity rises (Miyashiro, 2012).” Leaders should enjoy their work as well as be financially successful.

## **2<sup>nd</sup> Article: Self-Directed Learning and the Impact of Leadership: Analyzing Keys for Success from a Covenantal Perspective**

**Purpose of the Study:** The purpose of this study is to employ self-directed learning investigation about how leaders should successful overcome hindrances by using specific leadership attitudes and behaviors to effectively overcome obstacles through conventional perspective of leadership. The researchers want to explore and develop strategies in order to better understand the relationship between effective leadership practice and the covenantal perspective.

**Type of Research:** The researcher used qualitative research component to investigate two schools principals to understand how leaders equip and encourage teachers to overcome obstacles and best facilitate self-directed learning. The researchers believe that it is imperative to study available opportunities for future research, including whether visionary organizations are more appropriate to be motivated by covenantal principles and examining the type of non-profit

organizations that are more suitable to symbolize the principle of educational leadership perspectives.

**Type of Data collected:** The data were collected by interviewing two school teachers during the class lessons. The interview was carried out in the classrooms to investigate and find out whether self-directed education is a unique learning model that emphasizes non-centralized classrooms and participative learning and presents a rich context for reviewing the teaching practices of the two selected schools.

**How the Data was analyzed:** The data were analyzed to ensure that enough information was obtained to help reach the process of data analysis. The researchers interviewed selected two school teachers to ensure that sufficient information is assessed to conduct the study.

**Subsequent Conclusions Reached by the Authors for the Study:** The researchers concluded that educational leaders need to ensure that teachers should provide opportunities for continuous training and developing in self-directed methodology to increase students learning practices. The article states “investigation suggests several important leadership practices that positively affected teacher autonomy, encouraged participative practices, and revealed servant leadership tendencies, all of which helped overcome the obstacles identified in the study (Duby & Fischer, 2011).” It is significantly important for the school leaders to encourage and provide teachers to receive formal training to ensure that students are properly mind trained. Self-directed learning environment would help students become proactive learners.

**My Analysis of the Study:** The validation of this research is to understand the purpose of self-directed learning process as a necessary tool that helps students develop lifelong learning skills to attain desired outcomes. The article states “it is the responsibility of educational leadership to provide information about self-directed learning and training in how to effectively promote self-

directed learning principles, techniques, and curriculum in the classroom (Duby & Fischer, 2011).” It is vital for educational leaders to provide teachers with proper resources and equipment to support self-direct learning strategies in the school environment. By doing so, teachers would gain knowledge and understanding to grow and develop opportunities to comprehend with the learning style of each student.

### **3<sup>rd</sup> Article: Investigating Roles of Online School Principals**

**Purpose of the Study:** The purpose of this study is to explore the instructional leadership required from online principals, as defined by the state of Idaho adaptation of the Interstate School Leaders Licensure Consortium (ISLLC) standards as a requirement for professional certification.

**Type of Research:** The researcher used qualitative research component to examine six sets of parried online principals and teachers who interacted in a supervision/evaluation cycle. Qualitative description of online leadership becomes necessary to illuminate how an online principal serves as an instructional leader.

**Type of Data collected:** The researchers used interview in person, teleconferences, online surveys and emails for data collection. The first researcher interviewed all the One Virtual High School (OVHS) principals in person and teachers via teleconference interview. The principals’ initial interviews were 60-90 minutes and teacher teleconference interviews were 30-60 minutes in lengths. Also additional interviews were scheduled if there were questions.

**How the Data was analyzed:** The researchers used two separate interview guides for data analysis: One for online principals and one for ordinal teachers. The two interview guides had some parallel structure to address both sides of the relationship, but they also had questions specific to the online principals' and online teachers' roles. The interview guides began with

some basic demographic information: participant's name, educational degrees, training in online education, etc. The interview guide for online principals then went on to ask participants about their leadership role in the online environment and how they guide teachers, improve student success, and maintain curriculum. The interview guide for online teachers asked about teachers' perceptions of their online principal's leadership style and responsibilities in their classroom. To test the validity and reliability of the interview guides, the researchers conducted pilot interviews with three online principals and three online teachers, all from OVHS.

**Subsequent Conclusions Reached by the Authors for the Study:** The researchers reached to a conclusion that the study correlated with the performance expectations for teachers were improve online learning structure. The researchers believe that current and future principals will increasingly find themselves in position with responsibility for online leadership. The article states “with increased accountability for all administrators through governmental programs and increased scrutiny of online education during an economic crisis, how principals meet this new responsibility will determine the online school's viability in terms of teacher performance and student learning (Quilici & Russell, 2011/2012).” It is imperative to know that educational leaders should work together with teachers to promote the success of each student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**My Analysis of the Study:** The purpose of this study is to ensure that online principals have a strong knowledge and understanding of online education. The school principals should build connections through empathy, knowledge, communication, formality, tone and promptness. These leaders should be familiar with all the work online teachers are doing and recognize teachers for their work behind the scenes. The article states “if we don't support and validate

their work, and mentor them and nurture them, we're not going to get the best out of them, and the kids aren't going to best out of them either (Quilici & Russell, 2011/2012).” The researchers believe that principals should have online teaching experience and continue to be involved in professional development activities that directly relate to the online environment in order to be able to ask right question to prompt reflection and growth and to build relationship of trust and respect. Ultimately, the researchers believe that school principals should possess ongoing professional development for online teaching engagement that includes: how to be involved online instructionally, trust/relationship building with staffs, and understanding of current research articles and best practice which would be resources to draw on.

#### **Module 4: Article Overviews**

Below is the discussion of my Module 4 SLP three selected peer-reviewed research journals:

##### **1<sup>st</sup> Article: Instructor Presence for Web-Based Classes**

**Purpose of the Study:** The purpose of this study is to explore the relationship between instructor presence and student engagement because the instructor creates the environment that may foster social interaction.

**Type of Research:** The researchers used qualitative research method to study how instructors’ factors related to the course interactivity social/rapport-building, instructional activity design, technology resources, and instructor engagement – relate to the student engagement score?

**Type of Data Collected:** The researchers used online survey and telephone interview for data collection in which students were asked a series of questions about their perceptions of the online class.

**How the Data was analyzed:** The data were analyzed by using a Web-based survey, student participants were asked to rate the class interactivity in each of the four instructor-related areas:

social/rapport-building designs for interaction, instructional activity design for interaction, interactivity of technology resources, and evidence of instructor engagement. Participants were given five descriptors developed for each of the interactivity instructor-related areas and asked to pick the descriptor that best fit their perception of the class. The participants were also asked to pick the interactivity descriptor related to their classmates that best matched their perceptions of the interactivity of their classmates and learner engagement. Students' perceptions of the interactivity of the class were calculated using an Excel spreadsheet.

**Subsequent Conclusions Reached by the Authors of the Study:** The researchers concluded that educational leadership should provide leadership in creating the caring environment that provides respect, authenticity, thoughtfulness, and emotional integrity. The researchers' suggested that teachers should be the hearts of instructional leadership. They would help improve student learning by creating the environment in the classroom a positive, caring and learning environment. The article states "teachers should foster high levels of interest and intrinsic and extrinsic motivation for the student. By do so, students would learn, while teachers create the activities and environment that support and encourage student learning.

**My Analysis of the Study:** I believe that instructor becomes the focal point of the Web-based class because they are like coaches and mentors facilitating courses rather than lecturing. It is important that instructors would need to design courses that allow flexibility for the learners of tomorrow because they collect and reflect on information in a variety of ways. The article states "feedback from the instructor is an important ingredient to the process because it lets students know when their thinking is on track and when it needs revised or redirected (Lear, Isernhagen, LaCost, & King, 2009)." Ultimately, educational leader should support both the learning and the

learner is an effective tool and includes providing cues and materials as well as reassurance to help with a task.

## **2<sup>nd</sup> Article: Teachers perceptions of Principals' Effectiveness in Higher Secondary Schools of Punjab**

**Purpose of the Study:** The purpose of this study was to explore potential of leadership effectiveness as perceived by teachers.

**Type of Research:** The researchers used qualitative research component to explore and study the factors that make principals effective in their leadership and how teachers perceive principals' effectiveness.

**Type of Data Collected:** The researchers developed a questionnaire for the teachers to evaluate their principals' job satisfaction, powers, leadership behavior, conflict management skills and personal traits. It required respondents to rate the extent to which each of the listed items contributed to the effective leadership in the schools.

**How the Data was analyzed:** The data was analyzed by selecting one hundred higher school students of Punjab. The researcher developed a questionnaire for teachers to mark five determinants of principal effectiveness on 5-point likert scale. The data were analyzed and found that the leadership effectiveness is satisfactory. The leader effectiveness was ranked with the highest 5 (strongly agree) and lowest 1 (strongly disagree). The data showed that the means of leadership effectiveness ranged from 2.5 to 3.8 on 5-point Likert scale.

**Subsequent Conclusions Reached by the Authors of the Study:** The researchers concluded that **the** principals' leadership behavior in higher secondary schools of Punjab is very encouraging. They have job satisfaction by possessing the desired personal traits and management skills. The article states "a principal's interaction and participation can increase the

learning climate, productivity, achievement and school reputation (Malik, Khan, Hussain, Noor, & Rehman, 2011).” It is crucial that effective principals envision a mission for the school that accomplishes the needs of the community.

**My Analysis of the Study:** The focus of this study was to identify and described the characteristics of effective school leadership. It is imperative that school leaders have effect on students’ academic performance. The article states “the accomplishments of a school and even whether or not it achieves its goals and missions can be determined by the principal's effectiveness as a leader (Malik, Khan, Hussain, Noor, & Rehman, 2011).” The school principal effectiveness is the quality of his/her skills/traits and leadership behavior perceived by school population in general and faculty members in particular. I believe that educational leaders should be cooperative, honest, and straightforward, committed to excellence and possesses attractive look to attain possible learning opportunities for students.

### **3<sup>rd</sup> Article: Case Study of Leadership Practices and School-Community Interrelationships in High-Performing, High-Poverty, Rural California High Schools**

**Purpose of the Study:** The purpose of this is to study many rural California high schools that are impacted by the disadvantages of poverty, non-English speaking students, limited resources, changing demographics, and challenges of the rural context.

**Type of Research:** The research used qualitative research component to examines the practices of educational leaders in three high-performing, high-poverty, rural California high schools. This qualitative study attempts to identify dominant leadership practices with specific attention given to instructional, distributed, and transformational leadership and leader-initiated school-community interrelationships for the purpose of improving student achievement and school success.

**Type of Data Collected: The researchers used** a three-stage approach for data collection, an introductory phase beginning with the initial assessment and telephone contact; a preliminary phase began after approval was gained from the three selected schools; and a focused phase was by visiting ranged from four to seven days, spanning two to six weeks from first to last visit at each site. The researchers developed of potential interviewees, meetings, activities appropriate for observations, and dates for site visits.

**How the Data was analyzed: The** data was analyzed by conducting all interviews individually with the exception of one small group interview with three parents and community leaders. All interviews began with an explanation of voluntary participation, an overview of the general purpose of the study, and an introduction of the researcher. The interviews were digitally recorded and transcribed. The researcher took notes during all interviews, and recorded field notes and journal entries throughout the data analysis procedures to obtain accurate information for the study. The researcher thoroughly, systematically, and intensively analyzed data through constant comparison and organization to produce meaning from complex information.

**Subsequent Conclusions Reached by the Authors of the Study:** Based on the study the researchers summarized it that in the rural school setting, educational leaders range from teacher leaders, principals, superintendents, and school board members to student leaders, parent leaders and community leaders involved with the school. Regardless of the leadership label, there are universal characteristics that commonly surface when considering qualities of effective leaders: sense of vision, ability to set goals and plan, personal charisma, strong communication skills and strong sense of self and personal convictions, relationship and empathy skills, and the ability to motivate and influence others. The article states “operating on a traditional calendar, the educational programs are designed to provide the skills and tools necessary for students to

explore their creativity while developing a strong educational base (Masumoto & Brown-Welty, 2009).” I believe it is vital that school leaders would make conscious and significant efforts to nurture healthy relationships and two-way communications to actively engage people from the communities served to focus on priorities of the school including their turnaround efforts.

**My Analysis of the Study:** The researchers concluded that educational leaders in all three schools would be effective by utilizing transformational leadership practices to enhance students’ outcomes. It is essential to ensure that educational leaders make efforts to work together by addressing student needs regardless of the student’s family dynamic. The articles states “transformational leadership practices involving sharing, collaboration, co-leadership, partnerships and other models (Masumoto & Brown-Welty, 2009).” Effective leadership helps students improve their achievement and school performance. They have positive impact on student achievement, share leadership responsibilities with others, facilitate change and focus on instructional improvements at levels in the school.

### **Module 5: Articles’ Overviews**

Below is the discussion of my Module 5 SLP three selected peer-reviewed research journals:

#### **1<sup>st</sup> Article: Building Leaders in Secondary Education: An Initial Evaluation of an**

#### **Entrepreneurial Leadership Development Program**

**Purpose of the Study:** The purpose of this study is to provide a 3-year training program for high-potential educators seeking certification as school principal to operate with maximum efficiency. This training is being performed by the Advance Innovative Education (a 501c3 non-profit organization) and Louisiana State University to ensure that school leaders are developed to think and behave entrepreneurially.

**Type of Research:** The researchers used qualitative research components to study and evaluate the effectiveness of an Entrepreneurial Leadership Development Summer Program focuses primarily on the training and development of principals in Louisiana.

**Type of Data collected:** The data was collected through two survey questionnaires: one at the beginning of the training and one toward the end of training. The participants were assessed both before and after to ensure the effectiveness of the training.

**How the Data was analyzed:** The data was analyzed to ensure that sufficient information was obtained for the study. The researchers employed fulltime school principals to participate in the program. They were assured that their responses would be kept private.

**Subsequent Conclusions Reached by the Authors for the Study:** The researchers concluded that school principals would gain an understanding of the difference between traditional and entrepreneurial school organizations. They would also acquire an understanding of performance assessment, expectations, and requirements as outlined by the No Child Left behind Act and the Louisiana Board of Elementary and Secondary Education. I believe the training was impressive because it showed that participants gained higher levels of entrepreneurial intent after completion of the training program.

**My Analysis of the Study:** Based on the study, I believe the training has successfully benefited the school principals in Louisiana in three ways individually, organizationally and at a community levels. The school principals were actively engaged by sharing ideas and exploring new opportunities offered during the training. The article states “this training program experience should enhance participant overall self-efficacy, and ultimately lead to more enterprising behaviors in the school (Weaver, Liguori, Hebert, & Vozikis, 2012).” At the organizational, schools should begin to see a return-on-investment on the enterprising behaviors

of their staff. The principals have gained valuable qualities, skills and attitudes to become effective educational leaders and better serve their institutions.

## **2<sup>nd</sup> Article: An Exploration of School Leadership Issues Relating to the "December Dilemma**

**Purpose of the Study:** The purpose of this study is to understand how school leadership navigates difficult issues concerning the religious liberties of their students.

**Type of Research:** The research used qualitative research methods to study address the “December Dilemma” examining the relevant court cases to protect students’ religious liberties.

**Type of Data collected:** The data was collected through survey from school district educators at a 3A school district in Central Texas during a planned staff development day. The issues of religious liberty and the responsibilities of district leadership and classroom teachers were discussed to obtain accurate information for the study.

**How the Data was analyzed:** The data was analyzed by asking two questions: first, the respondents were asked to indicate, and describe, if they had ever received any formal or informal guidelines on what they should do in regards to teaching about holidays, specifically December holidays. The second question asked the respondents about their own personal guidelines with respect to this issue.

**Subsequent Conclusions Reached by the Authors for the Study:** The researchers analyzed that should be given directives as to what not to do, say, or teach are often fearful of not doing the right thing. The article states “teachers need guidelines and policies they can reference, particularly when facing the holidays in December and trying to determine what is appropriate (Fox, Vasek, & Davis, 2012).” By doing so, the classroom teachers would know how to teach, and perhaps educational leaders would be acquainted to determine how to diffuse a disruptive

situation. I think it is important that school administrative work together to balance the religious and cultural diversities celebration to ensure that no student feels subjective and offensive based on their beliefs.

**My Analysis of the Study:** I believe that school leadership should guide school teachers and students not to violate any religious liberty of all students. I would recommend that school leaders should protect the student rights. They should also provide a calendar of dates identifying various religions and holidays and offering guidance on teaching the topic of religion and holidays. The article states “with the right information and a clear understanding of district expectations, teachers can make informed decisions and be less likely to make legal mistakes (Fox, Vasek, & Davis, 2012).” For future recommendation, I believe that school leadership should assist teachers by clearly communicating the law and the expectations of the district.

### **3<sup>rd</sup> Article: The Legitimacy and Efficacy of Current Organizational Theory: An Analysis**

**Purpose of the Study:** The purpose of this research is to examine the history of various organization theories and their development from the perspective of legitimacy and efficacy, analyze selected debates regarding theory development and various theories, advocate the use of evidence-based theory development and provide an example of a model and related theories that we created after reviewing existing theories and determining gaps in terms of implementation and alignment.

**Type of Research:** The researchers used qualitative research methods to support rigorous testing and grounded theory approaches, advocate the use of evidence-based theory development, and offer the 5P's Model of Strategic Leadership as an example of a model that originated from evidence-based theory development.

**Type of Data collected:** The researchers used survey questionnaires for data collection in getting these theories and models considered for legitimacy and usefulness range from realistic questions to superciliousness as struggles and debates continue among theorists, practitioners, and empirical scientists.

**How the Data was analyzed:** The data was analyzed to ensure that researchers address the relationships between and among theoretical constructs that are not directly observable such as labor productivity, employee satisfaction, management style, and motivational factors.

**Subsequent Conclusions Reached by the Authors for the Study:** The researchers suggested that faculty members, and business practitioners should be able to contemplate and debate the usefulness of various theories and models with the understanding that application is essential for substantiation of their worth. The article states “educational institutions, business organizations, professional organizations, and media outlets should be more open to the creation of a variety of models and theories, the legitimacy and usefulness of which can later be substantiated through application (Pryor, Humphreys, Oyler, Taneja, & Toombs, 2011).” The researchers believe that educational leaders should use evidence-based approach to study the organization management and leadership theory to evaluate the perspectives of legitimacy and efficacy of the institution. The researchers also provided an example of the 5P's Model and related theories that were developed using the evidence based approach to organization theory development.

**My Analysis of the Study:** Based on this research study, the researchers analyzed that legitimacy and potential usefulness of the 5P's Model were designed as comprehensives, strategic leadership and systems management model for strategy development and implementation. The article states “5P's Model was developed in response to specific needs relating to gaps in strategic management theory relating to (1) clarification of the elements of

strategic management, (2) the horizontal and vertical alignment of the strategic elements, and (3) strategy execution or implementation (Pryor, Humphreys, Oyler, Taneja, & Toombs, 2011).” I believe that 5P's Model can be used in the management and transformation of individuals to ensure that the organization achieve its mission and vision.

### **My perspective**

I have enjoyed reviewing and discussing the purpose of these peer-reviewed research journals. My recommendation is to ensure that future research should explore and study many areas such as specific types of instructors’ activities and assignments. It is significantly important that instructors should be willing to help students build a sense of community and have a desire to provide the leadership and mentoring necessary for community to flourish. This assignment is to review and address all the aspects of research used in the study including purpose of the study, research type, method of data collection and many others to ensure that the researchers explore possible opportunities to educate educational leaders. The aim is to gain knowledge and understanding on how educational leaders become familiar with the current research in educational leadership.

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