

Leadership Dynamics in Educational Settings: A Correspondence Article

Bea Nyxie T. Señeris

Graduate Program School of Teacher Education, National Teachers College, Quiapo, Manila, Philippines

Corresponding author email: beanyxieseneris@gmail.com

Date Submitted: November 18, 2023

Date Revised: November 22, 2023

Date Published: November 24, 2023

Originality: 100%

Grammarly Score: 87%

Similarity: 0%

Recommended citation:

Señeris, B.N. (2023). Leadership dynamics in educational settings: a correspondence article.

Journal of Interdisciplinary Perspectives, 1(3), 47-49. <https://doi.org/10.69569/jip.2023.0025>



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

ABSTRACT

This correspondence article aims to discuss the dynamics of leadership in educational settings such as schools, colleges, or universities. It explores what an educational leader must be and should adapt to the fast-changing society brought about by globalization. The findings suggest that leaders in this present era should evolve so they can quickly respond to external and internal changes. Through this, they can lead dynamic educational organizations and help them craft strategies and policies for effectively running globalized schools or universities.

Keywords: Educational leadership; Leadership dynamics; Education settings; Globalization; Academic leadership

Introduction

In today's never-ending rapid changes in our society, leadership dynamics in educational settings are growing instantaneously. For our educational leaders to keep up, they must adapt quickly and effectively. Successful dynamic leaders help groups adjust and professionally grow because of changes in school dynamics. They should also be aware of what the different characteristics of each member of the school possess and how they complement each other so professional relationships in an academic setting like a college or a university can strengthen the entire group.

A couple of research studies on this have been conducted about the dynamics of leadership displayed in educational settings. Due to the advent of globalization and the advancement of civilization, the roles of education leaders have been constantly changing as well.

This correspondence article aims to analyze the dynamics of leadership in an educational setting such as a college or university. People of interest will be aware of what dynamic educational leaders must be and should adapt to cope with globalization. This in turn can help educational leaders craft strategies and policies for effectively running globalized schools or universities and achieve positive outcomes for the betterment of the schools.

Methodology

This correspondence article utilizes the literature review method and concludes some of the research results that have been published. The data used in this were sourced from the existing works of literature and other multiple secondary sources of evidence using keywords such as "dynamics of leadership in educational settings", "leadership dynamics in academe" and "academic leadership".

Results and Discussions

The findings of this corresponding article signify that the traditional character of the universities is changing at a rapid pace because of globalization, therefore there is a significant change in the role and responsibility of the educational leaders (Pani, 2017).

Accordingly, they need to deal with varied groups of people including the academic, administrative, technical, and other support staff as well as parents, students, and other stakeholders involved, as well as they had to deal with the complexities of administration, finance, academic and other issues in managing a school. Thus, leaders in education settings also need to understand the dynamics of the college or university a leader is engaged.

In educational settings such as schools or universities, educational leaders are always faced with various external and internal changes based on societal, cultural, technological, economic, and political perspectives (Beabout, 2012; Chapman and Harris, 2004; Fullan, 2016; Hall and Hord, 2001; Hallinger and Heck, 2011; cited by Jäppinen, 2017). Understanding the leadership dynamics might help educational organizations respond quickly to possible tensions brought about by these changes.

In colleges and universities especially in the present era, leaders must evolve as academic leaders. They need to expand their roles from being the standard to developing a skilled workforce to becoming a standard for students to learn and duplicate to be good leaders in the future because it is found that there is a strong association between student achievement and collective leadership (Tariq Zafar, et al., 2019).

Conclusion

Leadership plays an important role, especially in education settings. Adapting to changes due to globalization is a vital driver of competitiveness and success. In conclusion, this correspondence article focuses on the dynamics of leadership in education settings. Understanding its dynamics will help our educational leaders to know how they will behave and what roles they assume for them to quickly adapt to rapid changes in society. This will help them craft strategies and policies for effectively running globalized schools or universities.

Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

Funding

No funding from others.

Conflict of Interests

All authors declare that they have no conflicts of interest.

Acknowledgment

The acknowledgment goes to the researchers whose work has been referenced in this correspondence article. Their valuable insights and findings have substantially contributed to the analysis of leadership dynamics in education settings.

References

- Beabout, B. R. (2012). Turbulence, Perturbance, and Educational Change. *Complicity: An International Journal of Complexity and Education* 2 (9): 15–29. <https://doi.org/10.29173/cmplct17984>.
- Chapman, C., and Harris, A. (2004). *Improving Schools in Difficult and Challenging Contexts: Strategies for Improvement*. Taylor & Francis Online Educational Research 46 (3): 219–228. doi:10.1080/0013188042000277296.
- Fullan, M. (2016). *The New Meaning of Educational Change*. 5th ed. New York: Teachers College Press.
- Hall, G.E., & Hord, S.M. (2001). *Implementing Change. Patterns, Principles, and Potholes*. Needham Heights, MA: Allyn and Bacon.

- Hallinger, P. & Heck, R. (2011). Exploring the Journey of School Improvement: Classifying and Analysing Patterns of Change in School Improvement Processes and Learning Outcomes. Taylor & Francis Online School Effectiveness and School Improvement 22 (1): 1–27. doi:10.1080/09243453.2010.53632.
- Jäppinen, A.K. (2017). Analysis of leadership dynamics in educational settings during times of external and internal change. Taylor & Francis Online – Educational Research Volume 29, 2017- Issue 4, pages 460-477. <https://doi.org/10.1080/00131881.2017.1376591>.
- Pani, A. (2017). Academic Leadership: Concept, Attributes and Practices. University News, 55(49): 17-25, December 04-10, 2017.
- Tariq Zafar, S. & Hmedat, W. & Chaubey, D.S. & Rehman, A. (2019). An Exploration of Academic Leadership Dynamics: A Literature Review. International Journal on Leadership 7 (1) 2019, 35-43 <http://publishingindia.com/ijl/>.