

2012

Keeping Women Silent: A Study of Female Leadership in Faith-Based Institutions [Dissertation Notice]

L. K. Johnson

Follow this and additional works at: <https://digitalcommons.andrews.edu/jacl>

 Part of the [Leadership Studies Commons](#)

Recommended Citation

Johnson, L. K. (2012) "Keeping Women Silent: A Study of Female Leadership in Faith-Based Institutions [Dissertation Notice]," *Journal of Applied Christian Leadership*: Vol. 6: No. 1, 101-101.
Available at: <https://digitalcommons.andrews.edu/jacl/vol6/iss1/22>

This Leadership Resource is brought to you for free and open access by Digital Commons @ Andrews University. It has been accepted for inclusion in Journal of Applied Christian Leadership by an authorized editor of Digital Commons @ Andrews University. For more information, please contact repository@andrews.edu.

and democratic leadership (Bass & Stogdill, 1990; Lewin et al., 1939). The teaching orientations that were analyzed were pedagogical orientation and andragogical orientation, as identified by Knowles (1984; Knowles et al., 2005). This study was designed to clarify and build upon the findings of previous researchers who have examined the relationship between leadership and teaching (Ang, 1984; Mattia, 1991).

This descriptive study used a one-phase, quantitative, correlational model (Gall et al., 2005; Leedy & Ormrod, 2005). The aim was to collect data pertaining to both pastors' and congregational members' perceptions of pastoral leadership style and teaching orientation in order to better understand the extent of the relationship between the dimensions of leadership and teaching.

While this study did find that a perceived change in one dimension (either leadership style or teaching orientation) did correlate to some measurable perceived change in the other dimension, the researcher concluded that leadership and teaching were largely complementary pastoral competencies, and not strictly corollary; the relationship between leadership and teaching was best expressed in quadrants, and not on a strict continuum.

Hong, H. (2010). *Enriched by diversity: The transformation of Wycliffe Bible Translators USA into a multiethnic organization*. Ph.D., Reformed Theological Seminary.

This is ethnographic study on the transformation of Wycliffe Bible Translators in the United States into a multiethnic organization sets out to discern critical organizational factors impacting the transformational process. The study found that the ethnic diversity of Wycliffe USA is low

compared to the ethnic composition of the United States. Worldview transformation is critical and foundational for the transformation of Wycliffe USA into a multi-ethnic organization. A number of organizational factors were found to be critical to the transformation process: the commitment of the leadership, establishing relationships with diverse ethnic communities and ethnic churches, recruiting and hiring among minority communities, training members in biblical teachings, and appointing a person to a leadership level position to be in charge of ethnic diversity. The research also found that there are common reasons for failures in transforming into a multi-ethnic organization, such as lack of vision by leadership, improper communication and engagement of stakeholders, poor project management, lack of employees' involvement, an absence of urgency, and a lack of on-going training.

Johnson, L. K. (2011). *Keeping women silent: A study of female leadership in faith-based institutions*. Ph.D., Capella University.

This study examined the perspective of 26 administrators and seeks to ascertain the issues and concerns pertaining to female representation in faith-based higher education administration. In this qualitative study, based on grounded theory, interviews were conducted with 19 female administrators, one female president, and six male presidents at a variety of faith-based colleges and universities nationwide. Though numerous points were made regarding the disproportion of females in faith-based higher education administration, the disparity of female mentors was identified as one of the primary reasons women do not attain to many of the executive levels posts in these institutions.