

The Depiction of Servant Teacher Leadership Attributes in Mass Media: A Characterization Analysis of the Protagonist in Rita TV Series

Olusiji Lasekan^{1*} & Claudia Mendez-Alarcon²

¹Universidad Católica de Temuco, Temuco, Chile

²Universidad Católica del Maule, Talca, Chile

*Corresponding author: Universidad Católica de Temuco, Temuco, Chile. E-mail: olasekan@uct.cl

Received: July 16, 2022

Accepted: August 26, 2022

Online Published: October 28, 2022

doi:10.5430/jct.v11n8p122

URL: <https://doi.org/10.5430/jct.v11n8p122>

Abstract

Taking into account the critical role of teacher leadership in school development and the importance of fostering its training through image media, this study aims to identify the ten proposed attributes of Greenleaf servant leadership exemplified by the protagonist of a popular comedy-drama television show called Rita. Adopting the notion of characterization, a qualitative study approach was used to identify the proposed Greenleaf's ten traits of servant leader (SL) demonstrated by the main character by evaluating her interactions with students and their parents, co-teachers, the principal, and school policymakers. The findings revealed that the character is an effective servant teacher leader, as her personality portrayed all the ten qualities proposed in Greenleaf SL. This implies that preservice and in-service educators can utilize the show as a reflective tool for enhancing Servant Teacher Leadership (STL) competencies in the classroom. This study contributes to the growing body of knowledge about teacher representation on television shows and the implications for teacher leadership education. A future research direction is also presented.

Keywords: Rita, servant teacher leadership, television show, characterization, Greenleaf

1. Introduction

Given the importance of leadership in improving student learning (Cruikshank, 2017) and school growth (Yeigh et al., 2019), educational scholars and practitioners have been constantly developing and applying several leadership models for school reform and development (Gumus et al., 2018; Hart, 1995). However, the majority of these projects have failed to produce the desired results due to the top-down leadership system in schools (Caliskan, 2021; Abdulrasheed et al., 2016). Therefore, due to the failure of this positional leadership to improve schools, more emphasis is being placed on promoting the concept of shared and distributed leadership in the school system (Dampson et al., 2018). This involves recognizing teachers' critical role in school improvement and students' academic achievement, which stems from their active collaboration, social connection, and interaction with students (Sharar & Nawab, 2020), familiarity with the complexities of teaching (Mangin & Stoelinga, 2008), and ability to collaborate with other teachers by spreading best practices, encouraging teacher professional learning, and offering assistance with differentiation (Curtis, 2013; Muijs & Harris, 2003, 2006). In sum, when teachers are given opportunities to lead, they can help to build a stronger model for school reform and teacher development (Beauchum & Dentith, 2004).

Establishing the significance of leadership necessitates elucidating the types of leadership styles that promote effective teacher leadership. Servant leadership, for instance, involves serving others for whom he or she is accountable (Greenleaf, 2002). The definition is grounded in a theory and philosophy that is community-based, altruistic, and empathetic (Bufalino, 2017). This form of leadership in schools is typically an informal form of leadership associated with roles and responsibilities that do not involve conventional leadership positions (school coordinator, head teacher, peer coach, and mentor), but refers to the potential to influence other teachers and school stakeholders (Harrison & Killion, 2007). Multiple studies have found servant teacher leadership in a school system to be more effective in empowering teachers as leaders than the usual hierarchical pyramid of authority (Poobalan & Talip, 2020; Haider et al., 2020). According to Pellicer and Anderson (1995), an effective teacher leader has the capacity to build supportive school community relationships that are critical for school improvement. In other words, we can argue that a successful

teacher leader must possess servant teacher leadership skills.

Considering the significance of teacher leadership (TL) in school reform, it has been suggested that TL courses should be incorporated into preservice and in-service education programs (Vernaza-Hernández, 2020; Stewart, 2012). Several teacher preparation programs in various contexts are already promoting leadership literacy and competencies among their students by offering a single leadership course or integrating it throughout their curriculum. The use of story (McDonald, 2017), film (English & Steffy, 1997), action research (Vernaza-Hernández, 2020), and service learning (Stewart, 2012) are a few of the pedagogic approaches utilized in teacher leadership classrooms. In the literature, the adoption of film or image-based media appears to be the most popular method. This is due to the audiovisual effect of film and its emotionally stimulating nature. According to Blasco et al. (2015), they are powerful tools for fostering learning in the classroom because of the ability of moving pictures in films to create a comprehensive communication scenario through a story or plot. This facilitates the interest and motivation necessary for effective learning (Guest, 1997). Movies have been utilized to teach theoretical leadership (Rajendran & Andrew, 2014), educational administration (English & Steffy, 1997), and authentic leadership (Scott & Weeks, 2016). However, the literature is silent regarding the teaching of servant leadership through film.

Rita is a Danish comedy-drama television series created by Christian Torpe. It premiered in Denmark on 9th of February, 2012 and ended on 20th of July, 2020, spanning five seasons and 40 episodes. All episodes are available on an international TV stream (Netflix). Mille Dinesen portrays Rita Madsen, a strong-willed and unorthodox teacher and single mother who protects and assists her kids and the entire school community. Given the servant teacher leadership portrayed by the protagonist of the show to its global audience, it can be predicted that her character can be used to depict a servant teacher leader, which can serve as a reflective tool for educating preservice and in-service teachers about servant teacher leadership. Using the method of character analysis, this study aims to examine and analyse Rita's character as a servant teacher leader on the show. The remainder of the paper begins with the development of the theoretical-conceptual framework, which is followed by the methodology, results, and discussion, and a conclusion that consists of the summary and implications of the study. This research gives us a fascinating chance to look at how a typical teacher leader in a TV show depicts servant leadership.

1.1 Theoretical and Conceptual Framework

A character is an individual in a fictional work (such as a novel, play, television series, film, or video game) (DiBattista, 2011). Characters must be believable and consistent (Faisal, 2011). Characterization is the method and process of generating and developing fictional characters (Latif, 2016). According to Jones (1968), characterization is the depiction of a person's explicit images. Thus, the acts, physical appearance, social status, social relationships, and personalities of the key characters reveal the genuine nature of the people involved in the story.

Robert Greenleaf (1904-1990) coined the phrase "servant leadership," and the servant leadership paradigm begins with the natural desire to serve, to serve first and then learn to lead as a servant (Greenleaf, 1970). The author noted, "The great leader is viewed as a servant first" (Greenleaf, 1970, p. 32). The notion of a servant as a leader is a totally different viewpoint on leadership as it focuses on the needs of the followers, and the goal of the leader is to ensure that those needs are met (Greenleaf, 1970). Spears (1995), a scholar of Greenleaf's writings, highlights listening, conceptualization, healing, empathy, awareness, foresight, stewardship, commitment to the growth of people, building community, and persuasion as the ten attributes of a servant leader. We argue that in order to contribute to the improvement of a school, a teacher must be a servant leader. Because empowering teachers as servant leaders inverts the traditional hierarchical pyramid of authority, which has failed to promote school development. According to Nichols (2010), the first step in institutionalizing servant teacher leadership practice is to blend the teaching of leadership and its practice around the role of service to the school community. This will allow teachers to reject authoritarian rule in favour of encouraging inventiveness in students and co-teachers, allowing them to have a positive impact on the school climate (Bowman, 2005). Thus, as it is stated in Greenleaf's leadership proposition, servant teacher leaders need to have shared foresight (Bolman & Deal, 1994) and practice empathy, trustworthiness, and listening skills to build relationships (Bolman & Deal, 2002).

In order to assess Rita as a servant teacher leader, the adoption of characterisation method is critical. Rita is portrayed as a character that employs servant teacher leadership principles to develop a school through her interactions and relationships with administrators, instructors, students, and their families. Rita inspires other teachers and administrators to develop and support the operation, learning outcomes of students, and care of a school's physical space through modelling and nurturing attitudes (Cohen et al., 2009). Therefore, based on the consistent link between servant teacher leadership skills and a positive school climate (Black, 2010), ten qualities of Rita as a servant teacher leader as highlighted by Spears (1995) will be analysed. Variables such as a character's physical appearance, social

status, personality, and relationships with all school stakeholders such as administrators, teachers, students, and their families of students will be studied. The justification of this study is grounded on the fact that no research has been done on how the servant teacher leader is portrayed in the image media. As indicated in Figure 1, our research will be intersecting Rita as a character within the theoretical framework of characterization by investigating how she expressed the ten qualities of servant leadership in her interaction with all the school stakeholders.

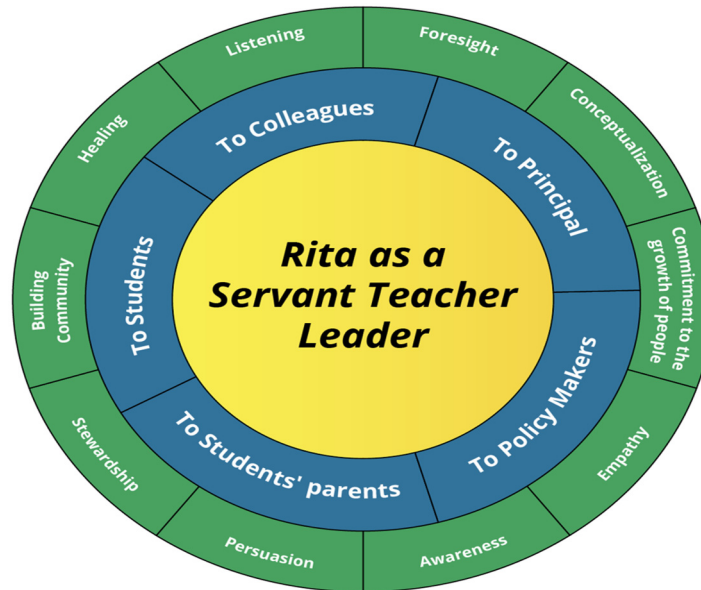


Figure 1. Conceptualizing Ritas's Portrayal of ten Servant Teacher Leadership Skills as the Protagonist Relates with other School Stakeholders in the TV Show

2. Materials and Methods

2.1 Research Design

The purpose of this study is to determine what qualities make the main character "Rita" of the TV show "RITA" a true representation of a servant teacher leader. The study's design is based on a philosophical perspective. That is, assumptions are made by researchers about how data should be collected, evaluated, and used (Collins, 2010). As a result, we used a qualitative descriptive study as our methodology. The meaning is not directly revealed in a qualitative research approach, but it is commonly constructed (Schreier, 2012).

2.2 Source of Data

The data for this analysis was extracted from the RITA TV Show. It is a Danish television series that debuted in 2012. Christian Torpe directed the Series, which was produced by TV2. The series consists of 40 episodes divided into five seasons of eight episodes each. The series was shot at Rodovre, Sjælland, Denmark. The series was chosen as a data collection source because the protagonist of the show demonstrates servant teacher leadership skills as she interacts with pupils and their parents, as well as fellow teachers, principals, and policymakers who are crucial actors in a typical school climate.

2.3 Instrumentation

Servant leadership was operationalized using a modified version of the ten-factor servant leadership summarised by Spears (2018). The ten factors are as follows:

- 1). Listening: Leaders have long been admired for their ability to communicate and make decisions. He or she pays attention to both what is said and what is not stated. Hearing one's own inner voice is also part of listening.
- 2). Empathy: It involves making an effort to comprehend and empathize with others.
- 3). Healing: It is the capacity to assist in the healing of individuals with whom they come into contact.
- 4). Awareness: The servant-leader is strengthened by general awareness, particularly self-awareness.
- 5). Persuasion: It is a preference for persuasion over positional authority. As a result, rather of enforcing conformity, the servant-leader tries to persuade others.

- 6). Conceptualization: Servant-leaders strive to develop their ability to dream big.
- 7). Foresight: This trait enables the servant-leader to comprehend past lessons, current realities, and the potential outcome of a future decision.
- 8). Stewardship: it is defined as "keeping something in trust for someone else." In other words, assuming a dedication to servicing the needs of others.
- 9). Commitment to growth of people: A servant-leader is passionate about the development of each individual within his or her organization.
- 10). Building community: A servant-leader should look for ways to create community among those who work in a specific organization. That is, servant leadership suggests that true community can be built among employees in organizations.

The Greenleaf proposition was chosen as a tool for assessing Rita's character because Greenleaf's claim on servant leadership was validated in a study that assessed the leadership style of a Mayor of a metropolitan area in the Northeast region of the United States (Mareus et al., 2019).

2.4 Data Collection Procedure and Justification

Visual observation and documentation are employed as data collection techniques. In the data analysis, descriptive analysis is performed to identify and examine Rita's leadership qualities as a teacher in the show. All five Netflix-aired seasons were chosen for examination (40 episodes in total). Manganello et al. (2008) found that sampling seven episodes from a television season was sufficient to draw character-based inferences. This research provides a considerably more robust and methodical approach than this recommendation, comparable to the method used in Lasekan (2021b).

Rita was selected because it is the only existing TV series that depicts the character of a servant teacher leader. The choice of a TV series over a movie is based on the latter offering more elaborate content for analysis, being an 8-year TV show with 40 episodes. Each meaningful contact exchange was viewed multiple times by the investigators. First, the researcher watched the entire episode, noting which interactions met the evidential characteristics corresponding to Greenleaf's definition of ten servant leader attributes (Spears, 2018). On the second viewing, the researcher transcribed the correspondence between the characters. The researcher took notes on the final viewing's interaction meaning, subtle verbal intonations, and any nonverbal images. Following that, each of the main interactions was coded and corresponded to the ten attributes (listening, empathy, healing, persuasion, stewardship, commitment to the growth of people, building community, awareness, foresight, and conceptualization) of a servant leader.

2.5 Data Analysis

In this study, qualitative content analysis was chosen as the research method, and the data analysis was conducted in accordance with the modified procedures proposed by Lacko (2011). The initial step of content analysis is establishing research objectives. In this study, the researcher's primary purpose was to describe and identify Rita's character in the series as an effective servant teacher leader, utilizing Greenleaf's ten characteristics of a servant leader as a checklist.

The primary goal of the investigation is to identify the servant teacher leadership attributes that Rita exhibits when engaging with other characters (students, colleagues, parents, principal, and school policy makers). The interaction must have lasted at least 5 seconds to be considered significant, and it is expected to be critical to the story's progression. Significance assessments are based on the rationale of Ye and Ward (2010) analysis unit.

This paper utilized manifest and latent content analysis for its data analysis. They are described in greater detail below:

Manifest Content Analysis: It refers to the encoding of manifest or surface content (Neuman, 2000). In other words, quantitative content analysis entails categorizing the material based on specific and predefined characteristics (Dowler, 2004).

Latent Content Analysis: It is the process of determining the underlying and implicit meaning of the content of a text (Neuman, 2000). As a result, the meaning of words, phrases, or terminology is subject to interpretation, necessitating some semantic analysis (Dowler, 2004).

The use of a single coder for this investigation is justifiable and dependable due to the coder's expertise on the subject matter (Campbell et al., 2013). The researcher has spent years viewing every episode of the television series. Similar to the study conducted by Lasekan (2021a), numerous actions were taken to strengthen the validity of the analysis as a solitary researcher. This includes discussing the coding and analysis with co-researchers who are fervent fans of the show. This procedure, known as "member checking," comprises sharing coded field note excerpts and discussing

coding as well as analysis in order to reconcile opinions regarding the rating of Rita's professional and personal attributes (Burant et al., 2007).

As shown in Table 1, manifest and latent themes are coded using Greenleaf's ten qualities of servant leadership checklist. The researcher aligns the qualities with the evidential characteristics as they are defined as follows:

Table 1. Assessment of Rita as an Effective Servant Teacher Leadership Using Greenleaf's Proposition on STL

n/s	Quality of teacher leaders	Description of attributes (Spears, 2018).	Evidences depict by Rita	Manifest / Latent	Scene description	Season, Episode
1.	Listening	The character listens receptively to what is being said (and not said) by students, colleagues, or other stakeholders before taking decision.	Listening to a parents' concern.	Latent	In a meeting with Rosa's parents in order to improve Rosa's social skills	Season 1, Episode 1
			Listening to the principal and a colleague's suggestion.	Latent	Meeting with Rasmus and Helle on sugar policy that convinces her of its implementation	Season 1, Episode 2
2.	Empathy	The character shows a deep understanding of students' or colleagues' situations or conditions by communicating acceptance and recognition of their uniqueness.	Empathy for a student having problems at home	Manifest	Providing help to Mads' family at home.	Season 2, Episode 2
			Empathy for a teacher that is being bullied by a student.	Manifest	Hjordis was bullied by a student (Rosa). Rita empathized by taking action.	Season 1, Episode 2
			Empathy for an adolescent student who is pregnant.	Manifest	Helping Emma in making decision regarding her pregnancy.	Season 2, Episode 3
			Empathy for students that do not have space and time to do their homework in their homes.	Manifest	Allowing students to do their homework in her house.	Season 3, Episode 4
			Student recognizing her sense of empathy	Manifest	Acknowledging she always help people	Season 4, Episode 2
3.	Healing	The character helps many students or colleagues with a broken spirits and may have suffered from a variety of emotional hurts (self-confidence, emotional problems, failures...)	Protecting students from a teacher's lack of empathy.	Manifest	Protecting Mads from Flemming.	Season 2, Episode 5
			Providing special needs' students, a space for healing.	Manifest	She helps in building a basement that promote inclusion. A place where students who do not fit into a classroom can find comfort and peace.	Season 3, Episode 2
			Awareness of the reason for being in a teaching profession.	Manifest	Her self-awareness about the reason she chose the profession was expressed by saying she became a teacher so that she can protect children from their parents.	Season 1, Episode 2
4.	Awareness	The character has a self-awareness of who she is professionally and personally.				
5.	Persuasion	The character seeks to convince others, rather than coerce compliance.	Persuading a student to participate in an activity.	Manifest	Rita persuades a student (Kareem) to campaign for a mock election.	Season 3, Episode 1
6.	Conceptualization	The leader seeks to nurture their abilities to "dream great dreams.	Helping students to imagine and develop the right dream and the ability to achieve that vision.	Latent	Disagreement with the contracted motivational speaker on the concept of right vision for children. She argues that it is OK for a student to think inside the box. For example, having the vision of having a husband and 3 kids.	Season 3, Episode 2
				Manifest	Encouraging parents to allow their children to choose the skill they are good at	Season 1, Episode 3

Table 1. Assessment of Rita as an Effective Servant Teacher Leadership Using Greenleaf's Proposition on STL(Continued)

n/s	Quality of teacher leaders	Description of attributes (Spears, 2018).	Evidences depict by Rita	Manifest/Latent	Scene description	Season, Episode
7.	Foresight	The character understands lessons from the past. Teachers learn from their mistakes and develop a humble approach.	Suggesting innovative ideas that are based on past experience	Manifest	She suggested the creation of a special inclusion classroom for children in different grades. This suggestion was implemented in her former school.	Season 4, Episode 4
8.	Stewardship	The character seeks to improve the community and the profession by committing herself to the good of the school.	Helping to raise funds for the development of the school. Demand more grants from policymakers for the development of the school.	Manifest Manifest	She sacrifices her teaching profession so that her school can access huge grant that will foster several developmental projects for the school. She reported a classified assessment report to a journalist on the need to receive more grants that will prevent teachers from leaving the profession, prevent pupils from crapping in closets, and support 28 new inclusion children.	Season 3, Episode 8 Season 3, Episode 1
9.	Commitment to the growth of people	The character recognizes the tremendous responsibility to do everything within his or her power to nurture the personal, professional, and spiritual growth of all members of the community.	Taking responsibility for the professional growth of a new teacher She is committed to the growth of people.	Manifest Manifest	Showing Hjordis round the campus Encourage her to improve her pedagogical skills. Rasmus comments on Rita's commitment to people "you fix everybody else's live, so you don't have time to sort out your own"	Season 1, Episode 1 Season 1, Episode 4 Season 3, Episode 7
10.	Community	The character has a strong sense of school community spirit and works hard to foster it.	Sense of community is created by building a connection among students, the teacher and parents outside the four walls of the school.	Manifest	Rita created an activity tagged (Tour of Chamber). students are visiting each other's home and they are being welcome by every parents. The goal is to create bond among students, parents and the teacher.	Season 3, Episode 8

3. Results

Using the proposition of Greenleaf's servant leadership qualities, this study identifies and evaluates the servant teacher leadership qualities of the key protagonist in RITA TV show. RITA depicts all of the qualities of a typical STL and their corresponding indicators (Table 1). As a result, Rita can be considered an effective STL.

Listening is the attribute portrayed by the character in order to understand others in order to make a decision or solve a problem. For example, Rita listens to a student's parents' concerns about a student's attitude. The act of listening aids in reaching a conclusion by advising the mother to accept responsibility for her daughter's attitude. Her listening skills also assisted her in reaching an agreement with the principal and head of placement on the implementation of the school's sugar policy.

Empathy is defined as the ability to understand, accept, and recognize everyone's uniqueness in the school environment. Throughout the show, Rita is seen empathizing with various students and teachers. Rita also helps Emma make a decision about her pregnancy and allows students to do their homework in her house because they are unable to concentrate at home. By taking action, she expresses empathy for a teacher who is being bullied by a student.

Healing is defined as the ability to comfort others. She promotes school inclusion at her school so that special-needs students can be helped. This is accomplished by assisting with the construction of a special education classroom in the school's basement. As she pointed out, "a place to blow off some steam" and for mental relaxation.

Her ability to understand her personal and professional practice as a teacher is grounded in her self-awareness. She always reiterates that she became a teacher so that she could save children from their parents.

Rita shows that she can get people to do the right thing without forcing them to by getting Kareem to run in a mock election and campaign for her.

The protagonist's conception of a personal dream and vision remains unstated, but she aids students in formulating the right vision for their lives. She argued with the hired motivational speakers that having a family can be a good vision for children and that they do not need to think outside the box. Furthermore, she always protects children from parents who impose their own vision on them. There is an instance when she argues with a father who wants to force his child to play football.

Her foresight is based on the ability to learn and apply lessons from previous experiences. At a meeting, the protagonist recommends the practice of special inclusion classes in her former school to the stakeholders of her new school.

A good servant leader is expected to improve the school climate and the profession in terms of stewardship. Rita gave up her job to gain access to the school's development fund. Prior to that, she leaked a classified report to the press about school issues so that policymakers could provide funding.

Rita is committed to people's growth by taking responsibility for the personal, professional, and spiritual development of each member of the school community. Rita takes responsibility for Hjordis' professional development. She gave her a good orientation on her first day at the school in Episode 1. In fact, Rita serves as Hjordis' mentor throughout the show. Furthermore, she is dedicated to the development of everyone in the community. The principal testified that Rita is so focused on solving other people's problems that she neglects to address her own.

Rita is also a community builder. She fosters a strong sense of school community by fostering relationships between students, teachers, and parents. She argues that it is crucial for students who have been together for the past eight years to know each other's families outside of the classroom. Students are seen visiting each other's homes, and they have been well received by the parents.

4. Discussion

Prior research has demonstrated that the development of teachers' leadership skills is crucial to the growth of schools (Beachum & Dentith, 2004). STL is therefore recommended as a form of leadership because it helps teachers base their leadership style on a moral sense of concern for others, moral development, service, and the promotion of the common good (Bufalino, 2017). Several disciplines have utilized visual media as an educational tool to determine the qualities of good leaders. However, very little information was identified in the literature regarding the characteristics of a typical STL on TV shows. Therefore, our study filled the gap in the literature by revealing STL characteristics via a protagonist in a TV series. This is the first study to demonstrate how image media depict STL characteristics of a teacher by analyzing a television series that provides a substantial amount of content for determining the ten STL characteristics exhibited by the character. In addition, this study employs a rigorous and well-accepted methodology to assess the efficacy of an STL by analyzing her interactions with all stakeholders in school climate.

Theoretically, the researchers have depicted Rita as an STL through her interactions with the pupils as well as their parents, other teachers, and other school stakeholders in the show (DiBattista, 2011). It is interesting to know that the main character can be regarded as an effective STL. This is because Rita embodies all ten characteristics of an STL. As outlined in the Greenleaf proposition: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the advancement of people, and community building (Spear, 2018).

It is encouraging to connect Rita's ten characteristics of STL with earlier studies that emphasized the significance of teacher leadership and its effects on school climate improvement as well as teacher effectiveness. For instance, Rita is an excellent STL due to her ability to listen to colleagues and parents of students while resolving concerns. This aligns with prior research that emphasized the significance of teachers' having a space to listen to both their colleagues and pupils in order to enhance the school environment (Green, 2016). A recent empirical study demonstrates the positive impact of empathetic leadership on school culture and climate, which is reinforced by the fact that the protagonist demonstrates empathy to a remarkable degree (McKeown, 2022). In addition, the significance of the character in facilitating the emotional healing of pupils contributes to her success as a STL. This importance is supported by Oloo

and Relland (2021), they claim that teachers must view their classrooms and schools as places of healing. Furthermore, we assert that Rita's capacity to evaluate her motivation to become a teacher contributes to her leadership abilities. This self-awareness, which is the understanding of one's own personality and the ability to appropriately judge one's own behaviour (Zydzianaite et al., 2020), has been deemed to be crucial to the development of STL (Lopez, 2017). Regarding Rita's persuasive communication skills as a STL, we can conclude that this quality contributes to the improvement of her school's climate. However, credibility, which encompasses professional competence, character, and trust, has been demonstrated to be a key predictor of the development of persuasion skills among STL (Kearney & Waldeck, 2008). Considering how Rita helps her students establish the correct vision, a study suggests that teachers should assist students in developing a long-term vision statement that can serve as a road map for learning experiences, supports, and services that students and their families may require in the future (Meadan et al., 2010). Moreover, the literature largely supports adopting a perspective that is grounded on past experience. As Rita demonstrates in the show, prior experience should be regarded as knowledge that can be used for future decision-making (Conway & Voros, 2003). Rita's dedication to her colleagues' professional development and her students' academics is extremely important in the show. This quality is essential not only for the effectiveness of teacher leaders but also for the improvement of school climate (Yusof, 2012). Lastly, all the actors in the school climate (parents, teachers, administrators, and students) have a responsibility to create a welcoming, positive, and inclusive climate at the school (Rapti, 2013), as illustrated by Rita in the Show when she creates a mechanism to foster a relationship between the students, teachers, and parents.

Having demonstrated that Rita is an effective STL, it is fair to assert that the show is a beneficial form of popular culture that promotes STL characteristics. Therefore, the character can serve as a model for teachers. In other words, her personalities can be used to foster reflective practice among preservice and in-service teachers via journal writing, which is an effective technique to increase reflections after students have viewed the visuals (Holly, 2002). As a teacher, the character of Rita can be used to conduct self-examination of one's goals, beliefs, assumptions, and actions (Pollard and Tann, 1987) and to resolve one's own personal and professional obstacles in the school climate (Dewey, 1933), as well as to modify one's skills in response to the school's needs (Darling-Hammond, 2000). Such reflections will enable students to expand their intellect and establish their own ideal way to convey their leadership role in the school environment. Moreover, this show can provoke reflection on how to counter the top-down leadership style prevalent in school administration (Caliskan, 2021; Abdulrasheed et al., 2016). For instance, Rita is able to express her ST leadership skills in her interactions with students, parents, colleagues, and policymakers because of the distributed type of leadership that is permitted in her school. Thus, we can conclude that the development of a school can be accelerated if STL skills are promoted and encouraged.

This authentic image-based media plays a crucial role in promoting STL learning in the classroom (Rajendran & Andrew, 2014). This is due to the fact that it can interest students and improve their retention. Particularly for visually saturated information-age learners, the TV shows rich visuals and emotional content are likely to increase retention among learners (Bumpus, 2005, as cited in Rajendran & Andrew, 2014). Given that the GEN-Z belong to both the recreational and academic worlds, the authors describe television series as a recognizable, attention-grabbing visual medium tool to engage learners (Mallinger & Rossy 2003). Therefore, they are likely to increase retention because of powerful visuals and emotive information (Scherer & Baker, 1999). Moreover, reference is made to television shows can provide a visual representation of abstract theories and concepts taught in leadership courses (Champoux, 2005). In other words, the authentic material can be utilized primarily as a practical application of theory (as in Rita), in which relationships and interactions with other characters are viewed as the acquisition of ST leadership skills (English & Steffy, 1997). By providing relatable experiences, the television show can help to convey concepts in action (Ambrosini et al., 2009). Lastly, due to the complexity of leadership behavior, core concepts and theories can be replicated through television series-centered training (Bumpus 2005).

Using this show to teach STL classes is a step toward understanding how to enhance school effectiveness, which is based on collaboration within the school climate. Due to character's ability to collaborate with all of the school's stakeholders, Rita's STL talents are obvious and prominent to the show's audience. Such collaboration enables her to mentor and influence other teachers, such as Hjordis. In other words, good teaching practices and positive impact can be easily transmitted if this resource is used to promote STL in schools.

In order for many schools to execute formal STL training by utilizing this show, the 'top-down' leadership approach must be abandoned (Katzenmeyer & Moller, 2009). Therefore, it is crucial for the school principal and administration to promote a bottom-up style of leadership by permitting the adoption of STL courses, so that teachers can play an active role in every aspect of the school atmosphere (Little, 2003). Additionally, it has been maintained that STL is essential for the professional growth of beginning teachers. Research demonstrates that beginning teachers are more

successful and more likely to remain in the profession if they are connected to their administrators, school colleagues, and peers in professional organizations (McCann et al., 2005). Educators must therefore introduce the concept, assist students to contemplate the prospect of leadership, and provide an opportunity to build leadership abilities during teacher preparation programs.

5. Conclusion

The primary objective of this study was to determine the ten proposed attributes of Greenleaf servant leadership exemplified by RITA who is the main character in a popular TV show called Rita. The study has demonstrated that the character is an effective servant teacher leader since she exhibited all the ten characteristics of servant teacher leadership. The findings of this study suggest that her character in the show as a quality servant teacher leader can be used as a positive role model and reflective tool to train both preservice and in-service teachers on how to improve STL skills. We claim that employing this authentic material to increase teachers' STL skills will boost both school improvement and students' achievement. This study contributes to the expanding body of work on the portrayal of teachers in film and its implications for both preservice and in-service education. This is the first research to examine the portrayal of servant teacher leadership in a television show. In addition, this is the first time the ten characteristics of Greenleaf's servant teacher have been successfully applied to evaluate a teacher's image in image media. Lastly, the generalizability of these results is limited by a number of factors. For example, the dataset was examined by a single rater; hence, the analyses relied on the researcher's interpretation. Therefore, her efficacy as an STL should be evaluated with caution. Another drawback is that only qualitative research methods were used. Therefore, triangulation is essential for the collection of more reliable data. More research is required to comprehend how this television series might be utilized to encourage philosophical thoughts in preservice and in-service teacher education.

References

- Abdulrasheed, O., Hussin, F., & Kasa, M. D. (2016). Challenges of principal leadership styles and school management: A solution oriented approach. *Asia Pacific Journal of Education, Arts and Sciences*, 3(4), 61-68.
- Ambrosini, V., Billsberry, J., & Collier, N. (2009). Teaching soft issues in strategic management with films: Arguments and suggestions. *International Journal of Management Education*, 8(1), 63-72. <https://doi.org/10.3794/ijme.81.268>
- Beachum, F., & Dentith, A. M. (2004). Teacher leaders creating cultures of school renewal and transformation. *Educational Forum*, 68, 276-286. <https://doi.org/10.1080/00131720408984639>
- Black, G. L. (2010). Correlational Analysis of Servant Leadership and School Climate. *Journal of Catholic Education*, 13(4). <http://dx.doi.org/10.15365/joce.1304032013>
- Blasco, P. G., Moreto, G., Blasco, M. G., Levites, M. R., & Janaudis, M. A. (2015). Education through Movies: Improving Teaching Skills and Fostering Reflection among Students and Teachers. *Journal for Learning through the Arts*, 11(1). <https://doi.org/10.21977/D911122357>
- Bolman, L. G., & Deal, T. E. (1994). *Becoming a teacher leader: From isolation to collaboration*. Corwin Press, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320.
- Bolman, L. G., & Deal, T. E. (2002). Leading with soul and spirit. *School Administrator*, 59(2), 21-26.
- Bowman, R. F. (2005). Teacher as servant leader. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(6), 257-260. <https://doi.org/10.3200/TCHS.78.6.257-260>
- Bufalino, G. (2017). Servant-leadership as an effective model for teacher leadership. *Formazione & Insegnamento. Rivista internazionale di Scienze dell'educazione e della formazione*, 15(2), 127-136.
- Bumpus, M. A. (2005). Using motion pictures to teach management: Refocusing the camera lens through the infusion approach to diversity. *Journal of Management Education*, 29(6), 792-815. <https://doi.org/10.1177/1052562905277183>
- Burant, T. J., Gray, C., Ndaw, E., McKinney-Keys, V., & Allen, G. (2007). The rhythms of a teacher research group. *Multicult. Perspect*, 9, 10-18. <https://doi.org/10.1080/15210960701333674>
- Caliskan, O. (2021). Learning from failure or failing to learn: perspectives of school principals. *Journal of Educational Administration*, 59(4), 422-436. <https://doi.org/10.1108/JEA-07-2020-0158>
- Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding in-depth semistructured interviews:

- problems of unitization and intercoder reliability and agreement. *Sociol. Methods Res*, 42, 294-320. <https://doi.org/10.1177/0049124113500475>
- Champoux, J. E. (2005). Comparative analyses of live-action and animated film remake scenes: finding alternative film-based teaching resources. *Educational Media International*, 42(1), 49-69. <https://doi.org/10.1080/09523980500116662>
- Cohen, J., McCabe, L., Michelli, N., & Pickeral, T. (2009). School Climate: Research Policy, Teacher Education and Practice. *Teachers College Record: The voice of Scholarship in Education*, 111(1), 180-213. <https://doi.org/10.1177/016146810911100108>
- Collins, H. (2010). *Creative Research. The Theory and Practice of Research for the Creative Industries*. Singapore: AVA Publications.
- Conway, M., & Voros, J. (2003). Foresight: Learning from the future. *Journal of Institutional Research*, 12(1), 1-15.
- Curtis, R. (2013). *Findings a new way: Leveraging teacher leadership to meet unprecedented demands*. Aspen Institute.
- Cruickshank, V. (2017). The influence of school leadership on student outcomes. *Open Journal of Social Sciences*, 5(9), 115-123. <https://doi.org/10.4236/jss.2017.59009>
- Dampson, D. G., Havor, F. M., & Laryea, P. (2018). Distributed Leadership an Instrument for School Improvement: The Study of Public Senior High Schools in Ghana. *Journal of Education and E-Learning Research*, 5(2), 79-85. <https://doi.org/10.20448/journal.509.2018.52.79.85>
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8(1). <https://doi.org/10.14507/epaa.v8n1.2000>
- Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. D.C. Heath & Co Publishers.
- DiBattista, M. (2011). *Novel characters: A genealogy*. John Wiley & Sons.
- Dowler, K. (2004). Comparing american and canadian local television crime stories: a content analysis. *Can. J. Criminol. Criminal Justice*, 46, 573-596. <https://doi.org/10.3138/cjccj.46.5.573>
- English, F. W., & Steffy, B. E. (1997). Using film to teach leadership in educational administration. *Educational Administration Quarterly*, 33(1), 107-115.
- Faisal (2011). *Analysis of Main Character in Bruce Almighty Movie Viewed from Personality Traits Theory by Costa and McCrae*. [Bachelor's thesis, University of Syarif Hidayatullah]. Retrieved from <https://onsearch.id/Record/IOS3659.42126/Details>
- Green, J. (2016). Listening as leadership. *Schools*, 13(2), 211-225. <https://doi.org/10.1086/688523>
- Greenleaf, R. K. (1970). *The servant as leader*. Robert K. Greenleaf Publishing Center.
- Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness, 25th anniversary*. Paulist Press.
- Guest, M. (1997). "Film dynamics in the English language classroom," in Proceedings of the Sixth International Symposium on English Teaching, Taipei, 171-182.
- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership*, 46(1), 25-48. <https://doi.org/10.1177/1741143216659296>
- Haider, A., Khan, M. A., & Taj, T. (2020). Impact of Servant Leadership on Teaching Effectiveness: A Study of Public Sector Universities, KPK, Pakistan. *Global Regional Review*, 5(1), 509-518. [https://doi.org/10.31703/gr.2020\(V-I\).54](https://doi.org/10.31703/gr.2020(V-I).54)
- Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. *Educational leadership*, 65(1), 74-77.
- Hart, A. W. (1995). Reconceiving school leadership: Emergent views. *The Elementary School Journal*, 96(1), 9-28.
- Holly, M. L. (2002). *Keeping a Professional Journal*. UNSW Press.
- Jones, E. H. (1968). *Outlines of Literature: Short Stories, Novels, and Poems*. Basingstoke: Macmillan.
- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. Corwin

Press.

- Kearney, P., & Waldeck, J. (2008). Teacher influence and persuasion. *The International Encyclopedia of Communication*.
- Lacko, H. S. (2011). *Examining Grey's Anatomy: A Content Analysis of Elements of Medical School Communication Reform in a Popular Medical Drama*. [Master's Thesis, Wake Forest University]. Retrieved from <https://wakespace.lib.wfu.edu/handle/10339/33428>
- Latif, M. M. (2016). *An Analysis of Characterization of the Main Characters in "The Social Network Movie Script"*. [Sarjana Thesis, State Islamic Institute (IAIN) of Tulungagung].
- Lasekan, O. (2021b). Using Stronge Teacher Evaluation System to Assess the Effectiveness Level of Mr. Brown as an EFL Teacher in the Mind Your Language TV Show: An Attempt to Validate a Reflective Tool to Train Preservice EFL Teachers. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.648760>
- Lasekan, O. (2021a). Identification and adoption of themes in the big bang theory sitcom to foster academic cultural competencies of doctoral students in English for academic conversation classroom. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.699662>
- Little, J. W. (2003). Constructions of teacher leadership in three periods of policy and reform activism. *School Leadership & Management*, 23(4), 401-419. <https://doi.org/10.1080/1363243032000150944>
- Lopez, I. (2017). *Keeping it Real and Relevant: Building Authentic Relationships in Your Diverse Classroom*. Alexandria, VA: ASCD.
- Mallinger, M., & Rossy, G. (2003). Film as a lens for teaching culture: Balancing concepts, ambiguity, and paradox. *Journal of Management Education*, 27(5), 608-624. <https://doi.org/10.1177/1052562903252642>
- Manganello, J., Franzini, A., & Jordan, A. (2008). Sampling Television Programs for Content Analysis of Sex on TV: How Many Episodes are enough? *The Journal of Sex Research* 45(1), 9-16. <https://doi.org/10.1080/00224490701629514>
- Mangin, M. M., & Stoelinga, S. R. (2008). Teacher leadership: What it is and why it matters. In M. M., Stoelinga S. R. (Eds.), *Effective teacher leadership: Using research to inform and reform* (pp. 1-9). New York, NY: Teachers College Press.
- Mareus, R., Firestone, S., Patterson, K., & Winston, B. (2019). Exploring Servant Leadership in a Top-Down Environment. *Theory & Practice*, 6(1), 53-74.
- McCann, T. M., Johannessen, L. R., & Ricca, B. (2005). Responding to New Teachers' Concerns. *Educational Leadership*, 62(8), 30-34.
- McDonald, A. (2017). Using story to teach courage to aspiring administrators in an educational leadership classroom. *Storytelling, Self, Society*, 13(2), 249-258.
- McKeown, S. G. (2022). *Teacher Perceptions of Empathy in Educational Leadership and Its Impact on School Culture and Climate: A Qualitative Case Study* (Doctoral dissertation). St. John's University (New York).
- Meadan, H., Shelden, D. L., Appel, K., & DeGrazia, R. L. (2010). Developing a long-term vision: A road map for students' futures. *Teaching Exceptional Children*, 43(2), 8-14.
- Muijs, D., & Harris, A. (2003). Teacher leadership—Improvement through empowerment? An overview of the literature. *Educational Management Administration & Leadership*, 31, 437-448. <https://doi.org/10.1177/0263211X030314007>
- Muijs, D., & Harris, A. (2006). Teacher led school improvement: Teacher leadership in the UK. *Teaching and Teacher Education*, 22, 961-972. <https://doi.org/10.1016/j.tate.2006.04.010>
- Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed.). Toronto, ON: Allyn & Bacon.
- Nichols, J. D. (2010). *Teachers as servant leaders*. Rowman & Littlefield Publishers.
- Oloo, J. A., & Relland, M. (2021). "I Think of my Classroom as a Place of Healing": Experiences of Indigenous Students in a Community-Based Master of Education Program in Saskatchewan. *Canadian Journal of Educational Administration and Policy/Revue canadienne en administration politique de l'éducation*, 197, 94-107.

- Pellicer, L. O., & Anderson, L. W. (1995). *Handbook for teacher leaders*. Corwin Press.
- Pollard, A., & Tann, S. (1987). *Reflective Teaching In The Primary School: A Handbook For The classroom*. Cassell Education.
- Poobalan, G., & Talip, R. (2020). The Servant Leadership Practice among school leaders promotes the development of Teacher Professionalism in Malaysia: a Conceptual Review. *Journal of Academic Research in Business and Social Sciences*, 10(9), 858-872. <http://dx.doi.org/10.6007/IJARBS/v10-i9/7879>
- Rajendran, D., & Andrew, M. (2014). Using film to elucidate leadership effectiveness models: Reflection on authentic learning experiences. *Journal of University Teaching & Learning Practice*, 11(1). <https://doi.org/10.53761/1.11.1.8>
- Rapti, D. (2013). School climate as an important component in school effectiveness. Retrieved from <http://dspace.epoka.edu.al/handle/1/1437>
- Scherer, R. F., & Baker, B. (1999). Exploring social institutions through the films of Frederick Wiseman. *Journal of Management Education*, 23(2), 143-153.
- Schreier, M. (2012). *Qualitative Content Analysis in Practice*. Sage publications.
- Scott, M., & Weeks, P. P. (2016). Using film to teach authentic leadership. *Journal of Leadership Education*, 15(1), 140-149. <https://doi.org/10.12806/V15/I1/A5>
- Sharar, T., & Nawab, A. (2020). Teachers' perceived teacher leadership practices: A case of private secondary schools in Lahore, Pakistan. *Social Sciences & Humanities Open*, 2(1). <https://doi.org/10.1016/j.ssaho.2020.100049>
- Spears, L. (1995). Servant leadership and the Greenleaf legacy. In L. Spears (Ed.), *Reflections on leadership: How Robert K. Greenleaf's theory of servant-leadership influenced today's top management thinkers*, (pp.1-14). John Wiley & Sons, Inc.
- Spears, L. (2018). Ten characteristics of a servant-leader. The Spears Center for Servant-Leadership.
- Stewart, T. (2012). Classroom teacher leadership: Service-learning for teacher sense of efficacy and servant leadership development. *School Leadership & Management*, 32(3), 233-259. <https://doi.org/10.1080/13632434.2012.688741>
- Vernaza-Hernández, V. (2020). *Teacher Leadership: The Value of Action Research in the Development of Science Teacher Leaders*. University of South Florida.
- Ye, Y., & Ward, K. E. (2010). The depiction of illness and related matters in two top-ranked primetime network medical dramas in the United States: a content analysis. *Journal of Health Communication* 15(5), 555-570. <https://doi.org/10.1080/10810730.2010.492564>
- Yeigh, T., Lynch, D., Turner, D., Provost, S. C., Smith, R., & Willis, R. L. (2019). School leadership and school improvement: An examination of school readiness factors. *School Leadership & Management*, 39(5), 434-456. <https://doi.org/10.1080/13632434.2018.1505718>
- Yusof, N. (2012). School climate and teachers' commitment: A case study of Malaysia. *International Journal of Economics Business and Management Studies*, 1(2), 65-75.
- Zydziaunaite, V., Kaminskiene, L., Jurgile, V., & Ponomarenko, T. (2020, May). Becoming a teacher: how to recognize the self as a leader in a classroom. *Society. Integration. Education, Proceedings of the International Scientific Conference*, 2, 513-522.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).