



Assessing Educational Responsibility: A Leadership Framework for Effective Administration in South Indian Institutions

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Abstract:

Purpose:

The purpose of this article is to look into the concept of educational responsibility towards the growth of our Indian economy and upskilling of our younger generation as an important component of effective leadership in educational institutions. The research aims to create a comprehensive evaluation instrument that assesses and measures the numerous dimensions of educational responsibility at multiple levels across educational institutions in South India. The goal is to offer leaders insights into their strengths and areas for improvement, allowing them to make more informed decisions and take actions that encourage good educational administration to be more effective.

Methodology:

The study takes a qualitative approach to discovering and comparing ideas about smart leadership and educational administration. The study acknowledges the importance of leadership in determining the quality education and outcomes of educational institutions. It emphasizes the need to have a thorough awareness of the various obligations that come with properly managing educational institutions. To answer this demand, the researchers recommend developing a multi-level assessment tool that addresses all aspects of leadership and educational administration.

Findings:

The study indicates that educational administration requires holding others accountable for the efficient running of an educational system in which others actively participate. Most of the private institutes only focus on their profit, not the student's quality and placements. The concept of educational responsibility has several elements, including decision-making, stakeholder participation, creating a positive learning environment, and supporting student achievement through placement. The study highlights the importance of educational accountability in organizational analyses in educational institutions.

Originality:

The proposed evaluation tool takes a systematic approach to measuring educational responsibility, allowing leaders to gain insight into their own performance and identify areas for improvement. This study emphasizes the importance of understanding and assessing educational responsibility in the context of leadership and educational administration, highlighting the assessment tool's potential impact on enhancing leadership practices and quality educational outcomes.

Key Words: Leadership Learning and Development (LLD), Ethical Educational Leadership (EEL), Organizational leadership, Stakeholder engagement and Educational Management.

1. INTRODUCTION:

Smart leadership is vital to educational administration and structure. In private institutions, ethical educational leadership necessitates a balance between academic and financial objectives, as well as a dedication to student-centre

principles, accountability, openness, and equitable procedures. Ethical leaders set the groundwork for students' lifelong learning and responsible citizenship by promoting an environment of honesty, respect, and inclusivity. However, practitioners and scholars have struggled to define and use these concepts consistently over time. Recent narratives promote educational leadership over educational administration, which creates uncertainty and impedes the development of research and hypotheses in the field. Smart leadership entails intelligent strategies, innovative ideas, and wise decisions to effect positive change in educational environments.

Effective educational administration includes strategy planning, resource allocation, curriculum creation, staff management, and student support services. Assessment tools in education are instruments used to evaluate students' learning progress, instructional effectiveness, and overall educational outcomes. This study focuses on developing an assessment tool to measure educational responsibility among leaders in South Indian educational institutions. Educational administration and the organisation of educational institutions is built on the fundamental ideas of smart leadership, but practitioners and scholars have struggled to define and apply these ideas consistently over time. Due to their theoretical and practical significance, both ideas are still up for debate (Heck and Hellinger, 2005). The idea of educational management has been minimised, ignored, and, in some cases, even contested in these conversations (see Lumby, 2017 for a review), whereas recent narratives on educational leadership have received precedence (Bush, 2008). Perhaps educational administration will be omitted from discussions of how educational institutions are organised in favour of educational leadership. However, these patterns, as well as the uncertainty around the concepts, impede field study and the development of hypotheses. The plunge in educational management also downplays its significance in terms of how institutions are run. Smart leadership is the use of clever tactics, creative ideas, and wise choices to bring about positive change and produce desired results in educational settings. Smart leaders embrace technology, Data-driven techniques and adaptability are required to efficiently lead educational institutions and encourage economic growth and development.

Educational administration encompasses the management and coordination of several aspects of an educational institution, such as strategy planning, resource allocation, curriculum development, staff management, and student support. Effective educational administration is critical for creating a climate that promotes teaching, learning, and overall educational achievement. Assessment tools in education are devices or methods for collecting data and evaluating students' learning progress, instructional efficacy, and overall educational results. These tools can take many forms, including examinations, exams, assignments, case study analysis, role play, group discussions, quizzes, projects, portfolios, surveys, and observations. They help educators, administrators, and politicians make better judgments and improve educational procedures.

Educational management in Indian private colleges involves the administration and organization of various educational processes, resources, and activities to ensure the effective functioning of the institution. Here are some key aspects of educational management in Indian private institutes. Educational leaders develop long-term strategies and plans to achieve the institution's goals and objectives. They identify areas of improvement, allocate resources effectively, and create an environment conducive to learning. Efficient financial management is essential for private colleges. Educational managers handle budgeting, financial planning, resource allocation, and fundraising activities to ensure sustainable operations and investment in quality education.

2. THEORETICAL BACKGROUND:

Educational administration involves collaboration with academic experts to design and update curricula, ensuring alignment with regulatory requirements and industry demands. Management is responsible for hiring competent faculty and staff, providing professional development opportunities, and overseeing support services. Educational leadership focuses on guiding and inspiring stakeholders towards a vision of educational excellence. Effective leadership encompasses clear vision communication, collaborative decision-making, instructional leadership, change management, and stakeholder engagement. Digitalization has driven classroom innovation, and leaders must navigate and manage change effectively. This study aims to develop an assessment tool that evaluates educational responsibility in leadership and administration.

Educational administration collaborates with academic experts to design and update the curriculum to meet the changing needs of students and industry demands. They ensure the curriculum aligns with regulatory requirements and provides a balanced and holistic learning experience. Management is responsible for hiring competent faculty and staff members who can contribute to the institution's growth. They provide professional development opportunities, training, and mentorship to enhance the teaching and administrative skills of the college staff. Educational team oversee support services such as counselling, career guidance, student welfare, and extracurricular activities. They create a positive and inclusive learning environment that supports students' personal and academic growth. Educational leadership focuses on guiding and inspiring stakeholders in private colleges towards a common vision of educational excellence.

Effective educational leadership in Indian private colleges encompasses the following aspects: educational leaders develop a clear vision for the institution and communicate it to all stakeholders, including faculty, staff, students, and parents. They inspire others to work towards the vision, promoting a culture of continuous improvement and innovation. Leaders foster a collaborative decision-making process by involving various stakeholders in shaping the policies and practices of the institution. They encourage open communication, respect diverse perspectives, and ensure decisions are based on research and best practices. Educational leaders assist and monitor faculty members as they strive to improve their teaching and learning practises. They provide guidance, professional development opportunities, and regular feedback to promote effective pedagogy and student engagement. According to the OECD (2019), p. 13 [4], the majority of innovations today are at least partially made possible by digital technology or are contained in data and software. Digitalization has been one of the primary forces pushing classroom innovation over the last decade. Vincent Lancin and colleagues, 2019, [2]. The analysis of digital technologies' worth and provision in the sphere of education, to the extent that they are part of their digital education plans, The advantages of digitalization are recognized, as is the government's role in fostering digital innovation. Digital education strategies provide a diverse set of learning opportunities.

Leaders in private colleges navigate and manage change effectively. They anticipate and adapt to educational trends, technological advancements, and regulatory requirements, ensuring the institution remains at the forefront of educational development. Leaders establish strong relationships with stakeholders such as students, parents, alumni, industry partners, and community members. They actively seek feedback, address concerns, and foster partnerships that contribute to the overall growth and reputation of the college. Educational administration and leadership in Indian colleges involve effective administration, strategic planning, curriculum development, staff management, faculty development, student support, visionary leadership, collaborative decision-making, instructional leadership, change management, and stakeholder engagement. These aspects mutually contribute to the delivery of quality education and the holistic development of students in higher educational institute in India. Digital education plans frequently discuss technologies in terms of educational opportunities. Some nations have established a special artificial intelligence (AI) strategy that frequently takes education and lifelong learning into account. Only those AI strategies that are applicable to education have been considered. The digital technologies and uses that are mentioned in digital education strategies are categorised in this section. This should not be regarded as a failure to consider current events but rather as a result of what they have publicly declared about their vision for digital innovation.

Ethical educational leadership is crucial in private educational institutions, where the pressures of market competition, profitability, and academic excellence intersect with the responsibilities of equitable and ethical student development. This type of leadership ensures that the institution's practices align with moral principles, prioritize the welfare of students and staff, and foster a positive educational environment.

3. METHODOLOGY:

The evaluation instrument seeks to investigate educational responsibility, which comprises the key competencies and ethical concepts required for effective leadership in educational institutions. This technique offers a systematic way of guiding the development and deployment of the evaluation tool. Clearly outline the evaluation tool's objectives, such as identifying areas of strength and improvement in educational leadership and administration, supporting ethical behaviours, and cultivating a culture of accountability.

Identify objectives such as identifying strengths and improvement areas in educational leadership, promoting ethical practices, and fostering responsibility. Conduct a comprehensive review of existing research and frameworks related to educational leadership and administration, focusing on educational responsibility. Develop a framework outlining key domains, competencies, and ethical principles to be assessed. Conduct a pilot test with a small sample of educational leaders, collecting feedback to refine the tool. Implement the tool with a larger sample, ensuring diverse representation across educational settings.

Set measurable goals and results for the assessment instrument, including the precise competencies and principles to be assessed. Conduct a thorough literature review to discover existing studies and frameworks relating to educational leadership and administration, with a particular emphasis on educational accountability. Analyse and synthesize relevant literature to develop a thorough understanding of the core concepts, competencies, and ethical principles underlying educational responsibility. Create an assessment framework based on the findings of the literature research, outlining the important domains, competencies, and ethical principles to be evaluated. Determine the assessment methods and tools that are consistent with the identified domains and concepts.

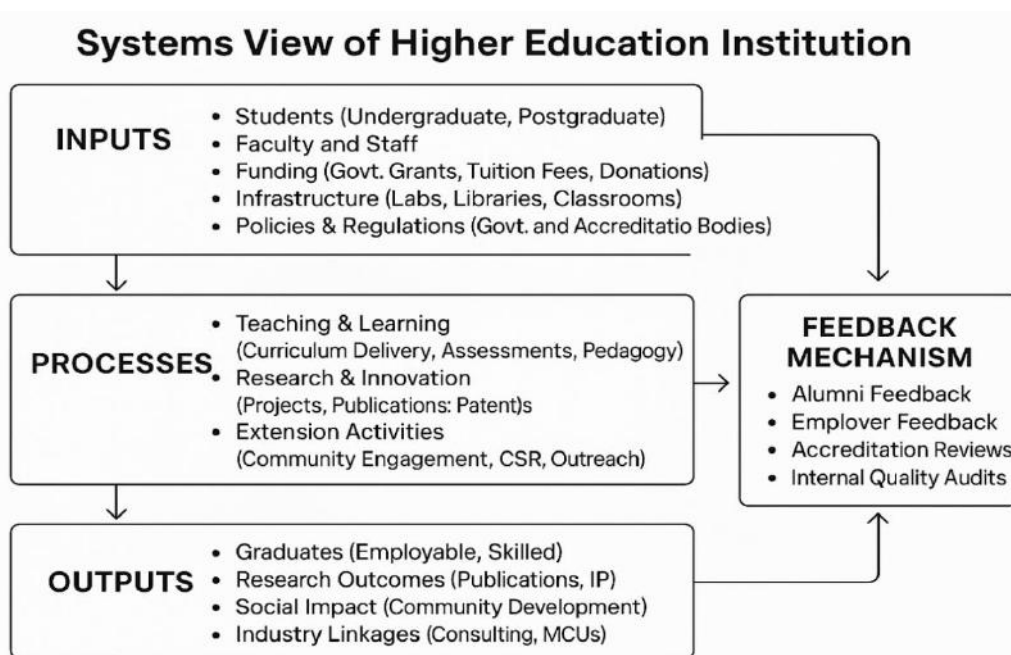


Figure1: Conceptual Model

4. PILOT TESTING:

Conduct a pilot test of the assessment tool with a small sample of educational leaders and administrators. Collect feedback from participants regarding the clarity, relevance, and effectiveness of the assessment tool. Modify and refine the assessment tool based on the pilot test results and participant feedback. Develop guidelines and protocols for administering the assessment tool, including instructions for participants and criteria for rating and scoring. Proper administration and scoring procedures to ensure consistency and reliability. Implement the assessment tool with a larger sample of educational leaders and administrators, ensuring diverse representation across educational settings and contexts.

5. DATA COLLECTION AND ANALYSIS:

Data was collected using the indicated assessment methods (for example, questionnaires, interviews, and observations). To evaluate and understand the acquired data, use relevant data analysis techniques (such as descriptive statistics and content analysis). Use the assessment results to identify patterns, trends, and areas of strength and progress. Data was collected from the participating educational leaders and administrators using the selected assessment methods. Quantitative data from surveys were analysed using descriptive statistics, providing an overview of the distribution of responses. Qualitative data from interviews, observations, and self-assessments were analysed through thematic analysis to identify recurring themes and patterns. Here's a breakdown of what ethical leadership entails in the context of private educational institutions:

Leaders should openly communicate institutional policies, changes, and decisions to students, parents, and staff, fostering trust within the community. In private institutions, where tuition fees are typically high, transparency about financial allocations, faculty qualifications, and academic standards is especially important to maintain the confidence of stakeholders. Ethical leaders take responsibility for their actions and decisions. They put mechanisms in place to evaluate and report on the institution's performance and respond constructively to feedback. In private institutions, accountability may include transparent academic performance reporting, fair assessment practices, and equitable admissions policies. Private institutions may have selective admissions processes, but ethical leaders ensure these processes are non-discriminatory and give fair consideration to all applicants regardless of background, ethnicity, gender, or socioeconomic status. Ethical educational leaders actively promote an inclusive environment by supporting diverse student bodies, ensuring access to resources, and addressing biases within the institution. This involves not only admitting a diverse range of students but also implementing policies and programs that foster inclusion in the classroom, curriculum, and extracurricular activities.

Ethical leaders put student welfare at the forefront of their decision-making. They are cautious about policies or programs that may prioritize institutional profitability over student development. There is an increasing awareness of mental health needs in education, and ethical leaders in private institutions recognize the importance of counselling services, stress management resources, and policies that support the well-being of students. Ethical leaders uphold

academic integrity, setting clear policies against plagiarism, cheating, and any form of academic dishonesty. They also promote a culture of learning over a culture of merely achieving high scores or grades. Ethical educational leaders create a respectful, supportive work environment for faculty and staff. This includes fair compensation, reasonable workloads, professional development opportunities, and an environment free from discrimination and harassment. Offering regular training and development opportunities to teachers and administrators enhances their skills and keeps them updated with the latest teaching methodologies. This commitment benefits both the staff and the students. Ethical leaders recognize that high demands and performance expectations can lead to burnout. They therefore promote balanced work cultures that prioritize teacher well-being, positively impacting student interactions and overall institutional health. Ensuring fair and transparent salary practices is a cornerstone of ethical leadership in educational institutions, especially in private institutions where financial and performance pressures are high. Here's how fair salary policies based on qualifications, experience, and transparency can be implemented effectively:

Institutions should create standardized pay scales that account for qualifications, experience, and job responsibilities. This could involve salary brackets for different levels, such as entry-level, mid-career, and senior roles, with clearly defined criteria for moving up in the scale. Each year of relevant experience should result in a predictable, fair increment. Additional credentials, advanced degrees, and certifications should also contribute to a higher pay bracket, providing staff with incentives for professional growth. Regular evaluations can help identify high-performing staff members who go beyond their core responsibilities, allowing them to be fairly rewarded through structured merit-based increments.

To promote fairness, institutions should establish a consistent pay structure for roles at similar levels. For example, two teachers with similar qualifications and years of experience should receive comparable salaries regardless of their subject or department. Conducting regular audits helps identify disparities in pay between similar roles or individuals with similar qualifications. If differences are found, the institution can take corrective action to address potential bias, ensuring that salary discrepancies are resolved transparently. Institutions should be proactive in identifying and addressing any gender-based pay gaps or other disparities to foster an inclusive work environment. This can include setting policies for transparent pay practices and clear criteria for promotions and pay raises.

Publishing pay bands or salary ranges for different positions creates transparency for both internal and external stakeholders. This lets everyone in the institution understand how salaries are determined and what they can expect based on their role and experience. Institutions should communicate their compensation policies to staff upon hiring and during performance reviews. Making salary structure documents and policies accessible helps build trust and sets expectations for fair treatment. Secret or non-standardized pay systems can lead to mistrust, resentment, and a perception of favouritism. Instead, by establishing and sharing a clear and standardized pay structure, the institution ensures that staff are aware of how salaries are set and what factors contribute to raises or bonuses.

Structured and Transparent Review and Promotion Processes

- **Annual Performance Reviews:** Transparent performance reviews should be held annually with clear rubrics for assessment. Leaders can use these reviews to discuss professional growth, merit-based raises, and the employee's progress toward their next pay bracket.
- **Transparent Promotion Criteria:** Clear, objective criteria for promotions should be established so that employees know what's required to move up in the institution. This transparency discourages favouritism and helps staff understand the pathway to increased earnings and responsibilities.
- **Regular Cost-of-Living Adjustments:** Given inflation and other economic pressures, institutions should consider annual cost-of-living adjustments. These adjustments should be clearly communicated and applied equitably across all staff to help maintain morale and financial stability.

Benefits and Non-Monetary Compensation

- **Comprehensive Benefits Package:** Along with competitive salaries, fair compensation also includes access to healthcare, retirement plans, paid leave, and professional development funds. Ensuring all staff members have equal access to these benefits promotes fairness.
- **Professional Development:** Institutions should offer support for continuous learning, such as covering costs for certifications or advanced degrees, as well as opportunities for research, conferences, and skill-building. This non-monetary form of compensation is a valuable aspect of fair treatment and incentivizes staff to remain engaged and grow within the institution.

Institution-Wide Reporting and Accountability

- **Annual Compensation Report:** To build trust among all stakeholders, institutions can publish an annual report summarizing their compensation structure, pay scales, and any changes made. This report should outline the percentage increases or adjustments and any equity measures implemented.
- **Stakeholder Involvement:** Including stakeholder input, such as staff representatives or faculty councils, in discussions about pay structure helps ensure transparency and equitable practices. This collaborative approach provides staff a voice in the process and promotes trust in the institution's commitment to fair compensation.

Financial Integrity and Ethical Fund Management

- **Fair Fee Structures:** Given that private institutions depend on tuition and fees, ethical leaders strive to set fees fairly, aligning them with the quality and breadth of services provided. They communicate the rationale behind fee increases or changes transparently.
- **Use of Funds:** Ethical leadership ensures that funds are used in ways that genuinely benefit students and improve the educational experience. Investments should prioritize educational resources, technology, and infrastructure that directly contribute to the quality of education, rather than solely profit-oriented objectives.

Building a Culture of Ethical Behaviour

- **Ethics in Curriculum:** Ethical leaders integrate ethics into the curriculum to model and teach moral behaviour. This includes teaching critical thinking, moral reasoning, and social responsibility.
- **Role Modelling:** Leaders who embody ethical principles serve as role models for both students and staff. Their actions speak louder than their words, and they set a standard of behaviour for others in the institution to follow.
- **Institutional Codes of Conduct:** Ethical leaders establish clear codes of conduct for students and staff, promoting values like honesty, respect, fairness, and integrity. This includes anti-bullying policies, respectful discourse, and consequences for violations.

Community Engagement and Social Responsibility

- **Partnerships with the Community:** Ethical educational leaders foster partnerships with the broader community, supporting local initiatives and encouraging students to engage in community service.
- **Environmental Responsibility:** Many private institutions have substantial resources and can model environmental responsibility through sustainable practices like reducing waste, conserving energy, and using eco-friendly materials. Ethical leaders are proactive in implementing such sustainable practices, teaching students the importance of environmental stewardship.

Challenges and Considerations

- **Balancing Profit and Ethics:** Since private institutions often operate on a for-profit model, ethical leaders face the challenge of balancing the need for financial viability with ethical responsibilities to students, staff, and the community.
- **Pressure to Excel in Academic Rankings:** Private institutions frequently compete for rankings, which can sometimes lead to unethical practices like grade inflation, selective reporting of student achievements, or pressure on teachers to inflate scores. Ethical leadership counters these tendencies by focusing on genuine student development and maintaining honest assessment standards.
- **Addressing Parental and Societal Expectations:** Leaders in private institutions often face pressures from parents and society for academic or extracurricular excellence. Ethical leadership involves managing these expectations honestly, focusing on holistic student development rather than only catering to external demands.

The assessment tool consisted of numerous categories and competencies connected to educational responsibility. These domains covered topics including ethical leadership, decision-making, stakeholder involvement, instructional leadership, and organizational management. The competencies within each domain were carefully chosen based on a review of the literature and pilot testing. Multiple assessment approaches were used to collect information on educational responsibility. These methods included questionnaires, interviews, observations, and self-evaluation rubrics. Surveys collected quantitative data, but interviews and observations provided qualitative insights into the participants' leadership styles and decision-making processes. Self-assessment rubrics allowed participants to replicate their own habits and competencies.

6. FINDINGS:

The findings highlighted the importance of ethical leadership in educational institutions, emphasizing the need for leaders to demonstrate integrity, fairness, and transparency. The assessment results provided insights into specific areas where educational leaders and administrators could enhance their competencies and practices, fostering a culture of responsibility and accountability. The findings also highlighted the significance of effective decision-making processes and organizational management for promoting responsible leadership.

The assessment findings revealed both strengths and weakness areas for improvement in educational leadership and administration concerning educational responsibility. The strengths were observed in domains such as ethical leadership, stakeholder engagement, and instructional leadership, indicating that participants exhibited competencies aligned with these areas. Areas for improvement were identified in decision-making processes, organizational management, and promoting a culture of responsibility throughout the institution. Ethical leadership emerged as crucial, with leaders needing to demonstrate integrity, fairness, and transparency. Effective decision-making processes and organizational management were also vital for promoting responsible leadership. Areas for improvement included decision-making and fostering a culture of responsibility.

The assessment tool provided insights into strengths and improvement areas in educational leadership. Ethical leadership, stakeholder engagement, and instructional leadership were identified as strengths, while decision-making and organizational management needed enhancement. Promoting ethical principles and fostering responsibility through policy development and training were recommended.

7. RECOMMENDATIONS:

According to the evaluation results, various implications and recommendations for improving educational responsibility in leadership and administration arose. These included the requirement for specialized professional development programs that would improve decision-making and organizational management skills. Furthermore, policy formulation, staff training, and stakeholder engagement initiatives should prioritize the promotion of ethical values and the cultivation of a responsible culture. The project sought to create and apply a comprehensive assessment instrument for investigating educational responsibility and improving educational leadership and administration. The assessment test was created to examine the essential competencies and ethical principles required for effective leadership in educational settings. The examination involved a sample of educational leaders and administrators from various settings.

In the realm of educational leadership and administration, ensuring equitable compensation for faculty members is not just a matter of fairness but a crucial factor in maintaining academic integrity and fostering a conducive learning environment. However, recent observations reveal a troubling trend within institutions in South India where experienced faculty members are being overlooked in favor of newer hires, leading to significant disparities in salary distribution. The issue at hand revolves around the fundamental principle of meritocracy versus favouritism. It has come to light that top management in some private institutions is not adhering to structured salary scales that account for faculty qualifications and years of service. Instead, there appears to be a bias towards offering higher salaries to newly appointed faculty members, often irrespective of their experience or academic credentials. This practice not only undermines the morale of experienced educators but also compromises the overall quality of education imparted to students.

Experienced faculty members, who have dedicated years to their academic fields and accumulated substantial qualifications, find themselves unjustly compensated compared to their less experienced counterparts. This situation not only creates dissatisfaction among the faculty but also threatens the retention of valuable expertise within academic institutions. Moreover, it sends a discouraging message to aspiring educators who aspire to advance their careers based on merit and dedication. For deemed universities and trust oriented higher education departments in South India, addressing these salary disparities and favouritism is imperative. It is essential to establish and enforce transparent salary structures that align with faculty qualifications, experience, and contributions to academia. Such structures not only promote fairness but also incentivize excellence and professionalism among educators.

Furthermore, ensuring that salary decisions are based on objective criteria and merit can significantly enhance institutional credibility and reputation. It fosters an environment where faculty members feel valued and motivated to excel in their teaching, research, and service roles. Ultimately, this approach contributes to the overall enhancement of educational leadership and administration by attracting and retaining highly qualified educators who can positively impact student learning outcomes.

The Ministry of Education (MOE), universities, and state higher education departments in South India must take proactive steps to rectify the current disparities in faculty compensation at private institutions. By prioritizing equitable salary practices based on qualifications and experience, institutions can uphold their commitment to educational responsibility and foster a culture of excellence that benefits both faculty and students alike. By addressing these issues head-on, institutions can pave the way for a more equitable and thriving academic environment where educational leadership and administration truly reflect the values of fairness, meritocracy, and professionalism. The assessment tool



provided insights into strengths and improvement areas in educational leadership. Ethical leadership, stakeholder engagement, and instructional leadership were identified as strengths, while decision-making and organizational management needed enhancement. Promoting ethical principles and fostering responsibility through policy development and training were recommended. The findings highlight the importance of targeted professional development programs to enhance competencies in decision-making and organizational management. Promoting ethical principles and fostering responsibility should be prioritized through policy development and stakeholder engagement strategies. The Ministry of Higher Education put up a policy such as disclosing all the information about the institute on their own website so that all stakeholders are aware.

8. CONCLUSION:

Prepare a comprehensive report summarizing the assessment findings, including an analysis of the strengths and weaknesses in educational leadership and administration. The extensive evaluation instrument designed to investigate educational responsibility in educational leadership and administration sheds light on the advantages and shortcomings of responsible leadership approaches. The findings of this study contribute to the body of knowledge on educational leadership style and provide practical recommendations for strengthening educational accountability. Using the assessment instrument and adopting the recommendations, educational institutions can work to cultivate responsible leadership, ultimately enhancing educational outcomes and establishing an accountability culture. Corruption is a result of new obstacles in the education system, such as decentralization and increased rivalry among students.

Corruption has taken hold through bribes paid for admission and the construction of institute facilities. All of this boils down to a poor quality of education, restricted access to resources, and a corrupt educational system. Many educational institutions are currently unable to affiliate with regulatory authorities due to a lack of resources. A comprehensive assessment instrument for improving educational leadership and administration can be created, enabling educational institutions to investigate and promote educational responsibility. The tool provides valuable insights for leaders and administrators to improve their practices, ultimately principal to the development of a responsible and effective educational system. Provide actionable recommendations for enhancing educational responsibility based on the assessment results. External audits must be done by ministry of finance on a regular basis in order to discover and prevent unfair tactics.

Favouritism should be eliminated, and admissions should be based on merit. Education must prioritize the overall development of the human personality while also reinforcing human rights and fundamental freedoms. To exchange knowledge and stimulate the use of the evaluation tool in educational settings, distribute the findings via presentations, publications, placement in prominent organizations, and professional networks. The comprehensive assessment tool developed for exploring educational responsibility provided valuable insights into responsible leadership practices. The study contributes to the body of knowledge on educational leadership and offers practical recommendations for enhancing educational responsibility. By utilizing the assessment tool, educational institutions can strive towards responsible leadership, improving educational outcomes and promoting accountability.

9. LIMITATIONS:

The study had certain limitations that should be considered. Firstly, the sample size might have been limited, affecting the generalizability of the findings. Additionally, the self-reported nature of some assessment methods may introduce response biases. Finally, the value of the evaluation tool may change across various educational contexts and settings, prompting additional validation and customization.

10.FUTURE SCOPE FOR RESEARCH:

To further enhance the assessment tool, future research could focus on refining and validating the tool through larger-scale studies with diverse samples. Longitudinal studies could provide understandings into the impact of educational responsibility on educational outcomes. Additionally, exploring the relationship between educational responsibility and student accomplishment could be an important area of investigation.

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