
OCCUPATIONAL STRESS AMONG TEACHERS IN RELATION TO MANAGERIAL CREATIVITY OF PRINCIPALS OF SECONDARY SCHOOLS

M.A.Khan*, Savita Nirankari**

*Sr. Lecturer, Rameesh Institute of Education, Greater Noida

Contact: dr.khanalimohsin@gmail.com

**Lecturer, Rameesh Institute of Education, Greater Noida

Abstract

The present study investigates the occupational stress among teachers in relation to managerial creativity of principals of secondary school of Jalandher district, Punjab. A sample of 200 teachers and 40 principals were selected randomly from government and private schools of district Jaladhar, for this study. Standardised tools; Managerial Creativity Scale (S.Jain, R.Jain, and U.Dhar) and Occupational Stress Index (A.K.Srivastava and A.P.Singh) have been used to collect the relevant data. As per the objectives it may be interpreted that government and private school teachers differ significantly (t -value=2.12) on occupational stress. Private school teachers were found slightly more stressed than the govt. teachers. It was investigated that government and private school teachers working under high managerial skill principal differ significantly (t -value=2.09) on occupational stress and teachers working under high managerial skill principal show more occupational stress and vice-versa. It may be due to reason that government schools have more freedom than the private schools. It was further investigated that principals of government and private school differ significantly (t -value=2.45) on occupational stress. The findings revealed that the types of school influence managerial creativity of principal; it may be due to reason that organizational climate in Govt. schools is low creative comparing to the private schools.

Keywords: occupational stress, managerial creativity, secondary school teachers

Introduction

The responsibility of the bright future of any country falls on the shoulders of a teacher. The national policy resolution on education highlighted that all the factors which determined the quality of education and its contribution to national development, the teachers undoubtedly are the most important tool for social change. To run any school or organization is based on the fundamentals of administration and management. The principal or manager takes on the responsibility of any organization on their shoulder to make the institution successful but without the continuous support of their staff this task becomes unsuccessful and principal or manager becomes helpless. Therefore managerial skills are important for any teacher or manager to get the desired results for their organization.

'Lazarus and Folk man' (1984) defined stress as; 'A relationship between the person and environment that is appraised as taxing or exceeding his or her resources and endangering his/her well being'. Occupational stress is defined as; 'the harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or needs of the worker'. Conditions that may lead to stress include heavy workload, lack of participation in decision making, poor social environment, conflicting or uncertain job expectations, job insecurity or lack of opportunity and unpleasant or dangerous work environment. The primary sources of occupational stress within an organization are task demands, physical demands, role demands, and interpersonal demands.

The need for creativity in management has long been recognized to achieve competitive advantage by all business organizations concerned with growth and change. Drucker (1967) famous management guru estimated that the demand for creative managers has double in each century. With the growing pace of change, managerial creativity is becoming more important for organizational decision making and effectiveness. Managerial creative refers to novel multidimensional and fluent ideas related to different functions of management. Managerial creativity refers to novel multidimensional a fluent idea related to different functions of management. It involves creative behaviors of manager which produce intrusting or useful novelty.

Principal perform the numbers of role as a manager: To monitor and manage time effectively, to produce accurate timely records as required; To apply creative partnerships values and policies of best practice; ensuring adequate provision is made for monitoring and evaluation and quality assurance; to ensure that project proposals and programmes of work are; founded on clear understandings of roles and responsibilities and partnership between all partners; financially viable and sustainable; effective in gathering evidence and evaluation that is built in to all creative project work.

Reviews Related to Occupational Stress and Managerial Creativity

Morash and Haarr (1995) carried out a research and found that although female officers experience unique stressors on the job, they do not report higher overall levels of stress than men.

Broad bridge (2000) carried out research on the sources of stress associated with male and female retail managers, and found that male and female managers reported similar job pressures, in particular from “work overload”, “time pressures and deadlines”, “staff shortages and turnover rates” and “long working hours”. Moreover, female retail managers were more likely than their male counterparts to suffer from additional pressures caused by sex discrimination and prejudice.

Antoniou, Polychroni and Walters (2000) found that female and younger teachers experienced higher level of occupational stress in term of emotional exhaustion, interaction with students, while older teachers experienced higher level of stress in term of the support they feel and receive from government.

Edward (2001) explained that stress can also occur if the employees feel under loaded through lack of stimulus or social contact. Other work stress contributors include role ambiguity, conflicting performance expectation, political climate of the organization, and poor relationships with other co-workers. Many of these elements were tested and found to be contributing factors in inducing stress by many researchers.

Manshor, Fontaine and Choy (2003) this paper examined the sources of occupational stress among Malaysian managers working in multinational companies (MNCs). It was found that workloads, working conditions and relationship at work were the main concern of the managers that lead to stress at the work place. The results also indicated that certain demographic variables do influence the level of stress among managers.

Roy (2004) conducted a research on to study the effect of creativity appreciation training programme (CATP) on the teacher's attitudes towards creative teaching and learning. The sample of the study was 400 higher secondary school teachers. Result shows that there has been positive and appreciable impact of Creativity Appreciation Training Programme (CATP) in enhancing the attitude of high and higher secondary school teachers towards creative teaching and learning.

Kaur (2006) carried out a study on creativity in children: the impact of school and home environment. The findings revealed that (i) urban schools were better than rural schools in terms of physical facilities school activities and teacher's behavior. (ii) children of urban school scored higher on all the four aspects of creativity than their rural counterparts. (iii) a significant positive correlation between creativity and home environment was found.

Nagpal (2006) conducted a research on development of creativity and achievement. He revealed that (i) achievement was significantly related to intelligence, socio-economic status, verbal creativity groups only (ii) intelligence, verbal and non-verbal creativity components were related to achievement. The main purpose behind the study was to learn the relationship between achievement, intelligence, socio-economic status and verbal creativity.

Kokkinos (2007) suggested that teaching is considered as a highly stressful occupation and burnout is a negative affective response occurring as a result of chronic work stress. The results showed that both personality and work related stressors were associated with burnout dimension, and teachers' characteristics as well as job related stressors should be taken into consideration when studying burnout phenomenon.

Spendlove (2007) found that academic credibility and experience of university life were crucial for effective leadership in higher education, and continued with their research and teaching activities alongside their managerial roles. People skills, including the ability to communicate and negotiate with others, were also felt to be important.

Significance of the Study

Stress has become very critical as well as prominent problem of the present time. Some researcher opine that stress create and promote employees inclination toward the job therefore, may enhance the capacity of a person in organization. However, it is generally assumed that stress is a harmful condition resulting in decrement in employees performance and psychological.

Managerial work as the most demanding of job in their high tension environment. However, executive managers differ in their managerial knowledge and in their perception of stress, which is being experienced. Stressfulness lies in the eyes of the beholder. Although, greater stress in the supervisory role may be expected in those companies and culture, in which management and workers are perceived to be basically antagonistic.

The advance in science and technology needs on individual to develop skills and competencies to cope with external demands. The success and chances of productive life of a teacher are directly depending on the management of an organization and creativity of a principal. Researchers demonstrate that the affective competencies of principal have direct impact on occupational stress of teachers. So the study is important because undue occupational stress and unbalance managerial creativity leads to lower performance and productivity of teachers.

Operational Definition of Key Terms

Occupational Stress

It may be defined as; 'the harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or needs of the worker'. Conditions that may lead to stress include heavy workload, lack of participation in decision making, poor social environment, conflicting or uncertain job expectations, job insecurity or lack of opportunity and unpleasant or dangerous work environment.

Managerial Creativity

Managerial creativity refers to as; the novel multidimensional fluent ideas related to different functions of management. It involves creative behaviors of manager which produce trust, productivity and loyalty among the workers to make the organization more successful keeping in view the needs of them.

Senior Secondary School Teachers

The Schools run by state government or private organization having the classes up to 12th and the teacher teaching to 11th and 12th classes are known as senior secondary school teachers.

Objectives

- a. To study the occupational stress of government and private school teachers at secondary stage,
- b. To study the occupational stress among teachers working with high managerial creative principal of secondary schools.
- c. To study the occupational stress among teachers working with low managerial creative principal of secondary schools.

Hypotheses

The null hypotheses have been formulated by the researcher as follows;

(H₀₁) There is no significant difference in the occupational stress of government and private school teachers at secondary stage,

(H₀₂) There is no significant difference in occupational stress among teachers working under high managerial creative principal,

(H₀₃) There is no significant difference in occupational stress among teachers working under low managerial creative principal,

Research Method

The descriptive research survey method has been applied to conduct the study.

Present study was conducted on 200 teachers (male and female) and 40 principals (male and female) randomly selected from forty private and government secondary schools of Jalandhar district. The sample distribution of the teachers is presented below.

Table 1
Sample Distribution of Government and Private Secondary School Teachers under High and Low Managerial Creativity

<u>S.No.</u>	<u>Managerial</u> → Creativity (M.C) of Principals Type of Schools	<u>High M.C.</u> Principals Teachers	<u>Low M.C.</u> Principals Teachers	<u>Total</u> (40)
1	Government School (20)	50	50	100
2	Private School (20)	50	50	100
Total	40 Schools	100	100	200

Tools

The following tools were administered to conduct the present study.

- Managerial Creativity Scale : (M. Cr. S) by S. Jain, R. Jain, and U. Dhar
- Occupational Stress Index : (O. S. I.) by A. K. Srivastava and A. P. Singh

Analysis and Interpretation

The managerial creativity of principal was assessed through standardised scale(MCr.S) and the raw score was converted into quartile deviation format(Q1-Q3).The principals who obtained Q1 score were counted under low managerial creativity and who secured Q3 score were under high managerial creativity thus segregation of all forty principals was done under low and high managerial category.

Occupational Stress of Government and Private Secondary School Teachers

In order to study the significance of difference in occupational stress of government and private school teachers at secondary stage data was analyzed by using t-test and the analysis of the data is given in below Table-2.

Table 2
Occupational Stress of Government and Private Secondary School Teachers

<u>Sr.No.</u>	<u>Types of School</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>t-Value</u>	<u>Level of Significance</u>
1	Government School	100	130.18	16.06		
2	Private School	100	126.40	16.52	*2.12	<i>Significant</i>

The calculated value of 't' came out to be 2.12, which is more than the table value (1.98) at the 0.05 level of significance. Hence, the null hypothesis H_{01} that; "There is no significant difference in the occupational stress of government and private school teachers at secondary stage" was rejected.

Therefore, it may be interpreted that government and private school teachers differ significantly. However, it may be observed from table 2, that there is difference between the mean score of government teachers (130.18) and private teachers (126.40) hence, it has been concluded that there is significant difference between occupational stress of government and private school teachers. The finding reveals that, the types of school influence occupational stress of teachers at secondary stage. It might be due to reason that government schools have more freedom than the private schools.

Occupational Stress among Teachers Working under High Managerial Creative Principal

In order to study the significance of difference in occupational stress among teachers working under high managerial creative principal data was analyzed by using t-test and the analysis of the data is given below in table-3.

Table 3

Occupational Stress of Government and Private School Teachers Working under High Managerial Creative Principal

<u>Sr.No.</u>	<u>Types of School</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>t-Value</u>	<u>Level of Significance</u>
1	Government School	50	144	16.22		
2	Private School	50	150	16.86	*2.09	<i>Significant</i>

The calculated value of 't' with came out to be 2.09, which is more than the table value (1.99) even at the 0.05 level of significance. Hence, the null hypothesis H_{02} that; "There is no significant difference in occupational stress among teachers working under high managerial creative principal" was rejected. Therefore, it may be interpreted that occupational stress of government teachers differ significantly from private school teachers working under high managerial creative principal . However, it may be observed from table no. 3 that there is difference between the mean score of government teachers (144) and private teachers (150) working under high managerial creative principal. Hence, it has been concluded that there is significant difference between occupational stress of government and private school teachers working under high managerial principal. The finding revealed that the types of school influence managerial creativity of principal. It may be due to reason that government schools have more freedom than the private schools.

Occupational Stress among Teachers Working under Low Managerial Creative Principal

In order to study the significance of difference in occupational stress among teachers working under high managerial creative principal data was analyzed by using t-test and the analysis of the data is given below in Table-4.

Table 4

Occupational Stresses of Government and Private School Teachers Working under Low Managerial Creative Principal

<u>Sr.No.</u>	<u>Types of School</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>t-Value</u>	<u>Level of Significance</u>
1	Government School	50	117.5	8.9		
2	Private School	50	119	9.8	*2.45	<i>Significant</i>

The calculated value of 't' with came out to be 2.45, which is more than the table value (1.99) even at the 0.05 level of significance. Hence, the null hypothesis H_{03} that; "There is no significant difference in occupational stress among teachers working under low managerial creative principal" was rejected. Therefore, it may be interpreted that occupational stress of government teachers differ significantly from private school teachers working under low managerial creative principal . However, it may be observed from table no. 3 that there is difference between the mean score of government teachers (117.5) and private teachers (119) working under low managerial creative principal. Hence, it has been concluded that there is significant difference between occupational stress of government and private school teachers working under low managerial principal. The finding revealed that the types of school influence managerial creativity of principal. It may be due to reason that organizational climate in government schools is low creative.

Educational Implications

- Occupational stress is so common psychological disorder prevailing in every walk of life, so it should be reduced as earliest by providing a good organizational climate to the workers.
- The principal is like a manager of his/her school so that through good managerial skills he/she can reduce occupational stress among the teachers and enhance their performance.
- The findings of the study will definitely help to the principals and of course to the teachers too to maintain the school climate conducive for the whole staff.
- This study will help in creating a good atmosphere in government schools by motivating the teachers and principals to work smartly like that of private schools.

Delimitations

- The study was restricted to district Jalandhar of Punjab.
- Twenty government and twenty private senior secondary schools were selected randomly to constitute a sample of 200(male/female) teachers.
- Standardized tools were used to collect the data.

- d. Forty principals were selected from the same schools to find out the low and high creative in managerial skills.

Conclusion

The principal or manager takes on the responsibility of any organization on their shoulder to make the institution successful but without the continuous support of their staff this task becomes unsuccessful and principal or manager becomes helpless. Therefore managerial skills are important for any teacher or manager to get the desired results. So the study is important because undue occupational stress and unbalance managerial creativity leads to lower performance and productivity of teachers. It was investigated that government and private school teachers working under high managerial skill principal show more occupational stress and vice-versa. It may be due to reason that government schools have more freedom than the private schools. The type of school influence managerial creativity of principal; it may be due to reason that organizational climate in government schools is low creative comparing to the private schools.

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