


Chapter 1

Ethical Leadership in the Post–COVID–19 Era for Educational Organizations: Characteristics of Ethical Leadership in Educational Centers

Marlett Jasmin Blas Rivera

 <https://orcid.org/0000-0002-0237-9718>
Instituto Politécnico Nacional, Mexico

ABSTRACT

The objective of this research is to analyze the characteristics of organizational commitment and affective states to carry out the ethical leadership required in educational centers in the post-COVID-19 era. Recapitulating, the crisis by COVID-19 marked a before and after, where the educational sector adopted distance education through the application of different technological tools and maintaining distance learning. In addition, educational centers were led by adopting different leadership styles, together with training and experiences that supported the implementation of actions to ensure access to online education. However, it was also demonstrated that organizational commitment was affected by the pandemic, causing ruptures in the relationships with the members of the educational organizations, generating distrust and lack of collaboration, hence the importance of reinforcing ethical leadership in each educational institution today.

DOI: 10.4018/979-8-3693-0094-7.ch001

INTRODUCTION

The COVID-19 pandemic created an unprecedented economic and social crisis in the history of mankind, affecting various areas. Therefore, measures were adopted worldwide to counteract the contagion and spread of the virus, and one of the main measures adopted was social distancing, which gave way to the home office.

In the educational field, these changes implied the revision of plans, programs, new teaching methods and changes in the organizational structure to generate a new leadership in an environment of uncertainty (Institute for Research on University and Education [IISUE], 2020). Because of the above, the main actors in educational institutions were affected and forced to modify their pedagogical mechanisms and consequently the use of technologies (Serrano-Prato, 2020; Vicentini, 2020).

It was observed in each member of the educational community changes derived from the pandemic that resulted in an abrupt way both in the way of performing their work to be affected interpersonal relationships with their work team, so that such staff needs to be given attention to improve these relationships as this will allow a better performance by these key players in education.

As explained by Salvador-Ferrer (2012), there is a need to strengthen the employee-organization relationship (taking into account the relationship between the teaching staff and the educational center), as well as the lack of an instrument that allows those responsible for personnel management in Higher Education Institutions (HEI) to carry out a diagnosis of the status of the members of the organization with respect to how they feel in that institution, in order to design actions that promote greater involvement of the entire school community that is reflected in adequate quality levels for these institutions.

As well, this relationship and influence must be evaluated as honestly and authentically as possible, since it will be possible to incorporate educational management strategies aimed at strengthening Organizational Commitment (OC) in HEIs to counteract the negative effects of the pandemic and generate an adequate and timely organizational climate and ethical leadership.

Returning to OC, there are several researches focused on its improvement and in some cases they are focused on improvement in educational organizations such as those conducted by Mowday et al. (1982); Meyer & Allen (1990); Meyer et al. (1993); Meyer & Herscovitch (2001); Parfyonova & Meyer (2010); Mowday et al. (2013); Mercurio (2015); Máynez (2016) & May-Guillermo et al. (2020) have suggested the great influence that OC and its other components have had: Affective Commitment (AC), Normative Commitment (NC) and Continuity Commitment (CC), which according to the theory, support the approach on individuals as active agents that interact dynamically with their environment, influencing and being influenced by it, depending on how the organization makes them feel and where emotions play a

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/ethical-leadership-in-the-post-covid-19-era-for-educational-organizations/334799

Related Content

Teaching Preferences of International Students: A Review of STEM and Non-STEM Student Perspectives

Clayton Smith, George Zhou, Michael Potter, Deena Wang, Fabiana Menezes, Gagneet Kaurand Gabriela Danko (2021). *International Journal of Technology-Enabled Student Support Services* (pp. 37-55).

www.irma-international.org/article/teaching-preferences-of-international-students/308463

Culture-Based Gamification for Global Education: A Case Study From Vietnam

Nuno F. Ribeiro (2021). *Stagnancy Issues and Change Initiatives for Global Education in the Digital Age* (pp. 236-258).

www.irma-international.org/chapter/culture-based-gamification-for-global-education/264080

Visualizing Online Education in the COVID-19 Pandemic Based on the Bibliometric Method

Lei Liang (2022). *International Journal of Technology-Enhanced Education* (pp. 1-19).

www.irma-international.org/article/visualizing-online-education-in-the-covid-19-pandemic-based-on-the-bibliometric-method/315598

Different Shades of Virtual Learning Environments: From Retrospective to Prospective

Arshia Ayouband Zahid Ashraf Wani (2021). *Handbook of Research on Modern Educational Technologies, Applications, and Management* (pp. 809-824).

www.irma-international.org/chapter/different-shades-of-virtual-learning-environments/258813

Mitigating Online Learning Frustration by Documenting Discussion Board Exchanges

Angela Stockman, Kelly A. Castle, Melissa Fioriand Sally Ann Smesko (2024). *Incorporating the Human Element in Online Teaching and Learning* (pp. 274-294).

www.irma-international.org/chapter/mitigating-online-learning-frustration-by-documenting-discussion-board-exchanges/343018