Elena Patricia Aguilar Echeverría [a]; Cinthia Natallie Acosta Gutiérrez [b]; Mary Josefina Ochoa Gómez [c]; Zoila Cristina Torres Soriano [d]

Leadership innovation in higher education Ecuador's context: a literature review

a.   Universidad de Guayaquil; elena.aguilare@ug.edu.ec
b.   Universidad de Guayaquil; cinthia.acostag@ug.edu.ec
c.   Universidad de Guayaquil; mary.ochoag@ug.edu.ec
d.   Universidad de Guayaquil; cristina.torressor@ug.edu.ec

Leadership innovation in higher education Ecuador's context: a literature review

Elena Patricia Aguilar Echeverria; Cinthia Natallie Acosta Gutierrez; Mary Josefina Ochoa Gomez; Zoila Cristina Torres Soriano

RESUMEN

El liderazgo en nuestro país es una nueva tendencia que está estrechamente relacionada con los negocios. La necesidad cada vez mayor de lograr que más personas sean capaces de administrar una empresa o relación dentro y fuera de una organización es la razón de nuestra investigación. Las técnicas y características que distinguen a un líder se analizarán en este artículo. El objetivo es identificar los tipos de liderazgo, diversas políticas y contexto cultural, y varias tendencias en educación. En primer lugar, esta investigación proporcionará una idea clara de los distintos tipos de liderazgo que se pueden aplicar en una institución para transformar a los estudiantes como futuros líderes en el contexto ecuatoriano. En segundo lugar, este intentará demostrar varias evidencias relacionadas con las políticas y el contexto cultural. Por último, describirá varias tendencias en el sistema educativo. Para esta revisión, se tomó en consideración la literatura más importante, basada en artículos innovadores en sitios científicos que se analizaron y organizaron de acuerdo con las clasificaciones correspondientes. Los resultados muestran que es crucial desarrollar objetivos y prácticas para capacitar a los alumnos en el liderazgo fomentando líderes para la sociedad. Las habilidades de investigación más destacadas fueron "analizar datos", "realizar investigaciones" y "comunicar resultados". "Interés en la investigación o el tema" y "pensamiento científico / crítico y actitudes hacia la investigación" fueron las variables dependientes clave. Los resultados de la revisión presentan una base sólida para desarrollar decisiones sobre la implementación de RBL en futuros entornos de educación superior.

Palabras claves: Educación, más alto, innovación, liderazgo, revisión.

Leadership innovation in higher education Ecuador's context: a literature review

Elena Patricia Aguilar Echeverria; Cinthia Natallie Acosta Gutierrez; Mary Josefina Ochoa Gomez; Zoila Cristina Torres Soriano

ABSTRACT

Leadership in our country is a new trend which is closely related to business. The increasing need to get more people capable to manage a company or relationship inside and outside an organization is the reason of our research. Techniques and characteristics that distinguish a leader are going to be analyzed in this article. The purpose is to identify the types of leadership, various policies and cultural context, and several trends in education. Firstly, this research will provide a clear idea of the distinct types of leadership which can be applied in an institution to transform students as future leaders in Ecuadorian context. Secondly, this one will attempt to demonstrate several pieces of evidences related to policies and cultural context. Lastly, it will describe various trends in educational system. For this review, the most important literature was taken into consideration, based on innovative articles in scientific sites which were analyzed and arranged according to the corresponding classifications. The results show that it is crucial to develop goals and practice in order to train learners in leadership by fostering leaders for the society. The most emphasized research skills were "analyzing data", "conducting research" and "communicating results". "Interest in research or the subject" and "scientific/critical thinking and attitudes towards research" were the key dependent variables. The review results put forward a sound base to develop decisions about the implementation of RBL in future higher education settings.

Key words: Education, higher, innovation, leadership, review.

Leadership innovation in higher education Ecuador's context: a literature review

Elena Patricia Aguilar Echeverria; Cinthia Natallie Acosta Gutierrez; Mary Josefina Ochoa Gomez; Zoila Cristina Torres Soriano

Introducción.

Leadership and innovation are essential part of the Ecuadorian Organic law of Education because learners require to learn how to be a leader in a particular scenario; due to this fact, political leaders have made changes in order to improve our educational system. According to British school mentioned that higher education reform established to increase equality and quality in the universities. (2015). For example, there is a university which was provided with cutting-edge technology and another one that was funded for indigenous people.

On the other hand, leadership and innovation are relevant in Ecuador's context because students are able to foster their autonomy, responsibility, learning and outcomes. Also, teachers are part of this aim which improves their practice teaching, goals and results. Educators and learners are connected to the society by designing new things or providing support for people in general; that is to say, the influence of school leaders on student learning is commonly facilitated by other people, actions and organizational features such as instructors, classroom practices and school environment. Hallinger and Heck (as cited in Hallinger, Philip and Heck, Ronald H., 1998a).

Method

To make this review, the five stage framework of [11] was adopted to follow a rigorous and transparent method to map the target research that increases reliability of the study findings. The framework consists of five stages, explained below.

Definition of Leadership

The definition of leadership is related to "a process of influence" Yukl (as cited in OECD, 2008a) by doing a vast of activities in which aims are reached by teachers and students. Bush (2008) considered that "…the quality of leadership makes a significant difference to school and students outcomes". (p.1). Because of this fact, leadership is an essential part of education nowadays and it is the main priority to design policies regarding educational leadership in several countries. According to OECD considered that whether countries **have** a school leadership program, learners and teacher will improve their learning and teaching outcomes and it will be effective by training and preparing new future leaders for societies. (Pont, Nusche and Moorman, 2008b)

Types of leadership

Lynch (2012) mentioned that school leadership has ten types which are transformational, instructional, distributed, ethical, emotional, entrepreneurial, strategic, sustainable, invitational and constructivist. The first one is based on leader's motivation order to develop tools and strategies by creating a mission and purpose of the institution in which are elaborated by authorities and teachers.

The second is related to the main tasks which are defining the school mission, managing the instructional program and promoting a positive school learning climate. The third one is focused on soft bureaucracy to democracy in school politics. The fourth is referred to ethical structure in the educational institution that is developed moral code, ethics vocabulary, empathy

Leadership innovation in higher education Ecuador's context: a literature review

Vol. 2, núm. 1., (2018)

Elena Patricia Aguilar Echeverria; Cinthia Natallie Acosta Gutierrez; Mary Josefina Ochoa Gomez; Zoila Cristina Torres Soriano

in administration and the application and monitoring of approaches. The fifth one is referred in taking a part of emotional intelligence to become an outstanding leader who can develop motivation and effectiveness in teaching. The sixth one is divided into several aspects of an entrepreneur such as goals, objectives, structures, procedures and link with school leaders. The seventh one is based on applying the micro and macro levels.

The eighth one includes some strategies, for instance working in groups, learning opportunities by utilizing problems and developing organizational vision. The ninth type of leadership is the newest in the group and this establishes four principles as follow: optimism, respect, trust and intention. The last one is dealt with technology, internet and globalization and the educational system environment was changed due to these aspects.

Policies and cultural context

Ecuador's government has made several important decisions by solving the issues in educational system such as enhancing appropriate methodology related to learners without or with disabilities, lack of technology, textbooks, curriculum, etc. (British Council, 2015).

During the last two decades, the Ministry of Education has tried to foster them in order to provide leadership and innovation in Ecuadorian educational institutions. Pont, Nusche and Moorman (2008c) mentioned that the quality of school leadership is enhanced by policy makers because it is a requirement to be sustainable. Because of this fact, it is vital to support new policies in a cultural context and give support to the institutions to start working in these issues and reach goals regarding to leadership and innovation in all their levels.

In spite of this fact, according to Organic law of education in article 6 (2011) affirmed that the state "enhances the scientific research, technology and innovation …" (p.12). And article 11 states that teachers' obligation is to "… promote the social leadership that demands the communities and the society in general …" (p.15).

In fact, teachers are involved to develop leadership and innovation in certain manner during the semester at University of Guayaquil when students participate in a project by helping a specific group of the society according to their majoring. In other words, innovation means to serve a small part of the population who will receive a benefit. (Pont et al., 2008d).

Trends in Education

Although the distinct changes in education system, which are developed by the Ministry of Education, innovation in Ecuador has taken cutting-edge devices into consideration in their educational institutions such as millennium high schools and YACHAY University. Salum, G., Dahoumane, S. A. and Agathos S. N. stated that it provided cutting-edge technology to their students to resolve solving problems during the courses. (2016).

In addition, their intercultural indigenous university has been launched in Ecuador since 2009 whose name is the Universidad Intercultural Amawtay Wasi "the House of Wisdom" (UIAW) and it provided a program which offered degrees in ancestral architecture, sustainable agriculture, and intercultural education in 2012. And it is considered as an innovative influence in teaching ancestral knowledge in the Ecuadorian educational system. (Cultural Survival, 2014).

Another point to consider is that special education needs in a trend in Ecuador because it was included in tenth year educational plan (2006-2015). Because of that, students can develop their skills in class and public institutions are trying to foster the development of teaching special education in Ecuador through new practices in the institutions.

Research result/interpretation

The research question is if distinguishes the relevant constraints and benefits of applying leadership for educational innovation in Ecuador´s context. This paper demonstrates several evidences that leadership is applied in certain way in Ecuador's context by using educational innovation. These ones, namely types of leadership, politics and cultural context trends of education, will provide a clear idea regarding to the realistic scenario.

Types of leadership is one of the evidence that it is not clear enough the use of types of leadership in Ecuador because, according to organic law mentioned that states and educators requires to apply innovation – government's obligation – and leadership as a teachers' obligation but this law does not offer a specific process or strategies of what teachers must do in class by developing students' leadership in class.

Additionally, politics and cultural context are coordinated by the authorities of the government or the ministry of education, which are the leaders of the country and as a result of this management, authorities have been enhanced several characteristics in educational system. For example, students' participation in a project during a semester, the use of technology,

teachers' methodology, etc. Despite the situation, teachers have tried to develop a leadership without a particular curriculum, plan or criteria and without training.

Trends of education in Ecuador's context are developed in several forms but this paper establishes the most remarkable trends in educational system. For instance; higher education for indigenous people, special education, the use of technology in higher education. These achievements are carried out due to the policies which were designed by the ministry of education. According to Cortina Regina affirmed that indigenous people obtain better opportunities of learning in a bilingual education (2017).

This is, Ecuador has a political leadership because there are various evidences that provide good outcome regarding to its management such as the development of curriculum national guidelines, Organic Law of Education, the English language learning standards and the Organic law in higher education. The Ecuadorian system does not provide a leadership curriculum by applying it in class as a consequence of this reality, educational institutions have a lack of leadership identity. For example, it does not utilize a specific type of leadership in class. Despite this situation, educators promote social leadership in school, high schools and university because law obligates them to do it in an empirical way.

Leithwood, Jantzi, Silins and Dart (as cited in Hallinger et al., 1998b) stated that "the strongest influence of transformational leadership on outcomes is through vision building and fostering commitment to group goals. These in turn lead to an increased capacity for innovation."

Leadership innovation in higher education Ecuador's context: a literature review

Vol. 2, núm. 1., (2018)

Elena Patricia Aguilar Echeverria; Cinthia Natallie Acosta Gutierrez; Mary Josefina Ochoa Gomez; Zoila Cristina Torres Soriano

Conclusion.

According to Pont et al. (2008) school leaders should be trained in leadership because it is crucial to develop goals and practice it in class by fostering leaders for the society. Nowadays, leadership in educational context is priority according to some international governments such as The United Kingdom, Mexico, Finland, Chile, Spain etc.

Although there are a lot changes in Ecuadorian educational system, the organic law of interculturality education, declared that innovation as the state's obligation and social leadership as teachers' obligation (LOEI, 2011) but it does not refer to steps or processes in which are developed in the class or national curriculum.

For that reason, the government should be considering making policies regarding to Leadership by becoming teachers and students as leaders in the future. For example; Hallinger et al., (1998c) affirmed that "the strongest influence of transformational leadership on outcomes is through vision building and fostering commitment to group goals. These in turn lead to an increased capacity for innovation."

Bibliography.

Bush, T. (2008). Leadership and Management Development in Education. London, The United Kingdom: SAGE.1.

Leadership innovation in higher education Ecuador's context: a literature review
Vol. 2, núm. 1., (2018)
Elena Patricia Aguilar Echeverria; Cinthia Natallie Acosta Gutierrez; Mary Josefina Ochoa Gomez; Zoila Cristina Torres Soriano

British Council. (2015). English in Ecuador: An examination of policy, perceptions and influencing factors. Retrieved from https://ei.britishcouncil.org/sites/default/files/latin-america- research/English%20in%20Ecuador.pdf

Cortina, R. (Ed.). (2017). Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America. New York, The United States: Palgrave Macmillan.

Hallinger, Philip and Heck, Ronald H. (1998) Exploring the Principal's Contribution to School Effectiveness: 1980-1995, School Effectiveness and School Improvement, 9: 2157-2191.

Lynch, M. (2012). A Guide to Effective School Leadership Theories. New York, The United States: Routledge.

Pont, B., Nusche, D. and Moorman, H. (2008). Improving School Leadership. Paris: Organización para la Cooperación y el Desarrollo Económicos

Wiseman, A. W. (Ed.). (2014) International Educational Innovation and Public Sector Entrepreneurship. The United Kingdom: Esmerald Group Publishing Limited.

Stephenson, S. (2014). The House Of Wisdom: Ecuador's Intercultural University And Its Challenges. Cultural Survival. Retrived from https://www.culturalsurvival.org/news/house-wisdom-ecuadors-intercultural- university-and-its-challenges

Salum, G., Dahoumane, S. A. and Agathos S. N. (2016). Life Sciences at the University of Yachay Tech in Ecuador. Bionatura.1(3),106. Retrieved from http://dx.doi.org/10.21931/RB/2016.01.03.2