

Leadership 5.0, Cross-Functional Collaboration, and Team Innovation Attributes Among Faculty in Selected Higher Education Institutions



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ABSTRACT: This study investigates the Leadership 5.0 characteristics of school administrators and assesses the importance of these leadership qualities on cross-functional collaboration and team innovation of faculty members within a higher education setting. Covering a spectrum of leadership competencies such as digital savviness, agility, innovation, and sustainability, the analysis reveals how these attributes correlate significantly with the dynamics of team collaboration and innovation. The findings highlight the imperative for administrators to continuously develop their capabilities to navigate the complexities of modern educational environments effectively. Key areas identified for development include enhancing digital and agile leadership skills, fostering a culture of innovation, and strengthening ethical frameworks and linkages within and beyond the institution. Recommendations emphasize the need for targeted professional development programs that address these key competencies, promoting a more collaborative and innovative organizational culture. Through structured training sessions, the adoption of collaborative tools, and the reinforcement of team-oriented practices, this study provides a strategic blueprint for enhancing the efficacy of educational leaders. The results affirm that successful leadership in education is not merely dependent on inherent traits but on continual growth, strategic foresight, and the effective management of interpersonal and technological resources, ensuring resilience and success in meeting contemporary educational challenges.

KEYWORDS: Leadership 5.0, cross-functional collaboration, team innovation, leadership, faculty

I. INTRODUCTION

The evolving landscape of higher education, driven by rapid technological advances and societal shifts, necessitates a new leadership paradigm: Leadership 5.0. This model emphasizes adaptability, technology integration, and human-centric strategies, aligning closely with the needs for sustainable development and innovation in academic institutions. Leadership 5.0 facilitates a shift from traditional leadership methods by promoting cross-disciplinary collaboration and a holistic approach to change management, enhancing teaching, research, and community engagement outcomes. Significant research supports the integration of Leadership 5.0 within higher education. Martin and Davis (2017) and Harper and Greene (2019) discuss how this leadership style enhances learning environments by blending technology with an understanding of human dynamics. Further, Kim and Patel (2022) and Santos and Nguyen (2023) emphasize the role of this leadership style in promoting continuous improvement and adaptability within academic settings.

Cross-functional collaboration is also critical in addressing the multifaceted challenges of modern education. This collaboration not only enhances problem-solving and innovation but also aligns academic programs with global trends and industry needs (Anderson and Holt, 2020; Montgomery and Wells, 2021). Furthermore, leadership plays a pivotal role in fostering this environment, as evidenced by the work of Omar and Garrison (2021) and Ziegler and Tan (2022), who highlight the importance of leadership in promoting knowledge sharing and innovative thinking across departments. This study also explores team innovation attributes critical for advancing pedagogical and curricular developments. Attributes such as creativity, diversity, and interdisciplinary collaboration are central to fostering a culture of innovation within faculties (Franklin and Wu, 2021; Jacobs & Maloney, 2023). These elements enhance the institution's capability to navigate and thrive in complex educational landscapes.

This research aims to bridge the gaps in understanding the interplay between Leadership 5.0, cross-functional collaboration, and innovation attributes within higher education. By doing so, it seeks to enhance educational quality and foster a collaborative and innovative academic culture, contributing to the societal and educational advancements.

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Research Question

1. Is there a significant correlation between assessment of respondents on the Leadership 5.0 characteristics of school administrators and the level of cross-functional collaboration of faculty members?
2. Is there a significant correlation between assessment of respondents on the Leadership 5.0 characteristics of school administrators and the level of team innovation attributes of faculty members?

II. RESEARCH METHODOLOGY

The study employed a quantitative correlational design to examine the dynamics of Leadership 5.0, cross-functional collaboration, and team innovation attributes within a selected Higher Education Institution (HEI). This approach facilitated systematic data collection, measurement, and statistical analysis, providing objective insights into the relationships between these variables.

The research was conducted at selected private higher education institutions. The study involved 102 faculty members, selected through purposive sampling based on specific eligibility criteria including employment status, tenure, and willingness to participate. A researcher-made questionnaire was developed to assess perceptions of Leadership 5.0 characteristics, cross-functional collaboration, and team innovation attributes among faculty members. The instrument was validated for content by experts and tested for reliability, which showed high internal consistency (Cronbach's alpha = 0.992). Data analysis involved descriptive statistics and Pearson correlation coefficients to explore the relationships between leadership characteristics, collaboration levels, and innovation attributes. The study prioritized ethical practices, including informed consent, confidentiality, and the right to withdraw. Data were handled securely, with access restricted to authorized personnel to ensure participant privacy.

III. RESULTS AND DISCUSSION

Table 1. Correlation between Leadership 5.0 cross-functional collaboration

Indicator	Mean	SD	Pearson Correlation	Sig. (2-tailed)	Decision	Interpretation
Leadership 5.0	3.33	0.44	0.878	0.000	Rejected	Significant
Cross-Functional Collaboration	3.27	0.46				

The average scores reported for Leadership 5.0 and Cross-Functional Collaboration are 3.33 and 3.27, respectively, indicating positive perceptions of both leadership qualities and collaborative practices within the institution. The standard deviations are relatively low at 0.44 for Leadership 5.0 and 0.46 for Cross-Functional Collaboration, suggesting consistent responses across participants. A significant Pearson correlation coefficient of 0.878 highlights a strong positive relationship between these variables, meaning that better perceived leadership is associated with more effective collaboration. The significance level (p-value) is 0.000, far below the conventional threshold of 0.05, leading to the rejection of the null hypothesis and confirming the statistical significance of the findings. This significant correlation underscores the impact of effective leadership on fostering robust collaborative environments in educational settings, implying that institutions emphasizing Leadership 5.0 traits among administrators might see enhanced teamwork and innovation across faculties.

Table 2. Correlation between assessment of respondents on the Leadership 5.0 characteristics of school administrators and the level of team innovation of faculty members

Indicator	Mean	SD	Pearson Correlation	Sig. (2-tailed)	Decision	Interpretation
Leadership 5.0	3.33	0.44	0.842	0.000	Rejected	Significant
Team Innovation	3.27	0.47				

The table presents the results of a statistical analysis exploring the relationship between Leadership 5.0 characteristics of school administrators and the level of team innovation among faculty members. The analysis reports average scores of 3.33 for Leadership 5.0 and 3.27 for Team Innovation, with standard deviations of 0.44 and 0.47, respectively. These figures suggest that both leadership characteristics and team innovation are positively perceived by participants, showing relatively low variability in their responses. A Pearson correlation coefficient of 0.842 indicates a strong positive correlation between the two variables, suggesting that as the quality of leadership improves, so does the level of innovation within teams. The significance level (p-value) of 0.000, well below the conventional alpha level of 0.05, leads to the rejection of the null hypothesis, affirming that the correlation is statistically significant. This indicates a substantial link between effective leadership and heightened team innovation in the educational context.

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IV. CONCLUSION

These findings strongly suggest that the adoption and cultivation of Leadership 5.0 characteristics by school administrators are crucial for enhancing both collaboration and innovation within academic settings. Leadership 5.0, which emphasizes adaptability, digital proficiency, and a human-centric approach, appears to be significantly linked to the effectiveness of collaborative efforts and innovative outputs among faculty members. This correlation highlights the importance of leadership development as a strategic priority for higher education institutions aiming to foster a dynamic and innovative academic culture.

Educational institutions, particularly those like Emilio Aguinaldo College with diverse campus settings, can benefit from focusing on leadership development programs that align with Leadership 5.0 principles. By doing so, they can enhance their competitive edge in an increasingly complex educational landscape, promoting a culture that values continuous improvement, cross-disciplinary engagement, and cutting-edge innovation. This strategic focus on leadership quality could lead to more cohesive and innovative academic communities, ultimately improving educational outcomes and institutional resilience.

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