

Special Issue

Educational Leadership and Organizational Culture in Education

Message from the Guest Editors

This Special Issue aims to explore the interactive relationships between educational leadership and organisational culture. To this end, we are interested in receiving papers on models of leadership and the various ways in which culture can enhance leadership. Papers are welcome that examine how cultures are shaped by and/or inform leadership practices. Papers that explore the positive and dark sides of these interrelations, the challenges presented by their complexity, and their potential impact on diverse social systems in the organisation and beyond are also welcome. We encourage papers focusing on the impact of organisational culture and climate on leadership. Papers that explore various forms of shared and distributed leadership, educator agency, and practices that foster leadership capacity building in all types of educational settings across the continuum, from preschool to higher education, are welcome.

Guest Editors

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Deadline for manuscript submissions

closed (20 November 2023)



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Message from the Editor-in-Chief

Societies (ISSN 2075-4698) is an interdisciplinary journal that brings together different scientific approaches to engage with societal questions to enhance our understanding of the social realm throughout history. The journal publishes original empirical research papers, literature reviews, and conceptual papers. Our aim is to publish papers that have a significant impact on addressing present and emerging societal questions. Therefore, we encourage researchers to publish their results in as much detail as possible. For empirical research papers and literature reviews, all experimental details must be provided, so that the results are reproducible. We also encourage the publication of timely theoretical pieces on topics of interest to existing and emerging societal questions. Papers are either published in the open journal or in Special Issues devoted to specific topics of interest to the field.

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