Educational leadership in the knowledge society
Liderazgo educativo en la sociedad del conocimiento

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ABSTRACT

Today's society is constantly changing, and with it, the demands placed on educational organizations. These organizations are led by their managers, thus assuming a vital role in everyday life. The objective of this study is to analyze the characteristics of educational leadership in the knowledge society. To this end, a systematic review is conducted, analyzing scientific publications related to the aforementioned topic. The study concludes that leadership represents one of the most important variables related to the effectiveness of educational organizations and the acquisition of learning. It also indicates that society demands that organizations increasingly provide greater space for growth and development for all their members. It is concluded that educational organizations must strive to adapt to the changes and demands imposed by society in order to provide efficient, high-quality service.
Keywords:
"Educational leadership"; "Knowledge society"; "Educational management"

RESUMEN

La sociedad actual se transforma continuamente y junto con ello las demandas a las organizaciones educativas, las cuales son lideradas por los directivos de las organizaciones educativas tomando así su rol gran importancia en la vida cotidiana. El objetivo del estudio es analizar las características del liderazgo educativo en la sociedad del conocimiento. Para lo cual, se realiza una revisión sistematizada donde se analizan artículos de divulgación científica relacionados con la temática mencionada. El estudio da como resultado que el liderazgo representa una de las más grandes variables relacionadas a eficacia de las organizaciones educativas y adquisición de aprendizajes. También, que la sociedad demanda que las organizaciones cada vez brinden mayor espacio de crecimiento y desarrollo para todos sus integrantes. Se concluye que las organizaciones educativas deben buscar adaptarse a los cambios y demandas que impone la sociedad a fin de lograr brindar un servicio eficiente y de calidad.
Palabras clave:
"Liderazgo educativo"; "Sociedad del conocimiento"; "Gestión educativa"

INTRODUCTION

Since the dawn of civilizations, leadership has been instinctive and natural. In the time of our ancestors, leadership was valued through the pursuit of group survival and the presence of a leader who conveyed security and direction (Cifuentes-Medina et al., 2020). Later, leadership was influenced by the "industrial" model, where authority is centered on a single person (Montero-Alcaide, 2011).

The conceptualization of leadership from an academic-scientific perspective originates in the 1940s (Domínguez, 2021). In its beginnings, it was recognized as a bureaucratic model (Bolívar, 2010), focusing on association with axes of authority and submission to rules (Añazco et al., 2018). It was not until the 1960s and 1970s that different styles were proposed in response to social needs, and new perspectives later emerged in relation to education (Cifuentes-Medina et al., 2020).

Today's societies are characterized by globalization, industrialization, and continuous change, especially in terms of technology and ways of interacting (Ordóñez et al., 2021), representing a great challenge for education. The world and societies are constantly transforming (Gómez, 2018). Therefore, expressing a conceptualization of educational leadership would be limiting. It is considered appropriate to describe certain traits that characterize educational leadership in the knowledge society. However, Moreno and León (2017) conceptualize educational leadership as moving and influencing others to achieve the goals and intentions of the school. In recent years, special interest has been given to educational leadership from the areas of public policy and educational research, where it was recognized that leaders are agents of change (Macancela-Morocho and Paredes- Baldeón, 2021). Leadership is one of the most important factors relied on to improve the management of educational organizations (Reyes et al., 2017).

Currently, in all areas of life, we seek a role model to guide and inspire our direction. Framing leadership can be a difficult task, since it is a multifaceted and complex activity; but, without a doubt, a leader is someone from whom we can take an example from the position they hold (Vargas, 2010); they have a great influence on people's behavior (Alatrista, 2020). It is important to know how it should be implemented to achieve a positive impact specifically in educational organizations. The leadership role has certain general characteristics, and educational leadership, in turn, must include specific characteristics such as integrating other factors and professional practices different from those of any organization (Vicente, 2013). The interest of the topic lies in the importance given to education as one of the three fundamental pillars of societies (Reyes and González, 2013). Generating the demand for highly influential leaders in order to use education as a tool for cultural transformation towards improvement (Carrascal et al., 2019).

The general objective of this research is to analyze the characteristics of educational leadership in the knowledge society. It seeks to identify the challenges of educational leadership in the knowledge society and describe the contributions of educational leadership to it. The research focuses primarily on the traits that identify educational leadership, as its importance for education and society is recognized. First, the study briefly reviews the concepts of leadership and the knowledge society. Second, it presents the materials and methods used in the literature review. Third, it analyzes the selected literature. Fourth, it presents the results obtained, followed by detailed conclusions. Finally, it concludes with the implications of the results for research and possible future practices.

METHOD

This study is conducted through a bibliographic review and aims to review and analyze content related to educational leadership in the knowledge society. For this procedure, scientific articles published between 2008 and 2022 were selected from the Dialnet, Eric, Scielo, and Google Scholar databases. Initially, the Eric and Google Scholar databases were chosen due to their international relevance. Dialnet and Scielo were later added to achieve a more comprehensive study.

The bibliographic review was conducted in early April 2023, selecting publications relevant to

the topic under review. The following search terms were used for this selection: "Educational Leadership and Knowledge Society" and "Pedagogical Leadership and Knowledge Society."

A. Inclusion and exclusion criteria

During the search and selection of articles, inclusion and exclusion criteria were structured to achieve more concise results that, while varied, had certain similarities. These criteria were:

Table 1. *Interaction factors*

| Inclusion Criteria	Exclusion Criteria
Year of publication between January 2008 and 2022.	Years before or after the study period.
Articles in English and Spanish.	Articles in other languages.
Scientific articles.	Other types of articles.
Open access articles or those accessible with the licenses of the corresponding institution.	Restricted and/or paid access articles and those that could not be accessed through the institution.
Articles published in: Dialnet, Eric, Scielo, and Google Scholar.	Articles published in other databases.

Source: Prepared by the authors

B. Selection of articles

A total of 262 articles were initially identified, taking into account the inclusion and exclusion criteria. Once selected, the titles and abstracts were reviewed. Once this stage was completed, the number of selected articles was reduced to 51. The selected articles were then reviewed, and those that for some reason could not be used (incomplete, lack of clear data, etc.) were excluded. A final selection of 48 articles was made, which served as the basis for the research.

Figure 1. *Selection of articles*
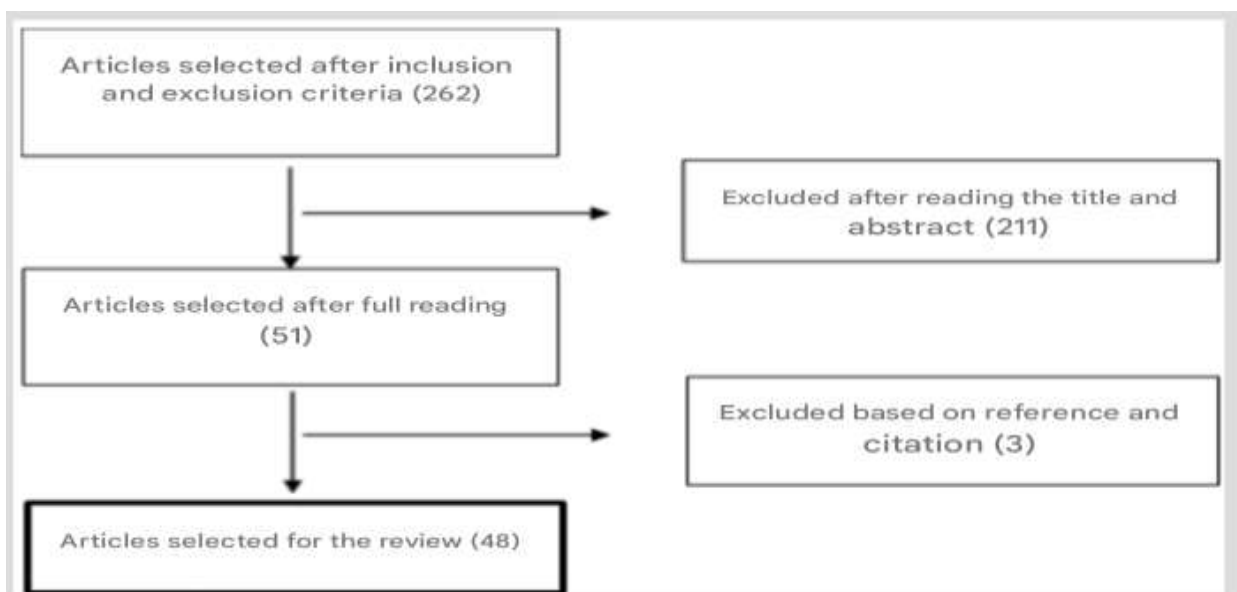
Adapted from Urrútia and Bonfill (2010)

RESULTS

Conceptual approaches to educational leadership in the knowledge society

Today, we encounter various definitions of "leadership." However, there is growing consensus that it is viewed as the use of non-compulsory influence to coordinate or manage the activities of an organization's members in order to achieve a given goal (Reyes and González, 2013).

Ordóñez et al. (2021) point out that there are two central axes on which it is based. The first, the influence that leaders have on others; and the second, in relation to directionality, focusing on the pattern they establish as guides.

Among the educational leadership styles, the following are noted, being those that tend to prevail most within educational organizations:

- Leadership for learning: Over the past four decades, research related to this leadership style has provided a solid foundation for this topic (Hallinger, 2011), demonstrating that principals' actions impact various student outcomes (Hoekstra and Newton, 2017).

Leadership for learning shows a superior effect on student outcomes through teacher support and monitoring and their professional development (Robinson & Rowe, 2008). This leadership style goes beyond simply motivating teachers in their sessions (Hoekstra & Newton, 2017). It also seeks to transcend the content of the class and empower teachers to develop additional skills for their students' learning.

According to Hallinger and Hecj (1998, 2000, both sources cited in Cifuentes Medina et al., 2020), they indicate that there are four types in which the intervention of educational leadership in learning occurs:

A. Reciprocal effects model: This is the combination of leadership-driven and mediating variables; these variables are student learning and capacity for improvement, which influence each other.

B. Reverse effects model: This is an approach in which the results obtained from the school provide momentum for the advancement of school leadership.

C. Mediated effects model: Leadership seeks to create a context in which to understand and explore areas related to the school in order to impact learning.

D. Direct Effects Model: The focus is directly on student learning; that is, it depends directly on leadership. This style reflects the initial ideas of leadership, where the leader's decisions directly determine the direction of the school.

Leadership for learning came to include other features of transformational leadership (described below), shared leadership, and instructional leadership (the latter less prevalent) (Hallinger, 2011), making this a more comprehensive model to use.

- Transformational leadership: Motivates members of the same to give more than what is expected of them in relation to productivity and extra effort, it is also positively associated with the innovative climate of schools. One of its characteristics is paying attention to the genuine needs of other members of the organization (Balyer, 2013; Cifuentes-Medina et al., 2020). It is understood as the articulation of a vision referring to the development of priorities and objectives taking into account the attention to each member of the organization (Oude Groote Beverborg et al., 2015).

On the other hand, there are seven dimensions pointed out by Bayler (2012) that must be had within transformational leadership: providing individualized support, building a school vision and clear school objectives, being an example of the organization's practices and values, providing intellectual stimulation, encouraging participation in decision-making, instituting a high-performance school culture and creating high academic expectations. Cabrera et al., (2021) consider that the dimensions cited by Balyer (2012) are also attributes that school leaders must show beyond the leadership style that predominates in them, allowing for effective leadership. However, currently there are a range of studies that show the lack of a relationship between academic results and transformational leadership, which is why, in recent years, its popularity began to decline, pointing out that it does not have a significant impact on the progress of educational institutions, as well as influencing the forgetfulness of

promoting leadership in teachers (López-Yáñez, 2012).

- Distributed leadership: Its focus is not exclusively on one person, but instead proposes horizontal relationships (Carreño and Croda, 2020).

This style assumes that more than one person is involved in the practice of leadership. It doesn't focus on the leadership of a single person, but rather on the work of different members of the institution (Maureira et al., 2015). For great leadership to occur, the relationship between individuals is crucial as a key component (Bolívar et al., 2013).

This is where the importance of giving equal value to all members of the organization lies, since only in this way a distributed leadership can be achieved (Spillane, 2006 as cited in Caro, 2018). The principal is responsible for encouraging and seeking leadership progress in each member of the educational community, based on shared management (Hasek and Ortiz, 2021).

To implement this practice, it is essential to have a professional development plan for all members in each area related to institutional progress (Bolívar et al., 2013). Collaboration with other institutions and disciplines is a key element in this process, so the attitude of the faculty will make a significant difference (Groon, 2009, as cited in Caro, 2018).

Bolivar (2015) points out through a study that distributed leadership is a great factor in the search for educational quality.

There are various styles of educational leadership, so when defining which one to use, all dimensions of the organization must be taken into account (Hernández et al., 2017). Effective leadership is not based on defined and closed decision-making, but rather takes into account the context, environment, and setting in which it develops, generating dynamic activity (Moral, 2018; Hernández et al., 2017).

Hoekstra and Newton (2017), emphasize the studies by Robinson et al., (2008), which point out the importance of how educational leaders intervene in the guidelines of the future curriculum and quality. This situation occurs with the integration of all educational agents in the continuous participation of collegiate discussions on educational matters, coordination towards the curriculum, the permanent evaluation of the ways of imparting knowledge and the results obtained. Efficient leadership is characterized by promoting cohesion at different levels of the educational organization (Casanova, 2021), having as its center the management of talent and capacities of its members, geared with the human values and philosophy of the organization (Villafuerte and Cevallos, 2021).

Influence of educational leadership

Today's society has expectations for educational leaders related to the moral, ethical, and professional characteristics of their field (Cordova et al., 2021). Leaders must use their skills and knowledge as a means to improve the educational reality (Riveros, 2017).

Since from its role it can be a factor and promoter of great changes, currently (Reyes and González, 2013). There are two factors that intervene in the optimal performance of an educational institution: The attributes of the leader and the attributes of the educational organization (Koontz, 2008 cited by Reyes and González, 2013).

Leadership responds to a society, whose main characteristic is change, therefore, leadership itself will be transformed (Carrascal et al., 2019). From this perspective, one of the traits of the educational leader is the orientation towards others, personal growth and adaptation to change. Leadership from any dimension involves methods that lead to the fulfillment of goals, these being: a) The influence one has on other members of the organization; b) Decision-making; c) Conflict resolution; d) Effective communication; and e) Emotional self-regulation (Mc Guire, 2020, cited by Ordóñez et al., 2021).

Various studies show that educational leadership plays a key role in increasing student learning (Parra, 2017). The way an educational organization is led influences the learning that students obtain to varying degrees, considering three categories: a) Affective, b) Social-behavioral, c) Cognitive-behavioral (Ordóñez et al., 2021). However, the acquisition of learning is not the sole

responsibility of the managers of an educational organization; leadership is also exercised by teachers within the classroom, since both exert influence on students (Ordóñez et al., 2021).

The main focus of educational leadership should be on ensuring the comprehensive progress of each member of the educational community in all its dimensions (Sanz et al., 2021). Currently, research indicates that managerial leadership has the potential to have a great impact on the results that students can obtain (Horn and Marfán , 2010). The mission of management teams should be oriented towards leading the dynamics of educational improvement, having to be introduced through progress in teaching and learning (Bolivar et al., 2013). Good management teams focus on the personalization of learning where global teaching is a priority, obtaining results in all their students (Fullan, 2010). Well-directed leadership will promote collegial work in the execution of the Institutional Educational Project, strengthening trust, the joint work of the entire educational community and providing a space that invites the student training process (Hasek and Ortiz, 2021).

School management then takes on a new meaning, where the leadership style proposes a full commitment from all members of the educational community in order to make continuous improvement in student learning, with the role of teachers being fundamental in this process, being oriented towards achieving educational improvement from the position in which they are (Cueva-Pérez et al., 2022).

Challenges of educational leadership in the knowledge society

One of the greatest demands placed on educational leaders by today's societies is to promote practices that generate equity and inclusion, as well as the learning and full participation of all members (Bolívar et al., 2013). Inclusive education demands the guarantee of access, learning, and participation for all students (Murillo et al., 2010).

Another major challenge relates to quality in aspects such as student learning and that of educational organizations (Macancela-Morocho and Paredes-Baldeón, 2021). However, both are aimed at increasing equality and effectiveness in

the education of the society to which they belong (Morales et al., 2018).

The direction aimed at the inclusion of all members of society is formed from schools whose main objective is based on attention to management and social transformation of diversity (Navarro, 2008); having as a consequence an inclusive culture, thus cementing the integration of all in society (Gómez-Hurtado, 2013). Attending to diversity is also a way of fighting for justice and social integration of all members of the community, the purpose of education from a social justice perspective must be to eradicate all types of exclusion that may occur (Kugelmass, 2003 in lines of Gómez-Hurtado, 2013).

Macancela-Morocho and Paredes-Baldeón (2021) point out a model of educational leadership focused on participation and contribution in the development of teachers' skills to make the best decisions. The educational leader must show good social and personal attitudes, ease of communication, orientation ability and anticipate diverse situations (Macancela-Morocho and Paredes-Baldeón, 2021).

Educational leaders, to achieve good leadership, must develop the socioemotional competencies described by Belzunce et al., (2013):

A. Underlying emotional competencies: Linked to self-esteem and self-knowledge, as well as self-regulation of behavior.

B. Basic emotional skills: These skills allow us to relate to others, such as flexibility, initiative, empathy, optimism, and creativity, among other related skills.

C. Executive emotional competencies: These will enable you to better meet the demands of leadership, such as teamwork, stress management, time management, effective communication, negotiation, active listening, and other similar skills.

The demands on educational leaders go beyond simply directing and guiding the educational organization and ensuring its smooth running (Macancela-Morocho & Paredes-Baldeón, 2021). There are different studies that look for innate personality characteristics in successful leaders. To date, no physical, personal, and

intellectual characteristics have been identified that are related to successful leaders (Reyes et al., 2017). Therefore, the improvement of leadership skills becomes a key factor in the development of effective leadership (Villa, 2013 in writings by Reyes et al., 2017), since they exert a strong influence on the improvement of schools and the achievement of objectives (Vargas, 2010).

Cabrera et al. (2021) indicate that a current demand is the capacity for adaptability, since societies often "demand" that educational organizations continuously transform schools to adapt to their requirements (Mc Guire , 2020, in line with Ordóñez et al., 2021).

DISCUSSION

Educational leadership is responsible for the continuous development of the organization in order to achieve better results (Reyes et al., 2017). This represents one of the most relevant variables influencing the efficiency of educational organizations (Cifuentes-Medina et al., 2020). The role of the leader is a key element in the advancement of educational organizations, as they are directly associated with the management and goals of the organization (Hasek and Ortiz, 2021).

Educational organizations and society combine and develop together, directly influencing each other. Therefore, they must be shaped by the society they comprise (Carrascal et al., 2019). They must be alert to anticipate and adapt to the various situations that demand attention for the benefit of society (Gómez, 2018).

Currently, this role of the leader has been evolving, shifting from a bureaucratic role to the pursuit of results in various areas related to students, particularly those focused on learning acquisition (Bolívar et al., 2013). Effective leadership must respond and adapt to the needs posed by a society that is continually changing and influenced by technological and scientific advancement. Therefore, those educational leaders who respond optimally to this will be the ones who achieve better organizational results and the fulfillment of goals (Ordóñez et al., 2021; Cifuentes-Medina et al., 2020).

The principal, as leader of the educational organization, must promote and facilitate the necessary practices and encourage learning networks among their teachers in order to improve their pedagogical practice, which will impact the service they provide to the students and the quality of learning they have. Maintaining effective leadership helps reflect the overall improvement of the students, the educational service, and the society that directly surrounds them (Hoekstra and Newton, 2017; Cueva-Pérez et al., 2022; Moral, 2018). It is also characterized by being able to adapt to the circumstances before you while inspiring and motivating the personal and collective growth of the organization to which you belong (Balduzzi , 2015). Although there is no evidence of innate traits to be a highly effective leader in an educational organization, the development of different capacities and skills is necessary, which can be acquired. Along the same lines, good leadership involves a close relationship with the people in the organization (Vargas, 2010).

The improvement of an organization will depend on the role played by the managers (Bolívar, 2010). Along these same lines, Bolívar (2010), based on studies and reports by various authors such as Barber and Mourshed (2007) and the OECD (2008), points out that the first factor in relation to schools that most impacts the achievement of learning outcomes is teaching action and the second factor is educational leadership.

Leadership within an educational organization will not be exclusively the responsibility of managers, but will be shared with teachers since they interact with and influence students (Balduzzi, 2015). This makes it a great supporter in educational work, as it consolidates basic skills that will be used in different areas of educational management (Cueva-Pérez et al., 2022). Therefore, the leadership and development of teachers becomes a key starting point if improvement in the organization and education is desired, helping to optimally respond to the challenges faced by the organization (Cueva-Pérez et al., 2022). A great associate in this process will be promoting spaces where teachers can learn, as well as involving specific people in leadership emphasized in learning and teaching (Moral, 2018).

Schools play a fundamental role in ensuring that all students build quality learning. Research

has shown that good educational leadership leads to significant improvements in learning, especially in low-performing schools or those in disadvantaged backgrounds (Bolívar et al., 2013). There is also evidence of the positive impact of good school leadership on learning (Cifuentes-Medina et al., 2020).

Horn and Marfán (2010) indicate that in highly vulnerable contexts, the role played by educational leaders will be more evident and necessary. If this is done in an inadequate or arbitrary manner, it will have an unhealthy and damaging effect on the organization, leading to its decline in many or all of its dimensions (Weinstein, 2009).

Managers, in their role as educational leaders, face an educational organization that must respond to all the needs of the society they encompass, placing special emphasis on the growing visibility of diversity among people, where having a quality inclusive school will be seen as a step forward in school effectiveness (Jiménez and Jiménez, 2016).

Limitations

Many of the articles were influenced by the COVID-19 health crisis, which generated certain changes in the role of educational leaders. The demands placed by society on educational organizations that followed a trend were completely transformed.

Future research

The analysis conducted can be a useful tool for further exploring some of the aspects highlighted, as well as serving as input in the creation of materials to improve the skills and abilities of educational leaders.

Financing

No funding was provided for the preparation of the bibliographic review.

CONCLUSIONS

Societies evolve due to globalization, industrialization and other factors, and educational organizations must also do so in order to adapt and become involved in the society to which they belong (Reyes et al., 2017).

It is of great importance for educational organizations to seek leadership that enables the participation and involvement of the entire community, in order to provide and promote quality practices that address the student's needs. Teacher leadership is a valuable educational strategy, as it provides teachers with the opportunity to develop and refine the skills needed to develop across a range of aspects related to educational management (Cueva-Pérez et al., 2022).

The value of these practices will promote significant changes, such as those in teachers and their educational work. This will be reflected in the motivation to generate better student learning and opportunities for teacher development, both personal and collective. Through this process, the possibility of restructuring educational organization to meet the demands of society opens up (Mendoza, 2011).

In relation to the stated objective, it was possible to analyze educational leadership in the knowledge society, and also to identify the demands of society and the challenges it faces.

Finally, all the literature presented demonstrates that there is an increasing search for highly effective leadership that responds to the demands of today's society. The most common is the inclusion of all members of society. Today's society, along with its demands, brings great opportunities for development, as societies are more open to integrating, changing, and shaping all situations that allow for the advancement and integration of all members, an advantage that educational leaders should embrace.

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