Background

The Research Problem and Statement

Institutional figures like teachers can have a profound impact on students who are at the high school level (Joseph, N. M. et al., 2017). Some subjects, like mathematics, are inherently racist and therefore need classrooms that rely on student-teacher relationships in marginalized communities (Joseph, N. M. et al., 2017). For teachers to improve, they need to have high expectations (Cohen, E. G., 2014; Horn, 2012) and promote student self-efficacy and student belonging (Matthews et al., 2014). To increase teacher effectiveness, teaching programs need to promote the teaching and use of SEL (Jagers et al., 2019; Schonert-Reichl, K. A., 2017). Despite the fact that teachers have been given teaching strategies for the classroom, effectiveness depends on the decisions that teachers use (Boaler, J., 2002).

Teachers have an opportunity to guide and work with students by being leaders, coaches, and skills providers. For me to understand what students want and how to assist them, I believe my leadership, coupled with their social-emotional needs, might be a factor in their success. Thus, the goal of this study can immediately impact how I and other teachers can use leadership and SEL. Below is Figure TBD highlighting the goal of this research.

Figure TBD

Research Goal on Transformational Leadership and SEL

In summary, this research looks to understand the components of transformational leadership and social-emotional learning that can lead to building positive, impactful relationships between high school students and teachers in marginalized communities. It can be used for teacher preparation in leadership and social emotional learning and fill a gap in research where the three ideas of transformational leadership, SEL, and marginalized communities intersect. This research hopes to propose future ideas that new educators, or future educators can study and deploy in their daily practices. In the following section, the literature review discusses current transformational and SEL research, trends in the research, minority needs in terms of educational leadership, and what gaps are found in the literature.

In completing this research, the following questions are proposed. Could it be possible that students who are in urban settings at a high school level might need different aspects of social-emotional learning? Could students need specific aspects of leadership that we do not know? Furthermore, how do marginalized students respond to teachers who intentionally use both transformational leadership and social emotional learning? These questions are ones this research hopes to address. Furthermore, through this research, I hope to find what marginalized students in an urban setting need in terms of social-emotional learning.