EDUCATIONAL LEADERSHIP MODEL IN TIME OF GLOBAL CRISIS CAUSED BY THE CORONA PANDEMIC – COLLABORATIVE MODEL OF LEADERSHIP

Sanjoy Kumar Nag

Research Scholar ,School of Education, Galgotias University, Uttar Pradesh, India

Dr. Shri Kant Dwivedi

Associate Professor, School of Education, Galgotias University, Uttar Pradesh, India

ABSTRACT

Global Educational scenario is bleak nowadays. The causes are many. Most of the people lost their job and anxious about their income, most of the schools and colleges are closed. Parents, students, teachers and all other stakeholders are either physically ill or alarmingly panicked. The role of Educational Leaders is essential this time. All leadership styles and theories need to be reviewed and revised in the present context of education. The aim of this study is to develop an appropriate leadership model by integrating or eliminating existing theories and styles of leadership. Previous studies and researches focus on the role of leaders to control respective personnel and steering an institution towards perfection and overall discipline is maintained. Recent studies are based integrated performance of all personnel for success of an organization and maintaining a homeostasis in managing learner-issues. Literature review shows that leadership needs collaboration culture in present context. The focus is on equity and importance is attributed to activation of rapid decision-making machinery. Qualitative method is used in this paper by making Literature Survey of the recent studies. Case studies are done to understand the effect of different leadership approaches. Quantitative method is adopted to determine maximum preference of learners and working personnel of different institutions. It is found that there are several types of leadership styles in an educational organization. It is found that styles of leadership have an impact on staff, parents, and learners in an educational institution. This research is helpful to decide which leadership approach should be adopted for managing

education in this critical period of pandemic and afterwards. This study pertains to leadership approach in Education Institution. This study also has an implication of future functioning of educational organization by applying this developed leadership model. A new model is designed by combining existing leadership theories and styles. This new model is named Collaborative Entrepreneurship Model of Leadership. This model is pandemic specific and it is developed by keeping in mind the state of mind of learners, their parents and working personnel in educational institution for application and its possible outcome.

KEYWORDS: Contingency theory, Country-club Leadership style, Situational theory, Team Management, Transactional Leadership, Transformational Leadership.

INTRODUCTION

This is now a time of turbulence when life is racked between a horrible pandemic and death. The world is now highly charged with the anxiety of having Corona. All of us are shaken by the way the bodies of dead people are treated now with utmost dishonor, apathy and fear. People are concerned about treatment and hospitalization if they are infected. Those who are safe have appalling apprehension about getting infected. Most of the people are concerned about how to keep themselves hale and hearty, how to avoid Corona-infection, how to get medicines if they get infected by Covid-19 and where to get vaccine for immunity and protection against Corona. A vehement urge for life is heard now when Death is taking its toll rampantly. People's education is now centered on medical accessories. The situation is so preoccupying that those who were not aware of medicine, they can also suggest medication and possible infection nowadays.
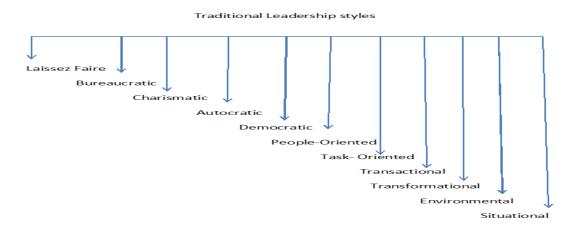
In this situation, the subtle intellectual tasks are badly hit and academic, professional studies are also significantly affected. Intellectual task and effort for physical survival has shown a negative correlation this time. The leadership roles are ineffective now by following the traditional model. According to the survey report by McCarthy (2020), 1.38 billion learners were affected since February, 2020. According to the survey report of Organization for Economic Co-operation and

Development (OECD, Schleicher, page 13), about 40 countries closed all sorts of Educational organizations between February 17, 2020 and June 20, 2020.

Rapid changes in society have generated far-reaching implications for education through the way in which they have transformed the nature of both our working and everyday lives. In today's situation many are jobless or financially unstable. They are living on government assistance for sustaining their lives. A few years ago, our economy had a message 'if you do not learn, you won't earn.' Till the year 2019, education became a growth industry, rather learning organization. It underwent business-like transformation especially, under the influence of global reorientation towards deregulation, privatization and liberalization. It was a paradigm shift for the government and private educational industries. Efficiency and efficacy of the delivery of education was appreciated. A flexibility of educational structure was started so that students can learn according to their choice. Online, distance and classroom modes were given equal weightage. Social media were full of innovations related to education, industry and social dynamics. Leaders were all set to take the role of transformational leadership. They instructed and led others for a challenging dimension. Education was highly commercialized and students preferred quality of education. A large number of private enterprises came into existence to meet the demand of students for admission to different courses to overcome the shortage of government institutions.

Leaders are the pathfinders of control and change. They are equipped with the skills that enable an institution realize its goal. Teachers as leaders are individuals who are able to channelize learning inputs to make it more meaningful and interesting. They participate in decision-making process, take initiatives, organize resources, monitor progress and help others sustain their development and prosperity. Educational Leaders do this by following some styles and strategies mixed with their unique experiences. Development of a leadership model is inspiring to all educational personnel to rethink of the prospect of managing education during and after the pandemic and it may help them relearn integrated perspectives of leadership for effective relationship management in educational institutions. They have to play an important role this time. Usually the theories and styles center on stringent management of employees and students; but current scenario shows a shattered state of people's mindset and leaders need to relearn and

perceive their past familiar situation and focus on the unfamiliar ones which are too tender, fragile and sensitive to handle to restore order. Bates & Bailey (2018, page 12) remarks, "a skillful leader does better to act boldly than to try to guard against every possible eventuality."

The traditional leadership-styles have been presented in the following figure 1:

There are several types of leadership styles in an educational organization, for example, Laissez-Faire or Delegation style, Bureaucratic style, Charismatic style and Autocratic style etc. In laissez faire style, no direct supervision or feedback system is active. This entails freedom of management but this style needs experienced and independent managers. Otherwise, organization cannot run. In Bureaucratic style, there are lots of official procedures for decision-making. It is time-consuming and dilatory. Charismatic style of leadership infuses energy and motivation to the team-members that pushes them to work in presence of the leader. It is a special power of the leader that mobilizes the team-members to work effectively. In Autocratic style of leadership, only leaders have the power to take decision. It is the supreme authority of the leaders. But modern context is different. When these theories were formulated, global situation was not as it is now.

LITERATURE REVIEW

The existing concepts of leadership, leadership styles, Leadership theories and approaches are significant dimensions for developing a model of leadership. Cambridge Assessment International Education has synoptically presented the definition of Educational Leadership as "intentional influence is exerted by one person or a group, over other people or groups, to structure the activities and relationships in a group or organization." It has provided six theories of Educational Leadership and these are:

•   Instructional Leadership based on 'teaching, learning, pupils' progress' and achievements

•   Transformational leadership based on 'commitment of colleagues, leading change, improving performance'

•   Moral leadership based on "importance of values, vision and ethical leadership"

•   Participative leadership based on 'shared decision-making'

•   Managerial leadership based on 'defining functions, tasks and behaviors'

•   Contingency leadership based on 'how leaders respond to the particular organizational circumstances and challenges they face and encounter over time'

These leadership theories contribute to the analysis of leadership traits that is seen in 10 Traits of Successful School Leaders by Joseph (2021). These traits are: 'Understanding the Importance of Building Community, Empowering Teachers and Cultivating Leadership Skills, Utilizing Data and Resources, Having a Vision and a Plan, Creating a Collaborative, Inclusive Learning Environments, being Passionate About their Work, Encouraging Risk-Taking, Leading by examples, Persevering and being Lifelong Learners.' A reiteration of these traits is found in an article, Three Elements of Educational Leadership, by Linsey (2019). Here, she stresses on 'Lifelong Learning, creating An Ecosystem of Experiences and maintaining Inclusivity.'

In Educational Leadership Styles for School Leaders to Know by Priyanka (2016), the author has mentioned three distinct types of Leadership Styles along with a traditional leadership style like, "Democratic leadership style that includes presence of other team members in decision-making".

Those three leadership types are: "Authoritative style that best suits when clear direction is needed; Affiliative style that works best during a stressful time and 'Visionary Leadership' style that seeks to implement a policy to meet an institution's Vision. The author, E. Kiral correlates the success of 'excellent institution' with the presence of 'excellent leaders' with positive attitude to the educational resources. According to Dr. Fadala, Director of Research and Content Development as quoted in Key lessons on effective leadership during COVID-19 and beyond leadership needs collaboration culture in present context. The leaders are expected to be communication oriented and flexible. According to Kruse, Hackmann, & Lindle (2020), digital learning leadership should be prioritized and equity in education should be guaranteed and the same is stressed in a commentary (Key lessons on effective leadership during COVID-19 and beyond, 2020). Here, the respected writer stresses on teacher's proficiency in conducting e-learning through mobile application and computer software through internet. According to McLeod & Dulsky (2021), the new leadership skill calls for resilience, reorientation and reinvention. Here also the writer stresses on high level of flexibility of the leaders in decision-making along with reorientation into new circumstances for better transaction, responsibility with expertise and devotion and also reinvention of new social and interaction strategies for managing the concerned personnel.

In an article on four leadership theories, the author, Heidi (2021) treats of different leadership models i.e, Transactional, Transformational leadership, Charismatic leadership and Contingency leadership. He has mentioned different characteristics of Transformational and charismatic leadership are same whereas Transactional leaders use control strategies to prohibit followers' autonomy with reference to Kanungo (2001) and Charismatic leadership is based on building a support system to suit the need of a situation, with reference to Davis (2007). According to Harris & Jones (2020), it is time for distributed leadership with shared responsibilities. Here, a focus on decentralized administration is provided so that everyone can contribute to institutional welfare. Leaders should encourage reinvention of new ways of management, new life-skill orientation and new equipment for attracting attention of students and excite them to re-engage them in educational activities. Professor Diamond in a commentary titled, School Leadership and Covid-19: a chance to create a better education system in England for the long-term, adds more importance to decentralized duties of the leaders. He states, "We have a term to get things right

here and create something that will endure when Covid-19 abates: a school system that gets consistently high approval from those leaders on the front line." He also calls for distributed leadership. According to a discussion in Salzburg Global Seminar on School Leadership During & Beyond COVID-19 (2020), this pandemic situation has unprecedented outcomes and unpredictable consequences. In this situation, rapid decision-making machinery should be activated. No delay in taking decision should be entertained. The delay might result in some unexpected hazard. A balanced and smooth management of situation is suggested by Fernandez & Shaw (2020) and they call it allostatic leadership skills. This allostatic leadership will create is a perfect homeostasis in all sectors of administration without any conflict or confusion. Keeping cool is the need of the hour in this Covid driven situation and students should be in complete peace of mind and curriculum transaction should be smooth in this type of leadership administration.

The above exponents have suggested the ways the leaders should behave in present situation of economic, administrative and educational turbulence. A specific model of leadership is necessary to be followed in this situation. In the article titled, Transformational Leadership and Ethical Leadership, P. Martinez discusses the ethical aspects of transformational leadership. Her views correlate the transformational leadership and moral reasoning for decision-making for providing human benefits. In a review of leadership theories, P. Pepera et.al.(2021)have discussed different existing leadership theories and styles and their impact on educational management that contributes to overall organizational success. J.M. Batista-Foguet has empirically proved with Multifactor Leadership Questionnaire that transformational leadership is a 'multidimensional emergent profile model' and he is in favor of it. V. Gougas of Sofia University prescribes that Long-term training is needed to develop skills of leadership to manage schools and materialize the vision-statement and along with traditional leadership models, he has mentioned 'Post-Modern Leadership' focusing on 'subjective experience' of the leaders and 'Emotional Leadership' based on 'emotional intelligence' of the leaders.

Leadership innovation approaches have been discussed by several eminent content-writers and educationists. According to Hudson, Mahendraraja, Walton, & Pascaris (2020) and Lauterborn (2020), modern time necessitates the use of e-leadership skills as Covid-era is characterized by

the use of online teaching, virtual interaction and activities on a priority basis. This type of leadership strategy needs proficiency of the leaders in managing virtual components; and also motivating and socializing people associated with the leaders. D.I. Kelly (2021) of Simon Fraser University has discussed how leadership theories flow 'intergenerationally' and how important these are in developing new leadership framework based on contemporary needs. As a leader, one should know what one has done and what he can do. Once this is identified, leaders can constantly build their identity. A good leader is always careful and cautious about the need of his followers and what one intends to do. According to D. Heart (2021), "A good leader is inspirational and transformative. They have good communication and problem-solving skills, paired with the ability to navigate a person or organisation to better ground."

Case Studies

In a case study on the effect of Autocratic Leadership it is seen that Autocratic leaders are extremely egocentric and self-centred in decision-making and this has an effect of dissatisfaction on the followers as conducted by Burk et al. (2006). Again, in a case study on Bureaucratic Leadership conducted by Teske & Schneider (1994), it is seen that it is time-taking, the officers have chance-appearance and only corporate administration and Government administration can run on this leadership approach. The Covid-situation entails an integrative approach to education by sharing responsibility, empathizing with educational personnel and students. The parents' constraints should also be taken care of. In the case study on the effect of country-club leadership style, it is found that this leadership style accommodates changes and it is a dynamic leadership style with democratic ideal and flexibility. It leads to success and boosts profit in in industry. It also boosts the independent working styles of the workers and it enhances the level of self-confidence. It is popular leadership style in UK and America in health and Management sectors.

The essential stabilizing factor is the continuum of smooth leadership and smooth management of the educational services by taking to consideration the opinions and views of the stakeholders of education and other teachers and educationists as a whole so that all the needs can be fulfilled and the level the drawbacks in decision-making can be minimized. Leaders are the decision-makers and it should be situation-bound and timely decision-making is needed otherwise it will have no effect on the subjects. Leaders are efficient and experienced people and they can assess

the situation and take meaningful decisions. Sometimes the decisions are countered by other young and people having less experience but for the sake of the experience of the leaders, the decision are mostly accepted for implementation and later this is evaluated. This review of related literature shows that most of the exponents express opinions on managing situations efficiently and they also stress on managing human-resources efficiently but a research gap is noticed in specifying a model of leadership that can manage the present pandemic situation effectively.

IMPORTANCE OF THE STUDY

The old theories, styles and model may not be appropriate in present context but management of education is invariably needed at present. So effort is needed to develop a new model of leadership.

OBJECTIVES OF THE STUDY:

a. To find out the attitude of the stakeholders to traditional model leadership

b. To find out the impact of traditional model of leadership

c. To compare transformational and transactional leadership models

d. To assess the attitude of the stakeholders of education for a collaborative model of leadership in education

HYPOTHESIS:

a. There is a negative attitude of the stakeholders to a Collaborative leadership model in educational institutions during pandemic.

b. There is a positive attitude of the stakeholders to Collaborative leadership model in educational institutions during pandemic.

METHODOLOGY

Methodology of this research designed to correspond with the research questions:

1. Why the present education scenario is bleak?

2. Which are the prevalent leadership approaches?

3. Why the existing leadership approaches are not sufficient to uphold present educational condition?

4. Which model of leadership is best suited to address the need of present educational scenario?

Methodology of this study corresponds with the Rationale that the old theories, styles and model may not be appropriate in present context but management of education is invariably needed at present. So effort is needed to develop a new model of leadership. Methodology of this research also corresponds with the background covering pandemic-stricken Global educational leadership crisis. Literature-survey method provides a historical overview of the leadership models and the modern studies on educational leadership. Erkan and Poorna (2021) have used literature survey method in their discussion on leadership styles. This survey is helpful to be acquainted with the chronological view of leadership techniques. Case-studies on different types of leadership are helpful in knowing about actual perspectives of leadership issues i.e. the pros and cons. Survey through questionnaires gives a real-time view of actual state of problem and the quantitative representation of the survey gives a comparative view the responses and opens scope for selecting an effective option.

Literature-survey method is adopted for this research. This is a cross-sectional contemporary literature survey as it deals with a recent problem. It is not a historical or comparative study but a study of the problem of leadership at this time of crucial importance and seeking a remedy to it by developing a model. This is an integrative model that takes its origin from different theories, styles and approaches to leadership. The case studies of the applications and outcomes of autocratic, bureaucratic styles and country-club leadership management styles have been consulted for developing this model. Qualitative research method is chosen for this paper. At first a survey is made through related literature and the applications and usages are seen in those related literature. Different theories and styles are compared regarding their usage and then the present situation is taken into consideration for a description of their applicability in this

situation. Then a combination of the existing theories and styles are done to design a new model for the purpose of managing institutions in this pandemic era. Case study on Autocratic Leadership effect and Bureaucratic Leadership effect is also done for eliminating the harmful leadership approaches in pandemic situation. Quantitative analysis of percentages of responses to the questionnaires (Appendix – A, B, C, D) on the attitude of Heads, Non-teaching staff, teachers and learners to one another is done to determine the type of leadership approach they prefer in educational institutions.

RESULT AND DISCUSSION

A familiarity is important for the leader to start the essential task to perform and the steps to be taken. The example of the leader thus sets a trend for others so that they can perform like him in the future. The Latest pandemic situation is like this time of essential step forward when a man can guide others and can be a steersman to lead the followers. This is the time to show responsibility and to guide others. In the field of education, this guidance plays a three-fold role – first, to guides the teachers and non-teaching staff or the whole institutional staff-members and on the other hand, the students and their parents. The review of relayed literature shows traditional leadership approaches are now being replaced by modern contingency theory, humanistic approach, situational management, democratic environment in educational organizations. The case studies show different negative aspects of autocratic and bureaucratic leadership and positive aspect of collaborative country-club management style.

FINDINGS

Four questionnaires were designed by me for determining the attitude of administrators, teachers, learners and non-teaching-staff (Appendices-A, B, C, D) to assess whether they have traditional attitude or modern liberal attitude to each other. Administrators, Teachers, Students and Non-teaching staff from different schools, Colleges and Universities participated in the online survey through Google Forms. Determination of their attitude by assessing their opinions and by analyzing the percentage of their responses, the choice of a leadership model or development of a new model is done.

In the questionnaire for **administrators**, the components and maximum percentage of responses are given below:

Serial No	Components	Percentage	Attitude
1	Dictatorial management	80%	No
2	Flexibility during Covid-19 Pandemic	80%	yes
3	Strictness with students	60%	No
4.	Pressurizing teaching staff	100%	No
5	Loading staff with works	80%	No
6.	Hopeful of positive change after Covid-19	80%	Yes
7	Need for a balance between strictness and liberty during pandemic	80%	yes
8.	Need for Information sharing mechanism	90%	Yes
9	Respect for parents' opinions	90%	Yes
10	Drastic measures during Pandemic	40%	No

By converting the response-frequency into percentages, it is found that the administrators are in favor of a change in their attitude from conventional to consideration and sympathetic outlook which is important for managing people in pandemic situation. A collaborative and holistic transformation in situational management is indicated in their responses and it supports Collaborative Model of Leadership.

In the questionnaire for **Teachers**, the components and maximum percentage of responses are given below:

Serial No	Components	Percentage	Attitude
1	Conducting regular classes during pandemic	62.5%	No
2	Contacting parents on need	100%	Yes
3	Interacting with Principal if any issue with learners and parents	100%	Yes
4	Expecting equal performance of learners during Pandemic	75%	No
5	Regular assignments to learners	50%	No
6	Taking help of non-teaching staff	50%	Yes
7	Attending meeting with administrators to deal with educational issues	87.5%	Yes
8	Being harsh with students and parents	87.5%	No
9	Sharing opinions on educational issues	87.5%	Yes
10	Taking decision without consulting others	50%	No

By analyzing the maximum percentage of their responses, it is found that they are in favor of humanistic management of the learners. They are considerate and sympathetic and they support incorporation of all institutional personnel, learners and parents in the system. They support the need for interaction with all and they need sharing information for resolving academic issues.

In the questionnaire for **Learners**, the components and maximum percentage of responses are given below:

Serial No	Components	Percentage	Attitude

1	attending all periods	69.6%	Yes
2	learner-controlled class	56.5%	Yes
3	Institutional Heads taking any serious measure	47.8%	Yes
4	Compulsory class-attendance	69.6%	No
5	Teachers' encouragement	60.9%	Yes
6	Teachers to allow time for refreshment	91.3%	Yes
7	Sharing problems with parents	56.5%	Yes
8	Sharing problem with teachers	43.5%	No
9	Teachers' patience with learners	56.5%	Yes
10	Parents' patience	95.7%	yes

By analyzing percentage of the responses of the learners, it is found that they are not in appropriate academic state of mind and they need constant interaction, support of the teachers, administrators and their parents. They need flexible and friendly educational scenario where their issues should be addressed on a priority basis. Their responses are in support of collaborative and cooperative educational management.

In the questionnaire for **Non-teaching staff**, the components and maximum percentage of responses are given below:

Serial No	Components	Percentage	Attitude
1	Obeying the administrators during Pandemic	40%	No / May be

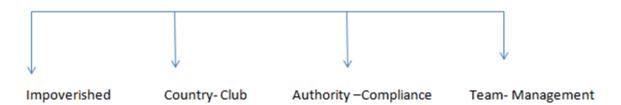| 2	Taking administrator's decision as the best	60%	No
3	Following the order in sickness	80%	No
4	Interaction with teachers	60%	May be
5	interaction with students	80%	Yes
6	taking care of teachers and learners if ill	100%	Yes
7	Informing Head if any teacher-issue	60%	Yes
8	Informing Head if any learner-issue	60%	Yes
9	Informing Head if any parents -issue	80%	Yes
10	Managing critical problems by self	80%	No

The nature of the responses of the non-teaching staff of educational institutions is liberal and collaborative. They need the assistance of higher management and at the same time they are inclined to collaborate with others, here, one way flow of communication and information-exchange is indicated.

So, from the nature of responses and from the maximum percentage of responses, the attitude of educational stakeholders is found to stand on collaborative and cooperative educational leadership during present pandemic situation and in its aftermath.

The new model of leadership includes educational personnel, students and other stakeholders of education by taking the decision of starting integrated system of communication and facilitating curriculum for easier transaction and effective learning. In most of the cases, the pressure on the teachers and students makes education directionless and application resistant but the pandemic situation has taught how important flexibility is in the field of education to learn in all situations and to learn from all situations and no learning is permanent too. As learning changes with time, so is leadership. It should have a new dimension for effective transaction.
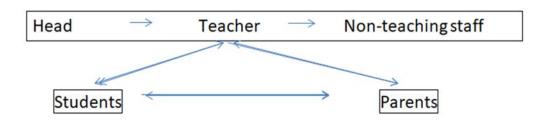
The new model combines Situational Theory of leadership and Contingency Theory of leadership. These theories are interwoven by the behavioral theories of leadership. The following image 2 shows different behavioral leadership-management types:
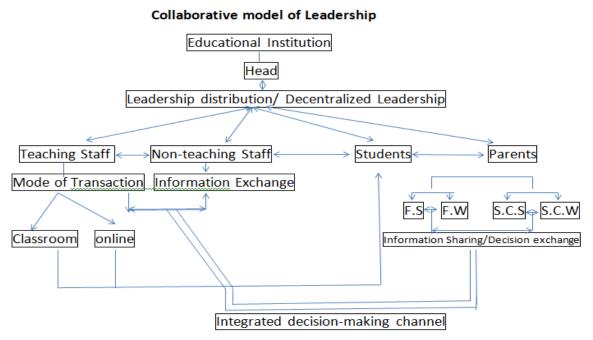
Behavioral Leadership Management types

Impoverished	Country- Club	Authority –Compliance	Team- Management

Behavior can be non-cooperative, apathetic that is called Impoverished-leadership. Again, Co-operative and Sympathetic leadership is called Country-Club leadership behavior. One man autonomy is dictatorial that is categorized as Autocratic leadership approach. Leadership behavior pertaining to group participation in managing people and product falls under Team-leadership approach. It is time now to remodel leadership by combining Country-Club management style of leadership and Team-Management for effective orientation of situational theory of leadership and Contingency theory of leadership. The present model is humanistic and facilitative one for collective ways of managing situation and making workable decisions.

This new model is named Collaborative Entrepreneurship Model of Leadership as it integrates the institutional administration on one end and social agents of the other end for favourable exchange of ideas, decision and information for avoiding possible conflict, confusion and unnecessary stress. The new education leadership model includes the Head, teaching staff, non-teaching staff in the institutional premises and the students and parents on the receiving end. The most important infusion among them is information exchange and decision transfer. The following figure shows that the flow of information-exchange is a tri-polar process. The following figure 3 shows three institutional components i.e. Head, teachers and non-teaching staff are related to the educational service-providing-end and students and parents on the receiving end of education.

It is a tri-modal exchange-system that ensures rapport and conflict-avoidance in decision-making process.

The following figure 4 is the **Collaborative Model of Leadership** designed by the researcher and it shows the pathway that institutional components need to use for exchange of information and combine the opinions of parents and students for decision-making in an integrated way.

(F.S =Financially strong, F.W = Financially weak, S.C.S. = Socio-culturally strong, S.C.W. = Socio-culturally weak)

The activity of the Head concerns management of teachers, non-teaching staff, students and parents. Teacher's job concerns following curriculum and teaching students in classroom or online mode. It needs effective assistance of non-teaching staff under the direction of the Head and the teachers. On the receiving end, there are students and parents. The parents have varied backgrounds. They may be financially strong or weak and may be socially adaptive or culturally rich or reverse. They have direct influence on their children and their neighbors and it also

affects their decision-making. An Interactive channel is important between these two types of parents for favorable institutional decision-making. An information transfer between educational service-providers i.e. Head, teachers, non-teaching-staff and receivers of education i.e. learners and parents is designed through an **integrated decision-making channel**. This channel is meant for decision exchange that needs to be maintained continuously for a beneficial, non-stressful, non-conflicting decision-making. Eventually, it goes in favor of students and education system as a whole.

This model is highly decentralized, diversified gateway to educational administration that can be termed as Null-leadership approach to a sound leadership model for a holistic change in the traditional concept of leadership in emergency era of pandemic and its aftermath. Educational institutions are led by the heads or Principal. A major responsibility is borne by his/her. The recent age is characterized by freedom of work and employees' mental and physical health. In course of time, the nature of the workforce is changing and exposure to online and offline activities are also increasing. Teachers and students both prefer work and study as their time permits. Significantly, this trend proves productive and job satisfaction is also arising out of it. The traditional trend of directorial management and autocratic leadership is vanishing fast and it is replaced by a more democratic and liberal counterpart where Leader himself is a part of the workers to listen to them and to share opinions. Recent time is tender. People are more distressed. This integrated model shows a flow of opinions and ideas from the top management to the bottom where the receivers of the educational services belong.

This model features the presence of the Head who always hears from the teachers, non-teaching staff, students and parents. The head is well-aware of what the parents of different background speaks about the institution through other staff and decides on what to do next. This top-down leadership model is important now in this pandemic situation where parents are financially downtrodden and they give more priority to essential products for survival and becoming culturally downcast for an overshadowing frustration. Educational leaders need to take some relieving steps for ignite a flame of education and continuing with it in time to come. It is a leadership faith to uphold that nothing comes to a stasis but gathers a momentum for a productive and bountiful outburst.

IMPLICATIONS

- This study pertains to leadership approach in Education Institution.
- This study is appropriate for the pandemic situation and its aftermath for managing educational institutions.
- This study has implication in managing School education and higher education also regarding the effect of leadership on the teachers, non-teaching staff, students and parents.

CONCLUSION

At present, the scenario has changed. A sudden outburst of epidemic changed the course of education and shifted people's focus on innovation to survival; profiteering to selfless service to people by providing specialized medical service for overall human welfare. A transactional model of leadership is needed now. All have to come to the field either to save or to survive. Now, social media are full of news and videos related to information regarding the pandemic, how to save people and even uploading videos for relaxation in quarantine period for all who are cloistered into their houses for breaking the chain of Covid-infection. Now staying at home, work from home, online class for kids and youngsters stop actual communication with others and they are highly engaged in virtual communication. It creates a shivering sensation when we apprehend what the children would do when they get a chance to meet their friends and relatives face to face after a long time in the future. It is an undoubtedly a stressful and scary time now and educational leaders need to work carefully and responsibly so that their stands do not hurt others, do not make them more stressed, and let them work freely without any pressure or compulsion.

Productive life needs education that can be applied for the benefit of humans and all other species around us. The effective examples of sound education and its application is to devise the strategy to minimize the impact of this pandemic as done by the medical science and the protocols for testing, tracking and treating this infective disease and continuously updating

machinery for preventing it. The information science keeps people updated through media and social networks. This is an example of distributed leadership of doing one's best although nothing is permanent or conclusive in this situation.

This shared responsibility in form of leadership should reflect on general educational scenario also by always keeping thumbs up to spark off the brilliance of education during this pandemic. The pandemic situation entails this homeostasis in all levels of administration for continuous service providing and for ensuring quality of education. Keeping all users under one umbrella is important in this critical situation so that all can share their satisfaction and dissatisfaction for making leadership effective and holistic. This will have a significant impact on educational management in pandemic situation and managing the institution in post-pandemic era. This Study is limited to controlling and managing education in Pandemic era and post-pandemic educational issues.

LIMITATION

- This Study is limited to controlling and managing education in Pandemic era and post-pandemic educational issues.
-

SCOPE FOR FUTURE STUDIES:

- This study opens scope for development of more models in managing education in pandemic era.
- New theories and models and review of this present model - collaborative model of leadership can be triggered off.

REFERENCES:

Bates, B. (2018), Bailey, A. (2018), *Educational Leadership Simplified: A guide for existing and aspiring leaders*, Sage Pub. https://uk.sagepub.com/sites/default/files/upm-assets/90284_book_item_90284.pdf

Batista-Foguet, J.M.(2021), Esteve, M.(2021), Witteloostuijn, A.V. (2021), *Measuring leadership an assessment of the Multifactor Leadership Questionnaire*, Tilburg University, Journal P1, https://www.researchgate.net/publication/353417665_Measuring_leadership_an_assessment_of_the_Multifactor_Leadership_Questionnaire

Burke, et.al. (2006), *Autocratic Leadership: A Case Study*, https://www.123helpme.com/essay/Autocratic-Leadership-A-Case-Study-PJYCEZCYQJT

Country Club Leadership Style in Finance and Healthcare, 2020, A Case Study, https://www.ukessays.com/essays/leadership/country-club-leadership-style-in-finance-of-healthcare.php

Diamond, C.(2021), *School Leadership and Covid-19: a chance to create a better education system in England for the long-term*, https://www.birmingham.ac.uk/research/perspective/school-leadership-covid-19.aspx

Fernandez, A.(2020), Shaw, G.P.,(2020), *Academic Leadership in a Time of Crisis: The Coronavirus and COVID‐ 19*, https://onlinelibrary.wiley.com/doi/10.1002/jls.21684

Gregory-Mina, H. (2009), *Four Leadership Theories Addressing Contemporary Leadership Issues as the Theories Relate to the Scholarship, Practice, and Leadership Model*, Article 10, Vol.7, Academic Leadership: The Online Journal, https://scholars.fhsu.edu/cgi/viewcontent.cgi?article=1304&context=alj

Gupta, P.(2016), *Educational Leadership Styles for School Leaders to Know*, EdTech Review, https://edtechreview.in/trends-insights/insights/2390-educational-leadership-styles

Harris, A.(2020), Jones, M. (2020), *COVID 19 – School Leadership in Disruptive Times*, [An Editorial Online], https://www.tandfonline.com/doi/full/10.1080/13632434.2020.1811479

Heart, D. (2021), *Introvert and extrovert leadership*, An Article, Edith Cowan University, https://www.acn.edu.au/thought-leadership/introvert-extrovert-leadership

Hudson, L.(2020), Mahendraraja, S.(2020), Walton, M.(2020), Pascaris, M. (2020), *Leadership in education during COVID-19: Learning and growth through a crisis*, https://www.researchgate.net/publication/346974064_Leadership_in_education_during_COVID-19_Learning_and_growth_through_a_crisis

Kelly, I.D. (2021), *Ancestral leadership: Place-based intergenerational leadership*, Simon Fraser University, https://www.researchgate.net/publication/352329844_Ancestral_leadership_Place-based_intergenerational_leadership

Key lessons on effective leadership during COVID-19 and beyond, (2020), https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/key-lessons-on-effective-leadership-during-covid-1

Kiral, E.(2020), *Excellent Leadership Theory in Education*, Journal of Educational Leadership and Policy Studies (JELPS) Volume 1 Issue 2, Southern Connecticut State University https://files.eric.ed.gov/fulltext/EJ1282716.pdf

Knerl, L.(2019), *Three Elements of Educational Leadership*, Northeastern University, https://www.northeastern.edu/graduate/blog/educational-leadership/

Kruse, S.D.(2020), Hackmann, D.G.(2020), Lindle, J.C. (2020), *Academic Leadership During a Pandemic: Department Heads Leading With a Focus on Equity*, https://www.frontiersin.org/articles/10.3389/feduc.2020.614641/full

Lathan, J.(2021), *10 Traits of Successful School Leaders, University of San Diego*, https://onlinedegrees.sandiego.edu/effective-educational-leadership/

Lauterborn, E. (2020), *Educational leadership in the age of online learning*, https://www.smartbrief.com/original/2020/07/educational-leadership-age-online-learning

Martinez, P. (2021), *Transformational Leadership and Ethical Leadership*, University of Peru, https://www.researchgate.net/publication/352178163_Transformational_Leadership_and _Ethical_Leadership

McLeod (2021), S., Dulsky, S. (2021). *Resilience, Reorientation, and Reinvention: School Leadership During the Early Months of the COVID-19 Pandemic*, https://www.frontiersin.org/articles/10.3389/feduc.2021.637075/full

Niall McCarthy (2020),   COVID-19's staggering impact on global education [Online] https://www.weforum.org/agenda/2020/03/infographic-covid19-coronavirus-impact-global-education-health-schools/

Perera, P.(2021), Witharana, T.(2021), Withanage, P. (2021), *A Review of Leadership: Different Leadership Theories and Styles Relevant to Education Leadership*, Asian Journal of Education and Social Studies, https://www.researchgate.net/publication/353030388_A_Review_of_Leadership_Differe nt_Leadership_Theories_and_Styles_Relevant_to_Education_Leadership

Schleicher. A. (2020) *The impact of COVID-19 on education - Insights from Education at a Glance 2020* [Online] https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf

School Leadership During & Beyond COVID-19, Salzburg Global and WISE convene third and final part of the Education Disrupted, Education Reimagined series, 2020, https://www.salzburgglobal.org/news/latest-news/article/school-leadership-during-beyond-covid-19

Southworth, G.(2017), *Educational leadership, Cambridge Assessment International Education,* https://www.cambridgeinternational.org/images/271192-educational-leadership.pdf

Teske. P.(1994), Schneider. M.(1994), Journal article, *The Bureaucratic Entrepreneur: The Case of City Managers,* https://www.jstor.org/stable/977380?origin=crossref&seq=1

Vasileios Gougas, V.(2021), *School Leadership. Models and Tools: A Review*, Sofia University https://www.researchgate.net/publication/348507976_School_Leadership_Models_and_Tools_A_Review

Appendix- A

Tool 1 – Questionnaire

Attitude of Administrator towards Teachers, Non-Teaching Staff, Students and Parents during Pandemic

Serial No	Questions	Attitude		
		Yes	No	May be
1	Is present situation appropriate for dictatorial management of staff?			
2	Has Covid-19 taught us how to be flexible?			
3	Does Pandemic situation need to be strict with students?			
4	It is the right time to put pressure on teaching staff?			
5	Does Covid situation need loading teaching staff with lots of works without letting them relax?			
6	Are you hopeful of change in educational scenario after this pandemic to a positive direction?			
7	Is a balance needed between strictness and liberalism to control personnel in this present pandemic situation?			
8	Should an Information sharing mechanism be maintained for teachers, non-teaching staff, parents and administrator together.			
9	Do you believe parents' opinions are valuable in current educational of scenario?			
10	Do you think any drastic measures can be taken to manage things in present educational condition			

	during this pandemic?			

Appendix- B

Tool 2 Questionnaire

Attitude of Learners towards Administrators, Teachers, Non-Teaching Staff, and Parents during Pandemic

Serial No	Questions	Attitude		
		Yes	No	May be
1	Can you attend all periods when teachers schedule?			
2	Do you think online classes should be learner-controlled in present critical pandemic scenario?			
3	Can Institutional Heads take any serious measure to control irregularity in pandemic period?			
4	If you feel sick, should you be forced to attend class?			
5	If you feel bored should teachers encourage you in the class?			
6	Should you be given time to relax?			
7	Should you share your problems with your parents?			
8	Should you share your problems with teachers?			
9	Do you think teachers should be patient to hear			

	your problems?			
10	Do you think your parents should be patient to hear your problems?			

Appendix – C

Tool 3 - Questionnaire

Attitude of Non-Teaching Staff towards Administrators, Teachers, Learners and Parents during Pandemic

Serial No	Questions	Attitude		
		Yes	No	May be
1	Do you think you should obey the order of your superior even when you are sick?			
2	Do you believe that administrator's decisions are always right?			
3	Is it possible to obey the order of Management always in pandemic situation?			
4	Should you interact with teachers as friends in this pandemic situation?			
5	Should you interact with students as your brothers and sisters during this pandemic?			
6	Should you take care if teacher or student is sick?			
7	Should you inform the Principal if there is any issue with teaching staff?			
8	Should you inform the Principal if any issue with students?			

| 9 | Should you inform Principal if any issue with parents in pandemic situation? | | | |
| 10 | Would you handle any situation on your own if Principal is absent or busy in this pandemic situation? | | | |

Appendix – D

Tool 4 – Questionnaire

Attitude of Teachers towards Administrators, Non-Teaching Staff, Learners and Parents during Pandemic

Serial No	Questions	Attitude		
		Yes	No	May be
1	Would you conduct classes as usual without considering pandemic issues?			
2	Would you talk to parents if any issue with learners?			
3	Would you interact with Principal if any issue with learners and parents?			
4	Should you expect equal performance of learners even when pandemic breaks out?			
5	Do you think regular assignments and corrections should continue strictly during covid-19 pandemic educational scenario?			
6	Should you take help of non-teaching staff if any issue with students?			
7	Would you attend meeting with Principal and management to deal with educational issues during pandemic?			
8	Should you be harsh with students and parents if they need any discussion on performance during Corona pandemic?			

9	Do you agree that Principal and Management should talk to teachers before taking any educational policy-making decision during covid-19 pandemic?			
10	Should you decide on your own how to manage education at your institution during pandemic?			