

Relationship Of Creative Management, Teacher Effectiveness, Teacher Stress And Teacher Commitment With Different Dimensions Of Managerial Leadership

Dr Deepa Sikand, Associate Professor, Deptt of Education, Guru Nanak Dev University, Amritsar (deepagaumit@yahoo.com)

Abstract: *The present study was conducted to study the relationship of creative management, teacher effectiveness, teacher stress and teacher commitment with different dimensions of managerial leadership. In order to conduct present study 450 teacher educators with doctorate degree and without doctorate degrees, with different levels of experience were selected from 45 selected colleges of education taking 10 teachers from each institution were selected randomly. Creative Management Scale prepared by the investigator, Multifactor Leadership Questionnaire (Bass and Avolio, 2003), Teacher Commitment Questionnaire (AmitKauts and AachalKalia, 2012), Teacher Effectiveness Scale (Mutha, 1982) and Teacher Stress Questionnaire (Otto (1983) and Adapted by Max Smith and Sid) were used as tools for the present study. The findings of the study revealed that there is significant relationship in the creative management and managerial leadership. This means that variation in the creative management in any manner would have remarkable impact on the managerial leadership and vice versa. It is also found that there is significant relationship in the teacher effectiveness and managerial leadership. Hence, increased practice of transformational and transactional leadership would ensure better teaching effectiveness in the educational institutions and vice versa. Another finding is that there is significant relationship in the teacher stress and managerial leadership. This means that increased teacher stress may become a cause for the action orientation of managerial leadership and managerial leadership may also act as a stressor among teaching professionals. It is also found that there is significant relationship in the teacher commitment and managerial leadership for transformational and transactional leadership dimensions of Managerial Leadership. Hence, increased practice of transformational and transactional leadership would ensure better teaching commitment in the educational institutions and vice versa.*

Keywords: Teacher effectiveness, Creative management, Teacher stress, Teacher commitment

Introduction

A principal is the most powerful individual in school. The role of a school principal is considered as the first and foremost important person in ensuring the effectiveness of the school and efficiency in running the school (Ahmad, 2004). The educational environment is becoming more complex day by day. Schools have now become increasingly stressful environment for teachers and principals. According to the 28th annual Metlife Survey of the American Teacher, released in March 2012, 51 % of teachers report teaching under great stress several days a week. Nosheena (2010) indicated that there is a relationship between principal leadership style and teacher occupational stress i.e. teachers had more stress when

principals adopted autocratic leadership styles and less stress when principals adopted democratic leadership styles. Other researchers have examined teachers stress with reference to transformational leadership styles and found that transformational leadership style moderates the level of stress and satisfaction experienced by teachers (Moore, 2012). Swanepoel et al. (2000) argued that leadership style that encourages employees' commitment is essential for an organization to successfully achieving their goal. Ross and Gray (2004) argued the "essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals." Leadership practices seem to have quite positive effects on teacher's lifelong professional development in the school context (Flores 2007) because they have the potential to empower teachers towards a commitment to change and enhance their learning in school organization (Bogler, 2001; Fullan, 2002; Day et al, 2001). Puccio, Mance and Murdoch (2011) describe leadership as a factor that inspires changes, while creativity is understood as a process leading towards change. Wang and Cheng (2010) confirmed the positive impact of benevolent leadership on employees' creativity.

Creative management

The meaning of the creative management takes on many different connotations e.g. Entrepreneur management, innovative management, change management and so on. The essence of the content of these expressions is the same or similar, if we accept the situational approach, where in the last instance, true understanding that any tendency for the exact definition of creative management is in fact averting from the rational approach. While a creative manager is a person, who is never satisfied with current situation, but continues with a permanent search for the new paths for action. Creative management is also known as classic management. The premise that all what was characteristic for many years for a leader or manager, nowadays it is under question mark. Obsolete leaders, as well as traditional chiefs, who behave as traditional parents, who do not trust us much, but they supervise us, have increasingly become today barriers to motivation in a dynamic environment, in leading or governing of the dynamic processes. While the creative manager acts as a supervisor, officer, judge, follower, leader or account supervisor, creative manager today, plays the role of coach, conductor, team leaders, coordinators, assistants, friends or a visionary.

Research on this subject may be structured on a three level approach: individual, group and organizational level (Borgini 2005; Drazin et al. 1999). At the individual level, we shall focus on the following causal-relations explored by creativity literature: Individual creativity depending on personality (Barron & Harrington, 1981; Martindale, 1989), personal expertise, thinking skills and intrinsic motivation (Amabile 1997, 1998) and cognitive abilities (Guilford, 1983). At the group level, literature suggests a variety of characteristics related to successful creative groups: leadership, resource availability, cohesiveness, group composition and group structure (King & Anderson 1990; Payne 1990). At organizational level, theory of creative action in multiple social domains (Ford 1996) based on the concept that intentional action and evolutionary processes that legitimize action interact to facilitate creativity and innovation. Andropoulos (2001) concludes existence of 5 main determinants of organisational creativity: organisational climate, leadership style, organisational culture,

resources and skills and structure and organisational systems. Hallinger (2003) puts that transformational leadership models conceptualize leadership as an organizational entity rather than the task of a single individual. Basadur (2005) suggested three ways to approach organizational creativity: (a) Identifying creative employees within an organization and matching them to suitable tasks. (b) Using organizational factors to promote or restrain creativity performance. (c) To train employees in order for them turn out to be more creative. Bass & Riggio, 2006 opined that Transformational leaders motivate and inspire those around them by valuing the work of a teacher and challenging staff to achieve more. Sergiovanni (2007) claimed that a transformational leader practices purposing, provides a clear and concise goal focus uniting the organization, and encourages commitment. When a principal provides evidence that he or she understands the need to empower teachers, there is increased motivation and commitment towards campus goals (Leithwood & Jantzi, 2005; Marks & Printy, 2003; Sergiovanni, 2007). Transformational leadership has also been found to have an impact on teachers' perceptions of school conditions, their individual commitment to change, and organizational learning and student outcomes (Hallinger & Heck, 1998). Nanda and Singh (2009) revealed the three determinants of creativity and innovation at work place: culture & organizational climate, individual characteristics and supporting system. Karasneh & Jubran (2013) revealed that there was a significant correlation between the results of the ten leadership dimensions together and the eight creativity traits of teachers were positively significant. The results showed that there were no significant differences according to the dependent variables (gender, major of specialization, educational experience, and stage of schools) on most of the independent variables (eight creativity traits and ten leadership dimensions). The study also offered some recommendations to enhance the status of educational leadership, creativity of social studies and Islamic education teachers. Alawawdeh (2016) indicated that there are many crises in secondary schools, school principals working on the practice of creativity management in fighting these crises, finally the results pointed out there is a correlation between the creative management and fighting crises in Secondary schools in Palestine. Researcher recommended that the need to strengthen creativity management in solving schools crises and give school principals more training courses on the face of school crisis in secondary schools in Palestine.

Teacher effectiveness

Goldhaber and Brewer (2000) concluded that teachers with a degree in their subject matter are more effective than those without such degree. Witcher and Ann (2001) studied the perceptions of 219 pre-service teachers about the characteristics of effective teachers and investigated factors that may have influenced their responses; identify dominant themes, headed by student's centeredness and enthusiasm for teaching. Henderson, Protheroe and Porch (2002) indicated training to effectively manage classes by teachers in improving the student academic achievement. This focuses attention on the need to promote teachers abilities to manage classroom effectively. Paul and Kumarvel (2003) in a study revealed that teachers differ in their effectiveness with respect to teaching experience, community, type of management and locale. It was also pointed out that rural teachers are more effective than urban teachers. Vijaylakshmi and Mythill (2004) found that Positive and moderate relationship was present between teacher effectiveness and their work orientation. Amandeep and Gurpreet (2005) found that female teachers are more effective in their teaching than male

teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers. Kane, Roebuck and Staiger (2006) found that the certification status of teacher has almost small impact on students test performance. However, among those with the same certification status, there is large and persistent difference in teacher effectiveness. Andrew (2007) studied that experience has the strongest effect with a large effect in the early years of teacher's career. Ronald (2009) found that the effectiveness of successive teachers was related to student achievement in reading and mathematics. Second, collective teacher effectiveness, as an organizational property of school was positively associated with achievement levels. Kane, Thomas, and Douglas Staiger (2008) in his study revealed that on an average, the certification status of teachers has at most small impacts on student test performance. It was found that classroom performance during the first two years, rather than certification status, was a more reliable indicator of a teachers' future effectiveness. Hameed and Manjutha (2010) tried to explain teacher efficacy as a correlate of teaching styles and organizational culture and it was reported that school culture has a significant bearing on teacher efficacy. Sawhney and Kaur (2011) reported in his study that there was no significant difference found in the teacher effectiveness of male and female teachers. There existed significant relationship between teacher effectiveness and self-concept of male and female elementary school teachers. Layne (2012) defined teaching effectiveness as prominent features of teachers as he or she must be interesting, approachable and clear. He ensures the presence of all these three characters like present material well, make subject interesting; helpful and knowledgeable makes a teacher effective. Himani, Shaileendra and Goutami (2012) in his study found that teachers with enthusiastic trait had more teacher effectiveness, whereas, teachers with non-enthusiastic trait had low teacher effectiveness. Pachaiyappan & Raj (2014) found that the male and female school teachers do not differ significantly in their teacher effectiveness and there is a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management. Chauhan (2016) found that the male and female school teachers do not differ significantly in their teacher effectiveness and the urban school teachers are more effective in their teaching as compared to rural teachers.

Teacher stress

Evidence of concern for teacher stress is well represented in educational literature. Antoniou and Polychroni (2006) used a cross sectional design in their research of almost 500 primary and secondary school teachers in Greece. They found that female teachers reported higher levels of stress and experienced more stress in dealing with student behaviour problems. Younger teachers reported higher levels of burnout while older teachers reported higher levels of stress due to lack of support from the government. Pei and Guoli (2007) reported that considerable stress for teachers at all grade levels, with elementary teachers having the lowest levels of stress. Ravichandran and Rajendran (2007) found that teachers reported more stress due to personal expectations, teaching evaluation, lack of support from parents and other facilities available at school, organizational policy and parental expectations. Milner

and Khoza (2008) compared teachers stress levels from both high performing and low performing schools. They found that all teachers reported high levels of stress regardless of the performance level of the school. Santiago, Otero-Lopez, Castro and Villardefrancos (2008) researched occupational stress in a large sample of secondary school teachers in Europe. They reported that teachers experienced greater stress due to student disruptive behaviour and conflict management. In addition well tenured teachers experienced the least stress managing student behaviour and conflicts. Dickerson (2008) examined general and special education teachers stress levels by administering pre and post-test surveys and found that both general and special education teachers reported significantly more stress at post survey due to lack of student motivation. Fisher (2011) found that years of experience was a significant predictor of job stress for secondary school teachers. He stated that novice teachers had higher levels of burnout and experienced teachers reported lower levels of stress. Reddy and Poornima (2012) revealed that majority(74%) of the university teachers are experiencing moderate and high levels of occupational stress and 86% of teachers have professional burnout. Kavitha (2012) revealed that the faculties in the colleges are doing multiple roles apart from teaching work at the colleges that lead to higher job stress. It also affects the quality of education. Abirami (2012) found that maximum level of stress was perceived by the college teachers who were working in self-financing colleges and who had experience of 2-5 years. Moreover city teachers perceived maximum level of job stress. Krauss et al (2013) revealed in their study that higher levels of teacher's perceptions of child behaviour problems were associated with higher levels of teacher job stress and that higher executive function skills were related to lower job stress. Kauts and Kumar (2013) found that teachers with low emotional intelligence and without B.Ed qualification experienced more occupational stress than the teachers with high emotional intelligence and with B.Ed qualification. Sindhu (2014) revealed that individuals of different designation have different attitudes with regard to stress and coping strategies. The study also reported that college teachers are affected by work stress. The reasons of work stress were personal development stress, interpersonal relationship stress, and organizational climate stress. Carton and Fruchart (2014) found that less experienced teachers were stressed mainly by student behaviour. They fear the rudeness and learning difficulties of students. In contrast, most experienced teachers were reported being stressed by the future of their profession and by institutional decisions that influence the field. The teachers who are in the middle of their careers i.e 7-25 years of experiences corresponds to conflicts with their student's parents. Yambo, Omyango, Adoyo, Florence (2014) found that stress does not respect years of job experience of high schools principals whereas high qualification of principals helps in better stress coping strategies. Beneveneand Fiorilli (2015) found that catholic school teachers showed lower means of burn out in comparison with their public school lay colleagues and also performed worse than their lay colleagues working in catholic schools.

Therefore teacher stress has been well studied in the educational literature with a renewed focus on characteristics of teachers and schools that might moderate stress. As teacher stress continues to be a global concern, cultural ramification of research results must continue to be determined and considered.

Teacher commitment

Sharma (2001) studied commitment among teachers engaged in inter colleges, degree colleges and the teacher of C.C.S. University campus. 100 teachers comprised the sample of this study. The study found that age, sex and faculty had no bearing on commitment whereas the level of education i.e. primary, secondary and higher had contributed to the development of commitment. Lu and Chang (2002) carried out a survey to find the relationships among professional commitment, job satisfaction and turnover intentions of hospital nurses. The study found a significant positive correlation between job satisfaction and professional commitment and turnover intentions. Maheshwari (2002) in which she conducted study on professional commitment of teacher and concluded that overall professional commitment level among teacher was found moderate & professional commitment do not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment. Isabel et al. (2007) conducted a study on teacher education, graduate's teaching commitment and entrance into the teaching profession. Results revealed that graduate's teaching commitment is strongly related to their entrance into the teaching profession. Sharma (2008) found in this study that college teachers temperamentally characterized as conscientious, socially bold, trusting practical and high in self-concept tend to be highly committed to their institutions. Parthiban (2008) studied comparative analysis of dimensions of teacher commitment. The study was conducted among 600 teachers of 74 arts and science colleges of Bharathiar University, Coimbatore. The findings show that the teachers are highly committed to their job. Their departmental commitment comes much closer to job commitment. Faranak and Yeshodhara (2009) studied organizational commitment among high school teachers of India and Iran. Data were collected from 721 high school teachers in Bangalore (India) and Sanandaj (Iran). Results revealed that Indian teachers had better organizational commitment in the affective and normative components and Iranian teachers were found to have better organizational commitment in the continuance component. Shukla (2009) studied teaching competency, professional commitment and job satisfaction of primary school teachers, their relationship and influence on each other. The result showed very high positive correlation between commitment to profession and job satisfaction levels of primary school teachers. Malik (2010) studied job satisfaction and organizational commitment of university teachers in public sector of Pakistan. The study was carried on teaching faculty working in two public sector universities of Pakistan. The finding of the study indicated that the satisfaction with work itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. The study revealed that faculty members have high degree of organizational commitment and satisfaction with work itself, supervision, salary, co-workers and opportunities for promotion. Arjunan and Balamurugan (2013) studied the Professional Commitment among in-service teachers and as a result they concluded that the gender of teachers has no impact on the level of professional commitment only more experienced teacher possessed more professional commitment. Dhamane (2013) conducted a study on professional commitment of govt -aided and self-finance institutes teachers. The outcome indicated that self-financing institutes' teachers are showing more commitment towards their profession in comparisons to govt-aided. Shamina (2014) found that teachers have high degree of job satisfaction towards the dimensions of job satisfaction and they have a high degree of job satisfaction and Professional commitment. Ibrahim (2015) found that there was positive correlation between the commitment to school and to teaching works, and to

teaching works, and to the school. The teachers' commitment to professional values increased the level of the commitment to teaching work. The teachers' productivity on teaching activities had a positive effect on their commitment to school and to the teaching profession. Maiti (2015) found that there is significant difference between primary and secondary school teachers on various dimension of commitment. But there is no significant difference of commitment between male and female school teachers. Raman et al. (2015) revealed that school climate has relationship with teachers' commitment. Dimensions such as collaborative leadership, teachers' professional behavior; and working pressure have positive significant relationship with teachers' commitment whereas institutional transparency dimension has no relationship with teachers' commitment. Teachers' professional behavior was deemed as the determinant for teachers' commitment. Sharma (2015) revealed a significant negative correlation between teacher commitment and teacher freezing. While Teacher commitment was found to be independent of gender and stream. Secondary school teachers possessing favourable teacher commitment were found to have lower level of teacher freezing as compared to teachers possessing unfavourable teacher commitment. Beri & Beri (2016) found that there exists no significant difference in professional commitment of male and female teacher educators. Swarnalatha (2016) indicated that females had better commitment than males. The commitment of experienced teachers was more. The math and science teachers had more commitment than other teachers.

Managerial leadership

Managerial leadership is generally thought of as the ability of a manager to inspire his people so they will work to achieve the objectives of the organization. For many years it was generally believed that good leaders were born and could not be made. This meant people had certain traits which made them leaders and if a person were not born with those traits, he would never be a leader. However, this has been largely refuted, because of the difficulty in determining exactly what traits are important. Almost any set of traits a given leader has, can be shown not to exist in another leader. Anyway, there are some attitudes, traits and abilities which leaders' exhibit that appear to be common in the majority (Vignettes, 2000). We should keep in mind that we are concerned with managerial leadership in industry and similar organizations. Empathy, self-awareness, capacity for hard work, enthusiasm and responsibility are the traits which are expected in a leader to possess.

One major management responsibility is to development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. A review of leadership articles over the decade 1980 to 1995, identified twenty leadership concepts which the authors grouped into six categories: instructional; transformational; moral; participative; managerial; and contingent (Leithwood and Duke, 1999). Leithwood and Jantzi (2000) argue that transformational leadership means that "power can be attributed by organisation members to whomever is able to inspire their commitments to collective aspirations, and the desire for personal and collective mastery over the capacities needed to accomplish such aspirations" (Burns 1978, Hipp and Bredeson 1995, Leithwood 1992, Leithwood and Jantzi 2000). Kauts and Sharma (2001&2010) found that the principals having high managerial creativity yield better organizational climate. Much of the research over the past two decades investigates the role of leadership in the context of

comprehensive school reform and portrays effective leadership as essential to ensure that schools are successful in meeting the educational challenges of the 21st century (Crowther 2003, Crowther *et al.* 2002, Elmore 1992, Camburn, Rowan and Taylor 2003). There is a great deal of overlap between these concepts, and studies often suggest that an effective school leader displays elements of these six forms of leadership or others, such as “democratic”, “distributed” or “transformational” leadership (Gurr, Drysdale, Di Natale, Ford, Hardy and Swann, 2003). Transformational leadership is a process in which the leaders take actions to try to increase their associates’ awareness of what is right and important, to raise their associates’ motivational maturity and to move their associates to go beyond the associates’ own self-interests for the good of the group, the organisation, or society. Such leaders provide their associates with a sense of purpose that goes beyond a simple exchange of rewards for effort provided (Bolden *et al.* 2003). From the summary provided by Leithwood *et al.* (2004), effective leaders are skilled in three broad areas: setting directions, developing people and re-designing the organisation. The success of school organisation whether it be at the higher secondary level, secondary level or the elementary level depends upon the effective leadership and management of the head of the institution. In the 21st century the efforts of the head of the institution has been widely recognised as one that is very crucial in bringing about Quality Education. School being as a social organisation has a collective sets of goals and objectives (Krishnamacharyulu, 2006). Whereas, Kauts and Kaur (2007) stated that teacher with high level of reflective and creative teaching practices are effective teacher. They also indicated that teacher effectiveness can be enhanced through specifically designed teacher education programme which can enhance the reflective and critical teaching practices.

Transactional Leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his/her followers through both rewards and punishments. "Adhering to the path-goal theory, transactional leaders are expected to do many things including, "Set goals, articulate explicit agreements regarding what the leader expects from organizational members and how they will be rewarded for their efforts and commitment, and provide constructive feedback to keep everybody on task (Vera & Crossan, 2004). Transactional leadership establishes and standardizes practices that will help the organization reach maturity, emphasizing setting of goals, efficiency of operation, and increase of productivity." With transactional leadership being applied to the lower-level needs and being more managerial in style, it is a foundation for transformational leadership which applies to higher-level needs (Bass, 1985). Coaches of athletic teams provide one example of transactional leadership. These leaders motivate their followers by promoting the reward of winning the game (Carthen, 2012). They instil such a high level of commitment that their followers are willing to risk pain and injury to obtain the results that the leader is asking for.

The laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. This was first described by Lewin, Lippitt, and White in 1938, along with the autocratic leadership and the democratic leadership styles (Jonson and Hackman, 2003). Laissez-faire leaders allow followers to have complete freedom to make decisions

concerning the completion of their work. It allows followers a self-rule, while at the same time offering guidance and support when requested. **Laissez-faire leadership**, also known as **delegative leadership**, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members (Cherry, 2016).

Statement of the Problem

RELATIONSHIP OF CREATIVE MANAGEMENT, TEACHER EFFECTIVENESS, TEACHER STRESS AND TEACHER COMMITMENT WITH DIFFERENT DIMENSIONS OF MANAGERIAL LEADERSHIP

Objectives of the study

1. To study the relationship of creative management, teacher effectiveness, teacher stress and teacher commitment with different dimensions of managerial leadership.

Hypotheses of the study

1. There is no significant relationship in the creative management and different dimensions of managerial leadership.
2. There is no significant relationship in the teacher effectiveness and different dimensions of managerial leadership.
3. There is no significant relationship in the teacher stress and different dimensions of managerial leadership.
4. There is no significant relationship in the teacher commitment and different dimensions of managerial leadership.

Delimitation of the study

The study was delimited to the following:

1. The study was delimited to the educational colleges of Punjab, affiliated to GNDU, Punjabi University Patiala and Panjab University Chandigarh only.
2. Data was collected from doctorates and non-doctorate teacher educators only.

Sample

There are 180 colleges of education in Punjab affiliated to Guru Nanak Dev University Amritsar, Punjab University Chandigarh and Punjabi University Patiala. It was proposed that the colleges with two units of B.Ed. and/or one unit of M.Ed. and one unit of B.Ed. classes only (number 157 out of 180) will be selected for study. A sample of 450 teacher educators with doctorate degree and without doctorate degrees, with different levels of experience were selected from 45 selected colleges of education taking 10 teachers from each institution were selected randomly. All the principals from selected colleges were approached to collect the required information for the investigation.

Tools used

Following tools were used for collecting data for the present study:

1. Creative Management Scale prepared by the investigator.
2. Multifactor Leadership Questionnaire (Bass and Avolio, 2003).
3. Teacher Commitment Scale (Amit Kauts and Aachal Kalia, 2012).

4. Teacher Effectiveness Scale (Mutha, 1982).
5. Teacher Stress Questionnaire (Otto (1983) and Adapted by Max Smith and Sid)

Procedure of the study

Firstly, 45 teacher education institutions with two units of B.Ed. and one unit of M.Ed. and one unit of B.Ed. classes were taken as a sample. 10 teachers from each institution were selected randomly. Out of these institutions, questionnaire on institutional performance was administered to 41 principals out of whom 19 were females and 22 were males and in order to assess the managerial leadership and creative management, Multifactor Leadership Questionnaire (Bass and Avolio, 2003) and creative management scale prepared by the investigator were administered to the teacher educators. The total proposed sample was 450, but for the purpose of analysis the data collected from 373 teacher educators was considered.

ANALYSIS AND INTERPRETATION OF DATA**RELATIONSHIP BETWEEN CREATIVE MANAGEMENT, TEACHER STRESS, TEACHER EFFECTIVENESS, TEACHER COMMITMENT AND DIFFERENT TYPES OF MANAGERIAL LEADERSHIP (TFL, TSL & LFL)**

In order to study the relationship of creative management, teacher stress, teacher effectiveness and teacher commitment with different types of managerial leadership (TFL, TSL & LFL) data was analyzed by applying Pearson's Product Moment correlation. The results have been shown below under following headings.

1. RELATIONSHIP OF CREATIVE MANAGEMENT WITH DIFFERENT TYPES OF MANAGERIAL LEADERSHIP (TFL, TSL & LFL)

In order to study the relationship of creative management with different types of managerial leadership (TFL, TSL & LFL) data was analysed by applying Pearson's Product Moment correlation. The results have been shown below in Table-1.

TABLE-1**COEFFICIENT OF CORRELATION AND LEVEL OF SIGNIFICANCE SHOWING THE RELATIONSHIP OF CREATIVE MANAGEMENT, WITH TYPES OF MANAGERIAL LEADERSHIP (TFL, TSL AND LFL)**

VARIABLES		TFL	TSL	LFL
CMS	Pearson Correlation	.163**	.185**	-.355**
	Sig. (2-tailed)	.002	.000	.000
	N	373	373	373

****Significant at 0.01 level (2-tailed)**

It has been observed from Table- 1 that value of coefficient of correlation ‘r’ with df 371 showing the relationship of creative management with different types of managerial leadership i.e. transformational leadership, transactional leadership and laissez faire leadership came out to be 0.163, 0.185 and -0.355 respectively, which are higher than the table value (0.114) at the 0.01 level. Therefore, the data provides the sufficient evidence to reject the hypothesis that “There is no significant relationship in the creative management and managerial leadership”. This means that variation in the creative management in any manner would have remarkable impact on the managerial leadership and vice versa. According to the values of coefficient of correlation, transformational and transactional leadership shows positive relationship with creative management. Whereas the negative value of coefficient of correlation shows negative relationship between laissez-faire leadership and creative management. This means that the good creative managers do not prefer the practice of laissez faire leadership as it is considered as the most ineffective type (Bass, 1998) and the principals practicing laissez faire leadership are not having good creative management skill. Similar to this result it is widely assumed that leadership affects the link between individual effectiveness and organizational performance, in part as a result of having a significant impact on subordinates’ attitude to work (Yukl, 2010).

2. RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND TYPES OF MANAGERIAL LEADERSHIP (TFL, TSL & LFL)

In order to study the relationship of teacher effectiveness with different types of managerial leadership (TFL, TSL & LFL) data was analyzed by applying Pearson’s Product Moment correlation. The results have been shown below in Table-2.

TABLE-2

COEFFICIENT OF CORRELATION AND LEVEL OF SIGNIFICANCE SHOWING THE RELATIONSHIP OF TEACHER EFFECTIVENESS WITH TYPES OF MANAGERIAL LEADERSHIP (TFL, TSL AND LFL)

VARIABLES		TFL	TSL	LFL
TES	Pearson Correlation	.815**	.700**	.090
	Sig. (2-tailed)	.000	.000	.086
	N	373	373	373
**Significant at 0.01 level (2-tailed)				

It has been observed from Table-2 that value of coefficient of correlation 'r' with df 371 showing the relationship of teacher effectiveness with different types of managerial leadership i.e. transformational leadership, transactional leadership and laissez faire leadership came out to be 0.815, 0.700 and 0.090 respectively, where values for transformational and transactional leadership are higher than the table value (0.114) at the 0.01 level. Therefore, the data provides the sufficient evidence to reject the hypothesis that "There is no significant relationship in the teacher effectiveness and managerial leadership". Hence, increased practice of transformational and transactional leadership would ensure better teaching effectiveness in the educational institutions and vice versa. This means that development of managerial leadership may act as an important factor to enhance teacher effectiveness and similarly the effectiveness in the teaching may result in the increased managerial leadership among the teachers. These results have been supported by Meadows (1997) who explored the relationship between the leadership styles and teacher effectiveness and found a significant relationship between the two. Whereas, the value of coefficient of correlation is found to be insignificant even at 0.05 level of significance showing negligible relationship between laissez-faire leadership and teaching effectiveness. This means that in the institutions where the principals would practice laissez faire style of leadership, the result may be in the poor teaching effectiveness of teacher. Similar to this result it is widely assumed that leadership affects the link between individual effectiveness and organizational performance, in part as a result of having a significant impact on subordinates' attitude to work (Yukl, 2010 & Bass, 1998).

3. RELATIONSHIP BETWEEN TEACHER STRESS AND TYPES OF MANAGERIAL LEADERSHIP (TFL, TSL & LFL)

In order to study the relationship of Teacher Stress with different types of managerial leadership (TFL, TSL & LFL) data was analysed by applying Pearson's Product Moment correlation. The results have been shown below in Table-3

TABLE-3

**COEFFICIENT OF CORRELATION AND LEVEL OF SIGNIFICANCE SHOWING
THE RELATIONSHIP OF TEACHER STRESS WITH TYPES OF MANAGERIAL
LEADERSHIP (TFL, TSL AND LFL)**

VARIABLES		TFL	TSL	LFL
TSC	Pearson Correlation	.708**	.608**	.299**
	Sig. (2-tailed)	.000	.000	.000
	N	373	373	373
**Significant at 0.01 level (2-tailed)				

It has been observed from Table-3 that value of coefficient of correlation ‘r’ with df 371 showing the relationship of teacher stress with different types of managerial leadership i.e. transformational leadership, transactional leadership and laissez faire leadership came out to be 0.708, 0.608 and 0.299 respectively, where values for each style of leadership are found to be higher than the table value (0.114) at the 0.01 level. Therefore, the data provides the sufficient evidence to reject the hypothesis that “There is no significant relationship in the teacher stress and managerial leadership”. This means that increased teacher stress may become a cause for the action orientation of managerial leadership and managerial leadership may also act as a stressor among teaching professionals. Transformational leadership is characterized as being able to motivate colleagues to view their work from new perspective and look beyond their own interest towards those that will benefit the group (Bass, 1985). Hence, better practice of any style of leadership may result in the stress among teacher community thereby leading to the more efforts by the leadership to cope with that stress and ensure the better execution of the educational activities in the institutions. In an investigation, Bharathi and Reddy (2002) found that there are many stressors caused by the organizational leadership such as Principals’ style of working support, conflict among colleagues, norms, standards, rules and regulations set by NCTE, NAAC, NCERT, UGC, Universities, etc. which has become the law.

**4. RELATIONSHIP BETWEEN TEACHER COMMITMENT AND TYPES OF
MANAGERIAL LEADERSHIP (TFL, TSL & LFL)**

In order to study the relationship of Teacher commitment with different types of managerial leadership (TFL, TSL & LFL) data was analysed by applying Pearson’s Product Moment correlation. The results have been shown below in Table-4.

TABLE-4
COEFFICIENT OF CORRELATION AND LEVEL OF SIGNIFICANCE SHOWING
THE RELATIONSHIP OF TEACHER COMMITMENT WITH TYPES OF
MANAGERIAL LEADERSHIP (TFL, TSL AND LFL)

VARIABLES		TFL	TSL	LFL
TCS	Pearson Correlation	.833**	.712**	.071
	Sig. (2-tailed)	.000	.000	.173
	N	373	373	373
**Significant at 0.01 level (2-tailed)				

It has been observed from Table-4 that value of coefficient of correlation ‘r’ with df 371 showing the relationship of teacher commitment with different types of managerial leadership i.e. transformational leadership, transactional leadership and laissez faire leadership came out to be 0.833, 0.712 and 0.071 respectively, where values for transformational and transactional leadership dimensions are higher than the table value (0.114) at the 0.01 level. Therefore, the data provides the sufficient evidence to reject the hypothesis that “There is no significant relationship in the teacher commitment and managerial leadership” for transformational and transactional leadership dimensions of Managerial Leadership. Hence, increased practice of transformational and transactional leadership would ensure better teaching commitment in the educational institutions and vice versa. This means that increased teacher commitment may be an important factor for the development of managerial leadership in the educational institutions and managerial leadership may also act as a major ingredient for the development of commitment among teaching professionals. These results have been supported by Stevens et al (1978), Morris and Sherman (1981) and Singh (1990) in their empirical studies reporting that job leadership and organizational climate influence the level of commitment. However, the value of coefficient of correlation for laissez faire leadership and teacher commitment was found to be not significant even at the 0.05 level. This means that in the institutions where the principals would practice laissez faire style of leadership, it may not influence teacher commitment among teacher educators.

Discussion on findings

It has been observed that there is significant relationship in the creative management and managerial leadership. This means that variation in the creative management in any manner would have remarkable impact on the managerial leadership and vice versa. According to the values of coefficient of correlation, transformational and transactional leadership shows positive relationship with creative management. Whereas the negative value of coefficient of

correlation shows negative relationship between laissez-faire leadership and creative management. Puccio, Mance and Murdoch (2011) describe leadership as a factor that inspires changes, while creativity is understood as a process leading towards change. Wang and Cheng (2010) confirmed the positive impact of benevolent leadership on employees' creativity. Another finding is that there is significant relationship in the teacher effectiveness and managerial leadership. Hence, increased practice of transformational and transactional leadership would ensure better teaching effectiveness in the educational institutions and vice versa. This means that development of managerial leadership may act as an important factor to enhance teacher effectiveness and similarly the effectiveness in the teaching may result in the increased managerial leadership among the teachers. These results have been supported by Meadows (1997) who explored the relationship between the leadership styles and teacher effectiveness and found a significant relationship between the two. Whereas, the value of coefficient of correlation is found to be insignificant even at 0.05 level of significance showing negligible relationship between laissez-faire leadership and teaching effectiveness. This means that in the institutions where the principals would practice laissez faire style of leadership, the result may be in the poor teaching effectiveness of teacher. Similar to this result it is widely assumed that leadership affects the link between individual effectiveness and organizational performance, in part as a result of having a significant impact on subordinates' attitude to work (Yukl, 2010 & Bass, 1998). It is also observed that there is significant relationship in the teacher stress and managerial leadership. This means that increased teacher stress may become a cause for the action orientation of managerial leadership and managerial leadership may also act as a stressor among teaching professionals. In an investigation, Bharathi and Reddy (2002) found that there are many stressors caused by the organizational leadership such as Principals' style of working support, conflict among colleagues, norms, standards, rules and regulations set by NCTE, NAAC, NCERT, UGC, Universities, etc. which has become the law. Nosheena (2010) indicated that there is a relationship between principal leadership style and teacher occupational stress i.e. teachers had more stress when principals adopted autocratic leadership styles and less stress when principals adopted democratic leadership styles. Other researchers have examined teachers stress with reference to transformational leadership styles and found that transformational leadership style moderates the level of stress and satisfaction experienced by teachers (Moore, 2012) It is also found that there is no significant relationship in the teacher commitment and managerial leadership for transformational and transactional leadership dimensions of Managerial Leadership. Hence, increased practice of transformational and transactional leadership would ensure better teaching commitment in the educational institutions and vice versa. This means that increased teacher commitment may be an important factor for the development of managerial leadership in the educational institutions and managerial leadership may also act as a major ingredient for the development of commitment among teaching professionals. Swanepoel et al. (2000) argued that leadership style that encourages employees' commitment is essential for an organization to successfully achieving their goal. Ross and Gray (2004) argued the "essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals." Leadership practices seem to have quite positive effects on teacher's lifelong professional development in the school context (Flores 2007) because they have the potential to empower teachers towards a commitment to change and enhance their learning in school organization

(Bogler, 2001; Fullan, 2002; Day et al, 2001). However, the value of coefficient of correlation for laissez-faire leadership and teacher commitment was found to be not significant even at the 0.05 level. This means that in the institutions where the principals would practice laissez faire style of leadership, it may not influence teacher commitment among teacher educators.

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