

TEACHER STRESS, TEACHER EFFECTIVENESS AND INSTITUTIONAL
PERFORMANCE IN RELATION TO CREATIVE MANAGEMENT IN TEACHER
EDUCATION COLLEGES OF PUNJAB: IMPLICATIONS FOR LEADERSHIP

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PROJECT REPORT

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EXECUTIVE SUMMARY OF THE PROJECT

The entire foundation of any progressive country is built upon the quality, dedication, competency, effectiveness and commitment of teachers. The quality of education depends upon the quality of teachers who may be the main reason to make or mar the future of any generation. For all this responsibility lies with the teacher education which gives life to the quality of education. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers.

In many countries the quality of education is an important concern. Teacher education is seen as crucial to the preparation and sustainability of a quality teaching force for education reforms and initiatives in various countries. For the qualitative improvement of education, there is a need of efficient teachers in schools. The edifice of education depends upon teacher effectiveness and institutional commitment among teacher along with appropriate leadership processes. Today, education requires well equipped schools with effective and committed teachers which affect the personality and achievement of the students. The principal/head is responsible for exercising the expertise in the true management and leadership of school affairs. The right fulfilment of this responsibility makes the organizational climate suitable for functioning bodies i.e. teachers, students and other associates. The organizational climate is the atmosphere of the organization. The quality of education that goes on in the institutions is directly proportional to the competency of the manager. Every school have its personality in the sense of unique characteristics by which it is marked and singles out from all others schools and this intangible factor within the school leadership in supervision is known to be a factor influencing employee satisfaction and performance.

One of the notable features of modern life is that, the work has ceased to give satisfaction for a number of people. There is a widespread feeling that man and his work have become distant, separated and alienated, and that he is losing zest for work. Many people work today not because they receive any pleasure from it, but because there is no

other alternative way of earning a living. By and large, it could be said that conditions of work have improved a lot. Technical advances have minimized the amount of physical effort that has to be put in accomplishing a task. The wage structure and working conditions have become better. The present project work would be helpful in understanding the nature of teacher stress and teacher effectiveness and institutional performance and their relation with creative management in teacher education colleges in Punjab. It has explored and investigated the creative management practices prevailing in the institutions and the means they are affecting the organizations effectiveness. The finding of this project work would be helpful to the policy makers and administrators to improve the functioning of education colleges.

The intent of the investigator was to study the creative management, teacher effectiveness and teacher stress in relation to the institutional performance. Further to highlight the implication of the study to the leadership, the investigation was also extended to explore the variables like, teacher commitment and managerial leadership. Thus, the problem in hand was entitled as “TEACHER STRESS, TEACHER EFFECTIVENESS AND INSTITUTIONAL PERFORMANCE IN RELATION TO CREATIVE MANAGEMENT IN TEACHER EDUCATION COLLEGES OF PUNJAB: IMPLICATIONS FOR LEADERSHIP”

Teacher education colleges affiliated to Guru Nanak Dev University Amritsar, Punjabi University Patiala and Punjab University Chandigarh have been considered as the colleges of teacher education in this investigation. *Creative management* is in fact averting from the rational approach. Creative management is a skill of a person, who never gets satisfied with current situation, but continues with a permanent search for the new paths for action. The dimensions of creative management focused in this study were expertise, creative thinking, intrinsic task motivation and managerial creativity. In the present investigation creative management was assessed by using Creative Management Scale prepared by the investigator and for assessing managerial creativity component Managerial Creativity Scale (Jain, Jain and Dhar, 2000) was administered as such. *Leadership* is an instrument used in an organization for behaviour modification. It determines the goals of an organization and means of accomplishment. Therefore,

leadership in an organization has been seen as a motivator whereby one person who is the head, motivates others towards the achievement of specific goals of the organizations. In this investigation managerial leadership has been viewed as having three styles i.e. transformational leadership, transactional leadership and laissez faire leadership. To assess the leadership styles prevalent in teacher education institutions Multifactor Leadership Questionnaire (Bass and Avolio, 2003) was utilized.

Institutional performance refers to the performance of the institution in a direction to achieve/fulfil the objectives set by the governing body before/during its establishment. The dimensions of institutional performance focused in this investigation were, student based dimensions of institutional effectiveness including academic performance, co-curricular activities, literary, music, theater, fine arts items, skill in teaching, quiz, ppts, sports, games, jumps, races, throws, etc. Secondly, infrastructure included; laboratories like science, psychology, social-studies, language, computer, ET and art lab.; formation of clubs/cells/units, establishment of library, students support facilities, professional enrichment of teachers, organization of seminar/conference/extension lectures, publications by faculty members, faculty as resource person, qualification of instructors appointed for art & craft, physical education and computer; dimension of facilities in college like principal office, clerk office, girls common room, music room, sports room, water coolers, playground, canteen, transportation, parking, etc. and focus on innovation practices in the college like, micro-teaching, team-teaching, simulated-teaching and model based teaching. Institutional Performance Scale developed by the investigator was used to collect the information about institutional performance in this study.

Teacher stress may be defined as "a state of psychological and/or physiological imbalance resulting from the disparity between situational demand and teachers' ability and/or motivation to meet those demands. The major dimensions of teacher stress focused in this investigation were conflict, students & physical conditions, time pressure and lack of reward & recognition. In the present study teacher stress was measured by using Teacher Stress Questionnaire by Otto (1983) and Adapted by Max Smith and Sid (1992). *Teacher effectiveness* is defined in terms of what the teacher does in teaching-learning situations. The assessment of teacher effectiveness is done through the effect on

student in terms of gains, growth changes, all of which involves measurement of change in behaviour and some of which can be attributed to the impact of individual teachers. It is assessed by using Teacher Effectiveness Scale (Mutha, 1982). *Commitment* is a term that teachers frequently use in describing themselves and each other by distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. The dimensions of teacher commitment focused in this investigation were; commitment to the learner, commitment to the society, commitment to the profession, commitment to professional action and commitment to basic values. In the present study in order to assess the teacher commitment in the teacher education institutions Teacher Commitment Questionnaire by Kauts and Kalia (2012) was used by the investigator.

The main objectives of the study were; To develop a tool for assessing institutional performance; To develop a tool for assessing creative management; To study creative management in relation to institutional performance and gender of principals; To study managerial leadership in relation to institutional performance and gender of principals; To study teacher stress in relation to institutional performance and gender of principals; To study teacher effectiveness in relation to institutional performance and gender of principals; To study teacher commitment in relation to institutional performance and gender of principals; To study the inter-relationship between creative management, teacher effectiveness, teacher stress and teacher commitment; To study the relationship of creative management, teacher effectiveness, teacher stress and teacher commitment with different dimensions of managerial leadership; To study the relationship of different dimensions of creative management, with teacher effectiveness, teacher stress and teacher commitment and; To study the relationship of different dimensions of creative management with different dimensions of managerial leadership. Keeping in view the objectives of the investigation null hypotheses were formulated.

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

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 which 19 were females and 22 were males and in order to assess the teacher stress, teacher effectiveness, creative management, teacher commitment and managerial leadership questionnaires 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.

In the study teacher stress, teacher effectiveness, creative management, teacher commitment and managerial leadership were considered as dependent variables, whereas gender of principals and institutional performance were studied as categorical variables. The research tools used for collecting data for the present study were; Institutional Performance Scale prepared by the investigator; Creative Management Scale prepared by the investigator; Managerial Creativity Scale (Jain, Jain and Dhar, 2000); Multifactor Leadership Questionnaire (Bass and Avolio, 2003.); Teacher Stress Questionnaire (Otto (1983) and Adapted by Max Smith and Sid); Teacher Effectiveness Scale (Mutha, 1982) and; Teacher Commitment Questionnaire (Amit Kauts and Aachal Kalia, 2012).

In order to analyze the data and reach to the results mean and standard deviation were computed to understand the nature of the data. Secondly, two way analysis of variance (ANOVA) was employed to study the main effects and interactional effect of the categorical variables on the dependent variables. To study the inter-relationship between different variables Pearson's Product Moment correlation was computed.

The objective of research 'to study creative management in relation to institutional performance and gender of principals' found that means of creative management in Dimension II-Creative Thinking and dimension III-Intrinsic Task Motivation is quite higher in case of institutions with good performance than those having poor performance, which means that Teacher Education Institutions with good performance exhibit higher creative management in terms of Creative Thinking and Intrinsic Task Motivation dimensions than institutions with poor performance. Creative management of teacher educators did not differ significantly in relation to the gender of principals. There was no significant interaction between institutions with good performance, institutions with poor performance and gender of principals on the scores of creative management

The objective of the investigation 'to study managerial leadership in relation to institutional performance and gender of principals' observed that managerial leadership in all the dimensions I, II and III in Teacher Education Institutions significantly differs in institutions with good performance and institutions with poor performance. Means of dimension I and III of managerial leadership namely, Transformational leadership and Laissez Faire leadership is significantly higher in the institutions with poor performance than those in institutions with good performance. Whereas, the means of dimension II of managerial leadership namely, Transactional leadership is significantly higher in the institutions with good performance than those in institutions with poor performance, meaning thereby Principals of good performing institutions exhibit higher transactional leadership than those working in the institutions having poor performance. Similarly, the principals of poor performing institutions exhibit higher transformational as well as laissez faire leadership than those working in the institutions having good performance. Means of Transactional leadership and Laissez faire leadership scores of principals of colleges with male principals is significantly lower than the colleges with female principals. This implies that the principals in the colleges with female principals exhibit higher Transactional and Laissez faire leadership than their counterparts in the colleges with male principals. Institutions with good performance and female principals, institutions with poor performance with male and female principals both exhibit higher

transformational leadership than institutions with good performance and male principals. Secondly, institutions with poor performance with male principals exhibit higher Transformational leadership than institutions with poor performance with female principals. In institutions with good performance female principals exhibit higher Transactional leadership than male principals and also exhibit higher Transactional leadership than male and female principals in institutions with poor performance. Institutions with good performance with male principals experience least Laissez faire leadership and significantly lesser than colleges with female principals in the same category and also in the institutions with poor performance with both male and female principals. Secondly, colleges with female principals with both good and poor performance experience higher Laissez faire leadership than colleges with male principals and poor performance.

In the objective i.e. 'to study teacher stress in relation to institutional performance and gender of principals', it has been found that teacher stress in dimension II, III and IV i.e. "Students & Physical Conditions", "Time Pressure" and "Lack of Reward & Recognition" is significantly higher in the institutions with poor performance as compared to those institutions with good performance. Thus, in good performing institutions, teacher educators experience less stress related to students and physical conditions, time pressure and lack of reward and recognition than their counterparts in poor performing institutions. Teacher educators of the colleges with female principals were more stressed due to conflict, students & physical conditions and lack of reward & recognition than those in the institutions with male principals. Colleges with female principals of institutions with poor performance has significantly higher teacher stress (lack of reward & recognition dimension of teacher stress) than colleges with male principals of institutions with good performance, colleges with male principals of institutions with poor performance and colleges with female principals of institution with good performance. This implies that institutions having good performance and with male principals may have the provision of reward & recognition for the better performance and that is why have less teacher stress.

Next objective i.e. 'to study teacher effectiveness in relation to institutional performance and gender of principals' found that teacher effectiveness of teacher educators was significantly differed in institutions with good performance and institutions with poor performance. Teacher effectiveness among teacher educators in institutions with good performance was significantly higher than teacher effectiveness of teacher educators in institutions with poor performance, meaning there by teacher educators exhibit higher teacher effectiveness in institutions with good performance than institutions with poor performance. Teacher effectiveness in colleges with female principals was significantly lower than colleges with male principals. This denotes that male principals were found to be more effective to ensure better teacher effectiveness. Teacher effectiveness of colleges with male principals of institutions with good performance was significantly higher than the teacher effectiveness in the colleges with male principals of institutions with poor performance and colleges with female principals of institutions with good performance and institution with poor performance.

The objective 'to study teacher commitment in relation to institutional performance and gender of principals' observed that teacher commitment in case of dimension, "commitment to profession" and "commitment to attaining excellence for professional action" is significantly higher among teacher educators working in institutions with good performance than those working in the institutions with poor performance. This implies that teacher educators exhibit higher "commitment towards profession" and "commitment to attaining excellence for professional action" in institutions with good performance than institutions with poor performance. The dimension CL- "Commitment to Learner" in the colleges with female principals was found to be significantly lower than colleges with male principals. This denotes that teacher educators in the institutions with male principals exhibit higher "commitment to learners" as compared to the teacher educators in the institutions with female principals. Commitment to profession among teacher educators of colleges with female principals of institutions with good performance was significantly lower than those in colleges with male principals of institutions with good performance, colleges with male principals of institutions with poor performance and colleges with female principals of institution with

good performance. This implies that the teacher educators of colleges having better performance have higher commitment towards the profession. Similarly, teacher commitment for attaining excellence for professional actions colleges with female principals of institutions with poor performance is significantly lower than colleges with male principals of institutions with good performance, colleges of male principals with institutions with poor performance and colleges of female principals with institution with good performance.

Further the objective ‘to study the inter-relationship between creative management, teacher effectiveness, teacher stress and teacher commitment’ indicated that there is no significant relationship in the creative management and teacher effectiveness. This means that variation in the creative management in any manner may not have any remarkable impact on the teacher effectiveness and vice versa. It has also been concluded there is a significant high negative relationship in the creative management and teacher stress. This means that improvement in the creative management may act as a remarkable factor to reduce the teacher stress and on the other hand if the consequences will be managed to reduce the stress level among the teachers, it will certainly help to increase their level of creative management. Further, it has been observed that there is no significant relationship in the creative management and teacher commitment. This means that variation in the creative management in any manner may not have any remarkable impact on the teacher commitment and vice versa. It has also been found that there is a significant relationship in the teacher effectiveness and teacher stress. This means that increased teacher stress may act as a remarkable factor to enhance teacher effectiveness and similarly in order to bring the effectiveness in the working of the of the teacher may result in the stressful life may be the consequences. Further, it has also been observed that there is a significant relationship in the teacher effectiveness and teacher commitment. This means that development of teacher commitment may act as an important factor to enhance teacher effectiveness and similarly the effectiveness in the teaching may result in the increased commitment among the teachers. It has also been found that there is a significant relationship in the teacher stress and teacher commitment. This means that increased teacher stress may act as a remarkable factor to enhance teacher commitment

and similarly the commitment among teacher towards their work may result in the stress among teachers. Now, how does the behaviour of leaders reflect on the outcome of the team, depends on the stressfulness or openness of organizational climate.

In the objective 'to study the relationship of creative management, teacher effectiveness, teacher stress and teacher commitment with different dimensions of managerial leadership' it has been observed that 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. 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. 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. 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.

The objective 'to study the relationship of different dimensions of creative management, with teacher effectiveness, teacher stress and teacher commitment' indicated that better creative management in the educational institutions with respect to each dimension i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity will contribute to the reduced stress among teachers in the teacher education institutions. The different dimensions of creative management i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity has no direct influence on teacher effectiveness and teacher commitment.

Finally, the objective 'to study the relationship of different dimensions of creative management with different dimensions of managerial leadership' declared that the principals having expertise as well as better managerial creativity are more prone to utilize transformational leadership style and in the same manner the administrators having transformational leadership styles are better in the expertise and managerial creativity dimension of creative management. The principals having expertise as well as better managerial creativity are more prefer to utilize transactional leadership style and in the same manner the administrators having transactional leadership styles are better in the expertise and managerial creativity dimension of creative management. There is a negative relationship between laissez faire leadership and all the dimensions of creative management. This means that the good creative managers i.e. having better expertise, higher creative thinking and intrinsic task motivation as well as good managerial creativity do not prefer the practice of laissez faire leadership

It was recommended to the government and the management committees of self-financed institutions to provide all the facilities and services to the teacher educators to facilitate their creative thinking and intrinsic task motivation so that the institution can achieve a steep rise in its performance through creative management. Further, it was suggested to the government and HRD department to create a proper channel in which proper guidance and training should be given to upcoming female principals so that they can administer the educational institution with admirable effectiveness. This could help to raise the level of institutions from poor to good and from good to best. It was also corroborate to the government and the administration committees of institutions that in order to minimize the stress among the colleges with female principals, there should be a provision of reward and recognition, which could act as a source of intrinsic motivation. By this, teacher educators of colleges with female principals can experience less stress and can work effectively. This may lead the institutions to the better institutional performance. In addition to this, it was also recommended to the principals of the educational institutions that to make performance of institutions better, commitment to profession should be promoted and reward and recognition of the good performing educators should be emphasised when and where required. It was also suggested to the

principals of institutions that they should give more emphasis on transactional leadership and try to use the transformational and laissez faire leadership in a better way in order to achieve good performance of the institutions. More accurate programs should be developed to assist male principals to utilize transactional and laissez faire leadership in better way to have best results thereof. Finally, it was recommended to the academic staff colleges that the provisions should be made for the orientation of the principals of teacher education institutions on the leadership roles and practices so as to make them well versed with the knowledge of the different styles of leadership and their strengths and limitations.

It was suggested to the further researchers who may aspire to conduct a similar type of investigation that the same study can be conducted at various school levels like elementary, secondary, senior secondary, etc. Also, the same type of study can be conducted on various professional colleges like medical, engineering, polytechnic, law, etc. Further, the studies can be conducted by taking the variables like job satisfaction, life satisfaction, creative management, leadership, etc. Subsequently, a comparative analysis of private and public colleges and between rural and urban or between geographic regions can be done. A comparative analysis of different professional colleges can also be done with respect to these variables. And finally, a comparative study can be conducted on academic and professional colleges by emphasizing the variables focused in the present investigation.