

School Management and Administration

Unit – III Lesson 4

EDUCATIONAL ADMINISTRATION

D. Jeyasekaran,

Asst. Professor in Perspective Education, SCCE

Unit III - EDUCATIONAL ADMINISTRATION

Unit - III

Educational administration: Definition, aims, objectives, scope, types and functions –Relationship between educational management and educational administration – Theories of educational administration - Meaning and nature of leadership - Styles of leadership Measurement of leadership.

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Meaning and nature of leadership

- ❖ Leadership is a complex quality often misunderstood as mere power.
- ❖ While Trait Theory failed because no individual possesses every ideal virtue, some people naturally adapt to the role better. Today, leadership is viewed as situational, defined by specific actions tailored to unique contexts rather than fixed personality traits.
- ❖ Leadership is **a dynamic process of influencing individuals or groups toward the achievement of shared goals.**
- ❖ It is not merely a position of authority, but a relationship between those who lead and those who follow.

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- ❖ Leadership is **a dynamic process of influencing individuals or groups toward the achievement of shared goals.**
- ❖ It is not merely a position of authority, but a relationship between those who lead and those who follow. Bartky suggests that the term "leadership" can be classified on the basis of:
 - ❖ **Its manner of operation**
 - ❖ **Its functions**
 - ❖ **Its source of authority**
 - ❖ **The philosophy of the organization**

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Meaning and nature of leadership

Definitions of Leadership

- ❖ According to C.I. Bernad, "leadership" is the quality of behaviour of an individual whereby they guide, people in their, activities in an organized effort.
- ❖ According to Katz and Kahn, "leadership is an influence, in which the person who occupies the position of leadership influences other individuals."

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Styles of leadership

Nature of Leadership

- ❖ A Process of Influence
- ❖ Requirement of Followers
- ❖ Goal-Oriented (Common Purpose)
- ❖ Reciprocal Relationship
- ❖ Situational and Contingent
- ❖ Continuous Exercise.
- ❖ Integration of Skills

தாக்கம் செலுத்தும் ஒரு செயல்முறை
பின்பற்றுபவர்களின் தேவை
இலக்கு சார்ந்திருத்தல் (பொதுவான நோக்கம்)
பரஸ்பர உறவு
சூழ்நிலை மற்றும் தற்சார்ந்த தன்மை
தொடர் செயல்பாடு
திறன்களின் ஒருங்கிணைப்பு

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Meaning and nature of leadership

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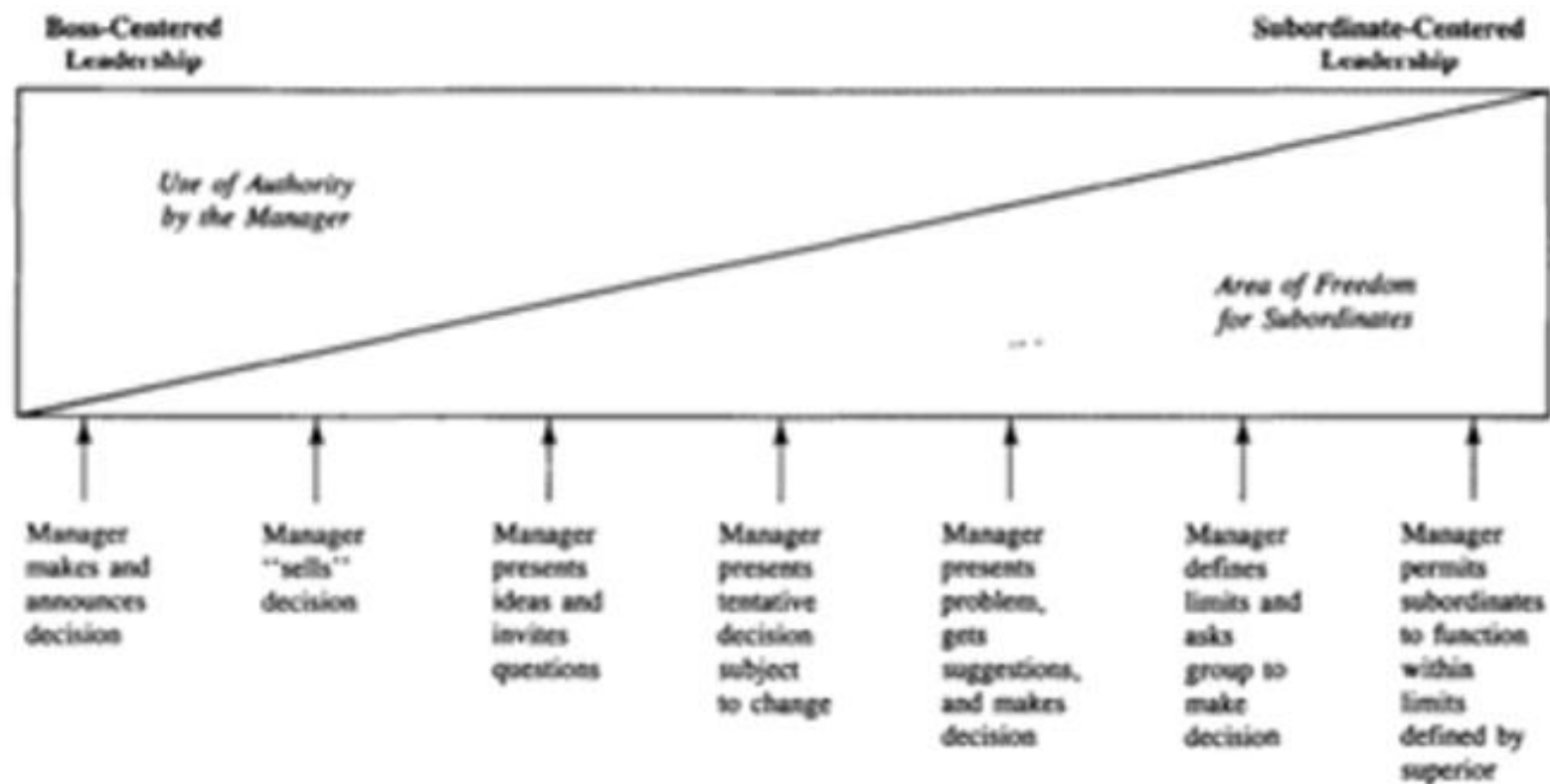
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In general, the leadership styles were classified as follows:

1. LEADERSHIP STYLE CONTINUUM

- ❖ **Robert Tannenbaum** and **Warren Schmidt** elaborated on two styles identified in earlier trait and behavioural studies of leadership.
- ❖ They conceive of **a continuum** that runs between **boss-centred leadership** at one extreme and **subordinate-centred, leadership** at the other.
- ❖ Between these extremes are five points, representing various combinations of managerial authority and subordinate freedom. Figures 5-7 depict their concept of a leadership style continuum.

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LEADERSHIP STYLES (Classifications)

:1. LEADERSHIP STYLE CONTINUUM

Leadership Behaviors

The authors identify five typical patterns of leadership behaviour in their model:

1. Telling

- ❖ The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells subordinates' what they are to do. They may

2. Selling

- ❖ The leader makes the decision but tries to persuade the group members to accept it.

3. Testing

- ❖ The leader identifies a problem and proposes a tentative solution, asking for the reaction of those who will implement it but making the final decision.

4. Consulting

- ❖ The group members have a chance to influence the decision from the beginning. The leader presents a problem and relevant background information.

5. Joining

- ❖ The leader participates in the discussion as three members and agrees in advance to carry out whatever decision the group makes

D. Jeyasekaran,

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THREE-DIMENSIONAL LEADERSHIP STYLES

- ❖ William Reddin developed a useful model for identifying the leadership styles of practising school administrators. Figures show his three-dimensional model.
- ❖ Reddin has attempted to integrate the concepts of leadership style with the situational demands of a specific environment.

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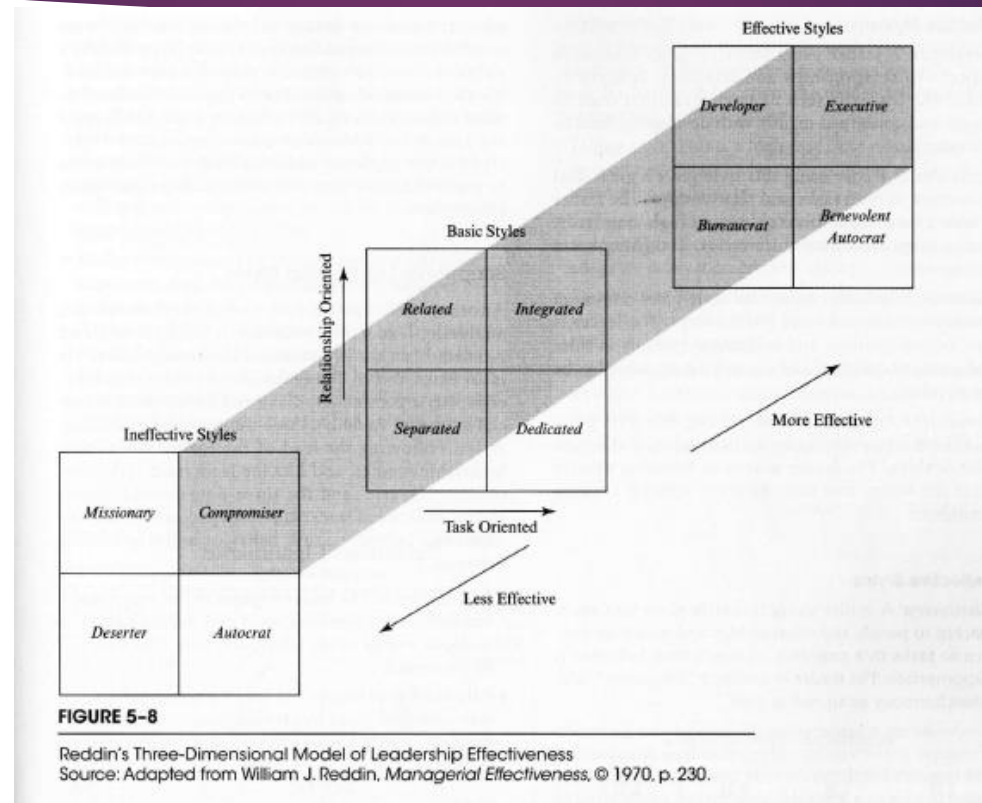


Fig. Reddin Three-Dimensional Model of Leadership Effectiveness **D. Jeyasekaran,**

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THREE-DIMENSIONAL LEADERSHIP STYLES

1. Effective Styles

a. Developer Leadership

Focus: High relationship / Low task.

Key Trait: Implicit trust in people; prioritizes individual growth and personal development over immediate output.

b. Executive Leadership

Focus: High relationship / High task.

Key Trait: Balanced team management; sets high standards and motivates by recognizing individual differences and fostering collaboration.

c. Bureaucratic Leadership

Focus: Low relationship / Low task (Rule-centric).

Key Trait: "By the book" management focused on strict compliance and policy.

Application: Essential for high-risk safety or financial environments, but often stifles creativity and morale due to excessive rigidity.

d. Benevolent Autocrat Leadership

Focus: Centralized authority.

Key Trait: Decision-making power is concentrated solely in the leader, combining a dominant command structure with an interest in the well-being or "rules" of the organization.

D. Jeyasekaran,

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THREE-DIMENSIONAL LEADERSHIP STYLES

2. Ineffective Leadership Styles

a. Missionary Leadership

Focus: High relationship / Low task.

Key Trait: Operates as a "do-gooder" who prioritizes harmony at the expense of productivity, even when results are urgently needed..

b. Compromiser Leadership

Focus: High relationship / High task.

Key Trait: Attempts to juggle both when only one is required; seen as an indecisive leader who wavers under pressure.

c. Deserter Leadership

Focus: Low relationship / Low task (Passive)

Key Trait: Remains uninvolved and passive in situations that demand active direction or support.

d. Autocrat Leadership

Focus: Low relationship / High task (Strictly Task-Only).

Key Trait: Lacks confidence in others and is seen as unpleasant; focuses solely on the immediate job without regard for the team.

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3. SITUATIONAL LEADERSHIP STYLES (Situational Leadership Theory (Hersey & Blanchard))

Overview

Situational Leadership is a framework that suggests there is no "one size fits all" style; instead, leadership must adapt to the specific context and maturity of the team.

Key leadership behaviours

1. Task Behaviour

The leader engages in one-way communication by explaining what each subordinate is to do, as well as when, where, and how tasks are to be performed.

2. Relationship Behaviour

The leader engages in two-way communication by providing socio-emotional support, "psychological strokes," and "facilitating behaviors."

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3. SITUATIONAL LEADERSHIP STYLES (Situational Leadership Theory (Hersey & Blanchard))

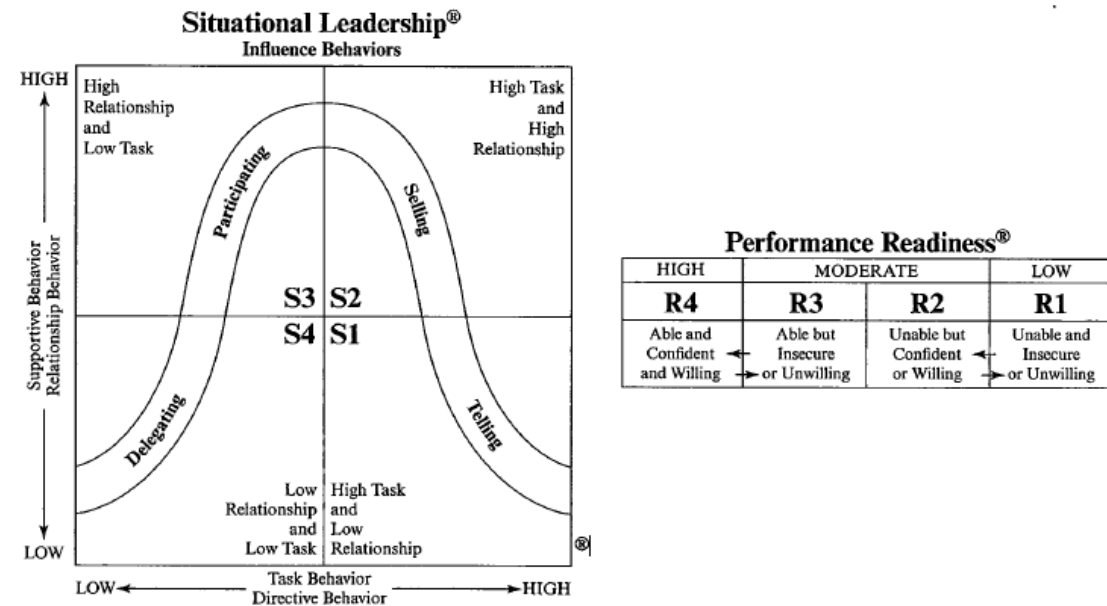


FIGURE 5-9

The Hersey-Situational Leadership® Model
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Purpose of Assessment

- ❖ **Identification:** Pinpoints candidates with high potential for administrative growth.
- ❖ **Encouragement:** Inspires others to pursue leadership roles.

Developmental Logic

- ❖ Leadership assessment identifies an educator's specific strengths and flaws.
- ❖ This data is used to create tailored leadership development programs designed to address skill gaps and enhance effectiveness.

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Methods of Leadership Measurement

1. Self-Evaluation

- ❖ It is one of the most easily accessible and probably the least comprehensive.
- ❖ An assessment by a self-evaluation tool is being scored and interpreted by the person completing the questionnaire.
- ❖ It can provide instant feedback about the individual's leadership traits, how to develop valuable skills, and preferred learning behaviours and styles by using job assignments as opportunities.
- ❖ It is an informal type of assessment that is casual in nature.

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Methods of Leadership Measurement

2. 360-degree feedback method

- ❖ It is a method of systematically collecting views and outlooks about a leader's performance from a wide variety of colleagues.
- ❖ In the case of educational leadership, this could include peers, direct reports, and superiors, along with persons outside the institute, such as society.
- ❖ This leadership evaluation method needs the involvement of society at large; it mostly includes surveys or written qualitative evaluation reports.
- ❖ The 360-degree feedback leadership evaluation method is found to be more effective when completed anonymously because of its highly personal nature. .

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Methods of Leadership Measurement

3. School Leadership Series

- ❖ It is the most standardized method of assessment for school leadership.
- ❖ This evaluation series is made up of two distinctive assessments, which are the School Leaders Assessment and the School Superintendent Assessment.

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Methods of Leadership Measurement

4. Team and Organizational Assessments

- ❖ It provides a perception of aspects of leadership and the working atmosphere that affect the performance of the workgroup.
- ❖ Such assessments can help team members and organizations to assess the working environment and its influence on the creativity and innovation of the team and identify strengths and weaknesses.

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Leadership Assessment Tools

Various leadership tools are used to assess leadership. Some of these tools are as follows:

The Leader Behaviour Description Questionnaire

Origin: Developed by Hemphill and Coons (1950s) at Ohio State to analyze leadership behavior.

Paradigm Shift: Successfully transitioned leadership research from inherent traits to observable behavioral analysis.

Core Pillars: Introduced Consideration (relationship) and Initiation of Structure (task) as foundational dimensions.

Measurement: Uses 9 categories—including persuasiveness and representation—to assess leaders across diverse industries.

Practical Value: Widely applied in military and educational settings to provide diagnostic feedback and improve leader effectiveness.

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Leadership Assessment Tools

2. Leader Values Self-Assessment

This tool is composed of a five-minute anonymous test which is based on the 4 E's - Envision, Enable, Empower and Energize with some directional action steps for self-improvement.

3. Leadership Skills Questionnaire

This is a ten-minute questionnaire to assess leadership skills with concise analysis.

4. Assessment of Leadership Qualities and Skills

It is a ten-minute assessment tool that may be implemented alone or with participation from coworkers, prompting a contemplative view about leadership qualities and skills.

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Leadership Assessment Tools

5. Leadership Development Methods Quiz

It comprises of a five-minute quiz about the most effective leadership development methods with feedback on proven effective methods.

7. Innovative Leadership Assessment

It is a tool for self-assessment or companywide assessment for leaders or their peers on leadership competencies.

8. Leadership Self-Assessment

This tool comprises of thought-provoking questions to evaluate many aspects of leadership.