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December, 2019

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A Dissertation for the Degree of Ph.D.

The Study on the Leadership Model
and Effective Leadership Communication
for Leadership Development
among Organizational Leaders

- A Focus on Ecwa in Nigeria -

Zaki Amos Adukson

Division of Leadership
School of Humanities and Social Sciences
Yemyung Graduate University
December, 2019

The Study on the Leadership Model and Effective Leadership Communication for Leadership Development among Organizational Leaders

- A Focus on Ecwa in Nigeria -

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Prof. Seung-Hee Back, Dissertation Supervisor 16 points

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A Dissertation Submitted to the Faculty of
Yemyung Graduate University
in partial fulfillment of the requirements
for the degree of Ph.D. in Leadership

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School of Humanities and Social Sciences

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December, 2019

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There are many people in our lives who hold the light to see the path and assist us to overcome obstacles and expel obstructions. Those people polish our feelings, extend our understanding, and shed a brilliant light on the darkest side of our soul. They deserve to be respectfully appreciated. First and foremost, I would like to express my deepest gratitude to my academic supervisor Prof. Seung-Hee Back, who advised me during all steps of the study. I gratefully appreciate her attempts. It has been a great honor to complete my research work under her supervision.

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ABSTRACT 16 points

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Impact of Transformational Leadership
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This dissertation investigates a new intervention called the Do-Dream school in Korea from 2014 to 2015. The Do-Dream school is a supplementary educational service operated in public schools that attempts to holistically approach students with academic struggles by offering relevant, flexible, and student-centered services. This study particularly focuses on Korea's recent transition in educational policy away from the outcomes-based accountability system, and how it has impacted the ways in which teachers and supporting agents structure intervention programs. Qualitative research method was used, listening to the voices of twenty teachers and supporting agents from eight different elementary schools to: (a) examine how they organize and implement the new intervention, (b) recognize the effects of the new intervention, (c) explore features that hinder and/or promote the new intervention, and (d) draw implications for future interventions.

Major findings indicate that teachers and supporting agents of the Do-Dream schools attempted to teach students comprehensively, aiming to promote a balanced development of their academics and social-emotional skills with diverse programs. Integrated support teams were implemented, which assisted students on the basis of

collective efforts and shared responsibilities. Teachers and part-time instructors had developed a new perception of students with academic struggles, understanding their utmost needs beyond quantitative measures. Students also seemed to be content with personalized programs, authentic activities, therapies, counseling sessions, and so forth.

On the one hand, there seemed to be several hindrances to run the Do-Dream school effectively. First, numerous interventions provided by the school created disarray among programs, which became a major obstacle to help student in an efficient manner. Teachers also experienced frustration due to excessive workload, lack of financial and administrative resources, and strict regulations.

On the other hand, interviews revealed that provisions from the district and central education authority, professional development opportunities that stimulate teachers' growth in their professionalism, effective and participative administrators' leadership, and collaborative culture inside the school promoted the intervention.

In conclusion, in order for interventions to provide quality and comprehensive support through a holistic approach and contribute to closing the achievement gap, challenging instructions based on high academic expectations and rigorous standards are necessary. In particular, programs need to be linked not only with resources from in and outside of the school but also with the school curriculum to offer content-rich and quality programs.

Keywords: Intervention, Do-Dream School, Educational Policy, South Korea,
Holistic Approach

Chapter 1. Introduction 16 points

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1.1 Research Background and Objectives 13 points

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The purpose of this research is to examine a new approach to interventions in South Korea (hereafter, Korea) called Do-Dream schools¹. This study focuses on the Korean case as the central education authority recently implemented an

educational policy that transitioned away from an outcomes-based accountability system to a more holistic approach to interventions, eliminating standardized tests and academic oriented interventions in elementary schools. These shifts ultimately influenced the ways in which teachers deliver support systems for students with academic difficulties.

Considering that the Korean case can provide an opportunity to reexamine the nature and goals of interventions, this research qualitatively investigates the responses and experiences of elementary school teachers and supporting agents involved with the Do-Dream school.¹ It also attempts to draw wider implications that can be applicable to improving the quality of interventions both in Korea and other contexts.

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1.1.1. Concept of Intrapreneurship → make it bold

This category of transformational leadership refers to the leaders' high ethical/moral dimensions. They are revered, respected, and followers' level of trust to their leaders is unquestioned. A collective sense of mission, reaching goals together is very appealing to this type of leadership. These leaders are endowed with

9 points

¹ Robert Ulich, *A History of Religious Education: Document and Interpretation from the Judae-Christian Tradition* (New York: New York University Press, 1968), 169-182.

extraordinary capabilities, persistence, and determination (Bass & Riggio, 2006). Bass and Riggio identified that a leader who embodies these characteristics ignites the sense of commitment of their followers.