

# THE ROLE OF SELF-ASSESSMENT IN LEADERSHIP DEVELOPMENT FOR EDUCATIONAL ADMINISTRATORS

Elena Simko, University of Economics in Bratislava

## ABSTRACT

*Self-assessment plays a crucial role in the continuous development of educational administrators, enhancing their leadership capabilities and effectiveness. By promoting self-awareness, identifying strengths and weaknesses, and fostering a growth mindset, self-assessment enables administrators to reflect on their practices and adjust strategies for improved leadership outcomes. This article explores the benefits of self-assessment in leadership development, the tools and techniques available, and the challenges faced by educational leaders in its application. Through structured self-assessment, educational administrators can foster their own professional growth, ensuring better decision-making, improved team dynamics, and more effective school management.*

**Keywords:** Self-Assessment, Leadership Development, Educational Administrators, Self-Awareness, Reflective Practice, Leadership Skills, School Management, Continuous Improvement.

## INTRODUCTION

Educational administrators play a vital role in shaping the success of schools by driving policy, managing resources, and supporting teachers and students. Effective leadership is essential for school improvement, and as such, leadership development for administrators is an ongoing process. A powerful tool in this development is self-assessment, which allows leaders to gain deeper insights into their leadership practices and areas for improvement (White et al., 2002).

Self-assessment is critical for fostering self-awareness, a key attribute of successful leaders. When educational administrators engage in self-assessment, they take an active role in their personal development, identifying their strengths and weaknesses. This reflective practice empowers them to make informed decisions about how to enhance their leadership effectiveness (Van Hala et al., 2018).

Self-awareness is a cornerstone of effective leadership. For educational administrators, understanding how their behaviors, decisions, and communication styles impact their schools is essential. Self-assessment helps to raise awareness about how they are perceived by staff, students, and the community, and how their leadership influences school culture and student outcomes (Rubens et al., 2018).

While self-assessment is inherently introspective, external feedback is an invaluable complement to the process. By seeking feedback from peers, teachers, and students, educational administrators can gain a fuller picture of their leadership effectiveness. This combined approach strengthens the accuracy of self-assessment and highlights areas for focused development (Scanga, 2004).

Through self-assessment, educational administrators can pinpoint their strengths, such as strong communication or strategic planning, and weaknesses, such as difficulties in conflict resolution or time management. Recognizing these areas is crucial for setting personal and professional goals that promote growth and improvement (Ruben et al., 2021).

A growth mindset is essential for administrators who wish to continuously improve. Self-assessment fosters this mindset by encouraging reflection, adaptability, and resilience. Administrators who embrace self-assessment are more likely to view challenges as opportunities for learning rather than obstacles, leading to greater leadership efficacy (Nicholson, 2004).

Despite its benefits, self-assessment poses several challenges. Many educational administrators may struggle with being objective about their leadership, or they may lack the time and resources to engage in reflective practices. Additionally, some leaders may find it difficult to accept critical feedback or may focus solely on their strengths, neglecting areas that need improvement (Daniëls et al., 2019).

To overcome these challenges, educational administrators should cultivate a supportive culture that encourages reflective practice. Schools and districts can provide training on self-assessment techniques and create a safe environment where leaders feel comfortable reflecting on their weaknesses without fear of judgment. Furthermore, administrators should be encouraged to seek feedback regularly from colleagues and subordinates to enhance their self-assessment (Huber & Hiltmann, 2011).

Effective self-assessment can lead to significant improvements in leadership development. When educational administrators reflect on their practices and take steps to address their weaknesses, they become more effective leaders. This results in better decision-making, enhanced school culture, and improved academic outcomes for students (Ho, 2024).

Several case studies highlight the positive effects of self-assessment in educational leadership. For instance, administrators who actively engage in reflective practices often report greater job satisfaction and enhanced team collaboration. Schools with self-assessing leaders also tend to exhibit stronger teacher retention rates and improved student performance, indicating the far-reaching benefits of this practice (Barton, 2013).

## CONCLUSION

Self-assessment is an invaluable tool for educational administrators seeking to improve their leadership effectiveness. By fostering self-awareness, identifying strengths and weaknesses, and promoting a growth mindset, self-assessment enables leaders to make informed decisions that benefit both their personal development and their schools. While challenges exist, overcoming these barriers through a supportive and reflective culture ensures that educational administrators can continuously grow as leaders, ultimately enhancing the quality of education in their schools.

## REFERENCES

- Barton, L. T. (2013). Knowledge of Effective Educational Leadership Practices. *International Journal of Educational Leadership Preparation*, 8(1), 93-102.
- Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational research review*, 27, 110-125.
- Ho, W. L. D. (2024). Reliability and Validity Analysis of the Selfassessment Questionnaire of Servant Leadership Traits for Taiwanese School Administrators. *School Administrators*, (151), 94-117.
- Huber, S. G., & Hiltmann, M. (2011). Competence Profile School Management (CPSM)—an inventory for the self-assessment of school leadership. *Educational Assessment, Evaluation and Accountability*, 23(1), 65-88.
- Nicholson, B. L. (2004). E-portfolios for educational leaders: An ISLLC-based framework for self-assessment. *R&L Education*.
- Ruben, B. D., De Lisi, R., & Gigliotti, R. A. (2021). Leadership Self-Assessment and Reflective Practice: Always a Work in Progress. In *A Guide for Leaders in Higher Education* (pp. 205-219). Routledge.

- Rubens, A., Schoenfeld, G. A., Schaffer, B. S., & Leah, J. S. (2018). Self-awareness and leadership: Developing an individual strategic professional development plan in an MBA leadership course. *The International Journal of Management Education*, 16(1), 1-13.
- Scanga, D. (2004). Technology competencies for school administrators: Development and validation study of a self-assessment instrument. *University of South Florida*.
- Van Hala, S., Cochella, S., Jaggi, R., Frost, C., Kiraly, B., Pohl, S., & Gren, L. (2018). Development and validation of the foundational healthcare leadership self-assessment. *Family Medicine*, 50(4), 262-268.
- White, D. R., Crooks, S. M., & Melton, J. K. (2002). Design dynamics of a leadership assessment academy: Principal self-assessment using research and technology. *Journal of Personnel Evaluation in Education*, 16, 45-61.

**Received:** 02-Sep-2024, Manuscript No. aelj-24-15233; **Editor assigned:** 04-Sep-2024, PreQC No. aelj-24-15233(PQ); **Reviewed:** 18-Sep-2024, QC No. aelj-24-15233; **Revised:** 23-Sep-2024, Manuscript No. aelj-24-15233(R); **Published:** 28-Sep-2024